Eagle Mountain-Saginaw Independent School District

Eagle Mountain High School

2024-2025 Campus Improvement Plan

Mission Statement

At Eagle Mountain High School, we are dedicated to forging an engaged learning culture. We empower all Knights to find their voice, embrace challenges, and foster growth. Our aim is to develop the skills necessary for a successful future.

Vision

"As Knights, It is not about being the best IN the world, it is about being the best FOR the world"

Value Statement

An expression of fundamental values; ethical code, overriding convictions, and rock-solid principles.

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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Needs Assessment Overview highlights the importance of understanding the unique challenges and opportunities presented by our new student body, which comprises individuals from various campuses. As we work to establish a strong foundation for student achievement, it is crucial to recognize the emotional attachments and expectations that families may have from their previous experiences. By fostering open communication and building trust within the community, we can better address these concerns and effectively promote our new school's vision. This assessment will guide us in creating a supportive and engaging environment that values diverse perspectives and focuses on the collective success of all students.

Demographics

Demographics Summary

As a newly established high school, we serve a diverse student population that reflects the rich cultural tapestry of our community. Our enrollment consists of approximately 889 students, representing various ethnicities, backgrounds, and socioeconomic statuses.

Class of 2026	278 students	
Class of 2027	276 students	
Class of 2028	335 students	

Programming	Total students	Percentage
SPED	84	9.4
504	95	10.6
At Risk	368	41.3
GT	63	7.1
ESL	77	8.7
LEP	84	9.4
Eco Dis	358	40.2

Race Distribution for Males and Females in All Grades at Entity 008
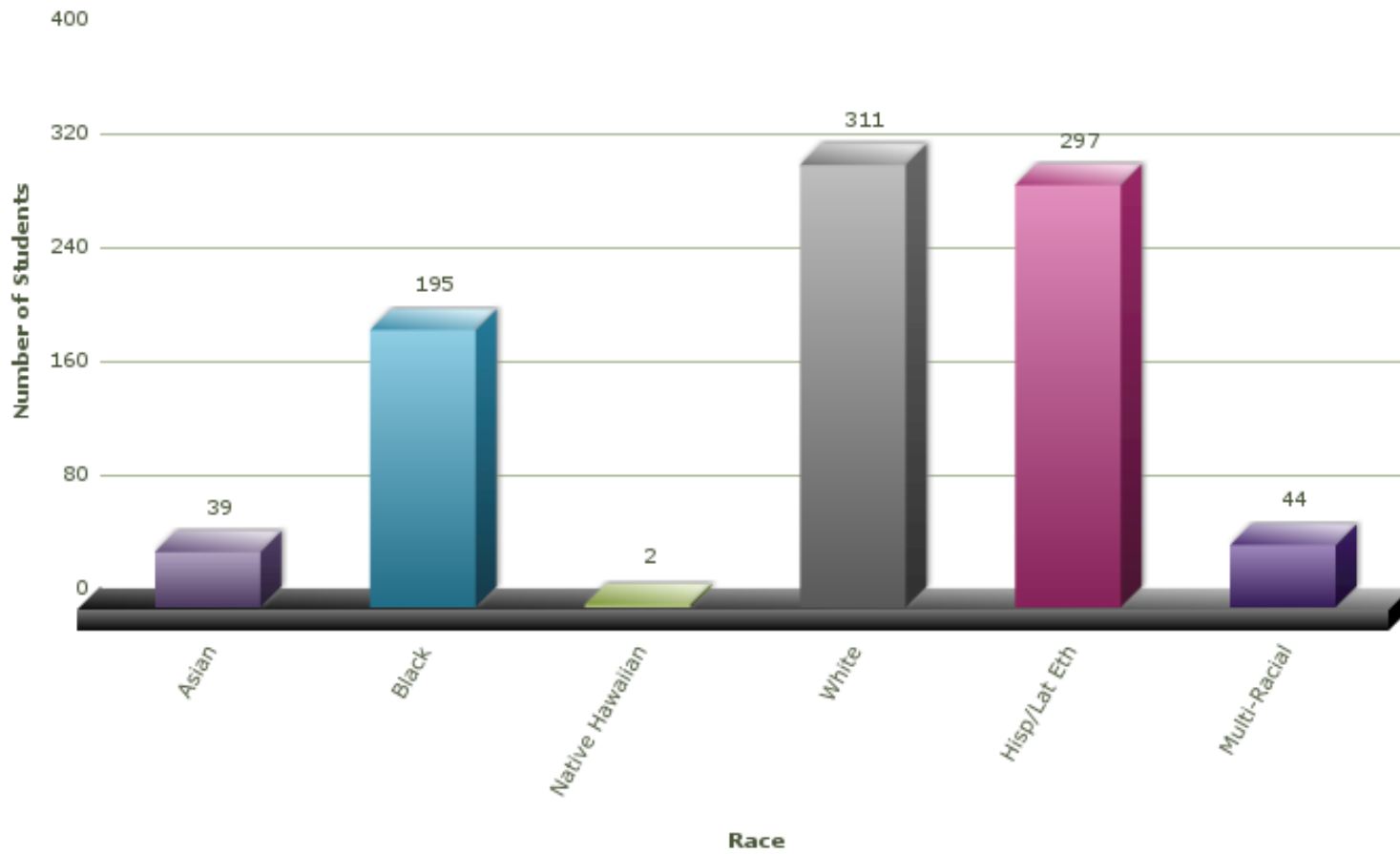
Asian: 39 students (4.4%)

