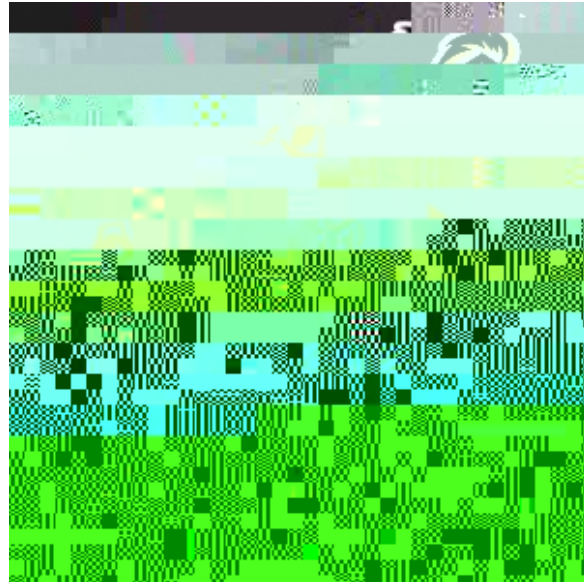


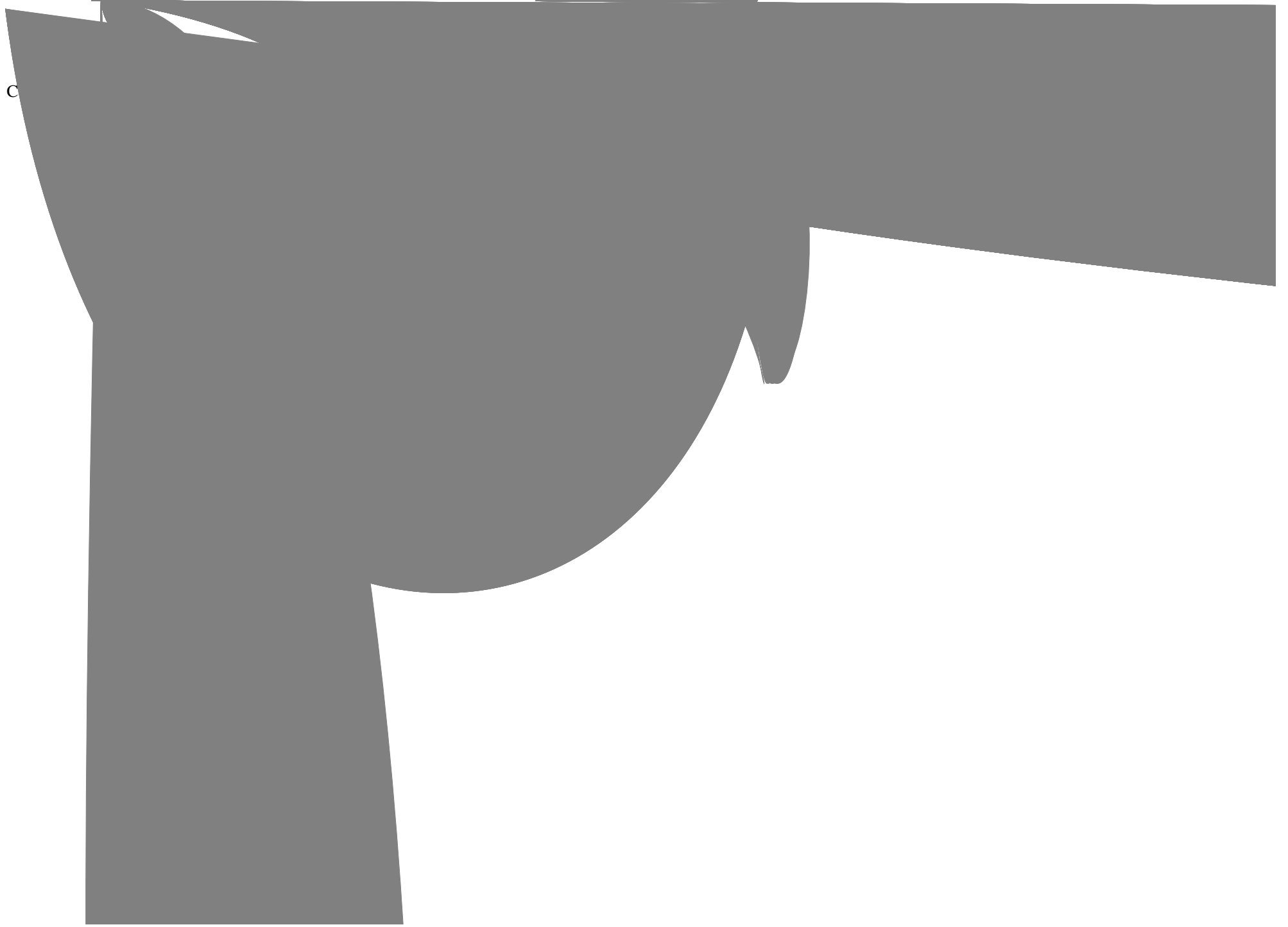
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Needs Assessment Overview

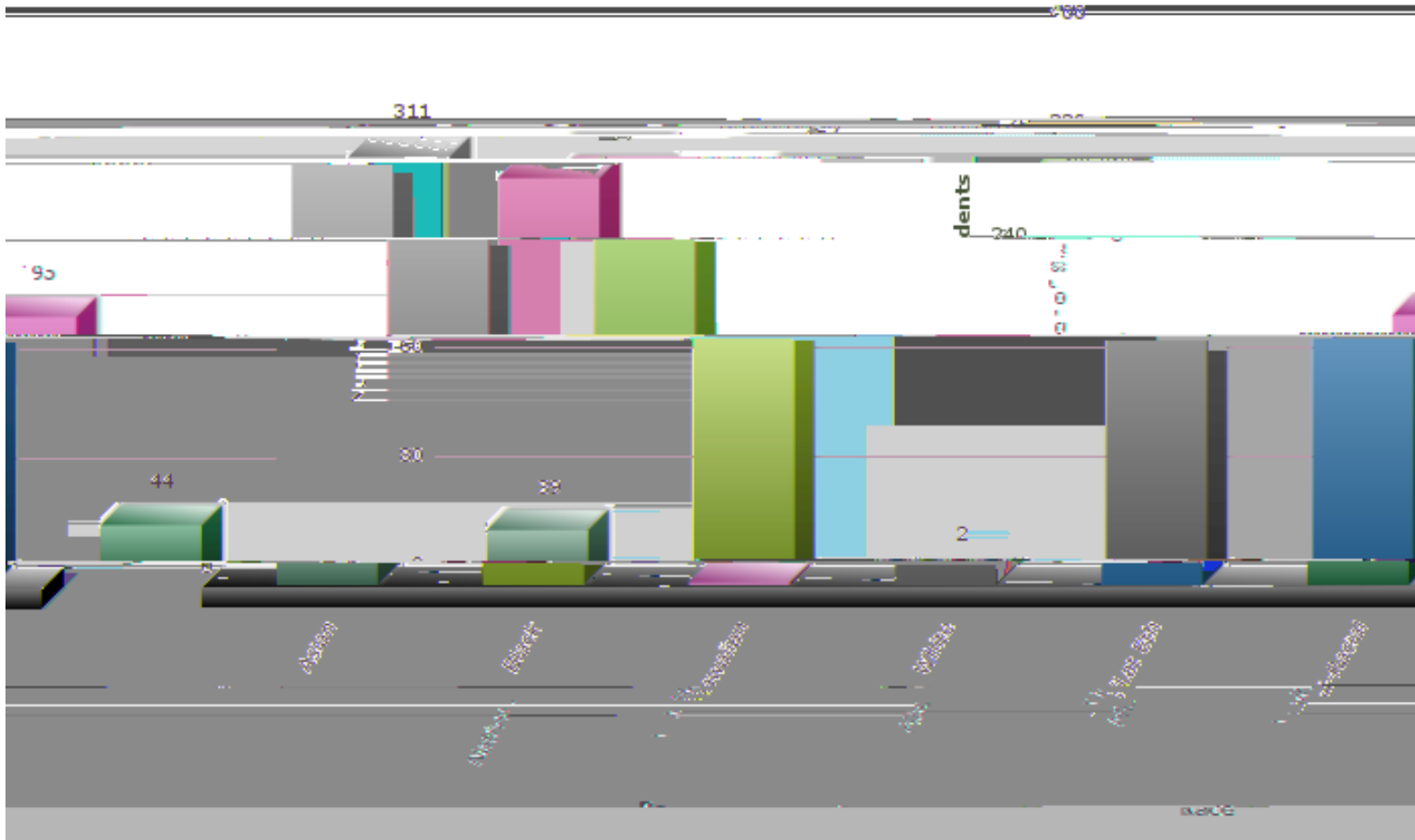
The Needs Assessment Overview highlights the importance of understanding the unique challenges and opportunities presented by our new student body, which comprises individuals from various campuses. As we work to establish a strong foundation for student achievement, it is crucial to recognize the emotional attachments and expectations that families may have from their previous experiences. By fostering open communication and building trust within the community, we can better address these concerns and effectively promote our new school's vision. This assessment will guide us in creating a supportive and engaging environment that values diverse perspectives and focuses on the collective success of all students.

