East Central Independent School District

Tradition Elementary

2024-2025 Improvement Plan

Mission Statement

The Tradition community engages students, encourages them to persevere with grit, and works as a team to equip life-long learners.

Vision

E3- Engage, Encourage, Equip. Every Titan. Every minute. Every day.

Engaging students in high quality curriculum and encouraging them through positive relationships allows all Titans to be equipped for success.

Value Statement

Practice predicts performance. Believe they can and they will.

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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 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: Maintain but Consider a 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:** Tradition students 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: Create a system to monitor attendance in order to support the attendance goal.

Date(s) / Timeframe: 1. Establish an attendance system to include attendance interventions and incentives by August 2024.
2. Promote "Battle of the Grades" to community staff, and students by August 2024.
3. Communicate the attendance plan of action with all stakeholders by September 2024.
4. Monthly: Review attendance data with Tier 1 team and refine attendance plan of action.
5. January 2025: Add frequent attendance incentives.

Collaborating Departments: CIS, Counselor, Student Services

Staff Responsible: Assistant Principal

Strategy 2: Identify students based on BUBS, Panorama, and attendance data that have chronic absences, missed 10 or more days in 23-24, and lower the days missed to fewer than 10 during the 24-25 school year.

Provider / Presenter / Person Responsible: Assistant Principal

Date(s) / Timeframe: 1. Utilize the list of chronic absentee students from 23-24 that was sent by John Hernandez.
2. Set up a process to make individualized parent contact to students who were chronically absent.
3. Meet with CIS on (date) to discuss initial list of chronic absentee students to provide intervention.
4. Meet with CIS monthly to monitor status of students who were chronically absent in 23-24.

Expected Outcome:
Q1: Complete meeting with CIS to put in place plan for Chronically absent students from 23-24. Completed plan for monitoring progress of attendance for 24-25 school year. Implement attendance contracts with selected students.

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:** Tradition students will have a 30% reduction in disciplinary incidents. **Staff Responsible:** Assistant Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Tradition will train and coach procedures for setting up expectations and increasing acknowledgments in the classroom, as well as, how to respond to minor misbehavior.

Intended Audience: Tradition staff and students

Provider / Presenter / Person Responsible: Assistant Principal and Titan Code Team

Date(s) / Timeframe: July 25- Give new teachers an overview of the Tier 1 system and science of behavior
Aug 1. - Train teachers and staff on the expectations and the implementation of system. Intentionally model the campus Reach and Respond for each morning.
Aug. 6- Calming Corner expectations will be reviewed and each classroom will have a calming corner. Each teacher will designate a day to teach the Calming Corner within the first week of school.
Monthly Titan Talks will include a connector to promote relationship building, as well as a teach piece on a specific high impact behavior strategy for preventing and/or responding to minor behaviors.

Collaborating Departments: School Transformation, Counselor, CIS

Staff Responsible: Assistant Principal, Titan Code committee

Strategy 2: Extend Tier 1 systems to common areas.

Intended Audience: Tradition staff and students

Provider / Presenter / Person Responsible: Assistant Principal and Titan Code Team

Date(s) / Timeframe: -By Aug. 6- Staff will be provided with the explicitly written expectations of behaviors in the common areas including hallways, restrooms, cafeteria, and playground

-During the 1st week of school teachers will intentionally teach the core values as they relate to common areas including hallways, restrooms, cafeteria, and playground. They will continue to reteach the core values as necessary.
-Provide staff who will be on duty with tools to inform and address behavior during high-impact times.

Collaborating Departments: School Transformation, Counselors, CIS

Staff Responsible: Assistant Principal

Strategy 3: Increase the frequency of Tier 1 team meetings and feedback opportunities from staff.

Date(s) / Timeframe: -By August 6- Identify the members of the Titan Code Committee
-By August 6- Calendar all TItan Code meetings for the year.
-August 21- Hold first Titan Code meeting and begin routine of reviewing and celebrating plan, and creating action plans based on data. Set expectation of grade/area before (to solicit feedback)
and after (to share updates) from the Tier 1 team meeting.
-Continue meetings the 1st Monday of each month. If the first Monday is a holiday, then it will take place the Tuesday we return.
-Conduct informal surveys of staff regarding current systems and practices and use the data to make adjustments throughout the year.
-Conduct a more formal survey annually to guide revisions and training needs.

