

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

## **Saginaw High School**

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



# Mission Statement

*The mission of Saginaw High School is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.*

## Vision

To foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.

## Value Statement

Academic Excellence: We strive for academic rigor, innovation, and inclusivity to ensure every student reaches their full potential.

Inclusive Community: Our campus fosters a welcoming, diverse, and respectful environment where every student is valued and supported.

Engaging Opportunities: Saginaw High School offers a wide range of extracurricular activities, sports, and clubs to help students explore their passions and interests.

Lifelong Learning: We instill a love for learning, critical thinking, and adaptability, preparing our students for success in an ever-changing world.

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# Comprehensive Needs Assessment

Revised/Approved: July 8, 2024

## Demographics

### Demographics Summary

Saginaw High School currently serves about 2,150 9th through 12th-grade students.

The student body of our school is diverse and made up of:

32% White

37% Hispanic

20% African American

7% Asian

4% Two or More Races

49% Economically Disadvantaged

9% Section 504 Students

16% EB Students/EL

12% Special Education

16% Mobility Rate

51.2% At-Risk

### Demographics Strengths

#### Demographic Strengths of Saginaw High School (SHS)

- **Diversity:** SHS boasts a diverse student body with significant representation from various ethnic backgrounds, including Hispanic (37%), African American (20%), Asian (7%), and Two or More Races (4%), fostering a rich cultural environment.
- **Economic Diversity:** Approximately 49% of students are classified as economically disadvantaged, highlighting SHS's commitment to supporting students from diverse socioeconomic backgrounds.

- **Support Services:** SHS provides robust support for student needs with dedicated programs for Section 504 (9%), English Learners (16%), and Special Education (12%) students, ensuring comprehensive educational opportunities for all learners.
- **Inclusivity:** With a Mobility Rate of 16% and 51.2% At-Risk students, SHS demonstrates a commitment to inclusivity and support for students facing challenges, promoting equity and student success.

These demographic strengths at SHS contribute to a vibrant and inclusive school community, enriching educational experiences and fostering a supportive environment for all students.

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

**Problem Statement 1:** Saginaw High School must continue to improve its resources and support systems to effectively meet the diverse learning needs of its significant population of Section 504 (9%) and Special Education (12%) students. This is essential to ensuring that all students have equitable educational opportunities. **Root Cause:** SHS supports a substantial number of Section 504 students (9%) and students in Special Education (12%). Meeting the needs of students with diverse learning requirements demands significant resources and support systems.

**Problem Statement 2:** Saginaw High School must continue to develop and implement support for its 16% EB/EL student population to foster language proficiency and academic success for both English learners and native speakers. **Root Cause:** Language Diversity: With 16% of the student population being EB/EL students, there is a need to enhance language skills for both English learners and native speakers.

**Problem Statement 3:** Saginaw High School needs to strategically leverage funding opportunities and implement targeted programs to support its 49% economically disadvantaged student population and ensure equitable access to educational resources and opportunities for all students. **Root Cause:** Economic Diversity: With 49% of students being economically disadvantaged, there is a need to leverage various funding opportunities and programs aimed at supporting low-income families to ensure equitable access to resources and educational opportunities.

# Student Learning

## Student Learning Summary

Saginaw High School Commitment to Student Learning:

- At Saginaw High School, we prioritize student learning by fostering a supportive environment, setting high expectations, and promoting student involvement to ensure academic mastery and future readiness.
- We proactively monitor and respond to individual student needs, recognizing their unique learning requirements and fostering an environment that supports their success.
- SHS provides opportunities for students, staff, families, and community members to learn and contribute to a safe and supportive environment that promotes personal and social development.
- We engage each student in developing and executing a dynamic, customized education journey from registration to graduation, emphasizing choices that enhance learning experiences and prepare students for their futures.

## Student Learning Strengths

### Student Learning Strengths at SHS

- **CCMR Readiness:** Students at Saginaw High School graduate prepared for College, Career, and Military Readiness (CCMR), achieving proficiency in postsecondary education, military service, or technical careers such as electrician, welding, and automotive.
- **Advanced Academic Programs:** SHS offers a robust selection of Advanced Placement (AP), Dual Credit, and OnRamps courses. AP courses, recognized by colleges for potential credit, provide a rigorous college-level curriculum. Dual Credit programs allow students to earn high school and college credits simultaneously, accelerating their path to a degree. OnRamps, in collaboration with the University of Texas at Austin, offers college-level courses taught by certified high school teachers, ensuring students earn high school and college credits.
- **Diverse Pathways:** Our graduates excel in the "three E's" by enrolling in universities or community colleges, enlisting in military branches, or engaging in technical professions, showcasing their readiness for varied career paths.
- **Achievement in Elite Institutions:** SHS students achieve placements in prestigious institutions such as Dartmouth, Harvey Mudd, and Georgetown, underscoring their academic excellence and preparedness for competitive academic environments.
- **Specialized Programs:** In collaboration with students, families, and stakeholders, SHS provides barrier-free access to individualized instruction and interventions. We offer specialized assistance in areas such as Child Find, Dyslexia and Dysgraphia support, Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI), Section 504 accommodations, Special Education guidance, Speech-Language Pathology services, and transitions to ensure meaningful student participation and maximize their potential in the community.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Saginaw High School is working to improve standardized test scores on exams like TSIA, SAT, and ACT to better prepare students for college admissions and future career opportunities. **Root Cause:** The root cause of the standardized test score challenge at Saginaw High School likely involves factors such as varying levels of test preparation, academic readiness, and access to resources needed for effective test-taking strategies and skills development.



# School Processes & Programs

## School Processes & Programs Summary

Saginaw High School aligns with EMS district standards to design streamlined systems that foster interdependence between campuses and departments, ensuring organizational efficiency. Key programs include:

- **Academics:** Rigorous programs tailored to student needs.
- **AVID:** Prepares students for college readiness.
- **Advanced Academics:** Offers AP, Dual Credit, and OnRamps programs.
- **Career & Technical Education:** Prepares students for technical careers.
- **College, Career, and Military Readiness:** Ensures readiness for postsecondary education or careers.
- **Athletics and Fine Arts:** Enhances student development through sports and artistic endeavors.
- **Special Programs:** Includes ESL/Bilingual support, Gifted & Talented programs, and personalized education initiatives.

## School Processes & Programs Strengths

**Saginaw High School excels in various processes and programs:**

- Boys Gymnastics: District and Regional Champions, State Runner-Up, State Champion in Floor and High Bar events.
- FCCLA: State qualifiers and winners at competitions.
- Debate: Students achieve high rankings in state and district competitions and excel in legislative advocacy.
- AVID: Seniors accepted into universities with significant scholarship offers.
- Boys' Wrestling: Top placements at the state tournament.
- Yearbook: Recognized with a Silver Star, a top state award.
- Art: Numerous regional and state awards, including Best in Show.
- Drumline - Band: Record achievements in percussion and drumline competitions.
- Theatre: Successful productions, including popular shows and competitive awards.
- On-Ramps: High success rate in earning college credits through UT OnRamps program.

- JROTC: National awards and recognition for excellence.
- Band and Choir: Achievements in UIL competitions and All-State placements.
- Swimming: School records and victories in individual and relay races.
- Basketball: Bi-District Champions with a successful season.
- Girls Gymnastics: Team and individual achievements at local and regional levels.
- Mock Trial: Teams qualify for state and national competitions with top rankings.

Saginaw High School demonstrates exceptional performance across sports, arts, academics, and extracurricular activities, highlighting a commitment to excellence and student achievement.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Saginaw High School recognizes the need to improve and streamline its systems to better coordinate and manage academic and extracurricular programs across the school. **Root Cause:** The root cause is that different parts of Saginaw High School sometimes face logistical challenges in coordinating communication, schedules, and resources, impacting the management of classes and activities.

# Perceptions

## Perceptions Summary

Students, parents, and staff at Saginaw High School have a positive perception of the school's supportive environment and commitment to academic and extracurricular excellence.

## Perceptions Strengths

Feedback from our school community highlights strengths in student competitiveness, creativity, athleticism, and the availability of clubs and organizations for student involvement.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Perception at Saginaw High School can sometimes be inconsistent and needs improvement to align with the school's positive environment and commitment to academic and extracurricular excellence. **Root Cause:** The root cause of inconsistent perception at Saginaw High School may stem from limited exposure to positive campus events and achievements, exacerbated by the influence of social media and occasional isolated incidents.