Demographics

As a newly established high school, we serve a diverse student population that reflects the rich cultural tapestry of our community. Our enrollment consists of approximately 889 students, representing various ethnicities, backgrounds, and socioeconomic statuses.

Class of 2027	276 students	
Class of 2028	335 students	
SPED	84	9.4
504	95	10.6
At Risk	368	41.3
GT	63	7.1
ESL	77	8.7
LEP	84	9.4
Eco Dis	358	40.2

Race Distribution for Males and Females in All Grades at Entity 008



Asian: 39 students (4.4%)

Black: 195 students (22.0%)

White: 311 students (35.0%)

Hispanic/Latino: 297 students (33.4%)

Multi-Race: 44 students (4.9%)

Our school is committed to fostering an inclusive atmosphere that not only celebrates diversity but also addresses the unique needs of all students. With 40.2% of our students qualifying for free or reduced-price lunch, we recognize the importance of providing equitable resources and support systems to ensure academic success. Additionally, we have a

growing population of English Language Learners (ELLs) and students with special needs, which highlights our dedication to differentiated instruction and tailored educational strategies.

In light of these demographics, our campus improvement plan will focus on enhancing academic programs, expanding extracurricular opportunities, and creating a supportive environment that promotes engagement, well-being, and achievement for every student. By prioritizing community partnerships and stakeholder involvement, we aim to build a school culture that empowers students to thrive and succeed in their educational journey.

As a newly established high school serving approximately 889 diverse students from two distinct feeder programs, we face challenges in integrating and supporting students with varying academic needs. The differing educational experiences may lead to disparities in academic performance and social integration, risking the creation of an environment where some students feel marginalized. The root cause of the challenges outlined in the statement stems from the possible lack of a cohesive support system and tailored integration strategies for students transitioning from two distinct feeder programs.

Student Achievement

As we welcome students from various campuses, we recognize the opportunity to establish a new baseline for student achievement this upcoming year. By leveraging the diverse experiences and strengths of our student body, we aim to create an enriching educational environment that fosters growth, collaboration, and success for all learners.

School Culture and Climate

As a brand new high school integrating students from two distinct feeder patterns, we have embraced the unique opportunity to cultivate a vibrant and inclusive school culture. Our focus has been on creating an environment where every student feels welcomed, valued, and excited about their educational journey. Through community-building activities, collaborative events, and open communication, we aim to foster strong relationships among students, staff, and families, celebrating the diverse backgrounds that each student brings to our campus.

Parent and Community Engagement

Our parents and community members are enthusiastic about being actively involved in the formation of our new high school, eagerly contributing to the establishment of new traditions that reflect our shared values and aspirations. This excitement fosters a collaborative spirit, encouraging strong partnerships that enhance student experiences and promote a sense of belonging, ultimately strengthening the foundation of our school culture as we embark on this journey together.

The challenge in parent and community engagement stems from individuals comparing our new school's beginnings to their past experiences, leading to unrealistic expectations. To cultivate a supportive community, we must prioritize trust and open communication, emphasizing the unique opportunities our campus offers while valuing all stakeholders' contributions. The root cause of this issue is the emotional attachment individuals have to their past school experiences, leading to resistance to change.

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: As a newly established high school serving approximately 889 diverse students from two distinct feeder programs, we face challenges in integrating and supporting students with varying academic needs. The differing educational experiences may lead to disparities in academic performance and social integration, risking the creation of an environment where some students feel marginalized.

: The root cause of the challenges outlined in the statement stems from the possible lack of a cohesive support system and tailored integration strategies for students transitioning from two distinct feeder programs.

: Demographics

: The integration of students from two distinct feeder patterns into our new high school presents challenges in establishing a cohesive school culture and climate, as varying backgrounds and educational experiences can lead to feelings of marginalization among some students.

: We must actively promote inclusivity and engagement by aligning our values with the district's beliefs and fostering a strong sense of community through our "Armor Up" initiative, which connects the Profile of a Graduate to essential skills for student success.

: School Culture and Climate

Goal 2: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience.

