

East Central Independent School District

Salado Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Always Learning, Always Growing

Vision

At Salado, we work together to build student leaders with a growth mindset to be successful in a culturally diverse community.

Value Statement

Salado Elementary embraces and celebrates academic and social-emotional growth by promoting self-efficacy while encouraging students to be risk-takers and innovators. We do this by being role models, setting high expectations, and supporting each other with a sense of belonging for all.

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Comprehensive Needs Assessment

Revised/Approved: June 28, 2023

Engaged, Well Rounded Students

Engaged, Well Rounded Students Summary

We still need to focus on school climate at 61% and emotion regulation at 44%. We see students start great in school climate and slowly decrease to the EOY. We feel student engagement is a big reason why students don't feel positive about the school climate.

Input from CG: In other grade levels students have hands on experiences during science (however, resources/materials take a long time to arrive in order to complete it on time within the unit). Salado teachers volunteer in order to provide clubs after school or before school. 1.Book Club 2.Running Club 3)Choir 4)Sewing club 5) Art club . Questions to consider: Why can't we fund raise with some activities? It seems to be frowned upon here but normal in other counties. Can we partner with someone/company to have after school activities? However, UIL is paid for (can we check on this?) UIL is poetry, math, social studies, debate, and maybe e-sports FUNDRAISING ACTIVITY IDEA: Mexican Loteria

Students I've heard want school to be more fun. They have expressed that they feel they are constantly taking tests and contained. Attendance incentive is incomplete for some students as they have complained that they don't get the full reward.

We give them the opportunity to join clubs and we ask parents to come during parent involvement.

Engaged, Well Rounded Students Strengths

Salado had had the highest attendance in the district for most of the 22-23 school year. We believe this is due to the relationships the students have with their teachers. The Panorama data shows Salado at 80% at the BOY and at he EOY 75% of the students believe they have a strong relationship with their teacher. The Panorama data also grew in Self-efficacy, focus for 1/2 the 22-23 school year, to 55%.

Problem Statements Identifying Engaged, Well Rounded Students Needs

Problem Statement 1: Salado's attendance rate for 22-23 is 94.14%. **Root Cause:** There is a lack of systems in place to consistently and efficiently monitor attendance. There is also a lack of knowledge in parents of PK, K, and 1st grade in the importance of attendance

Problem Statement 2 (Prioritized): Current School Climate ratings for 22-23 school year: BOY 69, MOY 63, and EOY 61 **Root Cause:** School climate rating decreased as the school year progressed. In discussion staff and student relationships is high. In reading the types of questions asked under this domain, the issue is student to student. We need to set up a system to address this concern in morning meeting and monthly town hall meetings.

Student Safety & Well Being

Student Safety & Well Being Summary

What we do notice is that most referrals come from PK, 4th, and 5th grade. With PK it is teaching students social skills about not hitting, following directions the first time, and sharing. This takes a while for students to understand especially the TIER 2 behavior students. We also see your high flyers are our target students and made some changes throughout the year to better support these students. This could include consistency with check in and check out or switching the check in/check out person. Some students needed a better relationship and someone who can support them with their needs.

We have noticed an increase on crisis situations with our older students. We also need to work with teachers on unstructured times.

CG Input: Based on panorama data our campus scored low in self efficacy and having a growth mind set. Based on external scorecard we are making adjustments. Teachers speak to students about being safe when it comes to alarms and drills. (In reviewing the Panorama data, growth mindset is high for Salado at 61%.)

Communities in schools and counselor helps to handle crisis situations, being proactive by discussing students in MTSS meeting and providing social skills. Add perimeter team and town hall meetings. Counselor has done schoolwide guidance lessons on self-efficacy. She is also doing coping skills. In the cafeteria there are slides on the TV to focus on Wellness. (Stress, Eating Habits, etc.)

Counselor can share with the staff and parents what is being taught during Guidance lessons monthly.

Student Safety & Well Being Strengths

At Salado we do not have much concern when it comes to discipline. This is due to TIER 2 team and CCM team discussing students right away. We have a system set up to meet monthly with teachers in the progress of the TIER 2/3 behavior students. We stress the importance of communication about what is or not happening with the students. We make changes when necessary and continue to monitor.

We have done all our drills for the year and discuss the successes and adjustments with the staff. We have sent moles into the buildings as practice to make sure they are approached. This helped to refine procedures.

Our Counselor and Assistant Principal are a recurring item on the monthly faculty meeting agenda. They present on Panorama data and safety. They train the staff on next steps.

Problem Statements Identifying Student Safety & Well Being Needs

Problem Statement 1: Current Emotion Regulation ratings for 22-23 school year: BOY 46, MOY 44, and EOY 44. **Root Cause:** We don't have a system in place to teach students how to control their emotions and react to situations.

Student Learning and Progress

Student Learning and Progress Summary

Salado's data is always going to look different depending on the assessment or screener given. The language of the assessment throws the data off. This is why we focused on language with our 3rd - 5th grade students. We sat with teachers student by student. We noticed some teachers didn't evaluate the languages as they should have. We also noticed our emergent bilinguals really struggling are the new students who have been with us less than 2 years. Through planning and Data talks we notice teachers struggle in knowing the foundation of English or Spanish. They struggle on how to address the needs of the students. They have done better in diagnosing the foundational skill and the order they should be addressed but still struggle on how to address the gaps.

Emergent bilinguals is a subpop we are still concerned with, especially when it comes to literacy. It is not uncommon to have 14 to 16 EB students in each homeroom. This is a high percentage of the class already. Addressing their gaps and growth of languages is not an easy task for teachers. Although they have gotten better, we still notice teachers do not implement high yield strategies consistently.

Through class visits we notice in grades K-2nd teachers need to target the foundational skills of students due to the data not showing growth. This is especially evident in Lectura with 1st grade being at 61% of the students are in the red at the EOY. Kinder Dibels we had 63% at the EOY in red. We need to remember 80% of the instruction is taught in Spanish. In grades 3rd-5th grade there is evidence students have been taught in the classroom but students are guided by teachers way too much. We focused on how teachers are giving students the opportunity to independently think. We also spoke to them on focusing too much on solving problems and burning out the students.

With Amplify, Eureka, and BOOST we need to adjust protocols for planning and data talks. We need to work on internalizing the lesson. We also need to identify, train, and implement TIER 2 or 3 interventions. There was some narrowing down of resources and it is going to take a little bit of time to get things going in MTSS. The teachers were consistent with the fidelity of holding level up now it is focusing on what they are doing during this time.

CG Input: We hold weekly PLC meetings and have taught teachers to review their data independently. They are expected to know their data before the PLC meetings.

We are consistently reviewing data to focus on student growth.

We have had a lot of growth in math and reading MAP. Unfortunately, the growth was the same as the beginning of the year. We need to show more growth.

This is an area we still need to focus on when students get it. Teachers are still focused on the student who don't get it.

Student Learning and Progress Strengths

Teachers own their data now and can speak to it. They know where to look and can do it independently.

Our MAP reading growth was 160% at the EOY and math was 105%. This makes it an overall of 133% growth from Spring to Spring.

Second grade had 36% of the students in red at the EOY in Dibels and 17% in Lectura. Kinder had 22% in red in Lectura at the EOY.

Our bilingual instructional assistants have done a great job working on one with lower level students on filling the gaps in literacy. We made adjustments and had them start meeting with upper level new comers as well. we saw positive results in the data. We also saw positive results in listening and speaking with Summit K-12. We now need to narrow down when, what students we will focus, on and on what competency.

Problem Statements Identifying Student Learning and Progress Needs

Problem Statement 1 (Prioritized): Emergent bilinguals in grades 3rd through 5th-grade score below the Salado average on STAAR and Interim Reading in both English and Spanish assessments. **Root Cause:** Lack of integration of high yield strategies in daily instruction and teachers' foundational knowledge of both English and Spanish language.

Problem Statement 2 (Prioritized): There is a little progress in Dibels and Lectura data for Kinder-2nd grade students. Current EOY Data in the red: Dibels - K~ 63% 1st ~ 60% 2nd ~ 36%. Lectura - K ~22% 1st ~ 61% 2nd ~ 17% **Root Cause:** There is a lack of understanding on how to address the literacy foundational needs of the K-2nd grade students.

Problem Statement 3 (Prioritized): 22-23 Percent of Tier 2 and 3 Students who increased their Percentile Rank by 3 or more points (K-5th Literacy 47% and K-5th Math 37%)
Root Cause: There is a lack of activities given to students for them to be independent thinkers. Teachers are guiding the instruction a high percentage of the time.

Problem Statement 4 (Prioritized): Teachers struggled to create and implement their lesson plans effectively. **Root Cause:** Teachers have an abundant of resources for ELAR/SLAR and Math leading to too much time planning and not internalising their lessons.

Problem Statement 5: Teachers are implementing Level-up with fidelity but students are not making the growth they should with intervention. **Root Cause:** Teachers don't fully understand what concept should be targeted and matching the right piece of the intervention to the students' needs.

Problem Statement 6 (Prioritized): Emergent bilinguals are not growing in English as much as they are in Spanish. Kinder Dibels 63% in red and Lectura 22% in red. **Root Cause:** It varies from grade level to grade level but there are at least 14 to 16 EB students in each homeroom. Teachers struggle on how to teach the foundations in English because they don't understand it themselves. It is also because they are not incorporating high yield strategies with fidelity.

Post-Secondary Readiness

Post-Secondary Readiness Summary

28% of Salado 5th grade students are on track for college readiness. Our goal for the 23-24 is 35%. Despite 5th grade performing well on assessments and screeners students are still not prepared for the next level. This is where we have discussed that there is evidence of the students being taught when you watch them work. They just are not applying the right concept. They also do not have the stamina they need to complete a long test. The students have not been asked to write as much as they should have in all content areas.

CG Input: We are still adjusting to incorporate all. There are some subpops we need to focus on more.

Post-Secondary Readiness Strengths

At the EOY in MAP 5th grade performed high compared to the other grade levels. Reading - A ~ 58%, M ~ 28%, MA ~ 10%. Math - A ~ 68%, M ~ 27%, MA ~ 9%

CG Input: We discuss the 7 habits with the students to prepare them for life. We focus on incorporating 21 century skills in their daily instruction. Every year we hold a career fair to expose the students to different careers. We also incorporate quests to expose our students to different organizations. We focus on the 3 Bs and the 7 habits daily. Teacher continue to acknowledge to affirm what students are doing well.

Problem Statements Identifying Post-Secondary Readiness Needs

Problem Statement 1: 28% of Salado 5th grade students are on track for college readiness. **Root Cause:** Students struggle in both literacy and math in being independent. They struggle with writing short and extended responses. This is due to lack of the amount of times students are asked to write in all content areas.

Quality/Commitment of Staff

Quality/Commitment of Staff Summary

84% of staff was retained for the 22-23 school year. We need to look further at the individuals who leave on why. They didn't have a reason like moving out of San Antonio. What we know now is that they move because of distance from home and preparing for retirement. The stipend for Bilingual is lower compared to other districts. TIA is also a concern for some teachers. They can get more money in another district. In exit interviews, teachers will always state the amount of work given and time.

Quality/Commitment of Staff Strengths

There were many acknowledgements given to teachers throughout the school year. It was a focus for ILT to make sure and show value to the staff. We had a system put into place to make sure we valued all staff members. The results from the EOY ThoughtExchange were positive. Three of our staff members stayed and transferred to different positions in our organization. Exit interviews are always positive about the school and ILT.

