

Eagle Mountain-Saginaw Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: December 13, 2021
Public Presentation Date: November 15, 2021

Mission Statement

The mission of Eagle Mountain-Saginaw Independent School District is to foster a **culture of excellence** that instills a **passion** for a **lifetime of continuous achievement** in every student.

Vision

Strategy #1

We will design and implement a system in which personal education plans are created that promote high expectations and meet the academic, social, emotional, and extracurricular needs of each student.

Strategy #2

We will create an interconnected community where technology is integrated into the fabric of all we do. The district will provide the resources, training, and skill development to drive our students' future success.

Strategy #3

We will provide each teacher with the resources and opportunities to collaboratively plan the innovative implementation and delivery of the instructional program.

Strategy #4

We will create a culture that promotes each student's inner drive, providing the opportunity to reach full potential.

Strategy #5

We will systematically evaluate and assess learning, processes, and programs against internal and external benchmark standards to hold staff and students accountable for our culture of excellence.

Strategy #6

We will employ and retain high-performing, dynamic educators with character and conviction to improve themselves and their students through effective strategies by innovative, targeted continuing education, freedom and flexibility to teach beyond established assessments, all with District support.

Core Beliefs

1. Every student is a unique individual with unique potential.
2. Effective communication is key to success.
3. Engaged and interested students learn more effectively.

4. Respect is a key to success.
5. Education is a team effort.
6. High-quality educational facilities optimize student and staff success.
7. Accountability is essential to success.
8. A physically and emotionally safe environment promotes student learning.
9. A high-quality education is barrier free.

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Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 2: Special Education students are not performing at the same level as their on-level peers.

Root Cause 2: The root cause is lack of inclusion methods, teacher content and instructional knowledge. to meet the individualized needs of children. and the increased expectations on state accountability tests.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 3rd and 4th Grade students continue to fall below the State and Region Averages on the STAAR tests in both math and reading.

Root Cause 3: Lack of consistent use of a districtwide best practices and resources in the teaching of literacy and numeracy in the K-2 grades.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The gap between Special Education students and All Students is too large.

Root Cause 4: The root cause is lack of inclusion methods, teacher content and instructional knowledge. to meet the individualized needs of children. and the increased expectations on state accountability tests.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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 Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS 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
- Action research results
- Other additional data







Goals

Revised/Approved: November 15, 2021

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: All campuses will identify and address academic needs of students who are not meeting district level performance measures for 2021-2022 school -year due to the impact of distance learning.





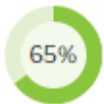



Evaluation Data Sources: District assessments, universal screeners, diagnostic assessments









Strategy 1 Details	Formative Reviews		
Strategy 1: Identify students' area of need and address needs through Tier 2 interventions and in-class use of best practices identified in "The Torch" (Aspire 1.1.1, 5) Strategy's Expected Result/Impact: Close achievement gaps of all students as evidence by grades and STAAR/ EOC. Staff Responsible for Monitoring: Ed Services admin., campus admin., teachers	Formative		
	Dec	Mar	June
			
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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: There will be a minimum of a 2% growth or more on the District STAAR/EOC tested subject areas and K-2 Reading and Math (Aspire 1.1.2, 2)

Evaluation Data Sources: STAAR, Benchmarks, Istation, BAS



Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Align K-2 Early Literacy Practices: Guided Reading, Progress Monitoring, Workshop Model and Reading Academies.</p> <p>Strategy's Expected Result/Impact: Increased reading success at the earlier grades with a targeted goal of 100% on-level reading by grade 3.</p> <p>Staff Responsible for Monitoring: Campus Administration Coordinator of Elementary ELA</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention Strategies, Coaching, & Resources - 199 - State Compensatory Ed</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Identify and implement evidence-based strategies to increase student achievement across all subjects for students with IEP goals tested on STAAR/ EOC.</p> <p>Strategy's Expected Result/Impact: An increase in student achievement by 2% across all ISTAAR/EOC tested subjects</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention Strategies - 199 - State Compensatory Ed, Special Education Support - 211 - Title 1, Part A</p>	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use data analytics software and data reports to focus instructional design.</p> <p>Strategy's Expected Result/Impact: Aligned understanding of various data sets and resources that are available to campuses to support data informed decisions.</p> <p>Staff Responsible for Monitoring: Director of Assessment Coordinator of Assessment and Data Director of CI/PD</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Align Professional Development PreK-12 with a focus on developing content knowledge and skill and implementation of researched based instructional strategies.</p> <p>Strategy's Expected Result/Impact: Aligned best practices utilized across the district as well as aligned vocabulary and understanding of resources for utilization in the classroom to increase achievement across all core content areas.</p> <p>Staff Responsible for Monitoring: Director of Professional Development and Continuous Improvement</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
			





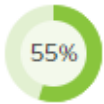
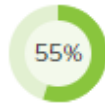
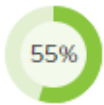


Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Development and implementation of a plan to address the requirements of HB3 that targets CCMR and Early Childhood literacy and math.</p> <p>Strategy's Expected Result/Impact: Completion of the plan to address HB3 requirements (see addendums) Publish for public viewing.</p> <p>Staff Responsible for Monitoring: Educational Services, Communication Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide supplemental resources and instructional materials for bilingual teachers to improve reading instruction. Funding Source: Title III ADD AMOUNT</p> <p>Strategy's Expected Result/Impact: Teachers will have resources in Spanish to help students understand and apply reading concepts.</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Coordinator</p>	Formative		
	Dec	Mar	June
			
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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: Increase in growth in participation and performance in GT program and Advanced Academic courses, including but not limited to Advanced Placement, Dual Credit, and OnRamps courses and ACT/SAT/PSAT.

Evaluation Data Sources: Class enrollment in Advanced courses - AP, Dual Credit, OnRamps
Performance data on AP Exams
Performance and participation on SAT, ACT, PSAT tests and prep courses
Data collection and presentations for all courses by secondary campuses

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase our GT population by 5% in 2021-2022.</p> <p>Strategy's Expected Result/Impact: Increase our GT student population. Talent pools will increase the possibility of identification of GT students.</p> <p>Staff Responsible for Monitoring: Coordinator of Advanced Academics, PACE Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
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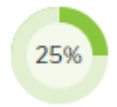

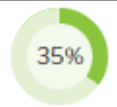
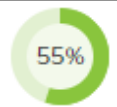




Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Focus on appropriate testing, practices, and procedures to ensure an equitable opportunity for students of diverse backgrounds in the GT program.</p> <p>Strategy's Expected Result/Impact: Increase in the diversity of students that are identified for the GT program.</p> <p>Staff Responsible for Monitoring: Coordinator of Advanced Academics, PACE teachers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Counselors present AP/DUAL/OnRamps/PAP/CTE course opportunities during the advisement process and counseling sessions to promote more students' participation in these courses.</p> <p>Strategy's Expected Result/Impact: Increased participation intentional advisement based on the students' personalized education plan</p> <p>Staff Responsible for Monitoring: Counselors Teachers</p> <p>Funding Sources: High School Allotment Fund - 199 - General Fund</p>	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Advertising and promoting of offered courses for college readiness and test prep for students during the school year and summer.</p> <p>Strategy's Expected Result/Impact: Student performance on readiness exams Increase College enrollment Increase in CCMR results</p> <p>Staff Responsible for Monitoring: Exec. Director of Curriculum Coordinator of Student Support Coordinator of Advanced Academics Coordinator of Data, Evaluation and Testing</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide opportunities for students to take college readiness exams during the school day.</p> <p>Strategy's Expected Result/Impact: Increase in student participation</p> <p>Staff Responsible for Monitoring: Exec. Director of Curriculum Exec. Director of Student Services</p> <p>Funding Sources: High School Allotment Funds - 199 - General Fund</p>	Formative		
	Dec	Mar	June
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Increase parent awareness of the benefits of advanced placement coursework and taking PACT/ACT, PSAT/SAT, and TSI tests.</p> <p>Strategy's Expected Result/Impact: Increase in student interest and participation in advanced placement courses and availing themselves of taking the PACT/ACT, PSAT/SAT, and TSI</p> <p>Staff Responsible for Monitoring: Campus Administrators Counseling events inclusive of this information</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Dec	Mar	June
			
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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 4: Increase student passing rate on industry recognized certification/ licensures by 3%

Evaluation Data Sources: Certifications/ licensure scores






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish goals related to student achievement, including passing rates for course ending industry recognized certifications/ licensures and certification challenges.</p> <p>Strategy's Expected Result/Impact: Increase student readiness and passing rate. Students industry ready.</p> <p>Staff Responsible for Monitoring: HCTC Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement specific benchmarks that correlate to certifications to gauge student mastery of course information, and certification/ licensure practice exams ensure readiness for certification/ licensure tests.</p> <p>Strategy's Expected Result/Impact: Increased student readiness and passing rate.</p> <p>Staff Responsible for Monitoring: HCTC Administration and teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p>	Formative		
	Dec	Mar	June
			
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Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment





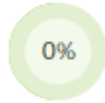




to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 5: 100% of Tier 1, 2 and 3 instructional strategies will directly align to identified district best practices.

