

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

## **Eagle Mountain Elementary**

### **2023-2024 Improvement Plan**



# **Mission Statement**

**Build Positive Relationships**

**Inspire Learning &**

**Create a Culture of Respect**

## **Vision**

We envision every student learning to their full potential. We will foster relationships based on trust and respect. We will prepare and motivate our students by instilling in them critical thinking skills, a global perspective, and a desire to achieve excellence.

## **Value Statement**

We value each and every student that walks through the doors of Eagle Mountain Elementary! We want EVERY student to feel:

Welcomed, Valued, Supported, Nurtured, Challenged, and Loved.

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# Comprehensive Needs Assessment

Revised/Approved: June 7, 2023

## Demographics

### Demographics Summary

**Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs, and services to meet their needs.**

Eagle Mountain Elementary (220918102) is a Kindergarten – 5th Grade campus in the Eagle Mountain Saginaw Independent School District and is located in unincorporated Tarrant County at 9700 Morris Dido Newark Rd., Fort Worth, TX 76179.

#### Student:

Eagle Mountain has a total current enrollment of 507 (11/28/2022).

Mobility Rate 14 %

The student population is ethnically represented by:

- 5 % African American
- 22 % Hispanic
- 65 % White
- Less than 1% Asian, Pacific Islander, American Indian
- 3 % Two or More races
- 19 % of the student population is economically disadvantaged
- 3 % are English Language Learners (ELL)
- 34 % are identified as at risk
- 10 % Gifted and Talented (GT) program
- 16 % Special Education (SPED)

#### Staff:

**Average of 13 years of experience with 11 years with EMS ISD**

- 1 Principal
- 1 Assistant Principal
- 1 Counselor
- 1 Registered Nurse
- 1 Librarian

- 1 Physical Education Teacher
- 1 Fine Arts Teacher (Music / Art)
- 26 General Education Teachers
- 6 Special Education Teachers (3- CM / Resource, 2-Structured Instruction Classroom, 1 ACES Instruction Classroom)
- 1 Literacy Specialist
- 1 Math Specialist
- 2 Gen. ED Instructional Paraprofessionals (Computer & Physical Education)
- 7 SPED Instructional Paraprofessionals (2- CM / Resource, 4- Structured Instruction Classroom. 1 - Achievement, Character, & Essential Skills "ACES")
- 3 Non-Instructional Paraprofessionals (1-Secretary, 1-PEIMS / Attendance, & 1 General Office Aide / Receptionist)
- 1 Dyslexia Therapist
- 1 Gifted / Talented Teacher
- 1 Speech Therapist
- 1 Diagnostician

**Instructional Programs / Services:**

- Gifted / Talented
- ESL
- Special Education Content Mastery
- Special Education Resource
- Special Education Structured Instruction Classroom
- Special Education Achievement, Character, & Essential Skills "ACES"
- Special Education Speech Therapy
- Dyslexia Services
- Literacy Interventionist
- Math Interventionist

# Student Achievement

## Student Achievement Summary

**Student Achievement data refers to annual and longitudinal reviews from various sources of formal and informal data. This data provides insights into the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.**

Please see the Addendum for Student Achievement Data (DCA, Station, BAS).

State Assessment results will be added once received in August.

# School Culture and Climate

## School Culture and Climate Summary

**School Culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.**

Reviewed surveys from both parents and teachers along with parent and visitor informal feedback indicated that Eagle Mountain Elementary has a safe and positive culture that is welcoming to parents, students, staff, and visitors.

Eagle Mountain Elementary continues to maintain a climate that is family oriented, welcoming, and inviting to all. The culture is one that values and promotes collaboration through a cohesive partnership with the community.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

**Staff Quality, Recruitment, and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.**

Reviewed the Highly Qualified components and requirements of Every Student Succeeds Act (ESSA) formerly NCLB for teaching staff and paraprofessionals and reviewed the requirement of maintaining 100% compliance.

Staff: Average of 13 years teaching, Average of 11 years with EMS ISD

Reviewed staff development needs based on survey responses from staff members both from the district survey as well as the campus survey. The committee also made recommendations for training in supplemental math and writing strategies that could be implemented.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

**The curriculum/curricula collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards.**

- Eagle Mountain Elementary will Continue the implementation of:
- Reading, writing, and math workshop in K-5
- Science labs are being used by each class, every grade level, every week
- Common Assessments continue to be evaluated and adjusted as needed
- The practice of Professional Learning Communities
- Fundamental 5
- Rigor and Relevance Framework / Rubrics
- Use of Learning Targets
- Implementation of campus instructional rounds
- Marzano Instructional Strategies
- Thinking Maps
- SMART Goals
- Fountas & Pinnell (Benchmark Assessment System BAS)
- McLass
- EMS ISD Teaching and Learning System (TLS)
- MTSS Process

# Parent and Community Engagement

## Parent and Community Engagement Summary

**Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.**

Reviewed the data collected by parent and staff surveys and used the information to help guide the needs of all five areas of the comprehensive needs assessment.

Multiple methods of communication that Eagle Mountain Elementary provides to our parents including:

- Sending home via student
- Mail
- School Marquee
- Email
- Campus & Classroom Facebook
- Classroom Newsletter
- Grade Level Websites
- Parent Information Center inside Campus
- Parent Portal (grades and attendance)
- Twitter Campus & Classroom
- Campus & Classroom Remind
- Let's Talk Application (K12 Insight)
- PeachJar

Parents are provided with many opportunities to become active participants in their child's education at Eagle Mountain Elementary including:

- Meet the Teacher / Curriculum Night
- Family Math & Literacy Night
- Family Science Night
- Watch D.O.G.S
- Parent Conferences
- Various Volunteer Opportunities
- Family Spirit Nights
- Various PTA Sponsored Events

# School Context and Organization

## School Context and Organization Summary

**School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.**

Eagle Mountain Elementary Team Leads (Team Leads: campus administrators, counselor, representatives from each grade level, block, and specialist) developed the Instructional Focus through a collaborative process that evaluated campus data.

Teachers and campus administrators are participating in professional goal setting through the T-TESS and T-PESS system.

Each grade level team collaboratively plans the instruction for each content area using the district's scope & sequence, instructional guides, and curriculum. This ensures the students taught in each classroom within a grade level are taught the same TEKS with the same rigor and relevance.

Each grade level participates in a Professional Learning Community (PLC) one time per week.

One representative from each grade level serves on the math, ela, social studies, and science vertical team. This team works to align curriculum and compare instruction among all grade levels to ensure consistency and adequate instruction.

Parents and staff members have the opportunity to provide feedback through the K-12 Insights School Climate Survey.

# Technology

## Technology Summary

**Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.**

Eagle Mountain Elementary continues to improve the integration of technology into our existing curriculum and district expectations. We continue to work on improving the technology resources that we have available for students and staff.

A campus technology team is established and created a plan for this school year. The team will meet on an as-needed basis to revise the plan.

The campus is 1:1.

Our library continues to use and improve Makerspace opportunities. Eagle Mountain Elementary will continue to use our technology committee to review the needs of our campus, make recommendations, and seek new opportunities that align with our goals.

The implementation of Technology Day, Instructional Technology Coaches come out to our campus one time per month and two staff meetings per year to provide some "Just in Time" training based on the needs of an individual, team, or campus as a whole.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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 released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

## 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
- 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
- Violence and/or violence prevention records
- 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

#### **Parent/Community Data**

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

#### **Support Systems and Other 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

# 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 May 24, 2024, 90% of students in Kindergarten - Fifth Grade will meet or exceed one year of reading growth.

**Evaluation Data Sources:** Fountas and Pinnell BAS

MClass

iStation ISIP (BOY, MOY, EOY) Tier 1





PLC agendas and minutes

Student Communication / Data (Goal) Binder "Flight Book" / Personal Education Plans

MTSS (Intervention) Data

State Assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All grade level teams will meet monthly with campus & / or district reading specialist / coach to review student reading levels, collaborate, and plan. <b>Strategy's Expected Result/Impact:</b> Aligned instructional practices across grade level with an emphasis on growth and achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators Classroom Teachers Interventionist District Reading Coach	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of classroom teachers in Kindergarten -5th Grade will utilize Student Data Folders "Flight Book" and conduct (minimum) 3-week conferences with students to monitor and update their progress. Teachers will communicate with parents about goals and where they can be found one time per nine weeks to involve parents in monitoring student progress. <b>Strategy's Expected Result/Impact:</b> Student ownership of personal goals. Increased awareness of individual performance will increase overall student performance and growth. <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teacher	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct biweekly grade-level PLC meetings focused on student data, instructional planning, and / or tiered interventions. <b>Strategy's Expected Result/Impact:</b> Aligned instructional practices across grade level with an emphasis on growth and achievement. <b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Instructional Specialist District Instructional Coach	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The vertical ELAR Team will meet once per nine weeks to align vocabulary and instructional strategies. <b>Strategy's Expected Result/Impact:</b> Alignment of campus instructional strategies and vocabulary. <b>Staff Responsible for Monitoring:</b> Interventionist Campus Administrators ELAR Vertical Team	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Tier 2 interventions will begin by the 4th week of the school year using previous years' EOY data. <b>Strategy's Expected Result/Impact:</b> Increase in student academic growth. <b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Campus Administrators	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  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 May 24, 2024, 90% of Kindergarten and First Grade students will meet or exceed mastery of math end of year report card standards