CG Input: Teachers model desired learning behavior. Teachers monitor and adjust student instruction according to the students' needs. Our staff members follow our district vision and mission by being effective communicators, cultivating culture, building relationships, working towards continuous growth, being impact focused, and actualizing a compelling vision. New teachers receive all the training and support they need for the new programs used by the district. Additional trainings are provided throughout the year for existing teachers to continue to grow as professional education. The ILT team empowers the staff to realize the mission of the district by leading as an example and constantly referencing back during PLC meeting, data talks, and faculty meetings.

Problem Statements Identifying Quality/Commitment of Staff Needs

Problem Statement 1 (Prioritized): 84% of staff was retained for the 22-23 school year. **Root Cause:** Staff seems to leave because of distance from home and pay. Especially when it gets close to retirement age they look for places of employment that will help them reach their retirement goals. We need to dig deeper in making sure these are the causes of them leaving.

Community Engagement & Partnerships

Community Engagement & Partnerships Summary

In reflection, we need to provide more targeted opportunities for some of our stakeholders. This includes grandparents, parents of TIER 2 behavior students, and parents of our Emergent Bilinguals.

CG input: We have a partnership with KONA ICE where some of the money is donated for the school. We also have a partnership with EDNA where they provide supplies to the school Rotary, Randolph Brooks, Be A Champ are just a few examples of partnerships that help with funding or supplies. There are also partnerships within the district. Legacy band came and worked with the students on sound energy. There have also been some with CAST Lead and ECHS.

They provide food, clothing, funds to assist families. Also, monetary means provide resources for teachers to assist students' academic and SE growth. The partnerships of bringing guest speakers in benefits our students by exposing them first hand to careers.

Community Engagement & Partnerships Strengths

There are many parent engagement opportunities offered at Salado. We have at least 2 a month. There is a survey after each event and feedback is always positive. All stakeholders are given a voice to provide feedback. The Salado important dates are a running item on the ILT agenda. It is the goal of the CIS to bring in external partners to each event. We continue to grow the number of mutually beneficial partners.

CG Input: Our students our exposed to different types of careers through our career fair.

Problem Statements Identifying Community Engagement & Partnerships Needs

Problem Statement 1: Student SEL needs and parent needs are not being fully met with current family engagement activities. **Root Cause:** Most parents are satisfied with the family engagement activities we present. We tend to still not meet the needs of our high priority groups like grandparents, Spanish speaking parents, and students who struggle with emotions and efficacy.

Fiscal & Operational System

Fiscal & Operational System Summary

PEIMS is our big area of concern. It is a lot of organization and knowledge to make sure the coding is correct. A lot of this falls solely on the Program Facilitator. We need to put a system in place at the very beginning to start organizing to complete PEIMS throughout the year. It requires a lot of going back and looking at the PRC for information. PF and Attendance Clerk need to set a scheduled (calendared) meeting to meet at least every 2 weeks.

Fiscal & Operational System Strengths

Our bill for the 22-23 school year was just over 100 dollars. This is almost half of the previous year. It is still small books that are the concern but teachers did a much better job holding students accountable with the books.

CG Input: Based off YAG and units for planning resources are linked to high priority areas. We are fiscally transparent based on lost books and money spent to replace lost materials.

Problem Statements Identifying Fiscal & Operational System Needs

Problem Statement 1: PEIMS coding is a large task especially with emergent bilinguals. **Root Cause:** PEIMS coding tends to become overwhelming with the amount that is being asked of the Program Facilitator. A system needs to be put in place day 1 to lessen the amount of reviewing and double checking that continues to happen all year. More communication with other ILT members and Attendance Clerk to develop a system.

Priority Problem Statements

Problem Statement 1: Current School Climate ratings for 22-23 school year: BOY 69, MOY 63, and EOY 61

Root Cause 1: School climate rating decreased as the school year progressed. In discussion staff and student relationships is high. In reading the types of questions asked under this domain, the issue is student to student. We need to set up a system to address this concern in morning meeting and monthly town hall meetings.

Problem Statement 1 Areas: Engaged, Well Rounded Students

Problem Statement 2: Emergent bilinguals in grades 3rd through 5th-grade score below the Salado average on STAAR and Interim Reading in both English and Spanish assessments.

Root Cause 2: Lack of integration of high yield strategies in daily instruction and teachers' foundational knowledge of both English and Spanish language.

Problem Statement 2 Areas: Student Learning and Progress

Problem Statement 3: There is a little progress in Dibels and Lectura data for Kinder-2nd grade students. Current EOY Data in the red: Dibels - K~ 63% 1st ~ 60% 2nd ~ 36%. Lectura - K ~22% 1st ~ 61% 2nd ~ 17%

Root Cause 3: There is a lack of understanding on how to address the literacy foundational needs of the K-2nd grade students.

Problem Statement 3 Areas: Student Learning and Progress

Problem Statement 4: 84% of staff was retained for the 22-23 school year.

Root Cause 4: Staff seems to leave because of distance from home and pay. Especially when it gets close to retirement age they look for places of employment that will help them reach their retirement goals. We need to dig deeper in making sure these are the causes of them leaving.

Problem Statement 4 Areas: Quality/Commitment of Staff

Problem Statement 5: 22-23 Percent of Tier 2 and 3 Students who increased their Percentile Rank by 3 or more points (K-5th Literacy 47% and K-5th Math 37%)

Root Cause 5: There is a lack of activities given to students for them to be independent thinkers. Teachers are guiding the instruction a high percentage of the time.

Problem Statement 5 Areas: Student Learning and Progress

Problem Statement 6: Teachers struggled to create and implement their lesson plans effectively.

Root Cause 6: Teachers have an abundant of resources for ELAR/SLAR and Math leading to too much time planning and not internalising their lessons.

