East Central Independent School District

Salado Elementary

2024-2025 Improvement Plan

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.

Table of Contents

Goals 4
Goal 1: Engaged, Well Rounded Students 4
Goal 2: Student Safety & Well Being 8
Goal 3: Student Learning and Progress 13
Goal 4: Post-Secondary Readiness 21
Goal 5: Quality/Commitment of Staff 25
Goal 6: Community Engagement & Partnerships 30
Goal 7: Fiscal & Operational System 33
Policies, Procedures, and Requirements 37
Policy Documents & Addendums 38

Goals

Revised/Approved: July 23, 2024

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: Maintain but Consider a Change

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

Goal 1: Engaged, Well Rounded Students

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **Evidence of Success:** Salado attendance will be at 96% or better each quarter. **Staff Responsible:** Assistant Principal **Problem Statements:** Engaged, Well Rounded Students 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: The attendance committee will establish incentives throughout the school year to promote high student attendance.

Expected Outcome: Salado will reach our campus attendance goal of 96%.

Intended Audience: Teachers, Students, and Parents

Provider / Presenter / Person Responsible: Assistant Principal

Date(s) / Timeframe: 1. Aug-May: The campus attendance committee will meet monthly to look at the severe and sever chronic list.
2. BOY-EOY: The attendance committee will plan monthly attendance incentives, such as, pizza parties, celebrations, bike drawings, popcorn and movie parties, etc.
3. Aug-May: The AP will meet with parents once a semester to educate our parents about the importance of attendance.

Collaborating Departments: Attendance Committee, ILT

Delivery Method: None

Staff Responsible: Assistant Principal

TEA Priorities:
Build a foundation of reading and math

Strategy 2: We will target our Pre-Kinder and Kinder students and parents in order to increase their grade level attendance to 94%.

Intended Audience: Pre-Kinder & Kinder Parents

Provider / Presenter / Person Responsible: Assistant Principal

Date(s) / Timeframe: 1. August 27, 2024.: Assistant Principal will assist our Pre-K and Kinder teachers to inform their parents about the importance of attendance at Open House.
2. BOY-EOY: AP will attend Wolf Trap and Puente sessions to talk about attendance with parents.
3. Aug-May.: The attendance committee will evaluate Pre-K and Kinder attendance data to support families of students with high number of absences.

Collaborating Departments: Attendance Committee, ILT

Delivery Method: None

Staff Responsible: Assistant Principal

TEA Priorities:
Build a foundation of reading and math

Key Question 3 Problem Statements:

Engaged, Well Rounded Students
Problem Statement 1: Salado's attendance rate for the 2023-2024 school year was 94.64%. **Root Cause**: Campus attendance systems were not efficiently monitor consistently throughout the year. There is a continuous lack of knowledge in parents of PK and Kinder about the importance of attendance.

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: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will create safe learning environments by teaching clear behavior expectations, growing teachers in classroom management, and providing targeted intervention. **Evidence of Success:** Salado students will have a 30% reduction in disciplinary incidents. **Staff Responsible:** Assistant Principal **Problem Statements:** Student Safety & Well Being 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Salado will tighten alignment to our Tier 1 system.

Expected Outcome: At Salado will have a 30% reduction in disciplinary incidents.

Intended Audience: All students: Pre-Kinder-5th grade

Provider / Presenter / Person Responsible: Assistant Principal

Date(s) / Timeframe: 1. All staff trained on the new TIER 1 system and the priorities. (8/1/24)
2. Continue TIER 1 behavior training through monthly faculty meetings and New Teacher meetings.
3. Sept. Nov. Feb. April.: We will have at least 80% fidelity based on Ground Work goals (Reach & Respond, Acknowledgements, and Corrective Feedback) fidelity walks for Tier 1 behavior.
4. BOY-EOY-: We will plan out quarterly behavior incentives to encourage campus wide positive behaviors.
5. Aug-May: Meet once a month to analyze behavior data and search for trends.

Collaborating Departments: Tier 1 Behavior Committee, Tier 2 Behavior Committee

Delivery Method: None

Staff Responsible: None

Key Question 1 Problem Statements:

Student Safety & Well Being

Problem Statement 1: There was an increase of 58 behavior incidents for the 2023-2024 school year compared to the previous year. **Root Cause**: There is not a system in place to revisit Tier 1 behavior strategies with our staff.

Goal 2: Student Safety & Well Being

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

Initial Status: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will utilize and improve our school/district crisis management plan. **Evidence of Success:** There will be a decrease in the number of Crisis Management (outcries) for the 24-25 school year. **Staff Responsible:** Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Crisis Management Team will be prepared in case of a crisis situation and execute the preparation, response, and recovery stages of the plan effectively.

Intended Audience: All Stakeholders

Provider / Presenter / Person Responsible: Counselor

Date(s) / Timeframe: 1. Identify Crisis Management Team by 8/7/24
2. Crisis Management Team will be trained on how to responded to crisis situations 8/7/24.
3. Plan will be created and revised as needed monthly to address student needs.
4. A running student list will be created from 23-24 school year to identify students who had a crisis.
5. Crisis Management Team will at least monthly to discuss next steps with students who show signs of needed assistance.

Collaborating Departments: Veronica Cervantes
District Crisis Response Team
Teresa Triana
Delilah DeLaRosa
Officer Bellino
Cristina Lopez
Communities in Schools

Delivery Method: None

Staff Responsible: None

Strategy 2: We will provide evidence-based support services for students and staff.

Provider / Presenter / Person Responsible: Counselor

Date(s) / Timeframe: Aug 2024-May 2025

Staff Responsible: Veronica Cervantes
District Counseling Department
Cristina Lopez
Communities in Schools

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

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will support our students, staff, and families by keeping them informed and educated about our management plan and protocols. **Staff Responsible:** Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: We will have our staff trained in crisis response procedures.

Provider / Presenter / Person Responsible: Counselor
Assistant Principal

Date(s) / Timeframe: Aug 2024-May 2025

Staff Responsible: Veronica Cervantes
Delilah DeLaRosa

Strategy 2: Teachers/staff will lead, guide, and model how to respond in a crisis situation.

Provider / Presenter / Person Responsible: Salado Teachers/Staff

Date(s) / Timeframe: Aug 2024-May 2025

Strategy 3: We will inform our families and maintain proper communication so they are informed and know how to respond in a crisis situation.

Provider / Presenter / Person Responsible: Counselor
Assistant Principal

Date(s) / Timeframe: Aug 2024-May 2025

Staff Responsible: Counselor
Assistant Principal

Goal 3: Student Learning and Progress

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

Initial Status: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: Students learning and progress will be supported by closing the gap of struggling students and providing high quality interventions. Expected Outcome: 53% of K-5th Literacy and 43% of K-5th Math students in 24-25 Tier 2 and 3 students will increase their Percentile Rank by 3 or more points **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. **Staff Responsible:** Program Facilitator **Problem Statements:** Student Learning and Progress 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: Teachers will be trained on implementation of MTSS interventions to meet the needs of students (Istation, Edmentum, Estrellita, Esperanza, Summit K-12, mClass intervention.)

Intended Audience: Tier 2 and Tier 3 identified students

Provider / Presenter / Person Responsible: Program Facilitator

Date(s) / Timeframe: 1. Identify the Tier 2 and 3 Literacy and Math students and targeted intervention with BOY data. Sept 20, 2024
2. Enter intervention plans in Branching Minds. Sept 20, 2024
3. Identify what the teachers will be using for progress monitoring. Sept 20, 2024
4. Progress monitor the students every 2 weeks and review the progress. (Ongoing)
5. Adjust plans as needed to ensure growth. (Ongoing)

Collaborating Departments: None

Delivery Method: None

Staff Responsible: Program Facilitator
Literacy Coach

Academic Facilitator
Teachers

Strategy 2: Train staff on how to grow the foundational literacy skills of students PK-2nd grade.