Black: 195 students (22.0%)

White: 311 students (35.0%)

Hispanic/Latino: 297 students (33.4%)

Multi-Race: 44 students (4.9%)

Our school is committed to fostering an inclusive atmosphere that not only celebrates diversity but also addresses the unique needs of all students. With 40.2% of our students qualifying for free or reduced-price lunch, we recognize the importance of providing equitable resources and support systems to ensure academic success. Additionally, we have a

growing population of English Language Learners (ELLs) and students with special needs, which highlights our dedication to differentiated instruction and tailored educational strategies.

In light of these demographics, our campus improvement plan will focus on enhancing academic programs, expanding extracurricular opportunities, and creating a supportive environment that promotes engagement, well-being, and achievement for every student. By prioritizing community partnerships and stakeholder involvement, we aim to build a school culture that empowers students to thrive and succeed in their educational journey.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): As a newly established high school serving approximately 889 diverse students from two distinct feeder programs, we face challenges in integrating and supporting students with varying academic needs. The differing educational experiences may lead to disparities in academic performance and social integration, risking the creation of an environment where some students feel marginalized. **Root Cause:** The root cause of the challenges outlined in the statement stems from the possible lack of a cohesive support system and tailored integration strategies for students transitioning from two distinct feeder programs.

Student Achievement

Student Achievement Summary

As we welcome students from various campuses, we recognize the opportunity to establish a new baseline for student achievement this upcoming year. By leveraging the diverse experiences and strengths of our student body, we aim to create an enriching educational environment that fosters growth, collaboration, and success for all learners.

School Culture and Climate

School Culture and Climate Summary

As a brand new high school integrating students from two distinct feeder patterns, we have embraced the unique opportunity to cultivate a vibrant and inclusive school culture. Our focus has been on creating an environment where every student feels welcomed, valued, and excited about their educational journey. Through community-building activities, collaborative events, and open communication, we aim to foster strong relationships among students, staff, and families, celebrating the diverse backgrounds that each student brings to our campus.

Recognizing the challenges of merging different educational experiences, we are committed to promoting a positive climate that encourages collaboration, respect, and engagement. By instilling a sense of pride in our new school and actively involving students in shaping our community, we are working diligently to create an atmosphere that inspires enthusiasm and belonging, setting the foundation for academic success and personal growth.

School Culture and Climate Strengths

In establishing a strong school climate, we have aligned our core values with the district's beliefs, ensuring that our community reflects a commitment to excellence, inclusivity, and integrity. As we work towards the district's Profile of a Graduate, we creatively equate each key aspect of this profile to a piece of Knights Armor, symbolizing the essential skills and characteristics our students need to succeed.

Our call to action, "Armor Up," serves as a rallying cry for students and staff alike, emphasizing the importance of equipping ourselves with the knowledge, resilience, and collaborative spirit necessary to navigate challenges and achieve our goals. By embracing this alignment, we are not only fostering a sense of pride and purpose within our school community but also preparing our students to emerge as empowered and capable graduates ready to make a positive impact in the world.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The integration of students from two distinct feeder patterns into our new high school presents challenges in establishing a cohesive school culture and climate, as varying backgrounds and educational experiences can lead to feelings of marginalization among some students. **Root Cause:** We must actively promote inclusivity and engagement by aligning our values with the district's beliefs and fostering a strong sense of community through our "Armor Up" initiative, which connects the Profile of a Graduate to essential skills for student success.