Problem Statement 6 Areas: Student Learning and Progress

Problem Statement 7: Emergent bilinguals are not growing in English as much as they are in Spanish. Kinder Dibels 63% in red and Lectura 22% in red.

Root Cause 7: It varies from grade level to grade level but there are at least 14 to 16 EB students in each homeroom. Teachers struggle on how to teach the foundations in English because they don't understand it themselves. It is also because they are not incorporating high yield strategies with fidelity.

Problem Statement 7 Areas: Student Learning and Progress

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 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Other PreK - 2nd grade 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
- 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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data





Goals

Revised/Approved: July 17, 2023

Goal 1: Engaged, Well Rounded Students

Key Question 1: To what degree does ECISD provide diverse experiences to meet the needs and interests of all students?

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: We will maximize students opportunities to learn by making learning meaningful, maximizing student participation, and limiting the amount of time students are out of class.</p> <p>Evidence of Success: Attendance rate is 96% or better each quarter.</p> <p>Staff Responsible: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: The staff and ILT will collaboratively establish activities to help increase the rating on school climate.

Expected Outcome:

Increase by 3% from BOY to MOY and another 3% from MOY to EOY.

Intended Audience: All staff

Provider / Presenter / Person Responsible: Counselor

- Date(s) / Timeframe:**
1. Share the 22-23 EOY Panorama data with the staff along with the questions being asked at BOY PD.
 2. A system will be established for daily morning meetings from 7:30 - 7:42 am. (August 2, 2023)
 3. ILT and staff will implement monthly town hall meetings starting September 2023.
 4. A system for affirmations will be established to be read on daily announcements and at monthly town hall meetings. (September 1, 2023).
 5. At monthly faculty meetings, staff will be trained on the next month's skill to implement during daily morning meetings. (Ongoing)

Collaborating Departments: ILT Team

Goal 1: Engaged, Well Rounded Students

Key Question 2: To what degree is student voice valued and reflected in student experiences?

Initial Status: Minor Change





Summative Evaluation: Q1: On Track - Each homeroom holds morning meetings that focus on student relationships. Third through fifth-grade students take the Panorama assessment at the BOY, MOY, and EOY.

Q2: On Track - The teachers are continuing to hold morning meetings. We have Peer Mediators in place and going. Small groups with the Counselor based on Panorama are implemented. Guidance is held each month.

Goal 1: Engaged, Well Rounded Students

Key Question 3: To what degree are all students engaged in our schools and the community?

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: We will maximize students opportunities to learn by making learning meaningful, maximizing student participation, and limiting the amount of time students are out of class.</p> <p>Evidence of Success: Salado will reach a 96.0% attendance rate for the 2023-24 school year</p> <p>Staff Responsible: Assistant Principal</p> <p>Problem Statements: Engaged, Well Rounded Students 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Develop, train, and support all stakeholders in new attendance systems.

Expected Outcome:

Attendance rate is 96% or better each quarter.

Intended Audience: All Stakeholders

Provider / Presenter / Person Responsible: Assistant Principal

- Date(s) / Timeframe:**
1. Chronic absent list by September 1, 2023
 2. System to consistently monitor attendance by the staff implemented by September 1, 2023.
 3. Incentives established for throughout the year by September 1, 2023.
 4. Attendance committee will meet bi-weekly to monitor, discuss, and adjust Chronic Absent list. Add new students if necessary.
 5. Each semester educate parents on the importance of attendance through a meeting, monthly newsletters, and Dojo. (PK, K, and 1st)

Collaborating Departments: CCM Committee and Attendance Clerk

Targeted Support Strategy

Key Question 3 Problem Statements:

Engaged, Well Rounded Students

Problem Statement 2: Current School Climate ratings for 22-23 school year: BOY 69, MOY 63, and EOY 61 **Root Cause:** School climate rating decreased as the school year progressed. In discussion staff and student relationships is high. In reading the types of questions asked under this domain, the issue is student to student. We need to set up a system to address this concern in morning meeting and monthly town hall meetings.

Goal 2: Student Safety & Well Being

Key Question 1: To what degree are students safe and feel secure at school, physically and socially/emotionally?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1 - Adjustments: Panorama Data ~ Teacher Student Relationships 71% (-4 points from the previous year) Sense of Belonging 67% (+4 points from the previous year)

We have a low number of office referrals. Our Assistant Principal works closely with the teacher and the parents of the students. She also coaches the teachers on classroom management.

Q2 - The students and teachers have taken the Panorama survey. We will review the MOY Panorama results once they are ready. We continue with Morning Meetings around relationships.

We continue to have a low number of referrals. Teachers have been identified and targeted using Get Better Faster to address classroom management.

Goal 2: Student Safety & Well Being

Key Question 2: To what degree are we able to respond, both proactively and reactively, to crisis situations?

Initial Status: Maintain

Summative Evaluation: Q1 - On Track - We meet every two weeks for the Comprehensive Case Management (CCM) meeting. The students who are struggling academically and behaviorally. We meet monthly to discuss the students who are on a Daily Behavior Report Card (DBRC).

Q2 - On Track - ILT members who are responsible for these types of situations attend PD to keep current. They also collaborate with teachers to get a better understanding of the need. We are continuing with CCM every two weeks.

Goal 2: Student Safety & Well Being

Key Question 3: To what degree do we provide support services for staff, students, and families on an ongoing basis and in a crisis?

Initial Status: Maintain





Summative Evaluation: Q1 - On Track: Our Assistant Principal, Counselor, and Community in Schools employees work together to address the needs of students with support services.

Q2 - On Track: We continue to have our Assistant Principal, Counselor, and Community in Schools employees work together to address the needs of students with support services. We also refer to district Student Services for additional support.

Goal 3: Student Learning and Progress

Key Question 1: To what degree do we support student learning and progress?

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: We will help students that are struggling close the gap by identifying struggling students and providing high quality interventions.</p> <p>Evidence of Success: 48% of students identified for Math or Reading Tier 2 or Tier 3 services will close their achievement gap by increasing their scores from BOY to EOY by 3 percentile rank.</p> <p>Staff Responsible: Academic Facilitator</p> <p>Problem Statements: Student Learning and Progress 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<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>				

Strategy 1: Identify and purchase MTSS Interventions

Expected Outcome:

There will be an intervention identified and in place to address the needs of the MTSS students. (Istation, Estrellita, IXL, Summit K-12, BOOST, SIL, and LLI.

Intended Audience: Tier 2 and Tier 3 identified students

Provider / Presenter / Person Responsible: Program Facilitator

Date(s) / Timeframe: 1. Identify which interventions will be used for what grade levels, subject, and program by 9/11/23 (Istation and Estrellita, IXL, Summit K-12, Blended Learning, and PBL, Branching Minds)
 2. Purchase needed interventions by 9/29/23.
 3. Monitor needs for intervention. (Ongoing)

TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy - Additional Targeted Support Strategy

Funding Sources: Istation, Estrellita, IXL, K-12 Summit, BOOST, SIL, and LLI. - Title I, Part A - \$0

Strategy 2: Train and implement interventions with fidelity.

Expected Outcome:

53% of K-5th Literacy and 43% of K-5th Math students in 23-24 Tier 2 and 3 students will increase their Percentile Rank by 3 or more points

Intended Audience: Teachers, Tier 2. and Tier 3 students

Provider / Presenter / Person Responsible: Program Facilitator

Date(s) / Timeframe: 1. Identify the Tier 2 and 3 Literacy and Math students with BOY data.
2. Enter intervention plans in Branching Minds.
3. Identify what the teachers will be using for progress monitoring.
4. Progress monitor the students every 2 weeks and review the progress.
5. Adjust plans as needed to ensure growth.

TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 3: Train staff, address, and monitor DIBELS and Lectura data for K-2nd grade students below level.

Expected Outcome:

A 5% decrease in the percentage of students identified in red from BOY to MOY and then a 10% decrease from MOY to EOY.

Intended Audience: Staff

Provider / Presenter / Person Responsible: Literacy Coaches

Date(s) / Timeframe: 1. Train teachers on disaggregating the Dibels and Lectura.
2. Purchase BOOST.
3. Train teachers on how to use the reports form BOOST to target the students in small group instruction.
4. Monitor progress of students identified in red through MOY and EOY.

TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy - Additional Targeted Support Strategy

Funding Sources: Boost - Title I, Part A - \$0

Strategy 4: Monitor implementation of targeted instruction to develop second language. Summit K-12 lessons.

Expected Outcome:

100% of EB students identified by Bilingual Instructional Assistants are serviced.

Intended Audience: 2nd - 5th Grade Emergent Bilingual Students

Provider / Presenter / Person Responsible: Program Facilitator

- Date(s) / Timeframe:**
1. Bilingual Instructional Assistants will create their schedule to address EB student's needs.
 2. Bilingual Instructional Assistants will keep a spreadsheet with identified EB students data.
 3. Progress monitor the list of identified EB students and adjust students when necessary.

TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy - Additional Targeted Support Strategy

Key Question 1 Problem Statements:

Student Learning and Progress

<p>Problem Statement 3: 22-23 Percent of Tier 2 and 3 Students who increased their Percentile Rank by 3 or more points (K-5th Literacy 47% and K-5th Math 37%) Root Cause: There is a lack of activities given to students for them to be independent thinkers. Teachers are guiding the instruction a high percentage of the time.</p>

Goal 3: Student Learning and Progress

Key Question 2: To what degree is a growth mindset a part of how we do business?

Initial Status: Maintain but Consider a Change





Summative Evaluation: Q1 - Adjustments: Growth Mindset data on Panorama 64% (+3 from last year). When it comes to teachers they are trusting the process with Eureka and Amplify. They are expressing positive comments with the curriculum and the growth they see with students.

Q2 - Adjustments: The students and teachers have taken the Panorama survey. We will review the MOY Panorama results once they are ready. Teachers have now committed to Amplify and Eureka. The upper levels are looking at where they can adjust to address needs of the students and STAAR.

Goal 3: Student Learning and Progress

Key Question 3: To what degree are students growing and achieving academically and behaviorally?

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: We will engage in rigorous learning utilizing high quality instruction and frequently progress monitoring and adjusting so that students perform on level</p> <p>Evidence of Success: By July 2024, East Central ISD will earn a minimum of a "met standards rating C" with at least 70% approaches, 40% meets, 20% masters on STAAR. (campus sample goal)</p> <p>Staff Responsible: Academic Facilitator</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Clarify, train, and monitor system for formative assessments in reading and math

Expected Outcome:

90% of Math and Reading teams have at least 5 formative assessments each quarter.

Intended Audience: Dual Language and Leadership Academy Teachers

Provider / Presenter / Person Responsible: Academic Facilitator

Date(s) / Timeframe: 1. Clarify the new system for formative assessments in reading and math at BOY PD.
 2. Train staff on the TDS testing system being used for common formative assessments in reading and math by 9/30/23.
 3. Monitor the system for common formative assessments in reading and math for each unit. (Ongoing)

TEA Priorities:
 Build a foundation of reading and math

Strategy 2: Improves lesson execution by engaging in the SMARTER planning process in Data Talks and Planning meetings.

Expected Outcome:

100% of teachers that participate in data talks will create plan of action to support students.

Intended Audience: Dual Language and Leadership Academy Teachers

Provider / Presenter / Person Responsible: Academic Facilitator

- Date(s) / Timeframe:**
1. Train teachers on the use of the district protocols or processes to disaggregate formative assessment data during the first data talk meeting.
 2. Provide coaching and feedback during weekly data talk meetings. (Ongoing)
 3. Teachers will complete data trackers for their students and start forming small groups based on CFA or DFA data. They will also look at growth for MAP and MCLASS.

