

Eagle Mountain-Saginaw Independent School District

Copper Creek Elementary

2024-2025 Campus Improvement Plan



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

Comprehensive Needs Assessment

Demographics

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Copper Creek is a suburban PK - 5 campus with approximately 705 students. Student demographic graphs and charts are in the addendums. Of note are the following demographics:

- % of students are low income
- _____ students are Limited English Proficient
- The percentage of students by race are as follows...
- % White
- % Hispanic
- % Black or African American
- % Asian

Student Achievement

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Data will be updated upon receipt from the Texas Education Agency.

According to the Texas Education Agency, in the 2023-2024 school year, Copper Creek Elementary earned a....

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- 4245/4246"Rtgnk o kpct{"Uejqqn"Trqtv"Ectf
- 4245/4246"Ceeqwpvcdknkv{"Tcvkpiu"Uw o o ct{"cpf"Uwrrqtvkpi"Fqewogpvu

Uvwfgpv"Ce.jkxg o gpv"Uvtgpi vju

CCES earned a distinction designation in:

School Culture and Climate

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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.

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CCES has a clearly defined m

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Staff Quality, Recruitment, and Retention

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All professional staff are highly qualified according to TEA criteria.

Curriculum, Instruction, and Assessment

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Parent and Community Engagement

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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 2024-2025 school year. Parent partnership is provided in our Language Proficiency Advisory Committee. Parent volunteers support major events such as class parties and Field Day.

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Rctgpn"cpf"Eq o o wplv{"Gpicig o gpn"Uvtgpi vju

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 ~ 700 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. REMIND is used to provide urgent and timely updates to parents. Watch D.O.G.S. program launched September 2022. Events such as Boohoo/Yahoo Breakfast, Grandparents Day Lunch, Family Picnic, STEAM Family Night, Trunk or Treat, Storybook Character Parade, Veterans Day Parade and Ceremony, Holiday Shop / Cookies and Cocoa with Santa, Kindness Dance, Spring Bash, Fun Run, Field Day, 5th Grade Social and Clap Out are keystones of parent/community engagement opportunities.

School Context and Organization

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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. At the Cowboy Round-up Every grade level provides a party at the end of each grading

Technology

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

- 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

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- 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

G o riq{gg"Fcvc

- 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-PESS data

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

- Study of best practices
- Other additional data

Uvtevgi{"5" Fgvcku	Tgxkg y u
<p>Uvtevgi{"5" 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>	





Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 2: At the end of each assessment period during the 2024-2025 school year, 90% of all Kindergarten through second grade students will meet proficiency on identified essential standards in math.

Gxcnwcvkqp"Fcvc"Uqwtegu< MAP, formative assessments

Uvtcvgi{"3" Fgvcknu	Tgxkgyu			
<p>Uvtcvgi{"3" < Use number corner daily to build number sense and numeracy.</p> <p>Uvtcvgi{"3" }u"Gzrgevfgf" TguwnvK o rcev< At least 90% of students in kindergarten, 1st grade, & 2nd grade will meet proficiency on identified essential standards in math.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtpi< Principal, Assistant Principal, Kinder-2nd Grade Teachers, Math Specialist, Math Coach</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
Uvtcvgi{"4" Fgvcknu	Tgxkgyu			
<p>Uvtcvgi{"4" < Kindergarten, 1st Grade, & 2nd Grade will implement a system for all students to develop individual math goals and track their individual math progression based on SLO checkpoints using MAP and formative assessments.</p> <p>Uvtcvgi{"4" }u"Gzrgevfgf" TguwnvK o rcev< At least 90% of students in kindergarten, 1st grade, & 2nd grade will meet proficiency on identified essential standards in math.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtpi< Principal, Assistant Principal, Kinder-2nd Grade Teachers, Math Specialist, Math Coach</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg

Goal 1:

Uvtevgi{"5" Fgvcknu	Tgxkyu			
<p>Uvtevgi{"5" Provide targeted math intervention for at-risk students. This support will be provided through push-in and pull-out services.</p> <p>Uvtevgi{"0" Gzrgevgf" TguwnvK o rcev 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>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi Principal, Assistant Principal, Math Specialist, Math Coach</p> <p>Hwpfkpi" Uqwtegu - 199 - State Compensatory Ed</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
<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:

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Performance Objective 5: By the end of the end of the 2024- 2025 school year, 85% of Pre-Kindergarten students will recognize and name 20 letters (upper or lowercase letters), as well as produce or recognize 20 distinct letter sound correspondences.

Gxcwcvkqp"Fcvc"Uqwtegu Pre-Kindergarten teachers will use district "AlphaActions" flashcards/ motions for direct instruction in whole and/ or small group settings. The data

Goal 2:

Uvtevgi{"5"}Fgvcknu	Tgxkgyu			
<p>Uvtevgi{"5"}< The RLA teachers in 3rd, 4th, & 5th grade will collaborate with the Literacy Specialist and Literacy Coach in vertical planning sessions every 9 weeks.</p> <p>Uvtevgi{"5"}Gzrgevfgf{TguwnvK}o rcev< 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>Uvchh{Tgurqpukdng}hqt{Oqpkvqt}kpi< Principal, Assistant Principal, Literacy Specialist, Literacy Coach, 3rd, 4th, & 5th Grade RLA Teachers</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
Uvtevgi{"6"}Fgvcknu	Tgxkgyu			
<p>Uvtevgi{"6"}< Vertical Math PLC - The Math teachers in all grades will collaborate with the Math Specialist and Math Coach in a vertical PLC focused on answering the four PLC questions.</p> <p>Uvtevgi{"6"}Gzrgevfgf{TguwnvK}o rcev< 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>Uvchh{Tgurqpukdng}hqt{Oqpkvqt}kpi< Principal, Assistant Principal, Math Specialist, Math Coach, PLC Members</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg
Uvtevgi{"7"}Fgvcknu	Tgxkgyu			
<p>Uvtevgi{"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>Uvtevgi{"7"}Gzrgevfgf{TguwnvK}o rcev< Students will master concepts identified as academic gaps.</p> <p>Uvchh{Tgurqpukdng}hqt{Oqpkvqt}kpi< Principal, Assistant Principal, Math Specialist, Math Coach, 4th-5th Grade Math Teachers</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	Lwpg

Uvtevgi{"8'Fgvcku

Tgxkg y u

Uvtevgi{"8< Vertical Science PLC - The Science teachers in 3rd, 4th, and 5th grades will collaborate in a vertical PLC

Goal 3: EXCELLENCE IN ACADEMICS RECRUITMENT and RETENTION of QUALITY STAFF: EMS ISD will recruit and employ highly effective

Goal 4:

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

Goal 6:

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






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

Performance Objective 1:

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

Performance Objective 1: 100% of campus-based professional development will be aligned to campus and district initiatives.

Gxcnwcvkqp"Fcvc"Uqwtegu< Handouts, Notes, & PPTs from PD, Sign-In Sheets from PD

Uvtcvgi{"3"Fgvckmu	Tgxkgyu			
<p>Uvtcvgi{"3< ELL Instructional Strategies</p> <p>All professional staff members will participate in trainings focused on ELL instructional strategies.</p> <p>Uvtcvgi{"Gzrgevfg" TguwnvK o rcev< 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>Uvchh" Tgurqpukdg" hqt" Oqpkvqtkpi< Principal, Assistant Principal, EMS ISD ESL Instructional Coordinator</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Crt	T'wvg
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Goal 12:

Goal 13: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization by developing and maintaining a centralized information warehouse.

Goal 14: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will provide a safe and orderly learning and work environment for students, staff, community members and visitors with a focus on behavior and trainings.

Goal 15: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will implement and rigorously enforce safety and security policies, procedures and laws to promote a safe and orderly learning and work environment for everyone with a focus on operations and systems.

State Compensatory

Budget for Copper Creek Elementary

Total SCE Funds: \$8,800.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Small group tutoring is funded through our campus state compensatory education budget. Tutoring is provided by a certified teacher.

2024-2025 Campus Site-Based Committee

Eq o o kvvgg" Tqng	Pc og	Rqukvkqp
Classroom Teacher	Lei McDade	Special Programs
Classroom Teacher	David Brewer	Specials
Classroom Teacher	JoAnne Miller	5th Grade
Classroom Teacher	Margaret Ann Bryan	4th Grade
Classroom Teacher	Lizzie Haeder	3rd Grade
Classroom Teacher	Nicole Dossey	2nd Grade
Classroom Teacher	Kristen Larance	1st Grade
Classroom Teacher	Denna Davis	

Campus Funding Summary

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I qcn	Qdlgevkg	Uvtcvgi {	Tguqwtegu " Pggfgf	Ceeqwpv " Eqfg	C o qwpv
1	1	4			\$0.00
1	1	5			\$0.00
1	3	3			\$0.00
Uwd/Vqven					\$0.00

Addendums

MISSION
STATEMENT

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Serve Others

CREEK VALUES

Copper Creek

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Compassionate

Respectful

Empathetic

Encouraging

Kind

COLLECTIVE COMMITMENTS

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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.

District Enrollment - Current Year



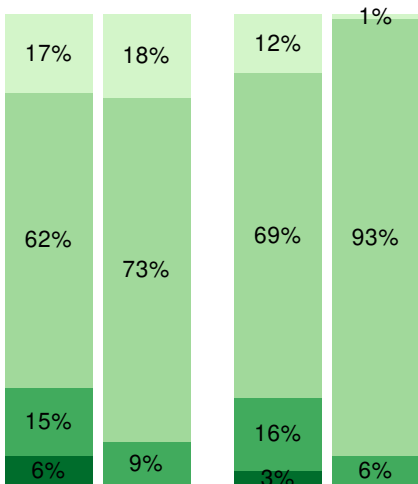
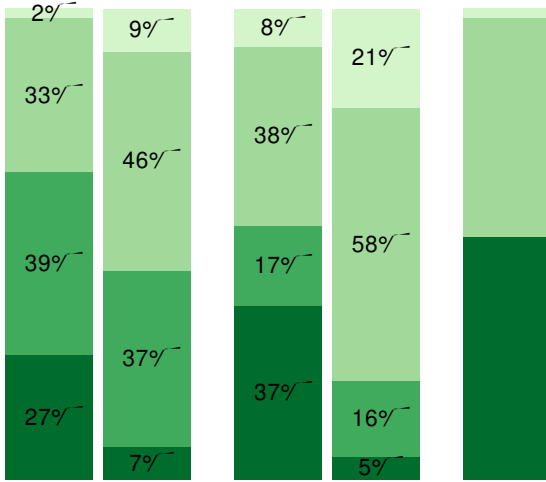


School-level report for COPPER CREEK ELEMENTARY, Change Over Time

This is a school-level report that compares student performance on SELweb EE in the COPPER CREEK ELEMENTARY school across both timepoints (usually Spring vs Fall). Only the students who completed

