

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



Mission Statement

The purpose of Remington Point Elementary is to instill a passion for learning that is built on a firm foundation of individual academic success for all students.

Vision

The mission of 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.

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. Timely and accurate communication is key to success.

3. Engaged and interested students learn more effectively.

4. Education is a team effort.

5. High quality educational facilities optimize student and staff success.

6. Accountability is essential to success.

7. A physically and emotionally safe environment promotes student learning.

8. A high quality education is barrier free.

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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. 31

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population	Count	Percent
Student Total	511	100%
Early Education Grade	2	0.39%
Kindergarten Grade	60	11.74%
1st Grade	85	16.63%
2nd Grade	86	16.83%
3rd Grade	79	15.46%
4th Grade	103	20.16%
5th Grade	96	18.79%

Student Demographics	Count	Percent
Gender		
Female	263	51.47%
Male	248	48.53%
Ethnicity		
Hispanic-Latino	286	55.97%
Race		
American Indian - Alaskan Native	1	0.20%
Asian	12	2.35%
Black - African American	88	17.22%
Native Hawaiian - Pacific Islander	1	0.20%
White	105	20.55%
Two-or-More	18	3.52%

Student Programs	Count	Percent
Dyslexia	29	5.68%
Gifted and Talented	29	5.68%
Regional Day School Program for the Deaf	0	0.00%
Section 504	15	2.94%
Special Education (SPED)	90	17.61%
Bilingual/ESL		

Emergent Bilingual (EB)	168	32.88%
Bilingual	0	0.00%
English as a Second Language (ESL)	0	0.00%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	511	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	317	62.04%
Foster Care	1	0.20%
IEP Continuer	0	0.00%
Immigrant	4	0.78%
Intervention Indicator	76	14.87%
Migrant	0	0.00%
Military Connected	19	3.72%
Transfer In Students	6	1.1742%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	336	65.75%
Free Meals	282	55.19%
Reduced-Price Meals	54	10.57%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	1	0.20%
Shelter	0	0.00%
Doubled Up	1	0.20%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	1	0.20%
Is Unaccompanied Youth	0	0.00%





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, 80% of kindergarten, first, and second grade students will achieve their End of Year proficiency target as assessed by mClass.

Evaluation Data Sources: EOY Fountas & Pinnell Benchmark Assessment Data- Kg, 1st, 2nd Grade
mClass Data
District assessments, universal screeners, diagnostic assessments

Strategy 1 Details	Reviews			
Strategy 1: Utilize the instructional coach as a resource for our K-2 teachers to ensure high quality Tier 1 instruction is taking place that aligns with our district curriculum. Strategy's Expected Result/Impact: Walkthroughs, observations, WIN time, flex grouping and PLC discussion will show alignment and an increase in rigorous instruction in the younger grade levels. SLO discussions will track interventions that are and are not being successful, so the Title reading coach and grade level teachers can work together to implement different strategies, if needed. Staff Responsible for Monitoring: Administration Instructional Coaches Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1, Part A	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Individual student goal setting and data tracking Strategy's Expected Result/Impact: Overall increase in achievement and accountability Staff Responsible for Monitoring: Teachers Administration Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: mClass progress measure will be implemented for students identified in K-2 as well below every 2-3 weeks based on identified Tier. Strategy's Expected Result/Impact: Students will increase reading foundational skills leading to improved fluency and comprehension. Kinder focus- Phonemic Awareness (PSF) will increase from 39% to 50% according to EOY mClass. 1st grade focus- Decoding (NWF-WRC) will increase from 48% to 60% according to EOY mClass. 2nd grade focus- Reading Fluency (ORF) will increase from 49% to 60% according to EOY mClass. Staff Responsible for Monitoring: Classroom Teachers Administration Instructional Coaches Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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Performance Objective 2: By the end of the 2024-2025 school year, 80% of third, fourth, and fifth grade students will meet proficiency on identified essential standards in Reading.

Evaluation Data Sources: STAAR Data - 3rd - 5th Grade Reading STAAR
Interim Assessments
DCAs





Strategy 1 Details	Reviews			
Strategy 1: The Instructional Coach will work directly with teachers modeling lessons, provide one-on-one support, and facilitating professional development and collaborating with teachers during PLC time. Strategy's Expected Result/Impact: Alignment of instructional strategies, backwards lesson design and components of a balanced literacy across all grade levels, effective collaboration among teachers during PLC Staff Responsible for Monitoring: Instructional Coach Administration Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1, Part A	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Individual goal setting and data tracking Strategy's Expected Result/Impact: Overall increase in achievement and accountability Staff Responsible for Monitoring: Teachers Administration Instructional Specialists Title I: 2.4, 2.5, 2.6	Formative			Summative
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Performance Objective 3: At the end of each assessment period, 90% of all Kindergarten through second grade students will meet proficiency on identified essential standards in math.

Evaluation Data Sources: Nine Week Report Cards
iStation (BOY/MOY/EOY)
MAP Testing

Strategy 1 Details	Reviews			
Strategy 1: Use number corner daily to build number sense and numeracy. Strategy's Expected Result/Impact: Students will meet or exceed mastery on identified essential standards. Staff Responsible for Monitoring: Teachers Administration Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Individual student goal setting and data tracking. Data tracking will be used through formative assessments to provide feedback to students. Strategy's Expected Result/Impact: Overall increase in achievement and accountability Monthly ISIP progress monitoring MAP Progress Monitoring Staff Responsible for Monitoring: Teachers Administration Instructional Coaches Instructional Specialists Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will assess K-2 students using MAP testing three times yearly while progress monitoring students in T1, T2, and T3 to monitor student achievement. Strategy's Expected Result/Impact: Kindergarten will increase in T1 from First grade will increase in T1 from Second grade will increase in T1 from Staff Responsible for Monitoring: Classroom Teachers Interventionists Instructional Coaches Administration Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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Performance Objective 4: By the end of the 2024-2025 school year, 80% of third, fourth, and fifth grade students will meet proficiency on identified essential standards in Math.

Evaluation Data Sources: Istation data
Walk-throughs and observations
DCA results
Interim assessments
STAAR results

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Coach will work directly with teachers modeling lessons, provide one-on-one support, and facilitating professional development and collaborating with teachers during PLC time. Strategy's Expected Result/Impact: Alignment of instructional strategies, components of a balanced literacy across all grade levels, effective collaboration among teachers during PLC Staff Responsible for Monitoring: Principal Instructional Coach Classroom Teacher Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1, Part A	Formative			Summative
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	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

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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: Throughout the 2024-2025 school year, Remington Point Elementary will increase partnerships between school and home.

Evaluation Data Sources: Event Participation
Online Activity
Parent School Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: Our campus PTA will host events for parents and students that target building home-to-school partnerships, community involvement, parent involvement, promote citizenship and give parents opportunities to learn how they can support their child's social and academic growth at home. Strategy's Expected Result/Impact: The PTA hosted activities will strengthen lines of communication and interaction between parents, the school and our community so that we can build a partnership that improves the lives of students socially, emotionally and academically. Staff Responsible for Monitoring: Staff Administration Title I: 4.1, 4.2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide timely communication to parents using: Grade Level Parent Newsletters, Campus Website, Campus Facebook Page, Grade Level Remind, Campus Remind, Campus Newsletter, PBIS Rewards Strategy's Expected Result/Impact: 100% of responses on the School Climate Survey for Parents will indicate "Strongly Agree" or "Agree" for the statement: "I am kept informed about activities, such as tutoring or after-school programs, student performances, parent/guardian workshops, and other events." Staff Responsible for Monitoring: Administration Teachers Title I: 4.1, 4.2	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 inform parents of Title 1 status and requirements. Strategy's Expected Result/Impact: Inform parents of Title 1 participation and components Distribute Parent Engagement Policy and Title 1 Parent - Student - School Compact Staff Responsible for Monitoring: Administration Title I: 4.1, 4.2	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

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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.

Performance Objective 1: 100% of RPE staff will implement an evidence-based tiered system of behavioral support to meet the behavioral needs of students.

Evaluation Data Sources: Attendance, discipline referrals, failure lists, observation, restraint data, counselor data/reports, PBIS Rewards reports

Strategy 1 Details	Reviews			
Strategy 1: RPE will continue to implement STOIC/CHAMPS and MTSS strategies, structures and procedures. Strategy's Expected Result/Impact: Students will be able to function at high behavioral levels that include: -Conflict resolution -Self-Advocating -Selecting self-deescalating strategies -Able to communicate needs to staff members -Behavioral compliance Staff Responsible for Monitoring: Campus Administration Classroom Teachers Counselor Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement PBIS (Positive Behavioral Interventions and Supports) principles to establish a structured approach for behavior management and cultivate a positive school environment Strategy's Expected Result/Impact: Decrease the number of negative behavioral referrals that result in students missing instructional time Staff Responsible for Monitoring: Administration Classroom Teachers Behavioral Team Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: PBIS Rewards - 199 - General Fund - \$2,500, PBIS Rewards - 211 - Title 1, Part A - \$2,500	Formative			Summative
	Dec	Feb	Apr	June



No Progress



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: Remington Point Elementary student attendance will be at least a 95% by the end of the 2024-2025 school year.

For the 2023-2024 school year, the end of year attendance rate was 93.49%.

Evaluation Data Sources: Monthly Attendance reports from the district

Strategy 1 Details	Reviews			
Strategy 1: Regularly provide families with students problematic attendance with research and helpful tools regarding the importance of regular attendance. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Administration Teachers Attendance Clerk Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June

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.

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: During the 2024-2025 school year, 100% of the professional staff will be provided professional learning that increases their capacity to provide rigorous learning for all students.

Evaluation Data Sources: Weekly PLCs with Documentation in OneNote, Monthly Vertical PLCs, Campus Professional Learning Plan, Teacher Professional Goals through TTESS, Learning Walks for All New teachers

Strategy 1 Details		Reviews			
Strategy 1: Teachers will meet regularly to discuss student achievement of designated learning objectives. Teachers will use the data to make adjustments to their instruction in order to meet the needs of individual students. Strategy's Expected Result/Impact: The PLC time will allow teachers to discuss the 4 guiding questions and analyze student data that gauges understanding. Staff Responsible for Monitoring: Teachers Instructional Coaches Instructional Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211 - Title 1, Part A		Formative			Summative
		Dec	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Instructional Coach will help facilitate grade level PLCs to provide support and embed professional learning in curriculum and content while developing unit plans. Strategy's Expected Result/Impact: Teachers will develop a deeper understanding of content and curriculum to meet the needs of students and use effective instructional practices. Staff Responsible for Monitoring: Administration Instructional Coaches Instructional Specialists Title I: 2.4, 2.5, 2.6 Funding Sources: Instructional Coaches - 211 - Title 1, Part A		Formative			Summative
		Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers and instructional staff will engage in Learning Walks to collaborate on best teaching strategies for Tier 1 instruction, classroom learning environment, and learner engagement. Strategy's Expected Result/Impact: Teachers will self reflect on their own practices and their classroom learning environment. Teachers will use the Learner engagement rubric to assess and reflect on current practices. Staff Responsible for Monitoring: Administration Teachers Instructional Specialists Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div><div></div></div><div>0%</div></div><div>No Progress</div></div><div><div><div><div></div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div><div></div></div><div></div></div><div>Continue/Modify</div></div><div><div><div><div></div></div><div></div></div><div>Discontinue</div></div></div>				

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

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

Performance Objective 1: 100% of all campus employees will follow the campus and district protocols/plan to ensure a safe and secure environment.

Evaluation Data Sources: Campus Emergency Operations plan efficiency
Data collected from drills

Strategy 1 Details	Reviews			
Strategy 1: The entire staff and students will be trained in the Standard Response Protocol, Reunification Protocol, Avoid/Deny/Defend, and using Crisis Go to account for all students. The SRP information will be communicated to parents in online newsletters. Strategy's Expected Result/Impact: Clear understanding on how to respond in an emergency event and the steps that need to be taken. Parents and guardians will understand how to respond appropriately in the event of a crisis situation on the campus. Staff Responsible for Monitoring: Staff Administration ESF Levers: Lever 3: Positive School Culture	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>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	PBIS Rewards		\$2,500.00
Sub-Total					\$2,500.00
211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	4	1			\$0.00
7	1	2	PBIS Rewards		\$2,500.00
10	1	1			\$0.00
10	1	2	Instructional Coaches		\$0.00
Sub-Total					\$2,500.00