Eagle Mountain-Saginaw Independent School District

Copper Creek Elementary

2024-2025 Campus Improvement Plan

Mission Statement

We commit to...

Serve Others

Build Relationships

Strive for Success

This is the Cowboy Way.

#RideForTheBrand

Value Statement

CREEK Values

Copper Creek Cowboys Are...

Compassionate

Respectful

Empathetic

Encouraging

Kind

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Copper Creek is a suburban PK - 5 campus with approximately 705 students. Student demographic graphs and charts are in the addendums. Of note are the following demographics:

- % of students are low income
- _____ students are Limited English Proficient
- The percentage of students by race are as follows...
- % White
- % Hispanic
- % Black or African American
- % Asian

Student Achievement

Student Achievement Summary

Data will be updated upon receipt from the Texas Education Agency.

According to the Texas Education Agency, in the 2023-2024 school year, Copper Creek Elementary earned a....

Included in the addendums are:

- *2023-2024 Preliminary School Report Card*
- *2023-2024 Accountability Ratings Summary and Supporting Documents*

Student Achievement Strengths

CCES earned a distinction designation in:

School Culture and Climate

School Culture and Climate Summary

Student data was gathered through XSEL surveys. Overall, the data shows that students believe that teachers care about them, the school environment is safe, and rules are enforced fairly and consistently. See addendum for details.

School Culture and Climate Strengths

CCES has a clearly defined mission statement, guidelines for success, values, and staff collective commitments. See addendum for details.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

All professional staff are highly qualified according to TEA criteria.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All teachers use the EMS ISD viable and guaranteed curriculum. Training in the EMS ISD Teaching and Learning system is ongoing throughout the year. Gail Howard (EMS ISD math instructional coach) and Lacy Riewe (EMS ISD ELAR instructional coach) provide on-campus support to CCES teachers.

Curriculum, Instruction, and Assessment Strengths

A WIN (What I Need) time is built into the master schedule for all grade levels K-5. The staff has been trained on WIN time and discussed best practices for intervening and enriching all students. CARE team schedule and consistent procedures across grade levels are evident.

Please see addendums for the campus Professional Development schedule.

Parent and Community Engagement

Parent and Community Engagement Summary

The campus planning advisory committee, consisting of staff and community members, will work to draft, finalize, and formatively review the campus improvement plan for the 2024-2025 school year. Parent partnership is provided in our Language Proficiency Advisory Committee. Parent volunteers support major events such as class parties and Field Day.

Parent and community survey data is available in addendums.

Parent and Community Engagement Strengths

The PTA is increasing membership and campus engagement through vital partnerships. Weekly parent newsletters are distributed to all families to increase engagement (average click rate is ~ 700 per week). Facebook social media posts are used to engage the community at large. Let's Talk is used to dialog with community members with transparency. REMIND is used to provide urgent and timely updates to parents. Watch D.O.G.S. program launched September 2022. Events such as Boohoo/Yahoo Breakfast, Grandparents Day Lunch, Family Picnic, STEAM Family Night, Trunk or Treat, Storybook Character Parade, Veterans Day Parade and Ceremony, Holiday Shop / Cookies and Cocoa with Santa, Kindness Dance, Spring Bash, Fun Run, Field Day, 5th Grade Social and Clap Out are keystones of parent/community engagement opportunities.

School Context and Organization

School Context and Organization Summary

CHAMPS behavior system is implemented across campus. CREEK values are taught and reinforced through Caught Being Creek weekly recognitions. Each grading period, a home visit is made to a student in every grade level to celebrate the CREEK Cowboy winners. At the Cowboy Round-upEvery grade level provides a party at the end of each grading period for students who successfully meet behavior expectations.

Team leader meetings occur each month. Site-based decision-making is supported through committee meetings, staff surveys, and team leader feedback. Leadership team meetings occur weekly to support clear communication and alignment. Campus processes and procedures are housed and organized in Microsoft One Note for all staff members to access.

Technology

Technology Summary

CCES utilizes a technology committee to support decision making. Our campus CTI works closely with campus leadership and team leads.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Other additional data

Goals

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 1: By the end of the 2024-2025 school year, 85% of kindergarten, first grade, and second grade students will achieve their individual EOY composite score for their grade level on mCLASS.

Evaluation Data Sources: 2024-2025 EOY mCLASS - Kindergarten, 1st Grade, 2nd Grade

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Kindergarten, 1st Grade, & 2nd Grade teachers will complete the T-TESS SLO Student Growth Model process to track student growth in guided reading. The mCLASS will be used for the progress monitoring checks. **Strategy's Expected Result/Impact:** By the end of the 2024-2025 school year, 85% of kindergarten, first grade, and second grade students will achieve their individual EOY composite score for their grade level on mCLASS. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Kinder-2nd Grade Teachers, Literacy Specialist, Literacy Coach				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Kindergarten, 1st Grade, & 2nd Grade will implement a system for all students to develop individual reading goals and track their individual reading progression based on SLO checkpoints using mCLASS assessments. **Strategy's Expected Result/Impact:** Students will be able to verbalize their individual reading goal and identify the reading strategy or behavior they need to master to meet the next checkpoint target. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Kinder-2nd Grade Classroom Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Kindergarten, 1st Grade, & 2nd Grade will use the strategies from Science of Teaching Reading for students not meeting expected growth on SLO Student Growth Model progress monitoring checks. **Strategy's Expected Result/Impact:** Students not making expected progress will receive high-quality guided reading lessons that includes needed strategies from Science of Teaching Reading. By ensuring the Tier 1 instruction is high-quality, the PLC & RTI committee can determine if additional interventions are needed. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Kinder-2nd Grade Classroom Teachers, Literacy Specialist, Literacy Coach				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Provide targeted reading intervention for at-risk first & second grade students using the Fountas & Pinnell LLI kits as well as mCLASS supports. **Strategy's Expected Result/Impact:** Increase in the number of students meeting EOY grade level standards. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Literacy Specialist, Literacy Coach, 1st Grade Teachers, 2nd Grade Teachers **Funding Sources:** - 199 - State Compensatory Ed				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Provide targeted early literacy intervention (letter identification, letter/sound correspondence, etc) for at-risk Kindergarten students. **Strategy's Expected Result/Impact:** Increase in the number of students meeting EOY grade level standards Improved scores on Phonics Screeners Improved scores on Letter/Sound ID Screeners **Staff Responsible for Monitoring:** Principal, Assistant Principal, Literacy Specialist, Literacy Coach, Kindergarten Teachers **Funding Sources:** - 199 - State Compensatory Ed				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 2: At the end of each assessment period during the 2024-2025 school year, 90% of all Kindergarten through second grade students will meet proficiency on identified essential standards in math.

Evaluation Data Sources: MAP, formative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Use number corner daily to build number sense and numeracy. **Strategy's Expected Result/Impact:** At least 90% of students in kindergarten, 1st grade, & 2nd grade will meet proficiency on identified essential standards in math. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Kinder-2nd Grade Teachers, Math Specialist, Math Coach				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Kindergarten, 1st Grade, & 2nd Grade will implement a system for all students to develop individual math goals and track their individual math progression based on SLO checkpoints using MAP and formative assessments. **Strategy's Expected Result/Impact:** At least 90% of students in kindergarten, 1st grade, & 2nd grade will meet proficiency on identified essential standards in math. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Kinder-2nd Grade Teachers, Math Specialist, Math Coach				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 3: By the end of the 2024-2025 school year, 55% of students will Meet Grade Level Performance or Master Grade Level Performance on the 2025 STAAR Reading Language Arts, Math, & Science assessments.

Evaluation Data Sources: 2025 STAAR Data - 3rd, 4th, & 5th Grade Reading Language Arts STAAR, 3rd, 4th, & 5th Grade Math STAAR, 5th Grade Science STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: 3rd Grade, 4th Grade, & 5th Grade will implement a system for students to develop individual goals and track their progression. **Strategy's Expected Result/Impact:** Students will be able to verbalize their individual goals and identify their strengths and areas of improvement for each instructional cycle. Student friendly terms will be utilized in data binders/ folders. **Staff Responsible for Monitoring:** Principal, Assistant Principal, 3rd-5th Grade Classroom Teachers, Literacy Specialist, Literacy Coach, Math Specialist, Math Coach				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide targeted reading intervention for at-risk students using the Fountas & Pinnell LLI kits. **Strategy's Expected Result/Impact:** Increase in the number of students independently reading grade level texts between the BOY and EOY assessment windows. Increase in the percentage of students meeting or exceeding Approaches Grade Level between the benchmark and the STAAR Reading assessment. **Staff Responsible for Monitoring:** Principal, Literacy Specialist, Literacy Coach, 3rd, 4th, & 5th Grade Reading Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Provide targeted math intervention for at-risk students. This support will be provided through push-in and pull-out services. **Strategy's Expected Result/Impact:** Increase in the number of students meeting grade level standards between the BOY and EOY assessment windows. Increase in the percentage of students meeting or exceeding Approaching Standard between the benchmark and the STAAR Math assessment. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Math Specialist, Math Coach **Funding Sources:** - 199 - State Compensatory Ed				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 4: By the end of the 2024-2025 school year, 75% of EL students will advance one level in each domain of the TELPAS assessment.

Evaluation Data Sources: 2025 TELPAS Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: The classroom teachers will participate in two EL Instructional Reviews. Each teacher will review the instructional adaptations and sheltered instruction strategies used throughout the nine weeks and determine their effectiveness. K-1 Teachers will also rate their ELs' current proficiency level in Reading, Writing, Listening, and Speaking using the TELPAS rubrics. Interventions will be determined if necessary. **Strategy's Expected Result/Impact:** Instructional adaptations and interventions provided in the classroom will be specific to each EL student's needs. Each student will progress in their English language proficiency in listening, speaking, reading, & writing. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, EMS ISD ESL Instructional Coordinator				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 5: By the end of the end of the 2024- 2025 school year, 85% of Pre-Kindergarten students will recognize and name 20 letters (upper or lowercase letters), as well as produce or recognize 20 distinct letter sound correspondences.

Evaluation Data Sources: Pre-Kindergarten teachers will use district "AlphaActions" flashcards/ motions for direct instruction in whole and/ or small group settings. The data folder will be used throughout each nine week reporting session for progress monitoring checks, in conjunction with Rapid Letter Assessments from Circle Curriculum.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Pre-Kindergarten will set individual EOY growth goals for each child based on their BOY letter ID. **Strategy's Expected Result/Impact:** Students not making expected progress will receive differentiated lessons **Staff Responsible for Monitoring:** Pre-K teachers will track growth using the T-TESS Student Growth tracker with progress check-ins in December and March.				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Performance Objective 1: By the end of the 2024-2025 school year, through vertical planning and staff collaboration, alignment is evident in strategies, vocabulary, and skills when implementing the EMS ISD curriculum.

Evaluation Data Sources: Circle, mCLASS, MAP,
2025 STAAR Data - 3rd, 4th, & 5th Grade Reading Language Arts STAAR, 3rd, 4th, & 5th Grade Math STAAR, 5th Grade Science STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Vertical RLA PLC (3-5) - The RLA teachers in 3rd, 4th, & 5th grade will collaborate with the Literacy Specialist and Literacy Coach in a vertical PLC focused on answering the four PLC questions. **Strategy's Expected Result/Impact:** Walkthroughs, observations, and lesson plans will show evidence of alignment between 3rd/4th/5th grade regarding the following: -Student Expectations -Assessments -Progress Monitoring -Interventions -Extensions **Staff Responsible for Monitoring:** Principal, Assistant Principal, PLC Members				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Vertical RLA PLC - Specific PLC times will be devoted to analyzing data, progress monitoring, and tutoring interventions for students receiving tutoring under HB4545. **Strategy's Expected Result/Impact:** Students will master concepts identified as academic gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Literacy Specialist, Literacy Coach, 4th-5th Grade RLA Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: The RLA teachers in 3rd, 4th, & 5th grade will collaborate with the Literacy Specialist and Literacy Coach in vertical planning sessions every 9 weeks. **Strategy's Expected Result/Impact:** Walkthroughs, observations, and lesson plans align with the district scope & sequence and instructional guide. Walkthroughs, observations, and lesson plans will show evidence of vertically aligned reading practices. Walkthroughs, observations, and lesson plans will show effective implementation of the Fountas & Pinnell Interactive Read-Alouds and Mini Lessons. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Literacy Specialist, Literacy Coach, 3rd, 4th, & 5th Grade RLA Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Vertical Math PLC - The Math teachers in all grades will collaborate with the Math Specialist and Math Coach in a vertical PLC focused on answering the four PLC questions. **Strategy's Expected Result/Impact:** Walkthroughs, observations, and lesson plans will show evidence of alignment between all grades concerning the following: -Student Expectations -Assessments -Progress Monitoring -Interventions -Extensions **Staff Responsible for Monitoring:** Principal, Assistant Principal, Math Specialist, Math Coach, PLC Members				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Vertical Math PLC - Specific PLCs times will be devoted to analyzing data, progress monitoring, and tutoring interventions for students receiving tutoring under HB4545. **Strategy's Expected Result/Impact:** Students will master concepts identified as academic gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Math Specialist, Math Coach, 4th-5th Grade Math Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Vertical Science PLC - The Science teachers in 3rd, 4th, and 5th grades will collaborate in a vertical PLC focused on answering the four PLC questions. **Strategy's Expected Result/Impact:** Walkthroughs, observations, and lesson plans will show evidence of alignment between 3rd, 4th & 5th grades concerning the following: -Student Expectations -Assessments -Progress Monitoring -Interventions -Extensions **Staff Responsible for Monitoring:** Principal, Assistant Principal, PLC Members				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: EXCELLENCE IN ACADEMICS RECRUITMENT and RETENTION of QUALITY STAFF: EMS ISD will recruit and employ highly effective people that hold values and characteristics that are aligned with the district mission. This culture of excellence includes those who are committed, coachable, and possess a growth mindset.

Goal 4: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will ensure opportunities for students, staff, families, and community members to learn and be empowered to implement and contribute to a safe and supportive environment that promotes personal and social development and fosters student learning.

Goal 5: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will provide diversified and developmentally appropriate learning opportunities with the purpose of equipping staff and students with the necessary skills for personal and social development, ensuring a supportive learning experience where everyone can thrive.

Goal 6: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will engage each student in developing and executing a dynamic, customized, and personal education from registration to graduation which capitalizes on embedded robust opportunities where choice matters.

Goal 7: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will create a culture that understands and communicates opportunities, respects individuality and builds ownership.

Goal 8: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will implement processes to systematically communicate and provide access to a variety of opportunities to engage all students and stakeholders. This is prioritized by student choice in a manner that respects learning styles, interests and individuality, allowing all voices to be heard.

Goal 9: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership.

Performance Objective 1: PLC discussion and actions will be aligned to campus and district initiatives while promoting a culture of collaboration, open communication, and mutual trust amongst staff members and leadership.

Evaluation Data Sources: Handouts, Notes, & PPTs from PD, Sign-In Sheets from PD, PLC notes

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Continue to build capacity of staff members to identify key behaviors and actions of PLCs. All professional staff members will participate in professional development focused on implementing effective PLCs: **Strategy's Expected Result/Impact:** Staff members will understand the action steps and behaviors of each stage of the PLC process. Staff members will develop an in-depth understanding of the data review process. Each team will identify their current PLC stage and determine 2 behaviors from the next stage to focus on for the next semester. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Literacy Coach, Math Coach				

 No Progress Accomplished Continue/Modify Discontinue

Goal 10: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will provide resources and opportunity for all staff to engage in purposeful professional learning aligned with the districts strategic goals. This will enable educators to drive their own learning, identify areas for improvement, and access relevant learning experiences that align with their personal career aspirations and district's objectives.

Performance Objective 1: 100% of campus-based professional development will be aligned to campus and district initiatives.

Evaluation Data Sources: Handouts, Notes, & PPTs from PD, Sign-In Sheets from PD

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: ELL Instructional Strategies All professional staff members will participate in trainings focused on ELL instructional strategies. **Strategy's Expected Result/Impact:** Increase in the understanding of quality ELL instructional strategies, resulting in the implementation of high-yield instructional strategies in the classroom. Teachers will understand how to incorporate the ELPS into daily instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, EMS ISD ESL Instructional Coordinator				

 No Progress Accomplished Continue/Modify Discontinue

Goal 11: EXCELLENCE IN PERSONALIZED OPPORTUNITIES FAMILY ENGAGEMENT: EMS ISD will actively listen to families and acknowledge their diverse needs in order to foster a culture of authentic family engagement that makes families feel heard, respected, and valued.

Goal 12: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization. By creating standardized guidance documents to align processes for clear understanding of expectations.

Goal 13: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization by developing and maintaining a centralized information warehouse.

Goal 14: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will provide a safe and orderly learning and work environment for students, staff, community members and visitors with a focus on behavior and trainings.

Goal 15: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will implement and rigorously enforce safety and security policies, procedures and laws to promote a safe and orderly learning and work environment for everyone with a focus on operations and systems.

State Compensatory

Budget for Copper Creek Elementary

Total SCE Funds: $8,800.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Small group tutoring is funded through our campus state compensatory education budget. Tutoring is provided by a certified teacher.

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Lei McDade	Special Programs
Classroom Teacher	David Brewer	Specials
Classroom Teacher	JoAnne Miller	5th Grade
Classroom Teacher	Margaret Ann Bryan	4th Grade
Classroom Teacher	Lizzie Haeder	3rd Grade
Classroom Teacher	Nicole Dossey	2nd Grade
Classroom Teacher	Kristen Larance	1st Grade
Classroom Teacher	Denna Davis	Kindergarten
Classroom Teacher	Elizabeth Wood	Pre-Kindergarten
Non-classroom Professional	Leslie Kahn	Math Specialist
Non-classroom Professional	Lacy Riewe	Literacy Specialist
Non-classroom Professional	Celina Vitela	Counselor
Administrator	Veronica Anderson	Administrative Intern
Administrator	Daniel Dodson	Principal

Campus Funding Summary

199 - State Compensatory Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	1	5			$0.00
1	3	3			$0.00
				Sub-Total	$0.00

Addendums

MISSION STATEMENT

We commit to…

Serve Others

Build Relationships

Strive for Success

This is the Cowboy Way.

#RidefortheBrand

GUIDELINES FOR SUCCESS

We work hard and give our best effort.

We stay focused on our purpose.

We are a family and honor our CREEK values.

CREEK VALUES

Copper Creek Cowboys are…

Compassionate

Respectful

Empathetic

Encouraging

Kind

COLLECTIVE COMMITMENTS

WE WILL…

- create a safe place for students to explore and discover their unique interests and abilities.
- build relationships with students, families, and staff.
- laugh and have fun.
- demonstrate a joy for lifelong learning.
- begin each day with a positive mindset for each day is a new opportunity.
- commit to do what is best for each individual student.
- show grace for each other and our students.

District Enrollment - Current Year

This dashboard provides insight into the District's enrollment counts.

The data is refreshed nightly and reflects the previous day enrollment.

Please make sure you select Active students in the Status Filter located on the right side of this guided analysis. This will give you active students ONLY.

Enrollment by Student Groups such as Low Income, English Language Learners and Special Ed are included.

Student Enrollment

School Year	Student Count
2023	689

Attendance Rate

School Year	Attendance Rate
2023	94.59%

Students/Discipline Events

School Year	Student Count
2023	73

Students with Suspensions

School Year	Student Count
2023	25

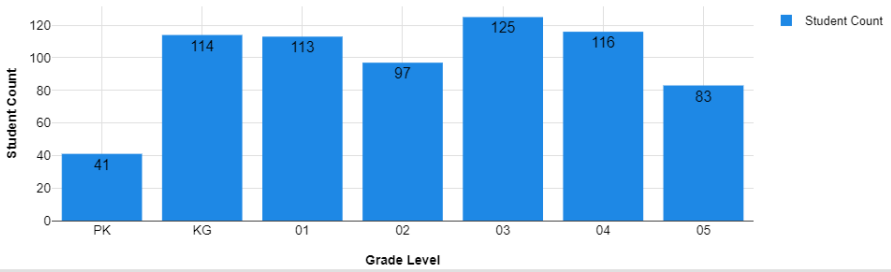
Filters

Chronic Absenteeism
Class Of
Disability
Dyslexia
Gender
Grade Level
Home Language Desc.
LEP
Low Income

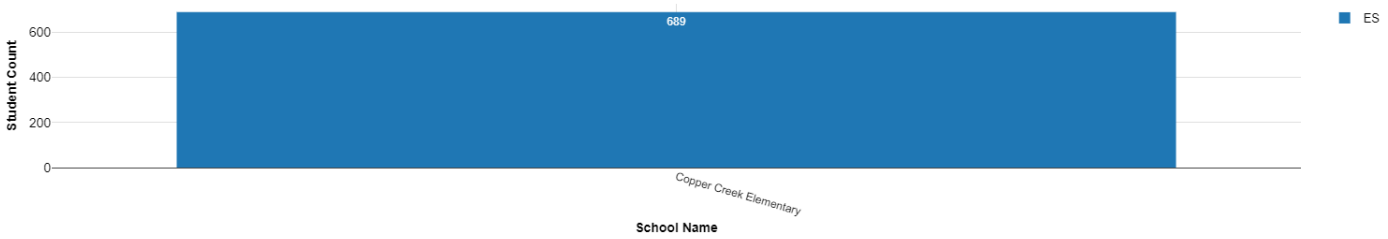
View Filters

No filters selected

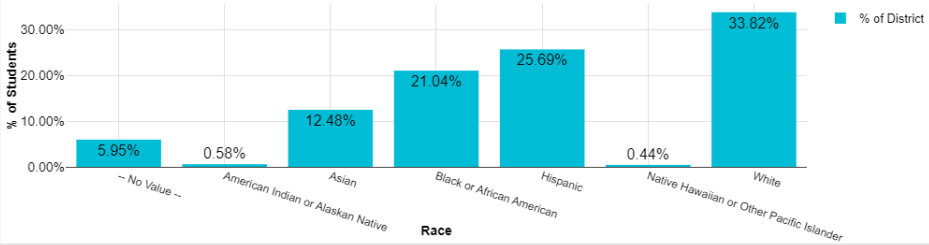
How Many Students are Enrolled in each Grade Level?



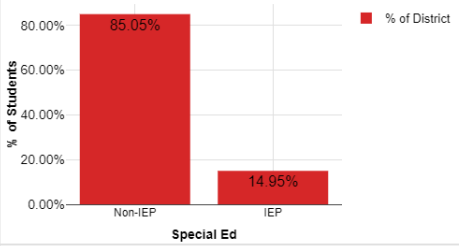
How Many Students are Enrolled in each School Building?



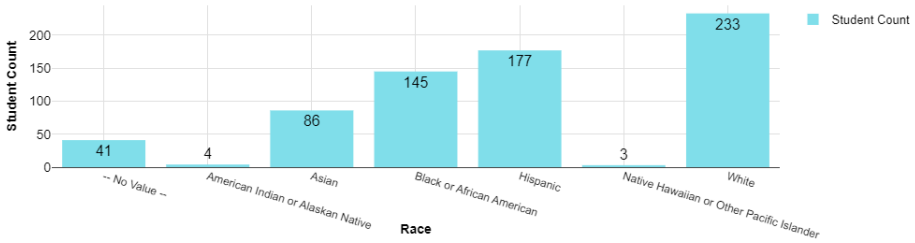
% Of Students By Race



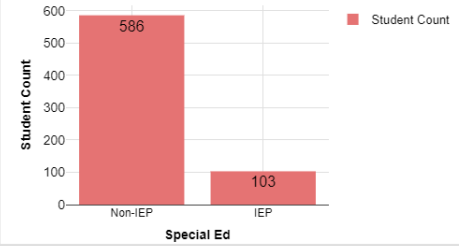
% Of Students By Special Ed Status



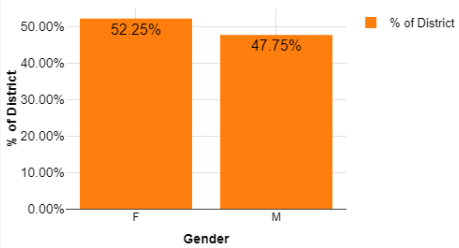
Enrollment By Race



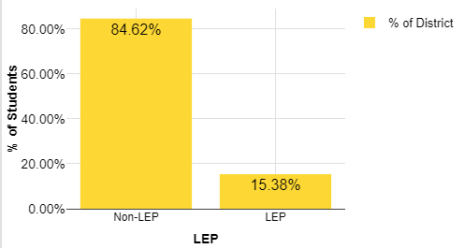
Enrollment By Special Ed Status



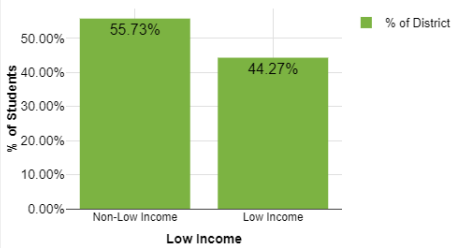
% Of Students By Gender



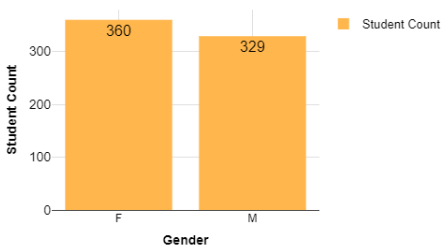
% Of Students By LEP



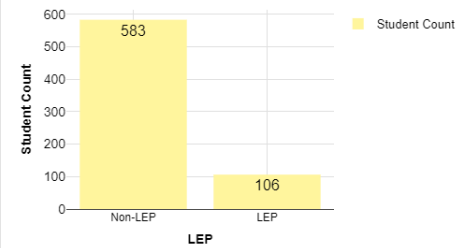
% Of Students By Low Income



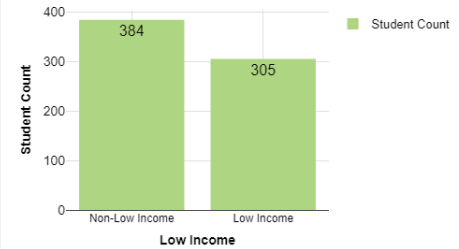
Enrollment By Gender



Enrollment By LEP



Enrollment By Low Income

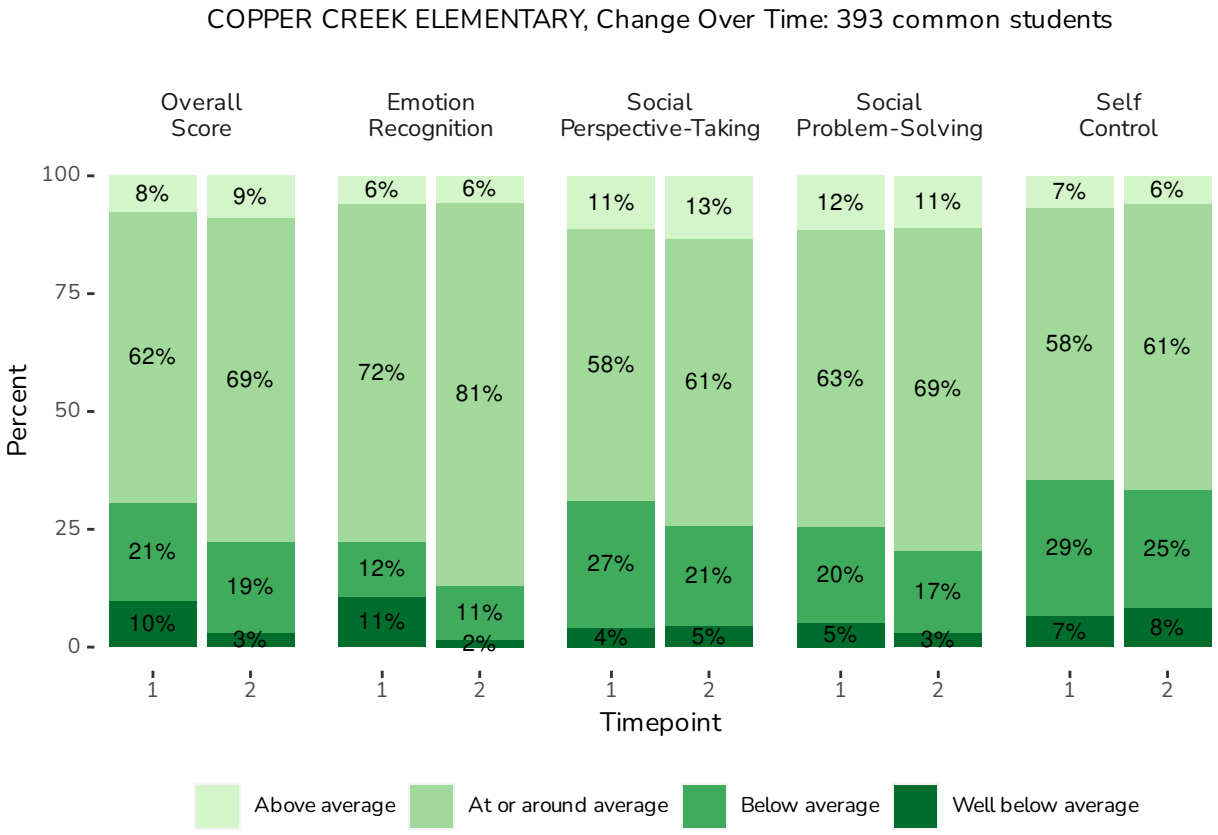


School-level report for COPPER CREEK ELEMENTARY, Change Over Time

This is a school-level report that compares student performance on SELweb EE in the COPPER CREEK ELEMENTARY school across both timepoints (usually Spring vs Fall). Only the students who completed SELweb in all time periods are included in this report.

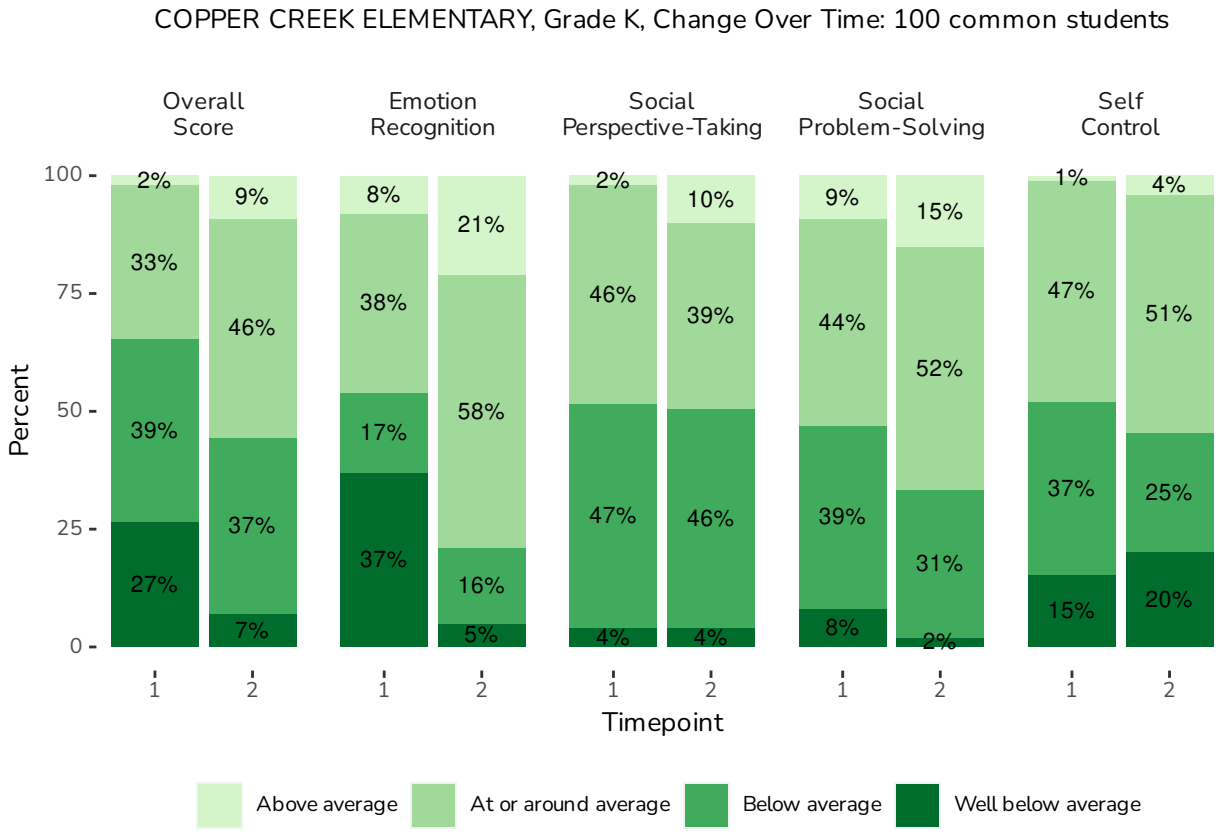
The summary plot shows what proportion of students in the COPPER CREEK ELEMENTARY district fall into each of the 4 performance levels at each timepoint. The summary table compares standard scores for SELweb EE competencies for students in each school in the COPPER CREEK ELEMENTARY school across the 2 timepoints. See the attached appendix for more information about SELweb EE competencies, standard scores, and performance levels.

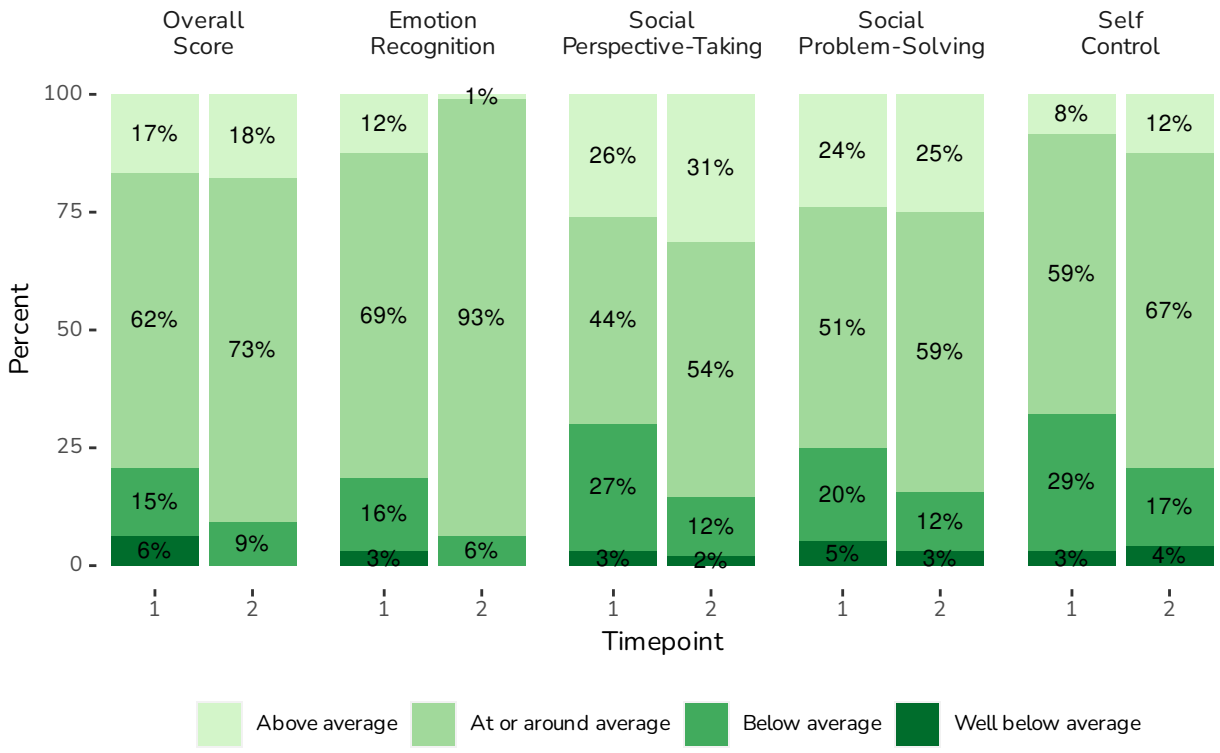
Summary Plot for School



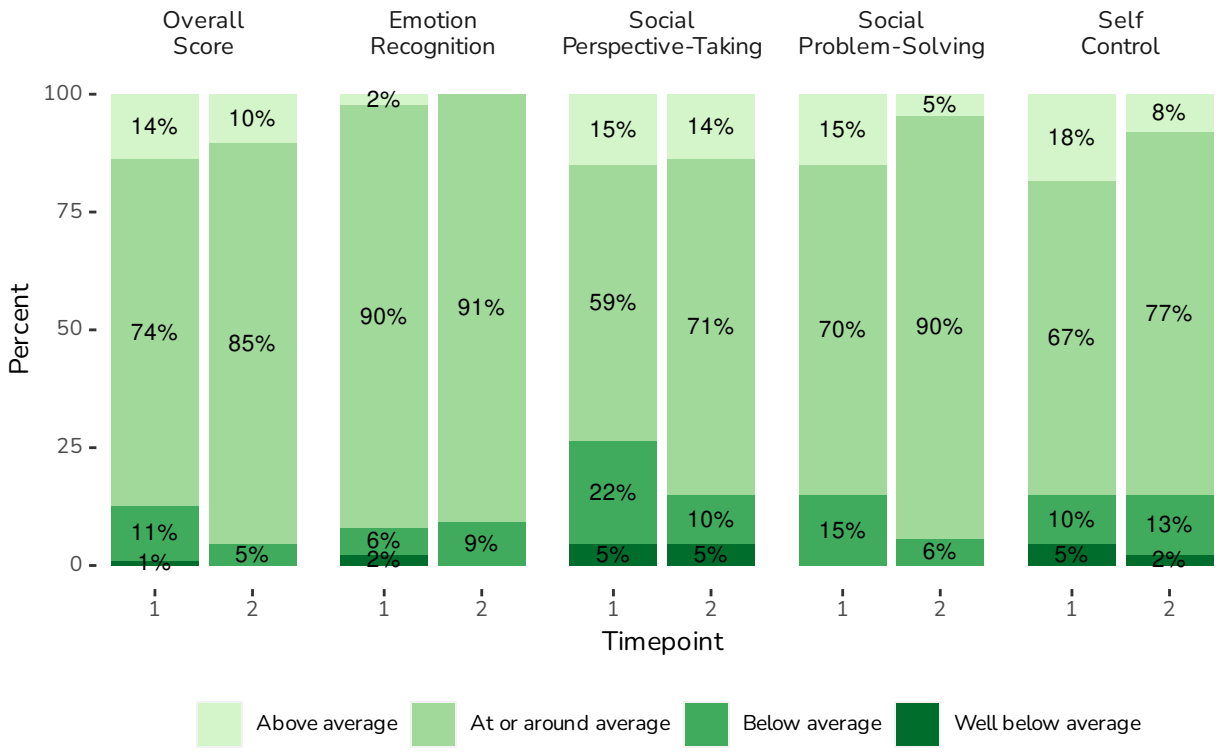
Above average: > 115; At or around average: 90-114; Below average: 70-89; Well below average: < 69

Grade-level reports

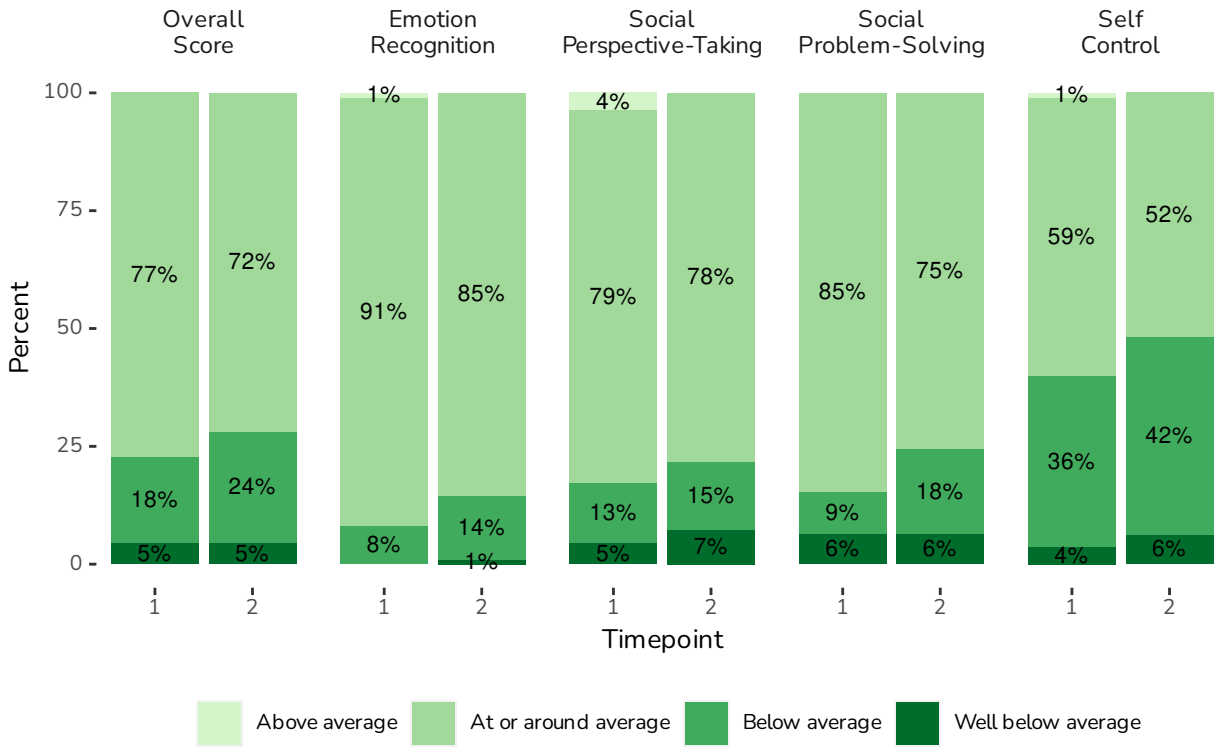




COPPER CREEK ELEMENTARY, Grade 2, Change Over Time: 87 common students



COPPER CREEK ELEMENTARY, Grade 3, Change Over Time: 110 common students



Summary Table for School

Teacher	Grade	N		Overall		Emotion Recognition		Social Perspective-Taking		Social Problem-Solving		Self Control	
		1	2	1	2	1	2	1	2	1	2	1	2
HOME1/01 - 1ST HOMEROOM - LARANCE	1	19	22	104	106	105	103	102	105	101	104	101	104
HOME1/02 - 1ST HOMEROOM - BALDI	1	20	21	98	101	102	106	96	103	99	101	96	90
HOME1/03 - 1ST HOMEROOM - WILLIAMSON	1	18	20	104	107	102	101	104	108	105	108	99	100
HOME1/04 - 1ST HOMEROOM - ROSE	1	21	22	100	105	101	103	101	104	102	106	95	101
HOME1/05 - 1ST HOMEROOM - HEATH	1	18	22	93	101	99	102	97	100	93	98	91	99
HOME2/01 - 2ND HOMEROOM - DOSSEY	2	21	21	108	106	103	101	103	101	108	107	108	107
HOME2/02 - 2ND HOMEROOM - BRYANT	2	19	19	102	101	102	99	100	100	105	103	97	99
HOME2/03 - 2ND HOMEROOM - RICHERSON	2	17	18	101	105	104	101	95	104	102	106	101	100
HOME2/04 - 2ND HOMEROOM - HANSON	2	14	18	104	100	99	97	102	102	104	101	105	100
HOME2/05 - 2ND HOMEROOM - SCOTT	2	16	17	100	103	103	102	99	103	100	104	98	97
HOME3/01 - 3RD HOMEROOM - HAEDER	3	20	24	95	92	101	98	96	96	96	96	93	88
HOME3/02 - 3RD HOMEROOM - JAMES	3	22	25	96	93	98	96	101	95	99	100	91	87
HOME3/03 - 3RD HOMEROOM - SAPP	3	23	25	99	91	100	95	100	95	102	96	93	88
HOME3/04 - 3RD HOMEROOM - FLORES	3	23	24	99	92	100	98	101	95	102	97	93	88
HOME3/05 - 3RD HOMEROOM - ADAMS	3	22	25	97	91	102	97	98	94	98	93	92	91
HOMEKG/01 - KG HOMROOM - JOHNSON	K	21	22	87	95	87	104	89	89	97	102	92	91
HOMEKG/02 - KG HOMROOM - MCDADE	K	17	20	85	92	86	98	91	94	92	95	88	89
HOMEKG/03 - KG HOMROOM - PINER	K	21	24	82	93	86	97	89	96	90	98	84	89

HOMEKG/04 - KG HOMROOM - WEEKS	K	21	23	81	93	80	102	90	94	91	94	84	90
HOMEKG/05 - KG HOMROOM - LAVIGNE	K	21	24	79	87	77	100	88	85	87	97	89	81

Emotion Recognition
Emotion recognition involves the ability to understand what others are feeling from their behavior. In everyday interactions, facial expressions communicate what a person is feeling. For SELweb's emotion recognition assessment, children see pictures of faces and indicate what each person is feeling. Some of the faces have very clear expressions; others are subtler. The more faces a child correctly labels, the higher their score.

Social Perspective-Taking
Social perspective-taking involves the ability to understand what someone else is thinking or intends, even when it is not obvious. For SELweb's perspective-taking assessment, children listen to brief illustrated and narrated stories and answer questions about a story character's actions. Getting the right answer requires them to understand the character's underlying intentions. The more questions they answer right, the higher their score.

Social Problem-Solving
Social problem-solving involves the ability to solve challenging everyday social problems. For SELweb's social problem-solving assessment, children listen to brief illustrated and narrated stories about challenging situations. After each story, they answer questions about their interpretations, goals, and actions. Each child's Problem- Solving score reflects the extent to which they view others as benign, adopt prosocial goals, and choose positive solutions.

Self-Control
Self-control includes the skills children use to control their attention, emotions, and behavior to achieve their goals. Two SELweb assessments measure different dimensions of self- control. One measures children's ability to delay gratification and another measures their tolerance for frustration. Each child's overall Self-Control score reflects the extent to which they score high on those two assessments.

What are standard scores?
Standard scores reflect a child's performance on the SELweb assessment. The scores provide information about how each child performed compared to same-aged peers around the US. The average standard score is 100 and the standard deviation, a measure of the variability in scores, is 15. Individual child standard score, and group average standard score, therefore, provide a lot of information about children's social-emotional skill levels.

What do performance levels mean?
Performance levels are descriptions of broad levels of student performance, as follows:

≥115 Above Average	90–114 At or Around Average	70–89 Below Average	≤69 Well Below Average

Performance levels were established to aid in interpretation of SELweb data by providing an intuitive and readily interpretable way to distinguish skill levels.

How should performance levels be used?
Performance levels are less precise than standard scores and should therefore be considered an approximation of children's skill level. An example makes this clear. Imagine two children—one with a score of 91 and one with a score of 113. Both described by the performance level "At or Around Average", yet the former is below average and the latter is above average, and the difference between them of 22 points is more than one standard deviation. The "correct" border between performance levels is somewhat arbitrary and could be set in many different and equally valid ways. We strongly recommend, therefore, that performance levels be used as a starting point for interpreting student social-emotional skill levels.

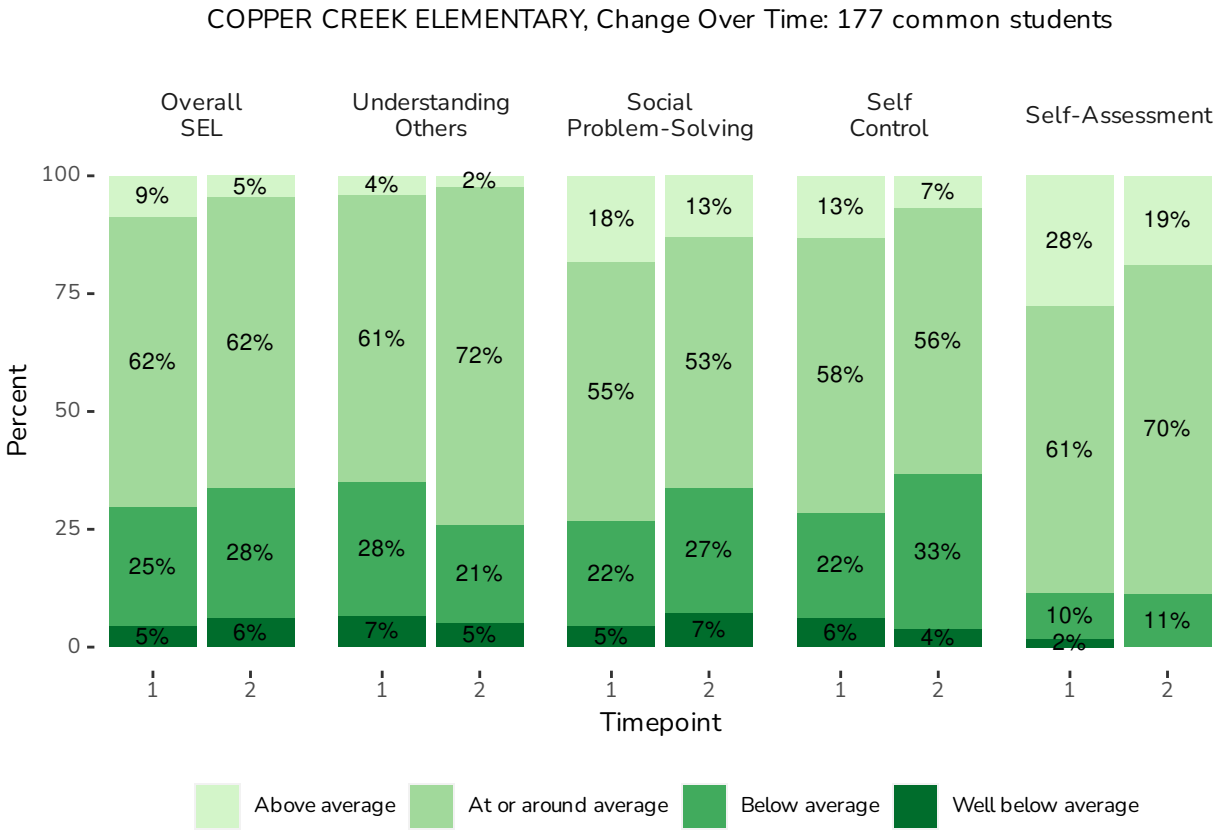
What is the role of SELweb data in understanding student strengths and needs?
SELweb provides information about how well children are able to use important social-emotional skills. In addition to SELweb, there are many other ways of ascertaining student social-emotional skill level, including parent, teacher, and peer assessments and school records, that can and should be considered in conjunction with SELweb data to develop a holistic view of student social-emotional strengths and needs.

School-level report for COPPER CREEK ELEMENTARY, Change Over Time

This is a school-level report that compares student performance on SELweb LE in the COPPER CREEK ELEMENTARY school across both timepoints (usually Spring vs Fall). Only the students who completed SELweb in all time periods are included in this report.

The summary plot shows what proportion of students in the COPPER CREEK ELEMENTARY district fall into each of the 4 performance levels at each timepoint. The summary table compares standard scores for SELweb EE competencies for students in each school in the COPPER CREEK ELEMENTARY school across the 2 timepoints. See the attached appendix for more information about SELweb LE competencies, standard scores, and performance levels.

Summary Plot for School



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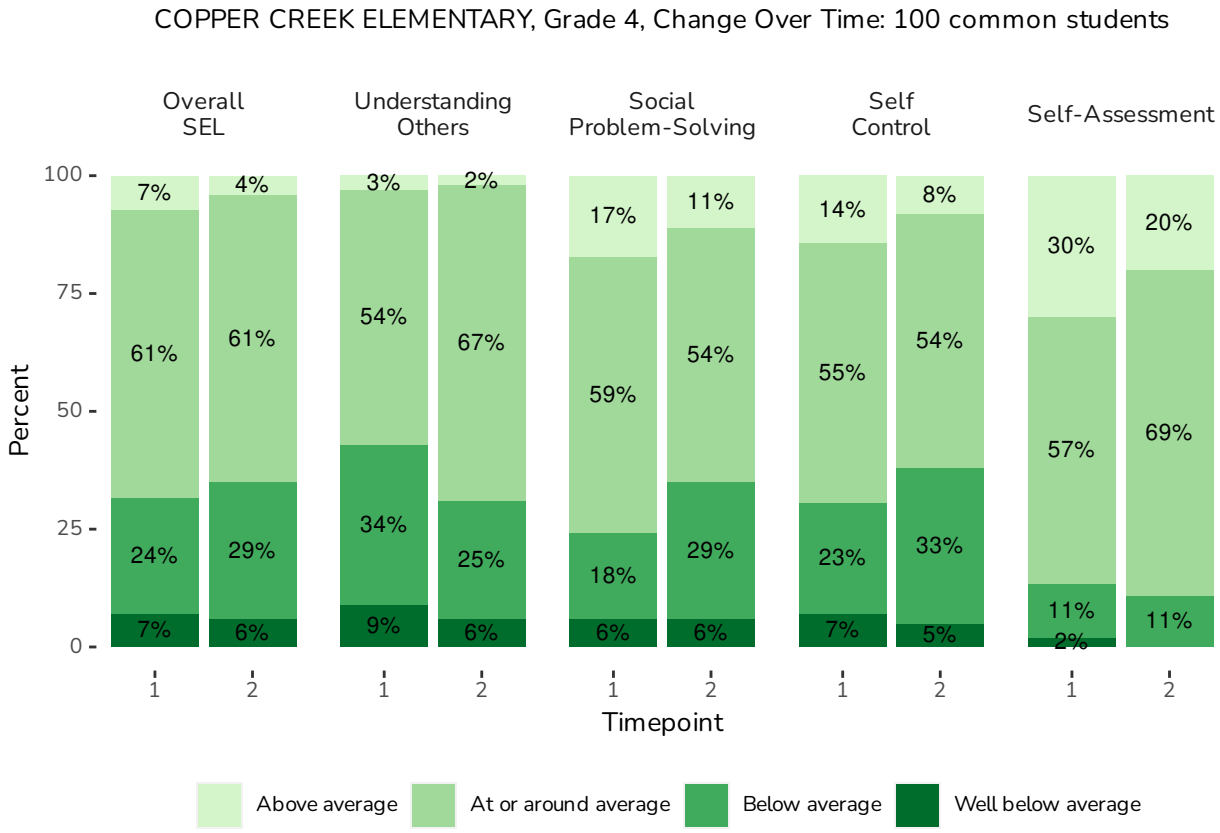
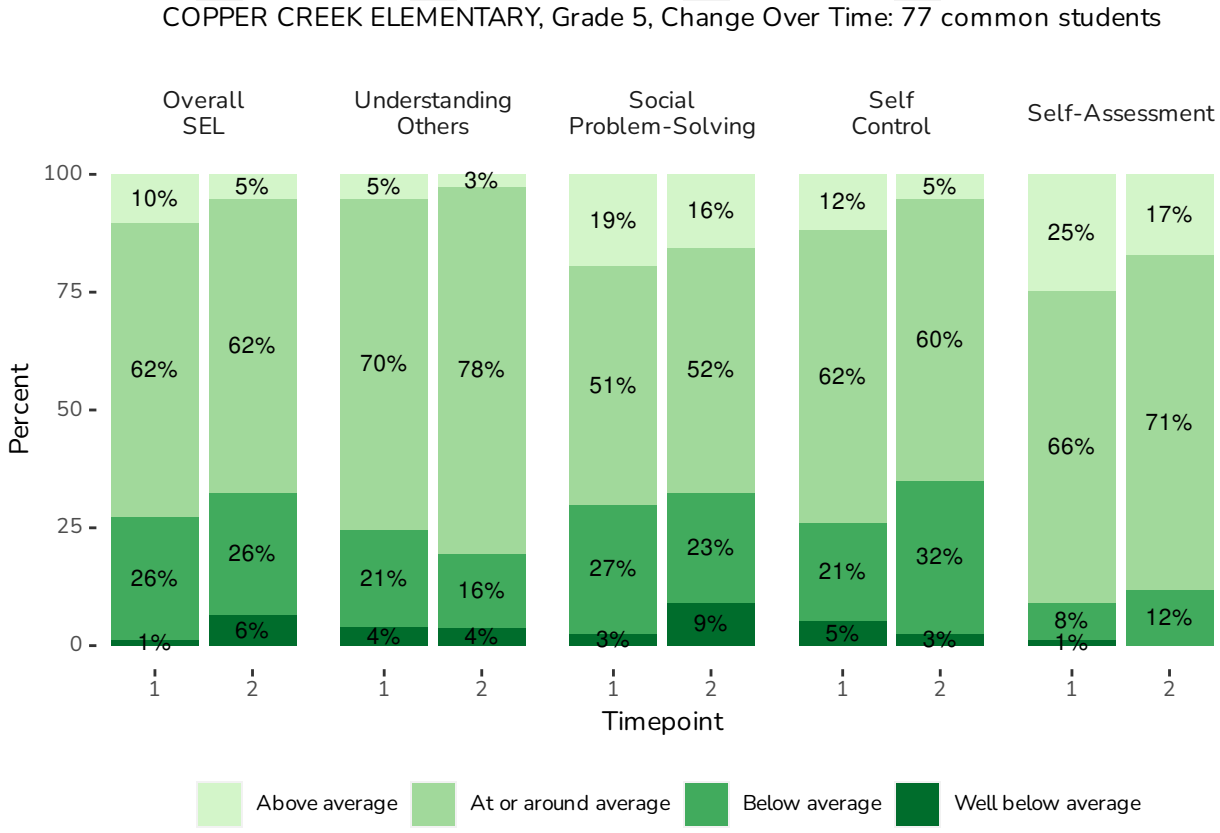
Grade-level reports





Summary Table for School

Teacher	Grade	N		Overall		Under-standing Others		Social Problem-Solving		Self Control		Self-Assessment	
		1	2	1	2	1	2	1	2	1	2	1	2
HOME4/01 - 4TH HOMEROOM - NICHOLSON	4	20	23	94	94	91	93	98	97	95	96	2.8	3.1
HOME4/02 - 4TH HOMEROOM - LANDSAW	4	17	22	95	90	88	92	100	93	102	90	3.3	2.9
HOME4/03 - 4TH HOMEROOM - BRYAN	4	21	22	92	92	88	96	98	94	95	92	3	3
HOME4/04 - 4TH HOMEROOM - LEACH	4	19	21	96	97	94	98	99	100	97	95	2.9	2.8
HOME4/05 - 4TH HOMEROOM - CALKINS	4	23	23	99	95	91	92	108	102	98	95	3.1	2.9
HOME5/01 - 5TH HOMROOM - HNIZDO	5	25	26	99	100	99	98	100	102	98	101	3.1	3.1
HOME5/02 - 5TH HOMROOM - ROBERTS	5	26	27	96	91	97	93	99	92	95	92	2.9	2.9
HOME5/03 - 5TH HOMROOM - MILLER	5	26	28	97	96	98	98	98	98	98	96	3	3

Overall SEL
This score is a composite overall score that reflects children's understanding of others complex emotions and perspectives, social problem-solving skills, and self-control.

Understanding Others
This score reflects children's understanding that others can have mixed and complex social emotions (such as pride and embarrassment) and their understanding of others' perspectives.

Self-Awareness*
This score reflects children's understanding of their own social and emotional skill level.

Social Problem-Solving
This score reflects children's ability to think through challenging social problems. Higher scores reflect a preference for prosocial goals and solutions, and the ability to predict the consequences of prosocial solutions.

Self-Control
This score is a composite overall score that reflects children's understanding of others' complex emotions and perspectives as well as self-control.

What are standard scores?
Standard scores reflect a child's performance on the SELweb assessment (on all modules except self-awareness). The scores provide information about how each child performed compared to same-aged peers around the US. The average standard score is 100 and the standard deviation, a measure of the variability in scores, is 15. Individual child standard score, and group average standard score, therefore, provide a lot of information about children's social-emotional skill levels.

What do performance levels mean?
Performance levels are descriptions of broad levels of student performance and were established to aid in interpretation of SELweb data by providing an intuitive and readily interpretable way to distinguish skill levels:

≥115 (* 3.51 -- 4.00)	90–114 (* 2.25 -- 3.50)	70–89 (* 1.41 -- 2.24)	≤69 (* 1.00 -- 1.50)
Above Average	**At or Around Average**	**Below Average**	**Well Below Average**

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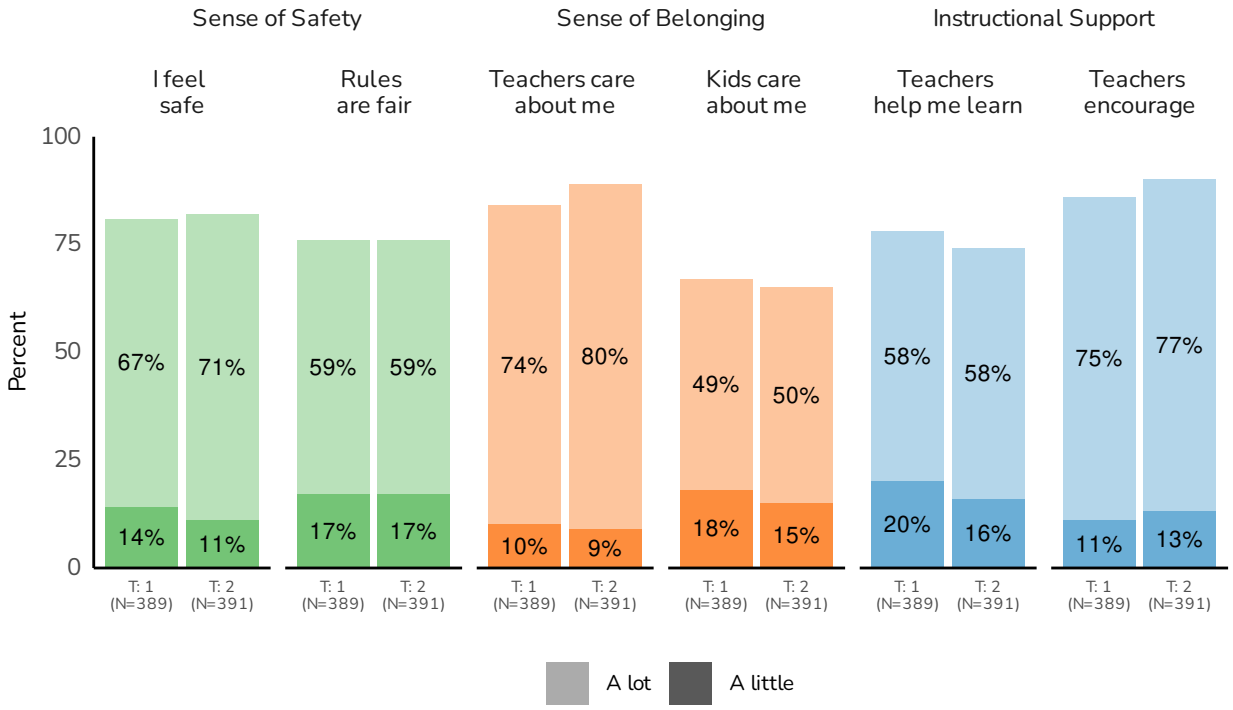
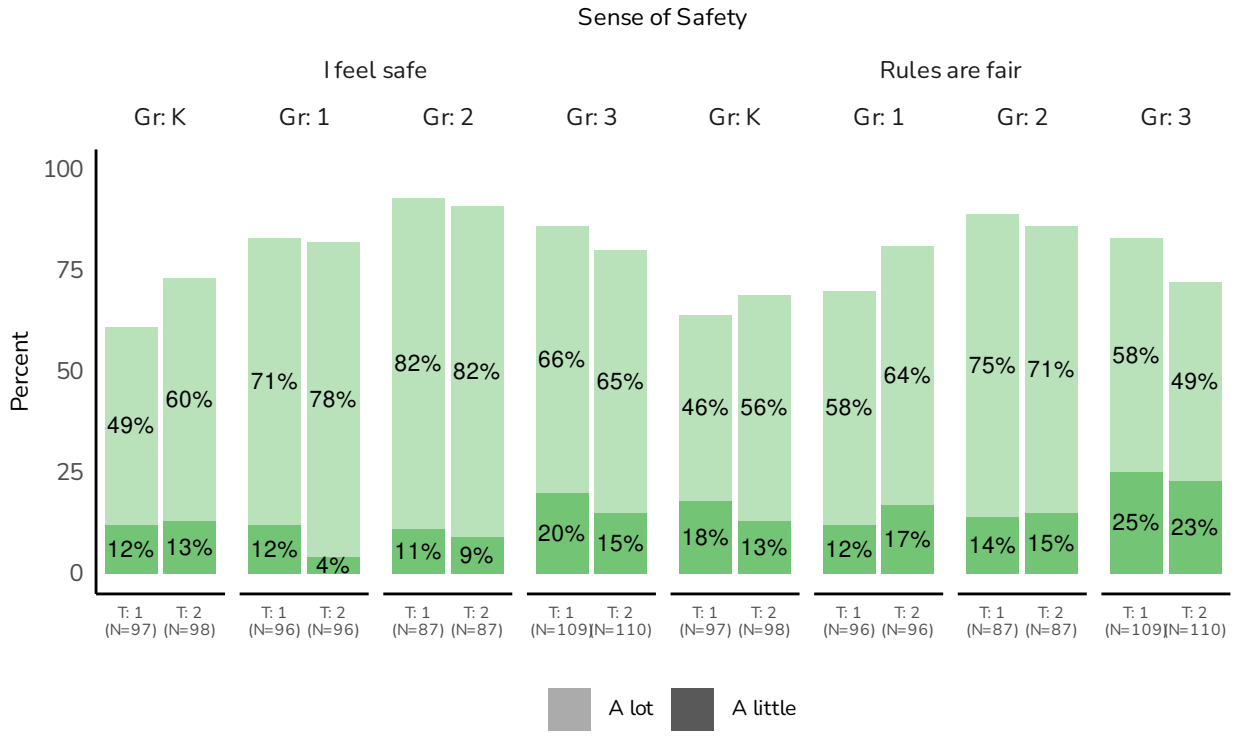
* **Self-Awareness** is reported as an average self-reported performance level and is not based on national standards.

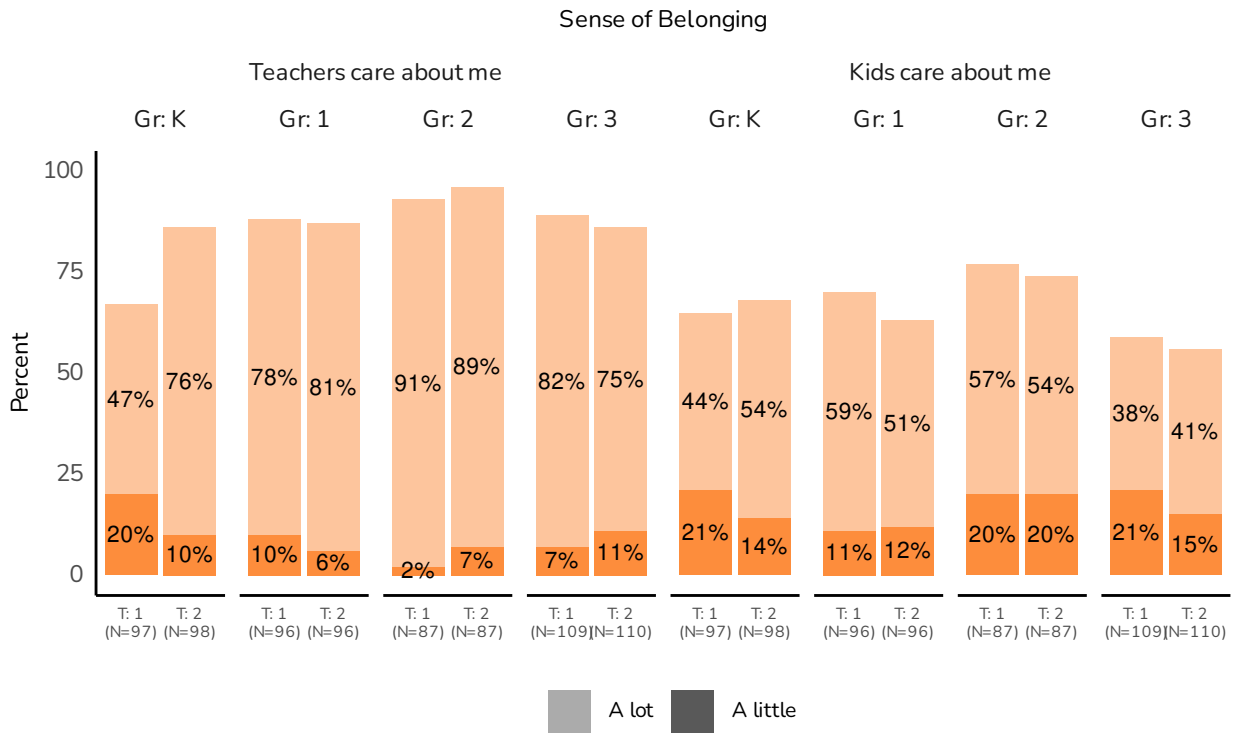
School climate report for COPPER CREEK ELEMENTARY, Change Over Time

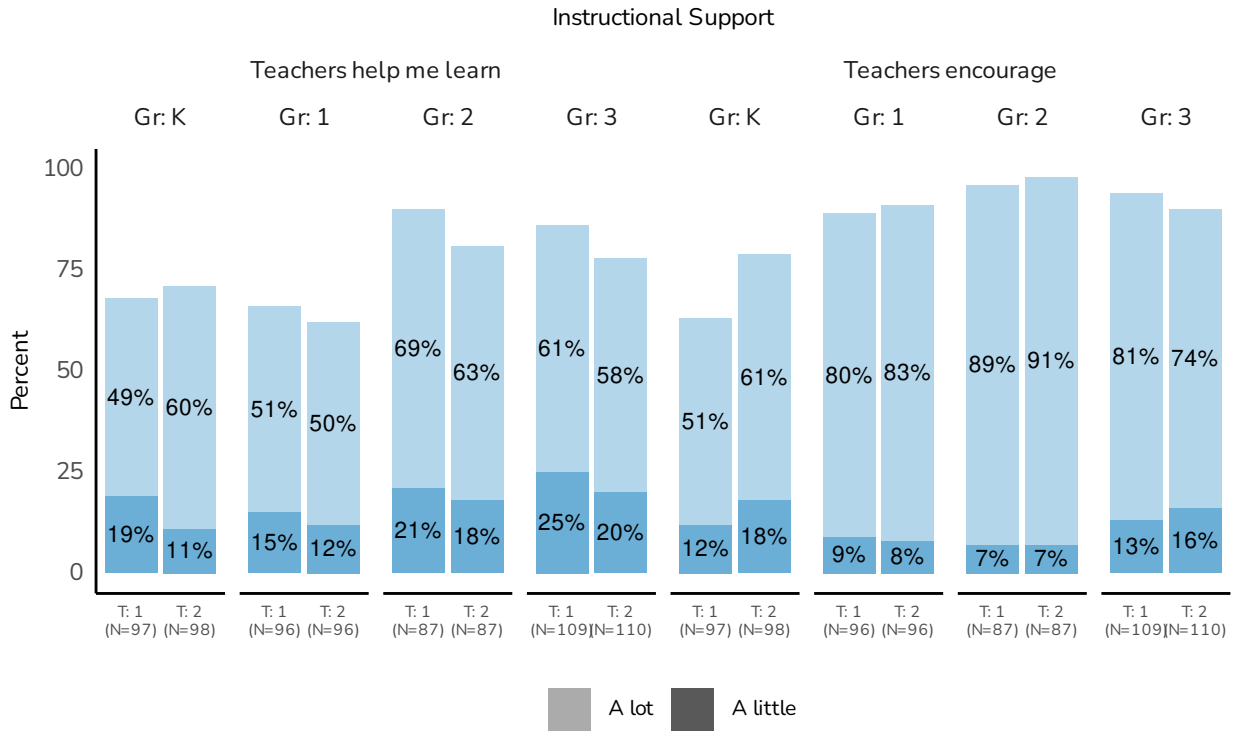
All indicators



By Grade Level






Instructional Support
Teachers help me learn
Teachers encourage
Gr: K
Gr: 1
Gr: 2
Gr: 3
Gr: K
Gr: 1
Gr: 2
Gr: 3
Percent
100
75
50
25
0
49%
60%
51%
50%
69%
63%
61%
58%
51%
61%
80%
83%
89%
91%
81%
74%
19%
11%
15%
12%
21%
18%
25%
20%
12%
18%
9%
8%
7%
7%
13%
16%
T: 1 (N=97)
T: 2 (N=98)
T: 1 (N=96)
T: 2 (N=96)
T: 1 (N=87)
T: 2 (N=87)
T: 1 (N=109)
T: 2 (N=110)
T: 1 (N=97)
T: 2 (N=98)
T: 1 (N=96)
T: 2 (N=96)
T: 1 (N=87)
T: 2 (N=87)
T: 1 (N=109)
T: 2 (N=110)
A lot
A little

The school climate survey asks students to rate statements about the conditions of learning. Items reflect aspect of school climate that research shows are consistently associated with student well-being and academic outcomes. Those statements, and the dimension of climate they reflect, are as follows:

Sense of Safety:

I feel safe at school.
The rules in my school are fair.

Sense of Belonging:

My teachers care about me.
Kids in my school care about me.

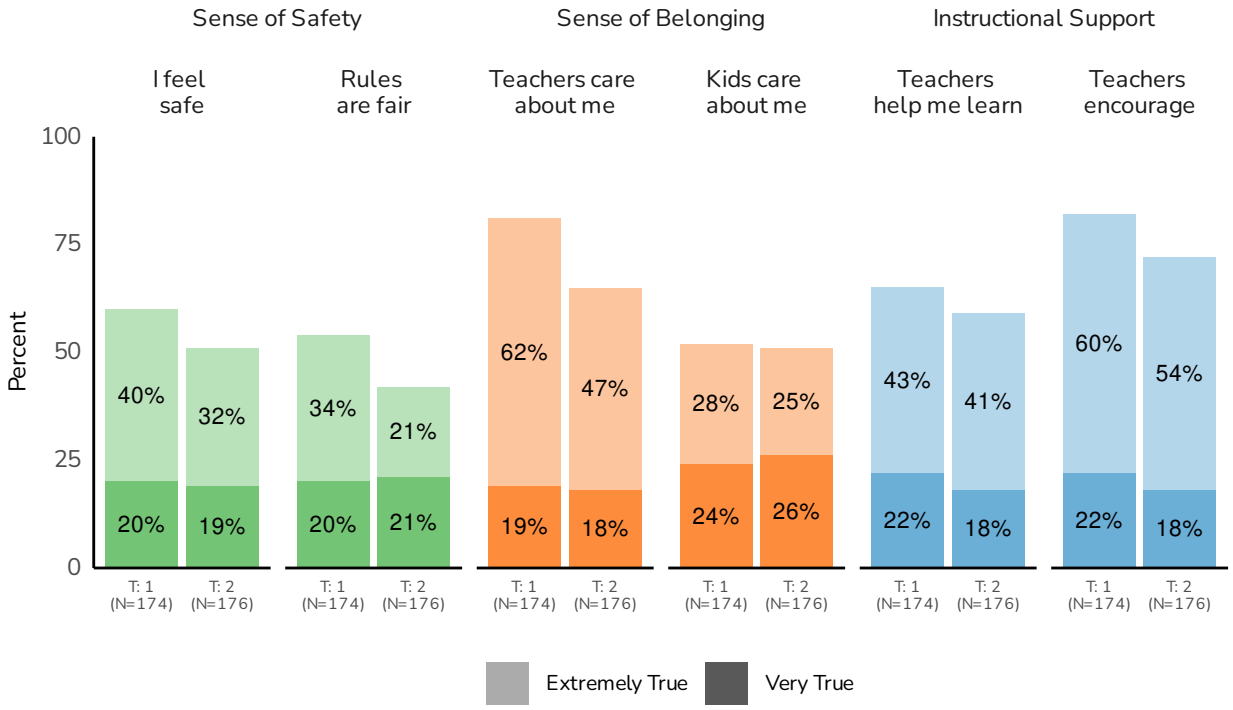
Instructional Support:

My teachers help me with schoolwork when I need it.
Adults in my school encourage me to work hard.

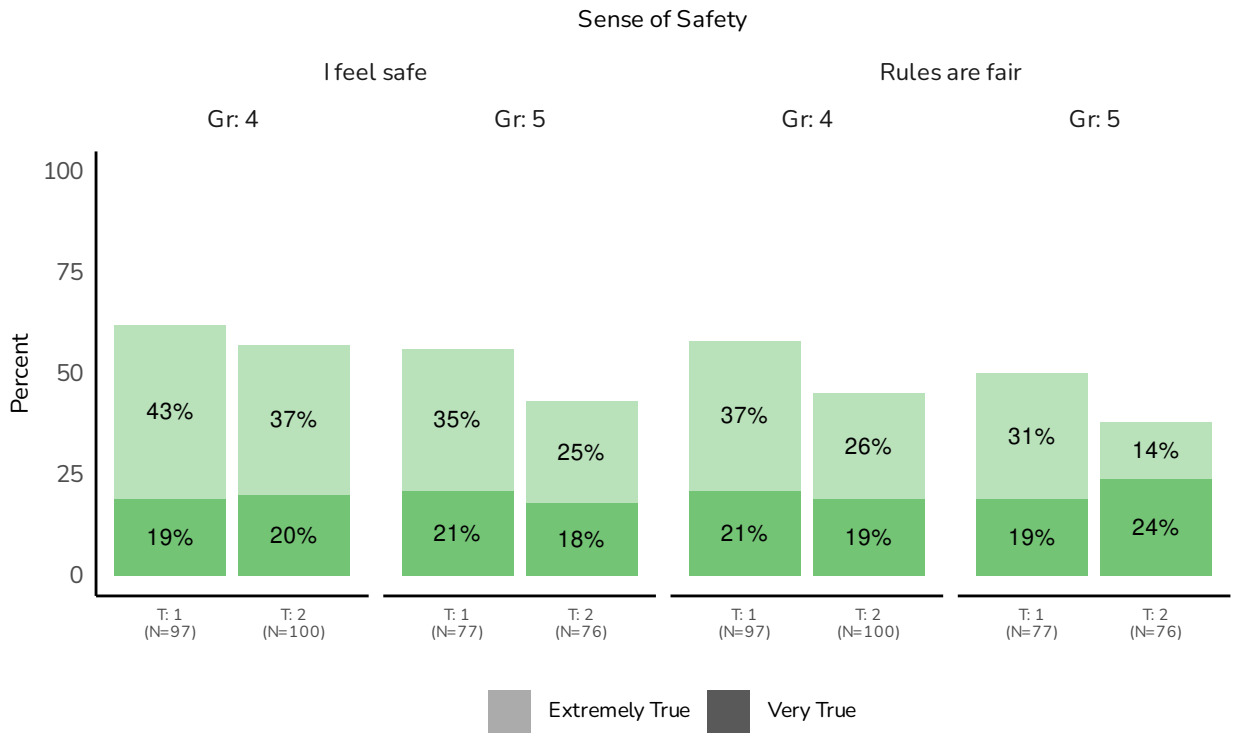
Reports show the percentage of students who rated each item as true (‘a little true’ versus ‘a lot true’).

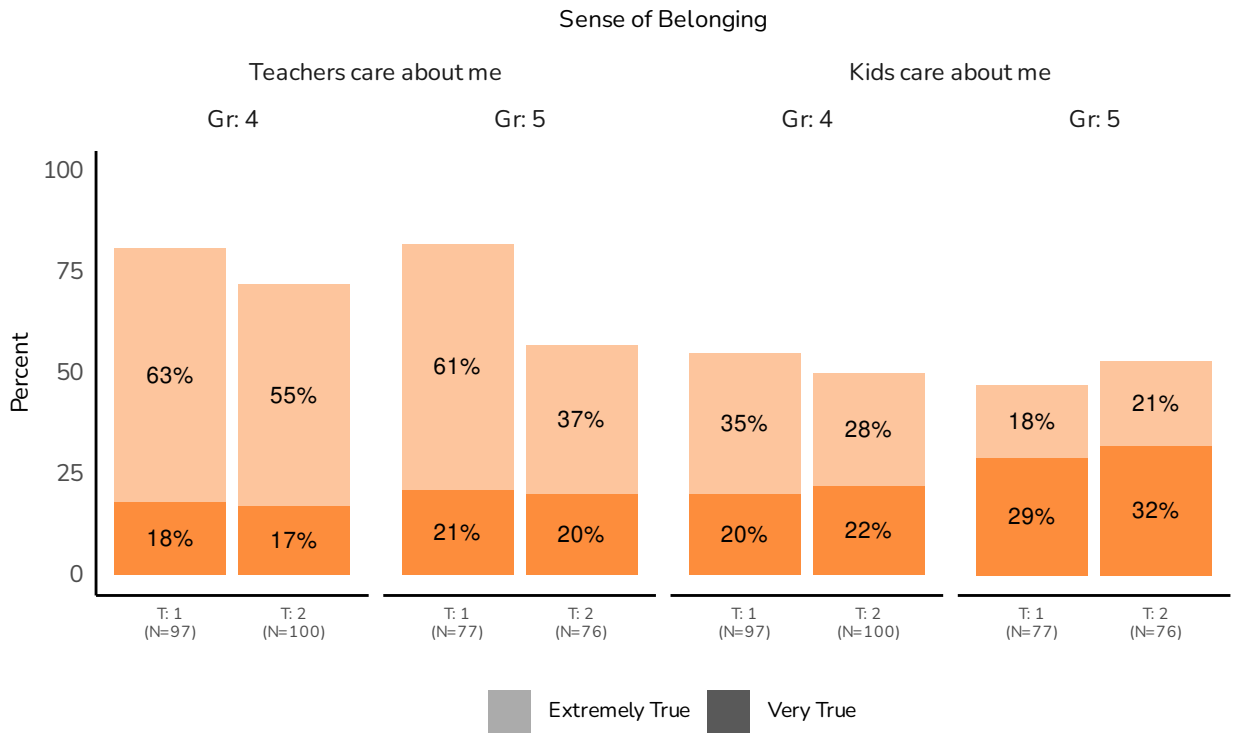
School climate report for COPPER CREEK ELEMENTARY, Change Over Time

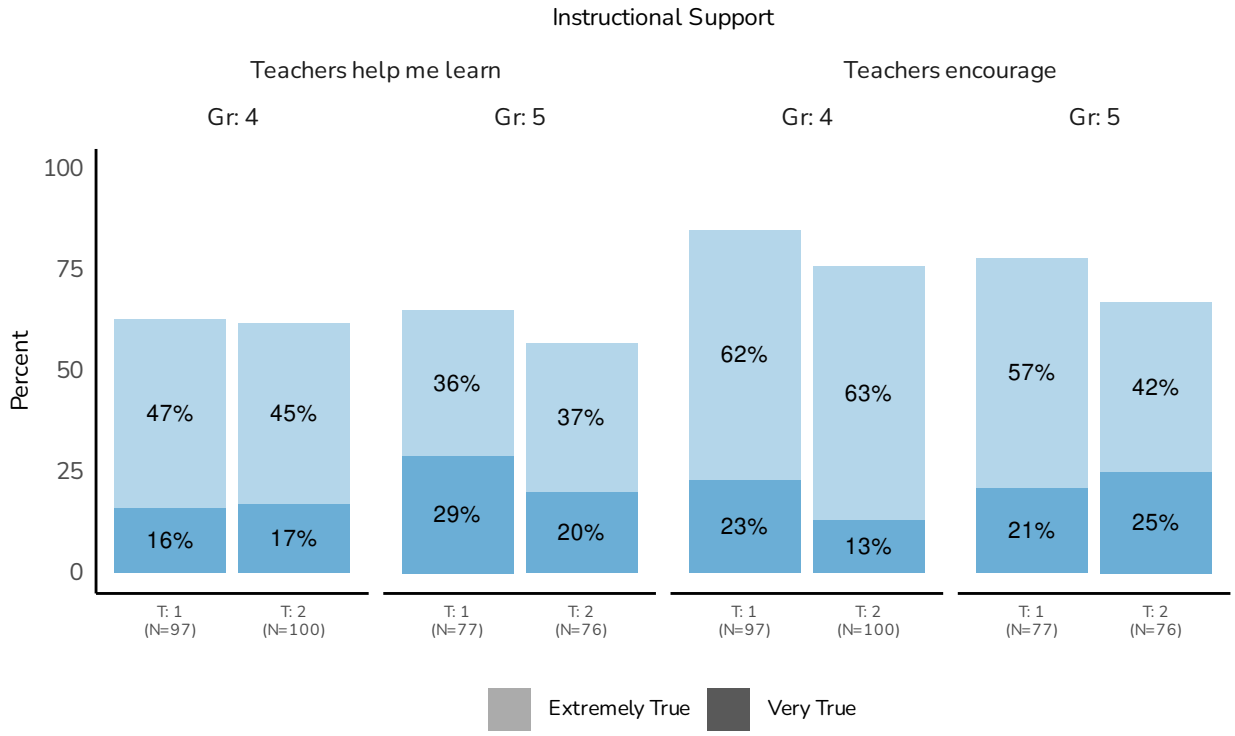
All indicators



By Grade Level






Instructional Support
Teachers help me learn
Teachers encourage
Gr: 4
Gr: 5
Gr: 4
Gr: 5
Percent
100
75
50
25
0
47%
16%
45%
17%
36%
29%
37%
20%
62%
23%
63%
13%
57%
21%
42%
25%
T: 1 (N=97)
T: 2 (N=100)
T: 1 (N=77)
T: 2 (N=76)
T: 1 (N=97)
T: 2 (N=100)
T: 1 (N=77)
T: 2 (N=76)
Extremely True
Very True

The school climate survey asks students to rate statements about the conditions of learning. Items reflect aspect of school climate that research shows are consistently associated with student well-being and academic outcomes. Those statements, and the dimension of climate they reflect, are as follows:

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Survey for Parents: Copper Creek Elementary School

Results

2022-2023

EAGLE MOUNTAIN SAGINAW ISD

Fostering a Culture of Excellence

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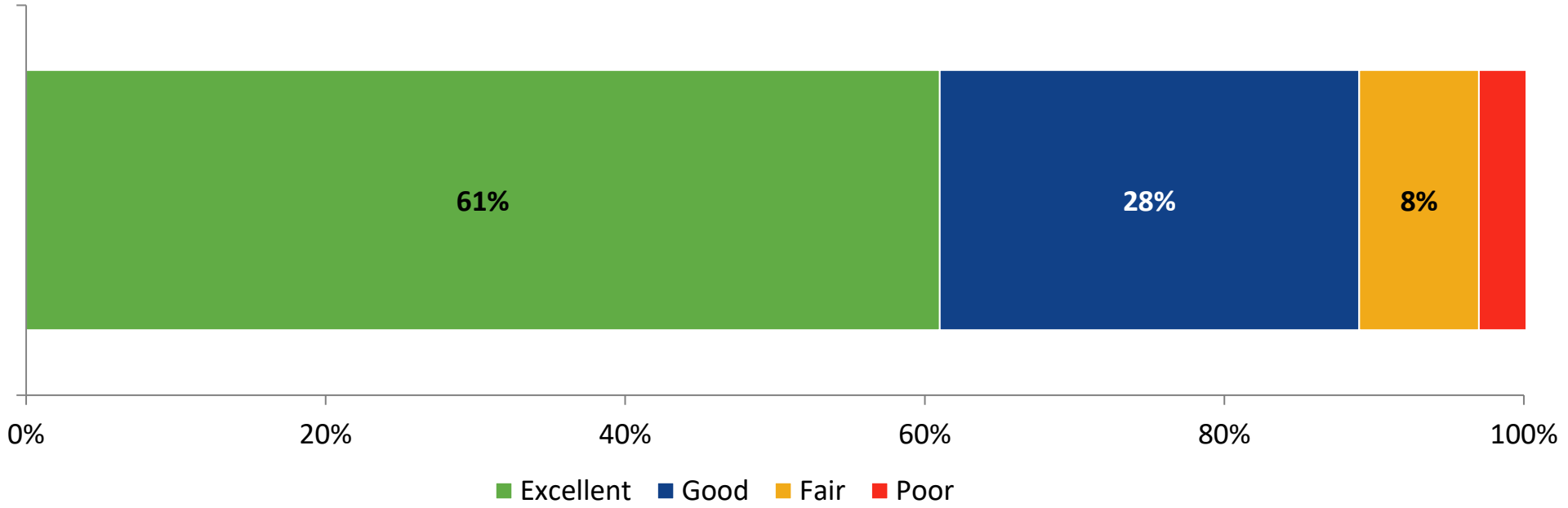
Overall Quality

How would you rate the overall quality of your child's school? (N=119)



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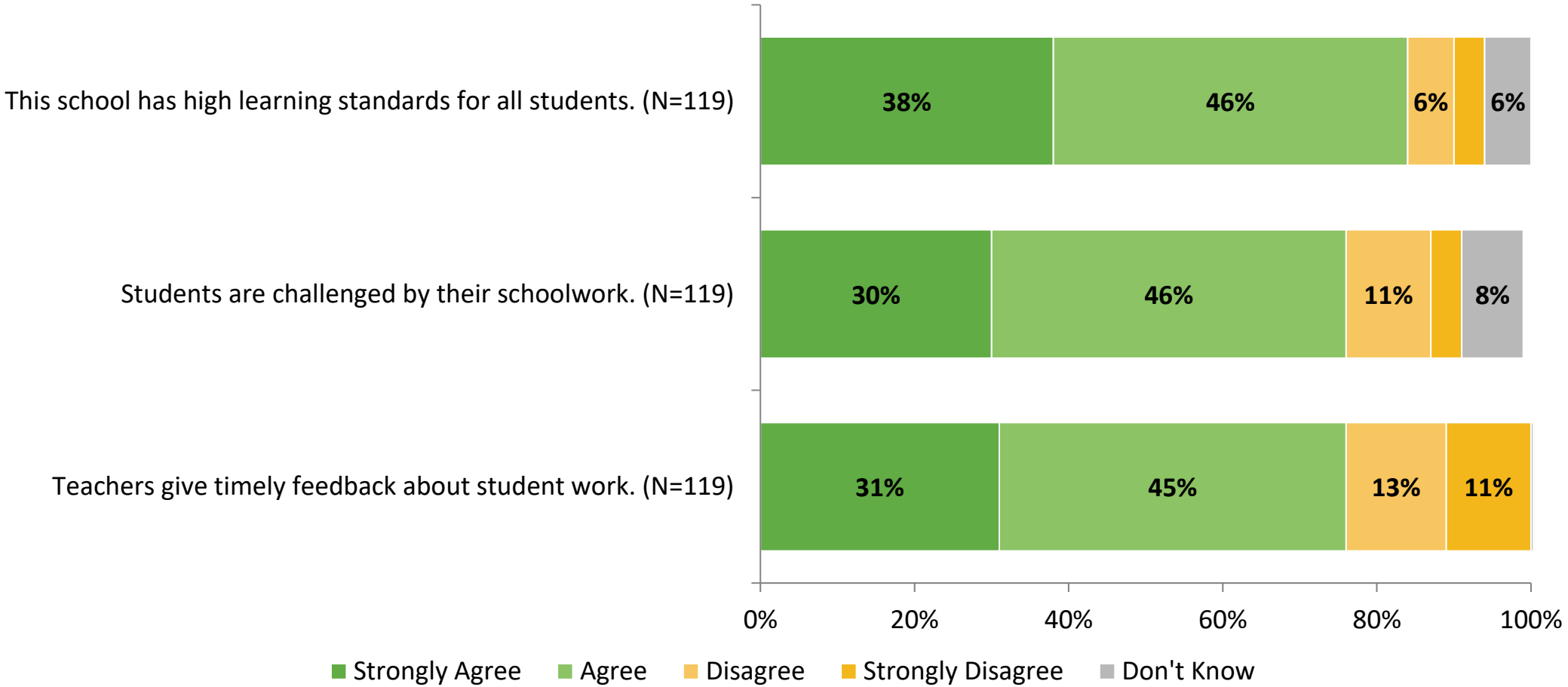
Academic Support

How strongly do you agree or disagree with the following statements?



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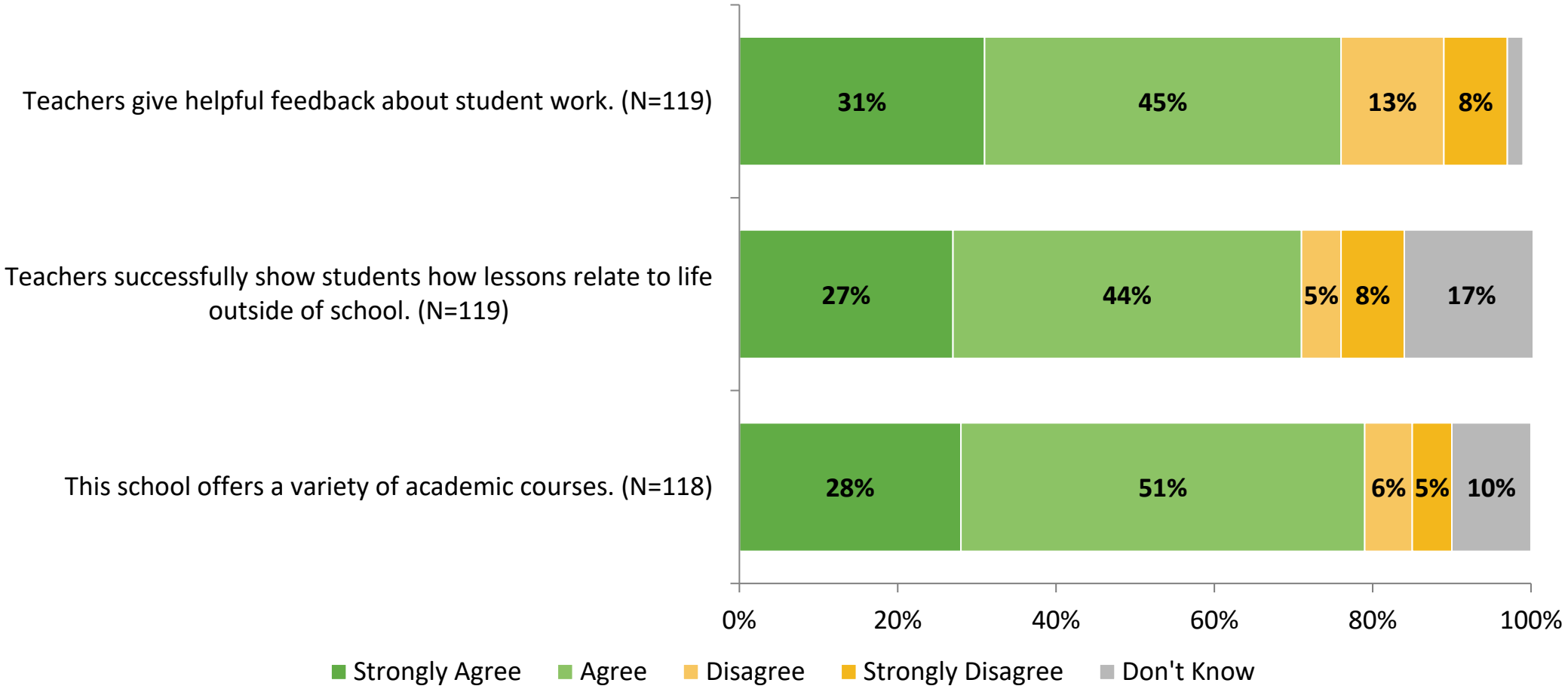
Academic Support (Continued)

How strongly do you agree or disagree with the following statements?



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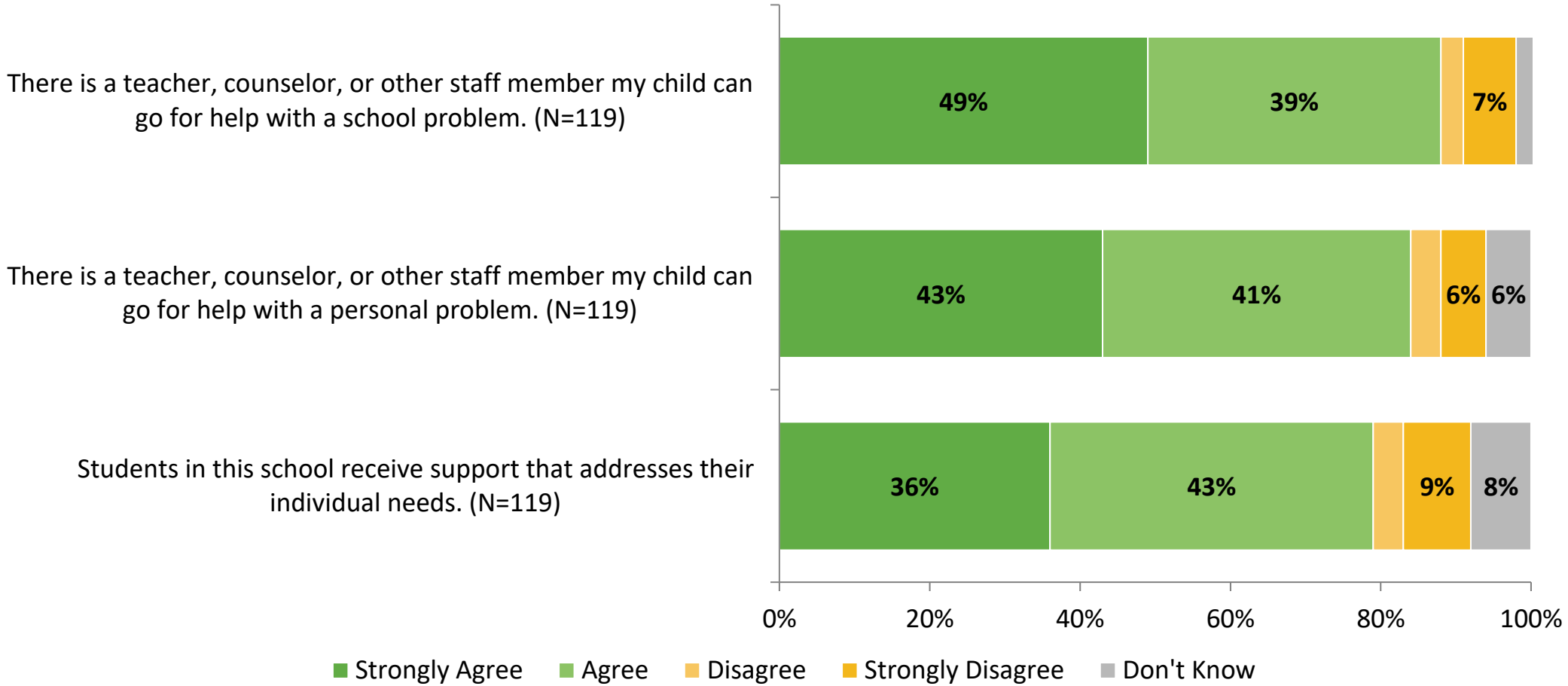
Student Support

How strongly do you agree or disagree with the following statements?



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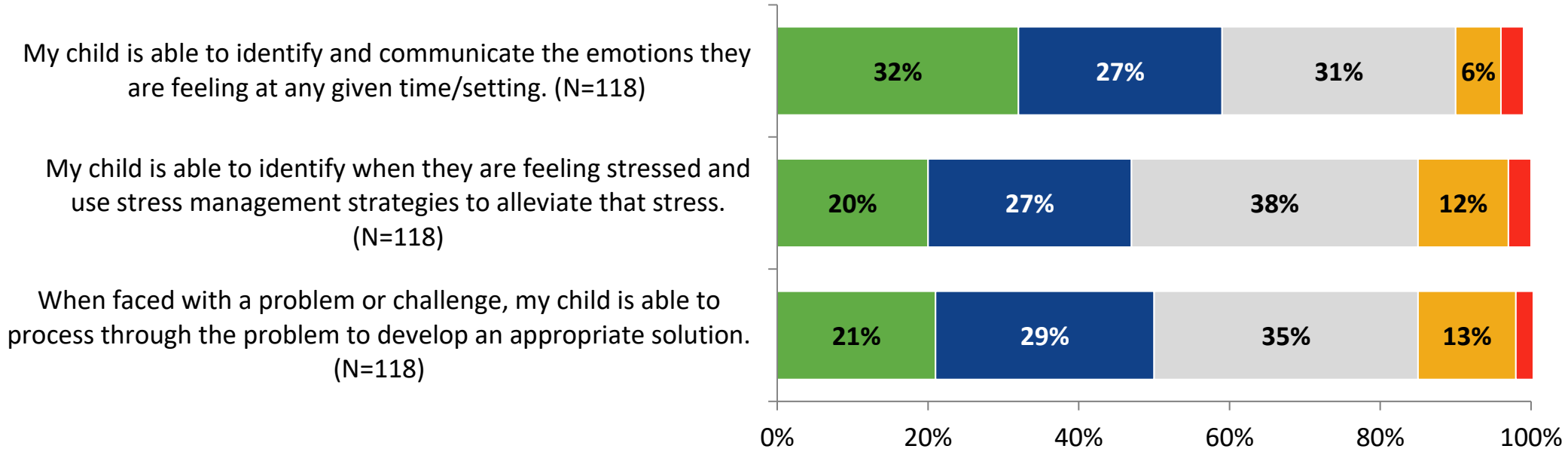
Social Emotional Learning

Please rank each of the following statements for your child on a scale of 1-5, with one (1) being below average and five (5) being above average.



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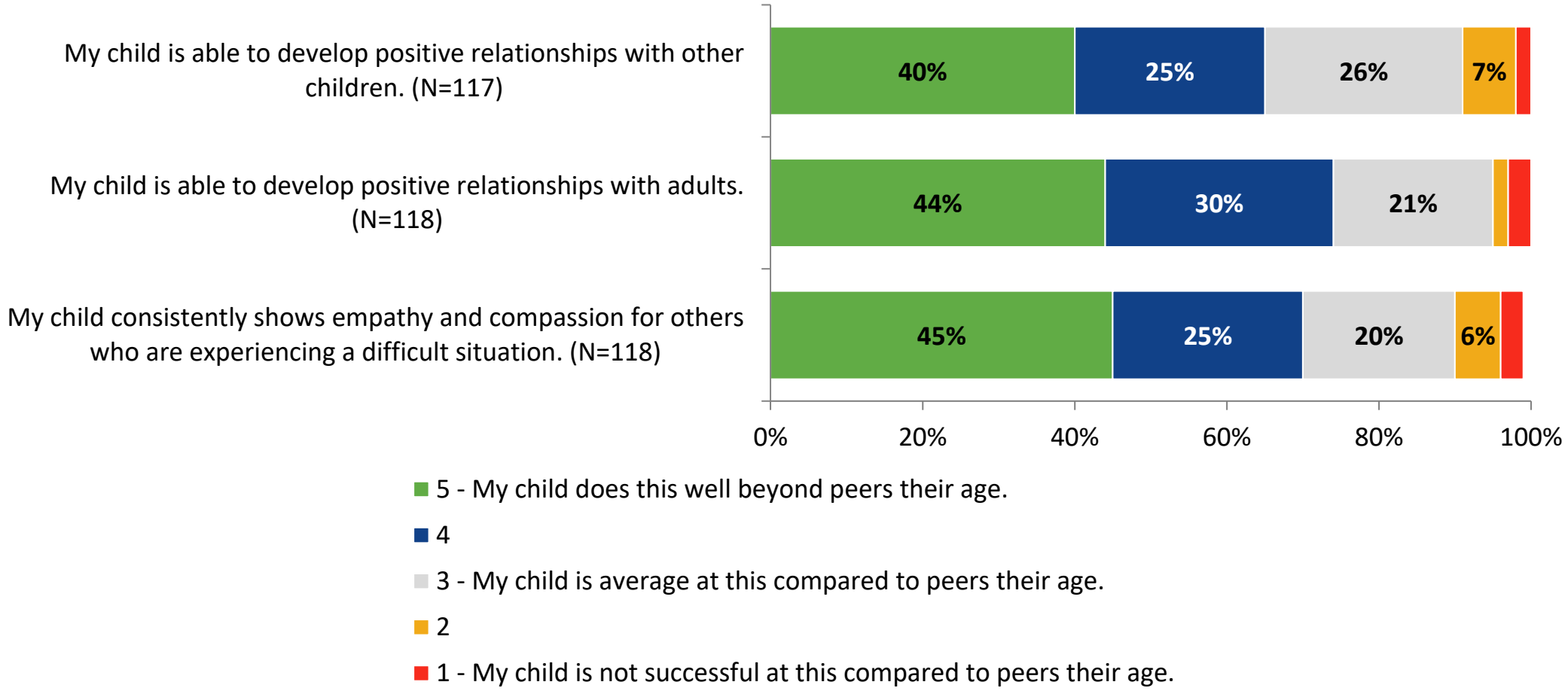
Social Emotional Learning (Continued)

Please rank each of the following statements for your child on a scale of 1-5, with one (1) being below average and five (5) being above average.



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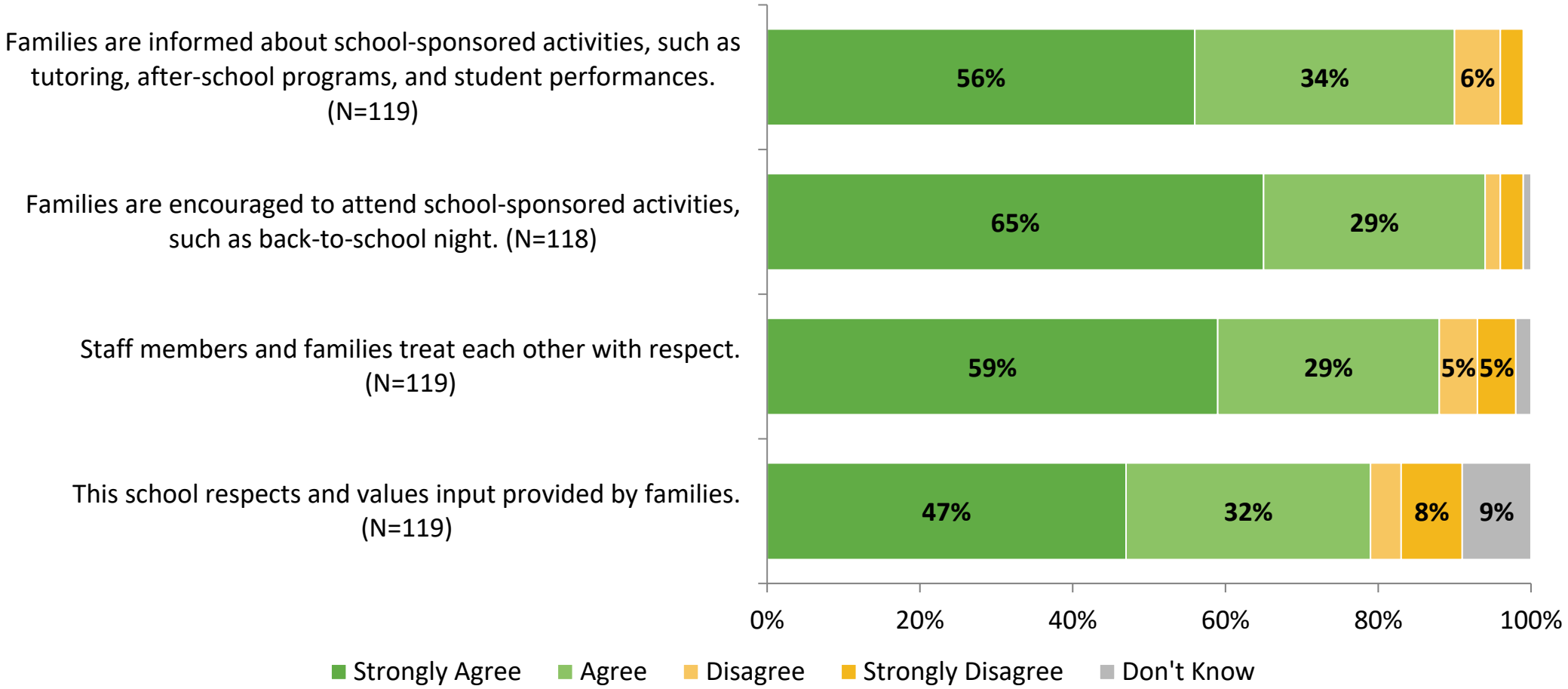
Family Involvement

How strongly do you agree or disagree with the following statements?



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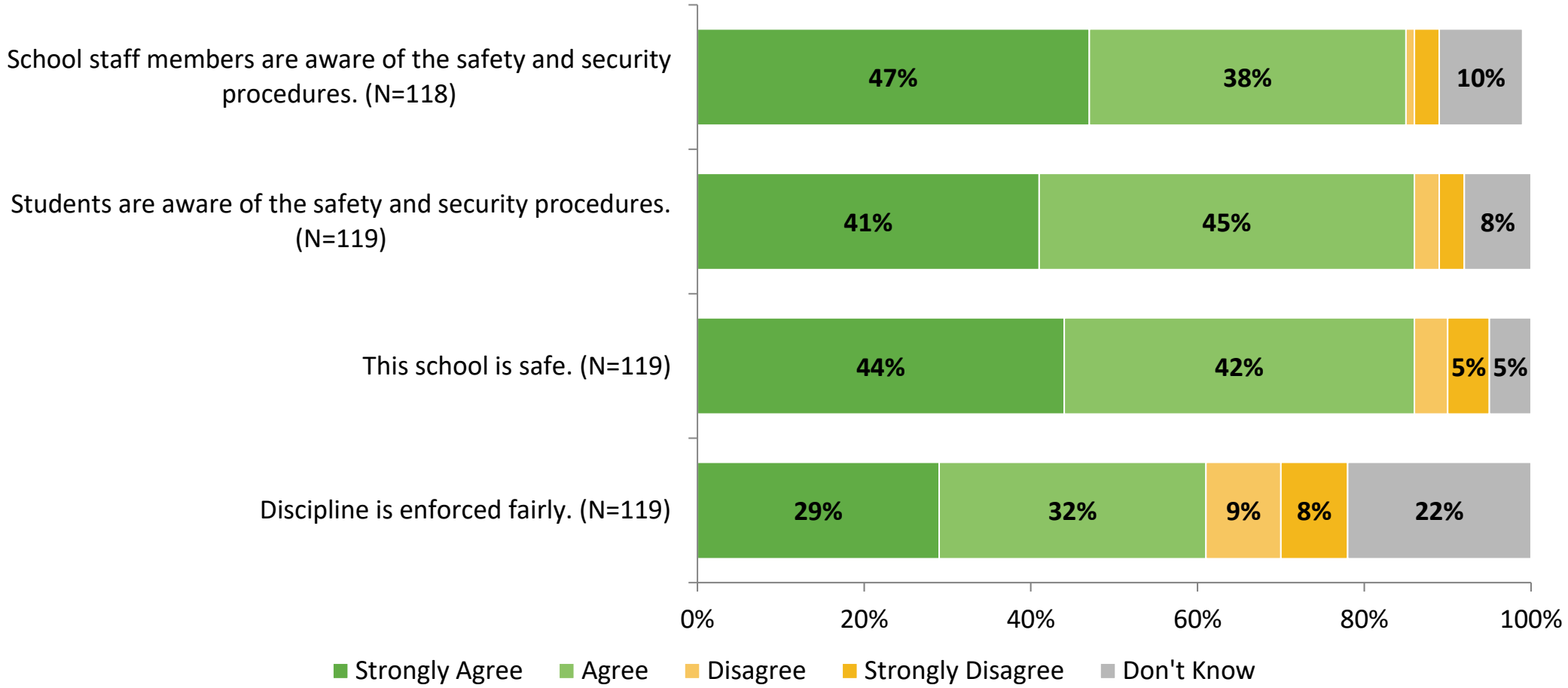
Safety and Behavior

How strongly do you agree or disagree with the following statements?



