

Eagle Mountain-Saginaw Independent School District

Saginaw Elementary

2024-2025 Campus Improvement Plan



Mission Statement

The mission of Saginaw Elementary is to establish a culture that prepares all students academically, socially, and emotionally to embrace their future and ignite the desire to be life-long learners.

Collective Commitments

We will build relationships within our 301 community and family by communicating respectfully, consistently, and intentionally.

We will recognize and celebrate the unique abilities of each student and their individual potential.

We will be considerate, supportive, and understanding while assuming positive intent, with grace.

We will address issues, frustrations and concerns in a professional manner by speaking directly with those involved.

We will use data to drive instruction and collaborate with teachers, parents, and students to set goals.

We will intentionally collaborate with an open mind, positive attitude, and willingness to make necessary changes.

We will assume collective responsibility for all students and recognize that achieving success is a school-wide responsibility.

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Comprehensive Needs Assessment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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: All K-5 teachers will have a small group schedule and system for tracking progress.

Evaluation Data Sources: Increase on grade level assessment scores.

Strategy 1 Details	Reviews			
Strategy 1: Each teacher/grade level will have a OneNote folder that is updated monthly with schedule and group progress. Teachers will also monitor how group progress is affecting individual progress. Strategy's Expected Result/Impact: Group progress will correlate to individual progress and an increase on student assessment progress. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional coaches and Interventionists, Teachers.	Formative			Summative
	Dec	Feb	Apr	June
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Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 2: By the end of the 2024-2025 school year, 100% of Kinder- 2nd Grade students well below and below will show a minimum of 1-2 levels of growth using Mclass.

Evaluation Data Sources: mClass (progress monitoring and Universal Screener) data throughout the 24-25 school year

Strategy 1 Details	Reviews			
<p>Strategy 1: Specialists will be conducting individual coaching sessions for short cycle assessments and backward design lesson planning.</p> <p>Each ELAR teacher will participate in coaching sessions designed to provide real-time, job embedded support based on individual need. Coaching session agendas will be developed with the specific teachers participating and will focus on implementing best practices, new curriculum resources, and bridging the gap between grade level expectations.</p> <p>The special education teachers will participate in the coaching sessions most appropriate for the students they serve.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of vertically aligned balanced literacy practices.</p> <p>Walkthroughs, observations, and lesson plans will show evidence of alignment between general education and special education.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Coach, Literacy Specialist, Classroom Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Kindergarten, 1st Grade, & 2nd Grade will use the mclass interventions and progressing monitoring.</p> <p>Strategy's Expected Result/Impact: An increase in Mclass percentages on Universal Screeners.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Coach, Literacy Specialist, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Goal 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, 100% of students will have 1 year growth in MAP Math

Evaluation Data Sources: 2024-2025 EOY Map MATH

Strategy 1 Details	Reviews			
Strategy 1: Teachers will commit to letting students practice 90 minutes or 30 puzzles per week on STMath in order to see an increase in student goals being met or surpassed on a monthly basis. Strategy's Expected Result/Impact: Students will increase levels towards grade level proficiency. Staff Responsible for Monitoring: Math interventionists, Title Math Coach, K-2 teachers, Principal, Assistant Principal Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will commit to creating and using an interactive math word wall that displays the district provided vocabulary cards for each nine weeks TEKS focus in order to increase academic math language. Strategy's Expected Result/Impact: Increase student knowledge of Math vocabulary/language Staff Responsible for Monitoring: Math interventionists, Title Math Coach, K-2 teachers, Principal, Assistant Principal Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize computation strategies and math frameworks within their classroom while providing informal, formative and summative assessments to ensure learning is taking place and students are provided extensions when they have prior knowledge, and interventions and supports for students in need. Strategy's Expected Result/Impact: Student data shows academic gains (benchmarks, common assessments, teacher progress monitoring logs, student data tracking), stronger Tier 1 instruction from the classroom teachers. Staff Responsible for Monitoring: Principal, Assistant Principal, Math Coach, Math Interventionist	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Specialists will be conducting individual coaching sessions for short cycle assessments and backward design lesson planning.</p> <p>Each Math teacher will participate in coaching sessions designed to provide real-time, job embedded support based on individual need. Coaching session agendas will be developed with the specific teachers participating and will focus on implementing best practices, new curriculum resources, and bridging the gap between grade level expectations.</p> <p>The special education teachers will participate in the coaching sessions most appropriate for the students they serve.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of vertically aligned balanced literacy practices.</p> <p>Walkthroughs, observations, and lesson plans will show evidence of alignment between general education and special education.</p> <p>Staff Responsible for Monitoring: ng Principal, Assistant Principal, Title I Coach, Literacy Specialist, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund - \$900</p>	Formative			Summative
	Dec	Feb	Apr	June

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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: By the end of the 2024-2025 school year, Special Education students taking the STAAR ALT 2 and STAAR will increase the passing rate by 10%.

Evaluation Data Sources: 2024 STAAR and STAAR ALT 2 Reading Data - 3rd Grade, 4th Grade, & 5th Grade, 2024 STAAR and STAAR ALT 2 Math Data - 3rd Grade, 4th Grade, & 5th Grade, 2024 STAAR and STAAR ALT 2 Science Data - 5th Grade

Strategy 1 Details	Reviews			
Strategy 1: The two special education resource teachers will share the entire caseload of students. One teacher will be responsible for teaching all K-2 students receiving resource support. One teacher will be responsible for teaching 3-5 students receiving resource support. Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will reflect alignment between general education and special education. Increase in the number of special education students meeting or exceeding Approaching Standard on STAAR. Staff Responsible for Monitoring: Principal, Special Education Resource Teachers Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The special education teachers, resource and self-contained, will participate in the content-specific coaching sessions provided to the general education teachers. Each resource teacher will select the grade level/content area coaching sessions most applicable to the students they serve. Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will reflect alignment between general education and special education Increase in the number of special education students meeting or exceeding Approaching Standard on STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education Resource Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: The special education team will meet with each grade level monthly to collaborate and discuss plans of action for all Special Education students. Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will reflect alignment between general education and special education Increase in the number of special education students meeting or exceeding Approaching Standard on STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education Resource Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: All 3-5 students will participate in online assessments and assignments (DCAs, Interims, Teams, ISIP, etc) to increase the ability to utilize the online platform for STAAR successfully. Strategy's Expected Result/Impact: Increase overall passing % on STAAR Reading for grades 3-5. Staff Responsible for Monitoring: Principal, Assistant Principal, Specialists, 3-5 teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Provide targeted math intervention as appropriate with IEP using Bridges Intervention, and Math Learning Center (Do the Math) and Think Up Math. This support will be provided through push-in and pull-out services. Strategy's Expected Result/Impact: Increase in the number of students meeting EOY grade level standards. Staff Responsible for Monitoring: Principal, Math Specialist, Tutors Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Provide targeted reading intervention as appropriate with IEP using the Fountas & Pinnell LLI kits and Literacy Footprints. Strategy's Expected Result/Impact: Increase in the number of students growing a year or more in level. Increase in the percentage of students meeting or exceeding Approaching Standard on the STAAR Reading assessment. Staff Responsible for Monitoring: Principal, Title I Reading Coach, 3rd, 4th, & 5th Grade Reading Teachers, Tutors Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June



No Progress



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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 3: By the end of the 2024-2025 school year, 100% of students on Tier 2 and Tier 3 will show a minimum of one year's growth in reading using the BAS.

Evaluation Data Sources: 2024-2025 EOY Fountas & Pinnell Benchmark Assessment Data - Kindergarten - 5th Grade

Strategy 1 Details	Reviews			
<p>Strategy 1: Specialists will be conducting individual coaching sessions for short cycle assessments .</p> <p>Each ELAR teacher will participate in coaching sessions designed to provide real-time, job embedded support based on individual need. Coaching session agendas will be developed with the specific teachers participating and will focus on implementing best practices, new curriculum resources, and bridging the gap between grade level expectations.</p> <p>The special education teachers will participate in the coaching sessions most appropriate for the students they serve.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of vertically aligned balanced literacy practices.</p> <p>Walkthroughs, observations, and lesson plans will show evidence of alignment between general education and special education.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Coach, Literacy Specialist, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - State Compensatory Ed - 990</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten, 1st Grade, & 2nd Grade will complete the T-TESS SLO Student Growth Model process to track student growth in guided reading. The Fountas & Pinnell Benchmark Assessment System and mClass will be used for the progress monitoring checks. Strategy's Expected Result/Impact: At least 70% of students in kindergarten, 1st grade, & 2nd grade will meet grade level expectations as measured by the Fountas & Pinnell Benchmark Assessment System. Staff Responsible for Monitoring: Principal, Assistant Principal, Kinder-2nd Grade Teachers, Literacy Specialist Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Kindergarten, 1st Grade, & 2nd Grade will use the Fountas & Pinnell Guided Reading Collections and/or Pioneer Valley Intervention kit for students not meeting expected growth on SLO Student Growth Model progress monitoring checks. Strategy's Expected Result/Impact: Students not making expected progress will receive high-quality guided reading lessons. By ensuring the Tier 1 instruction is high-quality, the PLC & RTI committee can determine if additional interventions are needed. Staff Responsible for Monitoring: Principal, Assistant Principal, Kinder-2nd Grade Classroom Teachers, Literacy Specialist Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide targeted reading intervention for at-risk kinder, first & second grade students using the Fountas & Pinnell LLI kits, Hegerty, and Literacy Footprints. Strategy's Expected Result/Impact: Increase in the number of students meeting EOY grade level standards. Staff Responsible for Monitoring: Principal, Literacy Specialist, Tutor, 1st Grade Teachers, 2nd Grade Teachers Title I: 2.4, 2.6 Funding Sources: - 199 - State Compensatory Ed - 60,000	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Provide targeted early literacy intervention (letter identification, letter/sound correspondence, phonemic awareness, etc) for at-risk kindergarten and first grade students. Strategy's Expected Result/Impact: Increase in the number of students meeting EOY grade level standards Improved scores on Phonics Screeners Improved scores on Letter/Sound ID Screeners Staff Responsible for Monitoring: Principal, Literacy Specialist, Tutor, Kindergarten Teachers Title I: 2.6 Funding Sources: - 199 - State Compensatory Ed - 60,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Kinder, First, and Second grade will provide small group intervention utilizing the mClass progress monitoring intervention. Strategy's Expected Result/Impact: Increase on mClass Universal screeners. Staff Responsible for Monitoring: Principal, Assistant Principal, Kinder-2nd Grade Classroom Teachers, Literacy Specialist Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Kinder, First, and Second grade teachers will implement sounds walls and word study during Tier 1 instruction. Strategy's Expected Result/Impact: Increase in phonemic awareness knowledge and skills. Staff Responsible for Monitoring: Principal, Assistant Principal, Kinder-2nd Grade Classroom Teachers, Literacy Specialist Title I: 2.4, 2.5, 2.6	Formative			Summative
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Performance Objective 4: By the end of the 2024-2025 school year, 100% of students on Tier 1 will have 1 year's growth on MAP RLA

Evaluation Data Sources: MAP data for 24-25 school year

Strategy 1 Details	Reviews			
<p>Strategy 1: Specialists will be conducting individual coaching sessions for short cycle assessments.</p> <p>Each ELAR teacher will participate in coaching sessions designed to provide real-time, job embedded support based on individual need. Coaching session agendas will be developed with the specific teachers participating and will focus on implementing best practices, new curriculum resources, and bridging the gap between grade level expectations.</p> <p>The special education teachers will participate in the coaching sessions most appropriate for the students they serve.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of vertically aligned balanced literacy practices.</p> <p>Walkthroughs, observations, and lesson plans will show evidence of alignment between general education and special education.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Coach, Literacy Specialist, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - State Compensatory Ed - 540</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Vertical ELAR PLC - Saginaw Elementary only has one ELAR teacher in 3rd, 4th, & 5th grade. These singletons will collaborate with the Title I Reading Coach in a vertical PLC focused on answering the four PLC questions. The special education teachers will attend the regular vertical PLCs. SES PLC Calendar will be followed Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of alignment between 3rd/4th/5th grade and general education/special education concerning the following: -Student Expectations -Assessments -Progress Monitoring -Interventions -Extensions Staff Responsible for Monitoring: Principal, Assistant Principal, PLC Members Title I: 2.4, 2.5, 2.6		Formative			Summative
		Dec	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Provide targeted RLA intervention for at-risk students using the Fountas & Pinnell LLI kits, Literacy Footprints and RAPS strategy. Strategy's Expected Result/Impact: Increase in the number of students independently reading grade level texts. Increase in the percentage of students meeting or exceeding Approaching Standard on the STAAR Reading assessment. Staff Responsible for Monitoring: Principal, Title I Reading Coach, 3rd, 4th, & 5th Grade Reading Teachers, Tutors Title I: 2.4, 2.6		Formative			Summative
		Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: The Title I Coach will work directly with teachers providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating professional development and ELAR coaching sessions. Additionally, this position will provide intervention for at-risk readers when time allows. Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show an alignment of instructional strategies across 3rd, 4th, & 5th grade reading. Walkthroughs, observations, and lesson plans will show balanced literacy components across all grade levels. Implementation of effective interventions (LLI Kit) in 3rd, 4th, & 5th grade reading. Staff Responsible for Monitoring: Principal, Title I Reading Coach Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title 1, Part A - 60,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Second, Third, Fourth, and Fifth grade teachers will implement writing across the curriculum using a variety of strategies (sentence stems, journals, reflections, and RAPS strategy.) to increase the transfer of skills for reading and writing across all subjects with a focus on short and extended constructive responses. Strategy's Expected Result/Impact: Increase in the number of students independently reading grade level texts. Increase in the percentage of students meeting or exceeding Approaching Standard on the STAAR Reading assessment. Staff Responsible for Monitoring: Principal, Literacy and Math specialists, and 3-5 teachers Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: All 3-5 students will participate in online assessments and assignments (DCAs, Interims, Teams, ISIP, etc) to increase the ability to utilize the online platform for STAAR successfully and be able to successfully type short and extended constructive responses. Strategy's Expected Result/Impact: Increase overall passing % on STAAR Reading for grades 3-5. Staff Responsible for Monitoring: Principal, Assistant Principal, Specialists, 3-5 teachers Title I: 2.4, 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 5: By the end of the 2024-2025 school year, 100% of students on Tier 1 will have 1 year's growth on MAP Science for 4th and 5th grades

Evaluation Data Sources: Science DCA and STAAR data for 24-25 school year

Strategy 1 Details	Reviews			
Strategy 1: Vertical Science PLC - Time for the 3rd, 4th, & 5th grade science teachers to collaborate will be built into the professional learning schedule. Vertical PLCs will occur on Campus PD afternoons. Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of alignment between 3rd, 4th & 5th grade concerning the following: -Student Expectations -Assessments -Progress Monitoring -Interventions -Extensions Staff Responsible for Monitoring: Principal, Assistant Principal, PLC Members Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The 5th grade science teacher will participate in planning sessions with the Science Coordinator and vertical planning with the 3rd and 4th grade Science teachers. Strategy's Expected Result/Impact: These planning sessions will provide an opportunity for the science teacher to collaborate. Staff Responsible for Monitoring: Principal, 4th and 5th Grade Teacher Title I: 2.4, 2.5	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: All 3-5 students will participate in online assessments and assignments (DCAs, Interims, Teams, ISIP, etc) to increase the ability to utilize the online platform for STAAR successfully. Strategy's Expected Result/Impact: Increase overall passing % on STAAR Reading for grades 3-5. Staff Responsible for Monitoring: Principal, Assistant Principal, Specialists, 3-5 teachers Title I: 2.4, 2.6	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>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> 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: All teachers will work with the Academic Coaches on Lesson Internalization and Instructional Strategies.

Strategy 1 Details	Reviews			
Strategy 1: Coaches will meet with all grade levels for each unit to internalize lessons.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Coaches will set up individual coaching cycles based on teacher needs identified through the teacher, coaches, or administration.	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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Performance Objective 2: Interview committees will be established based on the position being interviewed.

Strategy 1 Details	Reviews			
Strategy 1: Administration will work with the department/grade level to determine best fit for the position and campus.	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 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 3: All staff will collaborate in the development and accountability of collective commitments to the students, staff and community of our school and District.

Strategy 1 Details	Reviews			
Strategy 1: All staff will participate in reviewing, changing, and adding to the collective commitments and then agree to uphold them.	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>				

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

Performance Objective 1: All staff and community members may participate in CPAC.

Strategy 1 Details	Reviews			
Strategy 1: CPAC meetings will be posted in the staff and family newsletters and posted on social media. The Campus Improvement plan will be reviewed and collaborated on during CPAC meetings.	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 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: Opportunities for community members to participate school-wide events.

Strategy 1 Details	Reviews			
Strategy 1: A committee will be developed to work on providing more community events and collaborating with PTA on these events.	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 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 staff and students will participate in fostering a positive social-emotional culture at Saginaw Elementary.

Evaluation Data Sources: Positive Action Lesson Plans, Counseling Advisory Committee Notes, Bullying Investigation Reports, Discipline Referral Data

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers will implement the Harmony Curriculum. Strategy's Expected Result/Impact: Saginaw Elementary will continue to receive a low number of bullying investigation reports. Saginaw Elementary will continue to process a low number of discipline referrals. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers Title I: 2.5	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: A Counseling Advisory Committee will be created consisting of a cross section of staff members. This committee will be responsible for the implementation of SEL initiatives across the campus. Strategy's Expected Result/Impact: The committee will be responsible for the planning and promotion of SEL weekly Vocabulary focus to be shared on the announcements daily. The committee will be responsible for communicating feedback and necessary changes identified through Insights 7 survey. Staff Responsible for Monitoring: Principal, Counselor, Counseling Advisory Committee Members Title I: 2.5	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Caught Being Kind Initiative - Students committing random acts of kindness will be recognized throughout the school year with their picture being posted on bulletin board in main hallway and recognized on Friday's morning announcements. Strategy's Expected Result/Impact: Students committing random acts of kindness will be recognized and celebrated. Increase in random acts of kindness. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I: 2.5	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: All students will participate in Individual Minute Meetings with the counselor to build positive relationships and focus on social emotional wellbeing. Minute Meetings give the counselor an idea of student needs in order to provide more targeted interventions. Interventions include individual and small group counseling for social emotional needs. Strategy's Expected Result/Impact: Minute Meetings give the counselor an idea of student needs in order to provide more targeted interventions. Interventions include individual and small group counseling for social emotional needs. Building mental health skills to improve the development social and emotional competencies. Decrease in bullying investigations. Decrease in behavior referrals. Increase random acts of kindness. Staff Responsible for Monitoring: Counselor Title I: 2.5	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: All students will participate in the Insights 7 assessment to collect data for social emotional targeted interventions provided through support staff and positive action curriculum. Strategy's Expected Result/Impact: Building mental health skills to improve the development social and emotional competencies. Decrease in bullying investigations. Decrease in behavior referrals. Increase random acts of kindness. Staff Responsible for Monitoring: Principal, Counselor, Counseling Advisory Committee Title I: 2.5	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: In order to focus on well-being for staff, staff will be trained in self-care for educators and encouraged to focus on self-care throughout the year. Self-care tips and activities will be provided monthly for staff via staff newsletter and posted fliers. Strategy's Expected Result/Impact: Building mental health skills to improve the development social and emotional competencies. Create a positive, supportive and safe work environment. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: The students and staff will be trained on mindful breathing techniques based on Conscious Discipline research during classroom guidance lessons. During the month of August, it will begin with STAR breathing (Smile, Take a deep breath, And, Relax). Additional techniques, such as Balloon Breathing, Pretzel Breathing, Bee Breathing, etc, will be added during future classroom lessons. Classrooms will also be supplied with a small reminder poster of each technique. Students will be encouraged to use the breathing techniques to regulate heart rate, emotions, and connecting to their executive function. Each teacher has a 'calm down' place in their classroom and a 'calm down' box of tools for the students to utilize. Strategy's Expected Result/Impact: The goal is to have students choosing to use a breathing technique with little to no reminder from adults. This will decrease the number of office referrals and classroom discipline issues. Staff Responsible for Monitoring: Use will be monitored by classroom teachers, Special Ed teachers, interventionists, counselors, and admin. Title I: 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Counseling Committee will create a list of vocabulary words, based on Harmony and Guidance Curriculum. Each week a word will be highlighted on the announcements (including definition and a quote for each day). Strategy's Expected Result/Impact: Saginaw Elementary will continue to receive a low number of bullying investigation reports. Saginaw Elementary will continue to process a low number of discipline referrals. Staff Responsible for Monitoring: Principal, Assistant Principal, Counseling Committee Title I: 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: A Culture Plan will be developed with Administrators, Counselor, and staff to provide a safe and supportive environment for the staff and students.	Formative			Summative
	Dec	Feb	Apr	June



No Progress



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.

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 staff will implement data binders to support students taking ownership of their own learning and progress and develop independence and responsibility.

Strategy 1 Details	Reviews			
Strategy 1: Initial Data Binder training for staff new to Campus. Data binder implementation will be discussed during grade level and vertical PLCs to ensure consistency and vertical alignment. Strategy's Expected Result/Impact: All students will meet their SLO goal Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches, Interventionists, teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: PLC schedule was developed with Leadership team to provide opportunities to track data, review data binders, and progress monitor. Data binders will be tracked, reviewed and monitored through PLCs and power walks.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Grade K-5 will have a PLC One note to share and track progress for all students. Strategy's Expected Result/Impact: Students meeting their SLO Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches, Interventionists, teachers	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Teachers will set Professional Goals and create Student Learning Objective goals.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will disaggregate their data and meet with Administrators to review goals and plan for the year.	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 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: Teachers will create PDSA to disaggregate data and plan for instruction.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will bring in information and data from the PDSA cycle to PLC to plan next steps that are based on student growth.	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 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: Staff and Parent Newsletter will be created and shared with all Stakeholders.

