



EMS SIP Summary 25/26



Data (24/25)

- 474 students (current 445)
- 60.3% Free/Reduced
- 14.1% Students with Disabilities
- 15% English Learners
- WSIF-Support Tier 1: Targeted 1-2 (Students with Disabilities)*evaluated every 3 years*



BLT (Building Leadership Team)

Tina Mullings	Dinora Gomez
Courtney Bronowski	Katie Johnson
Greg Becker	Brian Forster
Frank Moore	Levi Spencer
Lyndsy Roberts	Gaemmi Jasman
Camryn Hawes	Courtney Burck
Kemi Ping	Missy Beierman
	Joan Fleming

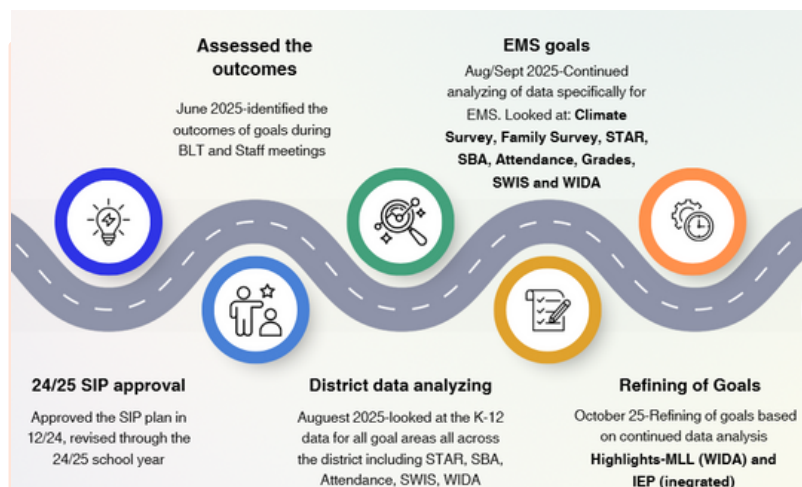


Purpose

EMS is united with our school district in that our purpose is *We are Unified in Bridging Kids with Their Learning!* Our Building Leadership Team's purpose is to "Faciliate learning, clear direction, and growth for students and staff."



Needs Assessment Summary







Data Measures/Progress Monitoring

- STAR Assessments (December, April and Other Dates as Needed)
- Weekly Grade Checks by the RTI Team
- Common Formative Assessments After Units of Study
- WIDA Scores in Spring
- Implement and Monitor AIMS-WEB Goal Growth
- Surveys (family, Staff & Students)
- SWIS Data
- Classroom daily data (interims/exit tickets/assignments)





Tier 1 Instruction

Goal: Tier 1 Instruction

ACTION PLAN		25/26 goal focus: By February 2026, reduce the percentage of students at EMS failing any subject to less than 14% based upon classroom assessment.
		PLC intentionality and continued planning with formative and summative assessments (classroom, interims, STAR, etc)
		Admin Walkthrus focused on TPEP criterion and High Leverage practices (ELD strategies), utilizing the Breakthrough Coach model to ensure more classroom admin support
		Class Intervention planning and adjustments (ELA 2, RTI, Guided Studies, ALE) and Class Support through class sizes and para support





Tier 1 Instruction: MLL

Goal: MultiLingual Learners

ACTION PLAN		25/26 goal focus: The percentage of Multilingual Learners (MLs) making progress toward English proficiency will increase by 10% from March 2024 to March 2025, as measured by the state English Learner Assessment (WIDA ACCESS).
		PLCs <ul style="list-style-type: none"> Use PLC time to review WIDA data, monitor student progress, and plan targeted instruction to support MLs' language growth across all content areas. Collaborate on strategies for integrating language objectives with content objectives.
		Professional Development-Provide training in high-leverage practices to strengthen instruction for MLs, including: <ul style="list-style-type: none"> WIDA Frameworks and Tools for language development and assessment. John Kirk's practices in Fluency Development, Meaning-Focused Input, Language-Focused Learning, and Meaning-Focused Output.
		Continued implementation of GLAD (Guided Language Acquisition Design) and High Leverage strategies to promote engagement, vocabulary growth, and language acquisition. Build off our success last year!





Tier 1 Instruction: IEP

Goal: IEP students

ACTION PLAN		25/26 goal focus: By June 2026, the percentage of students with IEPs who have a course failure rate (one or more failing grades in core content areas) will decrease from 21% to 10%, as measured by quarterly grade reports and progress monitoring data.
		Guided Studies-one for each case manager to support Tier 1 as well as support progress monitoring
		Professional Development in High Leverage practices, Additional STAR Assessment training, support for integration of students with special needs
		PLCs <ul style="list-style-type: none"> Continue to use PLC time to review classroom assessment data, monitor student progress, and plan targeted instruction to support IEP students Continue to collaborate on strategies for integrating students with special needs through high leverage practices, accommodations and modifications across all content areas.





Attendance

Goal: Attendance

ACTION PLAN		25/26 goal focus: By end of the academic school year 25/26, increase student attendance by implementing school-wide strategies and supports to motivate students to attend regularly and improve overall school attendance (as measured by OSP) from 80% to 85% (Subgoal of 90% for our School Data Solution Attendance).
		Create a Culture of Excitement: Implement school-wide competitions, Tribe Challenges, various clubs/activities, and reward systems that celebrate attendance milestones.
		Positive Behavior Intervention Support: Refining and using to support positive attendance in school TIGER PRIDE
		Intervention System for Tier II Students: Use multiple strategies to contact parents/families to encourage regular attendance. (continued use of Absence Response System)





Positive Behavior Supports

Goal: Positive Behavior Support

ACTION PLAN		25/26 goal focus: By June 2026, our school will increase staff implementation fidelity of Tier 1 PBIS practices from 56% to 73% as measured by the Tiered Fidelity Inventory (TFI), to improve consistency in schoolwide expectations and support positive student behavior.
		Teaching Expectations: <ul style="list-style-type: none"> Pacing guide for teaching expectations for year Rotations for each location for students to see/hear the expectations in action. Supplemental videos to re-teach when needed. Information for new students and walk-throughs Explicit information for subs
		Problem Behavior Definitions <ul style="list-style-type: none"> Continued use of SWIS and monitoring fidelity Continue to explicitly define what behaviors mean. Revisiting the common area posters and having one poster with Spanish/English
		Building on TIGER PRIDE TRIBES we implemented last year <ul style="list-style-type: none"> monthly TIGER PRIDE assembly competitions alternating staff and student led TRIBE points based on placement 1-5 for both assembly and academic competitions ACADEMIC competitions as well awarded monthly

Family & Community Engagement

Goal: Family & Community Engagement

ACTION PLAN		25/26 goal focus: By June 2025, EMS Will Increase Family Participation in School-Sponsored Events to at Least One Event Per Quarter, with a Focus on Engaging Families from Diverse Backgrounds, (particularly non-English speaking) Through Targeted Outreach and Inclusive Event Planning
		Family Engagement and School Community Partnerships- <ul style="list-style-type: none"> Work with Gear Up to establish a resource fair and after school tutoring support
		<ul style="list-style-type: none"> Continue Quarterly Family Nights/Events to possibly include: Orientations, Family Fun Night like Mystery Science Night, Staff vs Staff events, College and Career nights, Drama Performance, Game Night, La Chispa Cultural Celebration and/or Talent Show
		<ul style="list-style-type: none"> Continue Tiger of the Quarter morning celebrations Continue Weekly Newsletter communications via ParentSquare and social media Continue PAWS group and family voice