

Eagle Mountain-Saginaw Independent School District
Northbrook Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Nurture children, engage minds, ensure learning.

Vision

A school of excellence dedicated to the academic, social, and emotional success of all students

Value Statement

We believe every person, regardless of background, opportunities, or challenges, deserves to be accepted and cared for, so we will show compassion to our students, families, and each other.

We believe everyone has value, so we will model respect for students, families and each other.

We believe that we have a responsibility to ensure that all students learn at high levels, so we will strive for excellence in everything that we do.

We believe that each of us must build strong relationships and develop a servant's heart, so we will serve our students, families, and each other willingly.

We believe that only through teamwork and collaboration can we optimize success for all students, so we will work as a team to achieve our mission, vision, and goals.

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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.	33





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: 85% students in Kindergarten, first grade and second grade students will make a years worth of growth as measured by MAPS growth in reading.

Evaluation Data Sources: BOY, MOY, and EOY MAPS testing

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted reading intervention for at-risk Kindergarten- 2nd grade students using Literacy Footprints as well as mClass supports. Strategy's Expected Result/Impact: Increase the number of students meeting EOY grade level standards. Staff Responsible for Monitoring: Classroom teacher, reading teacher, literacy interventionist, and instructional coach. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Reading tutors will be utilized to ensure all students requiring tiered intervention receive the needed supports in a small group setting. Strategy's Expected Result/Impact: Data- Driven intervention groups that will allow campus to close learning gaps. Staff Responsible for Monitoring: Instructional Coaches Title I: 2.4, 2.5 Funding Sources: - 211 - Title 1, Part A	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize grade level PLCs and the PDSA cycle to conduct grade level planning throughout the school year with reading teachers to align and improve reading instruction. Monitor data using student assessments and student data folders. Strategy's Expected Result/Impact: Greater understanding of TEKS, curriculum, best practices and improved alignment of instruction. Therefore, increased instructional effectiveness and student growth. Staff Responsible for Monitoring: Campus Administration, Instructional Coach, classroom teachers Title I: 2.4 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Grade's K, 1 and 2 will meet with CLC leaders and peers once a nine weeks to discuss best practices and ensure aligned, continuous improvement. Strategy's Expected Result/Impact: Greater understanding of reading curriculum/resources and utilization leading to increased student achievement. Staff Responsible for Monitoring: Instructional Coach, Interventionists, Classroom Teachers Title I: 2.6 Funding Sources: - 211 - Title 1, Part A	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Utilize vertical PLCs throughout the school year with reading teachers to align and improve reading instruction. Strategy's Expected Result/Impact: Greater understanding of TEKS, curriculum, best practices and improved alignment of instruction. Therefore, increased instructional effectiveness and student growth. Staff Responsible for Monitoring: Campus Administration, Instructional Coach, classroom teachers. Title I: 2.4	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 2: All students in Kindergarten, first grade and second grade will make a years worth of growth as measured by MAPS growth in math.

Evaluation Data Sources: Map and Formative assessment, DCA's (K-1st grade scored by Rubrics, 2nd grade scores)