Collaborating Departments: School Transformation, CIS, Counselor

Staff Responsible: Assistant Principal

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 but Consider a Change

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, Tradition will earn a minimum of a "met standards rating C" with at least 70% approaches, 40% meets, 20% masters on STAAR and 36% of 5th grade students on track for college ready. **Staff Responsible:** Academic Facilitator				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Teachers will implement the 3 high impact instructional strategies (talk to learn, write to learn, scaffolding).

Intended Audience: Teachers and students

Provider / Presenter / Person Responsible: Academic Facilitator/Principal

Date(s) / Timeframe: Q1:
-July 30- Share 3 High impact instructional strategies (talk to learn, write to learn, scaffolding) with teachers. Each team will choose 1 to focus on implementing
-By end of Q1- Grade levels will have implemented at least 2 different high yield strategies.
-Conduct classroom walks on the implementation of the selected instructional strategy applied within HQIM.

Q2: Continue process and make adjustments from Q1
Grade levels will implement all 3 high impact instructional strategies.

Q3:Continue process and make adjustments from Q2

Q4: Continue process and make adjustments from Q3

Collaborating Departments: Academic Facilitator, Program Facilitator, Principal, Assistant Principal/Literacy Coach, District Instructional Specialists

Staff Responsible: Academic Facilitator

Strategy 2: Teachers will actively participate in lesson internalization PLC with rehearsal each week focusing on craft and implementation of 3 high yield

instructional strategies (talk to learn, write to learn, and scaffolding).

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Academic Facilitator/Literacy Coach

Date(s) / Timeframe: Q1:
Before PLCs:
-Teachers will participate in quarterly planning with NIET on Unit and Lesson Internalization
-By Tues, of each week, teachers will have internalized and selected where to intentionally place the strategy their team has chosen within the lessons for math
-By Wed. of each week, teachers will have internalized and selected where to intentionally place the strategy their team has chosen within the lessons for reading

During PLCs:
-Teachers will follow an agenda that has been developed
-Academic Facilitator/Literacy Coach will model lesson rehearsal the week of August 12
-Academic Facilitator/Literacy Coach will determine the critical part of the lesson to be rehearsed the week prior to the PLC
-Teachers will be randomly chosen to rehearse lessons during weekly PLC beginning week of August 19.

After PLCs:
-Conduct classroom walks on the implementation of HQIM

Q2: Continue the process and make adjustments from Q1
Q3: Continue the process and make adjustments from Q2
Q4: Continue the process and make adjustments from Q3

Collaborating Departments: Academic Facilitator, Program Facilitator, Principal, Assistant Principal/Literacy Coach, District Instructional Specialists

Staff Responsible: Academic Facilitator

Strategy 3: Grade levels will participate in PDSA cycles to monitor the impact of chosen research based strategies and effectiveness on student performance.

Intended Audience: Teachers and students

Date(s) / Timeframe: Q1:
August 9- Create schedule for ET Meetings (Empowering Titans Meeting)
August 12- Train ILT on PDSA process
August 14- Review purpose and structure of PDSA cycle with CG team
August 19- Share PDSA with each team at a Titan Talks
By Sept. 3, 2024- Create calendar for ET Meetings and possible topics and folder to house meeting agendas in.
By Sept. 1- Each grade level will choose how to track their data for ET discussions regarding their PDSA cycle.
80% of students will show mastery on the PDSA cycle.

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 but Consider a 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

System Response 1 Details	Reviews			
System Response 1: See Goal 3- Key Question 3.	Formative			Summative
	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Post-Secondary Readiness

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

Initial Status: Maintain but Consider a Change

Goal 4: Post-Secondary Readiness

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

Initial Status: Maintain but Consider a Change

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: 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: Maintain but Consider a 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: Maintain but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will develop our staff in alignment with Leading the EC Way. **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				

Strategy 1: Share Leading the EC Way behaviors with the campus staff so they can be empowered to step into leadership roles and continue growing as learners.

Intended Audience: Teachers and Staff

Provider / Presenter / Person Responsible: ILT

Date(s) / Timeframe: Before year:
July 19: ILT will reflect on Leading the EC Framework and begin thinking of strengths and areas of growth
July 23: CG will be introduced to Leading the EC Way. Assess where they are for areas of strength and to grow.
July 25: All staff will be introduced to Leadership Definition. Begin reflecting on strengths and areas to grow. User manuals will be completed by all staff.

