

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

## **Willow Creek Elementary**

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



# Mission Statement

Commit to Growth

Serve Others

Make a Positive Impact

## Vision

Unite and collaborate to create a safe, positive, and creative community with high expectations for growth

### Operational Visions

#### Culture Vision

Willow Creek is a diverse family built on positive interactions using collaboration, respect, and trust to ensure supportive relationships and growth for all.

#### Instructional Vision

In every classroom our instructional practice will be intentionally student-centered using backward design, engagement strategies, and rigorous content to meet learning goals.

#### Assessment Vision

Common formative (short cycle) and summative (DCA) assessments that are aligned with state and district standards will be given at WCES. Teachers will evaluate assessments to inform practice and intervene on behalf of students. Students will evaluate progress and adjust individual goals. Information will be communicated to parents regularly.

#### RTI Vision

All staff will commit to provide an engaging, consistent environment in which data driven instruction is purposefully planned and delivered to ensure growth for all learners.

## Value Statement

### Core Beliefs

We believe in **serving** with heart in all we do by focusing on others and making a difference throughout our community.

We believe in being **genuine** with sincere intentions.

We believe in developing and nurturing **positive relationships** within our community.

We believe embodying **respect** is treating others the way we want to be treated.

We believe in **collaborating** to maximize intervention, enrichment, and engagement.

# Table of Contents

Comprehensive Needs Assessment .....	6
Needs Assessment Overview .....	6
Demographics .....	7
Student Learning .....	8
School Processes & Programs .....	9
Priority Problem Statements .....	10
Comprehensive Needs Assessment Data Documentation .....	11
Goals .....	13
Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3) .....	13
Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6) .....	16
Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8) .....	19
Goal 4: 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. ....	22
Goal 5: 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. ....	27
Goal 6: 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. ...	29
Goal 7: 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. ....	31
Goal 8: 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. ....	33
Goal 9: 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. ....	37
Goal 10: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will create a culture that understands and communicates opportunities, respects individuality and builds ownership. ....	39
Goal 11: 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. ....	42
Goal 12: 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. ....	44
Goal 13: 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. ....	46
Goal 14: 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. ....	49
Goal 15: 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. ....	53
Goal 16: 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. ....	55
Goal 17: 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. ....	58
Goal 18: 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. ....	60
State Compensatory .....	62
Budget for Willow Creek Elementary .....	62
Personnel for Willow Creek Elementary .....	62
Title I .....	63
1.1: Comprehensive Needs Assessment .....	63
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	63
2.2: Regular monitoring and revision .....	63
2.3: Available to parents and community in an understandable format and language .....	63
2.4: Opportunities for all children to meet State standards .....	63
2.5: Increased learning time and well-rounded education .....	63
2.6: Address needs of all students, particularly at-risk .....	63
3.1: Annually evaluate the schoolwide plan .....	63
4.1: Develop and distribute Parent and Family Engagement Policy .....	64
4.2: Offer flexible number of parent involvement meetings .....	64
5.1: Determine which students will be served by following local policy .....	64
Title I Personnel .....	65
2024-2025 Campus Site-Based Committee .....	66
Campus Funding Summary .....	67

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Please see photos uploaded with the Needs Assessment from the 2023-2024 school year.

# Demographics

## Demographics Summary

[On Data Suite](#)

See On Data Suite Dashboard for WCES information.

## Student Learning

### Student Learning Summary

See data documentation in addendums.

### Student Learning Strengths



# **School Processes & Programs**

## **School Processes & Programs Summary**

Essentials identified in unit planning include effective and varied instructional strategies, teacher created common assessments, and data analyzed to serve kids in Tier 1, 2, and 3.

Continued support for teachers to understand the TEKS and how that transfers to the classroom.

## **School Processes & Programs Strengths**

Culture of Professional Learning Community

CHAMPS will be utilized in common areas and in the classroom. Initial and refresher trainings are offered to the whole staff.

Posters will be created in Spanish for the common areas and bilingual classrooms.

# 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
- 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

**Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 1:** 100% of Willow Creek teachers will follow Tier 1 curriculum documents and resources as identified by the curriculum department for EMS ISD. K-5 teachers will implement the district curriculum instructional frameworks, use research based instructional strategies, provide clarity of purpose of learning, and will analyze data (formative and summative) so that instruction can adapt to the specific needs of the students.

## **High Priority**

**Evaluation Data Sources:** Unit planning documents

Curriculum resources

Walk-throughs and observations

Weekly planning with coaches

Data Driven PLCs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vertical K-5 PLCs will be scheduled quarterly to focus on teacher collaboration of essential skills in the content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Establish a Shared Vision and Goals:</p> <ul style="list-style-type: none"> <li>*Organize initial meetings to define the purpose and goals of vertical collaboration.</li> <li>*Ensure alignment with the school's overall educational objectives.</li> <li>*Collaboratively create a curriculum map that outlines key learning objectives and skills for each grade level.</li> <li>*Identify overlaps and gaps in the curriculum to ensure a smooth progression for students.</li> <li>*Encourage teachers to share successful teaching strategies, lesson plans, and resources.</li> <li>*Utilize a shared digital platform (e.g., Google Drive, Microsoft Teams) for easy access to materials.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Instructional Coaches Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Literacy and Math Coaches - 211 - Title 1, Part A - \$150,000, Lead4ward Vertical Alignment - 199 - General Fund - \$250</p>	Formative			Summative
	Dec	Feb	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

**Performance Objective 2:** Student data will be tracked and analyzed for all K-5 students. Goal setting and portfolios will be used to evaluate individual understanding of the curriculum and measure individual growth.

**Evaluation Data Sources:** Data Meetings  
Updated Spreadsheet after each meeting  
T2 and T3 forms in Success Ed  
Student goal setting folders/documents

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will conduct data conferences with students using data binders. Data binders will incorporate a minimum of these components: Where am I compared to where I need to be? What is my personal learning goal? Am I making progress? Are the processes I'm using helping me learn or moving me towards my goal? What could I do differently to get better learning results?  <b>Strategy's Expected Result/Impact:</b> Students will be aware of individual goals and understand assessment results, current levels, progress towards goals, processes that work, and changes to make improvements. <b>Staff Responsible for Monitoring:</b> Instructional Coaches Interventionists Administration Lead Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math	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 PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

**Performance Objective 1:** Students, parents, and the community will engage with WCES staff and WCES PTA to increase overall involvement with the school.

**Evaluation Data Sources:** Event Planning Committee Minutes

Teacher Input

Parent Input

PTA survey feedback

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will hold fall parent conferences and share the Parent Engagement Policy, Title 1 Compact, and data binders focusing on goal setting for Math and Reading. <b>Strategy's Expected Result/Impact:</b> Parents will have an understanding of the Parent Engagement Policy and Title 1 Compact as well as other resources available to parents. <b>Staff Responsible for Monitoring:</b> Classroom Teachers Counselor Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide opportunities for student/parent/community involvement activities such as: Meet the Teacher, Grandparent's Lunch, PTA events such as Bingo and Fall Festival, Fine Arts Night, Parents as Partners Literacy Night, Spring Open House, Math/Science Night, and award ceremonies. <b>Strategy's Expected Result/Impact:</b> Students, parents, and the community will engage with WCES staff and WCES PTA to increase overall involvement with the school. <b>Staff Responsible for Monitoring:</b> Administration Leadership Team Event Committee	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Administration will hold an Annual Title 1 Meeting to distribute the Parent Engagement Policy as well as to inform parents of Title 1 status and requirements in Spanish and English. <b>Strategy's Expected Result/Impact:</b> Parent Engagement Policy will be distributed to parents as well as a list of resource available. <b>Staff Responsible for Monitoring:</b> Administration Social Worker	Formative			Summative
	Dec	Feb	Apr	June





No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

**Performance Objective 2:** Student attendance for 2023-2024 was PK-91% and K-5-93% . Student attendance for PK-5 will be at or above 95%.

**Evaluation Data Sources:** Attendance Reports  
Truancy Meeting Minutes  
Communication Logs from teachers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attendance will be reviewed each three weeks communicating concerns in absences and/or tardies. <b>Strategy's Expected Result/Impact:</b> Decreased number of days absent Decreased number of tardies <b>Staff Responsible for Monitoring:</b> Administration Registrar Classroom Teachers	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 ORGANIZATIONAL IMPROVEMENT:** We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

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

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All teachers and substitute teachers will be able to access Crisis Go and understand how to use the program. <b>Strategy's Expected Result/Impact:</b> PD Agenda PowerPoint training slides Drill logs Admin feedback survey Debrief notes after each drill Substitute input <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of staff and students will participate in 11 safety drills including drills for holds, fire, evacuation, lockout, lock down, shelter for hazmat and weather throughout the school year utilizing the standard response protocols. <b>Strategy's Expected Result/Impact:</b> Staff and student understanding of each drill utilizing the standard response protocols. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT:** We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

**Performance Objective 2:** 100% of students and staff implement will implement PBIS in all common areas and in classrooms and utilize PBIS Rewards in24-25 with a soft roll out.

**Evaluation Data Sources:** CHAMPS training (refresher and initial)  
Decrease in office referrals  
Increase in positive office referrals  
Walk-throughs and observation data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PBIS refresher training will be provided to all staff including new training for the implementation of PBIS Rewards program. <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals T2 and T3 documentation <b>Staff Responsible for Monitoring:</b> All staff  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of staff will have the opportunity to volunteer to serve on the PBIS committee helping to form school wide procedures for common areas and student incentives. <b>Strategy's Expected Result/Impact:</b> Unified campus expectations for common areas <b>Staff Responsible for Monitoring:</b> Administration PBIS committee	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The PBIS committee will share out ideas for implementation and behavior intervention strategies for T1. The SSA coach will provide training as well as modeling for teachers for individual needs. <b>Strategy's Expected Result/Impact:</b> Increase in learning and decrease in behaviors that prohibit learning. <b>Staff Responsible for Monitoring:</b> Instructional Coaches  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Students will be recognized for their positive actions and recognized by staff members for their behaviors related to good citizenship utilizing character traits using PBIS Rewards. <b>Strategy's Expected Result/Impact:</b> Increased positive behaviors <b>Staff Responsible for Monitoring:</b> Assistant Principal SSA Teacher  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Goal 4: 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:** 100% of students will demonstrate academic growth during the 2024-25 school year.

**High Priority**

**Evaluation Data Sources:** NWEA MAP content areas  
mCLASS  
BAS (optional)  
DCAs  
Interim benchmarks  
STAAR  
STAAR ALT 2  
TELPAS  
IEP progress

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> By the end of 2024-2025, K-2 will achieve the EOY level of proficiency in Reading for their grade level as measured by mClass and NWEA MAP.  <b>Strategy's Expected Result/Impact:</b> Teachers will assess K-2 students using NWEA Map and the district cadre will assess using mClass three times yearly while progress monitoring students in T1, T2, and T3 to monitor student achievement. Coaches and interventionists will work closely with second and third grade to offer support with T1 instruction and T2 intervention.  During data PLCs, student data will be shared on a spreadsheet including multiple data points for each student. Ex: MAP scores, mClass data (K-2), short cycle assessments, district screeners, etc.  Walk-throughs and observations of high quality T1 instruction will be conducted by administration.  Instructional Priorities  Rigorous and high quality instruction (TEKS based) Gradual release of responsibility (focus grade levels) Systematic instruction (Ex: word study) High yield strategies (lead4ward, book study) Scaffolds (based on performance on assessments, observations, and content demands) Differentiated instruction (small group/intervention) Language focus (identifying skill strengths in all genres)		Formative			Summative
		Dec	Feb	Apr	June

2023-2024 Data:

K English mClass (+16%); 87%; Spanish 85% (-4%)  
K BAS 67% (+7%)

Next steps--Guided Reading, Sight Words, and Reading Behaviors

1st English mClass 70% (+14%) ; 79% Spanish (+13%)  
1st BAS 56% (+7%)

Next steps--Guided Reading, Sight Words, Reading Behaviors, and L and F progress monitoring

2nd English mClass 52% (+2%); Spanish 69% (-8%)  
2nd BAS 61% (-4%)

Next steps--Guided Reading, Sight Words, and Reading Behaviors; MAZE progress monitoring; 2nd semester transition to 3rd grade--RAP, restate, comprehension; window pane

Reasons for not as much growth--significant numbers in identified students (sp ed, 504, and large number of tier 3, continued support needed for progress monitoring with such varied levels

Reading passage in April for 2nd and increase practice passages.

Continue intervention program K-2.

**Staff Responsible for Monitoring:** Administration

Coaches

Interventionists

Teachers

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By the end of 2024-2025, 100% of all K-3 students will demonstrate one years' growth as evidenced by the district universal screener in Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will assess K-3 students using NWEA MAP, short cycle assessments, and DCAs to identify students needing small group differentiation while progress monitoring students in T1, T2, and T3 to monitor student achievement. Coaches and interventionists will work closely with second and third grade to offer Math support.</p> <p>Instructional Priorities</p> <p>Rigorous and high quality instruction (TEKS based)  Gradual release of responsibility (focus grade levels)  Systematic instruction (Ex: word study)  High yield strategies (lead4ward, book study)  Scaffolds (based on performance on assessments, observations, and content demands)  Differentiated instruction (small group/intervention)  Language focus</p> <p>Data Sources:  Data meeting spreadsheet noting T1, T2, and T3  Walk-throughs and observations  Unit planning documents</p> <p>2023-2024 Data:  K--81% (+2%)  1st--81% (+19%)  2nd--52% (+12%)--Focus area</p> <p><b>Staff Responsible for Monitoring:</b> Administration  Coaches  Interventionists  Teachers</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of the 24-25 school year, all students in 3rd-5th grade will meet or exceed 100% passing on 24-25 STAAR Reading assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Analyze Student Data Together:</p> <p>Use data from assessments to identify trends and areas for improvement across grade levels. Discuss strategies to address common challenges and support student transitions between grades.</p> <p>Data sources: Data meeting spreadsheet noting T1, T2, and T3 Walk-throughs and observations Unit planning documents</p> <p>Literacy Footprints will be utilized for students needing T2 intervention.</p> <p>Instructional Priorities</p> <p>Rigorous and high quality instruction (TEKS based) Gradual release of responsibility (focus grade levels) Systematic instruction (Ex: word study) High yield strategies (lead4ward, book study) Scaffolds (based on performance on assessments, observations, and content demands) Differentiated instruction (small group/intervention) Language focus (identifying skill strengths in all genres) Vertical 2-5 PLCs will be scheduled quarterly to focus on teacher collaboration of essential skills in the content areas. (Ex: Learning Loops)</p> <p>3rd 36% 4th 71% 5th 43%</p> <p><b>Staff Responsible for Monitoring:</b> Administration Coaches Interventionists Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details		Reviews			
<p><b>Strategy 4:</b> By the end of the 24-25 school year, all students in 3rd-5th grade will meet or exceed 100% passing on 24-25 STAAR Math assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Analyze Student Data Together:</p> <p>Use data from assessments to identify trends and areas for improvement across grade levels. Discuss strategies to address common challenges and support student transitions between grades.</p> <p>Data sources: MAP data Data meeting spreadsheet noting T1, T2, and T3 Walk-throughs and observations Unit planning documents</p> <p>Students in grades 2nd and 3rd will focus on fact fluency through targeted practice using Legends of Learning.</p> <p>Instructional Priorities</p> <p>Rigorous and high quality instruction (TEKS based) Gradual release of responsibility (focus grade levels) Systematic instruction (Ex: word study) High yield strategies (lead4ward, book study) Scaffolds (based on performance on assessments, observations, and content demands) Differentiated instruction (small group/intervention) Language focus (identifying skill strengths in all genres) Vertical 2-5 PLCs will be scheduled quarterly to focus on teacher collaboration of essential skills in the content areas. (Ex: Learning Loops)</p> <p>3rd 35% 4th 49% 5th 53%</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>		Formative			Summative
		Dec	Feb	Apr	June

No Progress

Accomplished

Continue/Modify





Discontinue

**Goal 5: 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.

- High Priority**
- Evaluation Data Sources:** Walk-through feedback  
Observations  
Data PLC feedback/input  
Planning input  
Teacher/Staff input  
CARE team meeting minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p><b>Strategy 1:</b> Data PLCs will be scheduled after 9 week summative assessments (NWEA Map, mClass, BAS, DCAs, and Interim) to discuss upcoming TEKS focusing on district curriculum documents supported by research based strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessons observed through walk-throughs and observations will emphasize high quality T1 instruction. Coaches will work with teachers modeling curriculum resources including intervention strategies for WIN time.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Coaches Interventionists Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Resources will be provided for T2 intervention and for additional tutoring by classroom teachers during and after school for identified students needing accelerated instruction in Reading and Math. Accelerated instruction will be provided during WIN time and prior to school starting for all students who failed to achieve satisfactory performance on the STAAR test for HB 1416.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving accelerated instruction will make adequate growth towards targeted skills from the previous school year's STAAR tests.</p> <p>Students in K-2 receiving intervention will made adequate growth towards EOY expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Instructional Coaches Interventionists Tutors for WCES Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Think it Up - 199 - General Fund - \$3,000, Tutoring - 211 - Title 1, Part A - \$6,205</p>	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Goal 6: 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 6: 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 2:** Create and develop an on-boarding process for all new staff members to include designated meetings to answer questions and offer assistance as needed.

**Evaluation Data Sources:** New teacher input  
Q&A sessions with previous new teachers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monthly meeting with all new staff to discuss topics of choice, answer questions regarding policies/procedures, or receive training from appropriate personnel.  <b>Strategy's Expected Result/Impact:</b> Risk-free environment will be developed for all new staff members to feel comfortable asking questions and understanding expectations at WCES.  <b>Staff Responsible for Monitoring:</b> Administration Instructional Coaches	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 7: 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 7: 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 8: 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 8: 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 8: 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 3:** All students will have the opportunity to engage in SEL groups with the counselor as identified by teachers, students, and parents. Examples of groups will include grief, family changes, anger management, peer relations, social skills, and anxiety.

**Evaluation Data Sources:** Decrease in office referrals  
Counselor feedback from teacher and parent referrals online  
Teacher feedback  
Parent feedback

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselor will share SEL practices and activities including welcoming/inclusion activities, engaging strategies, brain breaks, transitions, and optimistic closures from SEL CASEL 3 Signature Practices Playbook. <a href="https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf">https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf</a> <b>Strategy's Expected Result/Impact:</b> Students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. <b>Staff Responsible for Monitoring:</b> Counselor Teachers Administration Social Worker Parent Liaison	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Staff members will receive self care strategies for self and students a minimum of one time monthly shared by the counselor. Self care practices will include game, challenges, articles, calm techniques, and calendars. <b>Strategy's Expected Result/Impact:</b> Staff members will have the tools necessary to share with students and colleagues to assist each other in meeting SEL goals. <b>Staff Responsible for Monitoring:</b> Counselor Administration	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The counselor will organize and share results from the xSEL survey. Results will be used to determine student and class needs. <a href="https://xsel-labs.com/">https://xsel-labs.com/</a> <b>Strategy's Expected Result/Impact:</b> Increase in student SEL Decrease in discipline referrals Increase in positive office referrals	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 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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A leadership team for current 5th grade students will be established to encourage attendance in each grade level, serve as morning greeters, offer support to office staff, and serve as role models for WCES.  <b>Strategy's Expected Result/Impact:</b> Increase leadership skills in students Allow students to see peers in leadership roles Teach real world applications such as interviewing, speaking in public, and communication skills. <b>Staff Responsible for Monitoring:</b> Librarian Administration Office Staff	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 9: 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 10: 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 10:** 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 10:** 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 11: 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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A student voice committee will be created for students in 3rd-5th grade to meet quarterly during lunch time to discuss campus needs/concerns/celebrations.  <b>Strategy's Expected Result/Impact:</b> Increased student engagement <b>Staff Responsible for Monitoring:</b> Administration Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	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 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 12: 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 12: 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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> WCES staff will attend the Texas Rangers baseball game on Aug. 2nd for team-building. <b>Strategy's Expected Result/Impact:</b> Staff input from team building questionnaire.  Increased staff morale <b>Staff Responsible for Monitoring:</b> Administration Principal's Secretary  <b>Funding Sources:</b> Texas Rangers Tickets including food - 199 - General Fund - \$2,700	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Culture plan developed and adapted from the fall staff survey will be implemented for staff to be recognized in the areas of recognition and appreciation, support, voice, and fun. Plan is added as an addendum to the CIP. <b>Strategy's Expected Result/Impact:</b> Our culture plan will foster a collaborative, respectful environment where staff and students feel valued, supported, and motivated to succeed. This leads to improved student outcomes, higher staff morale, and a strong sense of community throughout the school. <b>Staff Responsible for Monitoring:</b> Administrators and Leadership Team	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 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 13: 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 13: 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 3:** WCES will offer a series of optional training sessions focused on enhancing our instructional strategies. These sessions are designed to provide practical, hands-on techniques that you can immediately apply in your classrooms.

Training Sessions Include:

Instructional Strategies Workshop: Explore innovative teaching methods to engage students and improve learning outcomes.

Data-Driven Instruction: Learn how to effectively use student data to tailor your teaching and support individual student growth.

Make and Take Sessions: Create ready-to-use classroom materials during the session and leave with resources to implement new strategies right away.

**Evaluation Data Sources:** Staff input on survey sent out by administration



**Goal 14:** 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 14: 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 14: 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 14: 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 4:** Weekly smore newsletters, Skyward messages, and field trip forms will be translated to English and Spanish for improved communication.

**Evaluation Data Sources:** Partnership with PTA for sponsored activities  
Notes from the Family Engagement Committee  
Smore newsletters sent weekly to parents with translation opportunities  
Surveys

**Goal 15:** 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:** Develop a comprehensive set of standardized guidance documents (SGDs) by December 2025 that outline clear expectations and processes for key organizational functions and procedures. These documents should be accessible to all campuses and departments, promoting consistency and uniformity in operations.

**Goal 15:** 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 2:** Implement a training program by January 2026 to educate all staff members on the SGDs and their importance in aligning processes and expectations. This program should ensure that all employees have a clear understanding of the documents and can effectively apply them in their respective roles.

**Goal 16:** 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:** By May 2025, establish a comprehensive centralized information warehouse that serves as the primary repository for all district information and documents.

**Goal 16:** 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 2:** Evaluate the relevance and usefulness of district information/documents located on other platforms, and if deemed valuable, transfer them to the new centralized platform by May 2026.



**Goal 16:** 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 3:** Regularly assess and update the centralized information warehouse to ensure it meets the evolving needs of the organization by conducting annual reviews and incorporating feedback from stakeholders.

**Goal 17: 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 17: 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.

**Goal 18:** 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:** Cybersecurity frameworks, applications and strategies are seamlessly integrated within the school system, constantly evolving through ongoing refinement and adaptation.

**Evaluation Data Sources:** Cybersecurity Coalition CCRE 2.0 Cybersecurity Rubric

**Goal 18: 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:** 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.

# State Compensatory

## Budget for Willow Creek Elementary

**Total SCE Funds:** \$225,000.00

**Total FTEs Funded by SCE:** 3

**Brief Description of SCE Services and/or Programs**

Interventionist service students in tier 3 for Reading and Math in English and Spanish. Interventionist progress monitor students in the program to see if they need further evaluation or if they are gaining knowledge in the skills where gaps occur.

## Personnel for Willow Creek Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Crystal	Barnhill	1
Cynthia	Harbster	1
Sheyla Rodriguez	Bilingual Interventionist	1

# Title I

## **1.1: Comprehensive Needs Assessment**

Comprehensive Needs Assessment is added as an addendum to the CIP.

## **2.1: Campus Improvement Plan developed with appropriate stakeholders**

CIP developed with staff members, parents, and community members.

## **2.2: Regular monitoring and revision**

CIP is monitored and revised as needed a minimum of three times yearly.

## **2.3: Available to parents and community in an understandable format and language**

CIP will be uploaded by the district and available to parents and community.

## **2.4: Opportunities for all children to meet State standards**

All students have access to Tier 1, high quality instruction.

## **2.5: Increased learning time and well-rounded education**

Teachers and students follow the instructional minutes set forth by the district for all core content areas.

## **2.6: Address needs of all students, particularly at-risk**

CIP addresses the needs of all students including at-risk and economically disadvantaged.

## **3.1: Annually evaluate the schoolwide plan**

CIP is evaluated in May of each year by the CPAC.

#### **4.1: Develop and distribute Parent and Family Engagement Policy**

#### **4.2: Offer flexible number of parent involvement meetings**

#### **5.1: Determine which students will be served by following local policy**

Targeted assistance is addressed in the CIP for subgroups of "white" and all students.



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Norma Sandoval	Title 1 Coach	ELAR	.5
Renee Gillen	Title 1 Coach	Math	.5

# 2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Business Representative	Erin Pickett	Cross Electric
Non-classroom Professional	Kent Nevitt	CTI
Non-classroom Professional	Kristi Baker	Block Team Lead
Classroom Teacher	Brittany Schwerman	Special Education
Classroom Teacher	Amber Poynter	5th Grade Teacher
Classroom Teacher	Ashley Hudspeth	1st Grade Teacher
Classroom Teacher	Christie Broughton	2nd Grade Teacher
Parent	Melissa Jones	PTA President
Administrator	Danielle Serrano	Assistant Principal
Counselor	Casye LeRay	Counselor
Classroom Teacher	Lindsey Davis	3rd Grade Teacher
Classroom Teacher	Malia Brooks	K Teacher
Administrator	Stacie Witt	Principal
Paraprofessional	Kayla Gregston	Principal's Secretary

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lead4ward Vertical Alignment		\$250.00
5	1	2	Think it Up		\$3,000.00
12	2	1	Texas Rangers Tickets including food		\$2,700.00
Sub-Total					\$5,950.00
211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy and Math Coaches		\$150,000.00
5	1	2	Tutoring		\$6,205.00
Sub-Total					\$156,205.00