Strategy 1 Details	Reviews			
Strategy 1: Kindergarten, 1st, and 2nd grade will implement a system for all students to develop individual math goals and track their individual progress based on MAP and formative assessments in their data binder. Strategy's Expected Result/Impact: At least 85% of students in kindergarten, 1st grade and 2nd grade will meet proficiency on identified essential standards in math. Staff Responsible for Monitoring: Principal, Assistant Principal, Kindergarten-2nd grade teachers, math specialist, math coach Title I: 2.4	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Use number corner daily to build number sense and numeracy. Strategy's Expected Result/Impact: At least 85% of students in kindergarten, 1st, and 2nd grade will meet proficiency on identified power standards in math. Staff Responsible for Monitoring: Principal, Assistant Principal, Kinder-2nd grade teachers, math specialist, math coach Title I: 2.4	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: We will discuss and implement targeted math interventions to address specific skill deficits. Strategy's Expected Result/Impact: Students will gain at least one year's growth as measured by MAPS math growth and monitored using assessments aligned to specific goals. Staff Responsible for Monitoring: Classroom teacher, reading teacher, math interventionist, and instructional coach. Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1, Part A	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Math tutors will be utilized to ensure all students requiring tiered intervention receive the needed supports in a small group setting. Strategy's Expected Result/Impact: Data- Driven intervention groups that will allow campus to close learning gaps. Staff Responsible for Monitoring: Instructional Coaches Title I: 2.4, 2.5 Funding Sources: - 211 - Title 1, Part A	Formative			Summative
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Strategy 5 Details	Reviews			
Strategy 5: Utilize grade level PLCs and the PDSA cycle to conduct grade level planning throughout the school year with math teachers to align and improve math instruction. Monitor data using student assessments and student data folders. Strategy's Expected Result/Impact: Greater understanding of TEKS, curriculum, best practices and improved alignment of instruction. Therefore, increased instructional effectiveness and student growth. Staff Responsible for Monitoring: Campus Administration, Instructional Coach, classroom teachers Title I: 2.4 Funding Sources: - 199 - General Fund	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Grade's K, 1 and 2 will meet with CLC leaders and peers once a nine weeks to discuss best practices and ensure aligned, continuous improvement. Strategy's Expected Result/Impact: Greater understanding of math curriculum/resources and utilization leading to increased student achievement. Staff Responsible for Monitoring: Instructional Coach, Interventionists, Classroom Teachers Title I: 2.6 Funding Sources: - 211 - Title 1, Part A	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></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, 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			
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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement targeted math intervention to address specific skill deficits. Strategy's Expected Result/Impact: Close gaps to increase math levels by end of year. Staff Responsible for Monitoring: Administration, Instructional Coaches Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Provide targeted reading intervention for at-risk students using Literacy Footprints and/or strategies from the science of teaching reading. 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 Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Utilize PLCs and the PDSA cycle to conduct grade level planning throughout the school year to align and improve reading and math instruction. Monitor data using student assessments and student data folders. Strategy's Expected Result/Impact: Greater understanding of TEKS, curriculum, best practices and improved alignment of instruction. Therefore, increased instructional effectiveness and student growth. Staff Responsible for Monitoring: Administration, Instructional Coach, Classroom Teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Grades 3-5 will meet with CLC presenters and peers from other campuses once a nine weeks to discuss best practices and ensure aligned, continuous improvement. Strategy's Expected Result/Impact: Greater understanding of reading, math, and science curriculum and utilization leading to increased student achievement. Staff Responsible for Monitoring: Administration, Instructional Coaches, Interventionist, Classroom Teachers Title I: 2.4	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Throughout the school year, 3rd-5th grade reading teachers will incorporate the RAP strategy into lessons focusing the students on answering the question that is asked with adequate proof from the reading passage paired with student real world experiences. Attempts will be scored based on a rubric. Strategy's Expected Result/Impact: Increase the number of students scoring at least a 2 on their extended critical response questions on DCA's and STAAR reading assessment. Staff Responsible for Monitoring: Grade level reading teachers and literacy coach Title I: 2.4	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: MTSS/CareTeam meetings will be held with campus administrators, instructional specialists/coaches and classroom teachers to review Tier 2 and 3 student data/behavior. Goals will be reviewed, instructional strategies discussed and new goals proposed. Strategy's Expected Result/Impact: Identified students will receive targeted instruction based on their needs and learning styles to close their achievement gaps. Students with behavior needs will receive individualized behavior goals and interventions to help them focus on learning. Staff Responsible for Monitoring: Campus administrators, classroom teachers, instructional coaches, and reading/math interventionists. As needed, counselor, behavior coach, speech language pathologist, dyslexia specialist and/or social worker Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: 3-5 science content facilitators will meet once a nine weeks to discuss best practices and ensure aligned, continuous improvement. Strategy's Expected Result/Impact: Greater understanding of science TEKS, curriculum/resources, improved alignment and best practices leading to increased student achievement. Staff Responsible for Monitoring: Science Teachers and Assistant Principal Title I: 2.4	Formative			Summative
	Dec	Feb	Apr	June

Strategy 9 Details	Reviews			
Strategy 9: Teachers utilize strategies and best practices based on district recommendations from the science curriculum. Strategy's Expected Result/Impact: Greater understanding of science TEKS leading to increased student achievement. Staff Responsible for Monitoring: Teachers and administrators Title I: 2.4	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 4: By the end of the 2024 - 2025 school year, 55% of students in grades 4 and 5 served through special education will show at least one year of growth in reading and math as measured by the STAAR reading/math assessment.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Special Education teachers will participate in PLCs and to support math and reading. Strategy's Expected Result/Impact: Continued academic growth for students served through special education Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Special education teachers will collaborate with general education teachers for instructional practices and content knowledge in math and reading district level CLC's. Strategy's Expected Result/Impact: Continued academic growth for students served through special education. Staff Responsible for Monitoring: Administration and instructional coaches.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Reading and Math tutors will enable us to provide more focused small-group intervention. Strategy's Expected Result/Impact: Data-driven intervention groups that will allow campus to close learning gaps. Staff Responsible for Monitoring: Instructional Coaches and Administrators	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 5: By the end of the end of the 2024- 2025 school year, 80% 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			
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.	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 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			
Strategy 1: Vertical RLA PLC pre-K-5th grade collaborate with the Literacy Specialist and Literacy Coach in a vertical PLC focused on establishing common vocabulary, strategies, and understanding of how skills are taught in grades in each grade. Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of alignment between Pre-K- 5th grade regarding the following: -Student Expectations -Assessments -Vocabulary -Extensions Staff Responsible for Monitoring: Principal, Assistant Principal, PLC Members	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The RLA teachers in Kindergarten-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, Kindergarten-5th grade RLA Teachers	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Vertical Math PLC pre-K-5th grade collaborate with the Math Specialist and Math Coach in a vertical PLC focused on establishing common vocabulary, strategies, and understanding of how skills are taught in each grade. Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of alignment between Pre-K- 5th grade regarding the following: -Student Expectations -Assessments -Vocabulary -Extensions Staff Responsible for Monitoring: Principal, Assistant Principal, PLC Members	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: The math teachers in Kindergarten-5th grade will collaborate with the Math Specialist and Math 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 math practices. Walkthroughs, observations, and lesson plans will show effective implementation of the Number Corner in grades K-2. Staff Responsible for Monitoring: Principal, Assistant Principal, Math Specialist, Math Coach, PLC Members	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Vertical Science PLC K-5th grade collaborate with the Assistant Principal in a vertical PLC focused on establishing common vocabulary, strategies, and understanding of how skills are taught in grades in each grade. Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of alignment between K- 5th grade regarding the following: -Student Expectations -Assessments -Vocabulary -Extensions Staff Responsible for Monitoring: Principal, Assistant Principal, PLC Members	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Students, parents, and the community will engage with NES staff and NES PTA to increase overall involvement with the school.

Evaluation Data Sources: Leadership Committee

Teacher Input

Parent Input

PTA board and general meetings

Strategy 1 Details	Reviews			
Strategy 1: Teachers will hold fall parent conferences and share the Parent Engagement Policy, Title 1 Compact, and data binders focusing on goal setting for Math and Reading. Strategy's Expected Result/Impact: Parents will have an understanding of the Parent Engagement Policy and Title 1 Compact as well as other resources available to parents. Staff Responsible for Monitoring: Classroom Teachers Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for student/parent/community involvement activities such as: Meet the Teacher, Donuts with Grandparents, Veteran's Day Program, PTA events such as Bingo and Valentine's Family Dance, Grade Level Musical Presentations, Reading Night, Spring Open House, Math Night, and award ceremonies. Strategy's Expected Result/Impact: Students, parents, and the community will engage with NES staff and NES PTA to increase overall involvement with the school. Staff Responsible for Monitoring: Administration Leadership Team Teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Administration will hold an Annual Title 1 Meeting to distribute the Parent Engagement Policy as well as to inform parents of Title 1 status and requirements. Strategy's Expected Result/Impact: Parent Engagement Policy will be distributed to parents. Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Feb	Apr	June



No Progress



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 2: 100% of students and staff will implement PBIS in all common areas and in classrooms and utilize PBIS Rewards in 24-25 with a soft roll out.

Evaluation Data Sources: CHAMPS training (refresher and initial)
 Decrease in office referrals
 Completion of class complement charts
 Walk-throughs and observation data

Strategy 1 Details	Reviews			
Strategy 1: PBIS refresher training will be provided to all staff including new training for the implementation of PBIS Rewards program. Strategy's Expected Result/Impact: Decrease in discipline referrals T2 and T3 documentation Staff Responsible for Monitoring: All staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Campus Leadership team will have the opportunity to create school wide procedures for common areas and phrasing for how to teach/implement it consistently at all grade levels. Strategy's Expected Result/Impact: Unified campus expectations for common areas Staff Responsible for Monitoring: Campus Leadership Team Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students will be recognized for their positive actions and recognized by staff members for their behaviors related to good citizenship utilizing character traits using PBIS Rewards. Strategy's Expected Result/Impact: Increased positive behaviors Staff Responsible for Monitoring: Administrators	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: One student per grade level will be identified and celebrated each 6 weeks for exemplifying the targeted CREST value for the six weeks with a positive home visit by a campus administrator and teachers. Strategy's Expected Result/Impact: Increase positive behaviors, Increase the levels of compassion, respect, excellence, service towards others, and teamwork shown on campus by students. Staff Responsible for Monitoring: Classroom teachers Administrators	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </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.

Performance Objective 1: All students K-5 will increase their understanding of social perspective taking, social problem solving, and self control by 10 as measured by XSEL screening.

Evaluation Data Sources: XSEL Data from BOY and EOY

Strategy 1 Details	Reviews			
Strategy 1: The counselor will provide guidance lessons, small group instruction, and restorative talks. Strategy's Expected Result/Impact: Increase the number of students that are able to understand and apply emotional regulation, empathy, and self control in social settings. Staff Responsible for Monitoring: School Counselor	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

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			
Strategy 1: Continue to build capacity of staff members to identify key behaviors and actions of PLCs. A guiding coalition of 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 Responsible for Monitoring: Principal	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 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			
Strategy 1: ELL Instructional Strategies All professional staff members will participate in trainings focused on ELL instructional strategies at least once a semester. 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	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All professional staff will receive training in identifying characteristics of dyslexia to better identify students who meet the criteria. Strategy's Expected Result/Impact: Teachers will be able to intervene earlier and identify students who do not show growth with tiered interventions so they can be referred for more supports. Staff Responsible for Monitoring: Dyslexia teacher, administrators	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></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 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.

Performance Objective 1: 100% of new staff will receive training in Standard Response Protocol and CRAZE on how to react during emergency events that might take place. All staff will receive refresher training on safety drills emphasizing campus/district policies.

Evaluation Data Sources: PD Agenda
PowerPoint training slides
Drill logs
Debrief notes after each drill
Admin feedback survey

Strategy 1 Details	Reviews			
Strategy 1: All teachers will be able to access Crisis Go and understand how to use the program Strategy's Expected Result/Impact: PD Agenda PowerPoint training slides Drill logs Admin feedback survey Debrief notes after each drill Substitute input Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of staff and students will participate in 11 safety drills including drills for holds, fire, evacuation, lockout, lock down, shelter for hazmat and weather throughout the school year utilizing the standard response protocols. Strategy's Expected Result/Impact: Staff and student understanding of each drill utilizing the standard response protocols. Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	5			\$0.00
Sub-Total					\$0.00
211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	6			\$0.00
Sub-Total					\$0.00