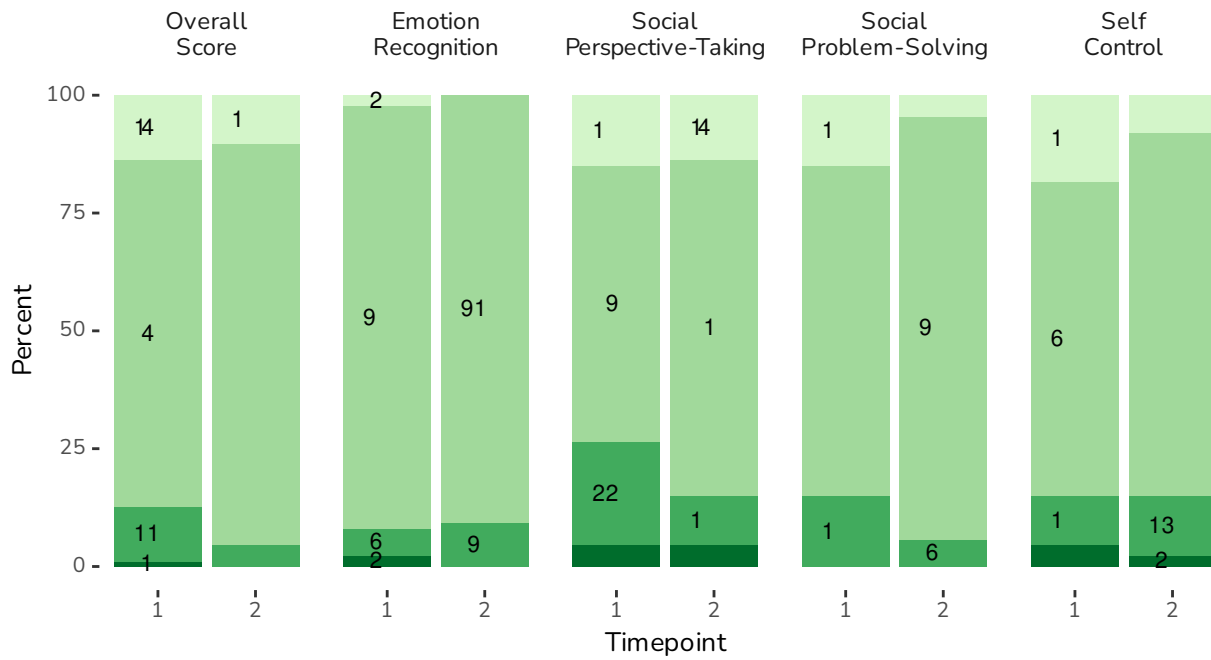


Grade level reports



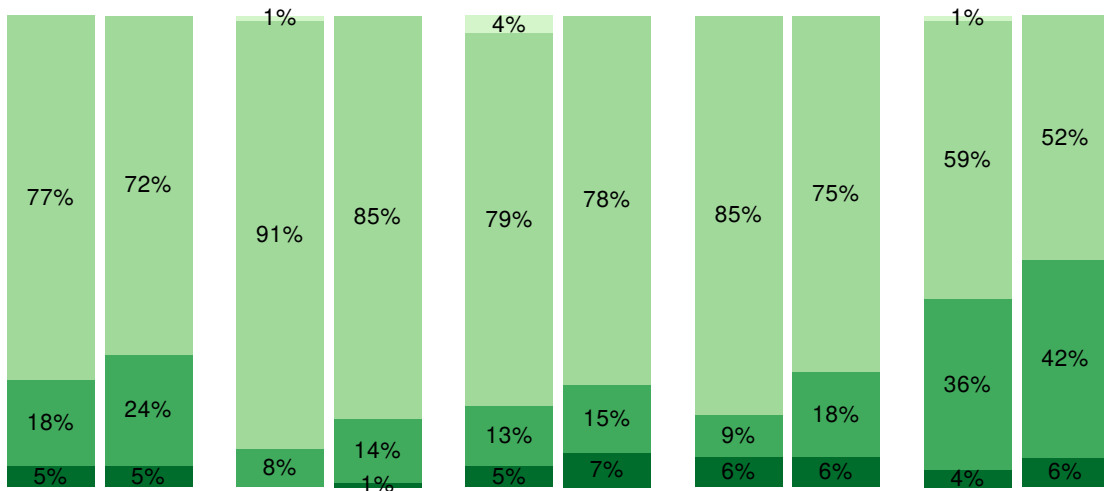


COPPER CREEK ELEMENTARY, grade 2, Change Over Time - 7 common students



Legend: Above average (lightest green), At or around average (medium green), Below average (darker green), Well below average (darkest green)

Overall Score m 375





Emotion Recognition

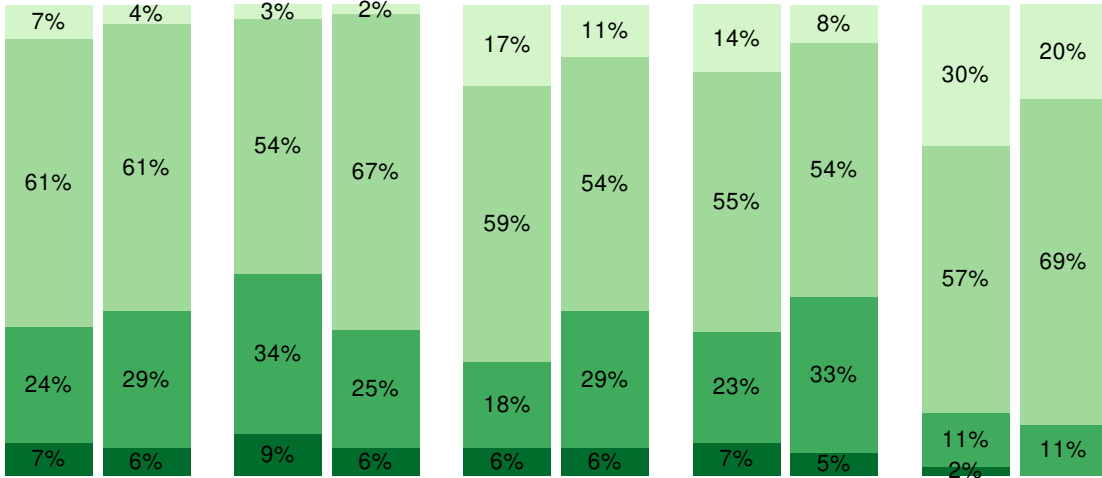
Emotion recognition involves the ability to understand



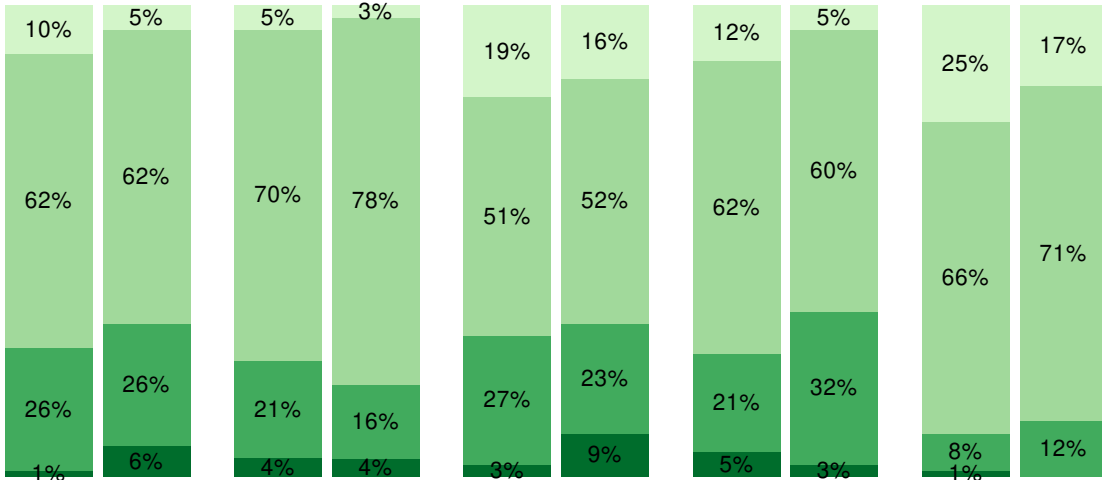


Grade level reports

Overall
SEL



Overall
SEL





Overall SEL

Understanding Others

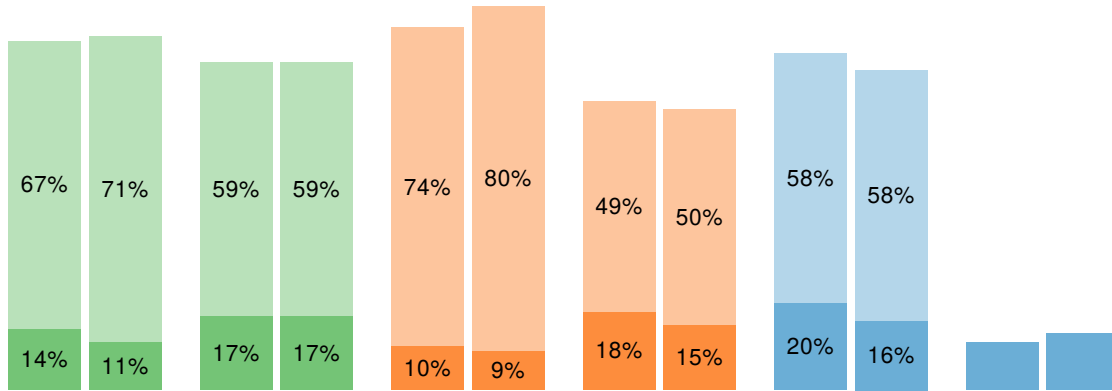
Self-Awareness*

Self-Awareness



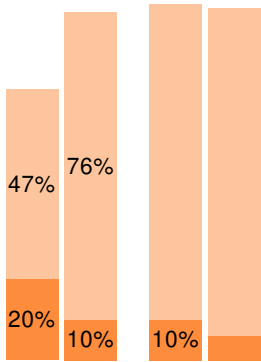
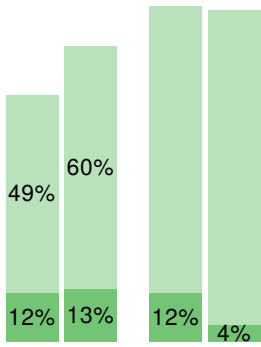
School climate report for COPPER CREEK ELEMENTARY, Change Over Time

All indicators



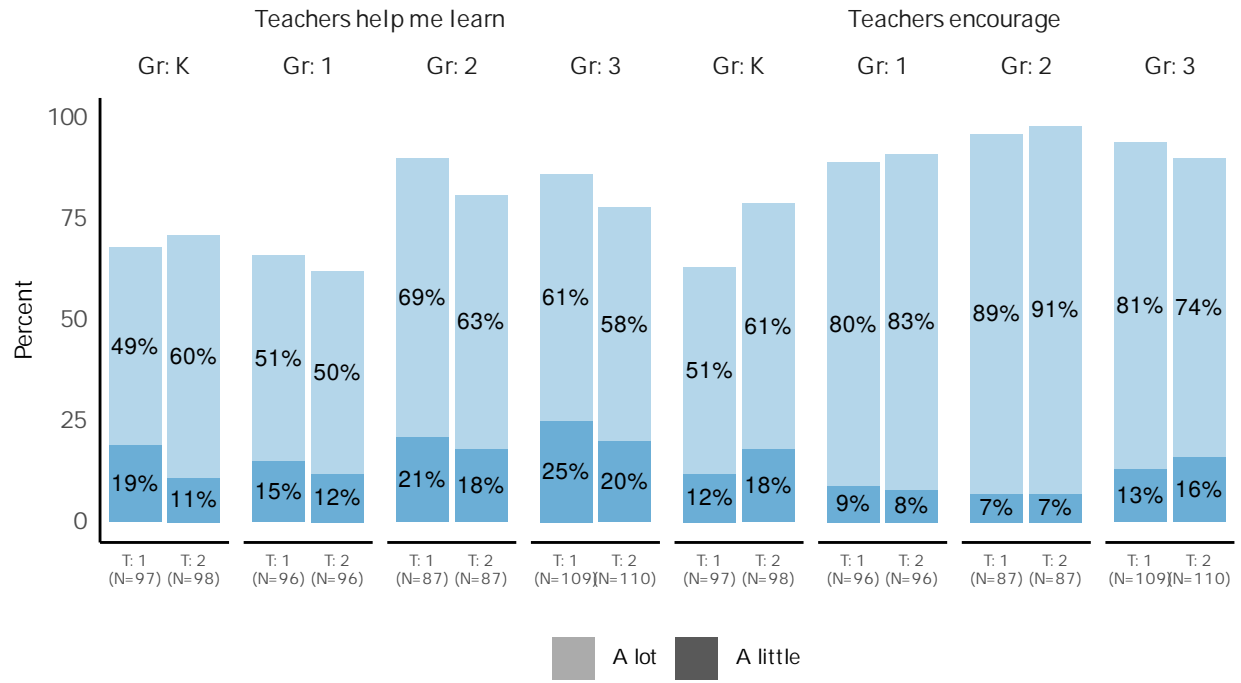


By Grade Level





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:

I feel safe at school.

The rules in my school are fair.

:

My teachers care about me.

Kids in my school care about me.

:

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').



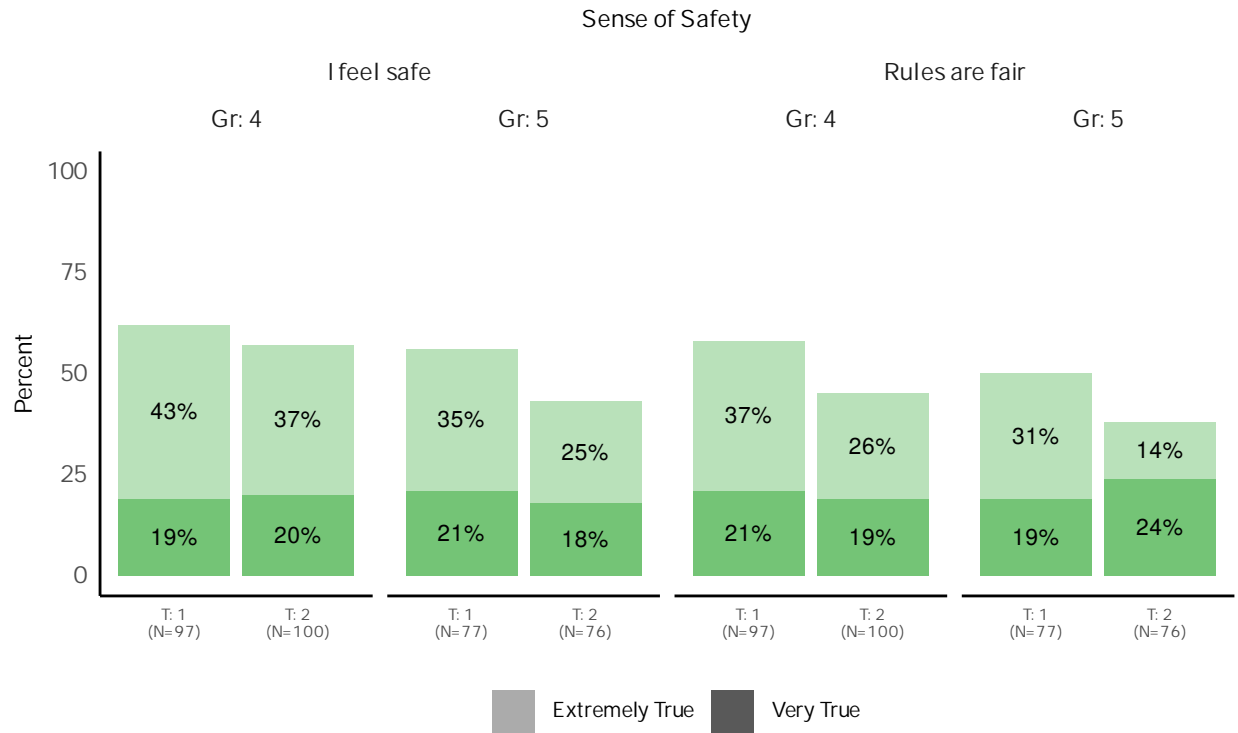
School climate report for COPPER CREEK ELEMENTARY, Change Over Time

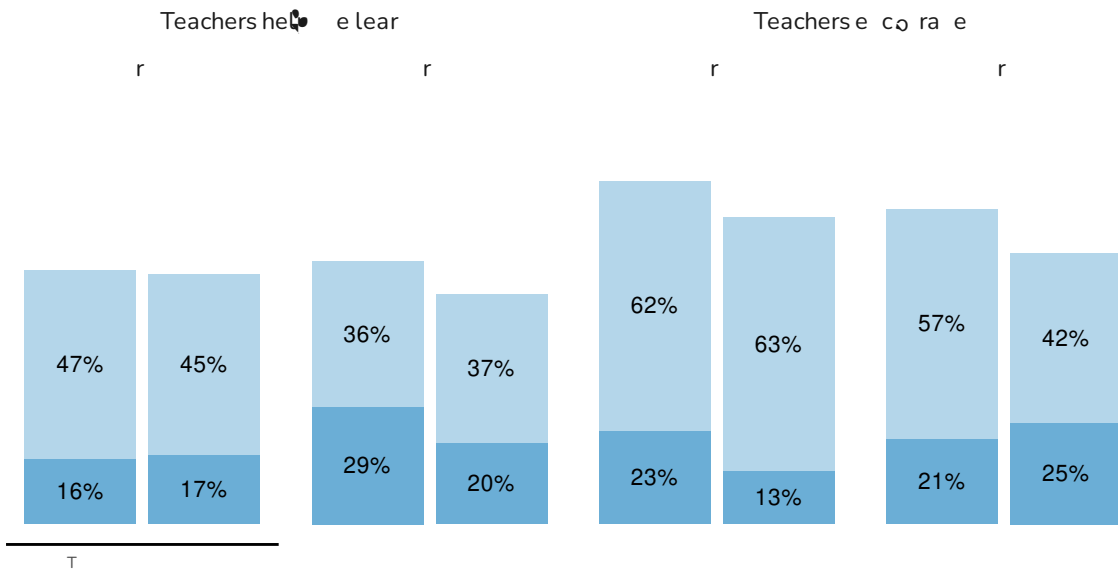
All indicators





By Grade Level







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The rules in my school are fair.

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My teachers care about me.

Kids in my school care about me.

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My teachers help me with schoolwork when I need it.

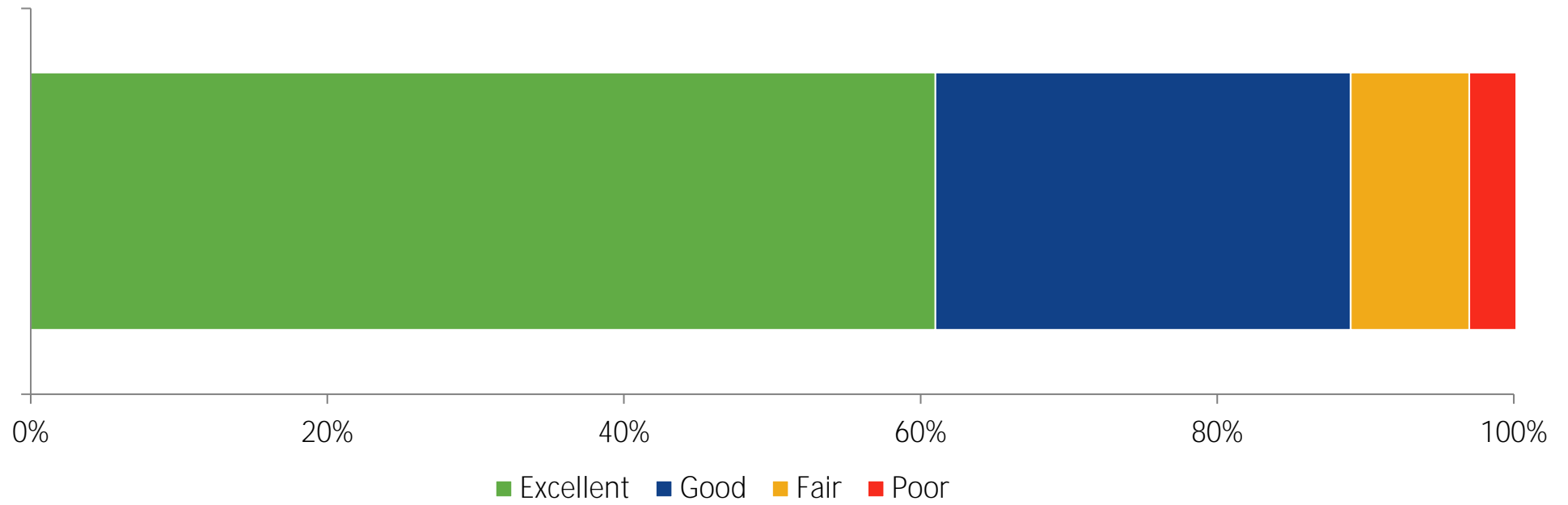
Adults in my school encourage me to work hard.

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Results

2022-2023

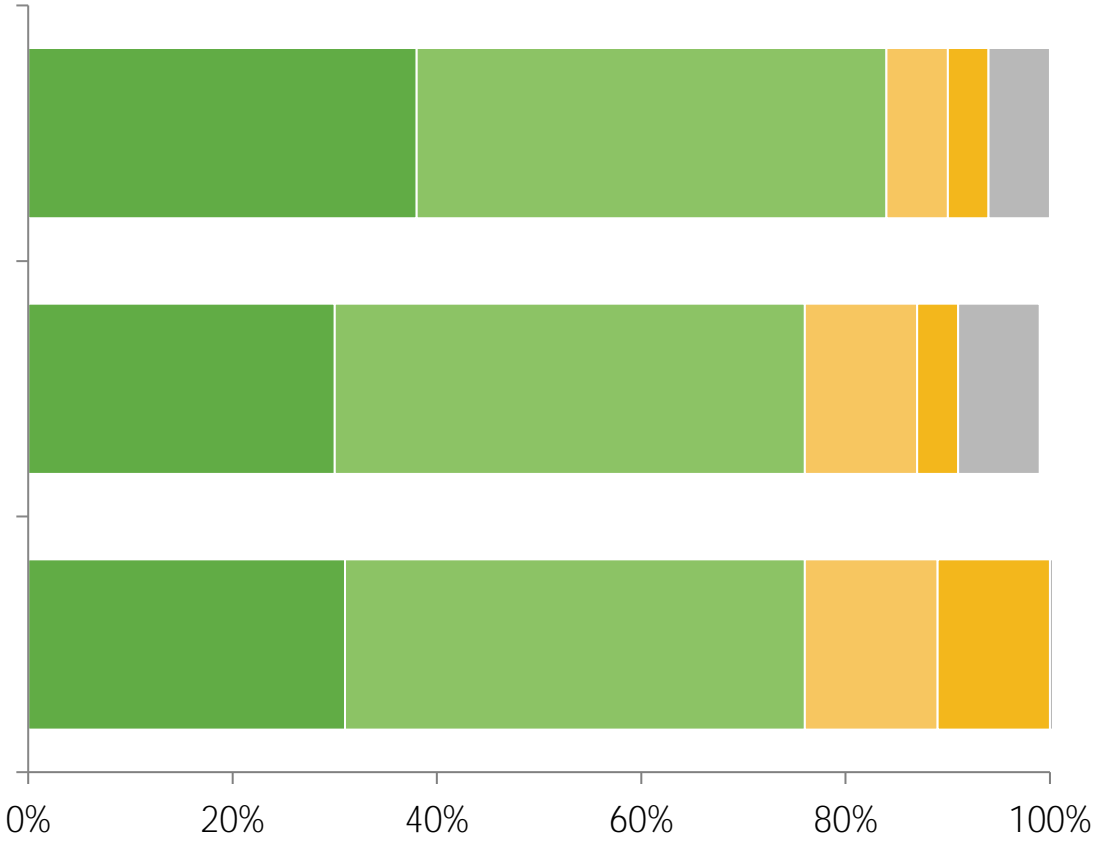




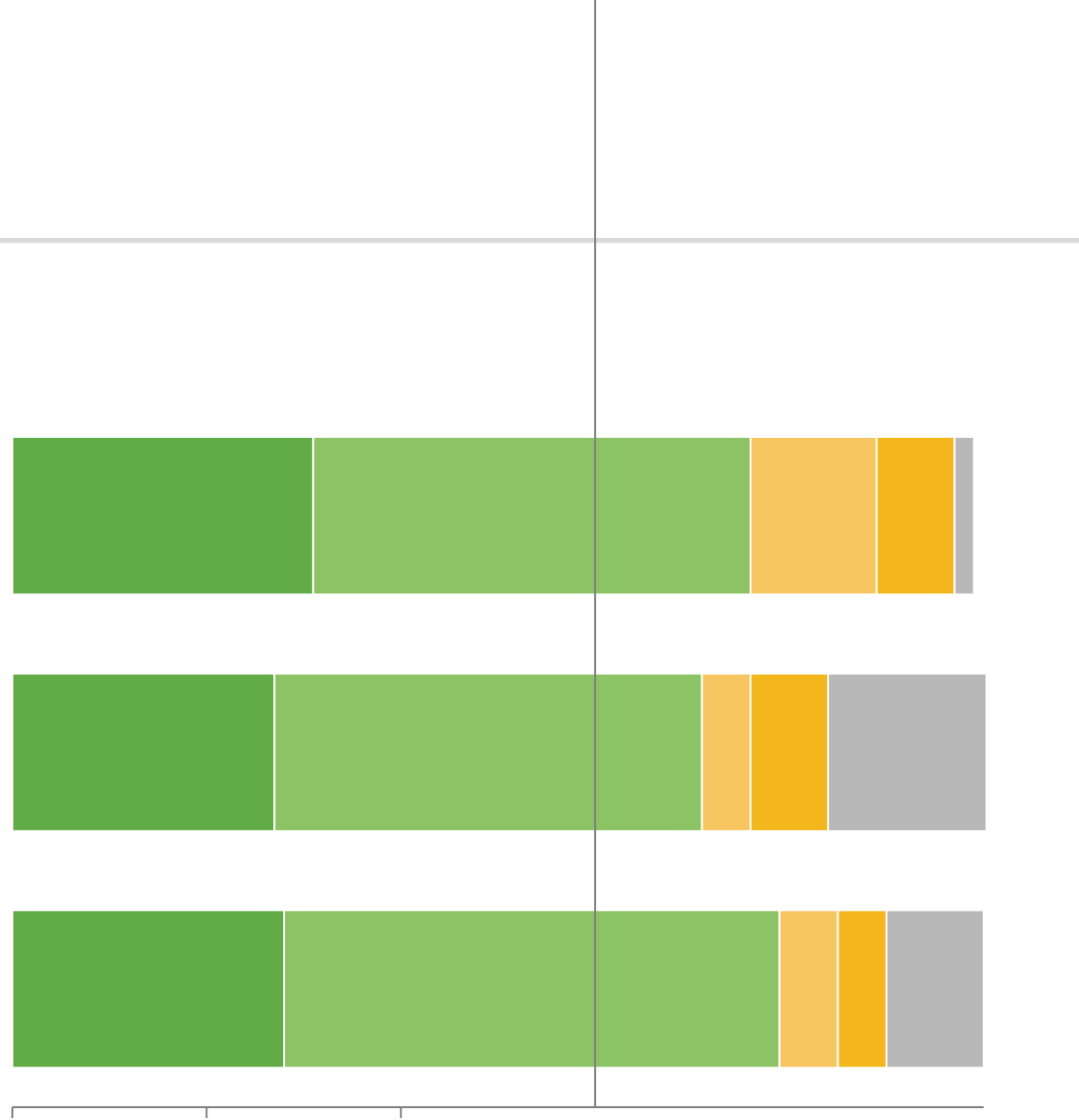
This school has high learning standards for all students. (N=119)

Students are challenged by their schoolwork. (N=119)

Teachers give timely feedback about student work. (N=119)



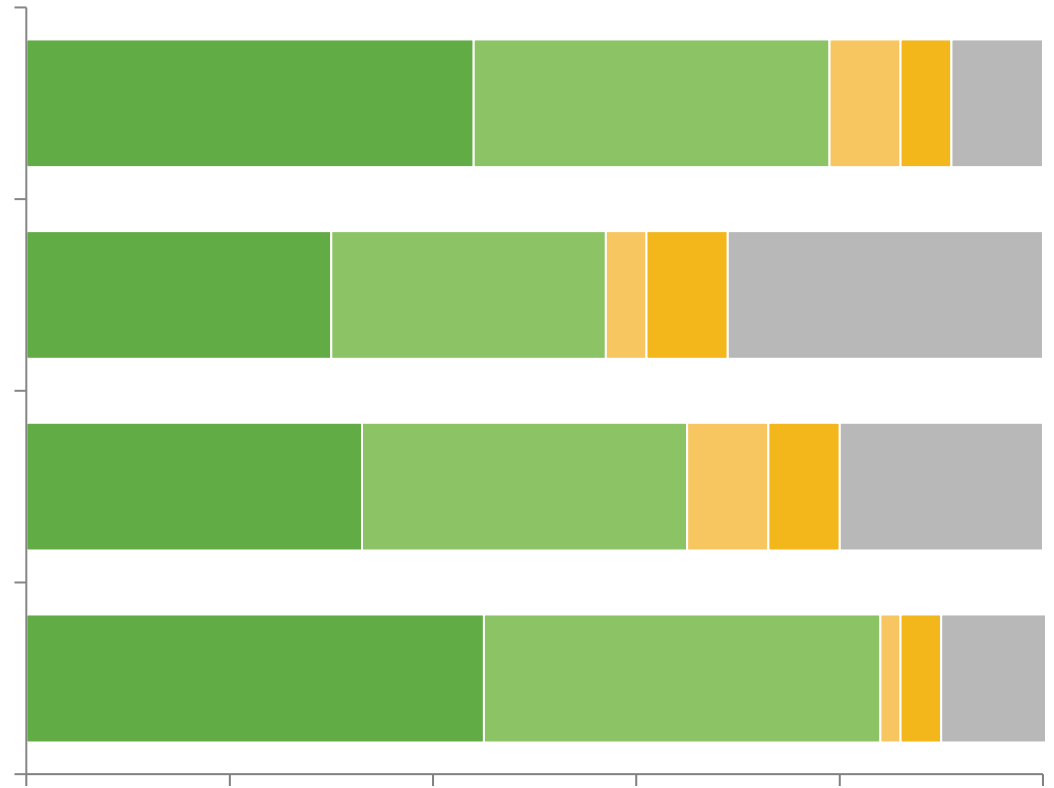
■ Strongly Agree ■ Agree ■ Disagree ■





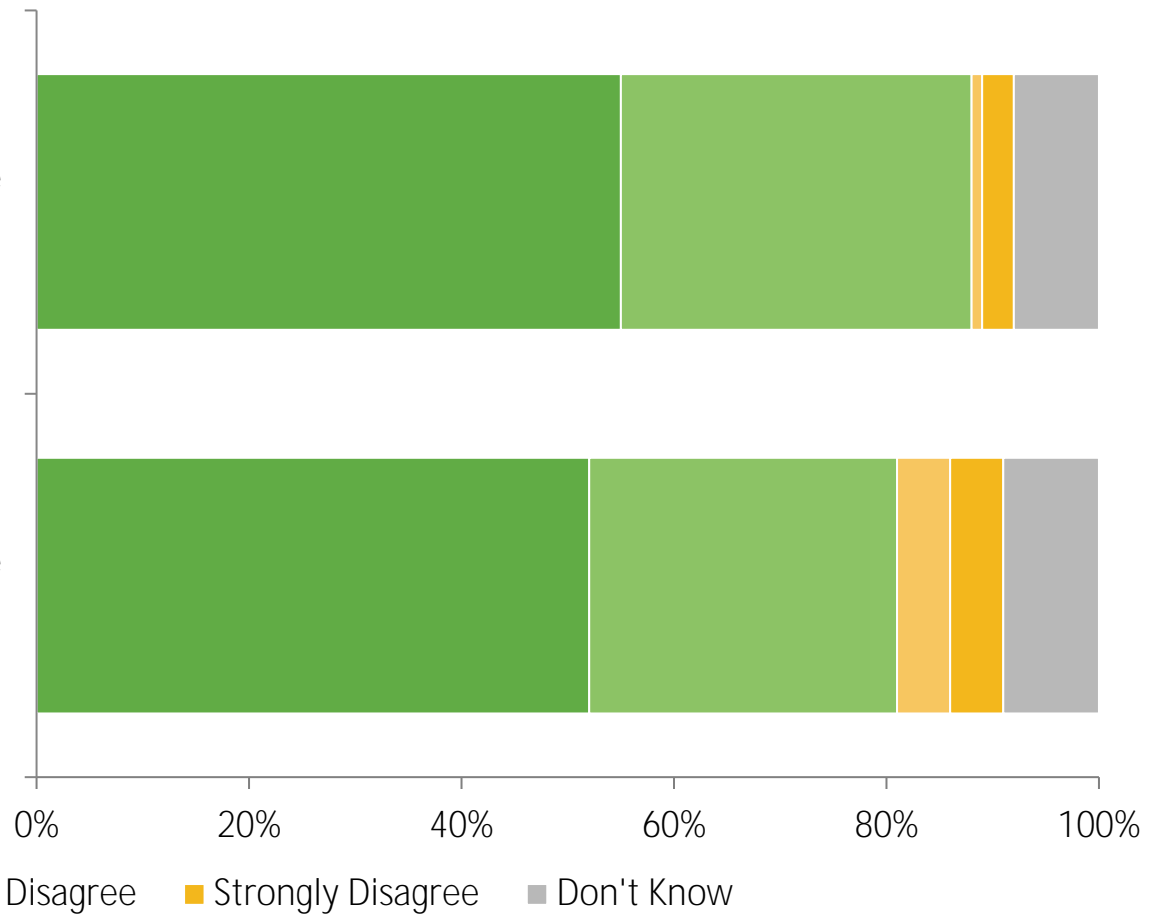






School administrators (principals and assistant principals) are courteous when I have a concern. (N=119)