<p>1. Implementing the 4 Disciplines of Execution (4DX) 4DX will provide a structured process to ensure focus and accountability for achieving measurable growth.</p> <p>Discipline 1: Focus on the Wildly Important Goal (WIG) The WIG for the campus will be: 100% of teachers will demonstrate proficiency in measuring and fostering individual student growth to improve outcomes on state and district summative assessments.</p> <p>Each administrator will create aligned WIGs focusing on supporting teacher growth in instructional practices. Track individual student growth using formative assessments aligned with state standards.</p> <p>Discipline 2: Act on Lead Measures Lead measures are the actionable items that predict success for the WIG. For this:</p> <p>Fundamental Five strategies (Lesson Framing, Power Zone, Critical Writing, Frequent Small Group Purposeful Talk, and Recognition/Reinforcement) will be implemented and measured through walkthroughs. Administrators will use Learner Engagement Rubric data as a lead measure, focusing on specific areas such as active student engagement and the use of higher-order questioning in instruction.</p> <p>Discipline 3: Keep a Compelling Scoreboard Administrators will maintain scoreboards for teacher proficiency and student growth.</p> <p>Display the progress of both teacher development on the Fundamental Five and individual student growth on formative assessments (mapped to state/district summatives). Scoreboards will include visual data such as the percentage of teachers rated as "Developed" or better on the engagement rubric and student achievement trends.</p> <p>Discipline 4: Create a Cadence of Accountability Regular meetings (weekly or biweekly) with administrative and instructional leadership teams will be scheduled to review progress.</p> <p>Administrators will reflect on walkthrough data and how the Fundamental Five and Learner Engagement Rubric are impacting student growth. Adjust strategies based on data and feedback from instructional practices.</p>	
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No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3:

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.

Performance Objective 1: 100% of EMS ISD campuses will provide students with learning opportunities which equip them with necessary skills for personal and social development.

District annual counseling calendar of lessons, Campus schedule of lesson implementation





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.

Performance Objective 2: All EMS ISD campus staff will be provided with learning opportunities which equip them with the necessary skills to foster personal and social development within their students.

Professional Learning calendar, Professional Learning attendance

Goal 6: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will engage each student in developing and executing a dynamic, customized, and personal education from registration to graduation which capitalizes on embedded robust opportunities where choice matters.

Performance Objective 1: 100% of campuses will take steps to build student engagement in and ownership of their learning journey.

<p>Implement personalized learning plans for each student that include their interests, goals, and preferred learning styles. Encourage students to set personal academic and extracurricular goals, and provide them with a structured process to monitor their progress. This approach empowers students to take ownership of their learning journey and fosters greater engagement.</p>				
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Goal 6: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will engage each student in developing and executing a dynamic, customized, and personal education from registration to graduation on which capitalizes on embedded robust opportunities where choice matters.

Performance Objective 2: EMS ISD will enhance equitable access to and awareness of educational opportunities and resources for all students as evidenced by feedback in surveys and student voice opportunities.

Involve students in the planning and execution of campus events, ensuring their voices are heard and that the information is presented in an accessible manner. Collect feedback through surveys to assess the effectiveness of these	





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

Performance Objective 1: EMS ISD will foster a culture of understanding and communication regarding educational opportunities as measured by district and campus surveys and participation rates.

Goal 7: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will create a culture that understands and

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

Performance Objective 3: Opportunities for stakeholder engagement and collaborative decision-making processes will be evident in all campuses and departments.





<p>Create stakeholder advisory committees that include students, parents, teachers, and community members to facilitate collaborative decision-making. These committees can meet regularly to discuss school initiatives, gather input on policies, and provide feedback on programs. Ensure that their recommendations are shared transparently with the broader school community, reinforcing the importance of stakeholder voices in shaping educational policies and practices.</p>		
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Goal 9:

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 2: EMS ISD will enhance collaboration and trust among staff members by implementing intentional opportunities for relationship building.

Employee Feedback Surveys

<p>Following the "Leadership on the Move" professional development session, implement ongoing team-building workshops and collaborative projects that encourage staff to work together across different departments and grade levels.</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 10: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will provide resources and opportunity for all staff to

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.

Performance Objective 1: EMS ISD campuses and programs will engage families according to interests and needs as evidenced by program participation and input.

Goal 11:

Goal 12: 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 creating standardized guidance documents to align processes for clear understanding of expectations.

Performance Objective 1: Develop a comprehensive set of standardized guidance documents (SGDs) by December 2025 that outline clear expectations and processes for key organizational functions and procedures. These documents should be accessible to all campuses and departments, promoting consistency and uniformity in operations.

Goal 12: 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 creating standardized guidance documents to align

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.

Performance Objective 1: By May 2025, establish a comprehensive centralized information warehouse that serves as the primary repository for all district information and documents.

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.

Performance Objective 2: Evaluate the relevance and usefulness of district information/documents located on other platforms, and if deemed valuable, transfer them to the new centralized platform by May 2026.

Goal 13: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create

Goal 14:

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.

Performance Objective 1: Cybersecurity frameworks, applications and strategies are seamlessly integrated within the school system, constantly evolving through ongoing refinement and adaptation.

Cybersecurity Coalition CCRE 2.0 Cybersecurity Rubric

Goal 15: