

Eagle Mountain-Saginaw Independent School District

Copper Creek Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



Mission Statement

We commit to...

Serve Others

Build Relationships

Strive for Success

This is the Cowboy Way.

#RideForTheBrand

Value Statement

CREEK Values

Copper Creek Cowboys Are...

Compassionate

Respectful

Empathetic

Encouraging

Kind

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Copper Creek is a suburban PK - 5 campus with approximately 645 students. Student demographic graphs and charts are in the addendums. Of note are the following demographics:

- 41.4% of students receive a free or reduced lunch
- 70 students are Limited English Proficient
- The percentage of students by race are as follows...
- 35% White
- 27% Hispanic
- 18% Black or African American
- 12% Asian

Student Achievement

Student Achievement Summary

According to the Texas Education Agency, in the 2021-2022 school year, Copper Creek Elementary earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

Included in the addendums are:

- 2021-2022 Preliminary School Report Card
- 2021-2022 Accountability Ratings Summary and Supporting Documents

Student Achievement Strengths

CCES earned a distinction designation in comparative academic growth. In addition, the area of academic growth was a strength for the campus.

School Culture and Climate

School Culture and Climate Summary

Student data was gathered through XSEL surveys. Overall, the data shows that students believe that teachers care about them, the school environment is safe, and rules are enforced fairly and consistently. See addendum for details.

School Culture and Climate Strengths

CCES has a clearly defined mission statement, guidelines for success, values, and staff collective commitments. See addendum for details.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

All professional staff are highly qualified according to TEA criteria.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: For the 2022-2023 school year: In total, 55% of CCES staff is new to the campus or in a different role. 42% of the staff is new to CCES.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All teachers use the EMS ISD viable and guaranteed curriculum. Training in the EMS ISD Teaching and Learning system is ongoing throughout the year. Kisha Hill, EMS ISD math instructional coach, provides on-campus support to CCES teachers 2X monthly. Our technology instructional support specialists, Bob Eikenberry and Allison Adams, provide as-needed campus support and designated Technology Thursday monthly support professional development. Mrs. Hanson and Mrs. Larance are CLC leaders for EMS ISD.

Curriculum, Instruction, and Assessment Strengths

A WIN (What I Need) time is built in to the master schedule for all grade levels K-5. The staff has been trained on WIN time and discussed best practices for intervening and enriching all students. The EMS ISD Elementary School Math Targeted Improvement Plan has been reviewed and implemented with 4th grade math teachers. Ongoing support is provided. CARE team schedule and consistent procedures across grade levels are evident.

Please see addendums for the campus Professional Development schedule.

Parent and Community Engagement

Parent and Community Engagement Summary

The campus planning advisory committee, consisting of staff and community members, will work to draft, finalize, and formatively review the campus improvement plan for the 2022-2023 school year. Parent partnership is provided in our Language Proficiency Advisory Committee. Parent volunteers support major events such as class parties and Field Day.

Parent and community survey data is available in addendums.

Parent and Community Engagement Strengths

The PTA is increasing membership and campus engagement through vital partnerships. Weekly parent newsletters are distributed to all families to increase engagement (average click rate is ~ 500 per week). Facebook social media posts are used to engage the community at large. Let's Talk is used to dialog with community members with transparency. Watch D.O.G.S. program launched September 2022. Grandparents Day in fall 2022, in partnership with PTA, had 251 community members in attendance., all the days. Events such as STEAM Family Festival, Trunk or Treat, Veterans Day parade and ceremony, Holiday Festival, Spring Bash, Fun Run, Field Day, 5th Grade Social and Clap Out are keystones of parent/community engagement opportunities.

School Context and Organization

School Context and Organization Summary

CHAMPS behavior system is implemented across campus. CREEK values are taught and reinforced through Caught Being Creek weekly recognitions. Each grading period, a home visit is made to a student in every grade level to celebrate the CREEK Cowboy winners. Every grade level provides a party at the end of each grading period for students who successfully meet behavior expectations.

Team leader meetings occur each month. Site-based decision-making is supported through committee meetings, staff surveys, and team leader feedback. Leadership team meetings occur each week to support clear communication and alignment. Campus processes and procedures are housed and organized in Microsoft One Note for all staff members to access.

Technology

Technology Summary

CCES utilizes a technology committee to support decision making. Our campus CTI, Ms. Graham, works closely with campus leadership and team leads.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- 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
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional 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: By the end of the 2022-2023 school year, 85% of kindergarten, first grade, and second grade students will achieve their individual EOY level of proficiency for their grade level on the BAS.

Evaluation Data Sources: 2022-2023 EOY Fountas & Pinnell BAS or LLI - Kindergarten, 1st Grade, 2nd Grade

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Kindergarten, 1st Grade, & 2nd Grade teachers will complete the T-TESS SLO Student Growth Model process to track student growth in guided reading.</p> <p>The Fountas & Pinnell BAS or LLI will be used for the progress monitoring checks.</p> <p>Strategy's Expected Result/Impact: At least 85% of students in kindergarten, 1st grade, & 2nd grade will achieve their individual EOY level of proficiency for their grade level on the BAS.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Kinder-2nd Grade Teachers, Literacy Specialist</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Kindergarten, 1st Grade, & 2nd Grade will implement a system for all students to develop individual reading goals and track their individual reading progression based on SLO checkpoints using Fountas & Pinnell BAS & LLI assessments.</p> <p>Strategy's Expected Result/Impact: Students will be able to verbalize their individual reading goal and identify the reading strategy or behavior they need to master to meet the next checkpoint target.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Kinder-2nd Grade Classroom Teachers</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Kindergarten, 1st Grade, & 2nd Grade will use the strategies from Science of Teaching Reading for students not meeting expected growth on SLO Student Growth Model progress monitoring checks.</p> <p>Strategy's Expected Result/Impact: Students not making expected progress will receive high-quality guided reading lessons that includes needed strategies from Science of Teaching Reading. By ensuring the Tier 1 instruction is high-quality, the PLC & RTI committee can determine if additional interventions are needed.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Kinder-2nd Grade Classroom Teachers, Literacy Specialist</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide targeted reading intervention for at-risk first & second grade students using the Fountas & Pinnell LLI kits.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students meeting EOY grade level standards.</p> <p>Staff Responsible for Monitoring: Principal, Literacy Specialist, 1st Grade Teachers, 2nd Grade Teachers</p> <p>Funding Sources: Literacy Specialist - 199 - State Compensatory Ed - \$60,000</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide targeted early literacy intervention (letter identification, letter/sound correspondence, etc) for at-risk kindergarten students.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students meeting EOY grade level standards</p> <p>Improved scores on Phonics Screeners</p> <p>Improved scores on Letter/Sound ID Screeners</p> <p>Staff Responsible for Monitoring: Principal, Literacy Specialist, Kindergarten Teachers</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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: By the end of the 2022-2023 school year, 55% of students will meet or exceed Meets Standard on the 2023 STAAR Reading, Math, & Science assessments.

Evaluation Data Sources: 2023 STAAR Data - 3rd, 4th, & 5th Grade Reading STAAR, 3rd, 4th, & 5th Grade Math STAAR, STAAR, 5th Grade Science STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 3rd Grade, 4th Grade, & 5th Grade will implement a system for students to develop individual goals and track their progression.</p> <p>Strategy's Expected Result/Impact: Students will be able to verbalize their individual goals and identify their strengths and areas of improvement for each instructional cycle. Student friendly terms will be utilized in data binders.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, 3rd-5th Grade Classroom Teachers, Literacy Specialist, Math Specialist</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Vertical ELAR PLC - The ELAR teachers in 3rd, 4th, & 5th grade will collaborate with the Literacy Specialist in a vertical PLC focused on answering the four PLC questions.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of alignment between 3rd/4th/5th grade regarding the following:</p> <ul style="list-style-type: none"> -Student Expectations -Assessments -Progress Monitoring -Interventions -Extensions <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PLC Members</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Vertical ELAR PLC - Specific PLCs times will be devoted to analyzing data, progress monitoring, and tutoring interventions for students receiving tutoring under HB4545.</p> <p>Strategy's Expected Result/Impact: Students will master concepts identified as academic gaps.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, 4th-5th Grade ELAR Teachers</p>	Formative		
	Dec	Mar	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The ELAR teachers in 3rd, 4th, & 5th grade will collaborate with the Literacy Specialist in vertical planning sessions every 4 weeks.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans align with the district scope & sequence and instructional guide.</p> <p>Walkthroughs, observations, and lesson plans will show evidence of vertically aligned reading practices.</p> <p>Walkthroughs, observations, and lesson plans will show effective implementation of the Fountas & Pinnell Interactive Read-Alouds and Mini Lessons.</p> <p>Staff Responsible for Monitoring: Principal, Literacy Specialist, 3rd, 4th, & 5th Grade Reading Teachers</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide targeted reading intervention for at-risk students using the Fountas & Pinnell LLI kits.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students independently reading grade level texts between the BOY and EOY assessment windows.</p> <p>Increase in the percentage of students meeting or exceeding Approaching Standard between the benchmark and the STAAR Reading assessment.</p> <p>Staff Responsible for Monitoring: Principal, Literacy Specialist, 3rd, 4th, & 5th Grade Reading Teachers</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Vertical Math PLC - The Math teachers in all grades will collaborate with the Math Specialist in a vertical PLC focused on answering the four PLC questions.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of alignment between all grades concerning the following:</p> <ul style="list-style-type: none"> -Student Expectations -Assessments -Progress Monitoring -Interventions -Extensions <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PLC Members</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Vertical Math PLC - Specific PLCs times will be devoted to analyzing data, progress monitoring, and tutoring interventions for students receiving tutoring under HB4545.</p> <p>Strategy's Expected Result/Impact: Students will master concepts identified as academic gaps.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, 4th-5th Grade Math Teachers,</p>	Formative		
	Dec	Mar	June

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: The 3rd, 4th, & 5th grade math teachers will collaborate with the Math Specialist in vertical planning sessions every 4 weeks.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans align with the district scope & sequence and instructional guide.</p> <p>Walkthroughs, observations, and lesson plans will show evidence of authentic math classroom practices.</p> <p>Walkthroughs, observations, and lesson plans will show effective implementation of the guided math instructional model.</p> <p>Staff Responsible for Monitoring: Principal, Math Specialist, 3rd, 4th, & 5th Grade Math Teachers</p>	Formative		
	Dec	Mar	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide targeted math intervention for at-risk students. This support will be provided through push-in and pull-out services.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students meeting grade level standards between the BOY and EOY assessment windows.</p> <p>Increase in the percentage of students meeting or exceeding Approaching Standard between the benchmark and the STAAR Math assessment.</p> <p>Staff Responsible for Monitoring: Principal, Math Specialist</p> <p>Funding Sources: Math Specialist - 199 - State Compensatory Ed - \$60,000</p>	Formative		
	Dec	Mar	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Vertical Science PLC - The Science teachers in 3rd, 4th, and 5th grades will collaborate in a vertical PLC focused on answering the four PLC questions.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of alignment between 4th & 5th grade concerning the following:</p> <ul style="list-style-type: none"> -Student Expectations -Assessments -Progress Monitoring -Interventions -Extensions <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PLC Members</p>	Formative		
	Dec	Mar	June
 No Progress  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 3: By the end of the 2022-2023 school year, 75% of ELL students will advance one level in each domain of the TELPAS assessment.

Evaluation Data Sources: 2023 TELPAS Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The classroom teachers will participate in two EL Instructional Reviews. Each teacher will review the instructional adaptations and sheltered instruction strategies used throughout the nine weeks and determine effectiveness. Teachers will also rate their ELLs' current proficiency level in Reading, Writing, Listening, and Speaking using the TELPAS rubrics. Interventions will be determined if necessary.</p> <p>Strategy's Expected Result/Impact: Instructional adaptations and interventions provided in the classroom will be specific to each EL student's needs.</p> <p>Each student will progress in their English language proficiency in listening, speaking, reading, & writing.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, EMS ISD ESL Instructional Coordinator</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: 100% of campus-based professional development will be aligned to campus and district initiatives.

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: ELL Instructional Strategies</p> <p>All professional staff members will participate in trainings focused on ELL instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increase in the understanding of quality ELL instructional strategies, resulting in the implementation of high-yield instructional strategies in the classroom.</p> <p>Teachers will understand how to incorporate the ELPS into daily instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, EMS ISD ESL Instructional Coordinator</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to build capacity of staff members to identify key behaviors and actions of PLCs. All professional staff members will participate in professional development focused on implementing effective PLCs:</p> <p>Strategy's Expected Result/Impact: Staff members will understand the action steps and behaviors of each stage of the PLC process.</p> <p>Staff members will develop an in-depth understanding of the data review process.</p> <p>Each team will identify their current PLC stage and determine 2 behaviors from the next stage to focus on for the next semester.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide real time, job-embedded professional development from our campus Technology Specialists to integrate technology into the curriculum, instruction, and learning environments.</p> <p>Dates: September 15 October 20 November 17 January 19 February 16 March 23</p> <p>Strategy's Expected Result/Impact: Develop innovative strategies for all learners to access the curriculum and utilize Microsoft TEAMS and other technology resources to provide a rigorous, engaging learning experience.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Technology Specialists</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The PDSA process will be taught, modeled, and incorporated in professional development opportunities throughout the school year.</p> <p>Strategy's Expected Result/Impact: Staff will gain understanding and experience with the PDSA process. Teachers will utilize the PDSA process with their students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Specialist, Math Specialist</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Vertical alignment meetings will occur at least twice per year to discuss key learning standards, strategies, and develop a common language for learning.</p> <p>Strategy's Expected Result/Impact: Alignment of strategies, common language, and reduced student academic gaps.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Pre-K-5th Grade Classroom Teachers, Literacy Specialist, Math Specialist</p>	Formative		
	Dec	Mar	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: We will achieve an attendance rate of 97% for the 2022-2023 school year.

Evaluation Data Sources: PEIMS Attendance Reports - June 2023





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus attendance committee will meet throughout the school year to discuss student attendance, intervention needs, and student attendance incentives.</p> <p>Strategy's Expected Result/Impact: Increase student attendance. Lessen chronic absenteeism. Increase student performance and readiness for the next grade level.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Attendance Committee, Teachers</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: We will work collaboratively with the Copper Creek Elementary PTA to build partnerships and increase parent/family involvement.