# 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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- ASPIRE
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- T-TESS data
- T-PESS data

**Parent/Community Data**

- Community surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

**Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING:** EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

**Performance Objective 1:** By the end of the 2024-2025 school year, increase the percentage of students achieving "approaches" and "meets" on the Algebra 1, Biology, US History, English 1, and English 2 STAAR End-of-Course (EOC) exams by at least 10%.

**Evaluation Data Sources:** May STAAR EOC reports

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Strengthen Tier 2: Recognize and offer targeted support to specific student groups that are not meeting performance expectations, including special education students, emergent bilinguals, and economically disadvantaged students. This support is based on analyzing data from the common assessments and six weeks' grades to identify areas where intervention is needed.  <b>Strategy's Expected Result/Impact:</b> Tailored intervention plan designed to improve the academic performance of the specific populations in question. <b>Staff Responsible for Monitoring:</b> Administration, department heads, and teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>		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>					

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**Performance Objective 2:** By the end of the 2024-2025 school year, we will use research-based indicators to identify and support 100% of students needing Tier 2 and Tier 3 interventions in Algebra 1 and English 1 & 2.

**Evaluation Data Sources:** May STAAR EOC reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will identify at-risk students using the five early warning indicators: 1). The first 20 or 30 days of attendance during each grading period; 2). Attendance during the first year of high school; 3). Course failures in any content area; 4). GPA less than 2.0; and 5). Being on-track with credits to be promoted to the next grade level. <b>Strategy's Expected Result/Impact:</b> Increased performance on STAAR EOC exams. <b>Staff Responsible for Monitoring:</b> Administration, department heads, and teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students who have been identified as needing interventions will have their progress monitored every six weeks. The information collected through progress monitoring will be used to evaluate the student's academic performance and to determine the effectiveness of the targeted interventions for that student. <b>Strategy's Expected Result/Impact:</b> Increased passing rate on STAAR EOC. <b>Staff Responsible for Monitoring:</b> Administration, department heads, and teachers  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June





No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING:** EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

**Performance Objective 1:** By the end of the 2024-2025 school year, 100% of SHS teachers will implement at least three Fundamental Five strategies in their classrooms to enhance high-quality instruction, as confirmed through instructional rounds and walkthroughs.

**Evaluation Data Sources:** Data will be collected during Instructional Rounds.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Instructional rounds will be scheduled at least twice per semester to enhance our teachers' pedagogical skills, develop a culture of collaboration, and impact student achievement.  <b>Strategy's Expected Result/Impact:</b> Increased use of high-yield strategies (such as Fundamental Five) in every classroom to improve student performance on EOCs.  <b>Staff Responsible for Monitoring:</b> Academic AP	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 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, SHS will increase the percentage of 3's or higher scores on all Advanced Placement (AP) classes.

**Evaluation Data Sources:** AP Score Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Every Advanced Placement (AP) teacher will utilize the AP Instructional Planning report to identify areas requiring instructional enhancements, allowing them to develop a focused instructional plan tailored to their students' specific needs. <b>Strategy's Expected Result/Impact:</b> AP scores of 3 or higher will increase on all AP exams. <b>Staff Responsible for Monitoring:</b> AP Teachers and Academic AP  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Each AP teacher will have two goal-setting meetings with the Academic AP to establish student participation and score performance objectives that surpass the state and national average for their content AP exams. <b>Strategy's Expected Result/Impact:</b> AP scores of 3 or higher will increase on all AP exams. <b>Staff Responsible for Monitoring:</b> AP Teacher and Academic AP	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 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:** By the end of the 2024-2025 school year, staff retention will increase by 20% from the previous year.

**Evaluation Data Sources:** Retention report from HR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administrators will increase staff retention by providing ongoing support for new SHS teachers through "Rookie Rough Rider" meetings. <b>Strategy's Expected Result/Impact:</b> Increased staff retention, positive school climate and culture <b>Staff Responsible for Monitoring:</b> Academic AP  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Administrators will increase staff retention by pairing our novice teachers with mentors through the district's Teacher Induction Program (TIP). <b>Strategy's Expected Result/Impact:</b> Increased staff retention. <b>Staff Responsible for Monitoring:</b> Academic AP  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

**Performance Objective 1:** During the 2024-2025 school year, 100% of SHS students will learn the most current, relevant information on critical topics such as bullying, teen dating violence, suicide prevention, and conflict resolution.

**Evaluation Data Sources:** Counseling records and calendars.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The counseling team will schedule guest speakers to educate students on mental health issues such as suicide and depression, as well as bullying. <b>Strategy's Expected Result/Impact:</b> Students will learn the most current and critical information on critical counseling topics. <b>Staff Responsible for Monitoring:</b> SHS counseling team	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All SHS students will participate in Red Ribbon Week activities. Red Ribbon Week is an annual event that raises awareness about the dangers of drug use by promoting a culture of healthy, drug-free lifestyles through themed activities, educational programs, and student participation. <b>Strategy's Expected Result/Impact:</b> Increased awareness about the dangers of drug use. <b>Staff Responsible for Monitoring:</b> SHS counseling staff	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:** An advisory period will be included in the annual 2024-2025 schedule to address students' needs in social and emotional learning (SEL), academic planning, organizational skills, and mandatory informational videos on topics such as anti-bullying, anti-suicide, and drug awareness, among others

**Evaluation Data Sources:** Counseling records

**Goal 6: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT:** EMS ISD will engage each student in developing and executing a dynamic, customized, and personal education from registration to graduation which capitalizes on embedded robust opportunities where choice matters.

**Performance Objective 1:** By the end of the 2024-2025 school year, all students will meet with their academic counselors to develop and actively engage in personalized learning pathways tailored to their interests and future goals, with annual updates to personalized education plans.

**Evaluation Data Sources:** Counseling records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselors will meet with all seniors by the end of the fall semester and all other students by the end of the school year. At-risk seniors will be followed up with by Spring Break. <b>Strategy's Expected Result/Impact:</b> Increase student awareness of available pathways. <b>Staff Responsible for Monitoring:</b> SHS counseling team	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 1:** Saginaw High School will foster a culture that effectively communicates opportunities, values individual differences, and cultivates a sense of ownership among students, staff, and the community.

**Evaluation Data Sources:** Annual student, staff, and community surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Saginaw High School will publicize academic and social events for parents and the community, including the Rough Rider Roundup, Rough Rider Rally, community homecoming carnival, Trunk or Treat, and the annual Reading Festival, by sharing updates through social media, the campus website, and parent emails. <b>Strategy's Expected Result/Impact:</b> Increased awareness of campus activities. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The student council will continue to plan and execute events that encourage interactions and collaboration among students. Activities like Spirit Week, fundraisers, and themed events will foster a sense of unity and belonging within the student body at Saginaw High School. <b>Strategy's Expected Result/Impact:</b> Increased student engagement, positive campus and culture <b>Staff Responsible for Monitoring:</b> Administration, Student Council Sponsor	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 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:** During the 2024-2025 school year, 100% of extracurricular activities will be showcased at least once per year through social media.

**Evaluation Data Sources:** Social media posts

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> One club/organization will be highlighted on the school's social media pages each week. Sponsors will submit a picture and description for posting. <b>Strategy's Expected Result/Impact:</b> Increased exposure and awareness of clubs/organizations. <b>Staff Responsible for Monitoring:</b> Club/organization sponsors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SHS will host a club and extracurricular "rush" week in the fall of 2024 to encourage and boost student participation in various clubs and activities. <b>Strategy's Expected Result/Impact:</b> Increased student participation in clubs and activities <b>Staff Responsible for Monitoring:</b> Administration and Club/Activity sponsors	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 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:** Saginaw High School will cultivate a workplace environment where staff feel appreciated and respected, promoting collaboration, open communication, and mutual trust between staff and leadership.

**Evaluation Data Sources:** Monthly staff appreciation and recognition logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff appreciation and recognition: The principal's staff newsletter will include weekly staff shout-outs to recognize and commend the dedicated effort of our staff members. <b>Strategy's Expected Result/Impact:</b> Increased staff recognition <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Each department will choose a student and teacher of the month. The "Tireless Teacher" will be voted on by students from the selected departmental nominees. <b>Strategy's Expected Result/Impact:</b> Increased staff appreciation. <b>Staff Responsible for Monitoring:</b> Administration	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:** Instructional rounds will be scheduled at least twice per semester to enhance our teachers' pedagogical skills, develop a culture of collaboration, and impact student achievement.

**Evaluation Data Sources:** Instructional rounds sign-in sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increased use of high-yield strategies (such as Fundamental Five, CER, and Critical Reading) in every classroom to improve student performance on EOCs.  <b>Strategy's Expected Result/Impact:</b> Teachers will engage in purposeful professional learning aligned with the district's strategic goals.  <b>Staff Responsible for Monitoring:</b> Academic AP	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 11: EXCELLENCE IN PERSONALIZED OPPORTUNITIES FAMILY ENGAGEMENT:** EMS ISD will actively listen to families and acknowledge their diverse needs in order to foster a culture of authentic family engagement that makes families feel heard, respected, and valued.

**Performance Objective 1:** Saginaw High School will attentively listen to families and recognize their diverse needs, fostering a culture of genuine family engagement where families feel heard, respected, and valued.

**Evaluation Data Sources:** Family and community surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The SHS principal will communicate with parents, students, and staff through weekly newsletters, social media posts, and Remind messages. <b>Strategy's Expected Result/Impact:</b> Increased community communication and engagement <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SHS counselors and administrators will engage with parents and community members through events like Open House, Fish Camp, Rough Rider Rally, Rough Rider Round-Up, Advanced Academics Night, Coffee with the Principal, and SHS Culture Night. <b>Strategy's Expected Result/Impact:</b> Increased community communication and engagement <b>Staff Responsible for Monitoring:</b> Administration and Counseling  <b>Title I:</b> 4.2	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 12: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING:** EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization. By creating standardized guidance documents to align processes for clear understanding of expectations.

**Performance Objective 1:** By the end of the 2024-2025 school year, SHS will improve efficiency across departments and campuses by setting up a centralized information system, ensuring smoother operations and communication.

**Evaluation Data Sources:** OneDrive documents

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement OneDrive as a centralized cloud storage solution at SHS to streamline document management, enhance collaboration, and ensure accessibility across departments and the campus. <b>Strategy's Expected Result/Impact:</b> Increased efficiency across the organization <b>Staff Responsible for Monitoring:</b> Administration	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 13:** EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization by developing and maintaining a centralized information warehouse.

**Performance Objective 1:** To promote a collaborative atmosphere with parents during the school year, Saginaw High School will use two or more modes of communication with school families per month during the 2024-2025 school year.

**Evaluation Data Sources:** Principal's communication logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus principal will frequently communicate with parents through campus emails, social media, and Remind.  <b>Strategy's Expected Result/Impact:</b> Increased family engagement <b>Staff Responsible for Monitoring:</b> Campus principal  <b>Title I:</b> 4.1	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 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:** Throughout the 2024-25 school year, SHS will increase safety and security measures on campus in non-instructional settings through regular, ongoing training, drills, and clearly communicated safety protocols.

**Evaluation Data Sources:** CrisisGo data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administrators and counselors will all receive training on School Behavioral Threat Assessments to address potentially dangerous situations and provide students with appropriate interventions. <b>Strategy's Expected Result/Impact:</b> Increased interventions and supports for students who may be struggling socially and/or emotionally. <b>Staff Responsible for Monitoring:</b> Administrator over safety/security	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Administrators, intervention counselor, and SRO will meet monthly to discuss campus safety concerns. <b>Strategy's Expected Result/Impact:</b> Increased support for students in need, increased communication between administration, counseling, and security <b>Staff Responsible for Monitoring:</b> Administrator over safety/security	Formative			Summative
	Dec	Feb	Apr	June
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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.

**Performance Objective 1:** During the 2024-25 school year, SHS will score 100% on the state's Intruder Detection Audits (IDA).

**Evaluation Data Sources:** Door check logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus security specialists will complete a weekly door check verification log and submit it to administrators for review. <b>Strategy's Expected Result/Impact:</b> 100% of exterior doors will be locked. <b>Staff Responsible for Monitoring:</b> Administrator over safety/security	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>				