During year:
-Implement roles into ILT
-Implement Leading the EC Way Roles into monthly CG Agenda for team leads.
-Staff and teachers will reflect on goals from Leading the EC Framework during O3s, coaching conversations, and TTESS reflections.
-Recognize teachers and staff monthly for exhibiting defined characteristics of Leading the EC Way. Place teacher photos and description on hallway shout out board.

Staff Responsible: Principal

System Response 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 2: We will create a positive culture on campus where staff feel connected, valued, and respected so they are encouraged and empowered to make connections and lead learning.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Teaches and staff will be charged with leading specific topics at Titan Talks, Staff Developments, and ET (Empowering Titan) Meetings) and E3 meetings.

Date(s) / Timeframe: Aug. CG team members will lead staff in Connector activities at staff meetings
Aug. CG team members will lead staff in Movement breaks at staff meetings.
Aug. Teachers and staff will join committees so voices can be heard
Aug. At least 2 teachers at each staff meeting will be called to give gratitude to presenters.
Aug. 19 CG team leads are leading PDSA at Titan Talks
Aug. 31 E3 topics will be scheduled
Sept. 15 Survey will be given to staff for possible E3 topics

Q2: Individual or partnered teachers share highlights of successful strategies at Titan Times, ETs, PLCs or E3

Strategy 2: Recognize teachers who are following the campus vision. Highlight the teachers weekly during Staff Shout Outs.

Date(s) / Timeframe: July Teachers are given access to shout out peers on scrapbook
July 25 Create a template for shout out scrapbook
July 28 Publish first scrapbook on Titan Times and continue weekly throughout the school year
By September 2024 teams decide on a system that encourages each of them to share responsibility for shouting out peers

Collaborating Departments: Grade level teams, ILT, Specials, Support Staff, CIA

Staff Responsible: Principal

Strategy 3: Rounding by ILT will be done with all staff members bi-weekly to build relationships.

Intended Audience: Staff

Provider / Presenter / Person Responsible: Principal

Date(s) / Timeframe: Q1:
100% of Staff will create an All About Me Slide to introduce self to campus by Aug. 16
100% of staff will create user manuals to help teams and staff members build relationships by Aug. 16
ILT will review slides and manuals by Sept. 1
Rounding schedule and tracker will be created by ILT
Birthday cards will be given to staff members

Goal 6: Community Engagement & Partnerships

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

Initial Status: Minor Change

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 Tradition and our partner. **Staff Responsible:** Assistant Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Provide Family Engagement Opportunities that align to the Family Engagement Framework.

Date(s) / Timeframe: 1. Utilize Family Engagement Framework and develop a yearly calendar of events.
2. Solicit feedback from various stakeholders (Aug.-Sept.)
3. Promote family engagement events through social media, Talking Points, and website.
4. Partner with CIS and various stakeholders to design Family Engagement opportunities.
5. Survey mutually beneficial partnerships with each event.

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: 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:** Tradition will implement the district's inventory management policies and procedures by July 3rd, 2025 in order to have 100% of assets accounted for. 75% to 90% of Tradition's budget 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:** Assistant Principal Principal				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: Train teachers on the importance of accounting inventory and create a plan for inventory checks throughout the year.

Date(s) / Timeframe: 1. Teachers will sign off on BOY inventory items by Aug 2024.
2. Communicate inventory expectations by the end of Aug 2024.
3. Create a plan for Inventory spot checks by end of Sept 2024.
4. Add Inventory check to the Tradition calendar
5. Beginning accounting for EOY inventory by the beginning of April 2025
6. Finalize 100% of inventory by June 2025

Strategy 2: Create manageable deadlines to account for Title 1 resources.

Date(s) / Timeframe: 1. Email staff a list of resources to be checked out by Sept.
2. Schedule a time for each grade level to scan Title 1 resources by Sept
3. Scan all Title 1 resources by Nov
4. At EOY collect all Title 1 resources by May

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

Date(s) / Timeframe: 1. Clarify and retrain attendance clerk on all the different PEIMS coding by Sept 2024
2. Create spreadsheets with program facilitator and ILT to better track new students enrolling by August 2024
3. Program Facilitator and attendance clerk will meet at least weekly to update spreadsheets for PEIMS-August -May
4. Program Facilitator and attendance clerk will update coding in the system at least bi-weekly for PEIMS throughout the year.
5. Provide extra time weekly for the PEIMS clerk to engage in coding October-May

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