Evaluation Data Sources: Climate Surveys
 Feedback from Family Events
 PTA membership and volunteers

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Encourage families to participate in PTA and campus sponsored events and various student performance opportunities/family events to build school and family relationships.</p> <p>Yahoo / Boohoo First Day Breakfast Family Picnic Spirit Nights Pancakes with Pops Muffins with Mom Run Club Musical Performances Career Day Living Wax Museum Story Book Parade Fun Run Field Day 5th Grade Clap Out</p> <p>Strategy's Expected Result/Impact: Increased parent/family involvement Deepen parent/family partnerships Develop lasting Copper Creek traditions Build Copper Creek culture</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Music Teacher, Art Teacher, Teachers</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop and implement a Watch D.O.G.S. program to increase the presence of dads/father figures on campus.</p> <p>Strategy's Expected Result/Impact: Record of volunteers Deeper partnerships with parents/families</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal</p>	Formative		
	Dec	Mar	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 100% of staff members will join the Copper Creek PTA to support parental involvement and grow relationships between our school and families.</p> <p>Strategy's Expected Result/Impact: Build Copper Creek culture Support parent/family involvement Climate Surveys</p> <p>Staff Responsible for Monitoring: All staff members</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 staff and students will receive training in, and follow, the Standard Response Protocol from the I Love You Guys Foundation.

Evaluation Data Sources: Handouts and Sign-In Sheet from Safety Training
Drill Logs, Drill Debrief Notes





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The entire Copper Creek Elementary staff will be trained in the Standard Response Protocol, Reunification Protocol, Avoid/Deny/Defend, and Crisis Go.</p> <p>Training Date: Welcome Back Week - August 2022</p> <p>Strategy's Expected Result/Impact: Every staff member will understand how to respond appropriately in the event of a crisis situation on the campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The entire Copper Creek Elementary student body will be trained in the Standard Response Protocol. Students will practice the Standard Response Protocol actions during drills throughout the school year.</p> <p>Strategy's Expected Result/Impact: Every student will understand how to respond appropriately in the event of a crisis situation on the campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Standard Response Protocol and Reunification Protocol will be communicated to parents.</p> <p>The parent information sheet for both protocols will be included in the online parent newsletter and a paper copy sent home to all families.</p> <p>Strategy's Expected Result/Impact: Parents & guardians will understand how to respond appropriately in the event of a crisis situation on the campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of classroom doors will remain locked. Strategy's Expected Result/Impact: Classrooms will be secured. Staff Responsible for Monitoring: Principal, assistant principal	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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: Law enforcement relationships will be fostered through increased presence on campus and at school events.





Evaluation Data Sources: Staff and community surveys, school sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The EMS ISD Police Department as well as surrounding law enforcement agencies will be invited to attend special PTA events, school days, and lunch times.</p> <p>Strategy's Expected Result/Impact: Strengthened and personal relationships between students, staff, community, and law enforcement officers.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Law enforcement officers will be invited to speak to students and staff about safety.</p> <p>Strategy's Expected Result/Impact: Increased situational awareness and sense of safety and security at school.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 3: 100% of staff and students will be trained in, and follow, the School-Wide Guidelines for Success, Voice Levels, & Attention Signal.

Evaluation Data Sources: Discipline Referral Data, Think Sheets





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to implement, review, and reinforce School-Wide Guidelines for Success, Voice Levels, & Attention Signal.</p> <p>Strategy's Expected Result/Impact: Decrease in disruptive behavior in all common areas and classrooms.</p> <p>Increase in positive behavior in all common areas and classrooms.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, School-Wide Guidelines for Success Design Team (meet 3X per year)</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 4: 100% of staff and students will participate in creating & fostering a positive school culture at Copper Creek Elementary.

Evaluation Data Sources: Agendas, Minutes, & Reflections from Positive Reinforcement Design Team Meetings.
Engagement Survey Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Copper Creek Mission Statement will continue to be explicitly taught to all students and reinforced daily on the morning announcements.</p> <p>Strategy's Expected Result/Impact: Communicates the following: Who we are, what we do, what we stand for, why we do it, how we do it</p> <p>Easily recalled and provides direction and motivation.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The CREEK Values will continue to be explicitly taught to all students and reinforced daily on the morning announcements.</p> <p>Strategy's Expected Result/Impact: Outlines the positive behaviors desired at Copper Creek Elementary.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Positive Reinforcements Design Team will meet periodically throughout the year to discuss implementation of school-wide positive reinforcement celebrations, make necessary adjustments, and complete tasks required for effective implementation.</p> <p>Strategy's Expected Result/Impact: Create traditions and experiences to foster a positive culture at Copper Creek.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Positive Reinforcements Design Team Members</p>	Formative		
	Dec	Mar	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Caught Being... CREEK Initiative - Students caught displaying one of the CREEK Values will be recognized on Fridays throughout the school year. They will be recognized on the announcements and Facebook. The student's parents will also be contacted by a campus administrator.</p> <p>Strategy's Expected Result/Impact: Students displaying the CREEK Values will be recognized and celebrated.</p> <p>Increase in positive behaviors across the campus.</p> <p>Names specific behaviors that align with the CREEK Values. Provides opportunities for students to understand what Compassion, Respect, Empathy, Encouragement, and Kindness look like in a school setting.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Librarian</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: CREEK Cowboy Award - To recognize students continually displaying our CREEK Values, we will award one student from every grade The CREEK Cowboy award. The student will be recognized at their home by the grade level team and campus administrators. Students will be recognized every nine weeks.</p> <p>Strategy's Expected Result/Impact: Recognize students continually displaying CREEK Values.</p> <p>Increase in positive behaviors across campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Positive Reinforcements Design Team Members</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Each grade level team and department will participate in the norm creation process. Teams will backwards design their team norms and develop a conflict resolution plan to manage conflict in a healthy way.</p> <p>Dates: Week of August 8th</p> <p>Strategy's Expected Result/Impact: Build emotional safety nets. Keep discussion focused on work. Operationalize "professional behaviors." Create a sense of group & self accountability. Create ownership by giving group members a voice.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Individual Teams</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 5: 100% of staff members and students will participate in creating and fostering a culture of SEL and mental health at Copper Creek Elementary.

Evaluation Data Sources: Bullying Investigation, Suicide Protocol, Threat Assessment Data, SEL data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The school counselor will utilize the elementary counseling curriculum and practices, as well as the SEL screener data, to promote physical and mental well-being for all students (Kinder-5th Grade).</p> <p>Strategy's Expected Result/Impact: Increase in the physical and mental well-being of students SEL Screeners</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Kinder - 5th grade teachers will implement the Positive Action curriculum according to instructional guide and pacing schedule.</p> <p>Strategy's Expected Result/Impact: Increase in positive behaviors by students using strategies in both the classroom and unstructured environments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Kinder-5th Grade Classroom Teachers</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: A Counseling Advisory Committee will be created consisting of a cross section of staff members. This committee will be responsible for reviewing and responding to the SEL screener data, as well as the implementation of SEL initiatives across the campus .</p> <p>Strategy's Expected Result/Impact: Successful Red Ribbon Week, Generation Texas Week, and Kindness Week campaigns SEL screeners</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Counseling Advisory Committee Members</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All staff members will be trained in trauma informed practices and crisis intervention strategies.</p> <p>Strategy's Expected Result/Impact: Increased understanding and implementation of trauma informed practices and crisis intervention strategies reflected in surveys and impact on student behavior.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p>	Formative		
	Dec	Mar	June

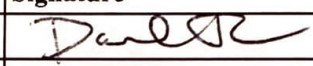



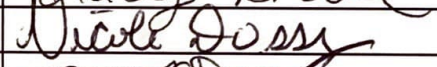
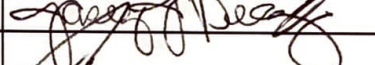

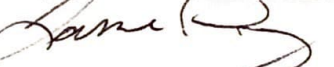


Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Staff will participate in designated times to learn about social and emotional well-being and strategies to improve their own personal social-emotional state. Designated times throughout the year will be dedicated to social-emotional learning and time for reflection through staff SEL Check In times.</p> <p>Strategy's Expected Result/Impact: Increase in awareness and implementation of well-being strategies.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 Campus Site-Based Committee

Meeting Date: September 29, 2022

3:15 P.M.

Library

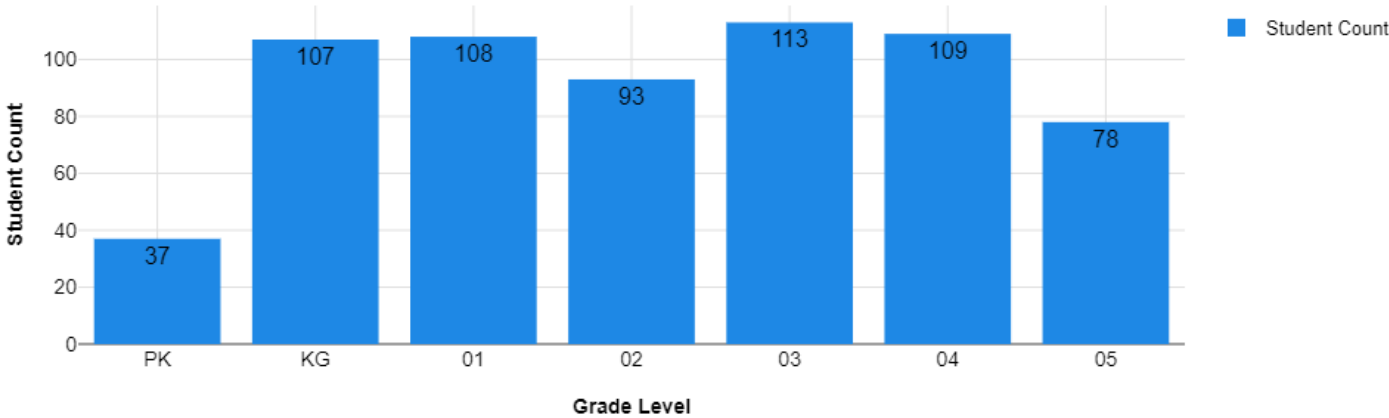
Committee Role	Name	Position	Signature
Administrator	Daniel Dodson	Principal	
Administrator	Heather Smith	Assistant Principal	
Non-classroom Professional	Celina Vitela	Counselor	
Classroom Teacher	Daphne Sapp	Teacher	
Classroom Teacher	Jennifer Leach	Teacher	
Non-classroom Professional	Lacy Riewe	Literacy Specialist	
Classroom Teacher	Nicole Dossey	Teacher	
Parent	Jasey Diaz	Parent	
Parent	Jason Kayser	Parent	
Parent	Megan Batchelder	Parent	
Parent	Jaime Dinc	Parent	

Campus Funding Summary

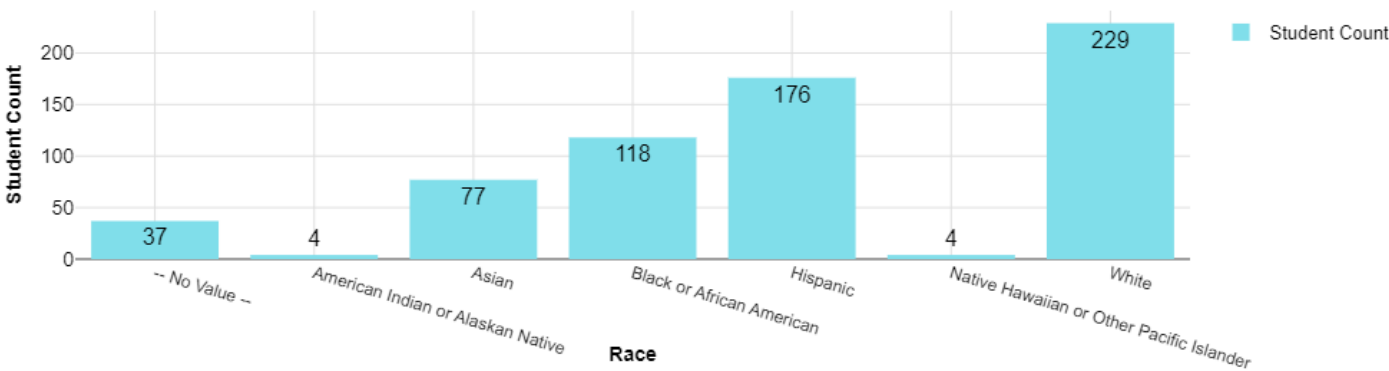
199 - State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Literacy Specialist		\$60,000.00
1	2	9	Math Specialist		\$60,000.00
Sub-Total					\$120,000.00

Addendums

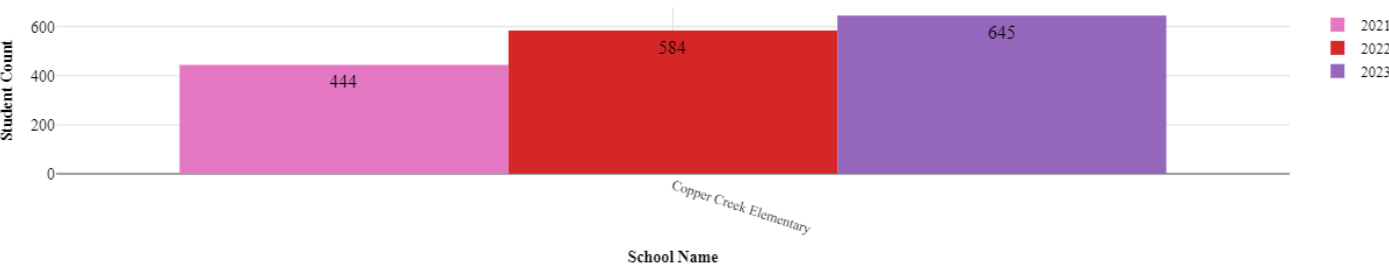
Enrollment by Grade Level



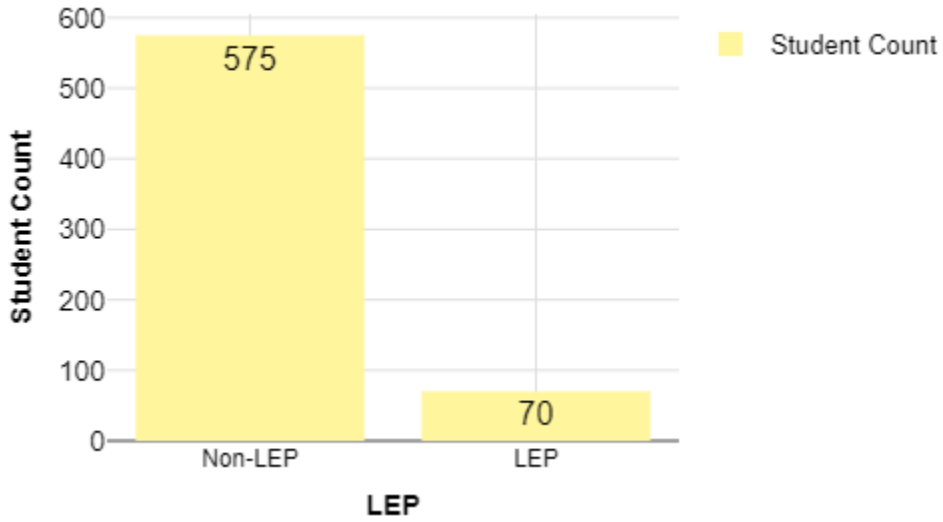
Enrollment by Race



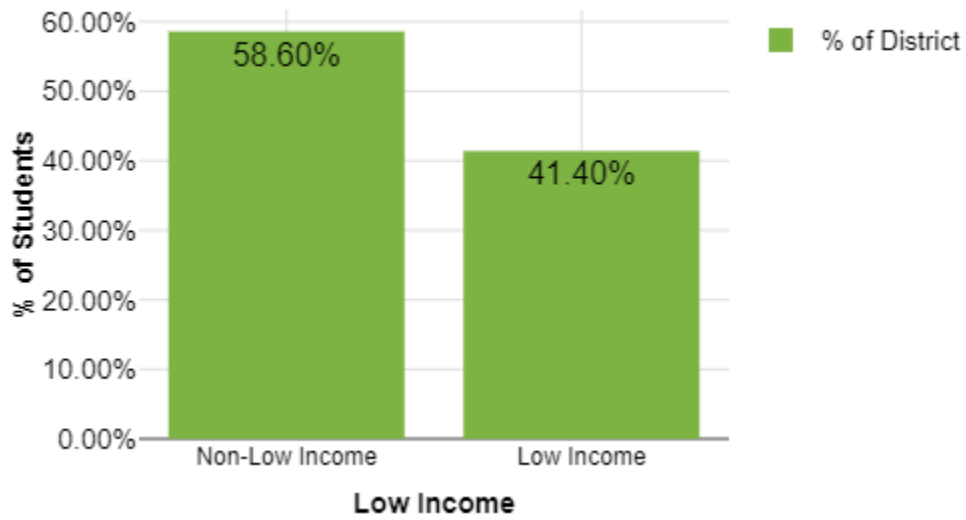
Enrollment Trends (2020-2022)



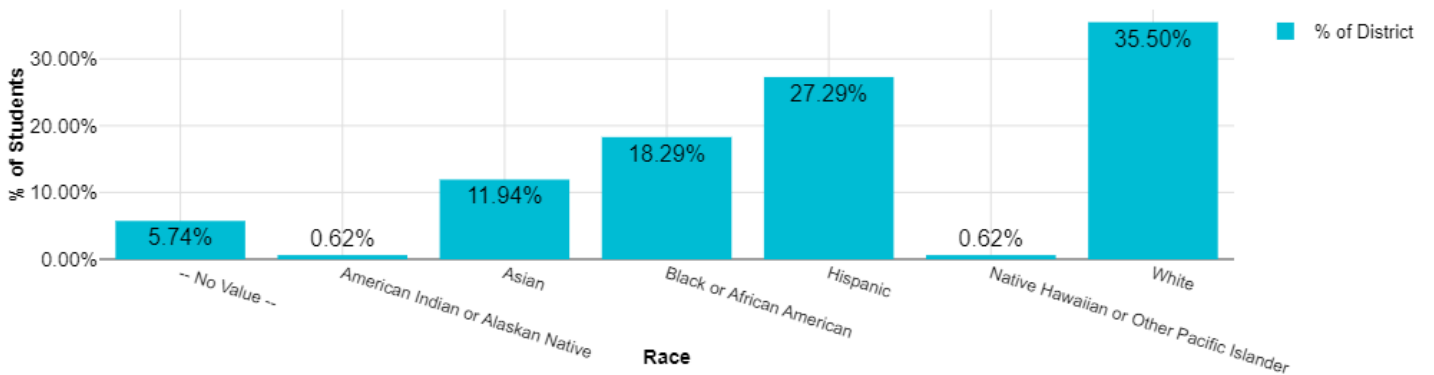
LEP Enrollment



Percent of Students by Low Income



Percent of Students by Race



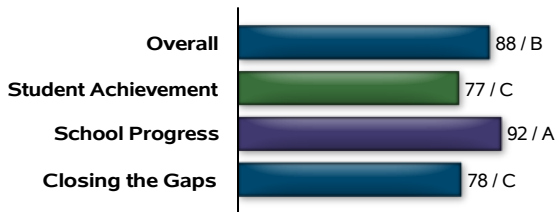
Texas Education Agency
2021-22 Preliminary School Report Card
COPPER CREEK EL (220918116)

Accountability Rating

B

COPPER CREEK EL earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for COPPER CREEK EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: EAGLE MT-SAGINAW ISD
Campus Type: Elementary
Total Students: 564
Grade Span: PK - 05

For more information about this campus, see: <https://TXSchools.gov>

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ Comparative Academic Growth
- ✗ Mathematics
- ✗ Comparative Closing the Gaps
- ✗ ELA/Reading
- ✗ Science
- ✗ Postsecondary Readiness

Texas Education Agency
2022 Accountability Ratings Overall Summary
COPPER CREEK EL (220918116) - EAGLE MT-SAGINAW ISD - TARRANT COUNTY

* Confidential *

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		88	B
Student Achievement		77	C
STAAR Performance	50	77	
College, Career and Military Readiness			
Graduation Rate			
School Progress		92	A
Academic Growth	85	92	A
Relative Performance (Eco Dis: 33.9%)	50	63	Not Rated: Senate Bill 1365
Closing the Gaps	79	78	C

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

- ELA/Reading
- Mathematics
- Science
- Not Eligible Social Studies
- Comparative Academic Growth
- Postsecondary Readiness
- Comparative Closing the Gaps

Texas Education Agency
2022 STAAR Performance
COPPER CREEK EL (220918116) - EAGLE MT-SAGINAW ISD - TARRANT COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	226	226	72	-	524	
Approaches GL or Above	188	176	54	-	418	80%
Meets GL or Above	119	89	37	-	245	47%
Masters GL	72	34	16	-	122	23%
Total Percentage Points						150%
Component Score						50

Texas Education Agency
2022 STAAR Performance
COPPER CREEK EL (220918116) - EAGLE MT-SAGINAW ISD - TARRANT COUNTY

* Confidential *

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	80%	75%	80%	82%	100%	89%	100%	61%	100%	85%	85%	31%	87%	81%	78%
At Meets GL Standard or Above	47%	40%	49%	49%	0%	62%	33%	18%	50%	47%	47%	13%	65%	44%	50%
At Masters GL Standard	23%	23%	22%	27%	0%	26%	17%	12%	17%	14%	14%	4%	16%	21%	26%
Number of Tests															
At Approaches GL Standard or Above	418	56	142	145	2	47	6	20	6	50	50	14	27	243	175
At Meets GL Standard or Above	245	30	88	86	0	33	2	6	3	28	28	6	20	133	112
At Masters GL Standard	122	17	39	47	0	14	1	4	1	8	8	2	5	64	58
Total Tests	524	75	178	177	2	53	6	33	6	59	59	45	31	300	224
Participation															
% participation 2020-21	99%	100%	97%	99%	100%	100%	100%	100%	100%	100%	100%	97%	100%	99%	99%
% participation 2021-22	99%	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	95%	100%	100%	99%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	83%	82%	84%	84%	100%	95%	100%	56%	100%	88%	88%	37%	92%	85%	81%
At Meets GL Standard or Above	53%	53%	57%	51%	0%	68%	50%	25%	67%	60%	60%	16%	67%	49%	58%
At Masters GL Standard	32%	38%	30%	35%	0%	32%	50%	13%	33%	24%	24%	5%	33%	31%	34%
Number of Tests															
At Approaches GL Standard or Above	188	28	64	63	1	21	2	9	3	22	22	7	11	111	77
At Meets GL Standard or Above	119	18	43	38	0	15	1	4	2	15	15	3	8	64	55
At Masters GL Standard	72	13	23	26	0	7	1	2	1	6	6	1	4	40	32
Total Tests	226	34	76	75	1	22	2	16	3	25	25	19	12	131	95
Participation															
% participation 2020-21	99%	100%	97%	99%	100%	100%	100%	100%	100%	100%	100%	96%	100%	98%	99%
% participation 2021-22	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	96%	100%	100%	99%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	78%	68%	79%	81%	100%	82%	100%	69%	100%	84%	84%	37%	83%	79%	76%
At Meets GL Standard or Above	39%	26%	39%	47%	0%	55%	50%	13%	33%	36%	36%	16%	75%	40%	39%
At Masters GL Standard	15%	12%	11%	20%	0%	23%	0%	13%	0%	4%	4%	5%	8%	13%	18%
Number of Tests															
At Approaches GL Standard or Above	176	23	60	61	1	18	2	11	3	21	21	7	10	104	72

Texas Education Agency
2022 STAAR Performance
COPPER CREEK EL (220918116) - EAGLE MT-SAGINAW ISD - TARRANT COUNTY

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
At Meets GL Standard or Above	89	9	30	35	0	12	1	2	1	9	9	3	9	52	37	
At Masters GL Standard	34	4	8	15	0	5	0	2	0	1	1	1	1	17	17	
Total Tests	226	34	76	75	1	22	2	16	3	25	25	19	12	131	95	
Participation																
% participation 2020-21	99%	100%	97%	99%	100%	100%	100%	100%	100%	100%	100%	96%	100%	98%	99%	
% participation 2021-22	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	96%	100%	100%	99%	
Science																
Percent of Tests																
At Approaches GL Standard or Above	75%	71%	69%	78%	-	89%	100%	0%	-	78%	78%	0%	86%	74%	76%	
At Meets GL Standard or Above	51%	43%	58%	48%	-	67%	0%	0%	-	44%	44%	0%	43%	45%	59%	
At Masters GL Standard	22%	0%	31%	22%	-	22%	0%	0%	-	11%	11%	0%	0%	18%	26%	
Number of Tests																
At Approaches GL Standard or Above	54	5	18	21	-	8	2	0	-	7	7	0	6	28	26	
At Meets GL Standard or Above	37	3	15	13	-	6	0	0	-	4	4	0	3	17	20	
At Masters GL Standard	16	0	8	6	-	2	0	0	-	1	1	0	0	7	9	
Total Tests	72	7	26	27	-	9	2	1	-	9	9	7	7	38	34	
Participation																
% participation 2020-21	99%	100%	96%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	97%	
% participation 2021-22	99%	100%	97%	100%	-	100%	100%	100%	100%	100%	100%	89%	100%	100%	97%	

- Indicates there are no students in the group.

* Confidential *

This campus is not rated on College, Career, and Military Readiness.

Texas Education Agency
2022 Graduation Rate
COPPER CREEK EL (220918116) - EAGLE MT-SAGINAW ISD - TARRANT COUNTY

*** Confidential ***

This campus is not rated on Graduation Rate.

Texas Education Agency
2022 Academic Growth
COPPER CREEK EL (220918116) - EAGLE MT-SAGINAW ISD - TARRANT COUNTY

* Confidential *

Academic Growth Score

	0 Point	1/2 Point		1 Point		Calculations		
	Count Earned	Count	Count	Count	Count	Points	Count	Rate
Both Subjects	31	0.0	16	8.0	205	205.0	213.0	252 85
Reading / ELA	13	0.0	6	3.0	107	107.0	110.0	126 87
Mathematics	18	0.0	10	5.0	98	98.0	103.0	126 82

		2021-22						
		2020-21	Did Not Meet	Approaches	Meets	Masters	Count	
Both Subjects		13	-	-	-	-	67	252
	Did Not Meet	10	30	0	29	8	-	1 78
Both Subjects	Approaches	3	0	9	37	27	-	16 92
	Meets	0	-	6	-	7	7	21 41
	Masters	0	-	3	-	9	-	29 41
Reading / ELA		5	-	-	-	-	46	126
	Did Not Meet	3	15	0	12	1	-	1 32
Reading / ELA	Approaches	2	0	2	18	11	-	13 46
	Meets	0	-	1	-	4	4	13 22
	Masters	0	-	3	-	4	-	19 26
Mathematics		8	-	-	-	-	21	126
	Did Not Meet	7	15	0	17	7	-	0 46
Mathematics	Approaches	1	0	7	19	16	-	3 46
	Meets	0	-	5	-	3	3	8 19
	Masters	0	-	0	-	5	-	10 15

Texas Education Agency
2022 Relative Performance
COPPER CREEK EL (220918116) - EAGLE MT-SAGINAW ISD - TARRANT COUNTY

* Confidential *

% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR Performance	Value needed for:		
				90	80	70
33.9	33.1 to 34	Elementary	50	70	60	53

Texas Education Agency
2022 Closing the Gaps
COPPER CREEK EL (220918116) - EAGLE MT-SAGINAW ISD - TARRANT COUNTY

* Confidential *

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	6	14	43%	30%	12.9
Growth Status	10	10	100%	50%	50.0
ELP Status	1	1	100%	10%	10.0
Student Success Status	7	11	64%	10%	6.4
Closing the Gaps Score					79

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	Yes	No						Yes			Yes	Yes		
% at Meets GL Standard or Above	53%	53%	57%	51%	0%	68%	50%	25%	67%	60%	16%	67%	49%	58%		
# at Meets GL Standard or Above	119	18	43	38	0	15	1	4	2	15	3	8	64	55		
Total Tests (Adjusted)	226	34	76	75	1	22	2	16	3	25	19	12	131	95		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No	No						No			No	No		
% at Meets GL Standard or Above	39%	26%	39%	47%	0%	55%	50%	13%	33%	36%	16%	75%	40%	39%		
# at Meets GL Standard or Above	89	9	30	35	0	12	1	2	1	9	3	9	52	37		
Total Tests (Adjusted)	226	34	76	75	1	22	2	16	3	25	19	12	131	95		
Total Indicators															6	14
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes		Yes	Yes									Yes	Yes		
Academic Growth Score	87%	89%	87%	89%	100%	88%	100%	67%	-	94%	88%	94%	92%	80%		
Growth Points	110.0	16.0	40.0	35.5	1.0	11.5	2.0	4.0	-	15.0	7.0	7.5	69.0	41.0		
Total Tests	126	18	46	40	1	13	2	6	-	16	8	8	75	51		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	Yes		Yes	Yes									Yes	Yes		
Academic Growth Score	82%	75%	79%	84%	100%	88%	100%	83%	-	69%	75%	88%	85%	77%		
Growth Points	103.0	13.5	36.5	33.5	1.0	11.5	2.0	5.0	-	11.0	6.0	7.0	63.5	39.5		
Total Tests	126	18	46	40	1	13	2	6	-	16	8	8	75	51		

Texas Education Agency
2022 Closing the Gaps
COPPER CREEK EL (220918116) - EAGLE MT-SAGINAW ISD - TARRANT COUNTY

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Total Indicators															10	10
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2021 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2021 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2021 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										56%						
TELPAS Progress										24						
TELPAS Total										43						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Yes	Yes	Yes	No	No	No	No	No	No	Yes	No	Yes	Yes	Yes		
STAAR Component Score	50	46	50	53	33	59	50	30	56	49	16	56	49	51		
% at Approaches GL Standard or Above	80%	75%	80%	82%	100%	89%	100%	61%	100%	85%	31%	87%	81%	78%		
% at Meets GL Standard or Above	47%	40%	49%	49%	0%	62%	33%	18%	50%	47%	13%	65%	44%	50%		
% at Masters GL Standard	23%	23%	22%	27%	0%	26%	17%	12%	17%	14%	4%	16%	21%	26%		
Total Tests	524	75	178	177	2	53	6	33	6	59	45	31	300	224		
Total Indicators															7	11
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		

Texas Education Agency
2022 Closing the Gaps
COPPER CREEK EL (220918116) - EAGLE MT-SAGINAW ISD - TARRANT COUNTY

* Confidential *

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
ELA/Reading																
% Participation	99%	100%	97%	99%	100%	100%	100%	100%	100%	100%	96%	100%	98%	99%		
# Participants	203	32	67	78	1	8	1	15	62	16	25	9	120	83		
Total Tests	206	32	69	79	1	8	1	15	62	16	26	9	122	84		
Mathematics																
% Participation	99%	100%	97%	99%	100%	100%	100%	100%	100%	100%	96%	100%	98%	99%		
# Participants	201	30	67	78	1	8	1	15	60	14	25	9	120	81		
Total Tests	204	30	69	79	1	8	1	15	60	14	26	9	122	82		
Participation 2021-22																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	96%	100%	100%	99%		
# Participants	252	37	80	87	1	28	3	16	10	30	23	13	137	115		
Total Tests	253	37	81	87	1	28	3	16	10	30	24	13	137	116		
Mathematics																
% Participation	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	96%	100%	100%	99%		
# Participants	252	37	80	87	1	28	3	16	10	30	23	13	137	115		
Total Tests	253	37	81	87	1	28	3	16	10	30	24	13	137	116		

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

Texas Education Agency
2022 Identification of Schools for Improvement
COPPER CREEK EL (220918116) - EAGLE MT-SAGINAW ISD - TARRANT COUNTY

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

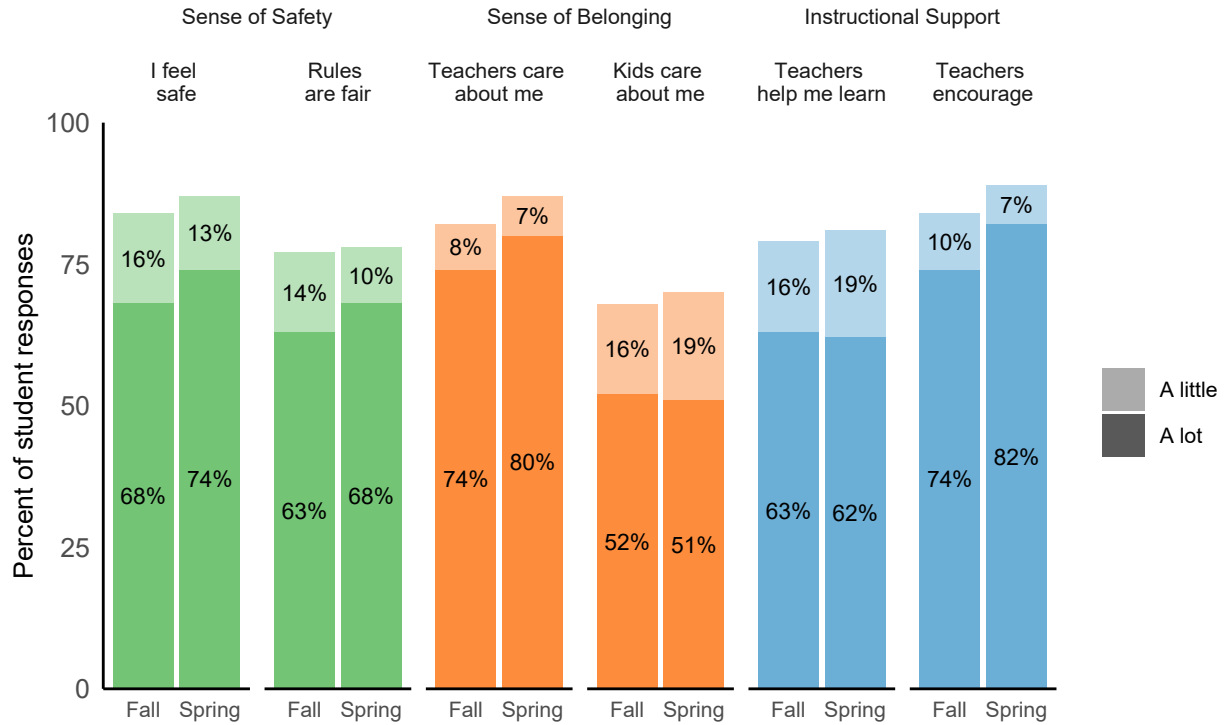
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)*	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*										
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.										
	-	-	-	-	-	-	-	-	-	-
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	-	-	-	-	-	-	-	-	-	-
2019	-	-	-	-	-	-	-	-	-	-
2022	53%	57%	51%	-	-	-	-	-	60%	-
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	-	-	-	-	-	-	-	-	-	-
2019	-	-	-	-	-	-	-	-	-	-
2022	26%	39%	47%	-	-	-	-	-	36%	-
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	-	-	-	-	-	-	-	-	-	-
2019	-	-	-	-	-	-	-	-	-	-
2022	-	87	89	-	-	-	-	-	-	-
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	-	-	-	-	-	-	-	-	-	-
2019	-	-	-	-	-	-	-	-	-	-
2022	-	79	84	-	-	-	-	-	-	-
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	-	-	-	-	-	-	-	-	-	-
2019	-	-	-	-	-	-	-	-	-	-
2022	46	50	53	-	59	-	30	-	49	16

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

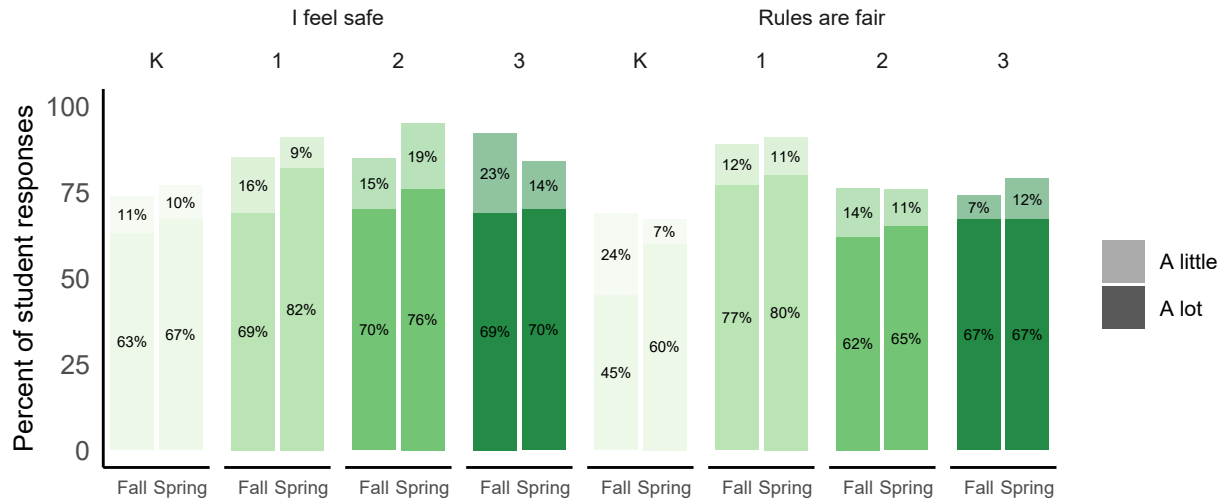
School climate report for COPPER CREEK ELEMENTARY, Change Over Time

All indicators

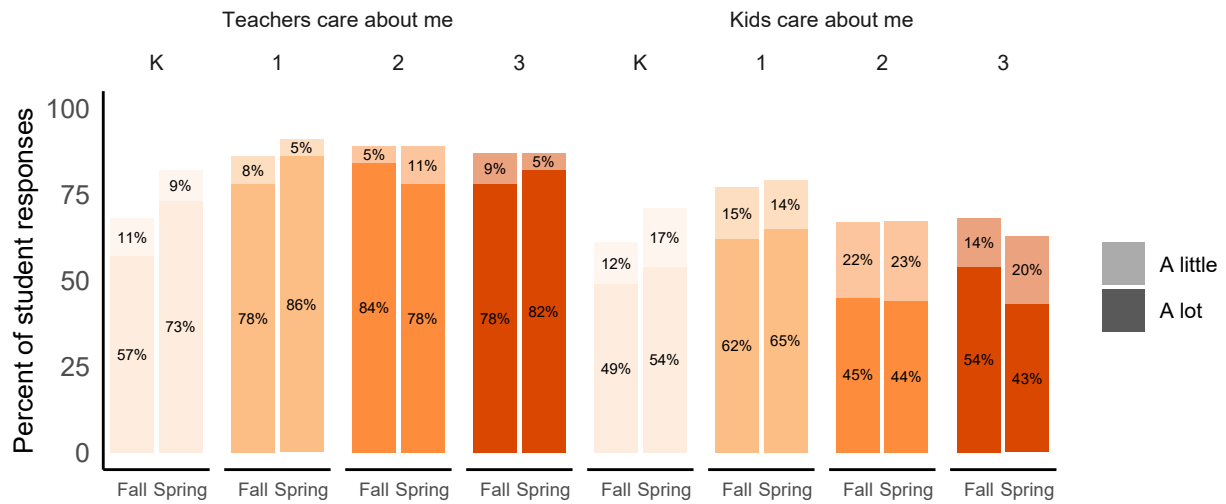


By Grade Level

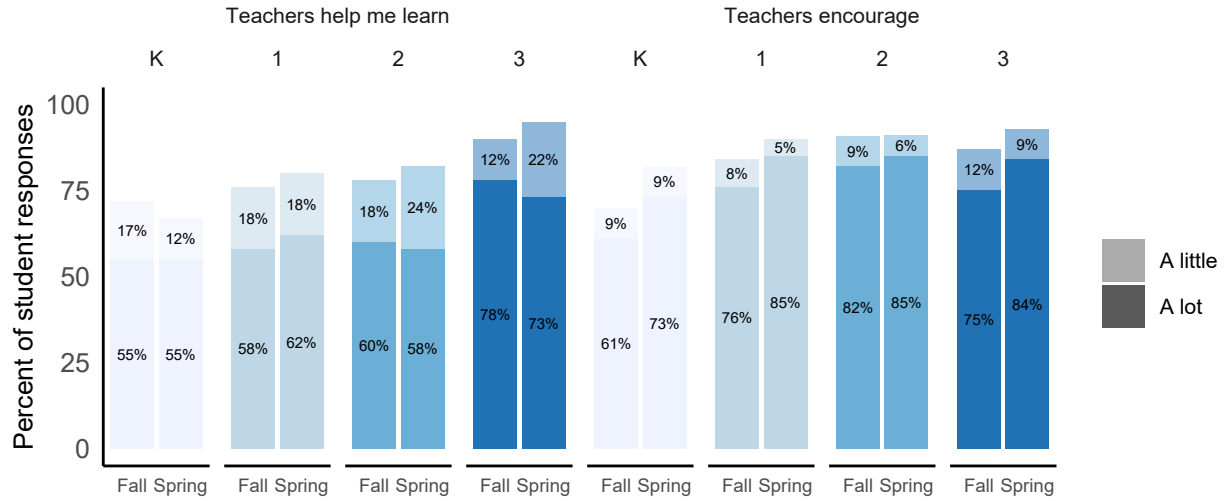
Sense of Safety



Sense of Belonging



Instructional Support



The school climate survey asks students to rate statements about the conditions of learning. Items reflect aspect of school climate that research shows are consistently associated with student well-being and academic outcomes. Those statements, and the dimension of climate they reflect, are as follows:

Sense of Safety:

I feel safe at school.

The rules in my school are fair.

Sense of Belonging:

My teachers care about me.

Kids in my school care about me.

Instructional Support:

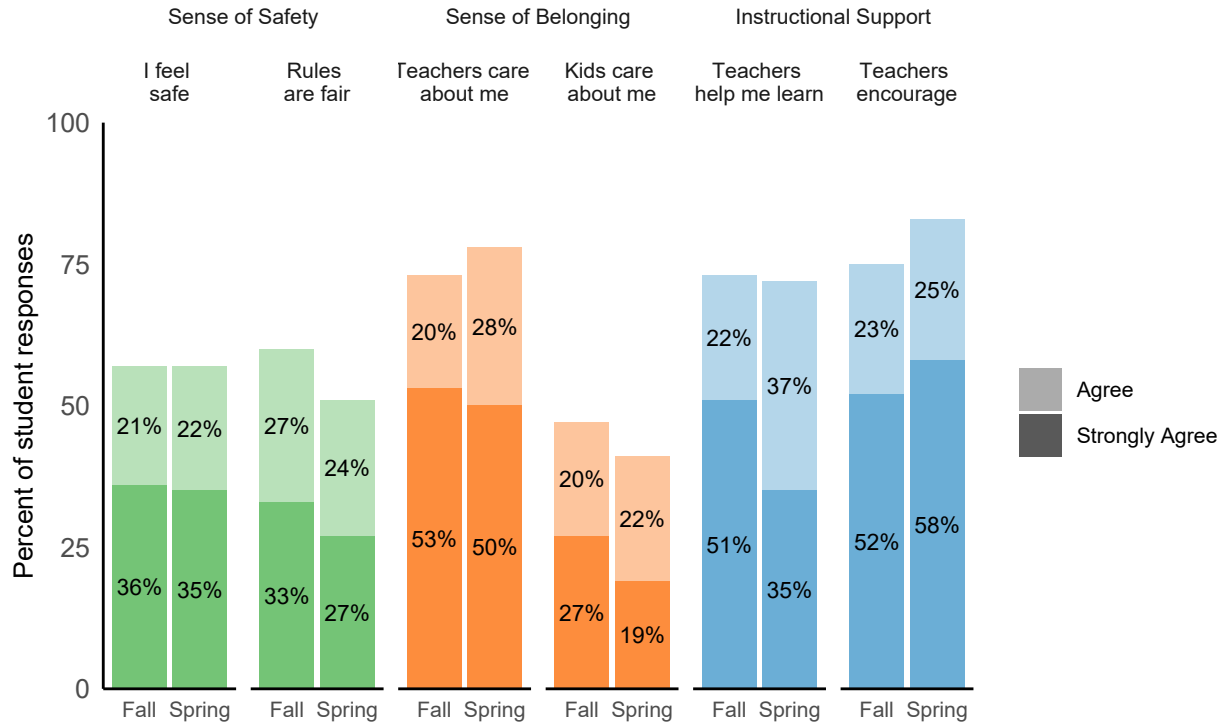
My teachers help me with schoolwork when I need it.

Adults in my school encourage me to work hard.

Reports show the percentage of students who rated each item as true ('a little true' versus 'a lot true').

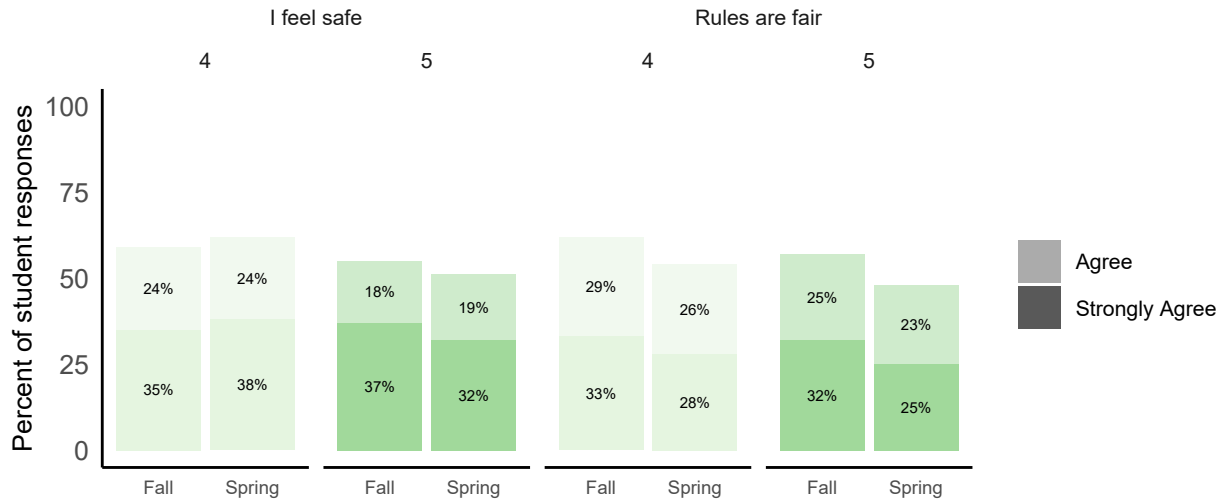
School climate report for COPPER CREEK ELEMENTARY, Change Over Time

All indicators

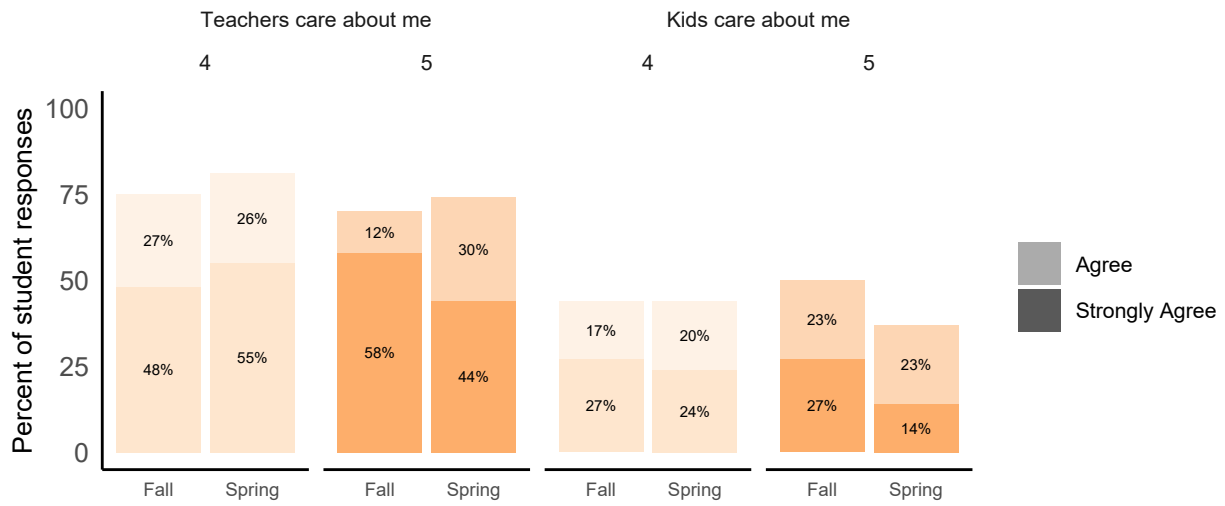


By Grade Level

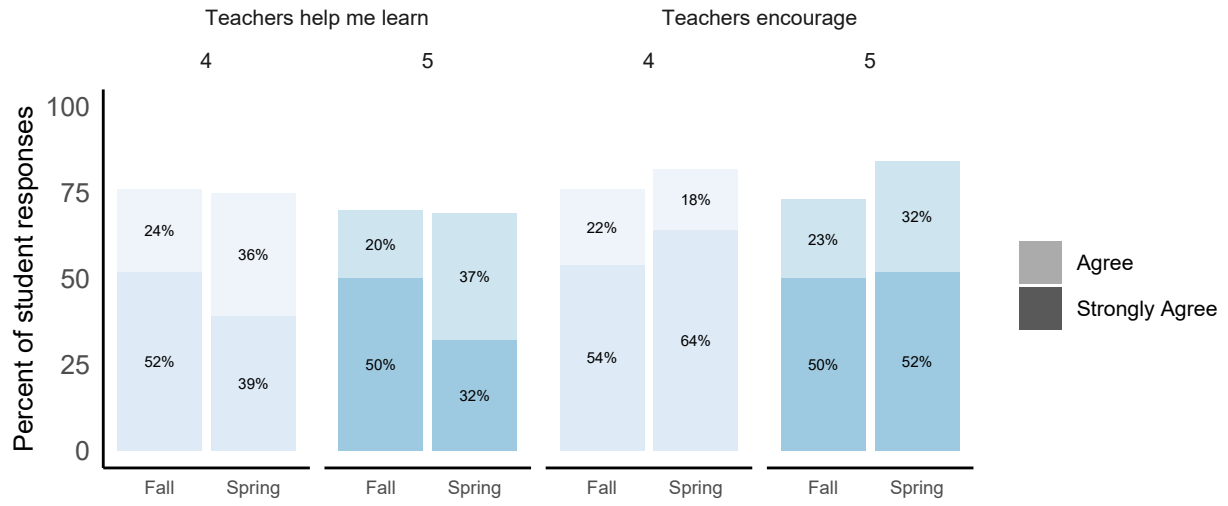
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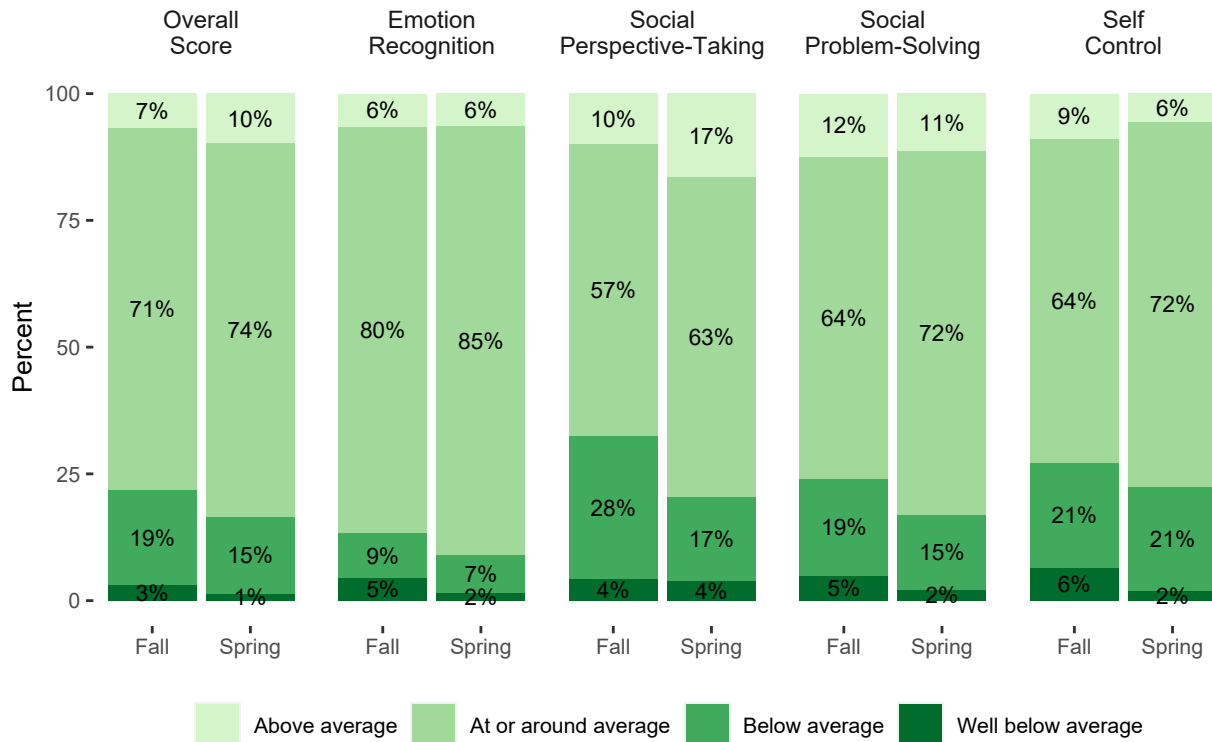
School-level report for COPPER CREEK ELEMENTARY, Change Over Time

This is a school-level report that shows student performance on SELweb EE in COPPER CREEK ELEMENTARY.

The summary plot shows what proportion of students in COPPER CREEK ELEMENTARY fall into each of the 4 performance levels (above average, at or around average, below average, and well below average). The summary table shows the average scores of students in each classroom in COPPER CREEK ELEMENTARY. See the attached appendix for more information about student competencies, scores, and performance levels.

Summary Plot for School

COPPER CREEK ELEMENTARY, Fall-Spring Comparison: 310 common students



Above average: > 115; At or around average: 90-114; Below average: 70-89; Well below average: < 69

Summary Table for School

Teacher	N		Overall		Emotion Recognition		Social Perspective-Taking		Social Problem-Solving		Self Control	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BURTON_MADISON	16	19	100	106	104	106	98	103	99	106	98	101
DOSSEY_NICOLE	20	23	103	107	104	104	100	104	102	106	100	105
LARANCE_KRISTEN	18	22	101	104	105	104	97	104	104	103	95	99
PUCKETT_MARY	20	21	99	105	99	101	95	103	103	104	99	104
BRZOZOWSKI_ROSANA	18	19	94	98	102	100	93	96	95	98	91	99
HANSON_MARLA	18	19	106	103	104	103	104	103	102	104	101	97
KAHN_LESLIE	16	19	98	97	106	102	93	97	99	96	95	96
RICHERSON_HOLLI	18	20	109	106	105	102	103	107	105	105	108	103
RIEWE_LACY	14	18	95	101	99	100	98	99	95	100	93	102
FAIRCHILD_COREY	18	20	98	97	101	99	98	98	98	98	97	94
HAEDER_ELIZABETH	19	19	95	91	95	94	90	94	96	96	95	90
HENDRICH_CAITLYN	17	20	95	94	101	98	93	97	96	95	95	92
JAMES_MELANIE	17	20	96	96	96	95	95	100	103	99	94	95
BOTTOMLEY_STEPHANIE	18	20	93	105	106	107	84	100	96	105	92	101
GUIDRY_JENNIFER	14	18	87	96	95	99	90	94	81	97	90	98
PINER_SARAH	15	18	95	102	97	107	89	104	102	100	97	94
REEVES_AMBER	16	19	95	99	85	97	94	101	100	102	96	97
WEEKS_TRENA	17	20	87	93	89	92	94	94	95	96	87	95
ADAMS_BRIANNA	12	19	97	96	96	99	98	96	99	100	98	94
PORTER_MEGAN		1		84		100		72		95		87

Emotion Recognition

Emotion recognition involves the ability to understand what others are feeling from their behavior. In everyday interactions, facial expressions communicate what a person is feeling. For SELweb's emotion recognition assessment, children see pictures of faces and indicate what each person is feeling. Some of the faces have very clear expressions; others are subtler. The more faces a child correctly labels, the higher their score.

Social Perspective-Taking

Social perspective-taking involves the ability to understand what someone else is thinking or intends, even when it is not obvious. For SELweb's perspective-taking assessment, children listen to brief illustrated and narrated stories and answer questions about a story character's actions. Getting the right answer requires them to understand the character's underlying intentions. The more questions they answer right, the higher their score.

Social Problem-Solving

Social problem-solving involves the ability to solve challenging everyday social problems. For SELweb's social problem-solving assessment, children listen to brief illustrated and narrated stories about challenging situations. After each story, they answer questions about their interpretations, goals, and actions. Each child's Problem-Solving score reflects the extent to which they view others as benign, adopt prosocial goals, and choose positive solutions.

Self-Control

Self-control includes the skills children use to control their attention, emotions, and behavior to achieve their goals. Two SELweb assessments measure different dimensions of self-control. One measures children's ability to delay gratification and another measures their tolerance for frustration. Each child's overall Self-Control score reflects the extent to which they score high on those two assessments.

What are standard scores?

Standard scores reflect a child's performance on the SELweb assessment. The scores provide information about how each child performed compared to same-aged peers around the US. The average standard score is 100 and the standard deviation, a measure of the variability in scores, is 15. Individual child standard score, and group average standard score, therefore, provide a lot of information about children's social-emotional skill levels.

What do performance levels mean?

Performance levels are descriptions of broad levels of student performance, as follows:

≥115 Above Average	90–114 At or Around Average	70–89 Below Average	≤69 Well Below Average
---------------------------	------------------------------------	----------------------------	-------------------------------

Performance levels were established to aid in interpretation of SELweb data by providing an intuitive and readily interpretable way to distinguish skill levels.

How should performance levels be used?

Performance levels are less precise than standard scores and should therefore be considered an approximation of children's skill level. An example makes this clear. Imagine two children—one with a score of 91 and one with a score of 113. Both described by the performance level "At or Around Average", yet the former is below average and the latter is above average, and the difference between them of 22 points is more than one standard deviation. The "correct" border between performance levels is somewhat arbitrary and could be set in many different and equally valid ways. We strongly recommend, therefore, that performance levels be used as a starting point for interpreting student social-emotional skill levels.

What is the role of SELweb data in understanding student strengths and needs?

SELweb provides information about how well children are able to use important social-emotional skills. In addition to SELweb, there are many other ways of ascertaining student social-emotional skill level, including parent, teacher, and peer assessments and school records, that can and should be considered in conjunction with SELweb data to develop a holistic view of student social-emotional strengths and needs.

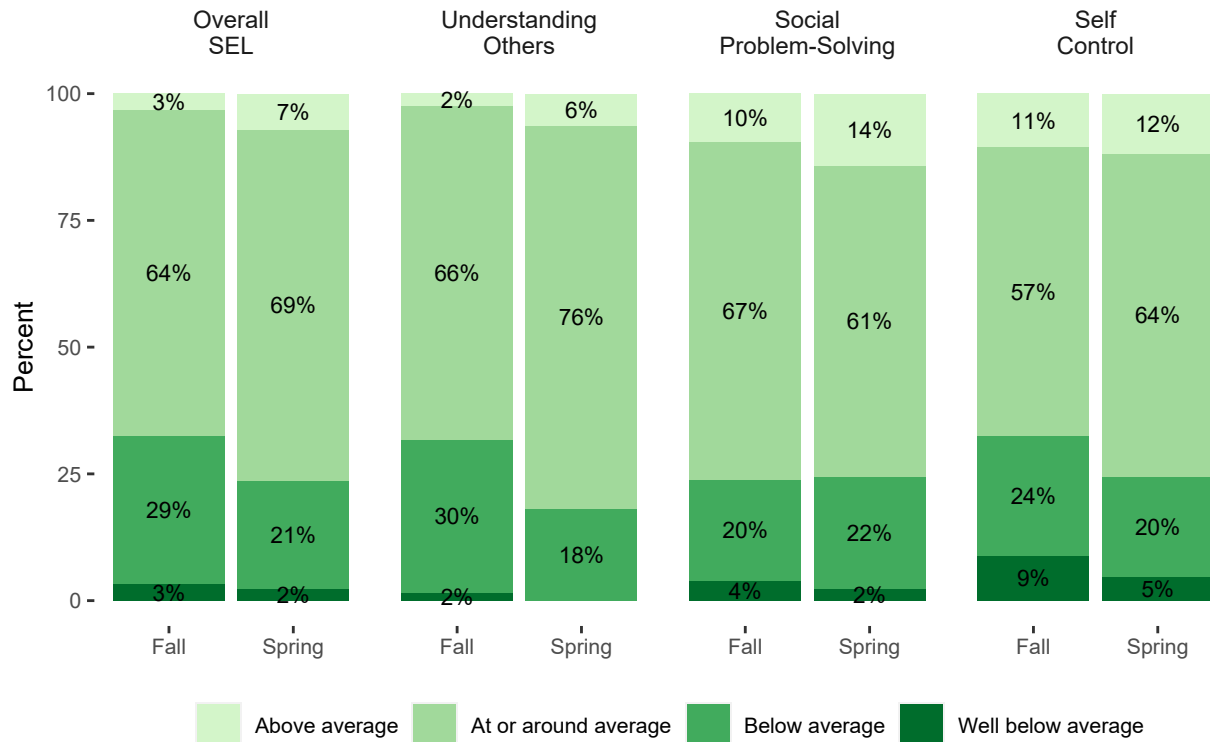
School-level report for COPPER CREEK ELEMENTARY, Change Over Time

This is a school-level report that shows student performance on SELweb LE in COPPER CREEK ELEMENTARY.

The summary plot shows what proportion of students in COPPER CREEK ELEMENTARY all into each of the 4 performance levels (above average, average, below average, and well-below average). The summary table shows the average scores of students in in each classroom in COPPER CREEK ELEMENTARY. See the attached appendix for more information about student competencies, scores, and performance levels.

Summary Plot for School

COPPER CREEK ELEMENTARY, Fall-Spring Comparison: 127 common students



Above average: > 115; At or around average: 90-114; Below average: 70-89; Well below average: < 69

Summary Table for School

Teacher	N		Overall		Understanding Others		Social Problem-Solving		Self Control	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
HAZELWOOD_WHITNEY	24	94	96	95	99	97	98	94	93	
HAZELWOOD_WHITNEY	1	94	104	95	104	97	108	94	98	
NICHOLSON_STUART	22	25	91	99	86	98	97	101	96	99
ALT_CHRISTOPHER	22	26	98	95	97	96	100	94	99	97
HNIZDO_KRISTA	20	24	99	96	97	97	99	98	102	96
MCPHILLIPS_LEI	21	26	91	97	92	98	95	98	91	97
LEACH_JENNIFER	21	25	96	100	94	99	100	103	95	98
BEAUDRY_BAYLEE	2			96		84		104		103

Overall SEL

This score is a composite overall score that reflects children’s understanding of others complex emotions and perspectives, social problem-solving skills, and self-control.

Understanding Others

This score reflects children’s understanding that others can have mixed and complex social emotions (such as pride and embarrassment) and their understanding of others’ perspectives.

Social Problem-Solving

This score reflects children’s ability to think through challenging social problems. Higher scores reflect a preference for prosocial goals and solutions, and the ability to predict the consequences of prosocial solutions.

Self-Control

This score reflects children’s ability to control their attention, emotions, and behavior to achieve their goals. Two modules measure different dimensions of self-control. One asks about children’s understanding of emotion regulation strategies. The other is a self-report measure that asks about children’s self-control abilities.

What are standard scores?

Standard scores reflect a child’s performance on the SELweb assessment. The scores provide information about how each child performed compared to same-aged peers around the US. The average standard score is 100 and the standard deviation, a measure of the variability in scores, is 15. Individual child standard score, and group average standard score, therefore, provide a lot of information about children’s social-emotional skill levels.

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What is the role of SELweb data in understanding student strengths and needs?

SELweb provides information about how well children are able to use important social-emotional skills. In addition to SELweb, there are many other ways of ascertaining student social-emotional skill level, including parent, teacher, and peer assessments and school records, that can and should be considered in conjunction with SELweb data to develop a holistic view of student social-emotional strengths and needs.

MISSION STATEMENT

We commit to...

Serve Others

Build Relationships

Strive for Success

**This is the Cowboy
Way.**

#RidefortheBrand

GUIDELINES FOR SUCCESS

**We work hard and
give our best effort.**

**We stay focused on
our purpose.**

**We are a family and
honor our CREEK
values.**

CREEK VALUES

**Copper Creek
Cowboys are...**

Compassionate

Respectful

Empathetic

Encouraging

Kind

COLLECTIVE COMMITMENTS

WE WILL...

- create a safe place for students to explore and discover their unique interests and abilities.
- build relationships with students, families, and staff.
- laugh and have fun.
- demonstrate a joy for lifelong learning.
- begin each day with a positive mindset for each day is a new opportunity.
- commit to do what is best for each individual student.
- show grace for each other and our students.

COPPER CREEK

ELEMENTARY

EMS ISD PROFESSIONAL DEVELOPMENT SCHEDULE

DATE	AGENDA
September 6 th - AM	CLCs (PreK-5), Specific Trainings (PE/Fine Arts/Counselor/Librarian/Nurse/Comp.Lab/PACE) SPED SuccessEd Training (SLE Teachers, Resource Teachers) De-escalation / Disengagement Training (SPED Paraprofessionals)
September 6 th - PM	WIN Time - 1.5 hours / T-TESS & SLO Overview .5 hours Vertical Alignment - 1 hour
October 11 th - AM	CLCs (PreK-5, Resource), Specific Trainings (PE/Fine Arts/Counselor/Librarian/Nurse/Comp.Lab/PACE) SPED Training (SLE Teachers, SPED Paraprofessionals)
October 11 th - PM	60 Second Solutions - 1 hour / SEL Training - 1 hour Cambium Rostering - 1 hour
January 3 rd - AM	CLCs (PreK-5, Resource), Specific Trainings (PE/Fine Arts/Counselor/Librarian/Nurse/Comp.Lab/PACE) SPED Training (SLE Teachers, SPED Paraprofessionals)
January 3 rd - PM	ELL Instructional Review - 1 Hour Vertical Alignment - 2 Hours
February 21 st - AM	CLCs (PreK-5, Resource), Specific Trainings (PE/Fine Arts/Counselor/Librarian/Nurse/Comp.Lab/PACE) SPED Training (SLE Teachers, SPED Paraprofessionals)
February 21 st - PM	TELPAS Calibration - Attempt 1 Vertical Alignment - 2 hours

EMS ISD EARLY RELEASE SCHEDULE - DISMISS AT 11:50AM

DATE	AGENDA
September 23 rd	Staff Workday - Front Office Paras May Use Comp Time
November 4 th	Staff Workday - Front Office Paras May Use Comp Time
December 16 th	Staff Workday - Front Office Paras May Use Comp Time
February 10 th	Staff Workday - Front Office Paras May Use Comp Time
March 10 th	Staff Workday - Front Office Paras May Use Comp Time
May 26 th	Staff Workday - Front Office Paras May Use Comp Time

CARE TEAM MEETINGS: TIER 2 - 3 INTERVENTION (DURING CONF. PERIOD)

DATE	AGENDA
September 30 th	First Care Team
October 21 st	6 week PM review
December 9 th	6 week PM review
February 3 rd	6 week PM review
March 24 th	6 week PM review / Grades 3 - 5 Reading, Math, and Science RTI STAAR accommodations
May 5 th	Final Care Team - Next Steps

TECHNOLOGY THURSDAYS (DURING CONF. PERIOD)

DATE
September 15 th
October 20 th
November 17 th
January 19 th
February 16 th
March 23 rd

CCES PLC & PROFESSIONAL LEARNING CALENDAR - 1ST SEMESTER

DATE	MONDAY AFTERNOON / 3:10 PM - 4:00 PM
August 22 nd	Data Folders
August 29 th	Data Folders
September 5 th	No School - Holiday
September 12 th	T-TESS & SLO Overview / SLO Work Session
September 19 th	PLCs - Teams Determine Agenda
September 26 th	Campus Committees / <i>PLCs during planning period</i>
October 3 rd	BOY Data Review
October 10 th	No School - Holiday
October 17 th	STAAR Interim Training / PLCs
October 24 th	PLCs - Teams Determine Agenda
October 31 st	TELPAS Fall Awareness Training ELL Instructional Review
November 7 th	All Staff - SEL Check-In
November 14 th	Campus Committees / <i>PLCs during planning period</i>
November 21 st	Thanksgiving Break
November 28 th	TBD
December 5 th	PLCs - Teams Determine Agenda
December 12 th	PLCs - Checkpoint Reflection (SLOs)

CCES PLC & PROFESSIONAL LEARNING CALENDAR - 2ND SEMESTER

DATE	PROFESSIONAL LEARNING
January 3 rd	EMS ISD PD - See Above
January 9 th	PLCs - Teams Determine Agenda
January 16 th	No School - Holiday
January 23 rd	All Staff - Test Security Training TELPAS Training
January 30 th	MOY Data Review
February 6 th	PLCs - Teams Determine Agenda
February 13 th	Campus Committees / <i>PLCs during planning period</i>
February 20 th	No School - Holiday
February 27 th	TELPAS Calibration - Attempt 2
March 6 th	TBD
March 13 th	Spring Break
March 20 th	TELPAS Collaboration
March 27 th	All Staff - STAAR Training
April 3 rd	PLCs - Checkpoint Reflection (SLOs)
April 10 th	PLCs - Teams Determine Agenda
April 17 th	All Staff - STAAR Training
April 24 th	SEL Check-In
May 1 st	All Staff - STAAR Training
May 8 th	All Staff - EOY Topics
May 15 th	All Staff - EOY Topics
May 22 nd	All Staff - EOY Topics

EMS Schools Listening Survey: Copper Creek Elementary School

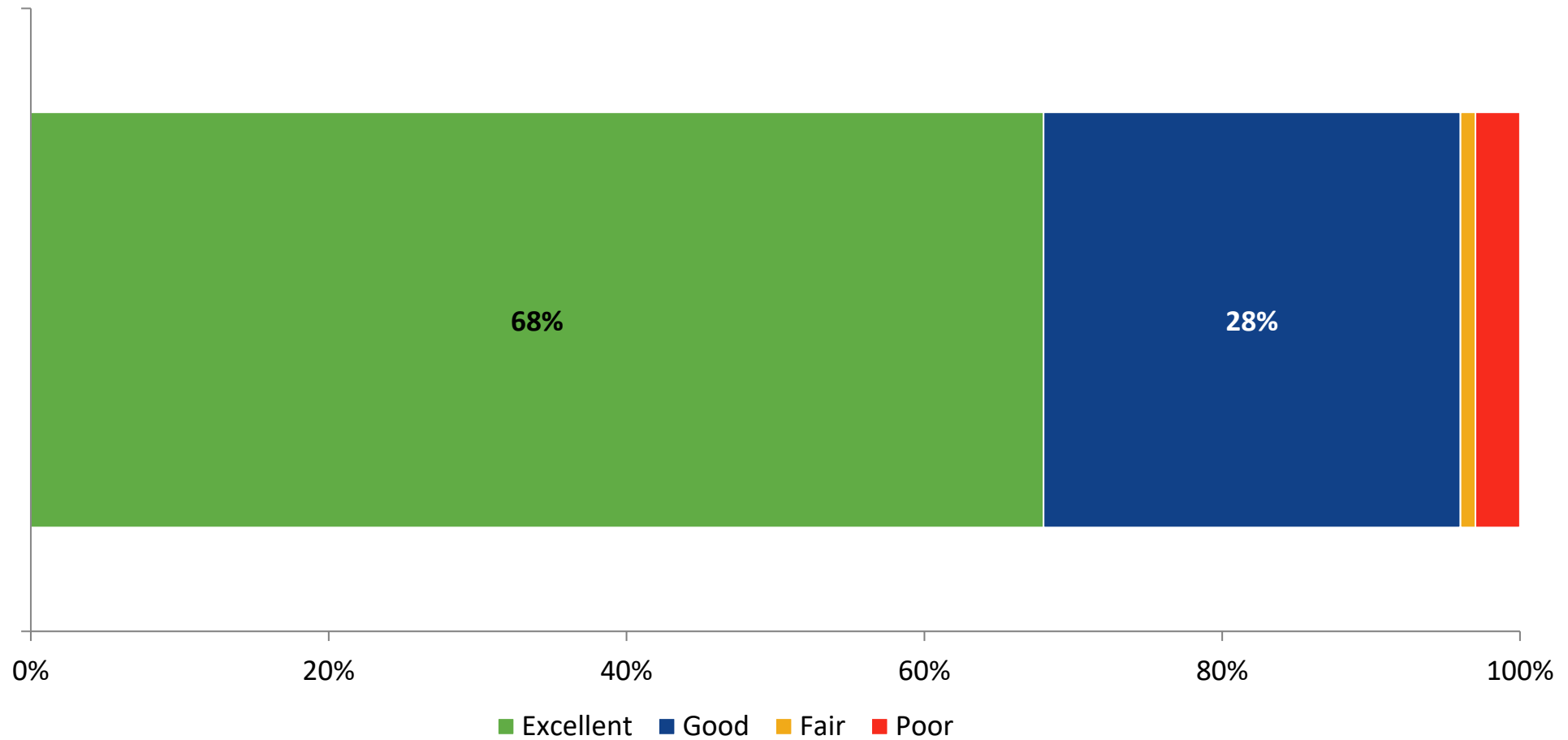
Results

2021-2022



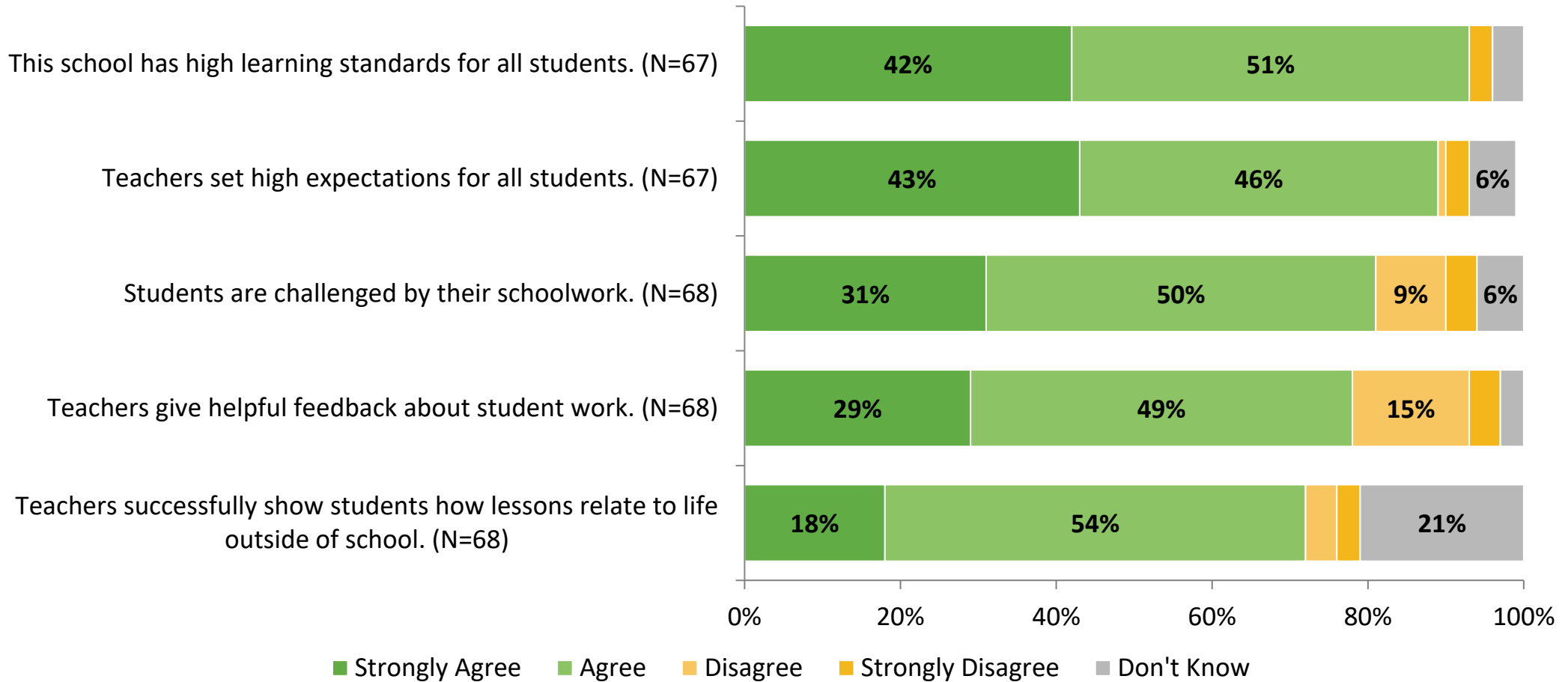
Overall School Quality

How would you rate the overall quality of your child's school? (N=68)



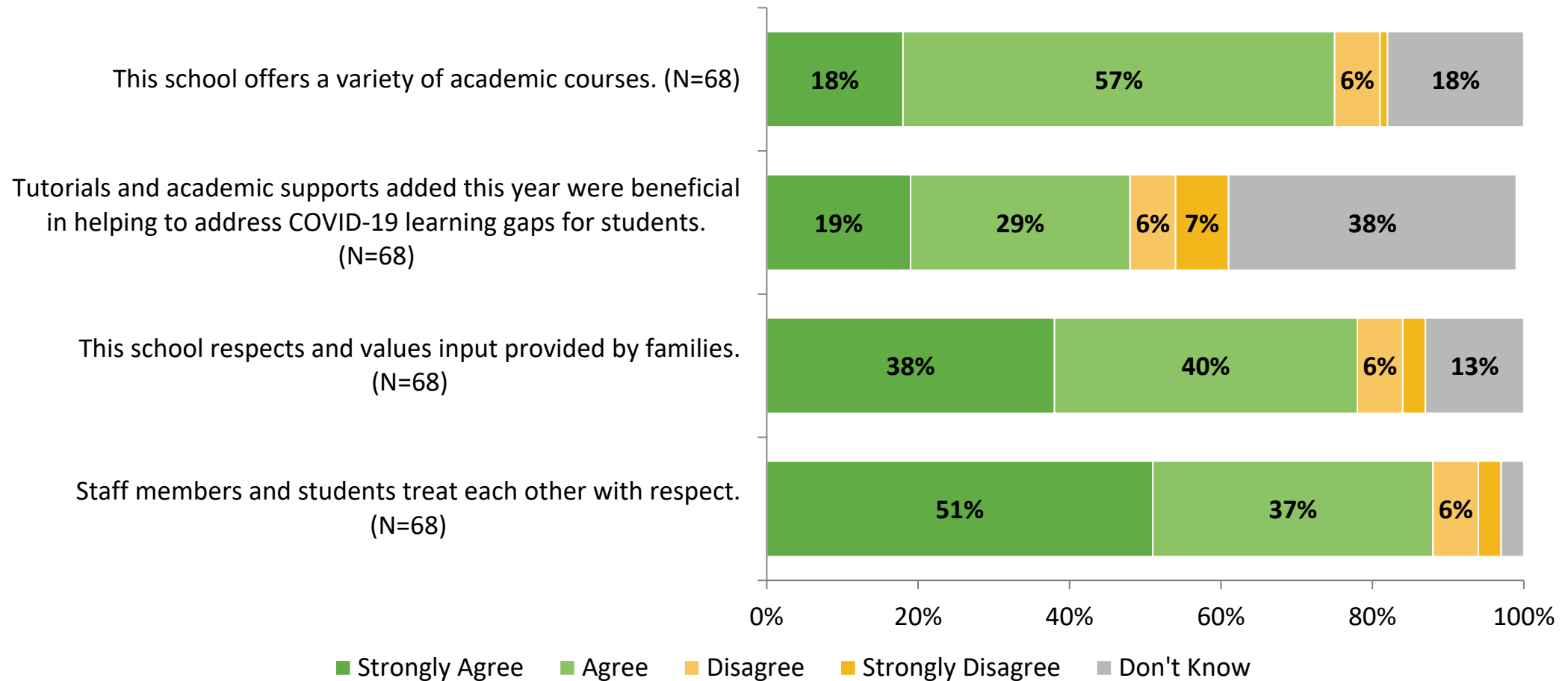
School Quality

How strongly do you agree or disagree with the following statements?



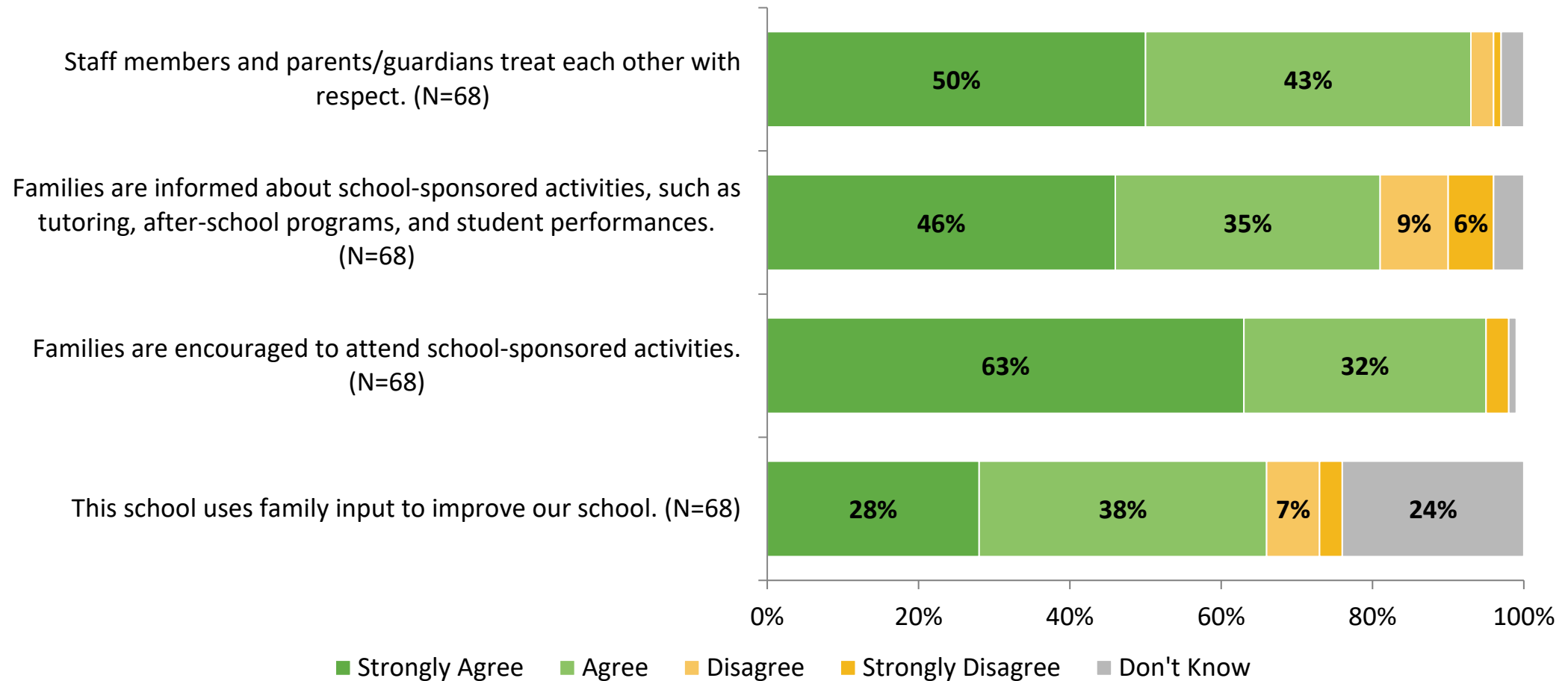
School Quality (Continued)

How strongly do you agree or disagree with the following statements?



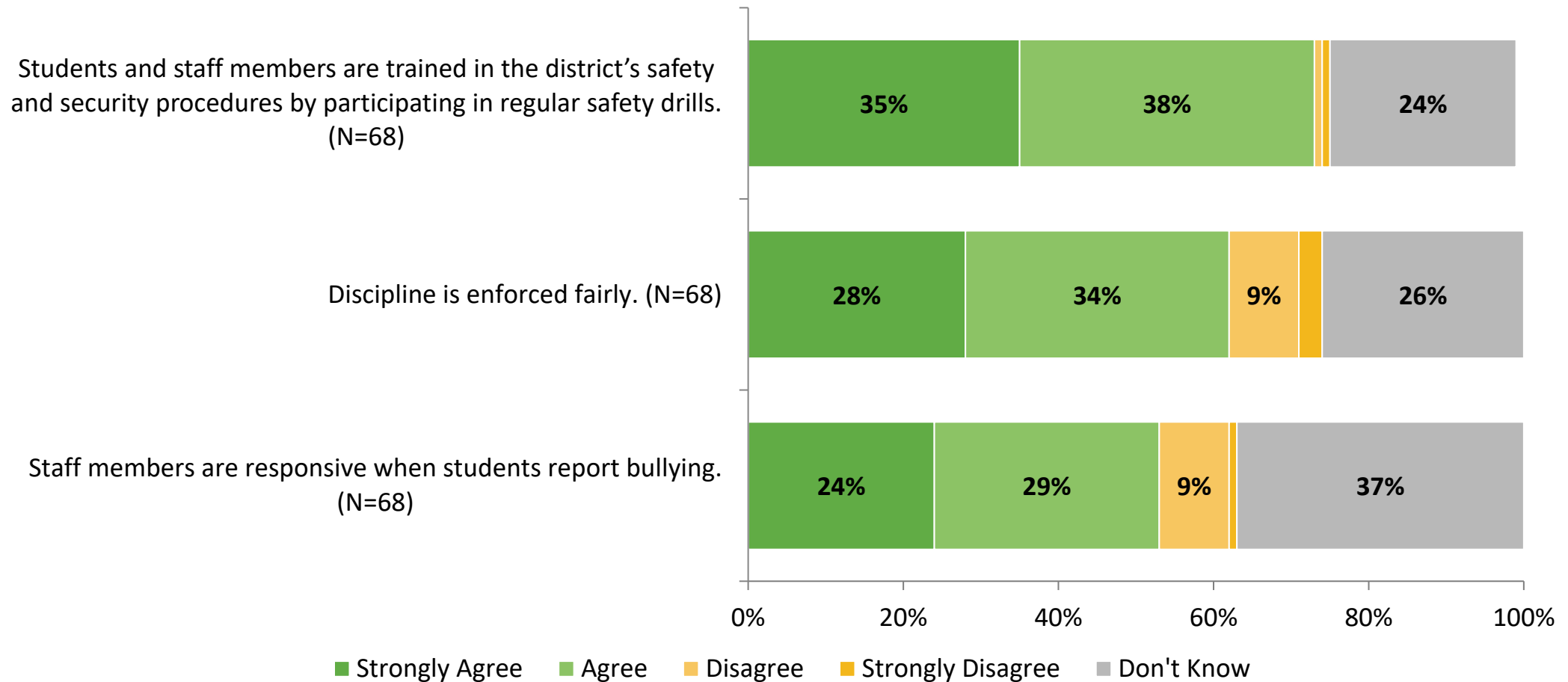
School Quality (Continued)

How strongly do you agree or disagree with the following statements?



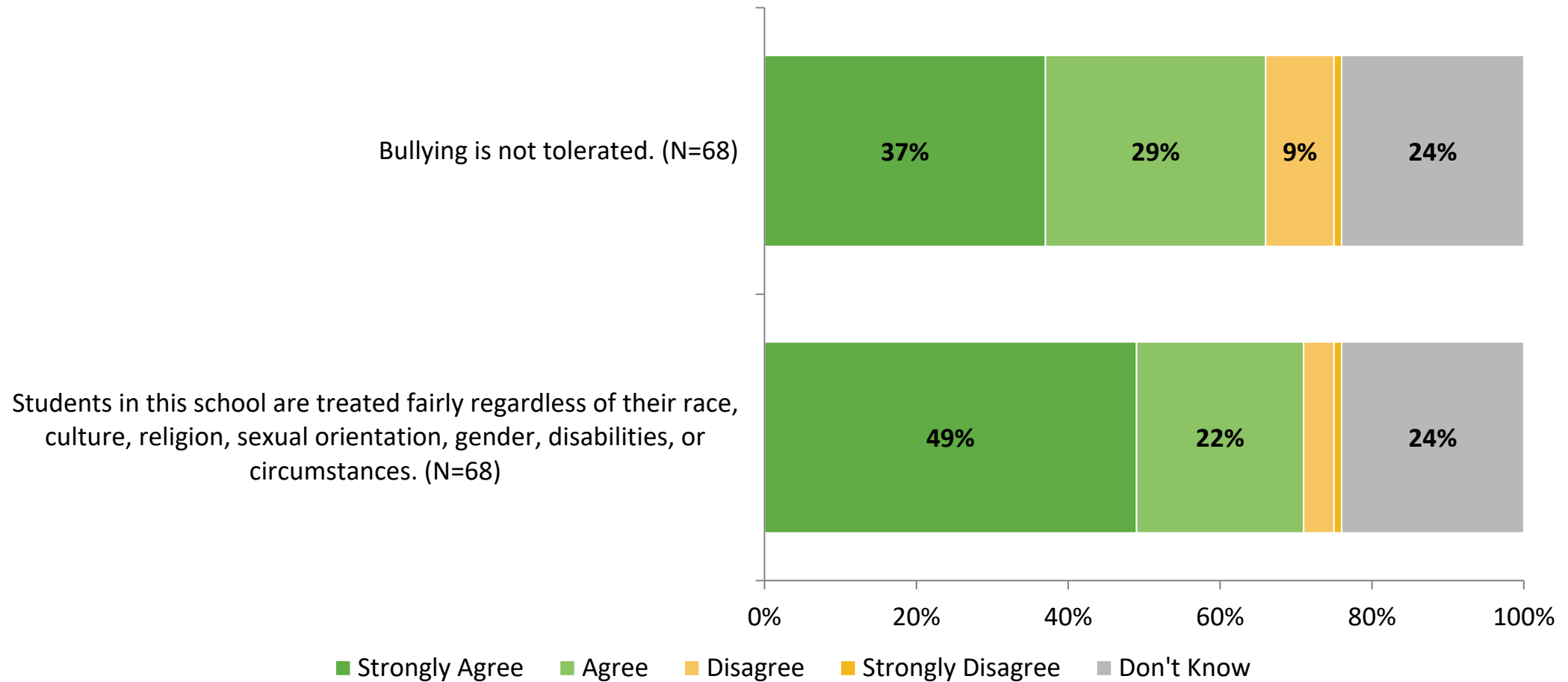
School Quality (Continued)

How strongly do you agree or disagree with the following statements?



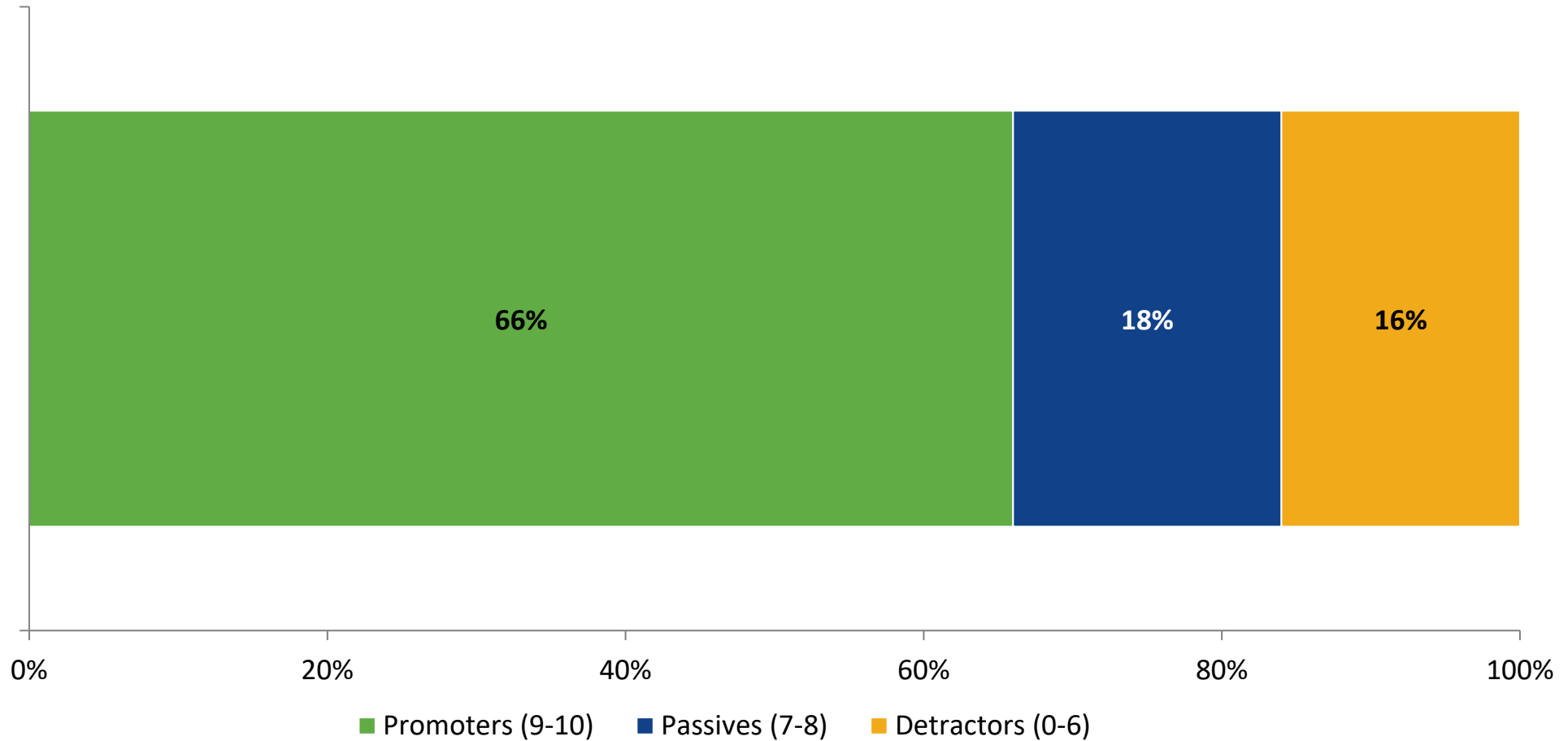
School Quality (Continued)

How strongly do you agree or disagree with the following statements?



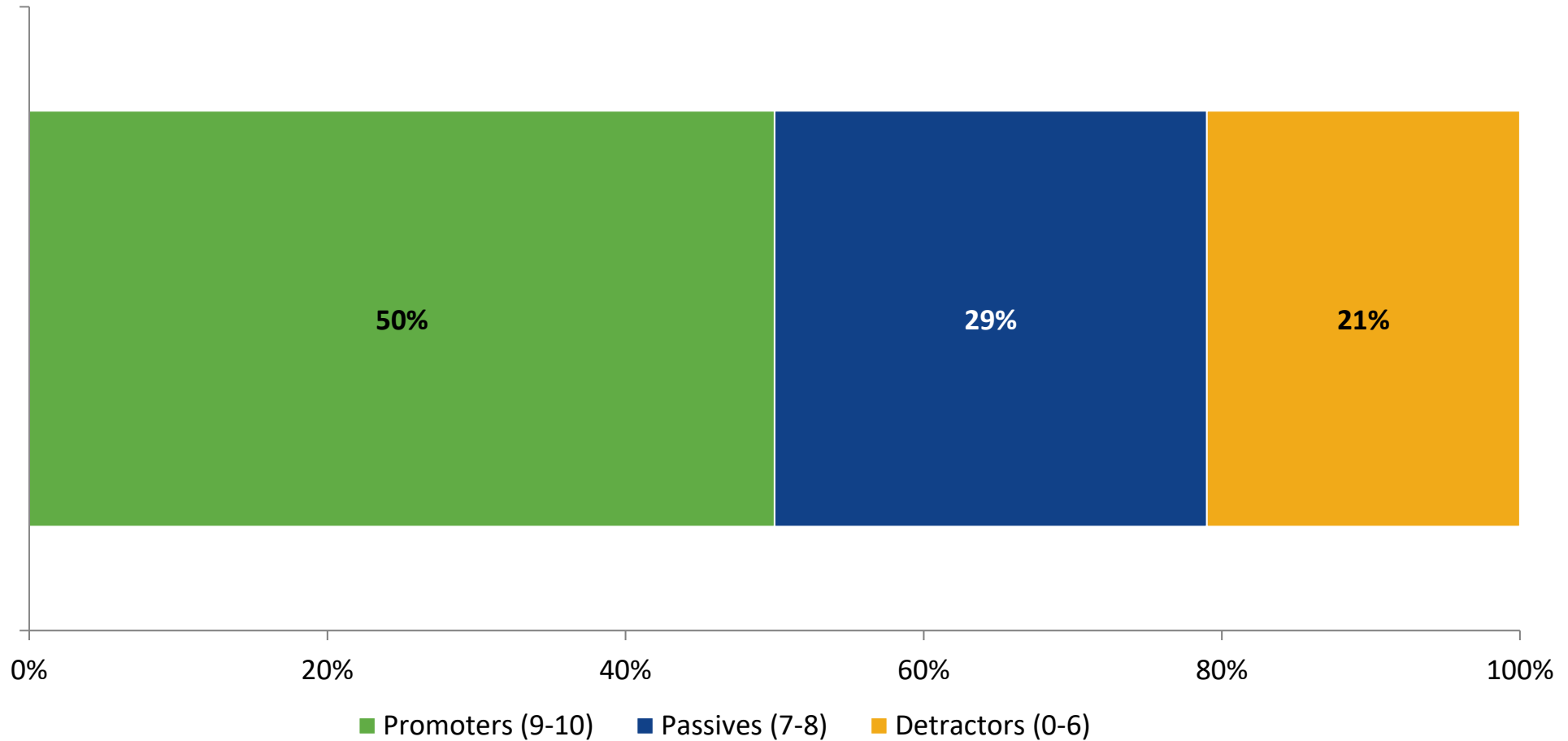
Net Promoter Score: School-level

How likely are you to recommend your child's school to a family member or friend? (N=68)



Net Promoter Score: District-level

How likely are you to recommend the Eagle Mountain-Saginaw school district to a family member or friend? (N=68)



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