

# **Eagle Mountain-Saginaw Independent School District**

## **Dozier Elementary**

### **2024-2025 Campus Improvement Plan**



# Mission Statement

The mission of the Eagle Mountain-Saginaw Independent School District is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.

## Vision

The mission of Dozier Elementary

We commit to inspire a love of learning by providing a nurturing environment that builds positive relationships and meets students' individual needs.

Build Relationships

Nurture Growth

Inspire Success!

## Value Statement

We believe:

1. Every student is a unique individual with unique potential.
2. Effective communication is key to success.
3. Engaged and interested students learn more effectively.
4. Respect is a key to success.
5. Education is a team effort.
6. High quality educational facilities optimize student and staff success.
7. Accountability is essential to success.
8. A physically and emotionally safe environment promotes student learning.
9. A high quality education is barrier free.

Our objectives:

1. Each student will have a dynamic-customized education plan from registration to graduation which contains post-secondary goals and inspires individual success.
2. Each student will be equipped with innovative technological skills to compete and contribute in a constantly-evolving global society.
3. Each student will be challenged to fulfill the district's high expectations and leave the district prepared and qualified to succeed in their chosen path(s).

# Table of Contents

Comprehensive Needs Assessment .....	6
Demographics .....	6
Priority Problem Statements .....	8
Comprehensive Needs Assessment Data Documentation .....	9
Goals .....	11
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. ....	11
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. ....	21
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. ...	22
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. ....	23
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. ....	25
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. ....	26
Goal 7: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will create a culture that understands and communicates opportunities, respects individuality and builds ownership. ....	27
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. ....	28
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. ....	29
Goal 10: 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. ....	30
Goal 11: 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. ....	32
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 developing and maintaining a centralized information warehouse. ....	33
Goal 13: 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. ....	34
Goal 14: 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. ....	35



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The students of Dozier Elementary reside in a suburban area of Fort Worth, Texas, in the Marine Creek Hills, Stone Creek Ranch, Trails of Marine Creek, and Marine Creek Ranch neighborhoods. The school opened in August 2016 and serves students in Pre K-5th grade. The school is situated on a large lot on the corner of a busy two-lane road, making most of our population eligible for bus service. The student body is comprised of about 725 students. 26.07% of students are African American, 36.97% are Hispanic, 24% are White, 0.28% are Native American, 3.03% are Asian, 0.55% are Pacific Islander, and 9.10% represent two or more races. Dozier serves 56.41% of students qualifying as economically disadvantaged and is designated as a Title I campus. 29.52% of students are considered at-risk, with most qualifying due to LEP status or below grade level scores on beginning-of-the-year screeners and assessments. 12.55% of our students are Limited English Proficient (LEP). 12.69% are military-connected.

Enrollment increased from 540 in 2016 to 650 in 2017 and has consistently been more than 700 students since August 2018. Attendance rates at Dozier have been consistent at 95% range since opening, even with increasing enrollment, pointing us to consider interventions for those who are habitually tardy or absent. Our goal is to break 96% this year.

Dozier Elementary has 703 Students enrolled for the 2024-2025 school year as of September 16, 2024. Dozier Elementary has the following full-time staff members:

- 1 Principal
- 1 Assistant Principal
- 1 Counselor
- 1 Librarian
- 36 General Education Teachers
- 5 Special Education Teachers
- 1 Fine Arts Teacher (Music/Art)
- 1 Physical Education Teacher
- 1 Literacy Specialist
- 1 Instructional Coach
- 1 Instructional Math Coach
- 1 Math Specialist
- 1 Registered Nurse
- 3 Paraprofessionals (Instructional - Computer Lab & Physical Education)
- 6 Paraprofessionals (Instructional - Special Education)
- 3 Paraprofessionals (Office)
- 2 Dyslexia Therapists
- 2 Speech Therapists
- 2 Paraprofessional Instructional Pre-K

Dozier Elementary also employs the following part-time employees:

- 1.5 Gifted/Talented Teachers
- 1 Diagnostician
- 1 ARD Facilitator
- 1 IEP Clerk

Dozier Elementary offers the following instructional programs and services: Gifted & Talented, ESL Content-Based, Special Education Resource, Special Education Structured Instruction, Special Education Speech Therapy, Dyslexia Therapy, Title I Reading Intervention and Coach services, & Title I Math Intervention and Coach services, and Student Success Academy.

### **Demographics Strengths**

The following represent the strengths in the demographics:

- 1.
- 2.
- 3.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** On-time attendance is impacting student academic, social, and behavioral growth. **Root Cause:** Parents do not value school and bring them late or not at all.

# Priority Problem Statements



# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey 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
- 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
- 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
- Discipline records
- 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
- 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
- Budgets/entitlements and expenditures 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, 100% of 4th and 5th grade students will increase their progress on STAAR Reading and STAAR Math, and 100% of 3rd, 4th, and 5th grade students will increase their progress on STAAR interim Reading, Math, and Science from fall to spring.

**High Priority**

**Evaluation Data Sources:** 3rd-5th grade Math, Reading, and Science STAAR scale score results (24-25 interim and 23-24 data for growth comparison)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the 2024-2025 school year, teachers will use the district curriculum with fidelity. Teachers will collaborate during PLCs to analyze the power standards, develop goals, give the pre-assessments, and develop additional formative assessments. They will embed vertical academic vocabulary, utilize ESL instructional strategies, utilize the workshop model to reteach skills at Tier 1 and provide a targeted spiral weekly review of identified TEKS already taught this year. Teachers will utilize planned higher-level questioning to increase understanding and intervene for Tier 2/3 needs on the power standards.  <b>Strategy's Expected Result/Impact:</b> 100% of students will demonstrate progress on scale score 2024 to 2025 STAAR and on Fall to Spring Interim scores. <b>Staff Responsible for Monitoring:</b> Classroom teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> During the 2024-2025 school year, we will provide math and reading intervention, generalization/practice, and extension for each student as needed on the targeted skills by utilizing acceleration and intervention materials, progress monitoring of student data, and tutorial support before school, after school, and during WIN time. <b>Strategy's Expected Result/Impact:</b> 100% of students will demonstrate progress on scale score 2024 to 2025 STAAR and on Fall to Spring Interim scores. <b>Staff Responsible for Monitoring:</b> Classroom teachers, tutors, and interventionists  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Tutors - 199 - State Compensatory Ed - \$8,300	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> During the 2024-2025 school year, we will collaborate with instructional math and reading coaches and participate in campus PLCs and CLCs to increase the progress of 4th and 5th-grade students. <b>Strategy's Expected Result/Impact:</b> 100% of students will demonstrate progress on scale score 2024 to 2025 STAAR and on Fall to Spring Interim scores. <b>Staff Responsible for Monitoring:</b> administrators  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Title I coaches - 211 - Title 1, Part A	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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:** By the end of the 2024-2025 school year, 100% of students will make a year's worth of progress on BAS or Lexile on NWEA MAP score.

**High Priority**

**Evaluation Data Sources:** BOY, MOY, EOY BAS results, NWEA BOY, MOY, and EOY Lexile scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the 2024-2025 school year, we will set goals for MAP RIT score growth and provide math and reading intervention, generalization/practice, and extension for each student as needed on the targeted skills by utilizing acceleration and intervention materials, progress monitoring of student data, and tutorial support before school, after school, and during WIN time.  <b>Strategy's Expected Result/Impact:</b> 100% of students will make a year's worth of progress on BAS or Lexile as measured by the NWEA MAP Reading or BAS. <b>Staff Responsible for Monitoring:</b> Teachers, instructional coaches, interventionists  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**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, 100% of Kindergarten, 1st grade, and 2nd grade students will make "average growth" or better on mCLASS as measured by the progress monitoring tool.

**High Priority**

**Evaluation Data Sources:** mCLASS BOY, MOY, and EOY scores, mCLASS progress monitoring data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the 2024-2025 school year, we will provide the prescribed mCLASS reading intervention lessons and progress monitoring to all identified students, practice/extension lessons for all students on the targeted skills during WIN time, and workshop small groups. <b>Strategy's Expected Result/Impact:</b> 100% of students will make average or better growth on mCLASS from BOY to EOY. <b>Staff Responsible for Monitoring:</b> teachers, interventionists, reading instructional coach  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**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, 100% of Kindergarten, 1st grade, and 2nd grade students will make progress in early reading skills as measured by the word study assessments.

**Evaluation Data Sources:** curriculum word study assessment data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the 2024-2025 school year, teachers will use the district word study curriculum with fidelity. Teachers will collaborate during PLCs to analyze the word study strategies, develop goals, and progress monitor students regularly. .  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**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 2024-2025 school year, 100% of students in 3rd, 4th, and 5th grade will make progress on writing Short Constructed Responses (SCRs) as measured by pre and post-assessments.