**Evaluation Data Sources:** Nine Week Report Cards  
iStation (BOY/MOY/EOY)





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All K-2 classrooms will use number corner daily to build number sense and numeracy. <b>Strategy's Expected Result/Impact:</b> Students will meet or exceed mastery on math report card standards. <b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administration Instruction Math Specialist	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of classroom teachers in Kindergarten -5th Grade will utilize Student Data Folders "Flight Book" and conduct (minimum) 3-week conferences with students to monitor and update their progress. Teachers will communicate with parents about goals and where they can be found one time per nine weeks to involve parents in monitoring student progress. <b>Strategy's Expected Result/Impact:</b> Student ownership of personal goals. Increased awareness of individual performance will increase overall student performance and growth. <b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administration	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ 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 3:** By May 24, 2024, increase the percentage of students in 3rd, 4th, and 5th-grade meeting grade-level standards on the state assessment in Reading (3-5), Math (3-5), and Science (5) by 20%.

**Evaluation Data Sources:** STAAR data of 3rd graders in math and reading; 4th graders in math, and reading; 5th graders in math, reading, and science

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Third, Fourth, and Fifth grade teams will meet monthly with campus & / or district instructional specialists to review student progress, collaborate, and plan. <b>Strategy's Expected Result/Impact:</b> Aligned instructional practices across grade levels with an emphasis on growth and achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators Classroom Teachers Instructional Specialists District Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of classroom teachers in Kindergarten -5th Grade will utilize Student Data Folders "Flight Book" and conduct (minimum) 3-week conferences with students to monitor and update their progress. Teachers will communicate with parents about goals and where they can be found one time per nine weeks to involve parents in monitoring student progress. <b>Strategy's Expected Result/Impact:</b> Student ownership of personal goals. Increased awareness of individual performance will increase overall student performance and growth. <b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct biweekly grade-level PLC meetings focused on student data, instructional planning, and / or tiered interventions. <b>Strategy's Expected Result/Impact:</b> Aligned instructional practices across grade level with an emphasis on growth and achievement. <b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Instructional Specialist District Instructional Coach	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The vertical MathTeam will meet once per nine weeks to align vocabulary and instructional strategies. <b>Strategy's Expected Result/Impact:</b> Alignment of campus instructional strategies and vocabulary. <b>Staff Responsible for Monitoring:</b> Interventionist Campus Administrators ELAR Vertical Team	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Tier 2 interventions will begin by the 4th week of the school year using previous years' EOY data. <b>Strategy's Expected Result/Impact:</b> Increase in student academic growth. <b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Campus Administrators	Formative			Summative
	Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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 4:** 100% of Eagle Mountain Elementary students and staff will be provided with strategies that promote physical and mental health through physical education classes, guidance lessons, and social-emotional wellness resources.





**Evaluation Data Sources:** Surveys  
Positive Action Curriculum  
Social-Emotional Learning (SEL) Committee Agenda  
XSEL Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Resources and support will be provided to all staff to support/promote their social-emotional well-being during each staff meeting and on an as-needed basis. <b>Strategy's Expected Result/Impact:</b> Increase in staff engagement <b>Staff Responsible for Monitoring:</b> Campus Administration Counselor Social-Emotional Learning (SEL) Committee	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Guidance lessons and character education lessons will be provided to all students (Social Emotional Learning-SEL). <b>Strategy's Expected Result/Impact:</b> Students will show growth in Social-Emotional skills from BOY to EOY as measured by XSELWeb <b>Staff Responsible for Monitoring:</b> Campus Administration Counselor Classroom Teacher Social-Emotional Learning (SEL) Committee	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

**Performance Objective 1:** Each student will develop a personal education plan that includes an ELAR, Math, and a personal attendance goal.





**Evaluation Data Sources:** Observations  
Walk-throughs  
Student data folders

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of classroom teachers in Kindergarten -5th Grade will utilize Student Data Folders "Flight Book" and conduct (minimum) 3-week conferences with students to monitor and update their progress. Teachers will communicate with parents about goals and where they can be found one time per nine weeks to involve parents in monitoring student progress.  <b>Strategy's Expected Result/Impact:</b> Student ownership of personal goals. Increased awareness of individual performance will increase overall student performance and growth.  <b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administrators	Formative			Summative
	Dec	Feb	Mar	June
<div>  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 2:** Increase student attendance rate from 95.40% to 97%

**Evaluation Data Sources:** PEIMS Attendance Report





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase students, teachers, and parents' awareness of school-wide procedures in regards to absences and attendance procedures by the distribution of information through grade-level newsletters, campus REMIND, campus social media posts. <b>Strategy's Expected Result/Impact:</b> Improved attendance rate <b>Staff Responsible for Monitoring:</b> Campus Administrations Classroom Teachers Campus Attendance Committee Campus PEIMS Clerk	Formative			Summative
	Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

**Performance Objective 3:** Provide and promote family events, EME-sponsored, PTA-sponsored activities, and extracurricular/fine arts events.

**Evaluation Data Sources:** Visitor Sign-ins  
Rosters  
Parent Survey Results  
Published Event Invites and Publications

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide Family Focused Events: Meet the Teacher Night, Math & Science Night (Open House), Grandparent's Day, and Veteran's Day.  <b>Strategy's Expected Result/Impact:</b> Increase in participation Increase in student and family engagement  <b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administration Team Leads PTA Board	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide extra-curricular/fine arts focused events: 5th Grade Student Council Field Day EME Choir performances Fine Arts Performances.  <b>Strategy's Expected Result/Impact:</b> Increase in participation Increase in student and family engagement  <b>Staff Responsible for Monitoring:</b> Campus Administration PE Teacher Fine Arts Teacher Counselor (Stuco Sponsor) PTA Board	Formative			Summative
	Dec	Feb	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Work with the PTA to establish family events: Fall Carnival Fun Run Howdy Dinner Talent Show  <b>Strategy's Expected Result/Impact:</b> Increase in participation Increase in student and family engagement <b>Staff Responsible for Monitoring:</b> Campus Administration PTA Board	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>				



**Goal 3:** Excellence in Organizational Improvement: We will provide safe and structured environments for students, staff, and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7 & 8)

**Performance Objective 1:** Staff will be recognized as individuals and appreciated for their work and accomplishments.

**Evaluation Data Sources:** End of the year staff survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Recognize staff Birthdays with card and Jeans Pass. <b>Strategy's Expected Result/Impact:</b> Improved staff survey results. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Staff Shout-Outs at the beginning of each staff meeting. Shout-Outs then posted on the bulletin board in the main office. <b>Strategy's Expected Result/Impact:</b> Improvement in campus administrator and peer recognition. Evident on end of year staff survey. <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Faculty and Staff	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Wonderful Wednesdays Popcorn Celebration for staff <b>Strategy's Expected Result/Impact:</b> Improved school climate and appreciation for staff. Evident on end of year staff survey. <b>Staff Responsible for Monitoring:</b> Campus Administrators Office Staff	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide monthly staff celebrations (luncheons, team building activities, individualized snacks) <b>Strategy's Expected Result/Impact:</b> Improved school climate and appreciation for staff. Evident on end of year staff survey. <b>Staff Responsible for Monitoring:</b> Campus Administration PTA Board	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3: Excellence in Organizational Improvement:** We will provide safe and structured environments for students, staff, and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7 & 8)

**Performance Objective 2:** The campus will use an evidence-based tiered system of behavioral support and a focused character education program to meet the behavioral needs of all students.

**Evaluation Data Sources:** Campus Discipline Data  
Campus Survey Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to implement PBIS and STOIC / CHAMPS, Positive Behavior Intervention System, and RTI Tiered interventions for behavior support. <b>Strategy's Expected Result/Impact:</b> Decrease in office referrals, Increase in campus engagement <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Counselor PBIS Committee  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Eagle Mountain Elementary will promote a safe and healthy learning environment by providing a focused character education program (Positive Action). <b>Strategy's Expected Result/Impact:</b> Students will feel safe at school Decrease in student discipline <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Counselor	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3:** Excellence in Organizational Improvement: We will provide safe and structured environments for students, staff, and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7 & 8)

**Performance Objective 3:** Eagle Mountain Elementary School will follow the District protocols/plan to ensure a safe and secure environment.

**Evaluation Data Sources:** CrisisGo Drill Logs  
Campus Emergency Plan

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize CrisisGo Application protocols and Standard Response Protocols (SRP) with all staff, including substitutes, and participate in safety drills as required by state law. <b>Strategy's Expected Result/Impact:</b> Students and staff are well prepared for emergency situations. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Dec	Feb	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

# State Compensatory

## Budget for Eagle Mountain Elementary

**Total SCE Funds:** \$0.00  
**Total FTEs Funded by SCE:** 2  
**Brief Description of SCE Services and/or Programs**

## Personnel for Eagle Mountain Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Regina Wrzesinski	Reading Interventionist	1
Tim D'Amico	Math Interventionis	1