Evaluation Data Sources: District Common Assessments
 Benchmarks
 State Accountability Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement consistent goal setting for students in reading, math, science or social studies in grades K-12 (Aspire 1.1.2, 1)</p> <p>Strategy's Expected Result/Impact: Improved Achievement in the course as well as on state accountability tests Supporting the student's Personalized Education Plan</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize academic instructional coaches to support Tier 1 instruction at the elementary level (Aspire 1.1.1, 2)</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all areas and increase in literacy and numeracy . Increased teacher effectiveness as evident through walk-throughs, student engagement, observations, and classroom data.</p> <p>Staff Responsible for Monitoring: Director of Continuous Improvement Campus Principals Exec. Director of Curriculum Curriculum Coordinators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Funding Sources: Federal and Local Funds--Coaches and Interventionist Support - 199 - State Compensatory Ed, Training - 211 - Title 1, Part A</p>	Formative		
	Dec	Mar	June
			



Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize interventionists for Tier 2 and Tier 3 support in math and reading through middle school (Aspire 1.1.1, 5)</p> <p>Strategy's Expected Result/Impact: Increased student achievement through accelerated learning and intervention to close the achievement gap.</p> <p>Staff Responsible for Monitoring: Director of Continuous Improvement Campus Principals Exec. Director of Curriculum Curriculum Coordinators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title 1, Part A, - 199 - State Compensatory Ed</p>	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Support campus teachers in the implementation of use of technology as a tool to increase engagement during all contents (Aspire 1.1.2, 4)</p> <p>Strategy's Expected Result/Impact: Teacher ability to use technology seamlessly as learning moves from in-person to remote or is offered simultaneously in a physical and remote environment.</p> <p>Staff Responsible for Monitoring: Campus Administrators Supported by Coordinator of Instructional Technology/ Instructional Technologists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Equity Plan</p>	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Integrate technology into the curriculum using the Instructional Technology and Curriculum Team to support teaching and learning (Aspire 1.1.1, 3)</p> <p>Strategy's Expected Result/Impact: Increase teachers' capacity and understanding of utilizing technological devices that best support the delivery and of curriculum and engagement through PLCs, CLCs, and PD</p> <p>Staff Responsible for Monitoring: Exec. Director of Curriculum Director of Professional Learning/ CI Curriculum Coordinators Coordinator of Instructional Technology Instructional Technologist</p>	Formative		
	Dec	Mar	June
			




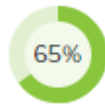




Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide students K-12 with support to continue their Personalized Education Plan focusing on Academic, Social and Emotional growth, and College and Career Military goals (Aspire 1.1.2, 3)</p> <p>Strategy's Expected Result/Impact: Student awareness of academics, self-regulation, growth mindset, choices for their intended CCRM path</p> <p>Staff Responsible for Monitoring: Director of Counseling Teachers Campus Administrators Counselors</p>	Formative		
	Dec	Mar	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide instructional resources to increase language acquisition and reading skills of emergent bilingual students Funding Source: Title III \$30,000.</p> <p>Strategy's Expected Result/Impact: Increased language acquisition and reading ability for emergent bilinguals</p> <p>Staff Responsible for Monitoring: ESL Instructional Coordinator</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 6: 100% of campuses will implement EMS ISD MTSS process (Aspire 1.1.1, 5)

Evaluation Data Sources: The MTSS Handbook Training Plan
Monitoring Tools

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement the MTSS model to support students' academic, behavioral, and SEL needs in the learning environment .</p> <p>Strategy's Expected Result/Impact: Improved achievement of ALL students. Decreased Special Ed. referrals. Decreased Discipline Incidents</p> <p>Staff Responsible for Monitoring: Director of MTSS Campus Administrators Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Dec	Mar	June
			










Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor the process for RtI documentation and continue training campus administrators and campus teams - CARE committee.</p> <p>Strategy's Expected Result/Impact: Continued implementation of MTSS</p> <p>Staff Responsible for Monitoring: Director of MTSS Campus Administrators and Counselors</p> <p>Funding Sources: Success Ed--Funding from multiple accounts for support - 255 - Title II, Part A TPTR</p>	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Support identified students' behavioral and social/ emotional goals by working with the MTSS process and CARE team to create and implement interventions supported by counselors and Student Success Academy (SSA) (3.1.3, 4)</p> <p>Strategy's Expected Result/Impact: MTSS team notes and logs Increase in academic and behavioral successes</p> <p>Staff Responsible for Monitoring: Director of Counseling Director of MTSS Campus Principals Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</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 7: Monitor each targeted school to improve percentage of MEETS and reach the required target percentage in Academic Achievement, Academic Growth, Student Success, and Graduation Rate/CCMR.

Targeted or ESF High Priority

Evaluation Data Sources: Universal Screeners, 2019 Identification of Schools for Improvement Report, Interim assessments, STAAR, EOC, TAPR





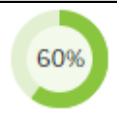
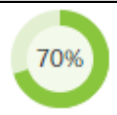




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Verify and support the schools that are within one year of receiving a targeted population due to already receiving two years of targeted performance.</p> <p>Strategy's Expected Result/Impact: Remove schools from the Targeted Schools List</p> <p>Staff Responsible for Monitoring: Exec. Directors of Elementary and Secondary Principals Director of Data and Assessment Coordinator of Data and Assessment Director of Continuous Improvement</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue Accountability training for all campus principals and coordinators to ensure understanding of the system along with ESSA requirements</p> <p>Strategy's Expected Result/Impact: Understanding of the state and federal accountability system</p> <p>Staff Responsible for Monitoring: Director/Coordinator of Data and Assessment</p>	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campuses will design a specific plan of action for each population who did not meet standard for the second and third year in a row.</p> <p>Strategy's Expected Result/Impact: Campuses will enact the strategies needed to ensure student success with the targeted populations</p> <p>Staff Responsible for Monitoring: Principals Director of Continuous Improvement</p>	Formative		
	Dec	Mar	June
			
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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 8: In grades 7-12, we will increase the yearly band and choir student participation in TMEA auditions by 5% annually

Increase the annual percentage of student retention by 5% in secondary Dance programs.

Evaluation Data Sources: Student enrollment

Strategy 1 Details	Formative Reviews		
Strategy 1: Create incentives for those who participate, such as lettering requirements in our high school programs. Strategy's Expected Result/Impact: Increase of Student participation Staff Responsible for Monitoring: Director of Fine Arts	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Build relationships with students and parents through personal encouraging conversations. Strategy's Expected Result/Impact: Increase in participation in Band, Choir and Dance. Staff Responsible for Monitoring: Director of Fine Arts Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Create new opportunities for growth, development and student leadership within the Dance program. Strategy's Expected Result/Impact: Increase in student retention in secondary Dance program. Staff Responsible for Monitoring: Director of Fine Arts Schoolwide and Targeted Assistance Title I Elements: 2.5	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 9: 100% of campuses will provide and implement strategies that promote healthy staff and student physical and mental health through the Counseling department.

Evaluation Data Sources: Training logs; Agendas; Surveys





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 10: 100% of district level employees will have access to well-being strategies and training opportunities.

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 11: EMS ISD will increase community partnerships and involvement to enhance the learning environment.

Evaluation Data Sources: Number of New Partnerships
Survey Data from K12 Insight of Staff, Parents, Community and Students
Involvement in Volunteers

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase participation in Lion's Quest and Positive Action for character building and social-emotional support.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Increased social-emotional support. Increased level of feelings of safe and secure learning environment.</p> <p>Staff Responsible for Monitoring: Ex. Director of Educational Services Ex. Director of Elementary Director of Counseling</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 Funding Sources: Supplies and Training - 199 - General Fund</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue partnership with All Pro Dads and Read 2 Win programs to increase parent and community involvement to support student learning.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Increased parent participation. Increased community participation. Increased safe environment for learning.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase the number of parent education opportunities to support student learning and achievement at all level.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement and knowledge: * Through Parent University, Parent Education Nights, Super Saturday, College Fair, FAFSA information meetings, and Mental Health Support and Awareness provided by the Counseling Department. *Curriculum support and participation in GEMSS Board Parent Events *World Language Academy by Curriculum Department.</p> <p>Staff Responsible for Monitoring: Director of Counseling Campus Principals Ex. Director of Curriculum & Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</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 12: 100% of campuses will provide and implement strategies that promote healthy staff and student physical and mental health through the Counseling department.