TEA Priorities:

Build a foundation of reading and math

Strategy 3: Update, train, and implement high quality instructional materials and resources while showing fidelity to the internalization process lesson planning) for Amplify, Eureka, Blended Learning and PBL by engaging in the SMARTER planning process.

Expected Outcome:

90% of Math and Reading teachers will internalize lessons with high yield instructional strategies to deliver quality instruction.

Intended Audience: Dual Language and Leadership Academy Teachers

Provider / Presenter / Person Responsible: Academic Facilitator

- Date(s) / Timeframe:**
1. Teachers will attend curriculum training for Amplify and Eureka by August 14, 2023.
 2. Revisit and train on the the different components for SMARTER at the BOY PD.
 3. Train and implement teachers on the planning protocols for Eureka and Amplify. (First 4 weeks of school.)
 4. In 2nd quarter, planning will focus around rehearsals and what instructional strategies will be put in place to deliver quality instruction.
 5. Consultant and Instructional Specialists walks will show implementation of high yield strategies. (Ongoing)

TEA Priorities:

Build a foundation of reading and math

Strategy 4: Implement the classroom visit process.

Expected Outcomes: 100% of teachers were visited at least ever two weeks.

Intended Audience: All Staff

Provider / Presenter / Person Responsible: Principal

- Date(s) / Timeframe:**
1. Be clear on what kind of walk is used when and by who by September 5, 2023.
 2. Observe lessons in all teachers' classrooms every two weeks. (Ongoing)
 3. Plan coaching meeting with highest leverage actions steps and practice (Ongoing)
 4. Research implement action coaching steps to coach the coach (Ongoing)
 5. Monitor progress on action steps and make adjustments (Ongoing)
 6. Conduct O3 meetings. (Ongoing)
 7. Create a system to document classroom visits by August 21, 2023.
 8. Ensure all ILT members are conducting and documenting classroom visits. (Ongoing)

Collaborating Departments: ILT and CIA Team

Strategy 5: Utilize the ILT structure to monitor, coach, and action around teacher and leader performance

Expected Outcomes: 100% of ILT agendas will focus on data, observations, coaching, and response to student outcomes.

Intended Audience: ILT Members

Provider / Presenter / Person Responsible: Principal

Date(s) / Timeframe: 1. Revamp ILT agenda to meet expected outcomes by August 21, 2023.

2. Collaborate with ILT to discuss trends in data (Ongoing)

3. Calibrate on coaching moves (Ongoing)

4. Review and respond to student outcomes weekly.

5. Observe classroom instruction (Each teacher at least every two weeks.)

6. Drive ILT agenda and align to goals. (Ongoing)

7. Monitor teacher practice data and adjust for impact (Ongoing)

Collaborating Departments: ILT Members

Goal 3: Student Learning and Progress

Key Question 4: To what degree do we assure student success by building on student strengths?

Initial Status: Minor Change





Summative Evaluation: Q1 - Adjustments: We have started Data Talks for Math. We are reviewing the data and working on how to address the students' gaps.

Q2 - Adjustments: We are working with the teachers on implementing small-group instruction. This needs to be done to meet the gaps and strengths of the students. We are also working on the instructional competence of the teachers

Goal 4: Post-Secondary Readiness

Key Question 1: To what degree are students ready to make a meaningful life and living?

Initial Status: Major Change

System Response 1 Details	Reviews			
<p>System Response 1: We will align students' academic requirements and growth goals to ensure that all students are college, career, and military ready, preparing them to choose their future.</p> <p>Evidence of Success: In order to reach 64% of students meeting one or more CCMR indicators by graduation, 35% of Salado 5th-grade students will score college-ready on MAP's ACT Projection for 22+ on End of Year reading and math (currently MOY 22-23 28% with 28% reading and 27% math)</p> <p>Staff Responsible: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<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>				

Strategy 1: Collaborate and establish a plan with 5th grade teachers to address MAP growth. (Reading, Math, Writing, and Independent)

Expected Outcomes:

35% of Salado 5th-grade students will score college-ready on MAP's ACT Projection for 22+ on End of Year reading and math.

Intended Audience: 5th Grade Dual Language and Leadership Academy Teachers

Provider / Presenter / Person Responsible: Principal

- Date(s) / Timeframe:**
1. Develop a plan to target the growth of the identified 5th grade students at BOY. (Review data from previous 5th-graders to identify areas.)
 2. Train teachers on how to address targeted students.
 3. Implement the plan to address students to ensure they meet or exceed expected growth.

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college
 - Targeted Support Strategy - Additional Targeted Support Strategy

Goal 4: Post-Secondary Readiness

Key Question 2: To what degree are students planning for post-secondary and executing their plans?

Initial Status: Maintain

Summative Evaluation: Q1 - On Track: We are working with the 5th graders on their choice slips to take honors courses and higher-level courses. We expose the students' options when they graduate from high school.

Q2 - On Track: 5th and 6th graders have started completing their choice slips. Students only choose their electives. The core classes are chosen based on MAP.

Goal 4: Post-Secondary Readiness

Key Question 3: To what degree are students ready for citizenship and civic duty?

Initial Status: Maintain

Summative Evaluation: Q1 - On Track: The students are exposed to what it means to be a good citizen through monthly guidance meetings with the Counselor. We have the Early Act club which is like a student council. We also have Peer Mediators that mediate between 2 students who might have some concerns.

Q2 - OnTrack: Early Act club and Peer Mediators are in full effect. Students still receive monthly guidance. We recognize students of the month based on character traits. We do Random Acts of Kindness awards. We continue to train teachers on hot spots that come up.

Goal 4: Post-Secondary Readiness

Key Question 4: To what degree does the system reflect "all means all"?

Initial Status: Major Change





Summative Evaluation: Q1 - Adjustments: We are always looking for ways to include all students in all we do. It is a top priority to celebrate all cultures.

Q2 - Adjustments: We have been discussing how we can celebrate Black History Month. We have received the input from the community as well. We are going to make sure we post on Dojo more on how we celebrate cultures.

Goal 5: Quality/Commitment of Staff

Key Question 1: To what degree does staff positively impact students according to need?

Initial Status: Minor Change

System Response 1 Details	Reviews			
<p>System Response 1: We will train, develop, and retain high quality staff.</p> <p>Evidence of Success: From Jul 3, 2023, 90% of the exempt staff and 85% nonexempt that was employed on Jun 3, 2024 will be retained with the intent of returning for the 24-25 school year.</p> <p>Staff Responsible: Principal</p> <p>Problem Statements: Quality/Commitment of Staff 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<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>				

Strategy 1: Principal and Assistant Principal will round with each staff member at least once a semester and take action to address concerns.

Expected Outcome:

Conducted 100% of Rounding meetings each semester

Intended Audience: All Staff

Provider / Presenter / Person Responsible: Principal

- Date(s) / Timeframe:**
1. Assign rounders to Principal and Assistant Principal
 2. Create Rounding survey/spreadsheet to use during Rounding meetings.
 3. Hold half of Rounding meetings first quarter
 4. Discuss data in ILT Meetings and create a plan to address concerns.

Collaborating Departments: ILT Team

TEA Priorities:

Recruit, support, retain teachers and principals

Key Question 1 Problem Statements:

Quality/Commitment of Staff

Problem Statement 1: 84% of staff was retained for the 22-23 school year. **Root Cause:** Staff seems to leave because of distance from home and pay. Especially when it gets close to retirement age they look for places of employment that will help them reach their retirement goals. We need to dig deeper in making sure these are the causes of them leaving.

Goal 5: Quality/Commitment of Staff

Key Question 2: To what degree do our staff members exemplify the Profile of an EC Learning Leader?

Initial Status: Minor Change

Summative Evaluation: Q1 - Adjustments: We are looking for ways to identify individuals who are future leaders. We acknowledge their work and contribution. We currently have two members of the staff who are part of the Aspiring Principals Academy. We have two staff members completing their practicum.

Q2 - Adjustments: The two staff members are still part of the Aspiring Leaders Academy. We did the activity of leading leaders and leading others with our CG team. We had to refocus on the grade-level leads. They are critical in leading the vision of the campus.

Goal 5: Quality/Commitment of Staff

Key Question 3: To what degree do we train and develop new and existing staff?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1 - Adjustments: We are always looking for ways to build the knowledge of our staff. Through Classroom visits, we identify the needs of the staff.

Q2 - Adjustments: Acknowledgements are very important to retain staff. We also have one one-on-one conversations to see how they feel. We make sure to meet their needs.

Goal 5: Quality/Commitment of Staff

Key Question 4: To what degree is staff empowered to realize the mission of the district?

Initial Status: Maintain





Summative Evaluation: Q1 - Adjustments: We always try to communicate with the staff the goals of the district and campus. We are transparent to help build relationships with the staff.

Q2: Adjustments: We continue to communicate goals. We make sure to follow through on questions and requests.

Goal 6: Community Engagement & Partnerships

Key Question 1: To what degree do we cultivate mutually beneficial partnerships?

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: We will focus on quality partnerships that help us reach our goals and that help our partners reach their goals beyond contractual requirements.</p> <p>Evidence of Success: 100% of partnerships are identified as mutually beneficially by both EC and our partner.</p> <p>Staff Responsible: Academic Facilitator</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<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>				

Strategy 1: Provide Family Engagement opportunities that align to the Family Engagement Framework and add at least 3 mutually beneficial partners.

Expected Outcome:

3 new external partners are added for 23/24 school year.

Intended Audience: All Stakeholders

Provider / Presenter / Person Responsible: Academic Facilitator

- Date(s) / Timeframe:**
1. Discuss as ILT new parent involvement activities to add for 23-24 school year.
 2. Refine Important Dates Document to show parent involvement activities for 23-24 school year by 9/1/23.
 3. Refine the survey to measure effectiveness by 9/8/23.
 4. Monthly parent education programs based on need (Prek, Multicultural celebrations, Literacy Night, etc)
 5. Partner with CIS when designing Family Engagement opportunities (ongoing)
 6. Identify, partner with, and add to Mutually Beneficial partners spreadsheet 3 new partners.

Collaborating Departments: Counselor and CIS

Goal 6: Community Engagement & Partnerships

Key Question 2: To what degree do our partnerships positively impact stakeholders?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1 - On Track: The partnerships we create are always to help meet the needs of our community. We always have a survey at the end of each night and have received positive feedback.

Q2 - On Track: We are continuing what we have done in quarter 1. PTA id established for the year. We will continue to work with them to increase family engagement.

Goal 6: Community Engagement & Partnerships

Key Question 3: To what degree do we connect with workforce needs?





Initial Status: Maintain

Summative Evaluation: Q1 - On Track: The way we do this being an elementary school is by teaching students soft and social skills. We expose them to different careers.
Q2 - On Track: We continue to expose students to different career fields. We make sure they understand what is needed in the future.

Goal 7: Fiscal & Operational System

Key Question 1: To what degree do we align resources to high priority goals?

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: We will align our needs assessments, goals, strategies, and budgets when creating the budget</p> <p>Evidence of Success: 100% of 2023-24 budget will be aligned to Identified Needs and 75% spent in achieving identified goals</p> <p>Staff Responsible: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<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>				

Strategy 1: Budget/Purchases will be aligned to the CIP high priority goals

Expected Outcomes:

100% of allocations will be related to CIP and campus needs.

Intended Audience: All Stakeholders





Provider / Presenter / Person Responsible: Principal

Date(s) / Timeframe: Quarterly Site Base Meetings and CG meetings

Goal 7: Fiscal & Operational System

Key Question 2: To what degree are we fiscally and operationally efficient and transparent?

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: We will establish a baseline in all inventory management systems so that we can ensure efficient operations.</p> <p>As we move toward a system designed to require that our data is accurate and up-to-date, we will regularly verify our PEIMS coding to ensure that the data supporting our internal systems is correct and allows us to successfully meet the needs of every student and will guarantee accurate and timely reporting to the state.</p> <p>Evidence of Success: 100% of non-consumable and fixed assets will be accounted for in inventory management systems by June 3, 2024</p> <p>and</p> <p>To ensure accurate student coding throughout the year, on June 3, 2024, 99% of key student's records will be accurate to include to the following codes:</p> <ul style="list-style-type: none"> 504 Bilingual Program CTE Discipline Dyslexia EEA Emergent Bilingual ESL Program Gifted Program Special Education Program State Compensatory Education <p>Staff Responsible: Assistant Principal/Program Facilitator</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Asset Management through a systemic approach to ensure the accounting of all items.

Expected Outcomes:

Reduce the bill from 22-23 for \$109 to \$60 for 23-24.

Intended Audience: All Staff

Provider / Presenter / Person Responsible: Assistant Principal

Date(s) / Timeframe: 1. Maintain current inventory, record (label) assets as they arrive quarterly, mid-year check on inventory checked out to staff.
2. At New Teacher PD review all resources and how to manage them in the classroom.
3. Quarterly at monthly New Teacher meeting review the inventory and do periodic checks. (Especially of the small books.)

Collaborating Departments: ILT and CG Committee

Strategy 2: Clarify, train, and implement system for verifying accuracy of student coding in ASCENDER.

Intended Audience: All Staff

Provider / Presenter / Person Responsible: Program Facilitator

Date(s) / Timeframe: 1. Clarify and train the new program facilitator on all the different PEIMS coding.
2. Create spreadsheets with program facilitator and ILT to better track new students enrolling.
3. Clarify and train all ILT on system to track PEIMS coding.
4. Program facilitator and attendance clerk will meet at least weekly to update spreadsheets for PEIMS.
5. Program facilitator and attendance clerk will update coding in the system at least weekly for PEIMS.

Collaborating Departments: Attendance Clerk, GT Facilitator, Dyslexia teacher, and ILT Team

Targeted Support System Responses

Goal	Key Question	System Response	Strategy	Description
1	3	1	1	Develop, train, and support all stakeholders in new attendance systems. Expected Outcome: Attendance rate is 96% or better each quarter.
3	1	1	1	Identify and purchase MTSS Interventions Expected Outcome: There will be an intervention identified and in place to address the needs of the MTSS students. (Istation, Estrellita, IXL, Summit K-12, BOOST, SIL, and LLI.
3	1	1	2	Train and implement interventions with fidelity. Expected Outcome: 53% of K-5th Literacy and 43% of K-5th Math students in 23-24 Tier 2 and 3 students will increase their Percentile Rank by 3 or more points
3	1	1	3	Train staff, address, and monitor DIBELS and Lectura data for K-2nd grade students below level. Expected Outcome: A 5% decrease in the percentage of students identified in red from BOY to MOY and then a 10% decrease from MOY to EOY.
3	1	1	4	Monitor implementation of targeted instruction to develop second language. Summit K-12 lessons. Expected Outcome: 100% of EB students identified by Bilingual Instructional Assistants are serviced.
4	1	1	1	Collaborate and establish a plan with 5th grade teachers to address MAP growth. (Reading, Math, Writing, and Independent) Expected Outcomes: 35% of Salado 5th-grade students will score college-ready on MAP's ACT Projection for 22+ on End of Year reading and math.

Additional Targeted Support System Responses

Goal	Key Question	System Response	Strategy	Description
3	1	1	1	Identify and purchase MTSS Interventions Expected Outcome: There will be an intervention identified and in place to address the needs of the MTSS students. (Istation, Estrellita, IXL, Summit K-12, BOOST, SIL, and LLI.
3	1	1	2	Train and implement interventions with fidelity. Expected Outcome: 53% of K-5th Literacy and 43% of K-5th Math students in 23-24 Tier 2 and 3 students will increase their Percentile Rank by 3 or more points
3	1	1	3	Train staff, address, and monitor DIBELS and Lectura data for K-2nd grade students below level. Expected Outcome: A 5% decrease in the percentage of students identified in red from BOY to MOY and then a 10% decrease from MOY to EOY.
3	1	1	4	Monitor implementation of targeted instruction to develop second language. Summit K-12 lessons. Expected Outcome: 100% of EB students identified by Bilingual Instructional Assistants are serviced.
4	1	1	1	Collaborate and establish a plan with 5th grade teachers to address MAP growth. (Reading, Math, Writing, and Independent) Expected Outcomes: 35% of Salado 5th-grade students will score college-ready on MAP's ACT Projection for 22+ on End of Year reading and math.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
D. Segura	Bilingual Academic Facilitator	Title I	1
E. Recio	Title I Classroom Assistant	Title I	1

Campus Funding Summary

Title I, Part A						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
3	1	1	1	Istation, Estrellita, IXL, K-12 Summit, BOOST, SIL, and LLI.		\$0.00
3	1	1	3	Boost		\$0.00
Sub-Total						\$0.00
Budgeted Fund Source Amount						\$193,865.00
+/- Difference						\$193,865.00
Grand Total Budgeted						\$193,865.00
Grand Total Spent						\$0.00
+/- Difference						\$193,865.00