

Eagle Mountain Saginaw Performance Management Scorecard 2025-2029

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.

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 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.**

PRIORITY ONE-Students-Excellence in Academics

DISTRICT STRATEGIC OBJECTIVES	DISTRICT KEY ACTIONS: (INPUTS-TACTICAL)	CASCADE COLUMN: CAMPUS AND/OR DEPARTMENT	DISTRICT PROGRESS MEASURES: (FORMATIVE MEASURES – BOY-MOY)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES – EOY)
1.1 Academic Achievement/Growth High levels of learning for all: Every student grows at least one year, every year.	1.1.1 Monitor the consistent PLC/Internalization process, including the use of data. 1.1.2 Observe the implementation of instruction, use of district instructional resources, and provide feedback. 1.1.3 Provide instruction and intervention to each student so that every student grows at least one year, every year.		• DCAs • Module Assessments • Unit Assessments • mCLASS • MAP Growth and Achievement • CIRCLE PM • Instructional Implementation Walks/Feedback	• Increase EMS Pre-K to K BOY mCLASS On-Level or Above Level from 44% (2025) to 72% by 2029. • Increase mCLASS EOY District On-Level or Above Level 64% (2025) to 74% by 2029. • Increase STAAR/STAAR EOC all tests District Achievement from 46% (2025) to 63% by 2029. • Increase STAAR/STAAR EOC Math District Growth from an academic growth score of 63 (2025) to 76 by 2029. • Increase STAAR/STAAR EOC RLA District Growth from an academic growth score of 67 (2025) to 74 by 2029. • Increase TELPAS District Growth by at least one composite level from 34% (2025) to 45% by 2029. • Increase STAAR ALT District Achievement MEETS from 89% (2025) to 95% by 2029.
			CAMPUS PROGRESS MEASURES: (FORMATIVE MEASURES – BOY-MOY)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES – EOY)

1.2 CCMR Every student will be college, career, and/or military ready by graduation.	1.2.1 Increase a college-going culture by establishing a framework of supports for students so they are college ready. 1.2.2 Increase awareness of careers by providing students with the knowledge, experiences, and skills needed for future careers. 1.2.3 Increase military readiness in students by providing leadership, service, discipline, and physical development opportunities.		College Readiness • AP Enrollment and earned credit by EOY Senior Yr • On Ramps Enrollment and credit hrs. Earned by EOY Senior Yr • Dual Credit Enrollment and credit earned by EOY Senior Yr • % College Prep completion by EOY Senior Yr • % TSI Testing Passing by EOY Senior Yr • % CCMR Credit by EOY Senior Yr Career • % Industry-Based Certifications earned by EOY Senior Yr • % Program of Study completion by EOY Senior Yr Military • % Military Enlistment by EOY Senior Yr • % JROTC 3+ years in program with 31 or higher AFQT score	• Increase Districtwide TSI scores from 26% (2025) to 50% by 2029. • Increase the Districtwide CCMR point earned by EOY Senior Yr from 90% (2025) to 95% by 2029. • Increase seats in HS advanced academics courses from 6,386 (2025) to 7,344, a 15% increase by 2029.
			CAMPUS PROGRESS MEASURES: (FORMATIVE MEASURES – BOY-MOY)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES – EOY)
1.3 Student Engagement Every student will connect through meaningful opportunities that foster belonging, participation, and active engagement in school life.	1.3.1 Identify students who are not actively connected to campus programs, activities, or organizations so that connections can be made. 1.3.2 Communicate with students and families about campus programs, activities, and organization opportunities available and how to become involved.		• # of program, activity, and organization communications • # of students with no identified campus connection • # of students participating in each program, activity, and organization	• Decrease the number of students not connected to at least one campus activity, program, or organization from 25% (2026) to 10% by 2029. • Increase the number of communications with students and families about campus programs, activities, and organizations from 0 (baseline 2025) to 6 by 2029.
			CAMPUS PROGRESS MEASURES: (FORMATIVE MEASURES – BOY-MOY)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES – EOY)

1.4 Personal and Social Development Every student will have the opportunity for growth and learning in the core competencies of personal and social development.	1.4.1 Increase student growth in core competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. 1.4.2 Develop and sustain a professional learning framework that equips staff with tools to model, teach, and support personal and social development through trauma-informed and culturally responsive tools. 1.4.3 Provide district-wide personal and social development resources (events and website library) that families can access to support students' emotional well-being and resilience at home and in the community. 1.4.4 Implement a plan for Tier I behavior that includes alignment to CHAMPS, PBIS, and Character Education.		• Student Climate Survey Fall results • Classroom teachers, administrators, and instructional staff participate in two personal and social development professional learning sessions each year • Number of Parents/Families participating in personal and social development education nights • # Parent/Family clicks on the newsletter library • CHAMPS implementation walks/feedback	As identified through an EOY Student Climate Survey: Early Elementary (K-3) • Students report teachers care about me will increase from 71% (2025) to 95% by 2029. • Students report kids care about me will increase from 54% (2025) to 95% by 2029. • Students report they feel safe at school will increase from 71% (2025) to 95% by 2029. Late Elementary (4-5) • Students report teachers care about them will increase from 73% (2025) to 95% by 2029. • Students reporting kids care about me will increase from 35% (2025) to 95% by 2029. • Students report they feel safe at school will increase from 58% (2025) to 95% by 2029. Secondary Students • Students report they have a staff member they can go to for help with school problems will increase from 80% (2025) to 95% by 2029. • Students reporting that their school offers a positive school environment will increase from 58% (2025) to 95% by 2029. • Students reporting their school is safe will increase from 61% (2025) to 95% by 2029. • CHAMPS implementation by classroom teachers will increase from 47% (2026) to 100% by 2029.
			CAMPUS PROGRESS MEASURES: (FORMATIVE MEASURES – BOY-MOY)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES – EOY)
1.5 Attendance Every student will be present every day.	1.5.1 Establish systems that provide processes to ensure incentives for student attendance. 1.5.2 Create standard procedures for communication with families, including campus and/or district goals and the impact of attendance on academic growth and financial implications. 1.5.3 Systematically identify and pursue student absences, including chronically absent students, and implement systematic, proactive actions for each. File truancy when legally required.		• Attendance reports from the Student Information System for each week, six weeks, and semester by district • Two-way communication regarding attendance • Number of individual Attendance Plans • Truancy filings • Chronically absent student percentage for every six weeks.	• Increase the District Attendance Rate from 93.3% (2025) to 98.3% by 2029.
			CAMPUS PROGRESS MEASURES: (FORMATIVE MEASURES – BOY-MOY)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES – EOY)

PRIORITY TWO-Recruitment and Retention of Quality Staff				
DISTRICT STRATEGIC OBJECTIVES	DISTRICT KEY ACTIONS: (INPUTS-TACTICAL)	CASCADE COLUMN: CAMPUS AND/OR DEPARTMENT	DISTRICT PROGRESS MEASURES: (FORMATIVE MEASURES)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES)
2.1 Retention/ Engagement Every staff member will feel valued and supported by their campus/department.	2.1.1 Design opportunities for all employees to be recognized and appreciated so that the overall employee retention rate increases each year. 2.1.2 Establish systems that provide employee incentives for meeting professional goals, such as teacher attendance incentives, teacher of the month recognition, and employee of the month recognition. 2.1.3 Collect data for identified employee groups so that engagement and satisfaction are measured and increasing.		• Climate Survey on staff retention • Exit Survey data • Turnover rate • Stay Interview data • Staff attendance data	• Climate Survey and stay survey data results indicate employees agree or strongly agree they are fulfilled by their work in EMS, increasing from 85% (2026) to 90% by 2029. • The staff turnover rate decreases from 15% (2025) to 10% by 2029. • Staff perfect attendance will increase from 39% (2026) to 43% by 2029. • EMS ISD will rank in the Top 10% of lowest teacher and employee turnover rates in Region XI by 2029.
			CAMPUS PROGRESS MEASURES: (FORMATIVE MEASURES – BOY-MOY)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES – EOY)
2.2 Recruitment All positions will be fully staffed with high quality candidates by the first day of school.	2.2.1 Communicate the opportunities for earning a teaching certification in collaboration with our university and EPP (Educator Preparation Program) partnerships. 2.2.2 Provide an online support portal with information for routes to get teacher certificates. 2.2.3 Increase the Beginning of Year (BOY) fill rates for teachers, paraprofessionals, and auxiliary staff by promoting competitive salaries and supplemental compensation opportunities, communicating job opportunities, and assisting with the application processes.		• Communication of opportunities • # of views on the webpage • Salary and supplemental compensation rates • fill rates for teachers, paraprofessionals, and auxiliary staff	• Increase the viewers clicking the “This was helpful” icon on the Teacher Certification webpage from 0% (2026 baseline) to 90% by 2029. • Increase the communication of certification opportunities from 10 (2026) to 20 events by 2029 • Increase the BOY fill rates for teachers from 96.5% (2025) to 98% by 2029. • Increase the BOY fill rates for paraprofessional staff from 87% (2025) to 94% by 2029. • Increase the BOY fill rates for auxiliary staff from 95% (2025) to 98% by 2029.
			CAMPUS PROGRESS MEASURES: (FORMATIVE MEASURES – BOY-MOY)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES – EOY)

2.3 Professional Learning Every staff member will be empowered through ongoing professional learning to enhance student outcomes and job satisfaction.	2.3.1 Establish alignment in scoring TTESS domains II and III for each evaluator by providing calibration training and practice to TTESS evaluative staff. 2.3.2 Provide district professional learning to instructional staff aligned to the district's adopted curriculum so that staff can differentiate instruction to meet individualized needs. 2.3.3 Provide district professional learning to professional staff so that they rate it as relevant or very relevant. 2.3.4 Provide professional learning opportunities for <i>non-instructional staff</i> so that they develop job-specific skills.		• TTESS calibration inter-rater report • TTESS walkthroughs and evaluations • Post-Professional Learning Surveys • # non-professional staff training provided	• EMS ISD TTESS evaluators will participate in calibration walks, increasing the inter-rater reliability from 0% (2026 baseline) to 100% by 2029. • % of staff scoring Proficient or better in TTESS domain 2.4 (differentiation) will increase from 0% (2026 baseline) to 90% by 2029. • Increase professional learning survey response for “relevant” or “very relevant” from 49% (2025) to 85% by 2029.
			CAMPUS PROGRESS MEASURES: (FORMATIVE MEASURES – BOY-MOY)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES – EOY)
			PRIORITY THREE-Parent, Family, and Community	
DISTRICT STRATEGIC OBJECTIVES	DISTRICT KEY ACTIONS: (INPUTS-TACTICAL)	CASCADE COLUMN: CAMPUS AND/OR DEPARTMENT	DISTRICT PROGRESS MEASURES: (FORMATIVE MEASURES)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES)
3.1 Family Engagement Every parent will be provided the opportunity to engage in two-way communication with staff, fostering strong partnerships that promote student and employee success.	3.1.1 Increase parent involvement in district opportunities so that parent voices are heard when decisions are made. 3.1.2 Increase parent engagement with instructional resources and education communications so that parents are informed about how to help their child. 3.1.3 Communicate with parents and students so that they want their students to attend our schools.		• # Parent participating on committees • # Parents participating in surveys • Instructional Resource parent events attendance • Parent education events attendance • # communications made by Caisa K12 • # students returning to EMS ISD after communication	• Increase the number of opportunities for parent voice from 10 (2026) to 20 by 2029. • Increase the number of parent events provided for the purpose of parent education from 11 (2026) to 20 by 2029. • Increase EMS ISD student enrollment from 24,000 (2026) to 26,000 by 2029.
			CAMPUS PROGRESS MEASURES: (FORMATIVE MEASURES – BOY-MOY)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES – EOY)

3.2 Community Engagement Connect EMS ISD students and families with available opportunities within the EMS ISD community, and connect the EMS ISD community with available opportunities in schools.	3.2.1 Educate all stakeholders regarding the funding situation of EMS ISD by sharing the steps the district is taking to address the public-school funding situation. 3.2.2 Support campuses and departments in creating and maintaining current and timely web content by providing education, support, and monitoring. 3.2.3 Engage all generations in the EMS ISD community with their neighborhood schools by promoting events and activities that are open to the community.		• Campus events list and QR code to gather audience type • Gold Card issuance and usage data • School events for the community to see what we offer and view our facilities/programming • Promotions of our events to audiences who do not have enrolled kids • Completion of funding video series • Completion of media for distribution on funding • Completion of the website related to funding	• Increase attendance at marketed community events from 70.5% (2026) to 85% by 2029. • Survey results stating increased knowledge of stakeholders regarding public school funding from 36.8% (2026) to 70% by 2029. • Increase monthly website calendar accuracy from 75% (2026) to 95% by 2029. • Increase website staff list accuracy from once per semester updates (2026) to once per week updates by 2029. ◦ Increase website content updates from once per semester (2026) to three times per month by 2029.
			CAMPUS PROGRESS MEASURES: (FORMATIVE MEASURES – BOY-MOY)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES – EOY)
3.3 Strategic Partnership Engagement Strategic partners will value actively partnering with EMS ISD.	3.3.1 Identify, define, and document district strategic partners and government agencies by engagement type (programmatic, civic, service-based). 3.3.2 Establish and implement standardized internal processes for initiating, managing, and sustaining partnerships with strategic and governmental entities. 3.3.3 Communicate civic and community engagement opportunities to EMS ISD students, families, and employees provided by strategic partners		• # of joint initiatives or events • % Pulse Survey participation by strategic partners • # communications of opportunities and events	• Increase participation of strategic partners in the Pulse Survey from 11% (2025) to 60% by 2029 • Increase the number of joint initiatives and events that highlight student success and district programming from 0 (2026 baseline) to 4 times a year by 2029
			CAMPUS PROGRESS MEASURES: (FORMATIVE MEASURES – BOY-MOY)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES – EOY)

PRIORITY FOUR-Financial Integrity, Effective Operations, and Safety/Security				
DISTRICT STRATEGIC OBJECTIVES	DISTRICT KEY ACTIONS: (INPUTS-TACTICAL)	CASCADE COLUMN: CAMPUS AND/OR DEPARTMENT	DISTRICT PROGRESS MEASURES: (FORMATIVE MEASURES)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES)
4.1 Systems Thinking and Organizational Improvement Every campus and department will operate under systemic procedures that ensure alignment to the district mission and goals.	4.1.1 Create Standard Guidance Documents (SGDs) in each department and on each campus by using the provided SGD Process Checklist. 4.1.2 Complete the Systems Check for Quality School Leaders or Quality School Operations self-assessment annually and take steps to improve the stage rating in each of the Approaches. 4.1.3 Create and maintain organizational clarity through defined roles, responsibilities, and reporting structures in departments and on campuses by publishing organizational charts.		• #Completed Standard Guidance Documents (SGDs) • %Staff trained on using SGD Process Checklist • Completion of systems checks • % of campuses and departments with accessible, updated organizational charts and role descriptions	• Campuses and departments will increase the use of the SGD Process Checklist to create SGDs from 0% (2025 baseline) to 100% by 2029. • The district will increase the stage rating in each of the Approaches on the Systems Check for Quality School Leaders or Quality School Operations from 1 (2026 baseline) to 3 out of 4 by 2029. • Campuses and Departments will increase publication of organizational charts from 32.5% (2026) to 100% by 2029.
			CAMPUS PROGRESS MEASURES: (FORMATIVE MEASURES – BOY-MOY)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES – EOY)
4.2 Financial Reporting and Stewardship of District Funding EMS ISD will maintain collaborative and transparent practices in meeting the fiscal and facility needs of the district.	4.2.1 Engage committees such as the Financial Integrity and Transparency Team (FITT) and the Long-Range Planning and Facilities Committee to monitor and implement their feedback related to resource allocations and revenue generation. 4.2.2 Decrease the impact on the General Fund by managing the debt service resources.		• Budgeting Priorities report • Election results impacting school funding • Annual Financial Report • FITT Committee feedback report • Facility Systems End of Life Report • Capital Needs Priority List • District Capacity Report	• Approve a budget that maintains at least 90 days of Fund Balance by 2029. • Increase committee input opportunities for resource allocation and revenue generation from 3 (2025) to 6 by 2029.
			CAMPUS PROGRESS MEASURES: (FORMATIVE MEASURES – BOY-MOY)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES – EOY)
4.3 Safety and Security	4.3.1 Provide standardized safety training BOY/MOY/EOY, which includes processes, safety protocols, and expectations for exterior		• Weekly Intruder Detection Audit Report –Sentinel • TEA Intruder Detection Campus Audit data • PEIMS discipline data for action codes 27 and 28	• Increase campus intruder detection audit compliance from 83 % (2025) to 100% by 2029.

Everyone is safe at school, all day, every day.	access point safety and monitoring during the instructional day, as well as for all events outside the instructional day. 4.3.2 Educate administrators, investigate, and file on assault cases that meet the definition. 4.3.3 Analyze student discipline data (coding differences and over-represented student groups) to inform administrators' calibration and address discipline inequities.		• 3 standardized safety trainings yearly • Six-week discipline data by student group • Administrator training on discipline coding	• Reduce student assault against staff/volunteers (PEIMS code 27) from 17 (2025) to 0 by 2029. • Reduce student assault against students (PEIMS code 28) by 50% from 167 (2025) to 84 by 2029. • Decrease the number of referrals by 20% from 20,032 (2026) to 16,026 by 2029.
			CAMPUS PROGRESS MEASURES: (FORMATIVE MEASURES – BOY-MOY)	LONG TERM OUTCOMES: X to Y by 2029 (SUMMATIVE MEASURES – EOY)