Evaluation Data Sources: Training logs; Agendas; Surveys









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 13: 100% of district level employees will have access to well-being strategies and training opportunities.

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 district training for district and campus administrators will focus on building capacity to improve the learning environment.


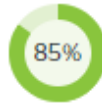




Evaluation Data Sources: Number and types of training opportunities
 Opportunities for collaboration and sharing of best practices
 Standardization of district processes and procedures

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Build capacity through participation in district focused and aligned learning opportunities.</p> <p>Strategy's Expected Result/Impact: Attendance and participation in Wednesday Walks; Thursday LEAD, DLT, PLCs; Lead4Ward Leadership training, Social/ Emotional Support and Social Justice. Implementation of learning in departments and campuses.</p> <p>Staff Responsible for Monitoring: Deputy Sup. Exec. Director of Educational Services Exec. Director of Elementary Services Exec. Director of Curriculum and Instruction Exec. Director of Special Programs Director of PD</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide reimbursement for elementary and secondary ELAR teachers who gain ESL certification.</p> <p>Funding Source: Title III- NEED AMOUNT</p> <p>Strategy's Expected Result/Impact: Increase number of ESL certified teachers</p> <p>Staff Responsible for Monitoring: Dr. Mary Jones</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: 100% of EMS ISD students will set an academic and behavior/career goals.


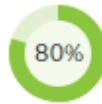




Evaluation Data Sources: Data Folders
Xello

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement consistent goal setting and data tracking through the use of Student Data Folders at the elementary level, and Middle School level, and Xello at the secondary level. (Aspire 4.1.1, 1)</p> <p>Strategy's Expected Result/Impact: Improved student achievement and career/behavior awareness Improved engagement in the class work</p> <p>Staff Responsible for Monitoring: Exe. Directors of Elementary and Secondary Director of CI/PD Director of Counseling Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</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 3: Utilization of technology to promote engagement and learning in a 1:1 environment.





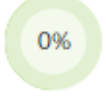

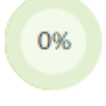

Evaluation Data Sources: Documentation of number of provided devices, monitoring current equipment utilization

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase Internet access to 10GB with ESC11 Fiber11 Project; improve WIFI Augmentation; complete Bond Safety/Security Projects.</p> <p>Strategy's Expected Result/Impact: Replacement of existing equipment that cannot support 10GB.</p> <p>Complete replacement/upgrades of all elementary campuses to current standards to support student devices.</p> <p>Video surveillance cameras and servers at all remaining campuses.</p> <p>Access Controlled doors for secure vestibules and miscellaneous doors to complete all remaining campuses.</p> <p>Staff Responsible for Monitoring: Director of Technology Technology Team</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 4: Provide opportunities for EL and Bilingual parents to increase their capacity to support their children in their education.

Evaluation Data Sources: qualitative pre and post survey data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct a Fall and Spring Bilingual Parent Academy Funding Source: Title III: \$50,000.</p> <p>Strategy's Expected Result/Impact: Increased parent participation</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Curriculum Coordinator, ESL Instructional Coordinator, Bilingual Instructional Coach, Parent Liaison</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent liaisons will provide supplemental support to ensure parent participation in their child's education. Funding Source Title III \$40,000.</p> <p>Strategy's Expected Result/Impact: Increased parent knowledge and participation in their child's schooling</p> <p>Staff Responsible for Monitoring: Dr. Mary Jones</p>	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide ongoing support to K-2 bilingual teachers through coaching and modeling lessons. Funding Source Title III: \$50,000</p> <p>Strategy's Expected Result/Impact: Students reading on grade level.</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Curriculum Coordinator. Bilingual Instructional Coach.</p>	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide EL Teacher Cohort groups to improve instructional knowledge and capacity of teachers to increase academic achievement of ELs. Cohort groups are offered in the areas of elementary, secondary ELAR, and secondary content. Funding Source Title III: \$20,000.</p> <p>Strategy's Expected Result/Impact: Increased achievement on STAAR/EOC tested areas and K-2 Reading and Math.</p> <p>Staff Responsible for Monitoring: ESL Instructional Coordinator</p>	Formative		
	Dec	Mar	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Conduct reading strategies and differentiation professional development sessions for K-2 bilingual teachers. Funding Source Title III: \$ 20,000 Strategy's Expected Result/Impact: Closing reading achievement gaps in grades K-2. Staff Responsible for Monitoring: Bilingual/ESL Curriculum Coordinator.	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 1: 100% of the campuses will follow the District protocols/plan to ensure a safe and secure environment.