School administrators (principals and assistant principals) are responsive when I have a concern. (N=119)







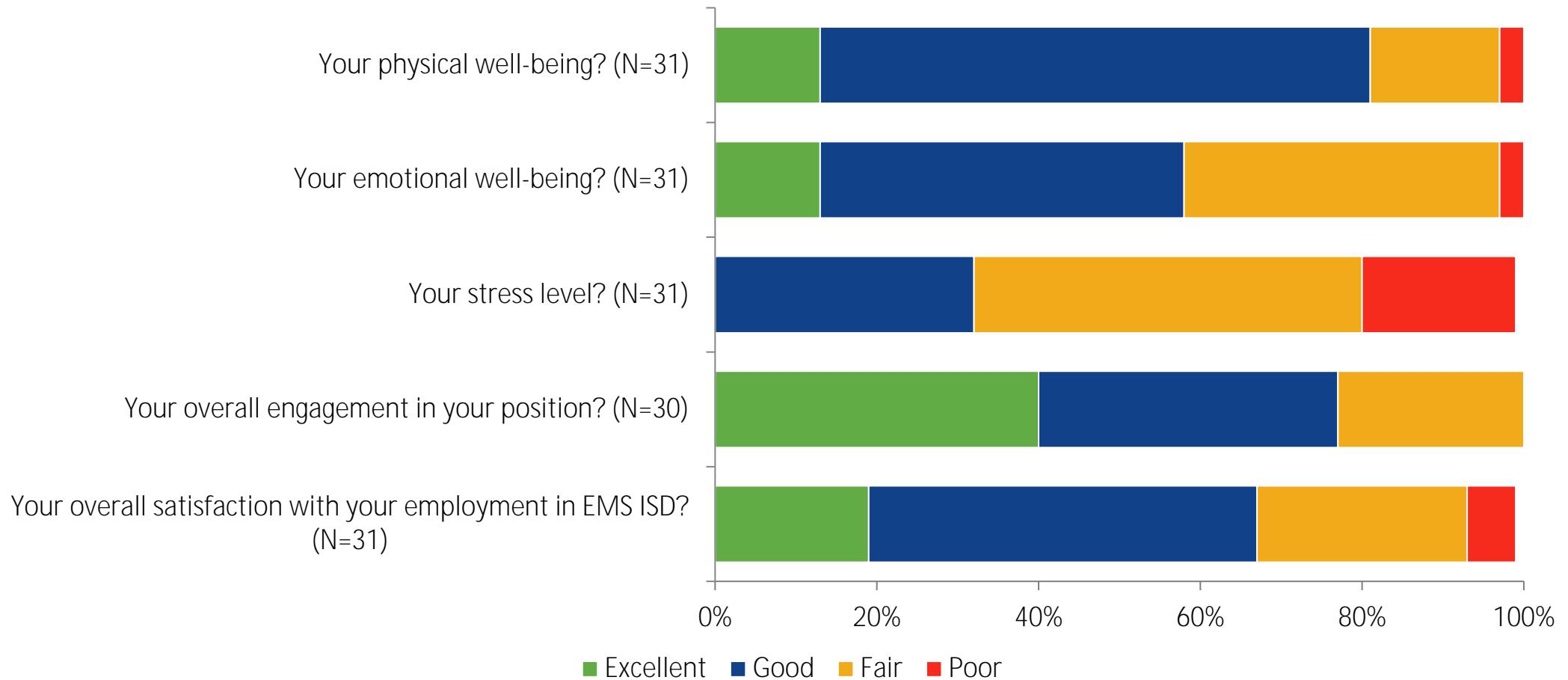


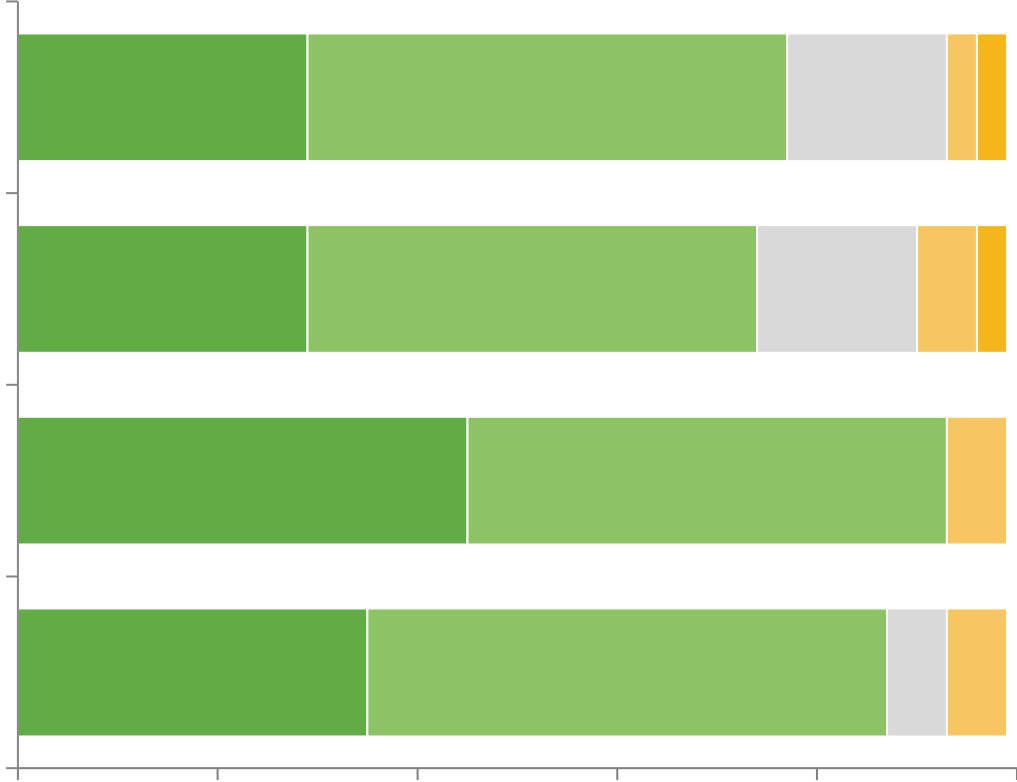
Follow us on Twitter:

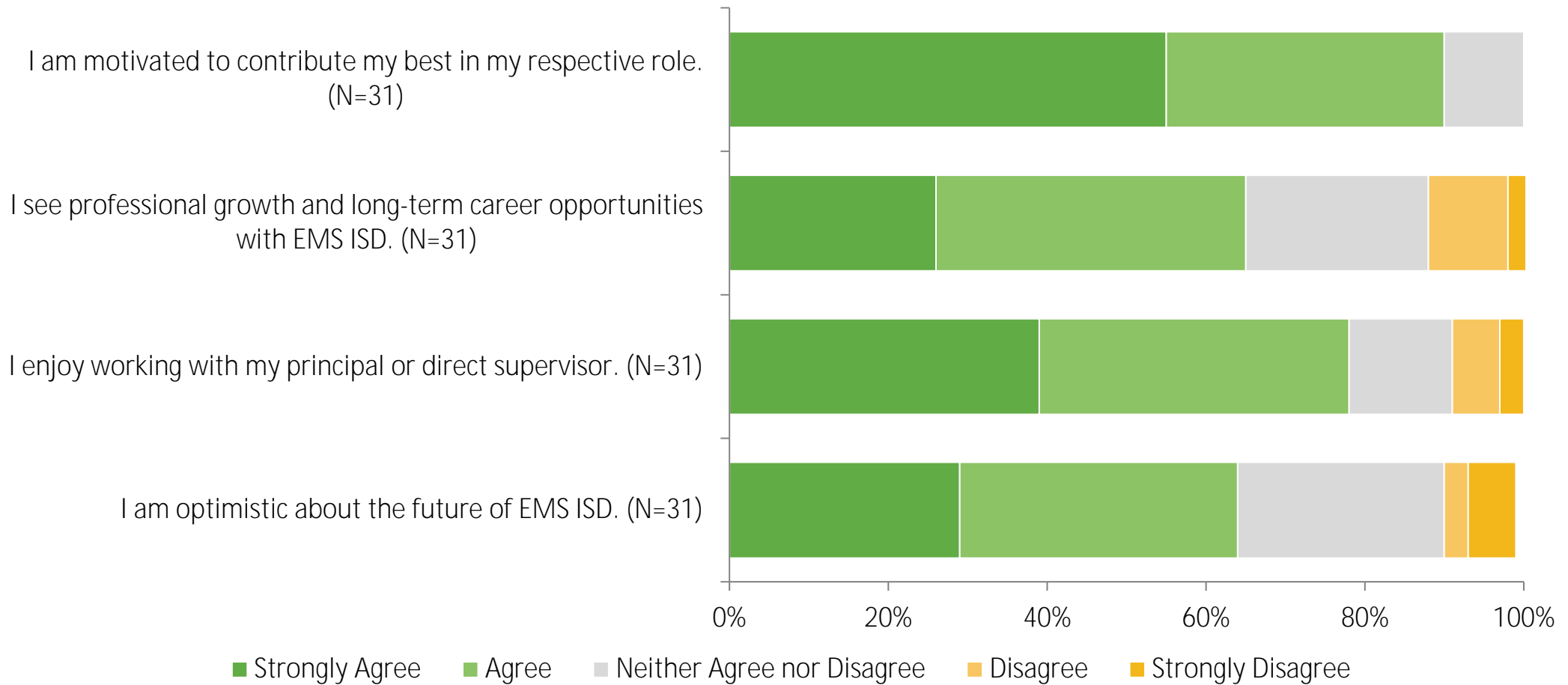
Results

2022-2023

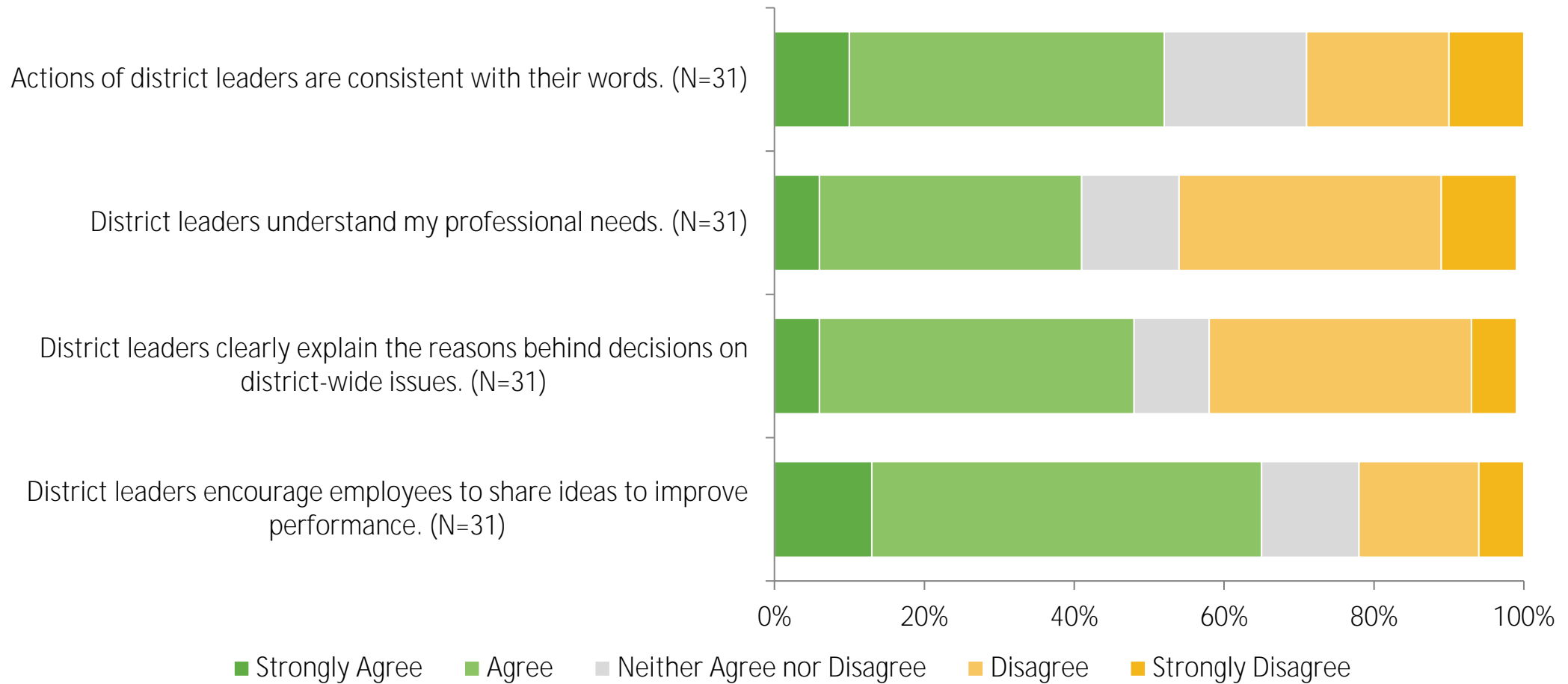


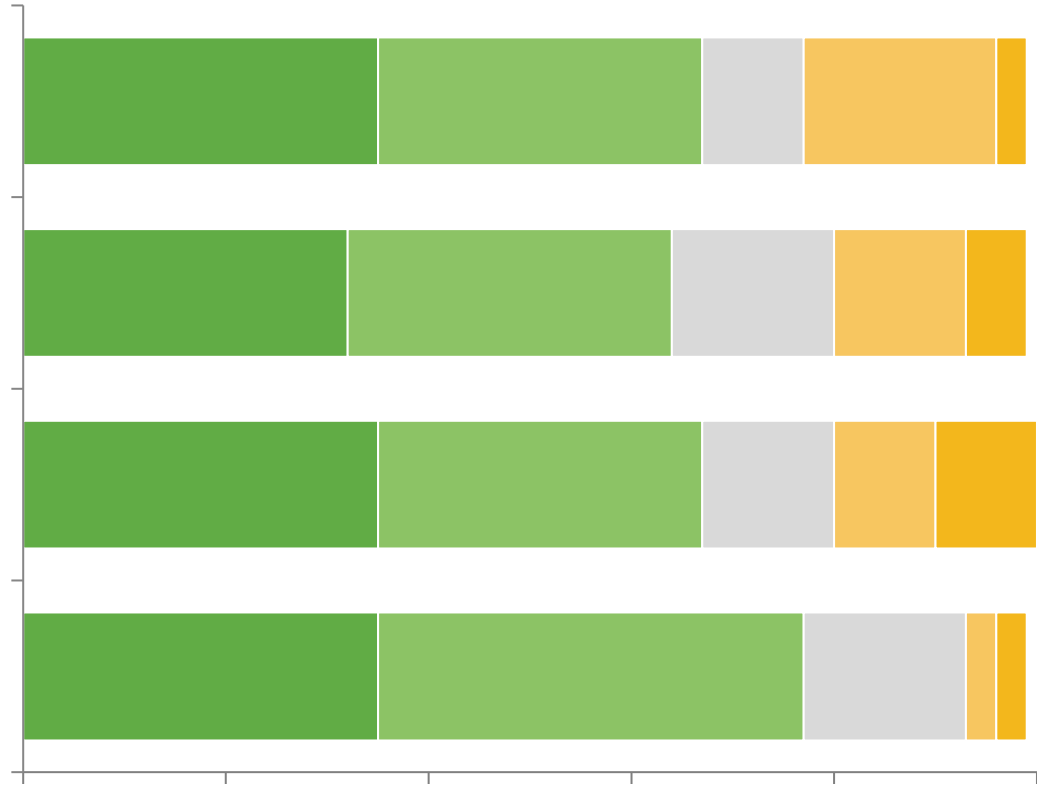




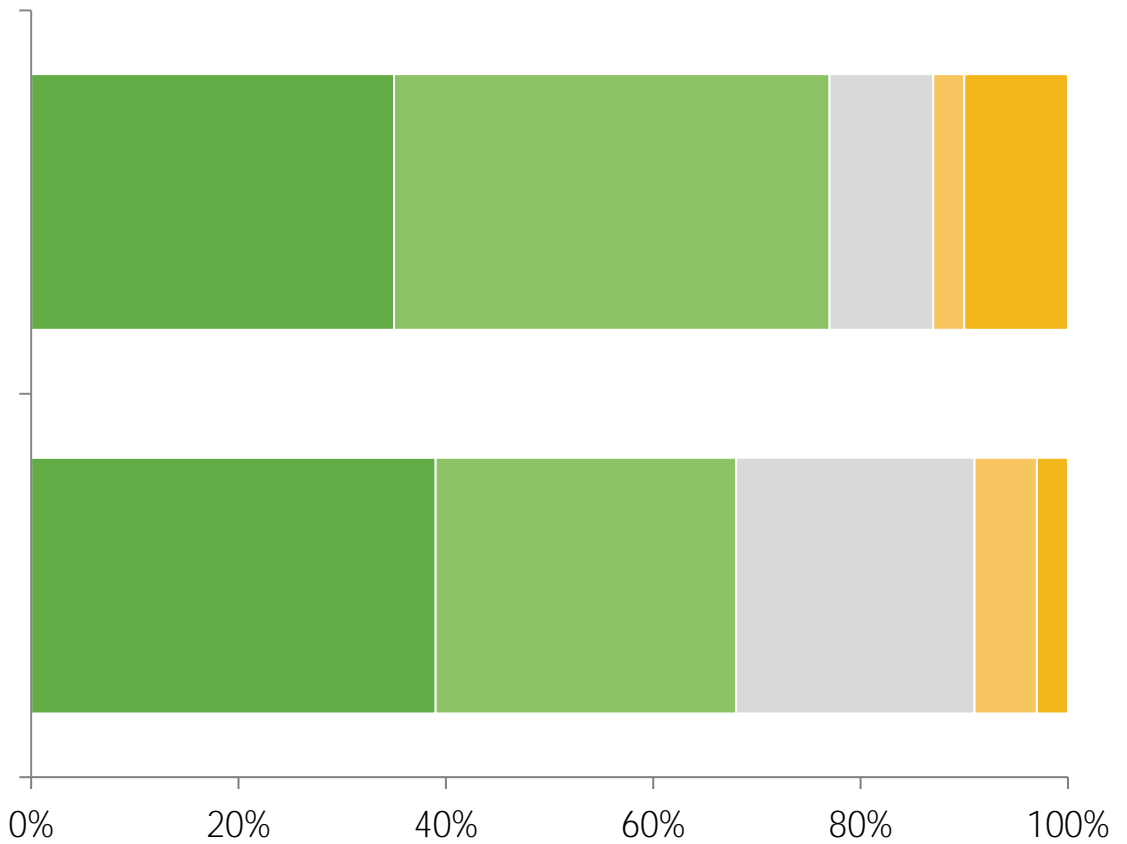








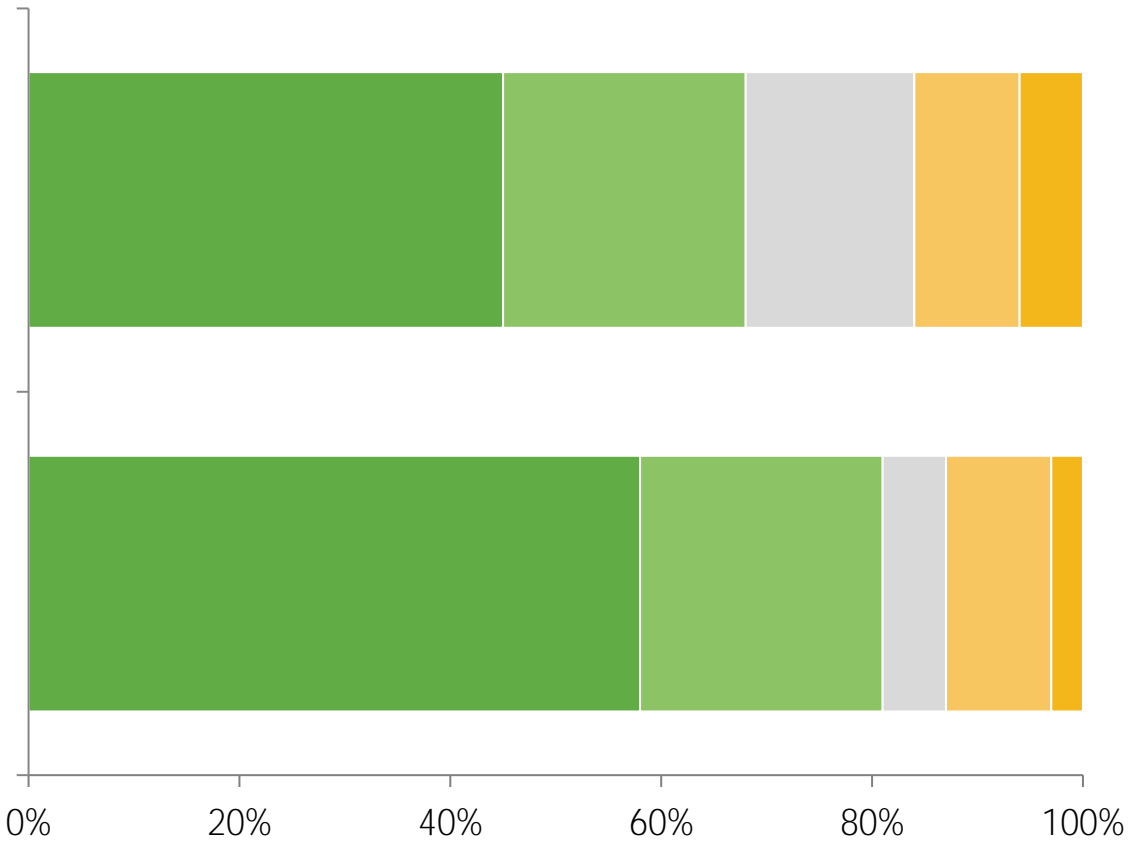
My principal/direct supervisor effectively communicates about important issues that affect me. (N=31)



My principal/direct supervisor implements policies fairly in my school or department. (N=31)

■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

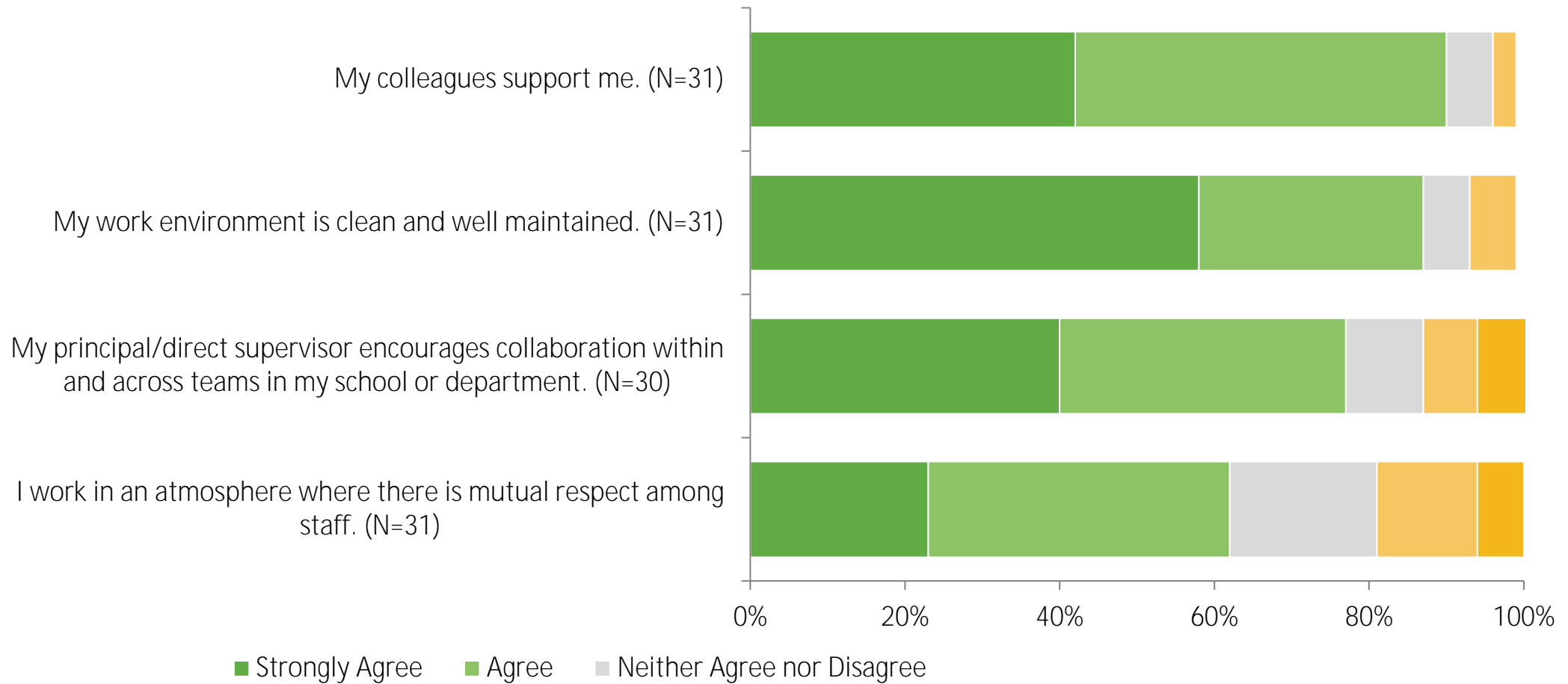
My principal/direct supervisor works proactively to build staff morale in my school or department. (N=31)



■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

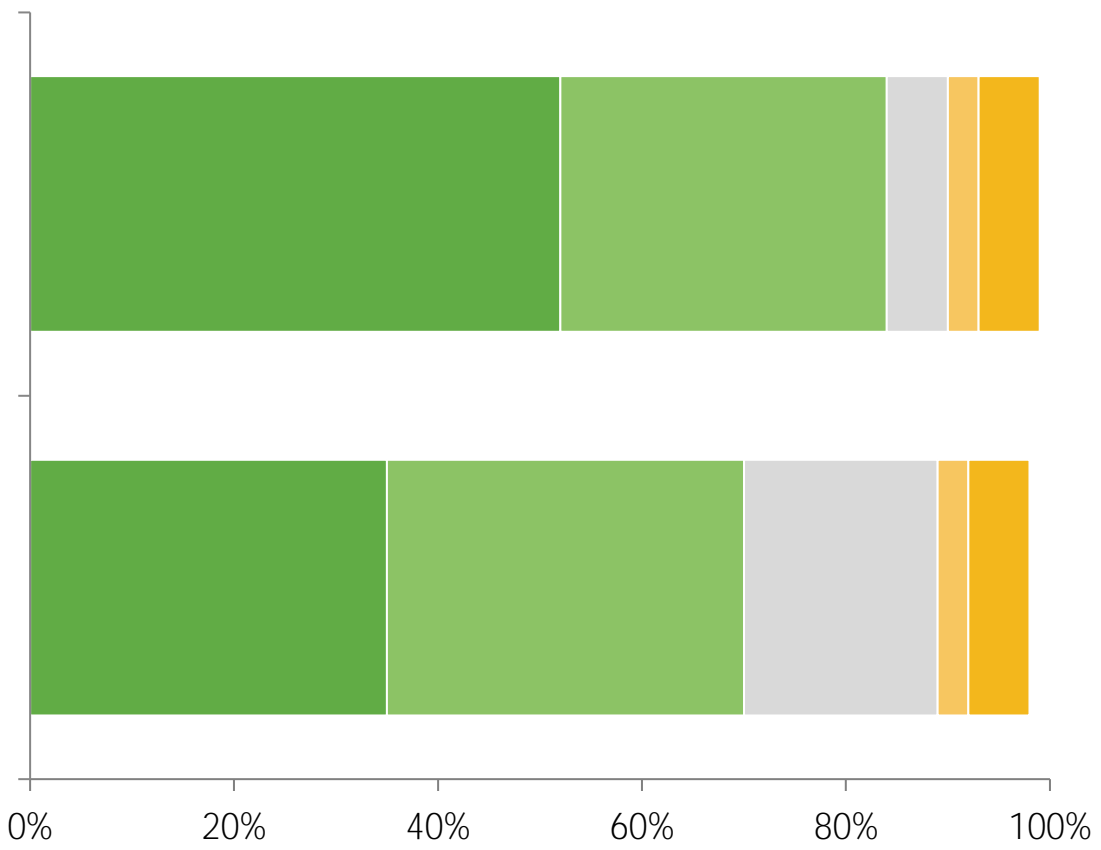




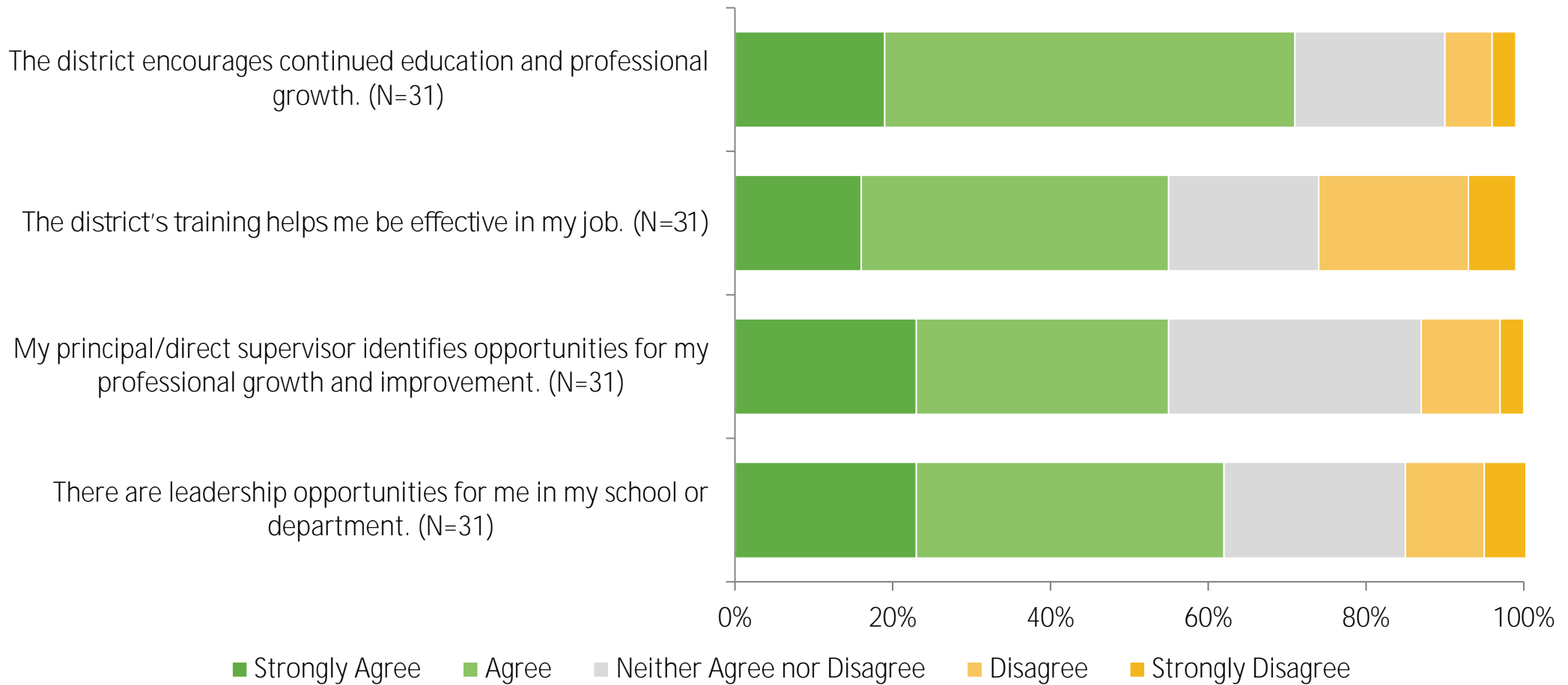


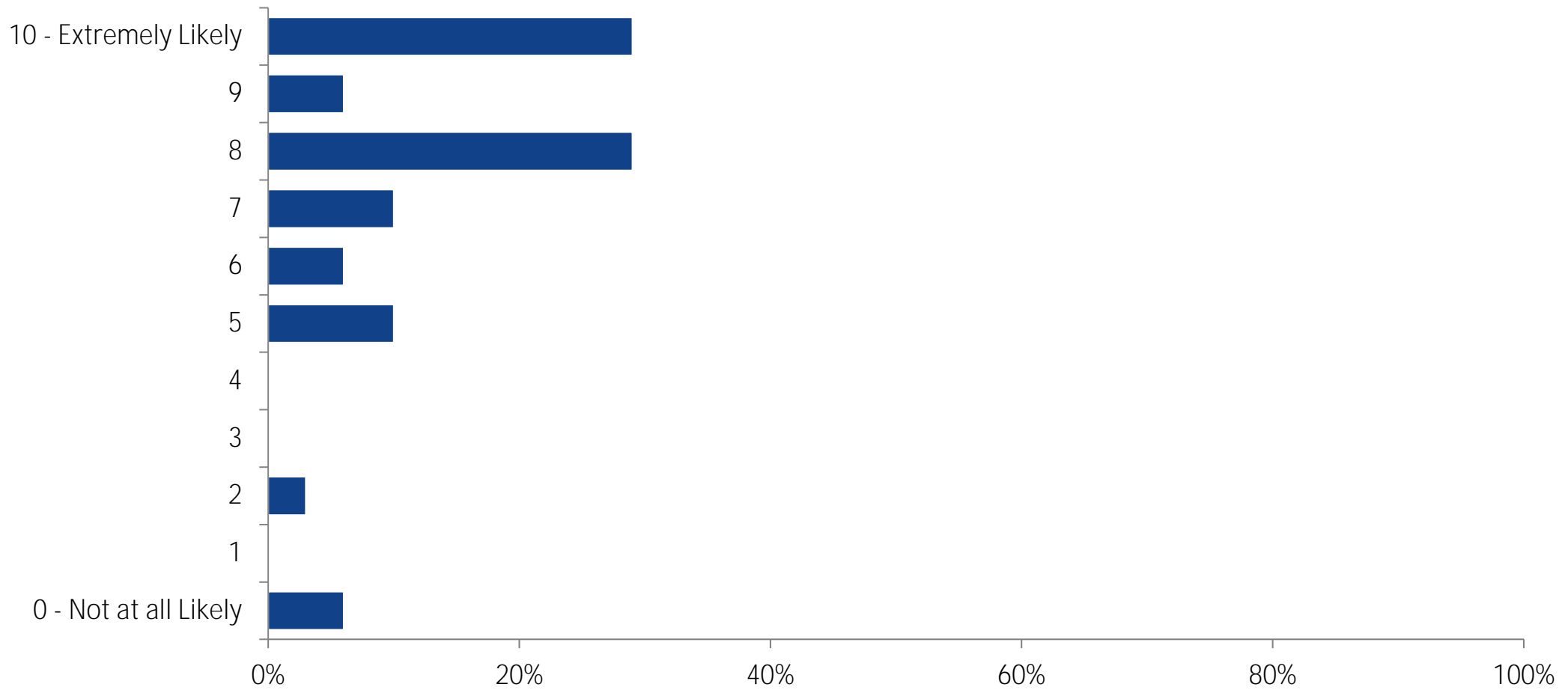
There is someone I can go to in my department/school to help me with a personal problem. (N=31)

My principal/direct supervisor is available when needed. (N=31)



■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree



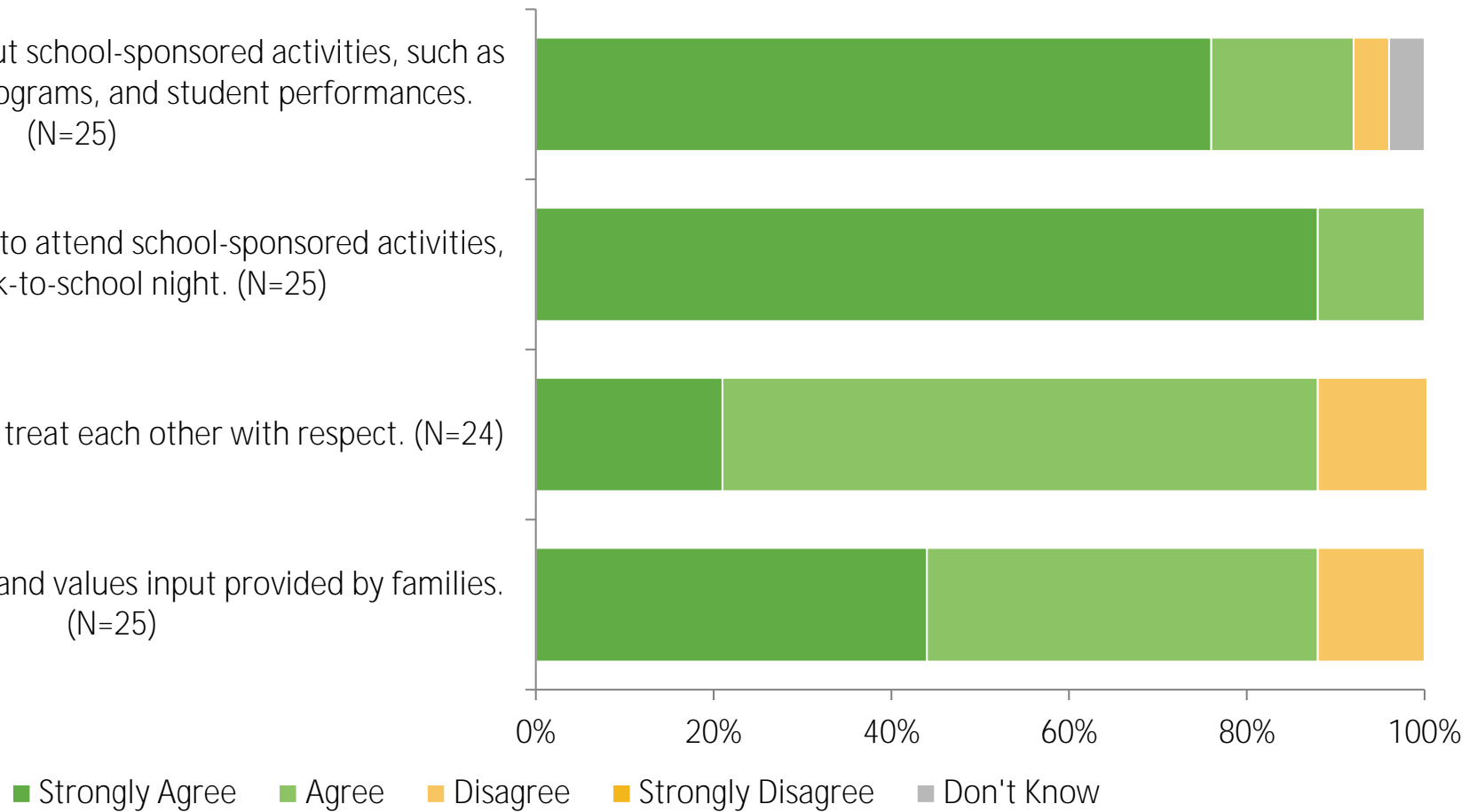


Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances. (N=25)

Families are encouraged to attend school-sponsored activities, such as back-to-school night. (N=25)

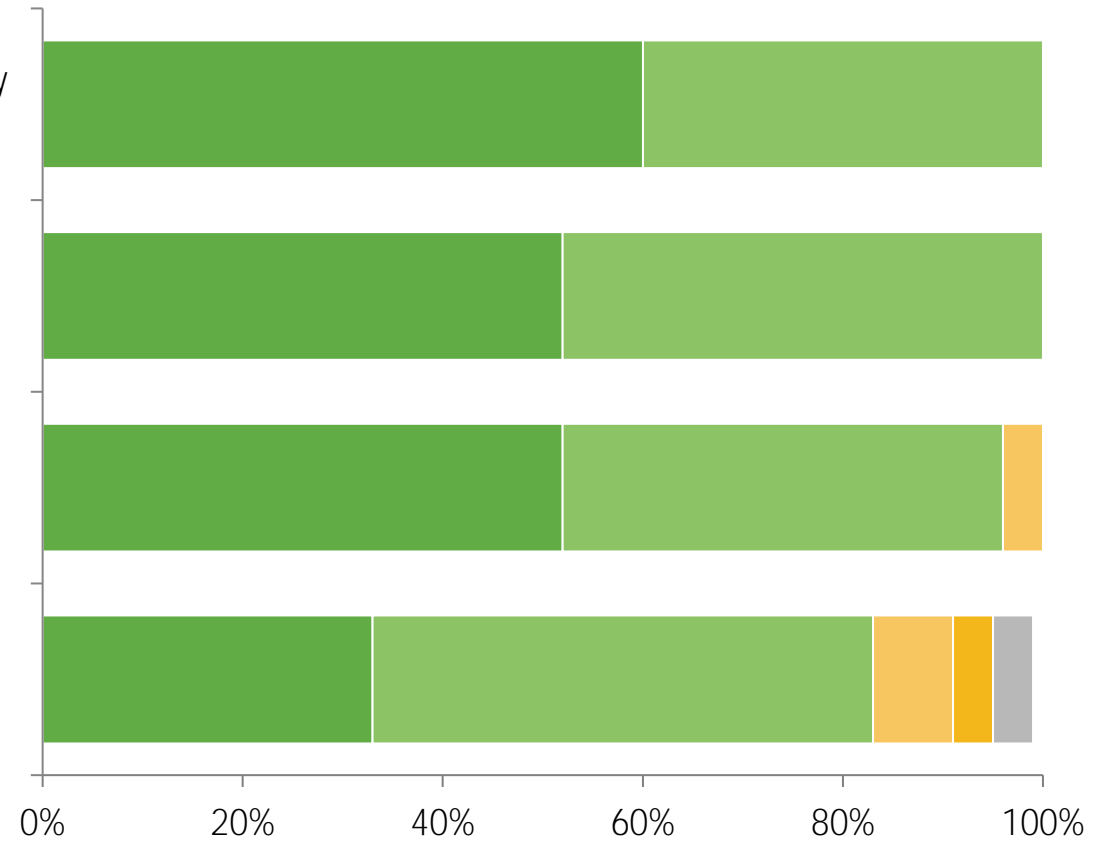
Staff members and families treat each other with respect. (N=24)

This school respects and values input provided by families. (N=25)



School staff members are aware of the safety and security procedures. (N=25)

Students are aware of t9 of t9 of t9 of t9 of t9 of t48%48%





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