

Eagle Mountain-Saginaw Independent School District
Weldon Hafley Development Center
2024-2025 Campus Improvement Plan



Mission Statement

The Hafley Development Center mission is to provide a safe, nurturing, child centered learning environment that fosters a love of learning while celebrating individual achievements.

Vision

We are a school where educators partner with families and community members to provide experiences that enrich students' social, emotional, physical, cognitive, and creative abilities while nurturing their capacities to think skillfully and critically.

Core Beliefs

We believe:

Every student will be successful

Student success is a shared responsibility among school, family, and community

Consistent modeling of exceptional character contributes to the knowledge, skills, attitudes, and behaviors that students need to make successful choices

Student engagement in meaningful, authentic, work promotes a lifetime of learning

Commitment to teaching the whole child results in students who are capable of seeking help when needed, managing their own emotions, and problem-solving difficult situations

In providing a safe, risk-free environment that supports and encourages all stakeholders

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Comprehensive Needs Assessment

Revised/Approved: June 12, 2024

Demographics

Demographics Summary

Weldon Hafley Development Center is an early childhood learning center that offers a half-day and full-day early learning program for multiple attendance zones across EMSISD. The center operates the district's public prekindergarten program (PK) , early childhood special education (ECSE) and the district childcare. The enrollment has increased annually. The first day enrollment for 2023-2024 was 191 students. The 10th day enrollment for 2023-2024 was 350 and a current enrollment of 228 with 144 students being PK and 77 ECSE only.

In five years prior to and including 2016 the number if students in the bilingual education program remained around 100 students. The number of student participating in PreK Bilingual Education for 2023-2024 was 80, this is a decrease from the previous year of 15 students. There is one class at Hafley that has an enrollment of 22.

An increase in the students receiving ECSE services has continued. In 2022-2023 133 students at Hafley were eligible and receiving ECSE services. In 2019-2020 ECSE enrollment was 60 , 2020-2021 ECSE enrollment was 85 , 2021-2022 ECSE enrollment was 110 and 2023-2024 was 117. Students requiring self-contained specialized instruction increased from 50% in 2021-22 to 69% in 2022-23 and 72% in 2023-2024.

The students that attend Hafley and meet the eligibility for Free and Reduced Lunch is 67%. There are an additional 6% of students that are Other Educational Disadvantaged. In 2023-2024 there were 5% of students attending a Bilingual Education Program and 41.4% receiving ESL content based instruction.

Hafley has 19 full time teacher positions with 12 serving ECSE and six serving PK. and one teacher in SSA. One teacher serves the PreK Bilingual Education and fiveserving Pre Kindergarten/ESL. Hafley has 20 paraprofessionals that are instructional aides, one library manager, one Assistant Principal and the Director of PreK. Hafley has a full time counselor to support the students on our campus. A full time registered nurse assists with health services along with a nurse aide. Hafley has one full time occupational therapist, one shared physical therapist, two full time Speech Language Pathologists and one shared Bilingual Speech Language Pathologist to service the needs of the students. Hafley also has a full time Educational Diagnostician, shared IEP Facilitator and IEP Clerk.

Demographic Groups 2023-2024

Hispanic 34%

American Indian - Alaskan 0 %

Asian 8.7%

Black African American 30%

Hawaiian - Other Pacific 0%

White 20.4%

2 or more Races 6.1%

Demographics Strengths

- Hafley has a diverse population of students and supports the inclusion of all students
- Hafley families have multiple home languages and supports sharing their culture with others
 - English
 - Spanish
 - French
 - Swahili
 - Arabic
 - Nepali
 - Vietnamese
 - Other
- Hafley maintains a student educator ratio of 11:1
- Hafley continues to meet the needs of diverse populations by experiencing growth in all programs
- Hafley families demonstrate an interest in engaging with the school to support learning

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): An increased number of students of various populations are struggling to achieve their full potential academically or behaviorally as demonstrated by a decrease in the percent of students "On Track" on CLI Social Emotional screener. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated by the pandemic in which students didn't receive early intervention services or access/exposure to social skill development through common life experiences or supports through social service programs due to long waitlists.

Student Achievement

Student Achievement Summary

Wave 3 CIRCLE Progress Monitoring data for 2023 -2024 school year indicates that students attending the Prekindergarten program at Hafley are making growth in most domains. A decrease in the number of students scoring "on track" for social emotional development was noted for students in the non-bilingual program.