**Evaluation Data Sources:** SCR pre and post assessment rubric data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the 2024-2025 school year, teachers will use the district curriculum with fidelity, focusing across all content areas on writing Short Constructed Responses (SCRs). Teachers will collaborate during PLCs to develop goals for students on SCRs. They will embed vertical practices, utilize ESL instructional strategies, use the workshop model to reteach skills at Tier 1, and provide a targeted practice at least once a week.  <b>Strategy's Expected Result/Impact:</b> 100% of students will improve on the SCR rubric from BOY to EOY as measured by the pre-and post-assessment data. <b>Staff Responsible for Monitoring:</b> teachers, instructional coaches  <b>Title I:</b> 2.4 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				



**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 6:** By the end of the 2024-2025 school year, 100% of 4th and 5th-grade students will make progress on writing science Claim-Evidence-Reasoning (CERs) as measured by pre and post-assessments.

**Evaluation Data Sources:** Science CERs pre and post-assessment rubric data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the 2024-2025 school year, teachers will use the district curriculum with fidelity, focusing across all content areas on writing Claim-Evidence-Reasoning Responses (CERs). Teachers will collaborate during PLCs to develop goals for students on CERs. They will embed vertical practices, utilize ESL instructional strategies, use the workshop model to reteach skills at Tier 1 and Tier 2, and provide a targeted practice at least once a week.  <b>Strategy's Expected Result/Impact:</b> 100% of students will increase their CER scores from beginning of year to end of year as measured by formative assessment measures in class	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**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 7:** By the end of the 2024-2025 school year, 100% of students will score the expected RIT growth score at MOY and EOY in reading and math as measured by the NWEA MAP assessments.

**High Priority**  
**Evaluation Data Sources:** NWEA MAP data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the 2024-2025 school year, teachers will use the district curriculum with fidelity and set growth goals for MAP math and reading with each student. They will embed vertical practices, utilize ESL instructional strategies, use the workshop model to reteach skills at Tier 1, provide Tier 2 support/instruction, and provide a targeted practice for students' individual needs.  <b>Strategy's Expected Result/Impact:</b> 100% of students will grow their RIT score from BOY to EOY  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

**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 8:** By the end of the 2024-2025 school year, 100% of Pre-K students will demonstrate growth at MOY and EOY on the CLI assessment.

**High Priority**  
**Evaluation Data Sources:** CLI assessment data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the 2024-2025 school year, the Pre-K teachers will use the district curriculum with fidelity and set growth goals for CLI math and reading with each student. They will embed vertical practices, utilize ESL instructional strategies, use the workshop model to reteach skills at Tier 1, provide Tier 2 support/instruction, and provide targeted practice for students' needs. <b>Strategy's Expected Result/Impact:</b> 100% of Pre-K students will grow on their CLI scores from BOY to EOY	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**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 9:** By the end of the 2024-2025 school year, 100% of students in a specialized setting will utilize a personal communication system, behavior monitoring system, social skills lessons, IEP-focused instruction task boxes, classroom structures such as personal space and visual schedules, and data collection systems as measured by observation and individual present levels of performance reports.

**Evaluation Data Sources:** IEP PLAAFPs , IEP progress monitoring, and observation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the 2024-2025 school year, the SLE teachers will use student communication systems, visual schedules, behavior tracking systems, social skills lessons, classroom structure, and IEP-focused tasks with data collection systems with fidelity so each student demonstrates growth in these areas. They will embed alternative curricula and best practices for student management, utilize speech instructional strategies, and provide targeted practice for students' needs. <b>Strategy's Expected Result/Impact:</b> 100% of SLE students will make progress on their academic, social, and communication goals. <b>Staff Responsible for Monitoring:</b> SLE Teachers and SLPs  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

**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:** 100% of teachers will hold weekly PLCs with a focus on the 4 PLC questions, including unit instructional goals, formative and summative assessments, interventions, and extensions.

**High Priority**

**Evaluation Data Sources:** PLC calendar, grade level goals, assessment data in OneNote, and intervention/extension plans/data

**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.

**Performance Objective 1:** 100% of students will be supported by counseling services offered by the campus general education and intervention counselors.

**Evaluation Data Sources:** calendar of classroom guidance lessons, small group lessons, SELweb data, and RtI based intervention lessons

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the 2024-2025 school year, the counselors will use the district classroom guidance curriculum monthly with fidelity, focusing on social-emotional skills and student growth. Progress will be measured by BOY and EOY SELweb screener campus data.  <b>Strategy's Expected Result/Impact:</b> 100% of students will grow in their skills to navigate social situations, such as emotion recognition and social problem-solving. <b>Staff Responsible for Monitoring:</b> Counselors  <b>Title I:</b> 2.6	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**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.

**Performance Objective 2:** 100% of students will be supported by the PBIS Rewards system for positive reinforcement of school and classroom behavior expectations.

**Evaluation Data Sources:** PBIS reward usage by teacher reports, PBIS points awarded reporting

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the 2024-2025 school year, teachers and staff will use the PBIS Rewards system with fidelity, focusing on positive feedback and positive reinforcement of expectations with all classes and all students as measured by points awarded and teacher usage of the PBIS Rewards program.  <b>Strategy's Expected Result/Impact:</b> 100% of students will grow in their ability to know, understand, and actively comply with school and classroom expectations. <b>Staff Responsible for Monitoring:</b> Teachers, Villarreal for PBIS committee, Chazarreta for usage by teachers  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Principals Fund for program - 199 - General Fund - \$2,744, Principal Fund for prizes - 199 - General Fund, PTA for prizes - 199 - General Fund - \$1,000	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				



**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.

**Performance Objective 1:** 100% of students will have the opportunity to participate in student engagement activities during the day or outside of the school day.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the 2024-25 school year, 100% of students will have the opportunity to participate in the following activities during and outside of the school day: -UIL -Reflections -Art Contests -Honor Choir -Bluebonnet 2x2 Reading Contest -Reading Blackout -Book Battle -Story Book Pumpkins -Dress Up Days for Canned Food Drive -Spelling Bee  <b>Strategy's Expected Result/Impact:</b> 100% of students will participate in at least one engagement activity as measured by the enrollment numbers in the events	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				





**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.

**Goal 10: 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.

**Performance Objective 1:** 100% of parents will have opportunities to engage in two-way communication with the school staff and participate in school activities with the children.

**Evaluation Data Sources:** parent conference log, activities calendar, Remind usage, communication logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the 2024-25 school year, the school will offer and communicate the following activities: -Meet the Teacher -School Picnic -Watch DOGS -Parent Breakfasts -Chills@Chisholm -Fall Parent conferences -Veterans Day Program -Breakfast with Santa -Game Night -Family Reading Night -Parent/Child Dance -Musicals -Spring Open House (student led conferences) -School Carnival -Field Day -  <b>Title I:</b> 4.2	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> During the 2024-25 school year, 100% of parents will attend a parent conference with their child's teacher. At this conference, they will receive the Parent/Teacher/Student Compact, hear academic and social data, and discuss how to support their child and how we support their child. <b>Strategy's Expected Result/Impact:</b> 100% of parents will communicate with teachers and 100% of teachers will communicate with parents <b>Staff Responsible for Monitoring:</b> Teachers and administrators  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Goal 11:** 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 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 developing and maintaining a centralized information warehouse.

**Goal 13: 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.

**Performance Objective 1:** 100% of teachers and staff will assure any door used is closed completely upon entering and exiting at all times.

**Evaluation Data Sources:** door logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the 2024-25 school year, all teachers and staff will immediately report a door or gate not closing correctly to the office. The principal or designee will enter a work ticket in the Incident IQ system and continuously check on the progress of the repair, notifying staff of any door malfunction and the contingency plan while the door is not functioning.  <b>Strategy's Expected Result/Impact:</b> The campus will remain safe at all times and the door log will reflect any malfunctions. The campus will be able to execute a Lockdown or Secure drill with no incident.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> During the 2024-25 school year, the teachers and staff will execute all required drills and log the drills in Crisis Go. Teachers will follow the protocols taught and take attendance in the Crisis Go app.  <b>Strategy's Expected Result/Impact:</b> 100% of drills will be complete and 100% of students and staff will be accounted for during each drill	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Goal 14:** 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.

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	PTA for prizes		\$1,000.00
4	2	1	Principal Fund for prizes		\$0.00
4	2	1	Principals Fund for program		\$2,744.00
Sub-Total					\$3,744.00
211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Title I coaches		\$0.00
Sub-Total					\$0.00
199 - State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutors		\$8,300.00
Sub-Total					\$8,300.00