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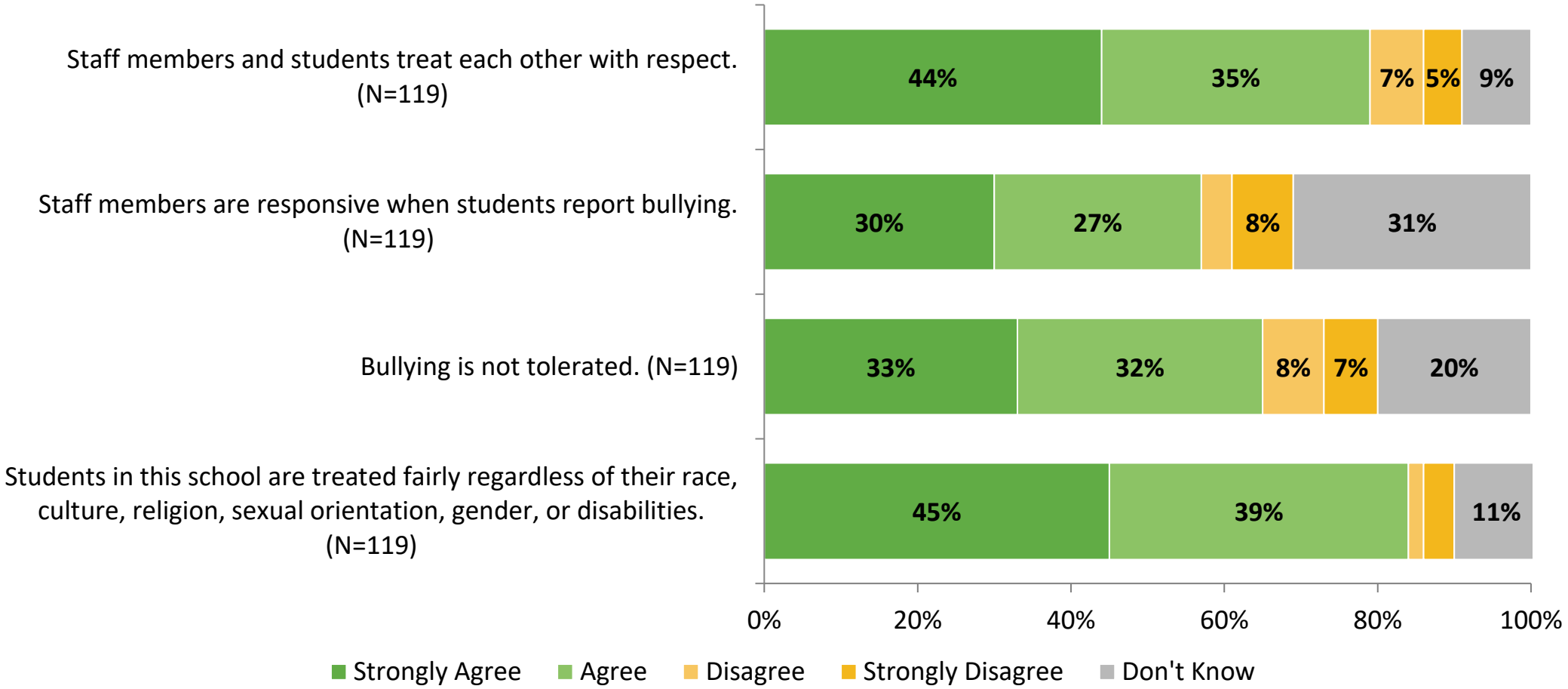
Safety and Behavior (Continued)

How strongly do you agree or disagree with the following statements?



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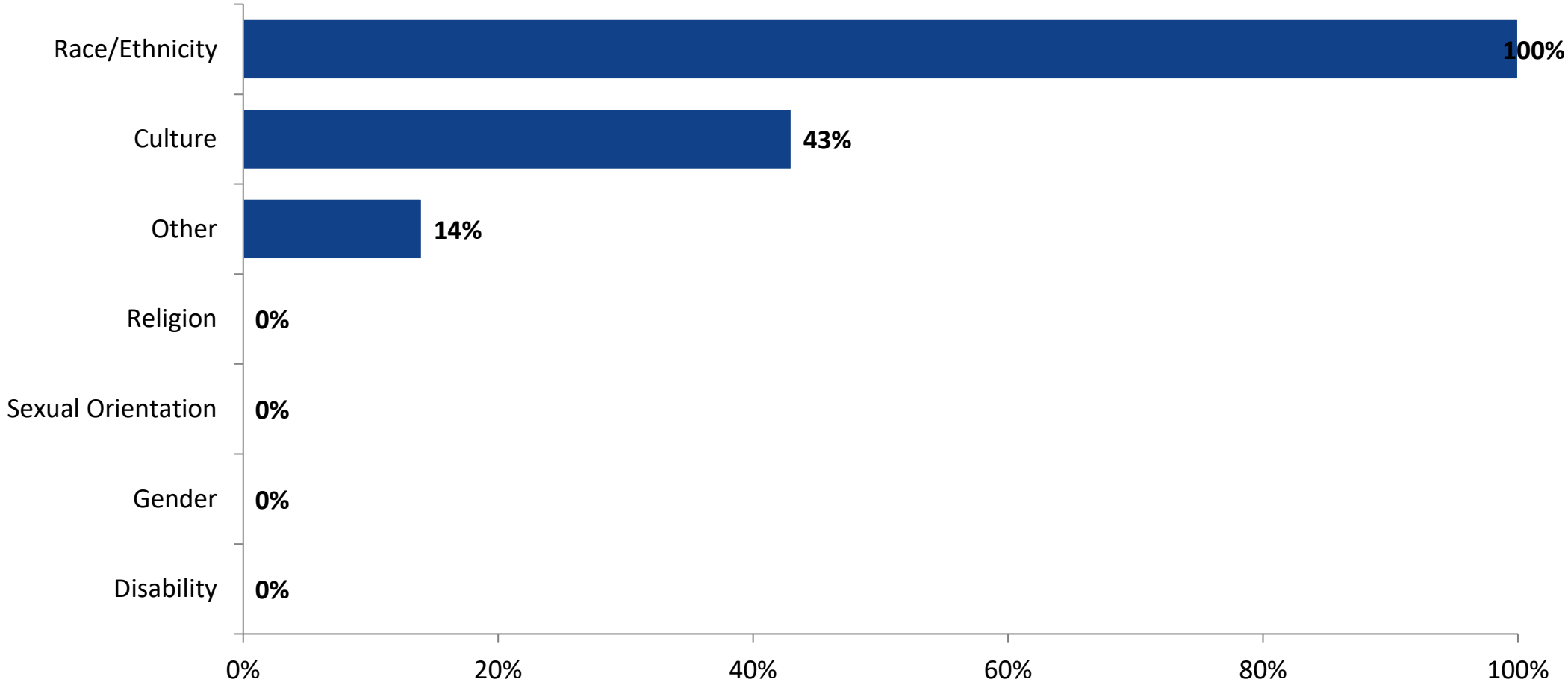
Unfair Treatment

For which of the following are students treated unfairly? (N=7)



Note: Only participants who strongly disagreed or disagreed that students were treated fairly regardless of their background answered this question. Percentages added may exceed 100 since a participant may select more than one answer for this question.

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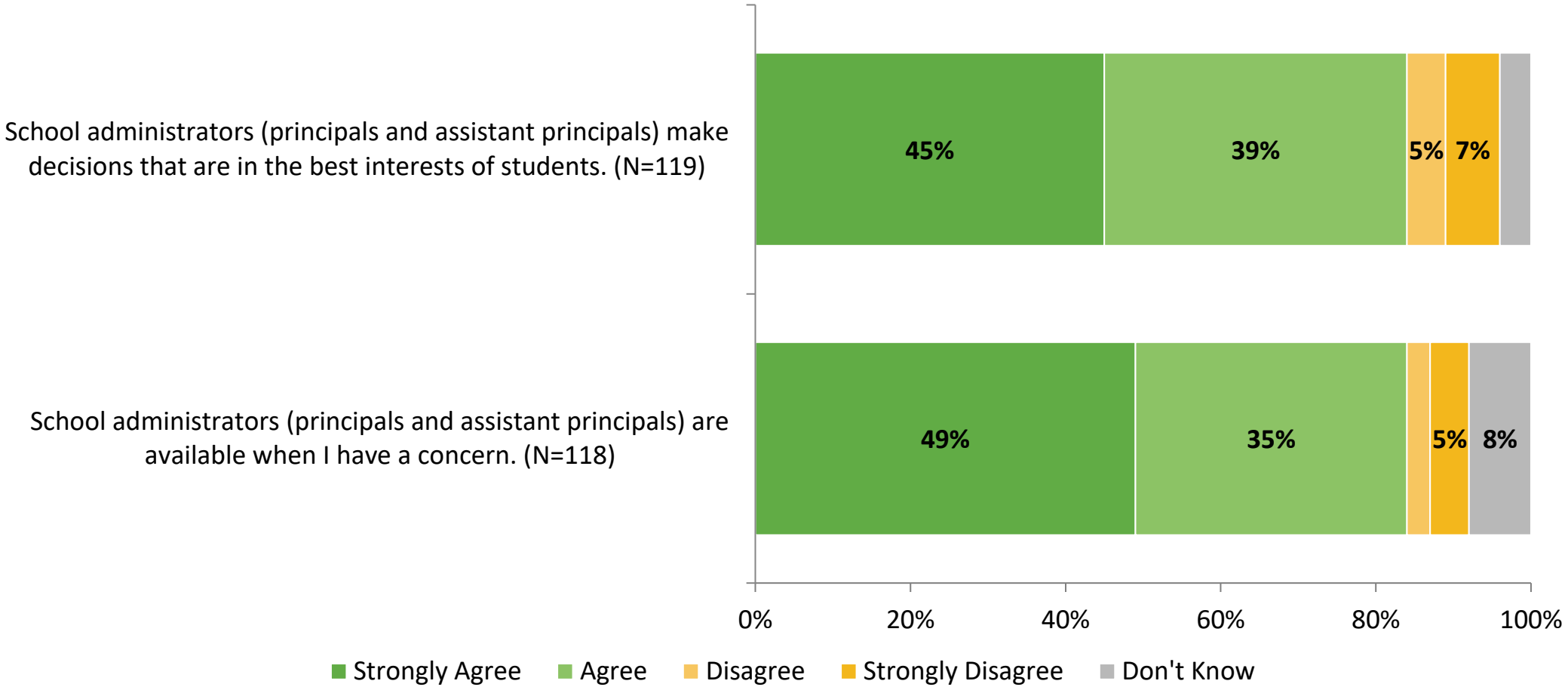
School Leadership

How strongly do you agree or disagree with the following statements?



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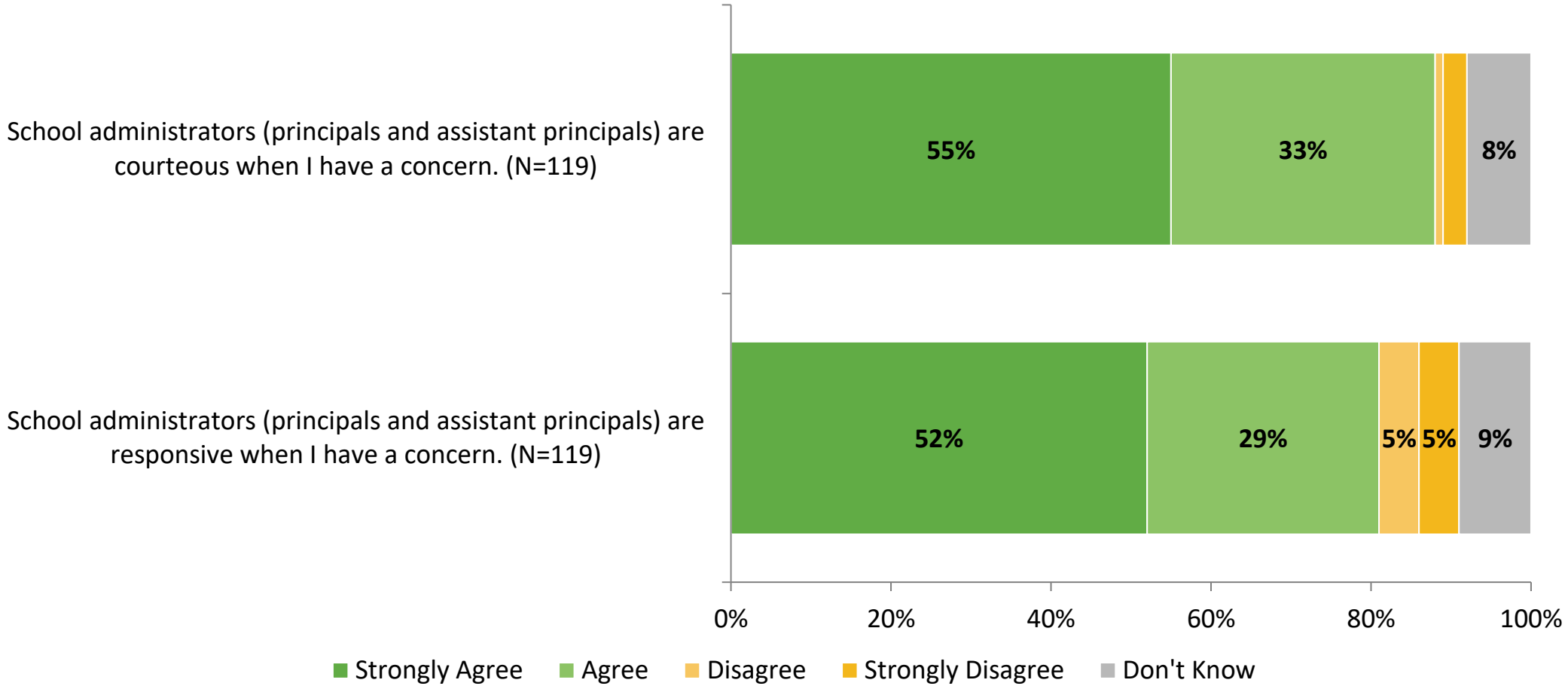
School Leadership (Continued)

How strongly do you agree or disagree with the following statements?



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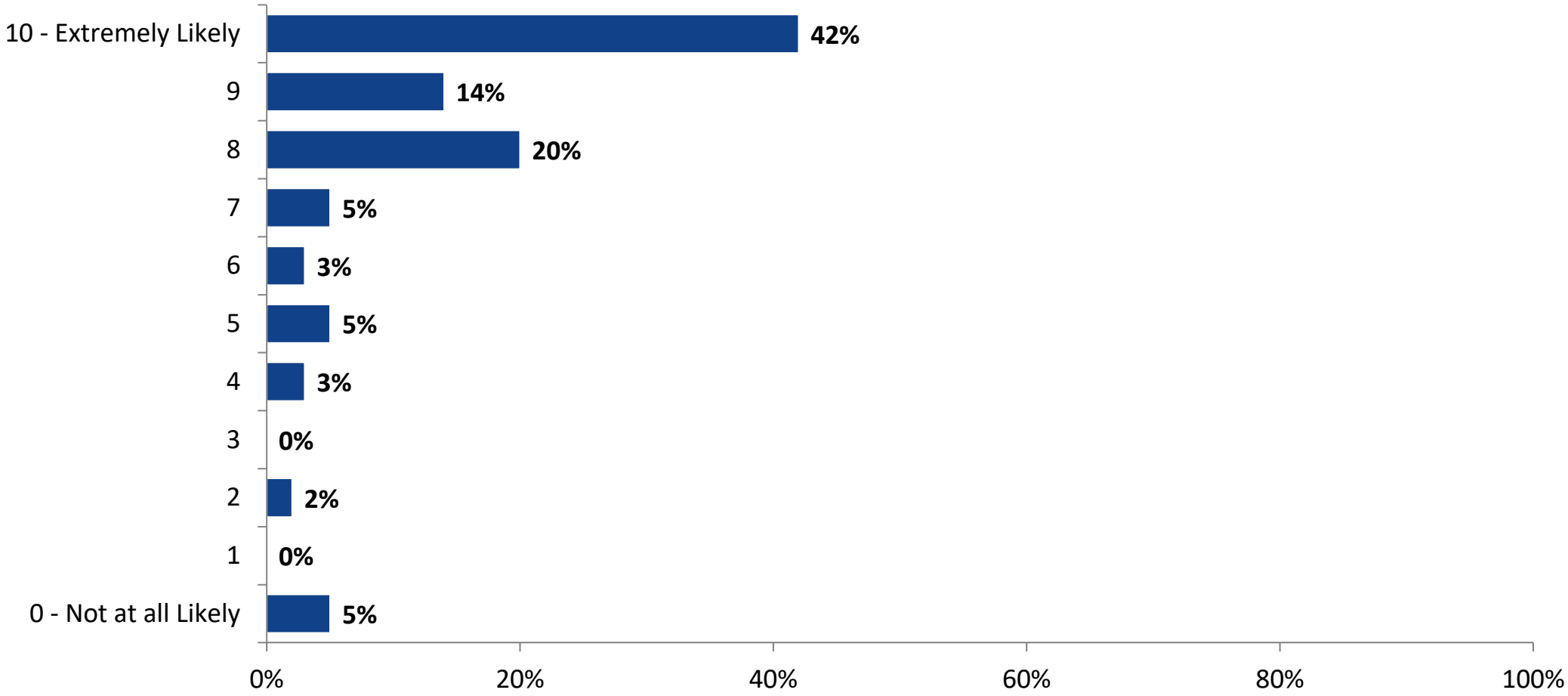
Recommendation - School Level

How likely are you to recommend your child's school to a family member or friend? (N=118)



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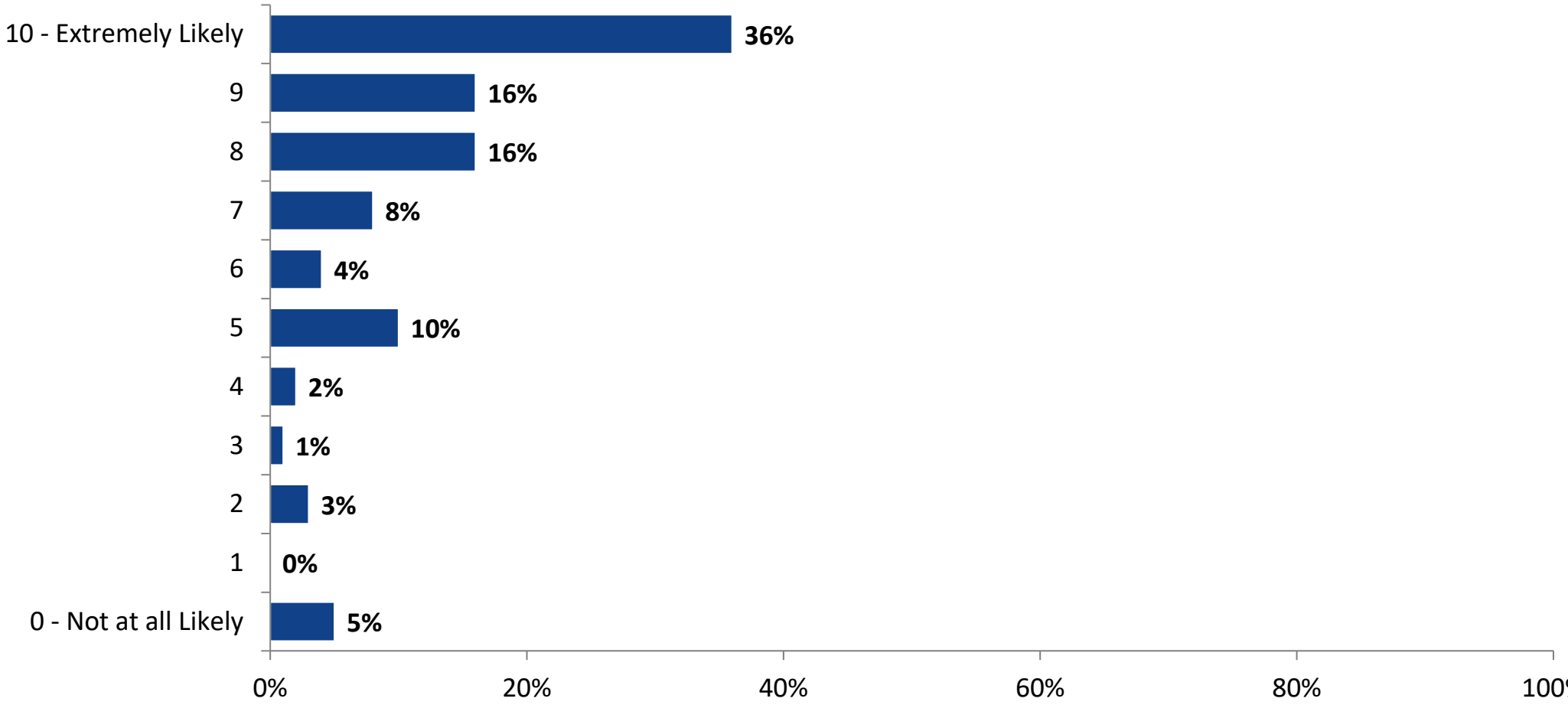
Recommendation - District Level

How likely are you to recommend the EMS ISD school district to a family member or friend? (N=118)



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Survey for Staff Members: Copper Creek Elementary School

Results

2022-2023

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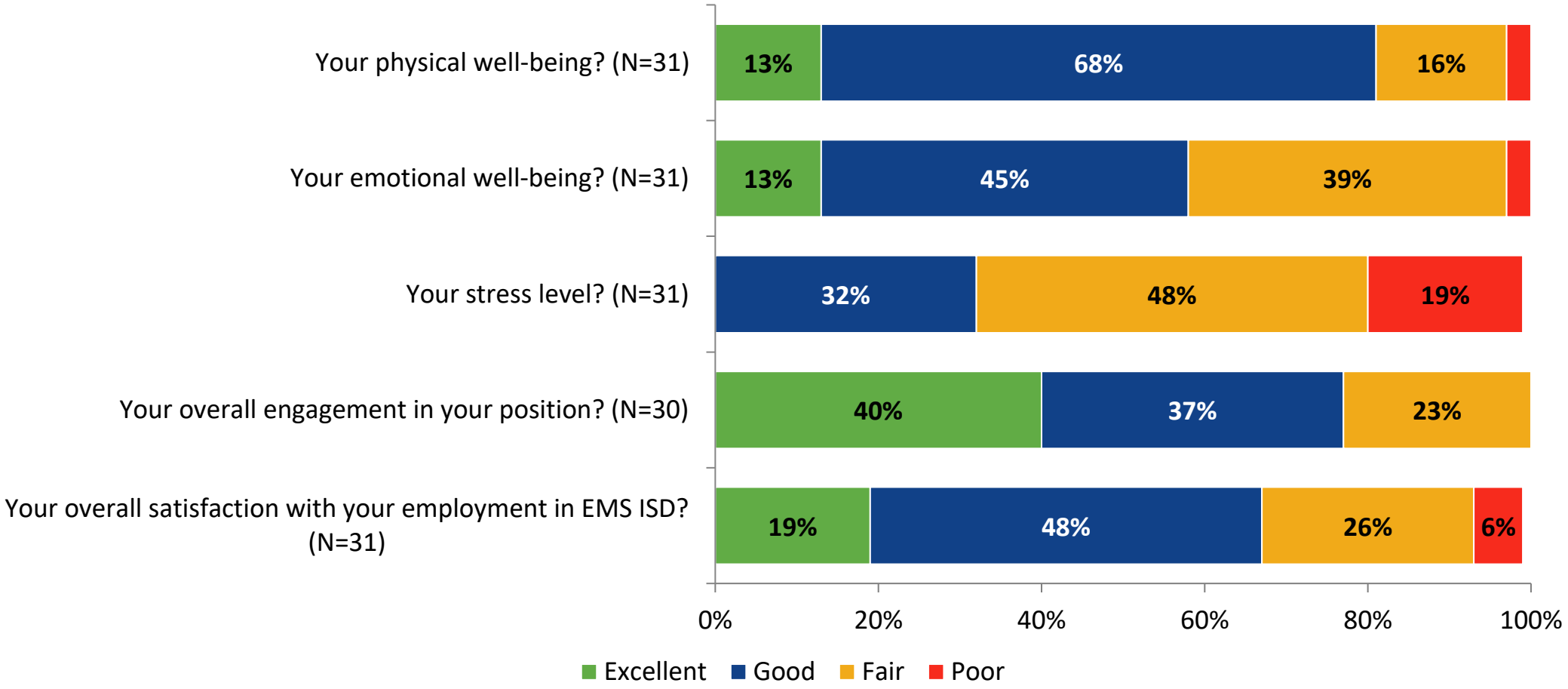
Overall Well-being

Overall, how would you rate the following ...



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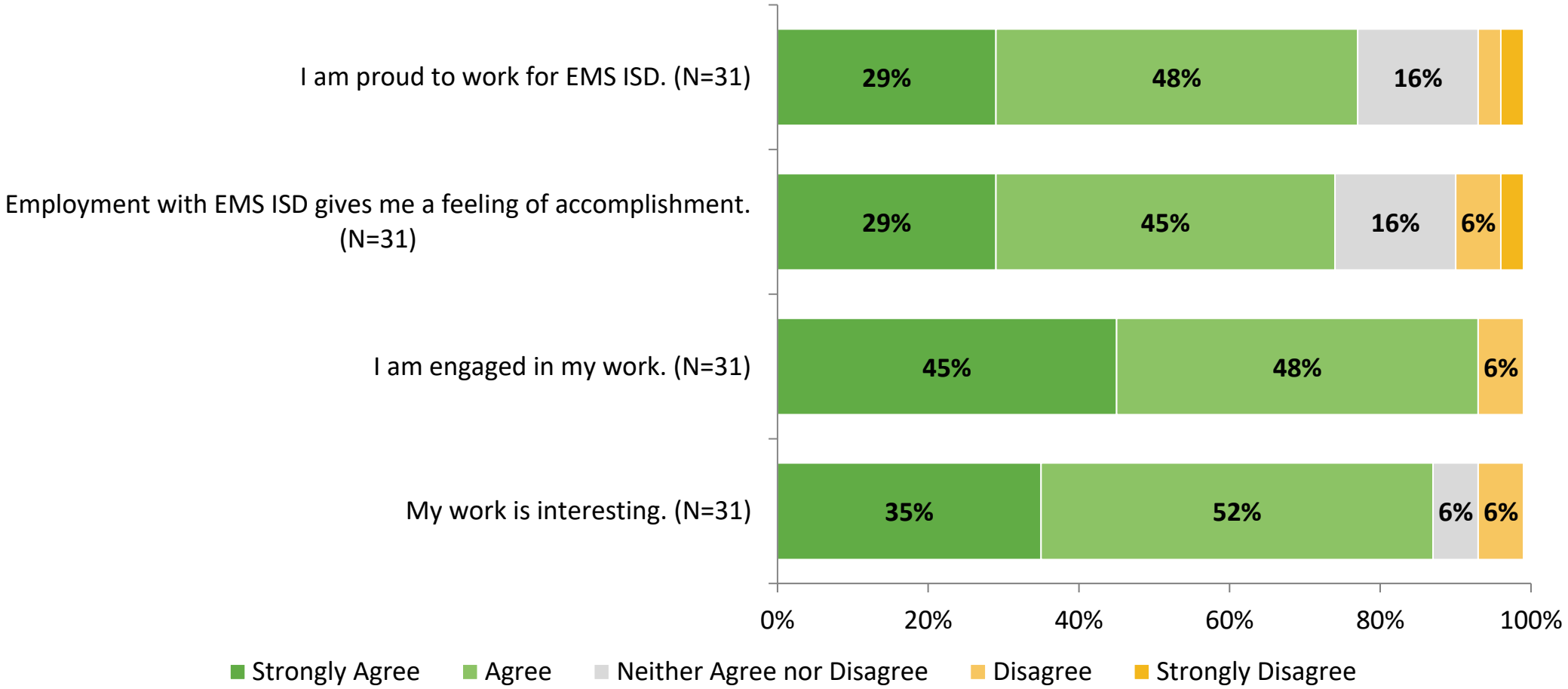
Overall Engagement

How strongly do you agree or disagree with the following statements?



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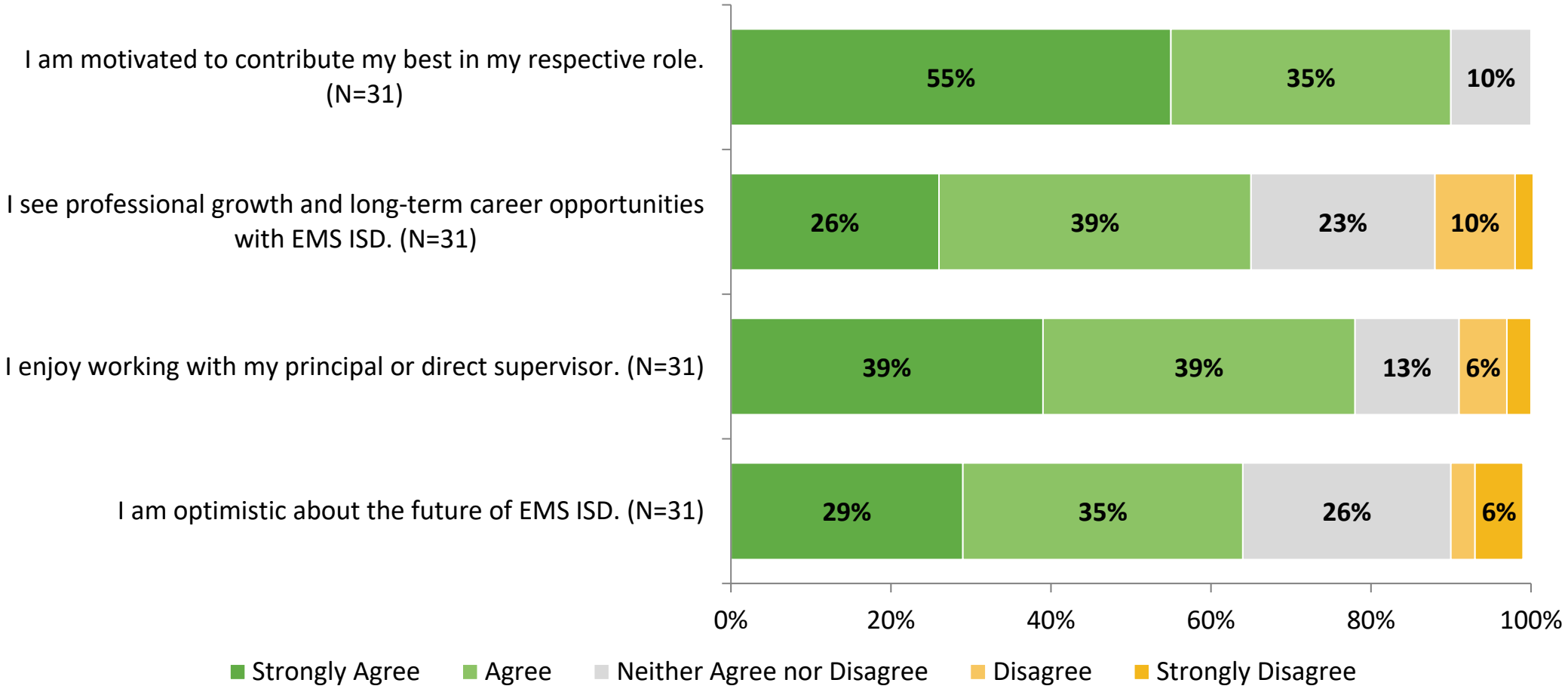
Overall Engagement (Continued)

How strongly do you agree or disagree with the following statements?



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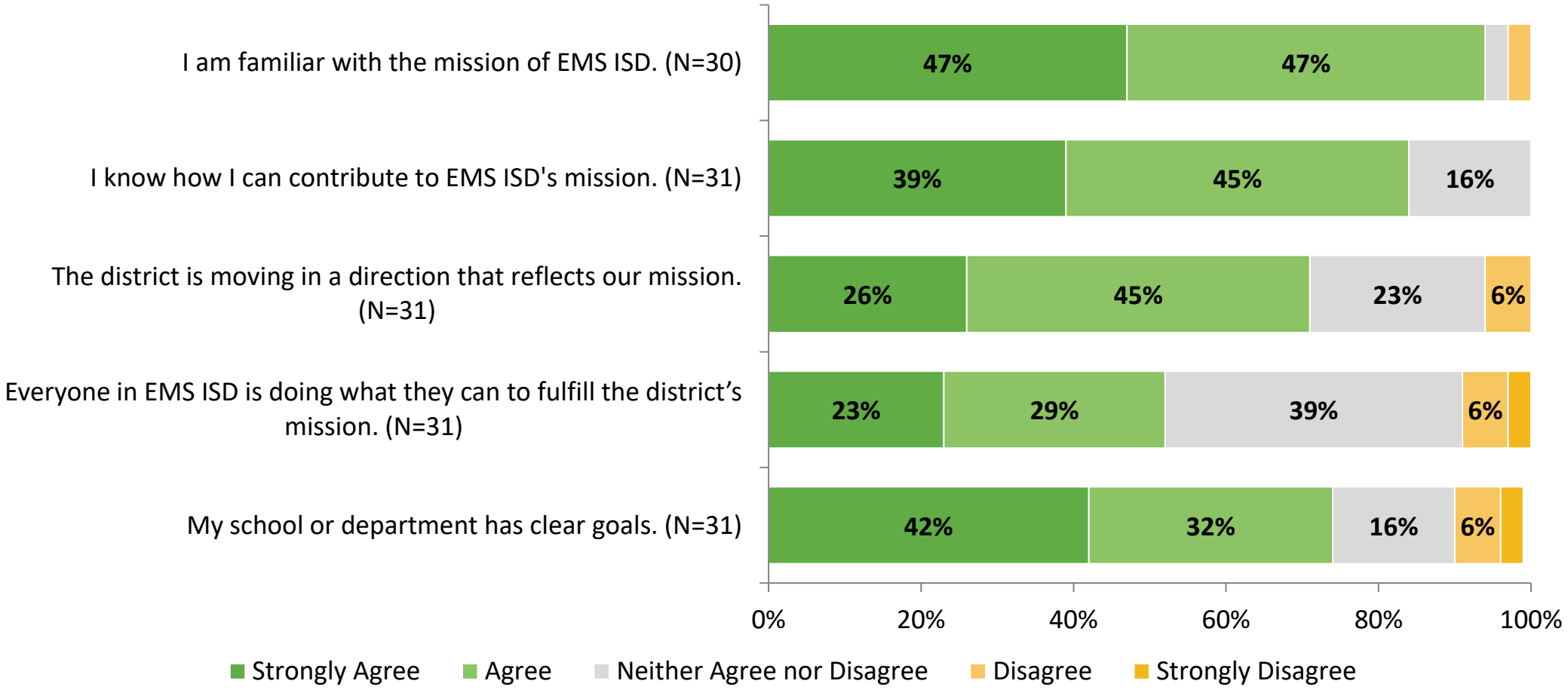
Mission and Goals

How strongly do you agree or disagree with the following statements?



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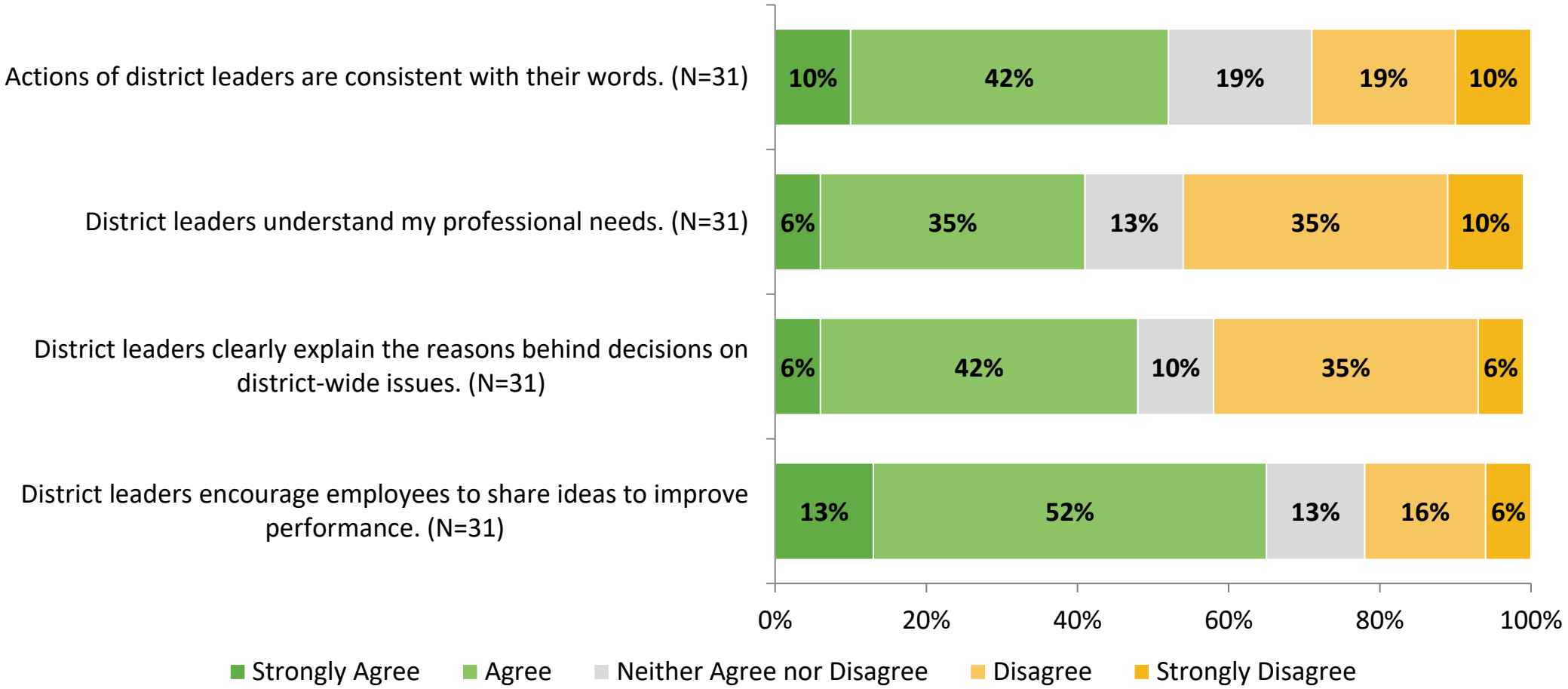
District Leadership

How strongly do you agree or disagree with the following statements?



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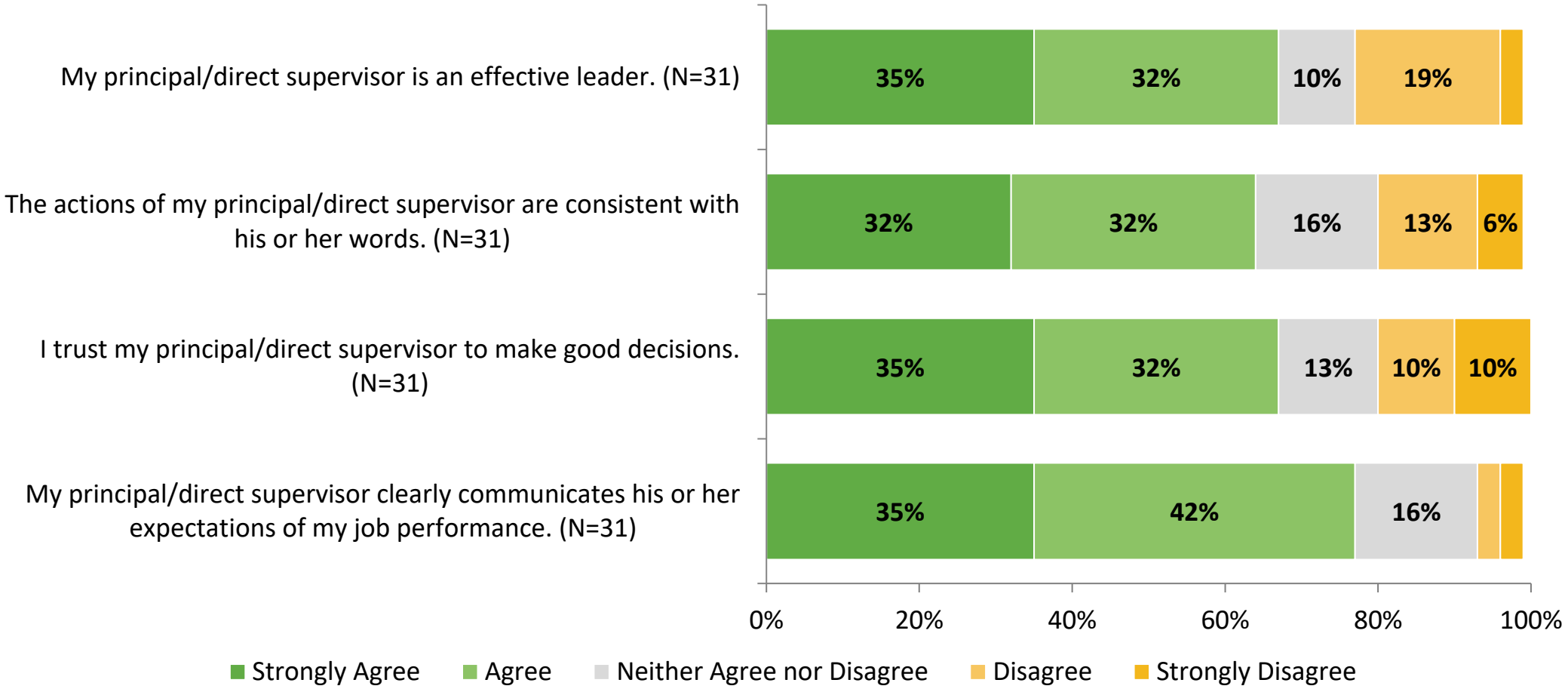
School/Department Leadership

How strongly do you agree or disagree with the following statements?



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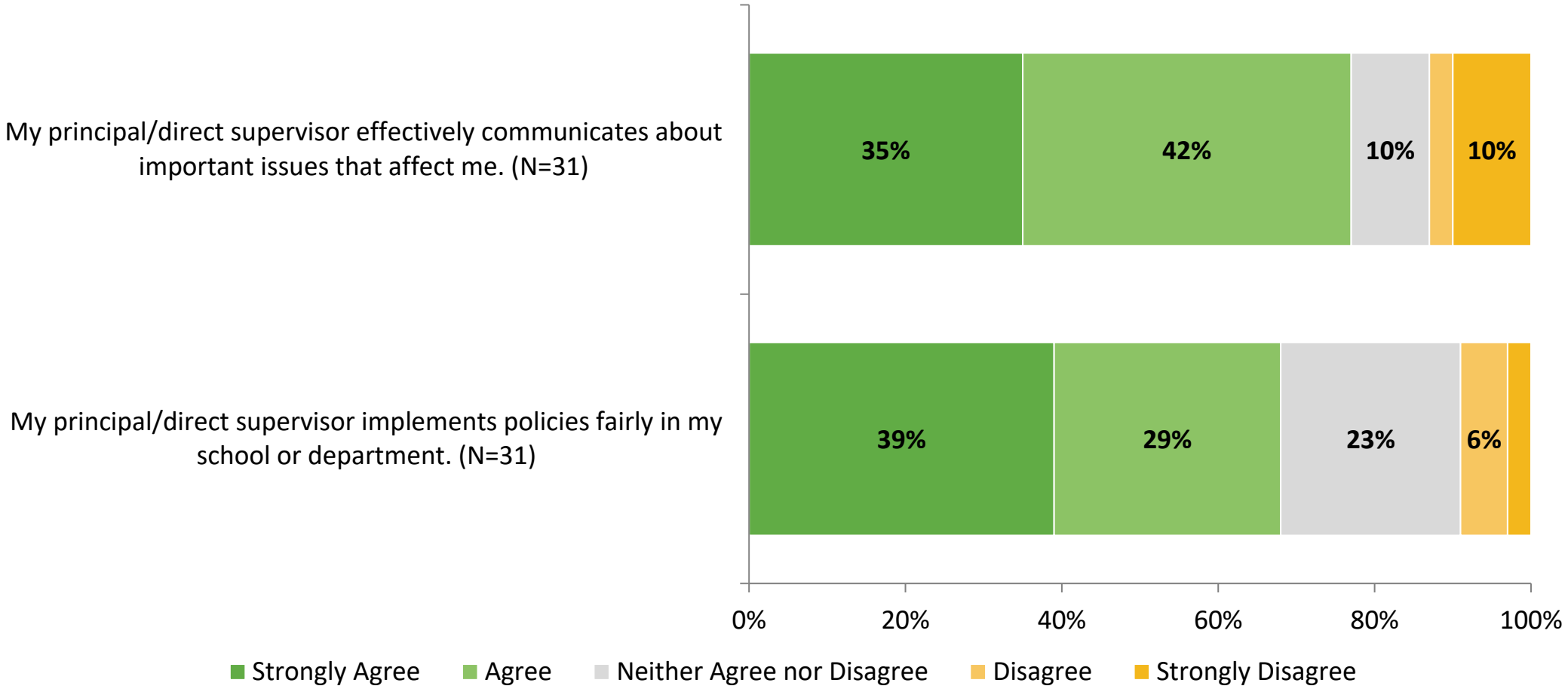
School/Department Leadership (Continued)

How strongly do you agree or disagree with the following statements?



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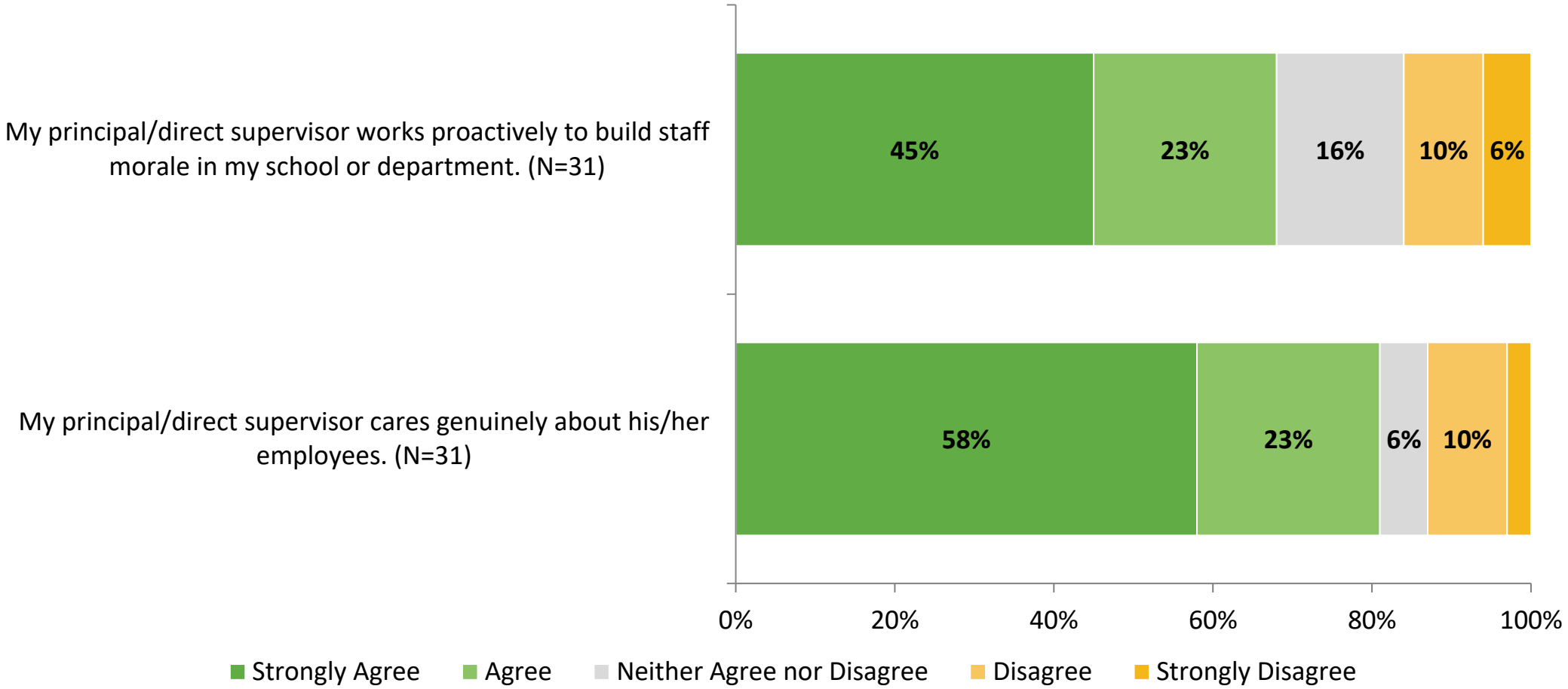
School/Department Leadership (Continued)

How strongly do you agree or disagree with the following statements?



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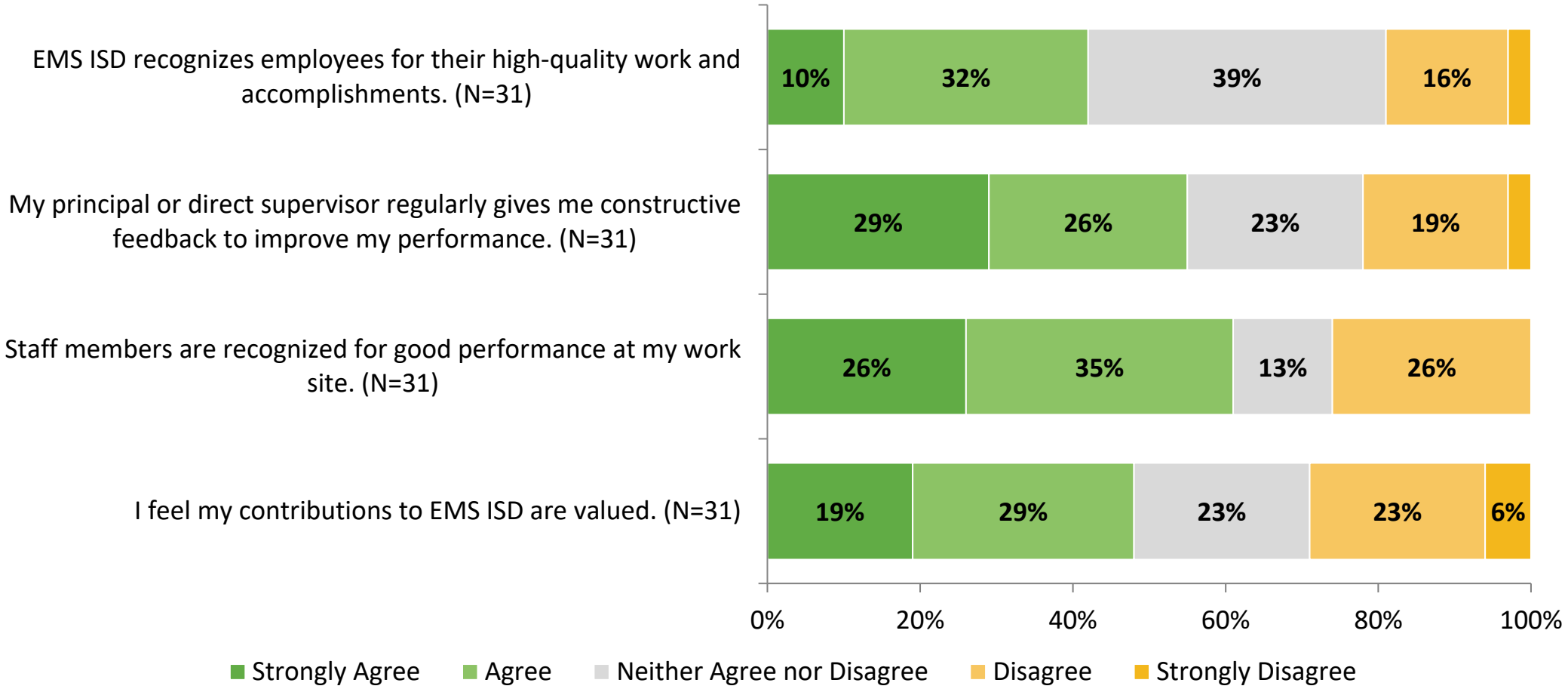
Feedback and Recognition

How strongly do you agree or disagree with the following statements?



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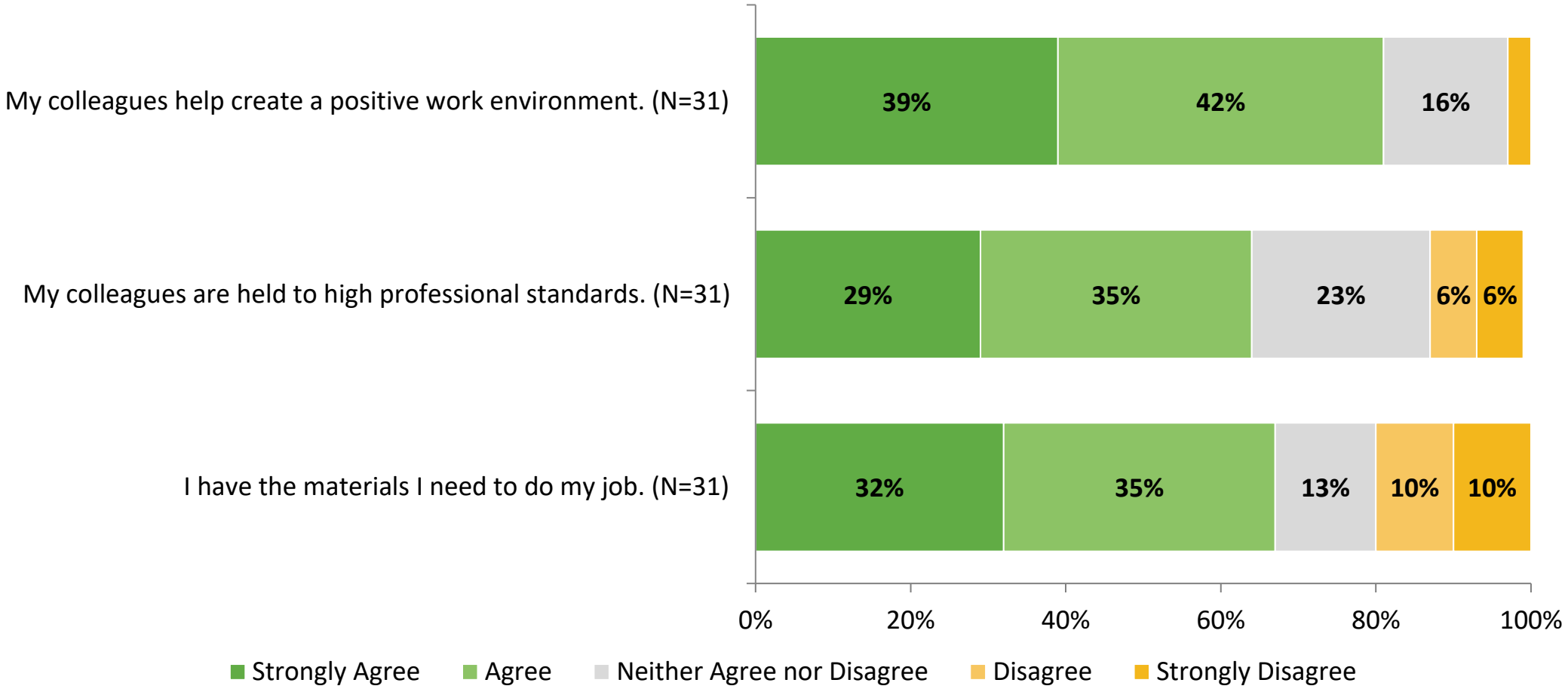
Colleagues and Work Environment

How strongly do you agree or disagree with the following statements?



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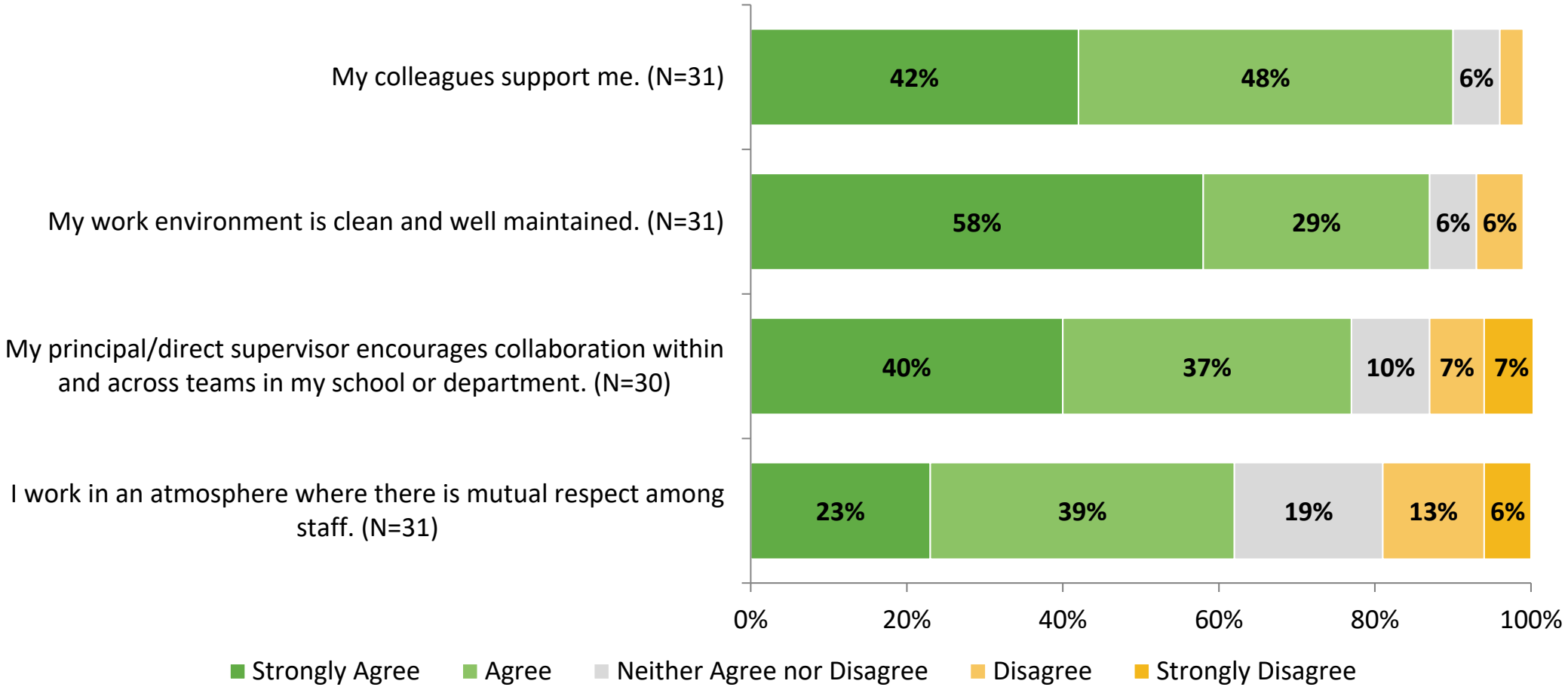
Colleagues and Work Environment (Continued)

How strongly do you agree or disagree with the following statements?



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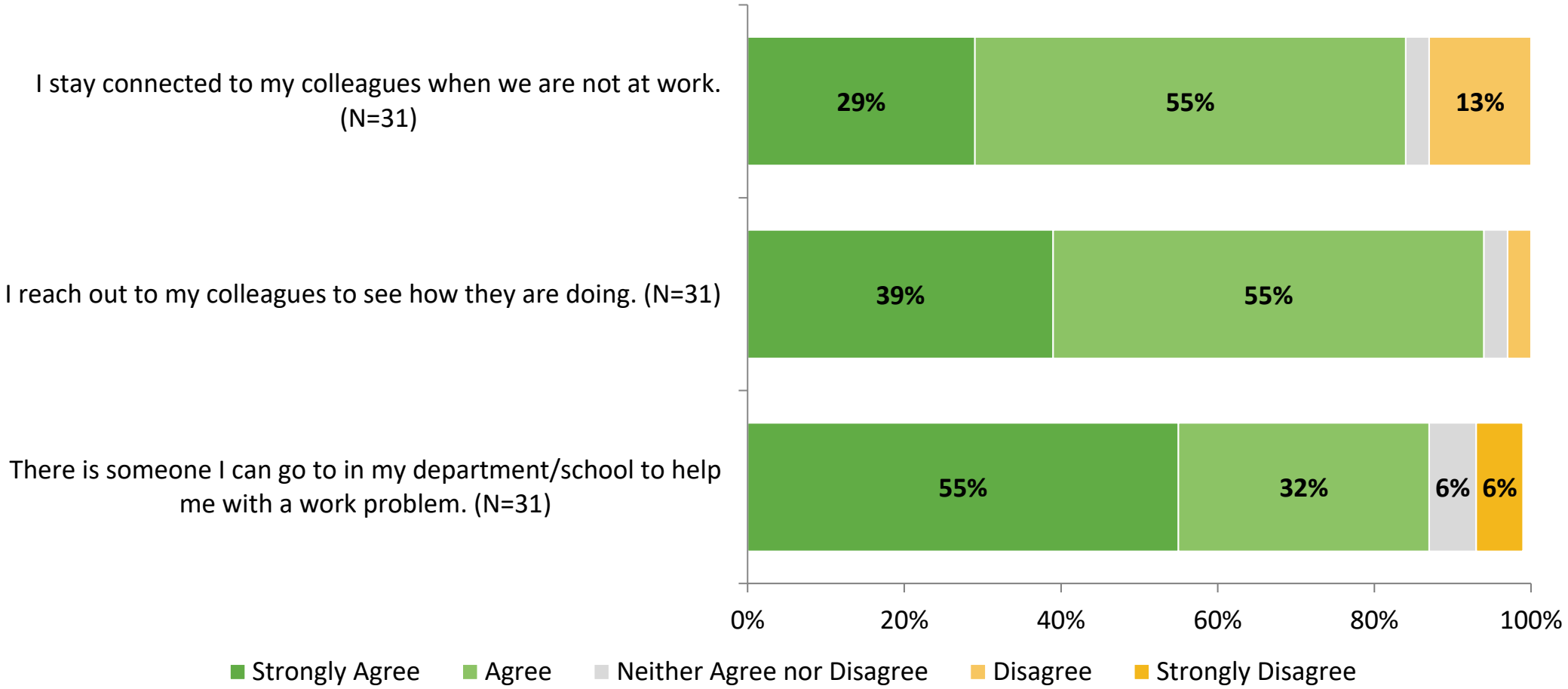
Staff Support

How strongly do you agree or disagree with the following statements?



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Staff Support (Continued)

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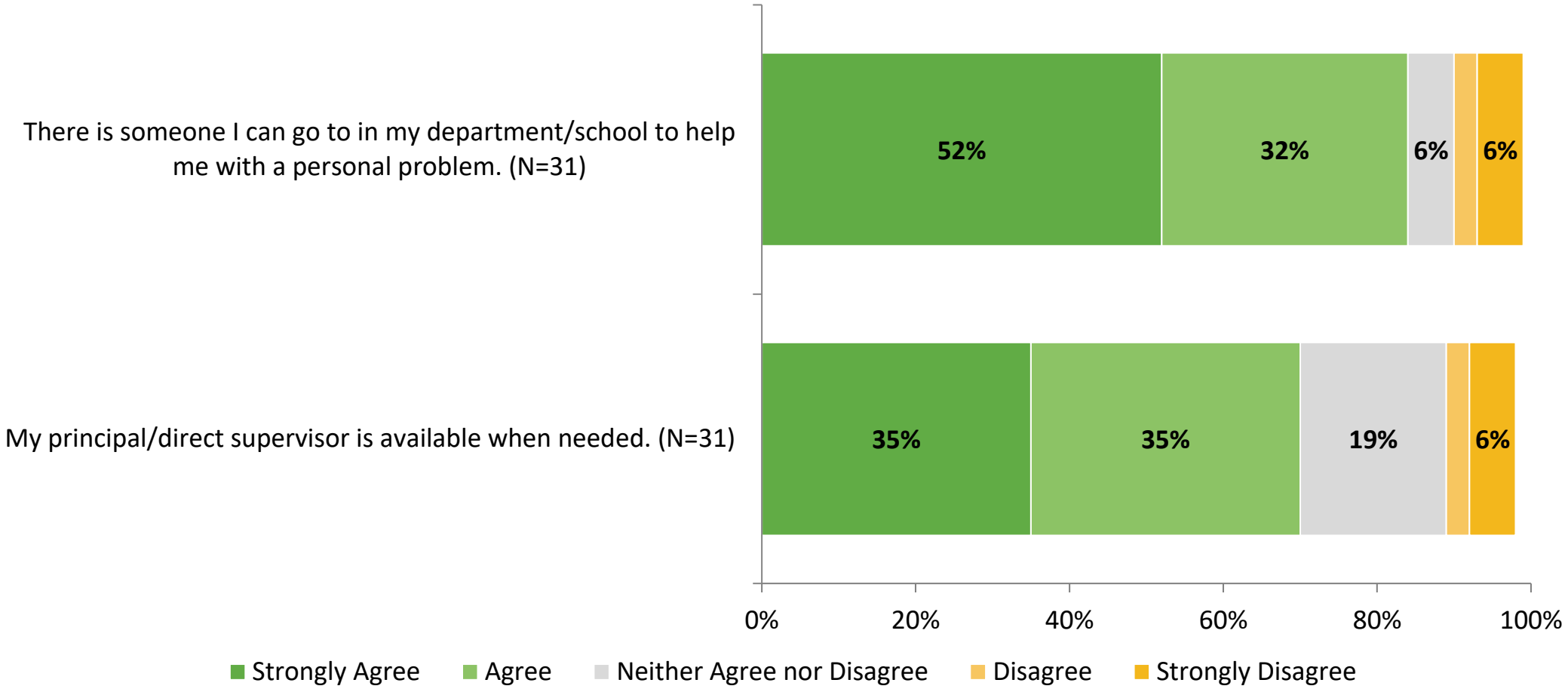

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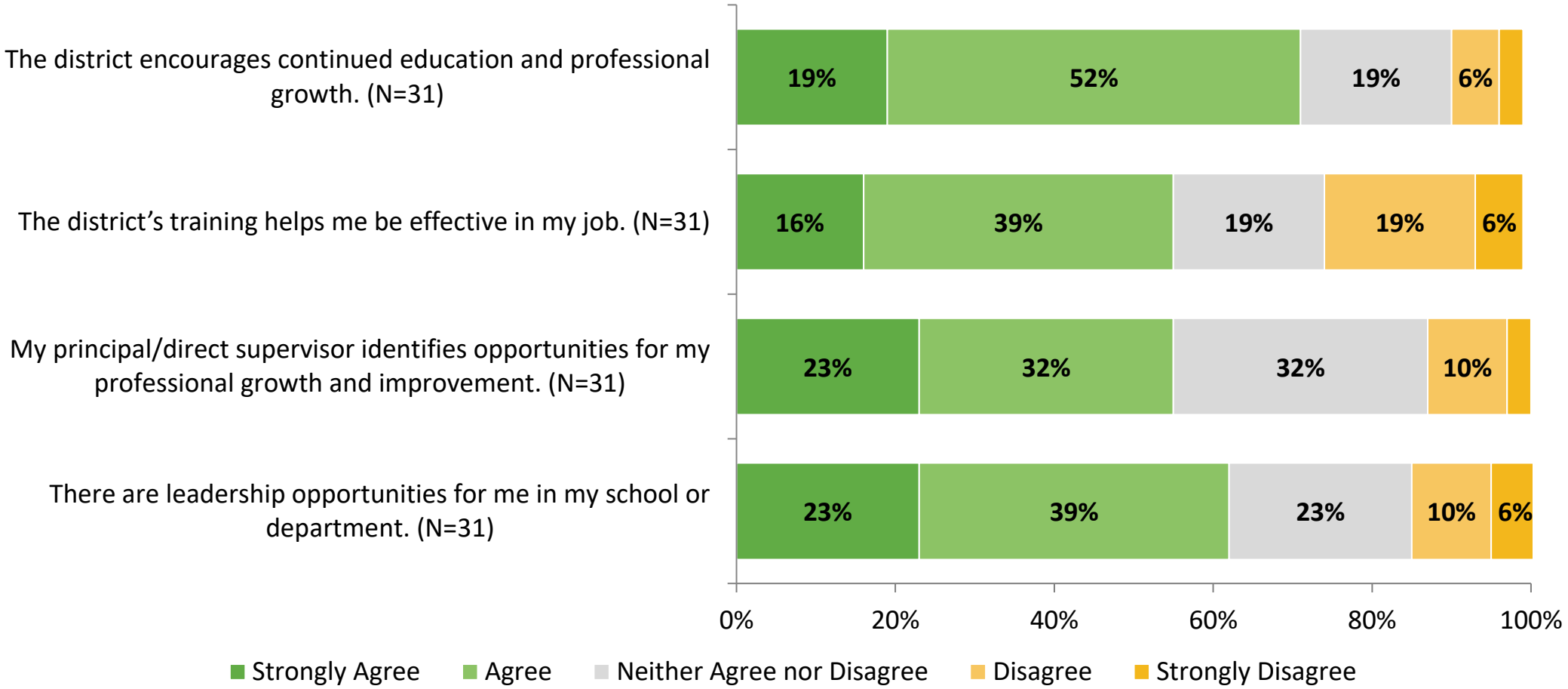
Career Growth and Training Opportunities

How strongly do you agree or disagree with the following statements?



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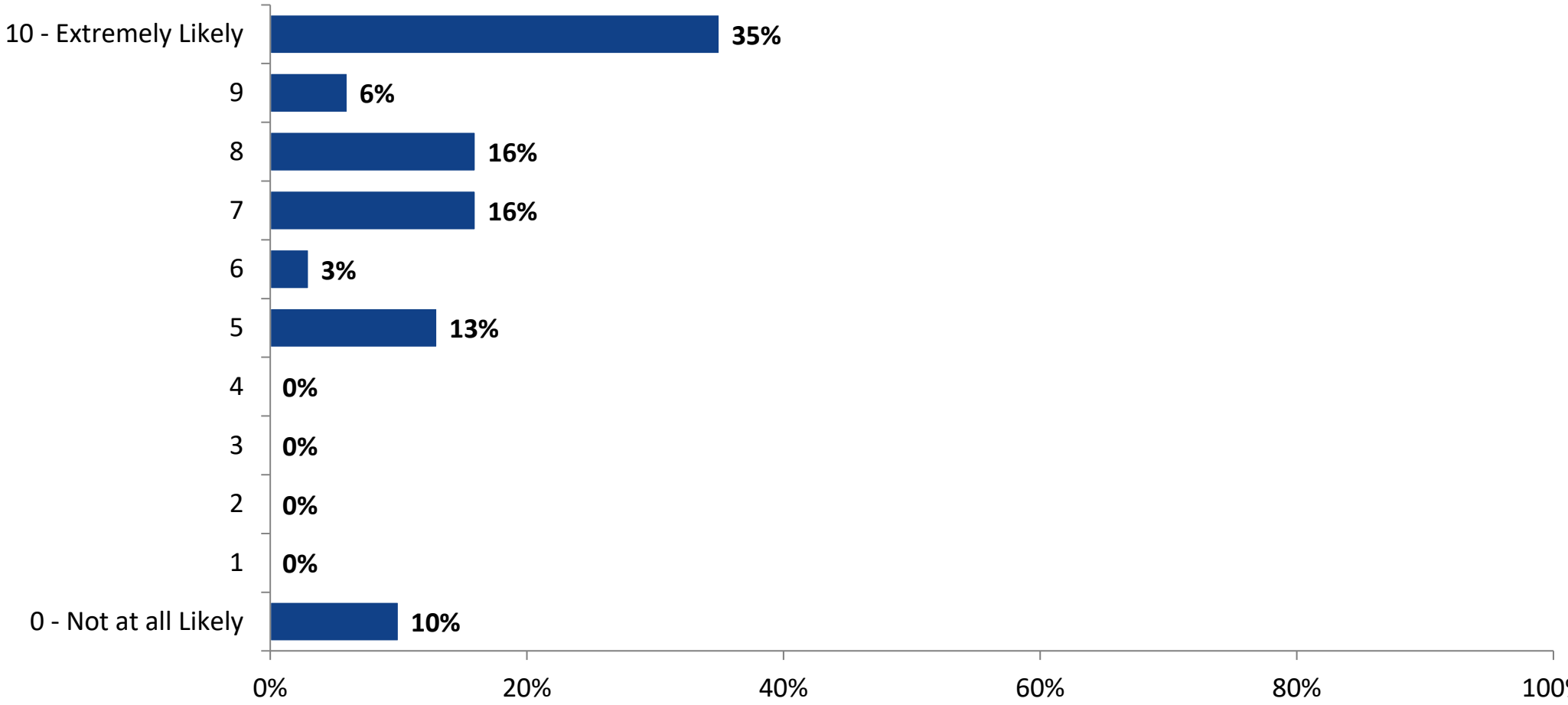
Recommendation - School/Department Level

How likely are you to recommend your school/department as a place to work to a family member or friend? (N=31)



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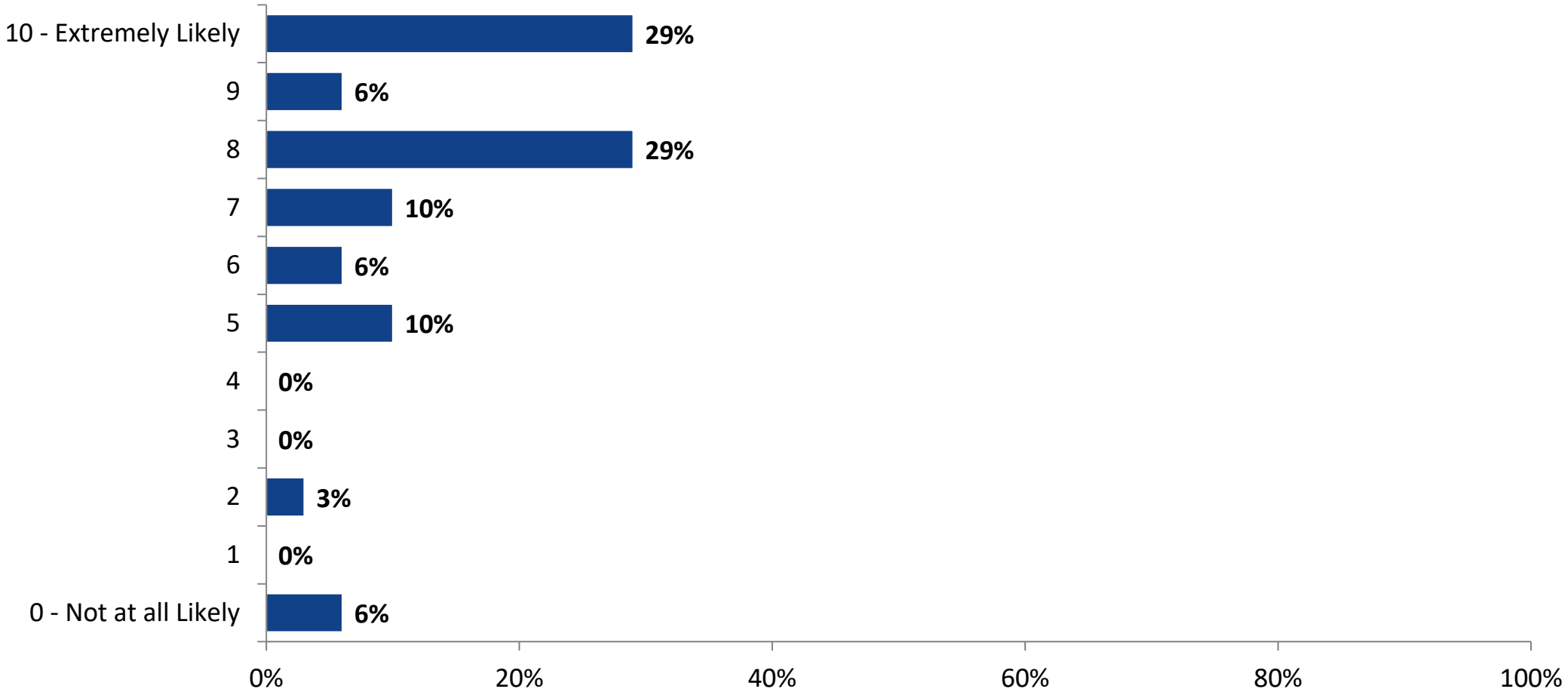
Recommendation - District Level

How likely are you to recommend the EMS ISD school district as a place to work to a family member or friend? (N=31)



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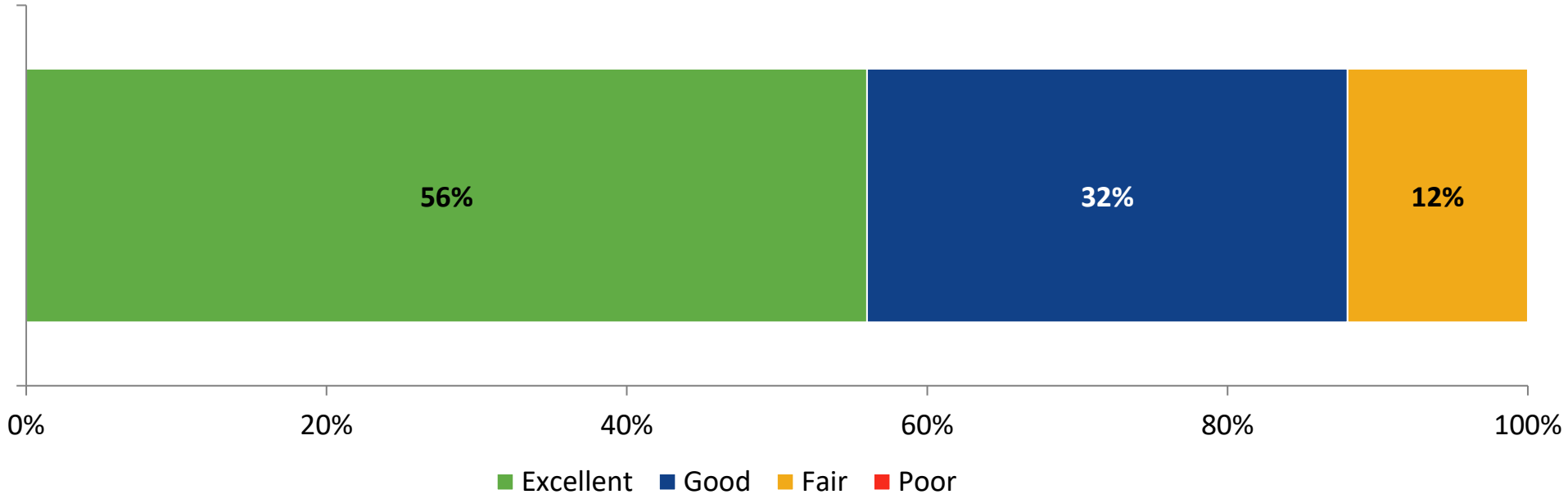
Overall Quality

How would you rate the overall quality of your school? (N=25)



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Academic Support

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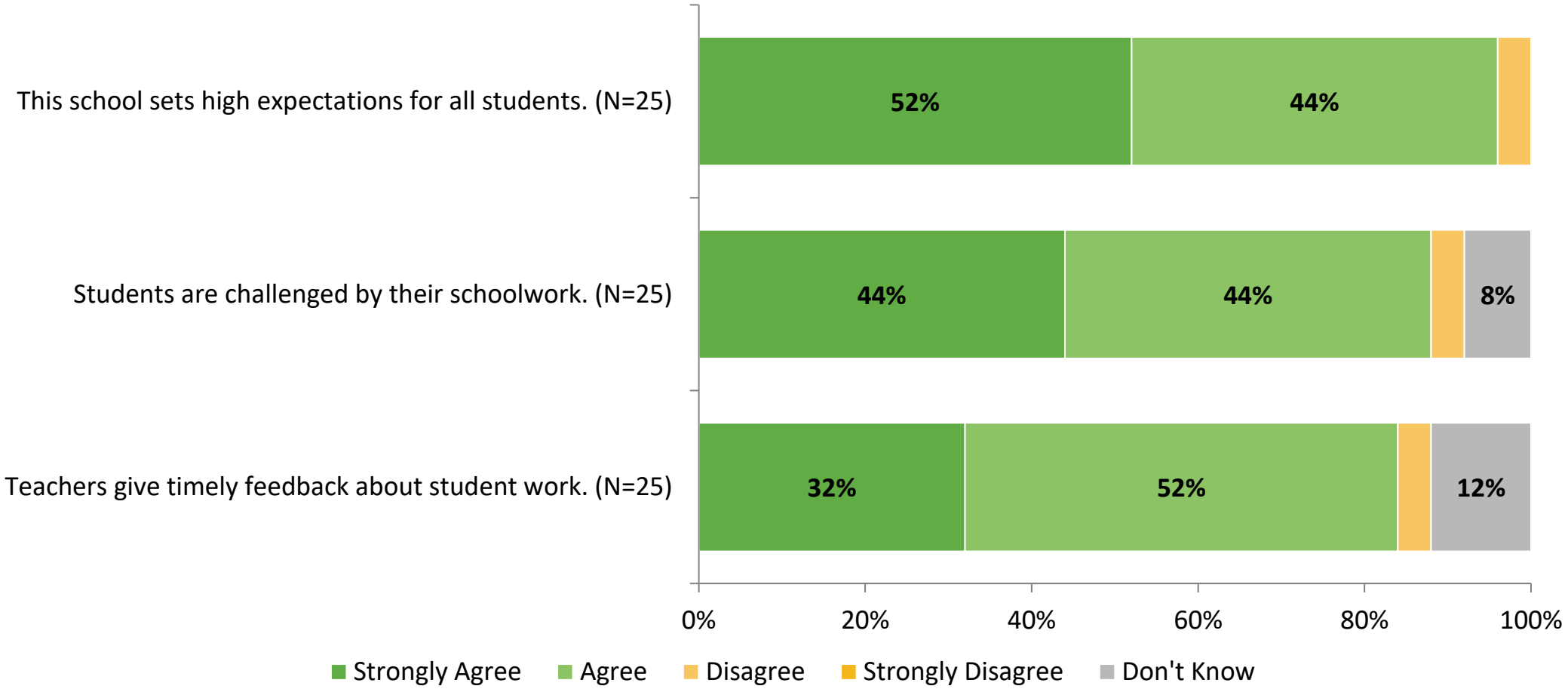

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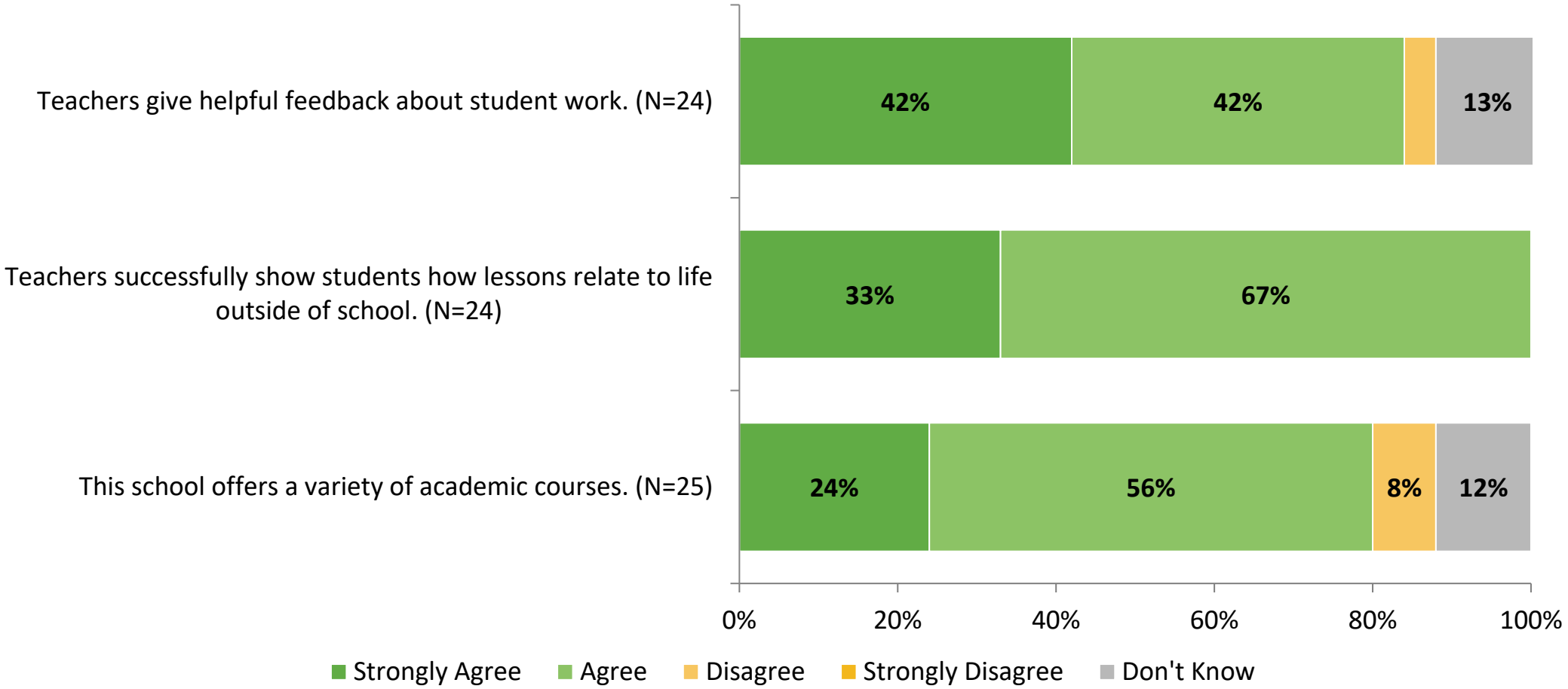
Academic Support (Continued)

How strongly do you agree or disagree with the following statements?



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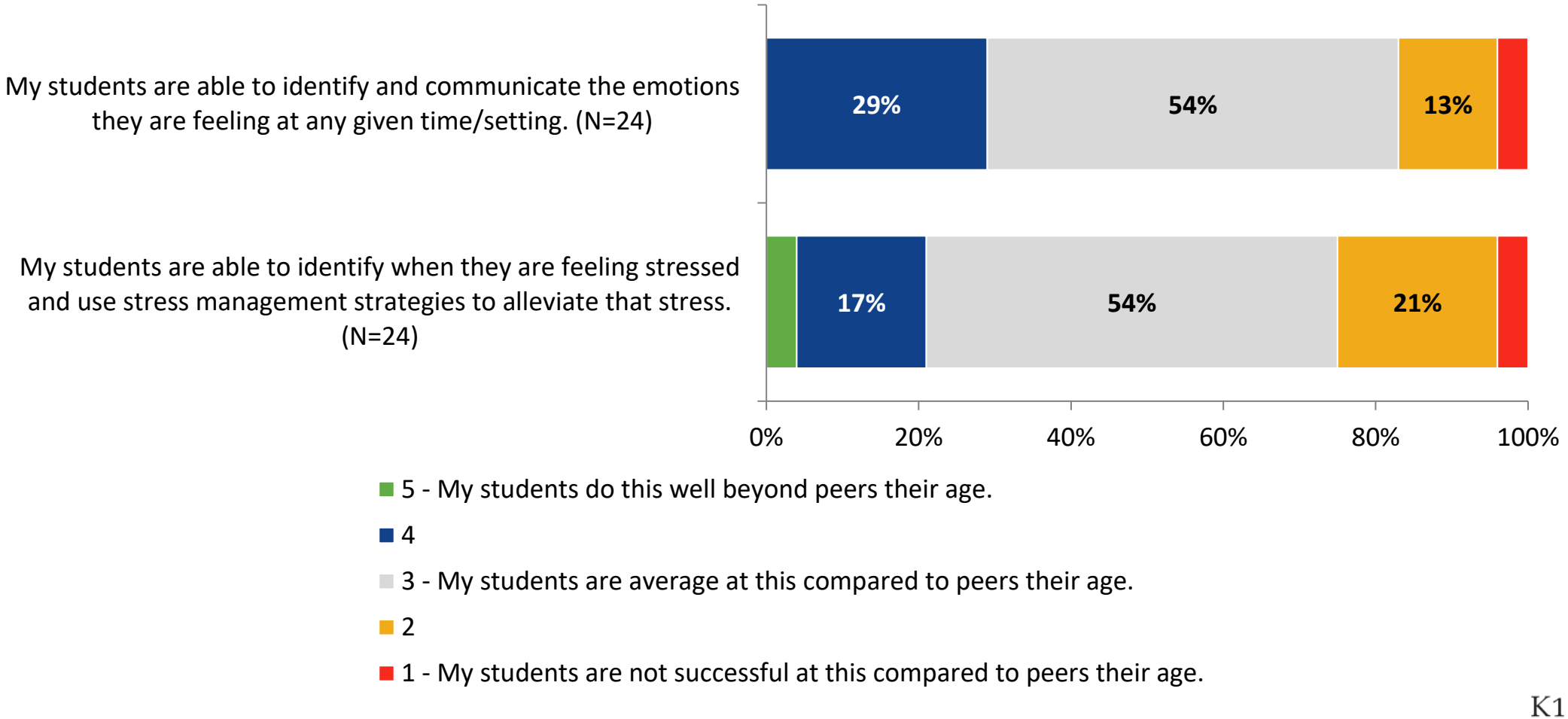
Social-Emotional Learning

Based on your perceptions of the majority of your students, please rank each of the following statements on a scale of 1-5, with one (1) being below average and five (5) being above average.



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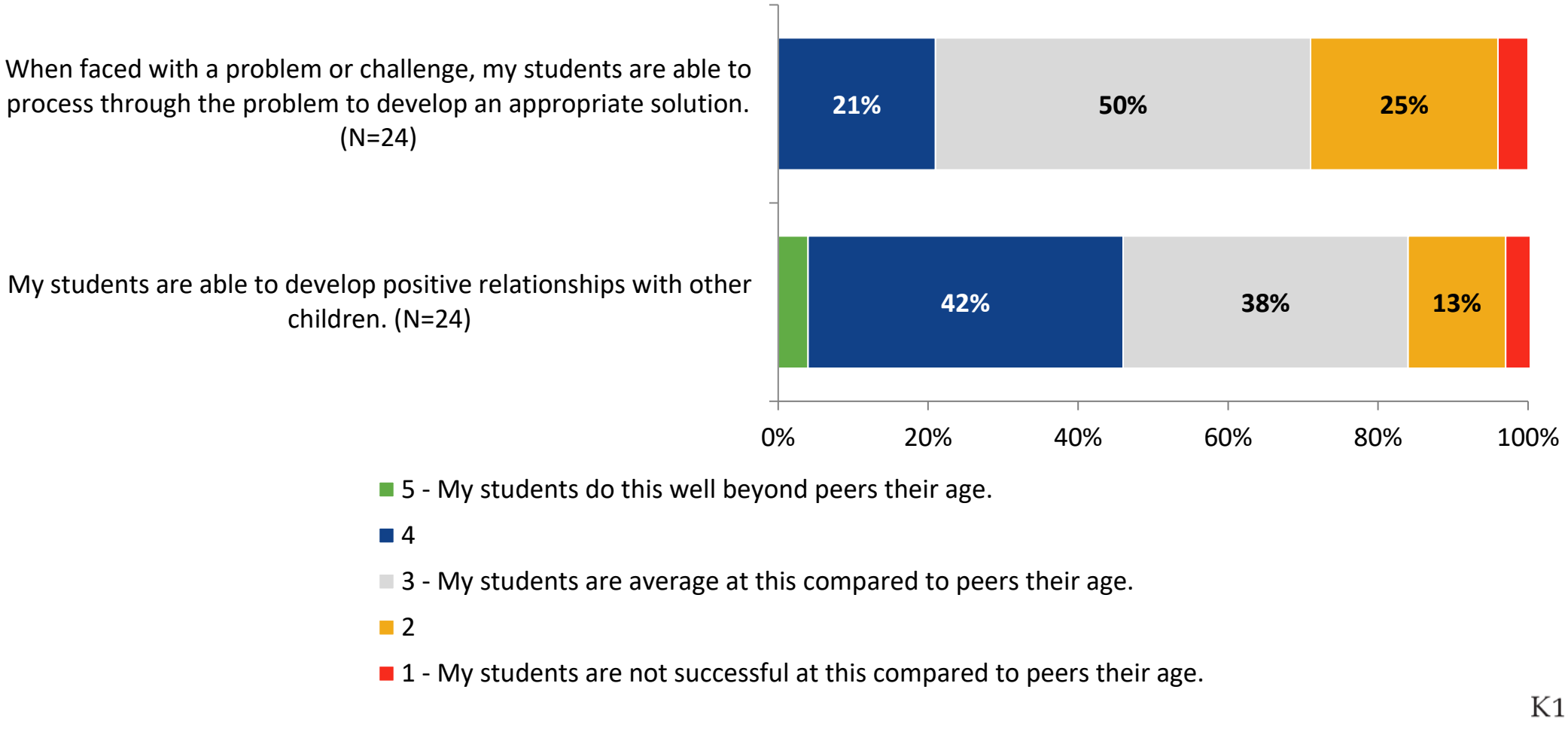
Social-Emotional Learning (Continued)

Based on your perceptions of the majority of your students, please rank each of the following statements on a scale of 1-5, with one (1) being below average and five (5) being above average.



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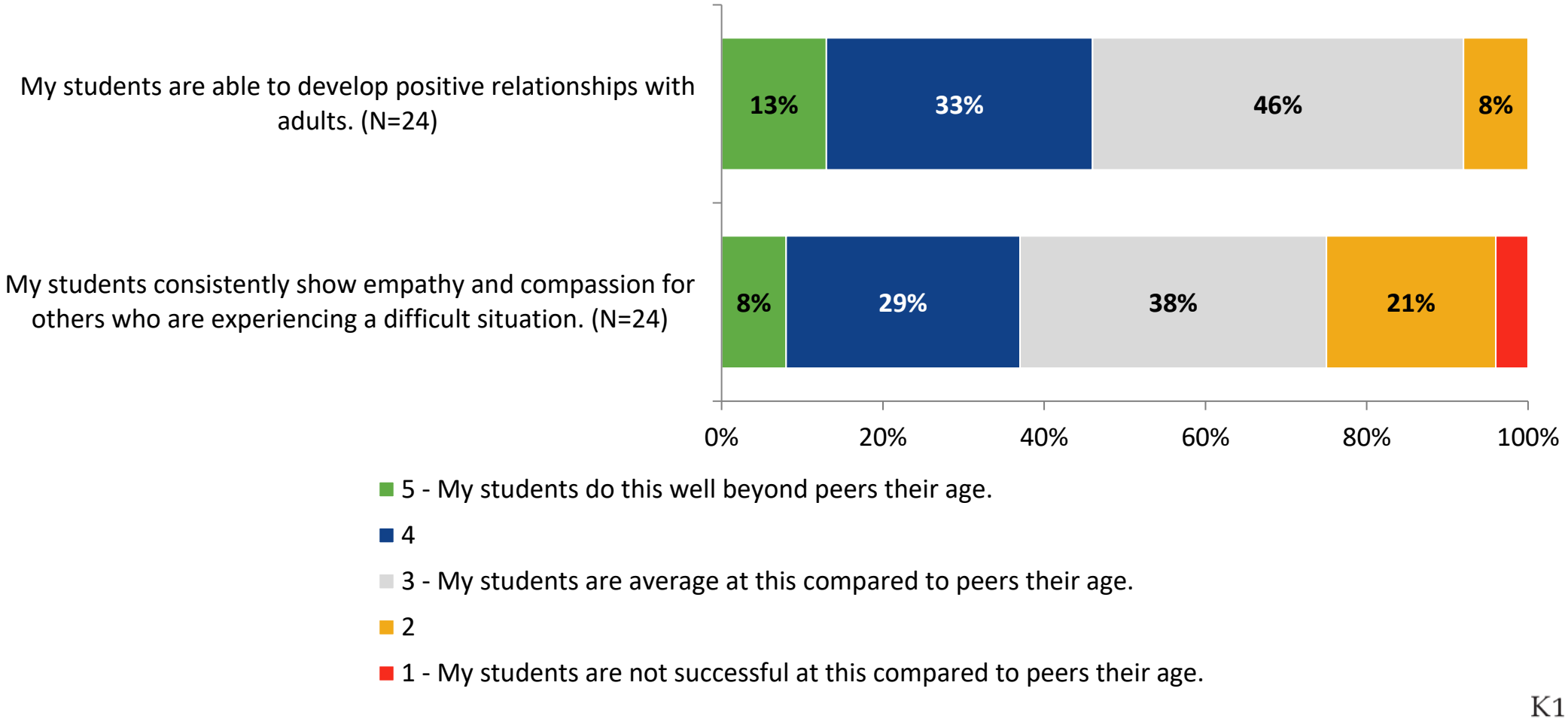
Social-Emotional Learning (Continued)

Based on your perceptions of the majority of your students, please rank each of the following statements on a scale of 1-5, with one (1) being below average and five (5) being above average.



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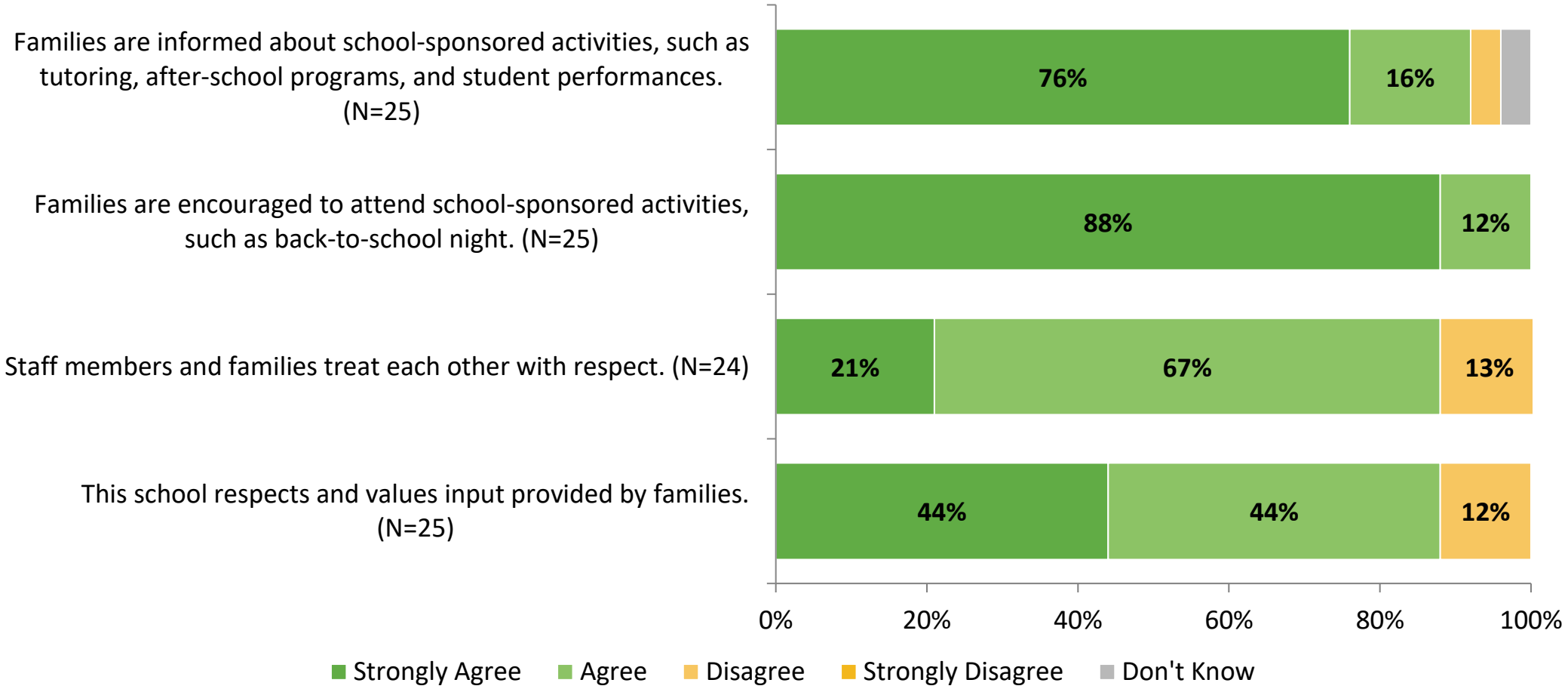
Family Involvement

How strongly do you agree or disagree with the following statements?



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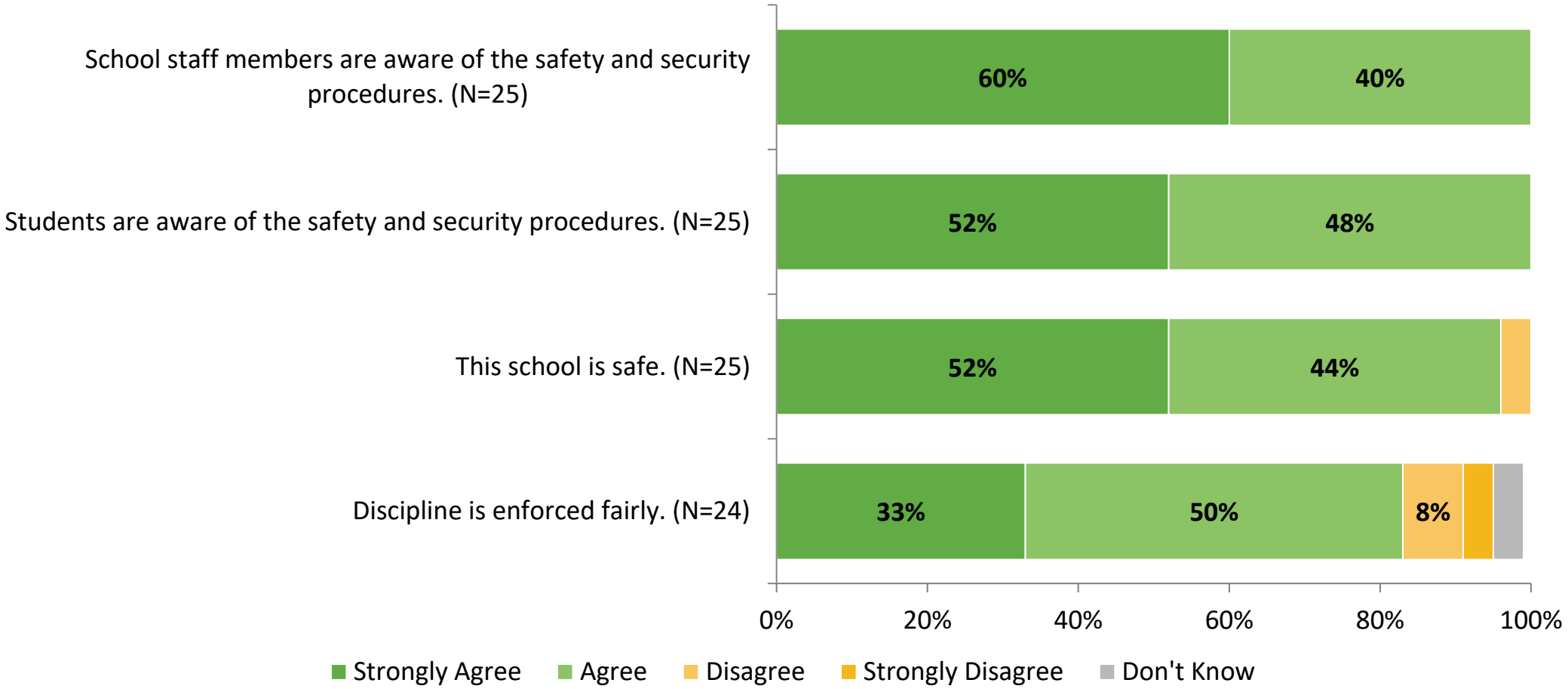
Safety and Behavior

How strongly do you agree or disagree with the following statements?



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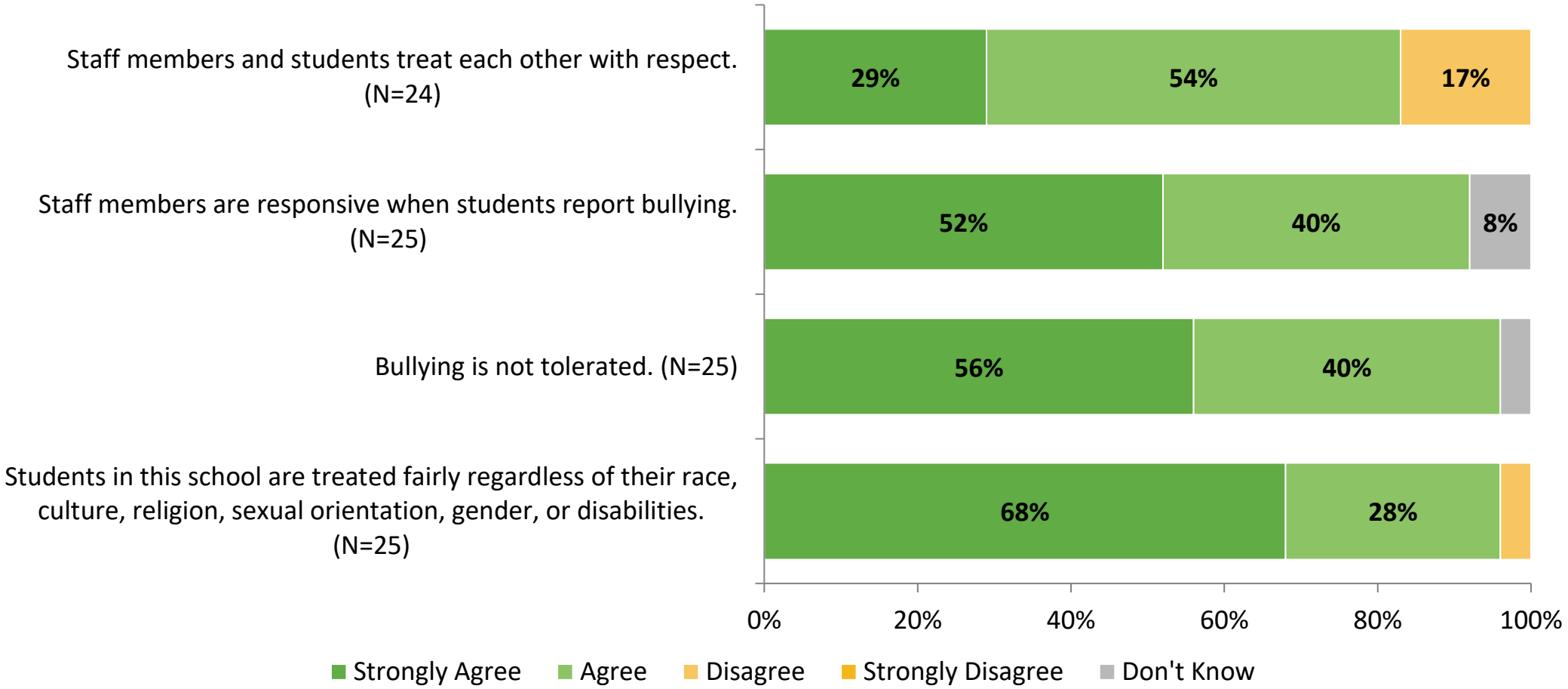
Safety and Behavior (Continued)

How strongly do you agree or disagree with the following statements?



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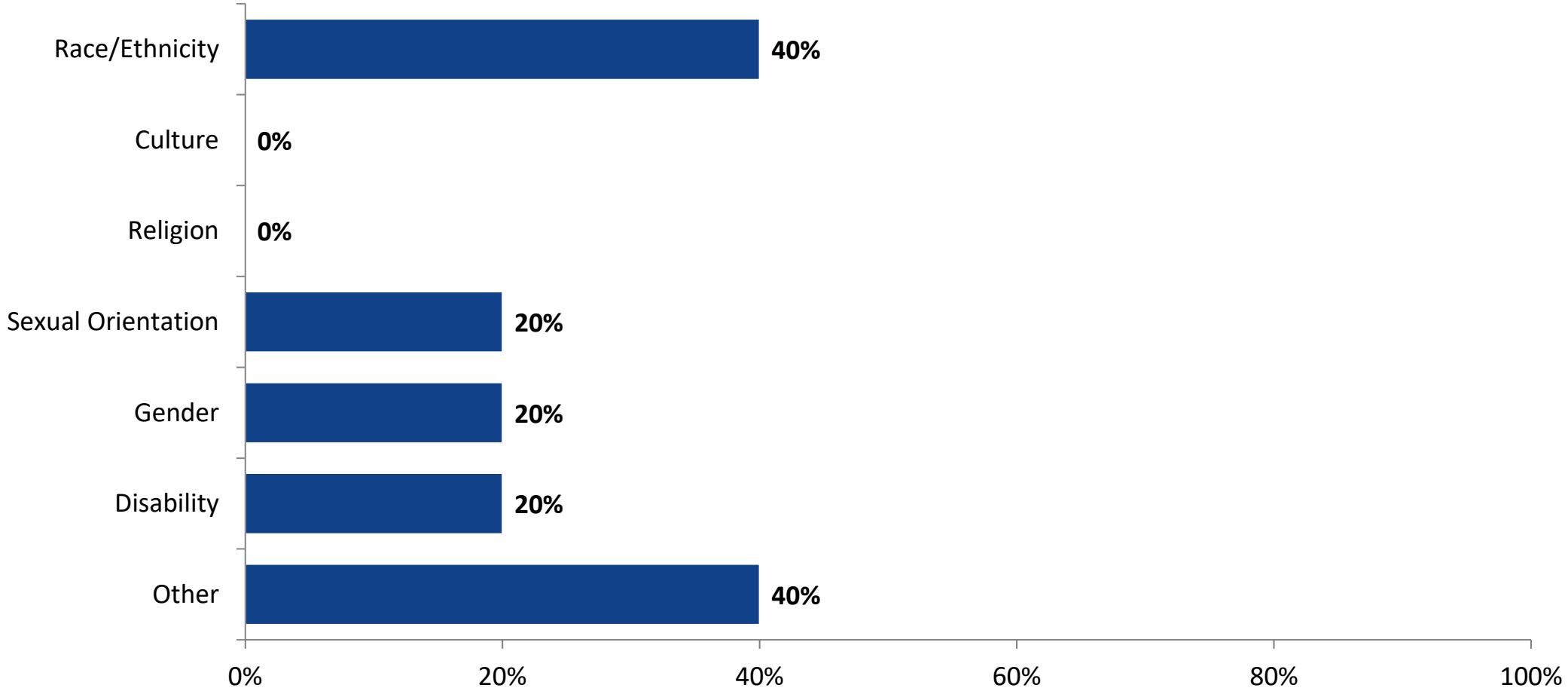
Unfair Treatment

For which of the following are students treated unfairly? (N=5)



Notes: Only participants who strongly disagreed or disagreed that students are treated fairly regardless of their background answered this question.
Percentages added may exceed 100 since a participant may select more than one answer for this question.

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