English Assessments

- Rapid Letter Naming 49% On Track to 80% On Track
- Rapid Vocabulary 50% On Track to 75% On Track

Spanish Assessments

- Rapid Letter Naming 17% On Track to 70% On Track
- Rapid Vocabulary 40% On Track to 60% On Track

English Assessment for all PreK students. EB students are assessed in English for Math. The SEL and EW are not language based

- Math 75% On Track to 84% On Track
 - Operations increased from 9% to 57% On Track
 - Rote Counting increased from 11% to 74 % On Track
- Social Emotional 81% On Track to 83% On Track
- Early Writing 82% to 89% On Track

BOY Kinder mClass

In 2022-2023 of the students that attended Hafley Development Center for PreK and were assessed on MClass 45% scored on Tier 1 and the students scoring in Tier 3 was 38%. This increased in 2023-2024, of the students that attended PreK at Hafley Development Center and were assessed on MClass 50% scored on Tier 1 while 32% scored in Tier 3. At the district level of the students that attended PreK 61% scored in Tier 1 and 25% scored in Tier 3. This indicates there is room for growth in the prekindergarten program at Hafley to move students that attended the program into Tier 1 and out of Tier 3.

BOY Kinder ISIP Math Data - Most recent data

There was no statistical difference between the students that attended Prek and the students that did not attend PreK in ISIP Math data when looking at the campuses overall. Students that attended PreK at Hafley performed within a few percentage points difference from the district score. Of the students identified as EB and attending a DLE classroom, 36% scored Tier 1 and 39% scored Tier 3.

- District Data
 - Tier 1 = 58%
 - Tier 3 = 23%
- Students that attended Hafley in the Previous Year
 - Tier 1 = 54%
 - Tier 3 = 29%
- Students that did not attend PreK Only
 - Tier 1 = 58%
 - Tier 3 = 23%

Student Achievement Strengths

Wave 3 CLI Assessment Data 2023-2024

- 84% of students scored "on track" for the overall math measure
- 57 % of students scored "on track" for number operations
- 80 % of students assessed in English scored "on track" for Rapid Letter Naming
- 70% of students assessed in Spanish in the Bilingual Education program scored "on track" for Rapid Letter Naming
- 75 % of students assessed in English scored "on track" for Rapid Vocabulary
- 60 % of students assessed in Spanish scored "on track" on Rapid Vocabulary
- 83% of students are "on track" for social emotional behaviors
- 89% of students assessed are "on track" for writing

BOY Kinder mClass

- 50% of students that attended Hafley in the previous school year scored at Tier 1

BOY Kinder ISIP

- 54% of students that attended Hafley in the previous school year scored at Tier 1

Students in ECSE programs are educated with non-disabled peers. When appropriate, ECSE students are included in the CLI progress monitoring.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 50% of students that attended Hafley in the previous school year scored at Tier 1 compared to the 61% of students that attended a district PreK program that scored Tier 1. **Root Cause:** PreK teachers at Hafley need to build a deeper understanding of the most impactful foundational early literacy skills for young children and support that learning in a multi sensory way in the classroom.

Problem Statement 2: 60% of PreK students in the Bilingual Education program and 75% of students in PreK scored On Track for the Rapid Vocabulary at Wave 3 of CLI. **Root Cause:** Students need PreK programs need authentic experiences to learn and generalize new vocabulary. This includes hands on experiences in science and math as well as vocabulary building activities.

School Culture and Climate

School Culture and Climate Summary

Hafley Development Center has been the early learning setting for the district since 2005 and has maintained a focus on providing high quality learning experiences for the district’s youngest learners. The mission at Hafley is to foster a love of learning while celebrating our individual achievements. This is represented daily in our core belief that every student will be successful. The core beliefs were created collectively with a commitment to :

- success for all students
- a shared responsibility among school, family and community members
- consistently modeling exceptional character
- promoting a lifetime of learning through student engagement in authentic work
- teaching the whole child
- providing a risk-free environment

Hafley also houses the district's employee childcare program. Children ages six weeks to five years are provided with high quality childcare. The childcare center is a Texas Rising Star 4-Star center that meets and exceeds the minimum standards set by the state child care licensing department.

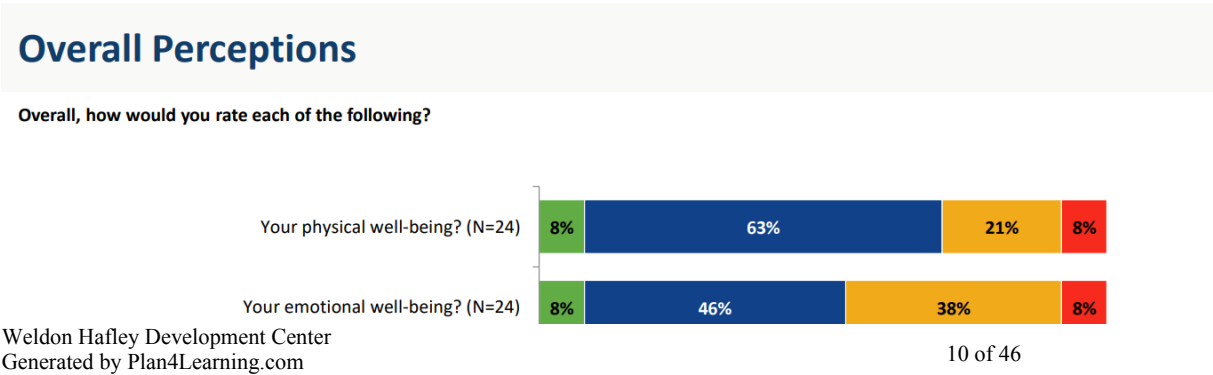
In the 2019-2020 school year the staff, students and parents developed the Hafley Cub Values and these values remain as part of the school culture in 2024-2025. These are the values that we demonstrate daily as a part of the Hafley Development Center community.

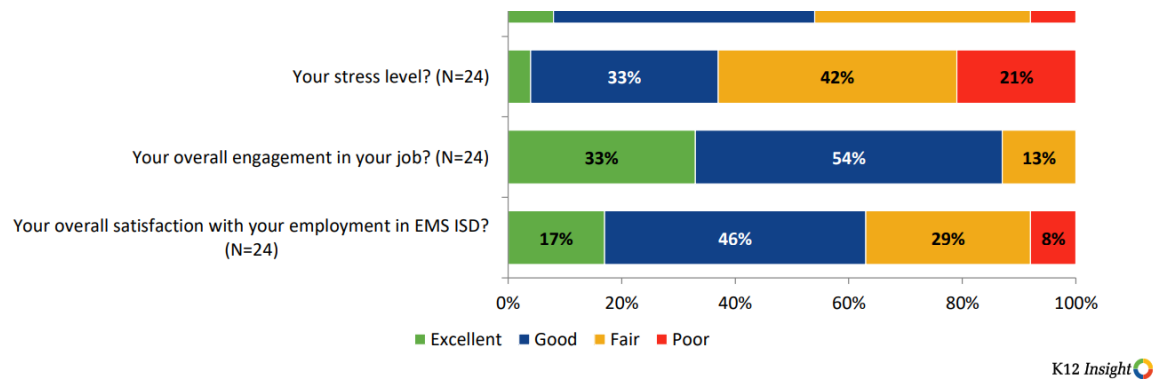
Parent Survey : 34 parents completed the survey

In general 80% of parents agree that the school meets quality standards.

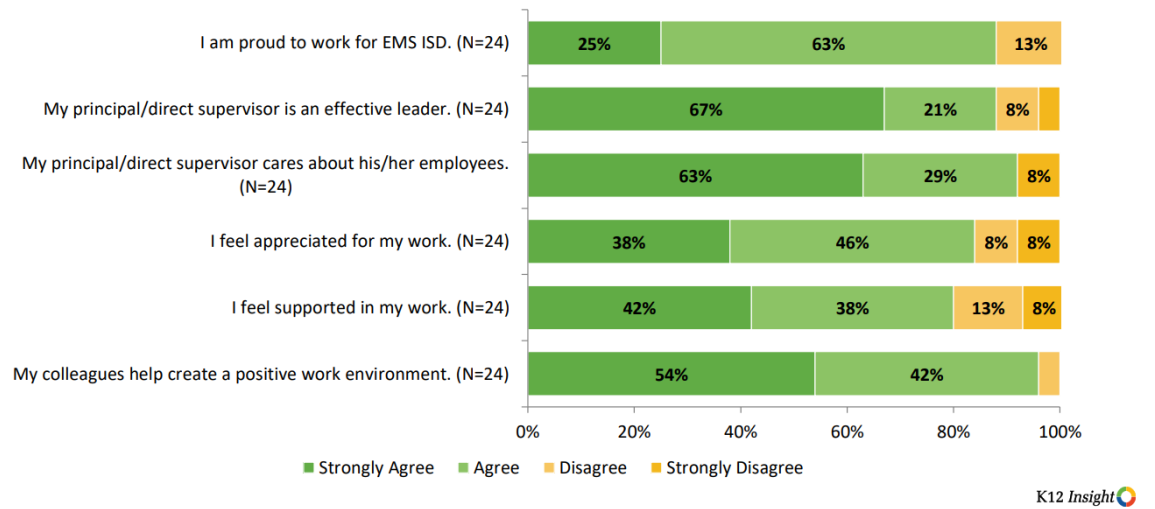
In multiple areas parents responded "I don't know" to survey data.

Staff Survey : 24 staff members completed the survey





Please tell us how you feel about your experiences working in EMS ISD.



School Culture and Climate Strengths

21 of 24 staff members that completed the survey stated they are proud to work in EMS ISD

23 of 24 staff members that completed the survey stated they have an effective leader.

23 of 24 staff members that completed the survey stated they feel cared about by their supervisor.

22 of 24 staff members that completed the survey stated they feel appreciated.

23 of 24 staff members that completed the survey stated their colleagues help create a positive work environment

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The staff survey highlights that teachers continue to report stress levels that are fair or poor, rather than good or excellent. Fewer staff report that they are satisfied with their employment, though this is not impacting engagement in their work. **Root Cause:** Parents are less aware of school readiness standards and as a results students are entering school with greater gaps in social skill development. Teachers have bigger gaps to close. This leads to teachers feeling a greater sense of stress for situations that in the past were able to be dealt with. This in turn leads to an overall diminished feeling of accomplishment.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Weldon Hafley Development Center we are committed to increasing our knowledge and skills in order to improve educator practice and positively impact student learning. We believe in hiring highly qualified staff that have a passion for early childhood education and align to our vision and goals. All teachers at Weldon Hafley Development Center meet TEA certification as well as have additional certification according to **TEC §29.167, Teacher Requirements**. All teachers at Weldon Hafley Development Center meet additional certification requirements for HQPK and TEA certification.

Opportunities to build our capacity for providing high quality instruction to young children are embedded in each area of our work. We have monthly TEAM meetings, weekly PLCs, monthly Quad Meetings, a virtual Cohort , and encouragement to build leadership skills. We work to support one another in order to effectively serve our entire Hafley community. Instructional staff are provided with consistent professional development opportunities through CLI engage as well as support from curriculum department. Staff reports overwhelmingly that that are happy to work at Hafley.

Staff Quality, Recruitment, and Retention Strengths

Staff Survey :

1 teacher retired after the 2023-24 school year.

2 teachers left to a new district after the 2023-2024 school year.

2 new teachers joined the team for 2024-2025.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Early Childhood Education (and Early Childhood Special Education)is an incredibly difficult and complex teaching field that is essential to children's learning and development, supportive for families, and foundational to the success of students. There is a shortage of qualified individuals applying to work in this teaching field.

Root Cause: There is a sense that the early childhood teaching profession is not respected. There is a gap in the messaging around brain development; the importance of early childhood educators as role models; and ensuring their work to support readiness for K-12 education.

Problem Statement 2: Early Childhood Special Education teaching positions remained unfilled this school year. **Root Cause:** There is a need for training and support for ECSE teachers followed by a mentoring program to ensure that the teachers are successful.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum:

Prekindergarten follow all high quality curriculum components. Teachers work collaboratively to plan instruction, following the district instructional guides. This ensures that the curriculum is taught with fidelity and equitably. The PreK Curriculum aligns with the 2022 Updated PreK guidelines and provides support for students in ECSE and English Learners. The curriculum is fully aligned and provided in Spanish to English Learners served in bilingual education. The effectiveness of this curriculum to maximize kindergarten readiness is evaluated annually.

Instruction:

Teachers are provided resources to support curricular integration across all ten domains of the Prek guidelines. There is a vertical alignment of preK to through grade 3 through CLCs and district planning meetings. Teachers meet in PLC weekly to support the horizontal alignment of curriculum. Teachers follow the CIRCLE/Texas School ready Model for prekindergarten classroom instruction.

Assessment:

Multiple forms of formative assessment are completed throughout the year to monitor progress toward PreK guidelines. All students in Prek are administered the CLI Engage assessment instrument three time per year. Assessment data is provided to and reviewed with parents during conferences.

- CLI Engage

Curriculum, Instruction, and Assessment Strengths

- Weekly PLC
- CLCs and CFA
- CLI Engage (BOY,MOY,EOY)
- Alphabet Knowledge Screener
- District Curriculum, Instructional Guides
- Monthly Coaching Sessions with Instructional Specialist
- Family Partnerships
- Shared Reading
- IRA Kits
- Heggerty

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: 50% of students that attended Hafley in the previous school year scored at Tier 1 compared to the 61% of students that attended a district PreK program that scored Tier 1.

Problem Statement 2: 60% of PreK students in the Bilingual Education program and 75% of students in PreK scored On Track for the Rapid Vocabulary at Wave 3 of CLI.

Parent and Community Engagement

Parent and Community Engagement Summary

At Weldon Hafley Development Center parents become active participants in the growth and development of their child. We believe that when parents feel like partners they are empowered to take better care of themselves and their children. Children that are healthier, feel safer and are better prepared for kindergarten.

Family engagement is a key fundamental element of our early childhood program. We foster this in our teachers with a belief that the systematic inclusion of families in activities and programs will promote children's development, increase learning and support growth. Parents are included in planning, development, and evaluation of the family engagement plan.

Parent and Community Engagement Strengths

- Rack Room Shoe Program
- Community Link Back Pack Program
- ECI
- Parent and Family Workshops
- Parent Night Events
- Parent Academy (Love and Logic)
- Coffee and Conversations with the Principals
- Family Outdoor Activity Day
- Community Partnerships with Community Link, Fort Worth Opera, Food Pantry, Lighthouse Church
- Digital Newsletter
- Two family or caregiver outreach activities to notify families or caregivers of the value and availability of free LEA-provided prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.
- Volunteer Round-up for classroom projects (Science Lab, Guest Readers)

School Context and Organization

School Context and Organization Summary

Teachers create professional growth goals that are documented in TTESS

Teachers develop student growth goals, monitor and adjust to continuously improve instruction.

Students are learning to set goals and tracking their progress towards meeting those goals with a visual goal-tracking sheet.

Teachers are using the elements of the Fundamental Five to improve instructional rigor and relevance, and student performance.

Teachers are using research based best practices and strategies to improve Tier 1 instruction.

Teachers use the Teaching and Learning System for continuous improvement

Teachers are working in collaboration through PLCs to analyze student data, plan for instruction and reflect upon their own instruction.

School Context and Organization Strengths

Weekly PLC time with instructional specialists and administrators.

Common planning time by grade level.

Teachers are creating common formative assessments and using data to drive instruction.

Teachers use district curriculum guides to plan for instruction.

Teachers attend district CLCs and after school curriculum planning sessions.

Utilize district support staff to improve pedagogy and knowledge of instructional strategies.

Technology

Technology Summary

- Ipad Cart
- Every class has monitor
- Touch screen computer lab
- Osmos
- Classroom Ipad
- Tech Apps
- Teachers issued laptops

Technology Strengths

Children use engaging, age-appropriate, and challenging learning applications, programs, and websites to extend their knowledge and to enrich their learning of curriculum content and concepts. These technologies serve as important learning tools and are integrated throughout the instructional program. Providing access to a variety of technologies is critical in the development of 21st century skills that young children need to learn and grow.

Priority Problem Statements

Problem Statement 1: An increased number of students of various populations are struggling to achieve their full potential academically or behaviorally as demonstrated by a decrease in the percent of students "On Track" on CLI Social Emotional screener.

Root Cause 1: Our diverse population of students enter school with different levels of preparedness, which has been complicated by the pandemic in which students didn't receive early intervention services or access/exposure to social skill development through common life experiences or supports through social service programs due to long waitlists.

Problem Statement 1 Areas: Demographics

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

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 prekindergarten students will demonstrate academic growth in Early Literacy on CLI Wave 3 data during the 2024-25 school year.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will increase in their practices of early writing as measured by observation checklist. Strategy's Expected Result/Impact: 100% of teachers in all classrooms will increase the number of observable teacher behaviors noted on the Classroom Observation Checklist. Staff Responsible for Monitoring: Instructional Coach, Campus Administrators, Peer teachers.	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>Continue/Modify</div> <div><div><div></div></div>Discontinue</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: 100% of campus and district administrators will be proficient in planning for and supporting instructional practices throughout the year that focus on measuring individual student growth resulting in improved student outcomes on state and district summative assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will demonstrate proficiency in instructional practices throughout the year by increasing writing about ideas across all content areas. Strategy's Expected Result/Impact: The classroom environment checklist will indicate that the teacher has embedded literacy strategically throughout the day (PA skills during transitions, songs, Heggerty songs and nursery rhymes, etc.) Staff Responsible for Monitoring: Instructional Coach, Campus Administrator,	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: In order to help identify quality candidates that embody the values of EMS ISD, the District will provide hiring supports to those who make employment recommendation decisions.

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

Performance Objective 1: 100% of school community members (staff/students) will be equipped with the resources and training necessary to contribute to a safe and supportive environment.

Evaluation Data Sources: Professional Learning attendance, Professional Learning agendas

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

Performance Objective 2: 100% of campuses will provide families with the resources and training necessary to contribute to a safe and supportive environment for students.

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

Goal 5: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will provide diversified and developmentally appropriate learning opportunities with the purpose of equipping staff and students with the necessary skills for personal and social development, ensuring a supportive learning experience where everyone can thrive.

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

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

Goal 5: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will provide diversified and developmentally appropriate learning opportunities with the purpose of equipping staff and students with the necessary skills for personal and social development, ensuring a supportive learning experience where everyone can thrive.

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

Evaluation Data Sources: Professional Learning calendar, Professional Learning attendance

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

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

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

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

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

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

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

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

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

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

Goal 8: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will implement processes to systematically communicate and provide access to a variety of opportunities to engage all students and stakeholders. This is prioritized by student choice in a manner that respects learning styles, interests and individuality, allowing all voices to be heard.

Performance Objective 1: EMS ISD will foster a culture of student voice and choice by actively involving students in decision making processes.

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 2: All campuses will create inclusive and accessible opportunities for engagement.

Goal 9: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership.

Performance Objective 1: EMS ISD will increase staff satisfaction and morale by implementing initiatives that recognize and reward staff contributions and efforts.

Evaluation Data Sources: Employee Survey

Goal 9: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership.

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

Evaluation Data Sources: Employee Feedback Surveys

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: EMS ISD will implement a comprehensive professional learning plan that offers various delivery methods, including workshops, online courses, and peer collaboration, to ensure alignment with both campus and district strategic goals.

Evaluation Data Sources: Professional Learning Plan presented to board and DPAC.

Goal 10: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will provide resources and opportunity for all staff to engage in purposeful professional learning aligned with the districts strategic goals. This will enable educators to drive their own learning, identify areas for improvement, and access relevant learning experiences that align with their personal career aspirations and district's objectives.

Performance Objective 2: EMS ISD will empower educators by providing professional learning opportunities that align to individual, campus, and district goals and objectives, as measured through end-of-year summatives and evaluations.

Evaluation Data Sources: End of Year Summatives & Evaluations

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

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

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

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

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

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

Goal 12: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will provide a safe and orderly learning and work environment for students, staff, community members and visitors with a focus on behavior and trainings.

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

Goal 12: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will provide a safe and orderly learning and work environment for students, staff, community members and visitors with a focus on behavior and trainings.

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

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Community Representative	Kristi Haney	Children's Librarian-Youth Services
Administrator	Jerretta Henderson	Assistant Principal
Administrator	Stacey Dehoyos	Director of PreK Services
Classroom Teacher	Rocio Serrano-Young	Teacher - Bilingual
Classroom Teacher	Heidi Hoang	Teacher - ESL
Classroom Teacher	Jennifer Bodkin	Teacher - ECSE

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Community Representative	Kristi Haney	Children's Librarian-Youth Services
Administrator	Jerretta Henderson	Assistant Principal
Administrator	Stacey Dehoyos	Director of PreK Services
Classroom Teacher	Rocio Serrano-Young	Teacher - Bilingual
Classroom Teacher	Heidi Hoang	Teacher - ESL
Classroom Teacher	Jennifer Bodkin	Teacher - ECSE