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor continued use of the Crisis Go protocols and Standard Response Protocols (SRP) with all staff, including substitutes. Strategy's Expected Result/Impact: District aligned system utilized during emergency drills and situations. Staff Responsible for Monitoring: Director of Safety and Security Campus Principals	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Ongoing employment and training of additional campus Safety and Security Specialists. Staff Responsible for Monitoring: Director of Safety and Security Funding Sources: Training and Supplies--Using Title IV - 199 - General Fund	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement and monitor the Standard Reunification Method and District Threat Assessment Tool. Strategy's Expected Result/Impact: Alignment and consistency of emergency drills. Staff Responsible for Monitoring: Director of Safety and Security Safety and Security Team	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 2: 100% of campuses will implement an evidence-based tiered system of behavioral support to meet the behavioral needs of students.

Evaluation Data Sources: Attendance, discipline referrals, DAEP, JJAEP placements, failure lists, observation, restraint data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide ongoing training and support for the implementation of Safe and Civil Schools: STOIC and CHAMPS and Intervention program for tiered system of behavior support (Aspire 3.1.3, 4)</p> <p>Strategy's Expected Result/Impact: Attendance, discipline referrals</p> <p>Staff Responsible for Monitoring: Campus Principals Director of MTSS Behavior Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: K-12 Promote kindness and compassion for all students</p> <p>Strategy's Expected Result/Impact: Promotion of kindness activities, campaigns such as Start with Hello, Renaissance, and Acts of Kindness</p> <p>Staff Responsible for Monitoring: Director of Counseling Principals</p>	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement a consistent transition process for students who are returning to campuses from ADC, DAEP, and Hospitalization</p> <p>Strategy's Expected Result/Impact: Meeting agendas, parent contacts, and student visit logs by MS AP and/or Counselor, and HS AP and Elementary MTSS, 504, or SE committees Successful transition re-entry for the student from outside placements back to campus</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Services, Director of Counseling Director of MTSS</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Providing evidence-based training for Mental Health First Aid Intervention to District level and campus administrators</p> <p>Strategy's Expected Result/Impact: Increase awareness of student common mental health challenges Implementation of Mental Health First Aid strategies Completed agenda and training sign-in sheets MTSS, 504, and SE notes & discussions</p> <p>Staff Responsible for Monitoring: Director of Safety and Security Director of Counseling</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Providing guidance and TEA resources for the training of campus and district staff & personnel regarding awareness of Sex and Labor trafficking abuses and maltreatment of children.</p> <p>Strategy's Expected Result/Impact: Increased awareness of possible student endangerment as well as increased understanding when working with students at-risk of maltreatment Understanding of mandatory reporting laws</p> <p>Staff sign-ins of trainings, agendas of notes</p> <p>Staff Responsible for Monitoring: Director of Counseling</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</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 campuses will provide and implement strategies that promote healthy staff and student physical and mental health through the Counseling department.

Evaluation Data Sources: Training logs; Agendas; Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors will provide a weekly time for all staff to engage in a self-care opportunity.</p> <p>Strategy's Expected Result/Impact: Increase in self-care knowledge and participation.</p> <p>Staff Responsible for Monitoring: Director of Counseling</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors will provide mental health staff support and well-being strategies during designated staff meetings Strategy's Expected Result/Impact: Increase in awareness and implementation of well-being strategies. Staff Responsible for Monitoring: Director Of Counseling	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Counselors will utilize the K-12 district counseling curriculum and practices to promote physical and mental well-being for all students K-12. Strategy's Expected Result/Impact: Alignment of knowledge and practices that promote student physical and mental well-being. Staff Responsible for Monitoring: Director of Counseling, Principals, Counselors	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Staff will be trained in and supported with trauma informed practices and crisis intervention strategies. 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. Staff Responsible for Monitoring: Director of Counseling, Principals, Counselor.	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 4: 100% of campuses will promote safe and healthy schools by providing a focused character education program.

Evaluation Data Sources: Participation numbers, evidence of the implementation of the program

Strategy 1 Details	Formative Reviews		
Strategy 1: Campuses will implement the campus identified, district approved character education program: Lion's Quest, Positive Action Staff Responsible for Monitoring: Director of Counseling, Executive Director of Elementary and Secondary	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors and Middle School Advisory teachers will utilize the K-12 district counseling curriculum and practices when teaching Bullying, Discrimination, Harassment, and Retaliation lessons. Staff Responsible for Monitoring: Director of Counseling Campus Administrators	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Campuses will utilize an district approved SEL program that highlights restorative and/ or kindness practices: Restorative circles, Start with Hello, Kindness Week. Staff Responsible for Monitoring: Director of Counseling, Principals	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 district level employees will have access to well-being strategies and training opportunities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a mental health and wellness plan for district level employees. Strategy's Expected Result/Impact: A written plan with training resources. Staff Responsible for Monitoring: Director of Counseling	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Training and supports will be provided to departments for the implementation of the mental health and wellness plan. Strategy's Expected Result/Impact: Training agenda and sign in sheets. Staff Responsible for Monitoring: Director of Counseling, Director Of Safety and Security, Director of Health Services	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: The Counseling, Safety and Security, and Health Services departments will gather feedback and revise plan as needed Strategy's Expected Result/Impact: Surveys, feedback forms, revise training if needed. Staff Responsible for Monitoring: Director of Counseling, Director of Safety and Security, Director of Health Services	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 6: 100% of campuses and departments will utilize the Continuous Improvement model and the PDSA tool to identify, document, communicate, and monitor effectiveness of key processes.

Evaluation Data Sources: CIP, documented processes, Focus Groups, Advisory Committees.

Strategy 1 Details	Formative Reviews		
Strategy 1: Director of CI will work with Advisory Committee to identify key processes at the campus and district level. Strategy's Expected Result/Impact: Alignment of key processes at the campus and district levels. Staff Responsible for Monitoring: Director of PD & CI	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: District leadership will collaborate on a template for documentation of key processes. Strategy's Expected Result/Impact: Alignment of documentation of key processes. Staff Responsible for Monitoring: Director of PD & CI	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: EMS ISD will follow a district-wide protocol for communicating, evaluating, and updating key processes. Strategy's Expected Result/Impact: Alignment and continued effectiveness of key processes across campuses and departments. Staff Responsible for Monitoring: Director of PD & CI	Formative		
	Dec	Mar	June

			
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	High School Allotment Fund		\$0.00
1	3	5	High School Allotment Funds		\$0.00
1	11	1	Supplies and Training		\$0.00
3	1	2	Training and Supplies--Using Title IV		\$0.00
Sub-Total					\$0.00
211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Special Education Support		\$0.00
1	5	2	Training		\$0.00
1	5	3			\$0.00
Sub-Total					\$0.00
199 - State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Intervention Strategies, Coaching, & Resources		\$0.00
1	2	2	Intervention Strategies		\$0.00
1	5	2	Federal and Local Funds--Coaches and Interventionist Support		\$0.00
1	5	3			\$0.00
Sub-Total					\$0.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Success Ed--Funding from multiple accounts for support		\$0.00
Sub-Total					\$0.00
Grand Total Budgeted					\$0.00
Grand Total Spent					\$0.00
+/- Difference					\$0.00

Addendums



Clear Form

Print Form

Texas Education Agency - Department of Review and Support Strategic Support Plan

Description: The LEA will refer to multiple sources of data to identify and prioritize areas for continuous improvement. The self-assessment summary and other pertinent data sources (i.e. RDA, STAAR scores, discipline reports) to identify all areas for improvement that have been selected and prioritized for inclusion in the SSP. Include 3-4 systemic areas from the self-assessment summary, RDA, STAAR data, and any additional areas requiring priority action that are addressed elsewhere in the special education monitoring process.

District Name: _____

District ESC: _____

County District Number: _____

DCSI: _____

Superintendent Name: _____

Date: _____

Program Area: _____ **Area of Improvement:** _____

Problem Statement / Root Cause:

Annual Goal:

Strategy for Implementation:



Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:

Program Area: _____ **Area of Improvement:** _____

Problem Statement / Root Cause:
Annual Goal:

Strategy for Implementation:



Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:

Program Area: _____ **Area of Improvement:** _____

Problem Statement / Root Cause:

Annual Goal:

Strategy for Implementation:



Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation: