East Central Independent School District

Sinclair Elementary

2024-2025 Improvement Plan

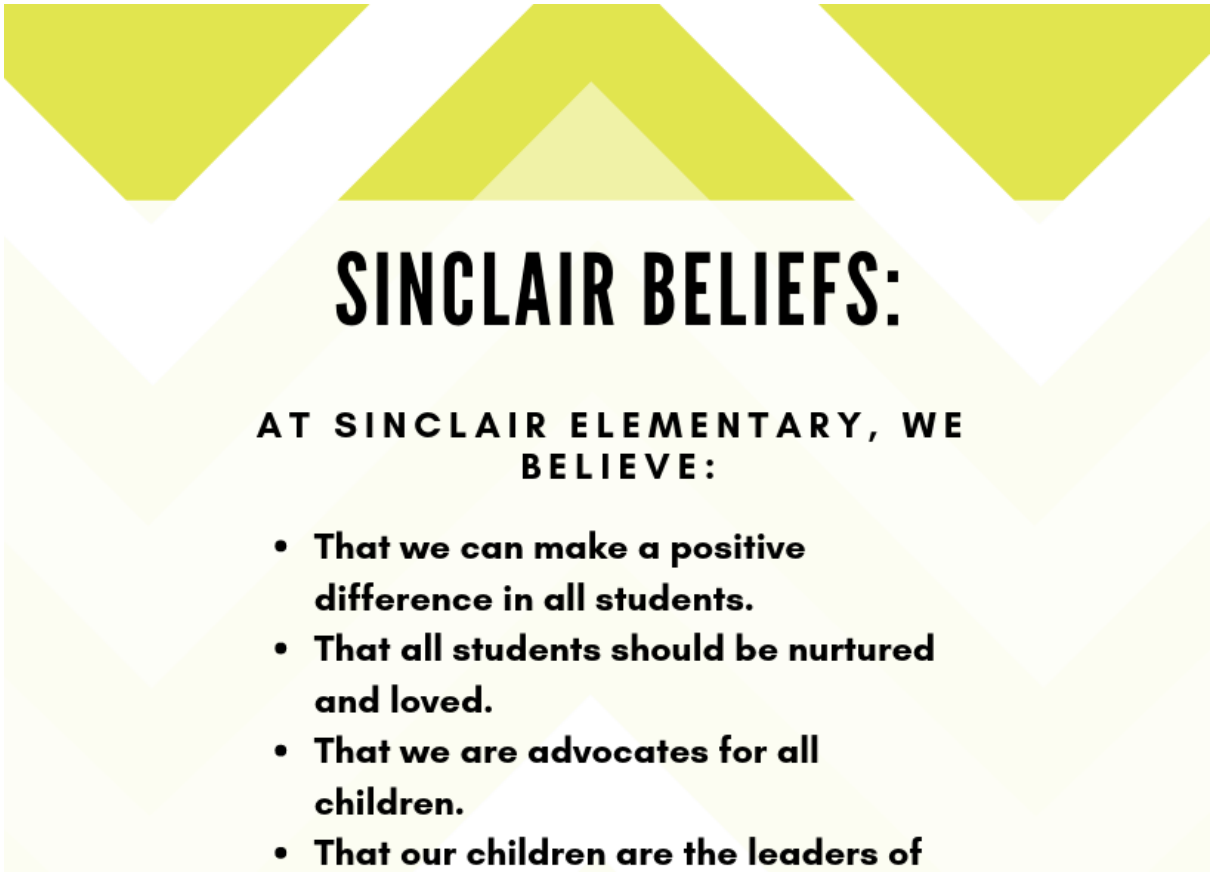
Mission Statement

Together, we will cultivate an academically focused, nurturing environment by combining engaging instructional practices with rigorous expectations that will challenge and encourage all students to rise to their fullest potential.

Vision

Excellence Everyday for Everyone

Beliefs



the future.

- That we are all life long learners.
- That we will empower all students.
- In developing all students' passion for learning.
- In a growth mindset.

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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

Goal 1: Engaged, Well Rounded Students

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

Initial Status: Maintain

Goal 1: Engaged, Well Rounded Students

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

Initial Status: Major 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:** Sinclair will reach a 95.0% attendance rate for the 2024-25 school year. **Staff Responsible:** Assistant Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Sinclair staff will utilize Panorama data to increase positive experiences of students.

Intended Audience: Students, Staff

Provider / Presenter / Person Responsible: Counselor, Teachers, ILT

Date(s) / Timeframe: 1. Review Panorama data during BOY PD
2. Plan, coordinate, and execute plan to improve negative findings in data - Ongoing
3. Review effectiveness of plan after data release after MOY and EOY surveys.

Collaborating Departments: Counseling department, ILT, SPED. Rotations

Delivery Method: Verbal, Written

Staff Responsible: Counselor, Teachers, ILT

Strategy 2: Develop, train, and support all campus personnel on ECISD Attendance Protocols.

Intended Audience: All staff

Provider / Presenter / Person Responsible: Assistant Principal, Attendance Clerk

Date(s) / Timeframe: 1. Create sustainable system of tracking absenteeism with high frequency (bi weekly) - July 25th
2. Create and implement a sustainable incentive program for attendance for the 2024 - 2025 school year - July 25
3. Provide staff PD on Attendance protocols and incentives - August 6th
4. Hold monthly attendance forums beginning Sept and ending May

Collaborating Departments: Admin, Attendance Clerk, Classroom Teachers

Delivery Method: Verbal, Written

Staff Responsible: Assistant Principal, Attendance Clerk

Strategy 3: Utilize CIS case management to target top 5% of students to increase student engagement in school.

Intended Audience: Students, Parents, Staff

Provider / Presenter / Person Responsible: CIS, AP

Collaborating Departments: Transformation

Staff Responsible: AP, PEIMS Clerk, PF

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: Major 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:** Sinclair students will have a 30% reduction in disciplinary incidents. **Staff Responsible:** AP, PBSI				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: ILT Behavior reset with on-going professional development centered around Tier 1 systems for campus and classrooms.

Intended Audience: All Sinclair Staff member

Provider / Presenter / Person Responsible: Lisa Noll (AP), Brenda Martin (Counselor)

Date(s) / Timeframe: BOY PD - July 29, 2024
During on-going monthly faculty meetings

Collaborating Departments: Emergent Tree, Student Services

Delivery Method: BOY PD and Embedded PD during faculty meeting

Staff Responsible: Lisa Noll (AP), Brenda Martin (Counselor)

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

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

Goal 3: Student Learning and Progress

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

Initial Status: Maintain

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

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. **Evidence of Success:** For the 2024-25 school year, Sinclair will earn a minimum of a "met standards rating C" with at least 60% approaches, 30% meets, 20% masters on STAAR and 40% of students College, Career, or Military ready. **Staff Responsible:** ILT, Teachers				

No Progress



Accomplished


Continue/Modify


Discontinue

Strategy 1: Create, implement and monitor a plan for BOY screening that stays within each screening window (math, literacy, and behavior) that includes makeup testing dates; train staff on how to document intervention plans and monitor that plans are documented with fidelity.

Intended Audience: Tier 2 and 3 students

Provider / Presenter / Person Responsible: Programs Facilitator

Date(s) / Timeframe: PF attend trainings at PF meetings
Create schedule for MTSS student meetings by July 25 (See guidance document for specificity)
Create schedule for Q1 MTSS Fidelity Checks by July 25 (See protocol document for specificity)
Train/Refresh campus staff on how to administer MAP Growth, mCLASS, and BUBS & Panorama (PF, AF/AD, AP, LC)
Train/Refresh campus staff on how to document intervention plans and progress monitoring in Branching Minds by August 6 (PF, AF/AD)
Train/Refresh campus staff on the interventions available for each content and behavior by August 6 (PF, AF/AD, AP, LC)

TEA Priorities:
Improve low-performing schools

Strategy 2: Provide continuous professional development of HQIM (Eureka, Amplify, Blended Learning, and PBL) to increase the integrity and rigorous delivery.

Intended Audience: All staff

Provider / Presenter / Person Responsible: AF, LC

Date(s) / Timeframe: July 30th - RBIS
July 31st - Q1 planning
Monthly embedded PD during faculty meetings
Learn pieces during PLCs

Collaborating Departments: ILT, Teachers, C&I, NIET

Delivery Method: Verbal, Written

Staff Responsible: ILT, Teachers

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Strategy 3: Incorporating TTESS best practices learning piece in PLCs.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: AF, LC, NIET

Date(s) / Timeframe: Wednesdays - Eureka
Thursdays - Amplify

Collaborating Departments: ILT, Teachers, C&I, NIET

Delivery Method: Verbal, Written

Staff Responsible: AF, LC, NIET

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools

Strategy 4: Restructure PLC Model to incorporate a learn piece using district instructional strategies (Talk to Learn, Write to Learn, and Scaffold).

Intended Audience: All Instructional Staff

Provider / Presenter / Person Responsible: Kimberly Garcia (AF), Cassandra Perales (LC), Lisa Noll (AP), Anthony Harvey (P)

Date(s) / Timeframe: Introduce and incorporate Talking to Learn during PLCs beginning August 12, 2024 for 3 weeks.
Introduce and incorporate Writing to Learn during PLCs beginning Sept 3, 2024 for 3 weeks.
Introduce and incorporate scaffold during PLCs beginning Sept 3, 2024 for 3 weeks.
Ongoing revisit of strategies throughout the year in PLCs and embedded PDs during faculty meetings.
Utilize during coaching sessions

Collaborating Departments: C&I

Delivery Method: PLCs, Embedded faculty meetings, coaching sessions

Staff Responsible: AF, LC, AP, P

Goal 3: Student Learning and Progress

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

Initial Status: Maintain

Goal 4: Post-Secondary Readiness

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

Initial Status: Maintain

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

Goal 5: Quality/Commitment of Staff

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

Initial Status: Maintain but Consider a 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: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: Sinclair will train, develop, and retain high-quality staff **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. **Staff Responsible:** Principal & Assistant Principal				

No Progress



Accomplished


Continue/Modify


Discontinue

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: Teachers daily work are aligned with progress towards ECISD's North Star of: Reading on grade level by the end of 3rd grade On level in literacy and numeracy by the end of the 5th grade Mastery of Algebra 1 by end of 8th grade "College ready" by end of 11th grade Meet 1 or more CCMR indicators upon graduation **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:** ILT **Problem Statements:** Student Learning and Progress 2, 3				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: Incorporate quarterly grow meetings to develop staff and ensure alignment and progress towards professional goals using TTESS and Leading the EC Way Model.

Intended Audience: ALL Staff

Provider / Presenter / Person Responsible: Principal & AP

Collaborating Departments: Transformational, C&I

Staff Responsible: Principal

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools

Key Question 4 Problem Statements:

Student Learning and Progress

Problem Statement 2: 48% of students in grades 3-5 are making 1 year's growth in reading. **Root Cause**: Many teachers have not utilized small group instruction to close gaps with fidelity.

Problem Statement 3: 36% of students in Kinder through 2nd have moved one level in mClass reading. **Root Cause**: Opportunities for independent reading and feedback was not frequently and consistently implemented.

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 Sinclair and our partner. **Staff Responsible:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Create new and foster effective partnerships that are effective in helping the campus reach goals.

Intended Audience: All stakeholders

Provider / Presenter / Person Responsible: All stakeholders

Collaborating Departments: Finance, C&I, ILT, Front Office, Teachers, Librarian

Staff Responsible: Principal, Assistant Principal, CIS, AF, Librarian, PF, SF

TEA Priorities:
Improve low-performing schools

Goal 6: Community Engagement & Partnerships

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

Initial Status: Maintain

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: Minor 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:** Sinclair will implement 100% of the district's inventory management policies and procedures by July 3rd, 2025. 75% to 90% of Sinclair'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, PEIMS, AP, AF, SF				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: Campus will receive data verification reports from Information Systems office each six weeks. Principal will ensure that the appropriate staff

member reviews each report, notes errors in red ink on reports, and verifies that necessary corrections are coded in ASCENDER. Associate principal will follow-up with staff and verify that the annotated reports and signature sheets are returned to the Information Systems office by the date provided.

Intended Audience: All stakeholders

Provider / Presenter / Person Responsible: Principal

Date(s) / Timeframe: Quarter 1 - Aug 7 - Oct 9
Quarter 2 - Oct 15 - Dec 20
Quarter 3 - Jan 6 - Mar 7
Quarter 4 - Mar 17 - May 22

Collaborating Departments: SPED, Finance, PEIMS, Bilingual

Staff Responsible: Principal

Strategy 2: Textbook coordinators will ensure 100% of district protocols for textbook management is followed.

Intended Audience: All staff

Provider / Presenter / Person Responsible: Inventory managers (AP, AF, Librarian)

Date(s) / Timeframe: July 18 - August 1 - CTC will delivery technology to appropriate staff according to district protocols.
July 29, 2024 - Curriculum materials are delivered according to district protocols.
Materials and technology will be replaced, tagged, and scanned in accordance to district management protocols

Collaborating Departments: Technology, Textbooks, C&I

Staff Responsible: Principal

Strategy 3: Utilize protocol to purchase items that are aligned to campus needs.

Intended Audience: All staff

Provider / Presenter / Person Responsible: Principal, Admin Secretary

Date(s) / Timeframe: Ongoing

Collaborating Departments: Purchasing, BOSS

Staff Responsible: Principal

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