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: Dual Language and Leadership Academy Teachers

Provider / Presenter / Person Responsible: Literacy Coach

Date(s) / Timeframe: 1. Train teachers on how to administer the mClass assessments with fidelity by 8/19/24.
2. Train teachers on locating and analyzing Dibels and Lectura data by 9/6/24.
3. Train teachers on the new Phonics screeners and Fluency Checks and how to administer with fidelity. 9/13/24
4. Train PK teachers on the administration of the Circle literacy assessment and how to analyze the results.
2. Train teachers on mClass intervention to customize students needs in small groups.
4. Monitor progress of students identified in red through MOY and EOY.

Collaborating Departments: None

Delivery Method: None

Staff Responsible: Literacy Coach
Teachers
Academic Facilitator

Strategy 3: Monitor implementation of targeted instruction to develop second language of EB students using SEL and Summit K-12 lessons.

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

Intended Audience: Emergent Bilingual Students

Provider / Presenter / Person Responsible: Program Facilitator

Date(s) / Timeframe: 1. Bilingual Instructional Assistants create their individual schedule with one concentrating on K-2nd grade and the other only on Summit K-12 with grades 3rd-5th EB students.
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.

Collaborating Departments: Bilingual/ESL Department

Delivery Method: None

Staff Responsible: Bilingual IA
Teachers

Academic Facilitator

Key Question 1 Problem Statements:

Student Learning and Progress
Problem Statement 1: On average over the four quarters, 80% of the classes were well managed in the levels of engagement. **Root Cause**: Teachers followed the curriculums of Amplify and Eureka the way it was laid out without any differentiation or scaffolding to meet the needs of students. The students were not asked to productively struggle with the content. The teachers guided the students a high percentage of the time in a large group setting.

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: Minor Change

Goal 3: Student Learning and Progress

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

Initial Status: Major Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will increase student achievement by implementing high-quality instructional materials and research-based instructional strategies that will support talking to learn, writing to learn, and scaffolding. **Evidence of Success:** For the 2024-25 school year, Salado will earn a minimum of a "met standards rating C" with at least 70% approaches, 40% meets, 20% masters on STAAR . 35% of Salado 5th-grade students will score college-ready on MAP's ACT Projection. **Staff Responsible:** Academic Facilitator **Problem Statements:** Student Learning and Progress 3				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: Using the SMARTER planning process teachers will internalize, rehearse, and implement HQIM resources (Amplify and Eureka) with customization within different grade levels.

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 Teachers

Provider / Presenter / Person Responsible: Academic Facilitator

Date(s) / Timeframe: 1. Teachers will be trained on the internalization and implementation of Amplify and Eureka by July 31, 2024.
2. Revisit and train on the the different components for SMARTER at the BOY PD.
3. Teachers will be train on the planning protocols for Eureka and Amplify. (First 2 weeks of school.)
4. Teachers will be held to the expectation of when they internalize how are they addressing the Common Instructional Strategies of Talking to Learn, Writing to Learn, and Scaffolding.
5. Pk-5th grade teachers will create and hold tight to a Writing Trajectory including the RACE strategy. (7/29/24)
6. NIET and Instructional Specialists will partner in PLC/walks that will show planning, implementation, and customization of Amplify and Eureka. (Ongoing)

Collaborating Departments: District Specialists

Delivery Method: None

Staff Responsible: None

Strategy 2: Improves lesson execution by engaging in the SMARTER planning process in Data Talks with emphasis on scaffolding.

Expected Outcome:
100% of teachers that participate in data talks will create plan of action to support the needs of 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 district protocols in desegregating data to scaffold and customize students learning. (Ongoing)
2. Provide coaching and feedback during weekly Data Talk meetings. (Ongoing)
3. Teacher will utilize formal and informal documentation CFA, mClass, MAP to identify students and create a customized plan for small group instruction to meet students needs. (Ongoing)

Collaborating Departments: None

Delivery Method: None

Staff Responsible: None

Strategy 3: Implement the classroom visit process.

Expected Outcomes: 100% of teachers will be visited at least every two weeks.

Intended Audience: Dual Language and Leadership Academy Teachers

Provider / Presenter / Person Responsible: Principal

Date(s) / Timeframe: 1. Be clear on what kind of walk is used when and by who by August 21, 2024.
2. Observe content 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. Schedule and conduct O3 meetings. (Ongoing)
7. Create a system to document classroom visits by August 14, 2024.
8. Ensure all ILT members are conducting and documenting classroom visits. (Ongoing)

Collaborating Departments: None

Delivery Method: None

Staff Responsible: None

Strategy 4: ILT and Dual Language teachers will have an intentional focus on the academic and language levels of the students in the Dual Language

classrooms.

Expected Outcome: Through walks it will be evident teachers planned and implemented High-Yield strategies to meet the language and academic needs of the Dual Language students.

Intended Audience: All Dual Language

Provider / Presenter / Person Responsible: Academic Facilitator

Date(s) / Timeframe: 1. Train Dual Language teachers on the Common Instructional Strategies. (7/25/24)
2. ILT and Dual Language teachers will be trained on the importance and how to implement High Yield strategies in daily instruction. (Bilingual Institute 7/30/24 and Dual Language Reset 7/31/24)
3. Make a connection through data talks using TELPAS, CFA, Interim, mClass, MAP, and STAAR data to identify the stronger of language of Dual Language students and there academic needs.

Collaborating Departments: ILT
Dual Language Teachers
Bilingual Department

Delivery Method: None

Staff Responsible: None

Key Question 3 Problem Statements:

Student Learning and Progress
Problem Statement 3: The students who took the STAAR Reading and Math tests in Spanish scored significantly lower compared to the students who took the test in English. (Spanish Reading Approaches: 3rd grade 29%, 4th grade 50%, and 5th grade 55%.) (Spanish Math Approaches: 3rd grade 50%, 4th grade 37 %, and 5th grade 34%.) **Root Cause**: Most students who are identified as Emergent Bilinguals are not true bilingual students. They can be students who do not have either language. They are also Spanish speakers who do not have an academic Spanish vocabulary.

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

Goal 4: Post-Secondary Readiness

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

Initial Status: Maintain but Consider a Change

Goal 4: Post-Secondary Readiness

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

Initial Status: Maintain

Goal 4: Post-Secondary Readiness

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

Initial Status: Maintain

Goal 4: Post-Secondary Readiness

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

Initial Status: Maintain but Consider a Change

Goal 5: Quality/Commitment of Staff

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

Initial Status: Minor Change

Goal 5: Quality/Commitment of Staff

Key Question 2: To what degree do our staff members exemplify Leading the EC Way?

Initial Status: Minor Change

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

Goal 5: Quality/Commitment of Staff

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will train, develop, and retain high quality staff. **Evidence of Success:** From Jul 3, 2024, 90% of the exempt staff and 85% nonexempt that was employed on July 3, 2025 will be retained with the intent of returning for the 25-26 school year (Current status 78% exempt and 60% nonexempt). **Staff Responsible:** Principal				

No Progress



Accomplished


Continue/Modify


Discontinue

Strategy 1: TIER 2 and 3 teachers are targeted with a plan and coaching.

Expected Outcome:
100% of identified TIER 2 and 3 teachers show improvement through walks and data.

Intended Audience: All Staff

Provider / Presenter / Person Responsible: Principal

Date(s) / Timeframe: 1. Consistent agenda item to discuss TIER 2 and 3 teachers and next steps.
2. Through O3 meetings the coach and Principal will have a deeper discussion of caseload.
3. Principal will observe coach working with identified TIER 2 and 3 teachers.

Collaborating Departments: ILT Team

Delivery Method: None

Staff Responsible: None

Strategy 2: Highly effective staff members are identified and targeted by ILT.

Expected Outcome: 100% of highly effective staff members feel valued.

Intended Audience: All Staff

Provider / Presenter / Person Responsible: Principal

Date(s) / Timeframe: 1. Identify highly effective staff members by 8/26/24.
2. Identify how to show value to highly effective staff members by ILT by 9/9/24.
3. All staff member will be recognized monthly in Faculty Meetings by different staff members.
4. Round with identified highly effective staff members each semester.

Collaborating Departments: ILT Team

Delivery Method: None

Staff Responsible: None

Goal 6: Community Engagement & Partnerships

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

Initial Status: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **Evidence of Success:** 100% of partnerships are identified as mutually beneficially by both Salado and our partner. **Staff Responsible:** Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Counselor

Date(s) / Timeframe: 1. Establish a Salado Event Committee composed of Counselor, parents, and teachers by 8/7/24.
2. Hold first Salado Event Committee meeting on 8/23/24
3. Refine Important Dates Document to show events and parent involvement activities for 24-25 school year by 9/3/24.
4. Monthly parent education programs based on need (Prek,Multicultural celebrations,Literacy Night,etc)
5. Partner with CIS when designing Family Engagement opportunities to include mutually beneficial partners (ongoing)
6. Identify, partner with, and add to Mutually Beneficial partners spreadsheet 3 new partners. (ongoing)

Collaborating Departments: Counseling, ILT, CIS, Site-Based

Staff Responsible: Veronica Cervantes

Goal 6: Community Engagement & Partnerships

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

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will foster collaboration with our mutually beneficial partnerships. **Staff Responsible:** Veronica Cervantes Denise Segura				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: We will maintain existing partnerships as well as create new ones in order to contribute to the well-being of our school and overall community.

Provider / Presenter / Person Responsible: Counselor
Academic Facilitator

Date(s) / Timeframe: Aug 2024-May 2025

Staff Responsible: Counselor

Goal 6: Community Engagement & Partnerships

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

Initial Status: Maintain

Goal 7: Fiscal & Operational System

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

Initial Status: Maintain

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			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will establish a baseline in all inventory management systems so that we can ensure efficient operations. We will align our needs assessments, goals, strategies, and budgets when creating and spending money as good budget stewards. We will ensure efficient operations by providing clear roles, a process to revisit progress with PEIMS coding, and protected time to ensure the work is complete. **Evidence of Success:** Salado will implement the district's inventory management policies and procedures 100% of the time by July 3rd, 2025. 75% to 90% of Salado's budgets will be expended in the 2024/25 school year. To ensure accurate student coding throughout the year, on June 3, 2025, 99% of key student's records will be accurate to include to the following codes: 504 Accelerated Instruction Hours (new 24-25) Bilingual Program CTE Discipline Dyslexia Emergent Bilingual ESL Program Gifted Program Special Education Program State Compensatory Education **Staff Responsible:** Principal Assistant Principal Academic Facilitator Program Facilitator				

No Progress



Accomplished


Continue/Modify


Discontinue

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

Expected Outcomes:
Salado will implement the district's inventory management policies and procedures 100% of the time by July 3rd, 2025.

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. Communicate with teachers to verify they have the needed curriculum materials. (Eureka, Amplify, and SAAVAS)
3. At New Teacher PD review all resources and how to manage them in the classroom.

Collaborating Departments: ILT
CG Committee

Delivery Method: None

Staff Responsible: None

Strategy 2: ILT responsible for different programs will meet with coordinator of program to oversee budget expenditures.

Expected Outcome: 75% to 90% of Salado's budgets will be expended in the 2024/25 school year.

Intended Audience: All stakeholders

Provider / Presenter / Person Responsible: Principal

Date(s) / Timeframe: 1. Principal will communicate with ILT members about the budget goal and their responsibility. 9/12/24
2. ILT members will oversee assigned budget and will report monthly at ILT. (Starting 10/7/24)
3. ILT members will report at monthly CG meetings expenditures and that they meet the needs of the campus by 10/8/24)

Collaborating Departments: ILT
CG Committee

Delivery Method: None

Staff Responsible: None

Strategy 3: Clarify, train, and implement system for verifying accuracy of student coding in ASCENDER.

Expected Outcome: To ensure accurate student coding throughout the year, on June 3, 2025, 99% of key student's records will be accurate.

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 PIEMS 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
Special Ed Facilitator
ILT Team

Delivery Method: None

Staff Responsible: None

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On

Policy Documents & Addendums