Strategy 1 Details	Reviews			
Strategy 1: Staff and Parent newsletter will be created and updated each week. The staff newsletter will be emailed each Friday that school is in session. The parent newsletter will be emailed and posted on social media each Friday that school is in session. The newsletters will have current events and a year at a glance of events. Strategy's Expected Result/Impact: Staff, parents, and stakeholders feel communicated with about happenings and events for the School and District. To give all stakeholders updates and schedules in advance.	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 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: 100% of campus-based professional development will be aligned to the Comprehensive Needs Assessment and district initiatives.

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

Strategy 1 Details	Reviews			
Strategy 1: ELL Instructional Strategies Training All professional staff members will participate in training focused on ELL instructional strategies that spiraled through Monday Professional Learning; focusing on the 7 Steps for a Language Rich Classroom. 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, Title I Coach, EMS ISD ESL Instructional Coordinator Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: ELL Instructional Reviews - Teachers will meet with the Title Coach and Assistant Principal to review the progress in Listening, Speaking, Reading, & Writing. Review ELL instructional strategies utilized during the grading period. Determine what accommodations & strategies need to be implemented during the next grading period. Strategy's Expected Result/Impact: ESL students would make at least one year's worth of growth on the TELPAS 2023 assessment. Staff Responsible for Monitoring: Assistant Principal, Title I Coach Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Professional staff will attend professional development based on campus needs during the Monday meeting schedule. Strategy's Expected Result/Impact: Build capacity in professional staff knowledge to increase student performance across all populations. Staff Responsible for Monitoring: Principal, Assistant Principal, and Specialists	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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





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

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

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





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

Performance Objective 1: 100% of staff and students will receive training in, and follow, Health and Safety measures.

Strategy 1 Details	Reviews			
Strategy 1: The entire Saginaw Elementary staff will be trained in CRASE, the Standard Response Protocol, Reunification Protocol, Avoid/Deny/Defend, from the I Love You Guys Foundation and the use of Crisis Go. Strategy's Expected Result/Impact: Every staff member will understand how to respond appropriate in the event of a crisis situation on campus. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The entire Saginaw Elementary student body will be trained in the Standard Response Protocol. Students will practice the Standard Response Protocol actions during drills throughout the school year. Strategy's Expected Result/Impact: Every student will understand how to respond appropriately in the event of a crisis situation on the campus. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The Standard Response Protocol and Reunification Protocol will be communicated to parents. The parent information sheet for both protocols will be included in the online parent newsletter. Copies of both protocols will be sent home the first week of school. Strategy's Expected Result/Impact: Parents and Guardians will understand how to respond appropriately in the event of a crisis situation on the campus. The consistent communication will decrease Parent and Guardian anxiety regarding crisis situations. Staff Responsible for Monitoring: Principal, Assistant Principal	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.

Performance Objective 2: 100% of students and staff will be trained in, and follow, the school-wide behavior expectations (STARS).

Strategy 1 Details	Reviews			
Strategy 1: The entire Saginaw Elementary staff will be trained in the school-wide behavior expectations (STARS). Strategy's Expected Result/Impact: Every staff member will understand the behavior expectations for the different areas of the school. Each staff member will leave with a plan for teaching the school-wide behavior expectations to the students. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The entire Saginaw Elementary student body will be trained in the school-wide behavior expectations during the first week of school. The school-wide behavior expectations will be continually reviewed and reinforced throughout the school year. Strategy's Expected Result/Impact: Every student will understand and follow the behavior expectations for the different areas of the school. Decrease disruptive behavior in common areas. Increase positive behavior in common areas. Staff Responsible for Monitoring: Principal, Assistant Principal, All Staff members	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Saginaw Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Personnel for Saginaw Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashley Browning	Math Specialist	1
Brenda Kelly	Literacy Specialist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karen Nichols	Title 1 Math Coach		
Tori Swanson	Title 1 Coach		

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$900.00
Sub-Total					\$900.00
211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	4		60,000	\$0.00
Sub-Total					\$0.00
199 - State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1		990	\$0.00
2	3	4		60,000	\$0.00
2	3	5		60,000	\$0.00
2	4	1		540	\$0.00
Sub-Total					\$0.00