Parent and Community Engagement

Parent and Community Engagement Summary

Our parents and community members are enthusiastic about being actively involved in the formation of our new high school, eagerly contributing to the establishment of new traditions that reflect our shared values and aspirations. This excitement fosters a collaborative spirit, encouraging strong partnerships that enhance student experiences and promote a sense of belonging, ultimately strengthening the foundation of our school culture as we embark on this journey together.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): The challenge in parent and community engagement stems from individuals comparing our new school's beginnings to their past experiences, leading to unrealistic expectations. To cultivate a supportive community, we must prioritize trust and open communication, emphasizing the unique opportunities our campus offers while valuing all stakeholders' contributions. **Root Cause:** The root cause of this issue is the emotional attachment individuals have to their past school experiences, leading to resistance to change.

Priority Problem Statements

Problem Statement 1: As a newly established high school serving approximately 889 diverse students from two distinct feeder programs, we face challenges in integrating and supporting students with varying academic needs. The differing educational experiences may lead to disparities in academic performance and social integration, risking the creation of an environment where some students feel marginalized.

Root Cause 1: The root cause of the challenges outlined in the statement stems from the possible lack of a cohesive support system and tailored integration strategies for students transitioning from two distinct feeder programs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The integration of students from two distinct feeder patterns into our new high school presents challenges in establishing a cohesive school culture and climate, as varying backgrounds and educational experiences can lead to feelings of marginalization among some students.

Root Cause 2: We must actively promote inclusivity and engagement by aligning our values with the district's beliefs and fostering a strong sense of community through our "Armor Up" initiative, which connects the Profile of a Graduate to essential skills for student success.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: The challenge in parent and community engagement stems from individuals comparing our new school's beginnings to their past experiences, leading to unrealistic expectations. To cultivate a supportive community, we must prioritize trust and open communication, emphasizing the unique opportunities our campus offers while valuing all stakeholders' contributions.

Root Cause 3: The root cause of this issue is the emotional attachment individuals have to their past school experiences, leading to resistance to change.

Problem Statement 3 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- SAT and/or ACT assessment data
- ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- T-TESS data
- T-PESS data

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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: 100% of students will demonstrate academic growth during the 2024-25 school year.

Evaluation Data Sources: include but not limited to:
NWEA MAP content areas, mCLASS, DCAs, interim benchmarks, STAAR, STAAR ALT 2, TELPAS, and IEP progress.

Strategy 1 Details			Reviews			
Strategy 1: Incorporate 4dx in enabling teachers to have a continuous growth mindset on the Learner Engagement Rubric.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
Strategy 2 Details			**Reviews**			
Strategy 2: Regular Data Monitoring: Establish a data monitoring system that tracks student progress through formative assessments. Use this data to identify students needing additional support, allowing for timely interventions and adjustments to instructional strategies.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
	0% No Progress	100% 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: Enhance student involvement in their learning process, aiming for an increase in teacher self evaluation scores of Developed or better on the Learner Engagement Rubric by the end of the year.

Evaluation Data Sources: Learner Engagement Rubric

Strategy 1 Details			Reviews			
Strategy 1: Active Learning Strategies: Incorporate active learning strategies, such as project-based learning and collaborative group work, to promote student participation and ownership of their learning, fostering a more engaging classroom environment.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
0% No Progress 100% 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: 100% of campus and district administrators will be proficient in planning for and supporting instructional practices throughout the year that focus on measuring individual student growth resulting in improved student outcomes on state and district summative assessments.

Strategy 1 Details			Reviews			
Strategy 1: 2. Integrating the Learner Engagement Rubric			**Formative**			**Summative**
The Learner Engagement Rubric will be central in evaluating and supporting teachers' instructional practices.			**Dec**	**Feb**	**Apr**	**June**
Administrators will be trained to evaluate classrooms with the Learner Engagement Rubric to assess student interaction, teacher facilitation, and cognitive engagement. Target Indicators from the rubric such as "High-Level Questioning" and "Student Collaboration" will align with the instructional focus and lead measures (in 4DX). Administrators will offer feedback and professional development based on rubric observations, focusing on growth areas and strengths.						

Strategy 2 Details			Reviews			
Strategy 2: Utilizing the Fundamental Five to Improve Instruction			**Formative**			**Summative**
The Fundamental Five will be the instructional framework used to ensure high-quality teaching across all classrooms.			**Dec**	**Feb**	**Apr**	**June**
Framing the Lesson: Teachers will frame lessons with clear learning objectives that align with growth expectations, helping students understand and track their progress. Power Zone: Administrators will observe teachers teaching in the power zone (proximity to students) to maximize engagement and track student progress. Frequent Small Group Purposeful Talk: Admins will ensure teachers use purposeful talk to increase student participation and provide real-time feedback on their understanding. Critical Writing: Teachers will use critical writing as a formative assessment tool to measure student progress and understanding, supporting the WIG of student growth. Recognize and Reinforce: Admins will encourage recognition of student effort and progress, reinforcing behaviors that lead to growth.						

0% No Progress   100% 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 2: Achieve 90% of teachers at Eagle Mountain High School implementing the 4 Disciplines of Execution framework effectively in their classrooms by the end of the academic year, leading to measurable improvement in student academic outcomes.

Evaluation Data Sources: PLC and Department data

Strategy 1 Details	Reviews			
Strategy 1: Organize targeted professional development workshops focused on the 4 Disciplines of Execution, providing teachers with the skills and knowledge necessary to implement the framework effectively in their instructional practices.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Facilitate regular collaborative planning sessions where teachers can share best practices, align their goals with the campus WIG, and discuss strategies for tracking student progress and outcomes, fostering a culture of accountability and continuous improvement.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: 1. Implementing the 4 Disciplines of Execution (4DX) 4DX will provide a structured process to ensure focus and accountability for achieving measurable growth.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Discipline 1: Focus on the Wildly Important Goal (WIG) The WIG for the campus will be: 100% of teachers will demonstrate proficiency in measuring and fostering individual student growth to improve outcomes on state and district summative assessments. Each administrator will create aligned WIGs focusing on supporting teacher growth in instructional practices. Track individual student growth using formative assessments aligned with state standards. Discipline 2: Act on Lead Measures Lead measures are the actionable items that predict success for the WIG. For this: Fundamental Five strategies (Lesson Framing, Power Zone, Critical Writing, Frequent Small Group Purposeful Talk, and Recognition/Reinforcement) will be implemented and measured through walkthroughs. Administrators will use Learner Engagement Rubric data as a lead measure, focusing on specific areas such as active student engagement and the use of higher-order questioning in instruction. Discipline 3: Keep a Compelling Scoreboard Administrators will maintain scoreboards for teacher proficiency and student growth. Display the progress of both teacher development on the Fundamental Five and individual student growth on formative assessments (mapped to state/district summatives). Scoreboards will include visual data such as the percentage of teachers rated as "Developed" or better on the engagement rubric and student achievement trends. Discipline 4: Create a Cadence of Accountability Regular meetings (weekly or biweekly) with administrative and instructional leadership teams will be scheduled to review progress. Administrators will reflect on walkthrough data and how the Fundamental Five and Learner Engagement Rubric are impacting student growth. Adjust strategies based on data and feedback from instructional practices.				

0% No Progress   100% 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.

Performance Objective 1: Achieve a 90% retention rate of high-quality staff at Eagle Mountain High School by the end of the academic year by actively engaging them in the 4 Disciplines of Execution framework, fostering a culture of commitment and continuous growth.

Evaluation Data Sources: EOY retention data

Strategy 1 Details				Reviews			
Strategy 1: Develop a comprehensive onboarding and mentorship program that introduces new staff to the 4 Disciplines of Execution, ensuring they understand how to set and achieve their personal and professional goals within the framework, thereby aligning their efforts with the district mission.				**Formative**			**Summative**
				Dec	**Feb**	**Apr**	**June**
Strategy 2 Details				**Reviews**			
Strategy 2: Implement regular performance check-ins and goal review sessions for all staff, encouraging them to reflect on their progress, share successes, and identify areas for improvement. This will create a supportive environment that values growth and fosters accountability, which is essential for retention.				**Formative**			**Summative**
				Dec	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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 school community members (staff/students) will be equipped with the resources and training necessary to contribute to a safe and supportive environment.

 Evaluation Data Sources: Professional Learning attendance, Professional Learning agendas

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 campuses will provide families with the resources and training necessary to contribute to a safe and supportive environment for students.

Evaluation Data Sources: Calendar of scheduled parent opportunities, Documentation of Attendance, Documentation of Visits to Website

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.

Performance Objective 1: 100% of EMS ISD campuses will provide students with learning opportunities which equip them with necessary skills for personal and social development.

    Evaluation Data Sources: District annual counseling calendar of lessons, Campus schedule of lesson implementation

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.

Performance Objective 2: All EMS ISD campus staff will be provided with learning opportunities which equip them with the necessary skills to foster personal and social development within their students.

> **Evaluation Data Sources:** Professional Learning calendar, Professional Learning attendance

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.

Performance Objective 1: 100% of campuses will take steps to build student engagement in and ownership of their learning journey.

Strategy 1 Details			Reviews		
Strategy 1: Implement personalized learning plans for each student that include their interests, goals, and preferred learning styles. Encourage students to set personal academic and extracurricular goals, and provide them with a structured process to monitor their progress. This approach empowers students to take ownership of their learning journey and fosters greater engagement.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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.

Performance Objective 2: EMS ISD will enhance equitable access to and awareness of educational opportunities and resources for all students as evidenced by feedback in surveys and student voice opportunities.

Strategy 1 Details				Reviews			
Strategy 1: Involve students in the planning and execution of campus events, ensuring their voices are heard and that the information is presented in an accessible manner. Collect feedback through surveys to assess the effectiveness of these initiatives and make necessary adjustments.				**Formative**			**Summative**
				Dec	**Feb**	**Apr**	**June**
	0% No Progress		100% Accomplished		→ Continue/Modify		✕ Discontinue

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

Performance Objective 1: EMS ISD will foster a culture of understanding and communication regarding educational opportunities as measured by district and campus surveys and participation rates.

Strategy 1 Details	Reviews			
Strategy 1: Organize a informational sessions for students and parents that clearly outline available educational opportunities, including advanced courses, extracurricular activities, and support resources. Ensure that these sessions are interactive and provide opportunities for questions and discussions, allowing for clarification and deeper understanding. Use feedback from surveys post-events to assess the effectiveness of communication efforts.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: All students will be empowered to take ownership of their learning and personal development.

Strategy 1 Details	Reviews			
Strategy 1: Establish a Student Leadership Program that incorporates the 4 Disciplines of Execution (4DX) framework. In this program, students will learn how to set Wildly Important Goals (WIGs) related to their personal learning and development, create actionable plans, and track their progress through regular accountability meetings. WIGs: Students will identify their most significant personal or academic goals for the year. Lead Measures: They will develop specific actions they can take to achieve these goals, focusing on lead measures that drive results. Scoreboards: Create visual scoreboards where students can track their progress toward their WIGs and lead measures, fostering a sense of ownership and motivation. Weekly Accountability Meetings: Organize weekly or bi-weekly meetings where students can share updates, reflect on successes and challenges, and adjust their strategies as necessary. This strategy not only empowers students to take ownership of their learning but also equips them with essential skills in goal-setting and self-management, fostering a culture of accountability and continuous improvement.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   ➔ Continue/Modify   ✖ Discontinue

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

Performance Objective 3: Opportunities for stakeholder engagement and collaborative decision-making processes will be evident in all campuses and departments.

Strategy 1 Details	Reviews			
Strategy 1: Create stakeholder advisory committees that include students, parents, teachers, and community members to facilitate collaborative decision-making. These committees can meet regularly to discuss school initiatives, gather input on policies, and provide feedback on programs. Ensure that their recommendations are shared transparently with the broader school community, reinforcing the importance of stakeholder voices in shaping educational policies and practices.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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: EMS ISD will foster a culture of student voice and choice by actively involving students in decision making processes.

Strategy 1 Details	Reviews			
Strategy 1: Round Table Knights Empowerment Initiative: Establish a formalized structure for the Round Table Knights, where student representatives are empowered to lead discussions on key topics affecting their educational experience.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Monthly Round Table Meetings: Schedule monthly meetings where Round Table Knights can discuss issues, present ideas, and provide feedback on school policies, programs, and initiatives. These meetings should be open to all students to encourage broader participation and input. Feedback Mechanism: Implement a structured feedback mechanism where students can submit ideas or concerns anonymously before each meeting. This allows for a wider range of voices to be heard, particularly from those who may be hesitant to speak up in a group setting. Action Projects: Encourage the Round Table Knights to identify specific action projects based on student feedback. These projects could range from organizing school events to suggesting curriculum improvements, giving students a sense of ownership and responsibility. Showcase Outcomes: Regularly share the outcomes of the Round Table Knights' discussions and initiatives with the broader student body through newsletters, social media, or school assemblies. This transparency demonstrates that student voices are valued and considered in decision-making processes.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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: EMS ISD will increase staff satisfaction and morale by implementing initiatives that recognize and reward staff contributions and efforts.

    Evaluation Data Sources: Employee Survey

Strategy 1 Details	Reviews			
Strategy 1: Develop a comprehensive recognition and reward program that highlights staff contributions on a regular basis. We are using Jostens Renaissance to accomplish these opportunities.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
"Staff Spotlight" Initiatives: Feature a different staff member each month in newsletters, on social media, or during staff meetings, showcasing their achievements, contributions, and unique talents. Peer Recognition System: Implement a peer-to-peer recognition system where staff members can nominate their colleagues for awards based on specific contributions, collaboration, or innovative practices. Recognize these nominations at staff meetings or through a dedicated recognition event. Incentives for Professional Development: Provide incentives such as gift cards, extra planning time, or professional development opportunities for staff who participate in initiatives that enhance student learning or contribute to school culture.				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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 2: EMS ISD will enhance collaboration and trust among staff members by implementing intentional opportunities for relationship building.

Evaluation Data Sources: Employee Feedback Surveys

Strategy 1 Details	Reviews			
Strategy 1: Following the "Leadership on the Move" professional development session, implement ongoing team-building workshops and collaborative projects that encourage staff to work together across different departments and grade levels.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

0% No Progress   100% 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: EMHS will implement a comprehensive professional learning plan that offers various delivery methods, including workshops, online courses, and peer collaboration, to ensure alignment with both campus and district strategic goals.

Evaluation Data Sources: Professional Learning Plan based on learner engagement, Fundamental 5, 4DX.

Strategy 1 Details		Reviews			
Strategy 1: Develop a structured professional learning plan centered around the Texas Teacher Evaluation and Support System (TTESS) that encourages educators to set specific, measurable professional goals aligned with campus and district objectives.		**Formative**			**Summative**
		Dec	Feb	Apr	June
0% No Progress 100% 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 2: EMHS will empower educators by providing professional learning opportunities that align to individual, campus, and district goals and objectives, as measured through end-of-year summatives and evaluations.

    Evaluation Data Sources: End of Year Summatives & Evaluations

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.

Performance Objective 1: EMS ISD campuses and programs will engage families according to interests and needs as evidenced by program participation and input.

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.

Performance Objective 2: EMS ISD campuses and programs will connect families with strategies and resources to support student learning opportunities at school and home.

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.

Performance Objective 3: EMS ISD will participate in opportunities for community outreach that serve to build understanding, break down barriers, and develop authentic, two-way conversations with families.

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.

Performance Objective 1: Develop a comprehensive set of standardized guidance documents (SGDs) by December 2025 that outline clear expectations and processes for key organizational functions and procedures. These documents should be accessible to all campuses and departments, promoting consistency and uniformity in operations.

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.

Performance Objective 2: Implement a training program by January 2026 to educate all staff members on the SGDs and their importance in aligning processes and expectations. This program should ensure that all employees have a clear understanding of the documents and can effectively apply them in their respective roles.

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.

Performance Objective 1: By May 2025, establish a comprehensive centralized information warehouse that serves as the primary repository for all district information and documents.

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.

Performance Objective 2: Evaluate the relevance and usefulness of district information/documents located on other platforms, and if deemed valuable, transfer them to the new centralized platform by May 2026.

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.

Performance Objective 3: Regularly assess and update the centralized information warehouse to ensure it meets the evolving needs of the organization by conducting annual reviews and incorporating feedback from stakeholders.

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.

Performance Objective 1: EMS ISD will provide a safe and orderly learning and work environment for staff and students by providing learning opportunities each semester on the Student Code of Conduct. By May 2025, the Campus Principal or Campus Behavior Coordinator will develop and conduct two informational sessions for teachers and staff outlining components of the Student Code of Conduct.

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.

Performance Objective 2: EMS ISD will promote high standards for conduct and behaviors that are conducive to a safe, collaborative environment that fosters employee retention.

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.

Performance Objective 1: Cybersecurity frameworks, applications and strategies are seamlessly integrated within the school system, constantly evolving through ongoing refinement and adaptation.

Evaluation Data Sources: Cybersecurity Coalition CCRE 2.0 Cybersecurity Rubric

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.

Performance Objective 2: 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.