

Ector County Independent School District

Ross Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

At Ross Elementary, we will be a community of learners who believe that continuous learning through a growth mindset, setting high expectations, taking risks, and supporting teacher and student leaders will create a school culture where scholars are afforded a personalized learning plan in a positive environment to grow academically, socially, and emotionally.

Vision

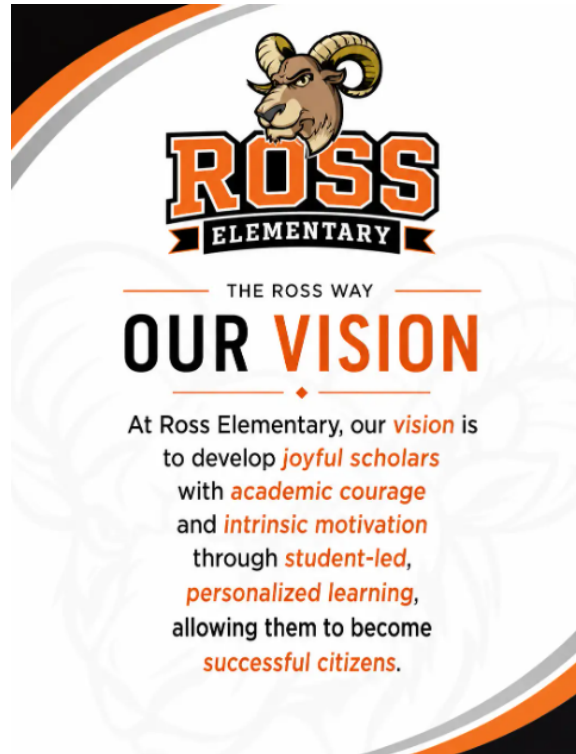


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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of students in Grades 3-5 achieving Meets Grade Level or above on STAAR Reading will increase from 50% to 55%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR Reading results, i-Ready Reading Diagnostic data, common formative assessments, benchmark assessments, PLC data analysis, and intervention progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Tier I instruction through the Opportunity Culture model by utilizing Title I-funded MCL and MTRT personnel, including applicable benefits, to provide collaborative planning, lesson internalization, instructional coaching, and frequent classroom feedback to ensure high-quality instruction in every classroom. Strategy's Expected Result/Impact: Increase the consistency and effectiveness of Tier I reading instruction, resulting in increased student growth and a higher percentage of students achieving Meets Grade Level or above on STAAR Reading. Staff Responsible for Monitoring: Admin and OC team Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Opportunity Culture personnel costs for MCLs and MTRTs, including applicable benefits - Title One School-wide - \$89,594	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Implement a systematic data-driven instructional process in Grades 3-5 Reading through weekly PLCs, common formative assessments, i-Ready Reading data, lesson internalization, and targeted WIN interventions to identify student needs, monitor progress, and provide timely instructional support. Strategy's Expected Result/Impact: Teachers will use Reading data consistently to adjust instruction and provide timely intervention, resulting in increased student growth and an increase in students achieving Meets Grade Level or above on STAAR Reading from 50% to 55% Staff Responsible for Monitoring: Admin & OC team Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Implement a comprehensive Grades 3-5 Reading intervention system through daily WIN time, targeted small-group instruction, progress monitoring, and timely instructional adjustments to address identified reading gaps and accelerate student growth. Strategy's Expected Result/Impact: Students will demonstrate increased reading growth through timely, targeted interventions, resulting in fewer students performing at Did Not Meet and more students achieving Meets and Masters on STAAR Reading. Staff Responsible for Monitoring: Admin & OC team Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. **Root Cause:** Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the percentage of students in Grades 3-5 achieving Meets Grade Level or above on STAAR Mathematics will increase from 44% to 49%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: STAAR Mathematics results, i-Ready Mathematics Diagnostic data, common formative assessments, benchmark assessments, PLC data analysis, and intervention progress monitoring

Strategy 1 Details		Reviews			
Strategy 1: Strengthen Grades 3-5 Tier I mathematics instruction through collaborative planning, lesson internalization, instructional coaching, and frequent classroom feedback, with an emphasis on standards-aligned instruction and identified student learning gaps. Strategy's Expected Result/Impact: Increase the consistency and effectiveness of Tier I mathematics instruction, resulting in increased student growth and an increase in students achieving Meets Grade Level or above on STAAR Mathematics from 44% to 49%. Staff Responsible for Monitoring: Math Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Implement a systematic data-driven instructional process in Grades 3-5 Mathematics through weekly PLCs, common formative assessments, i-Ready Mathematics data, lesson internalization, and targeted WIN interventions to identify student needs, monitor progress, and provide timely instructional support. Strategy's Expected Result/Impact: Teachers will use mathematics data consistently to adjust instruction and provide timely intervention, resulting in increased student growth and an increase in students achieving Meets Grade Level or above on STAAR Mathematics from 44% to 49%. Staff Responsible for Monitoring: Admin & PLC Leads Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. Root Cause: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.
School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. Root Cause: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percentage of Grade 5 students achieving Meets Grade Level or above on STAAR Science will increase from 17% to 22%.

HB3 Board Goal

Evaluation Data Sources: STAAR Science results, common formative assessments, benchmark assessments, PLC data analysis, science unit assessments, and intervention progress monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen Grade 5 Tier I science instruction through collaborative planning, lesson internalization, vertical alignment, instructional coaching, and frequent classroom feedback, with targeted emphasis on identified areas of need including Earth and Space, Energy, and Organisms and Environments. Strategy's Expected Result/Impact: Increase the consistency and effectiveness of science instruction, resulting in increased student achievement and an increase in Grade 5 students achieving Meets Grade Level or above on STAAR Science from 17% to 22%. Staff Responsible for Monitoring: Admin & Science Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details		Reviews			
Strategy 2: Strengthen K-5 science vertical alignment through standards-aligned science instruction, extended science labs in the primary grades, collaborative planning, and intentional spiraling of prerequisite science concepts to build student knowledge and readiness for Grade 5 Science. Strategy's Expected Result/Impact: Strengthen science content knowledge and vertical alignment across grade levels, contributing to an increase in Grade 5 students achieving Meets Grade Level or above on STAAR Science from 17% to 22%. Staff Responsible for Monitoring: Admin & Science Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
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 No Progress
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Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. Root Cause: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.
School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. Root Cause: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, the percentage of Grade 3 students achieving Meets Grade Level or above on STAAR Reading will increase from 49% to 54%.

HB3 Board Goal

Indicators of Success:

Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Grade 3 STAAR reading results

I-Ready diagnostics

Common Formative Assessments

PLC data analysis

Progress monitoring/intervention data

Strategy 1 Details	Reviews			
Strategy 1: Strengthen literacy instruction through the implementation of Double Bubble writing strategies, vertically aligned writing expectations, and Bump It Up Walls to improve reading comprehension, vocabulary development, written responses, and overall literacy achievement. Strategy's Expected Result/Impact: Students will demonstrate improved reading comprehension, vocabulary, and written communication through consistent literacy practices and clear learning expectations, resulting in increased Grade 3 reading achievement and overall literacy growth. Staff Responsible for Monitoring: Admin & OC team Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Provide targeted reading intervention through Opportunity Culture by using checkpoint and common assessment data to identify students needing additional support. Master Classroom Leaders (MCLs) will provide weekly small-group reading instruction for identified students while classroom teachers use progress-monitoring data to adjust instruction and accelerate student growth. Strategy's Expected Result/Impact: Students receiving targeted small-group reading instruction will demonstrate improved reading proficiency and close learning gaps, contributing to an increase in Grade 3 students achieving Meets Grade Level or above on STAAR Reading from 49% to 54% Staff Responsible for Monitoring: Admin & OC Team Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2027, K-3 students will demonstrate measurable growth in Reading as measured by i-Ready, with the percentage of students meeting Typical Growth increasing by at least 5 percentage points from the 2026-2027 beginning-of-year baseline.

HB3 Board Goal

Evaluation Data Sources: i-Ready Reading Diagnostic/Inform Growth data, classroom formative assessments, PLC data analysis, and intervention progress monitoring.

Strategy 1 Details	Reviews			
Strategy 1: Implement i-Ready Reading with fidelity in grades K-3 by ensuring students complete at least 45 minutes of personalized instruction each week, complete assigned lessons, and demonstrate mastery with scores of 70% or higher. Teachers will monitor usage and lesson performance weekly through PLCs and provide support when students are not meeting expectations. Strategy's Expected Result/Impact: Consistent participation in i-Ready Reading will increase student engagement with targeted skills and contribute to increased K-3 Reading growth, with the percentage of students meeting Typical Growth increasing by at least 5 percentage points from the 2026-2027 beginning-of-year baseline Staff Responsible for Monitoring: Admin & teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Use i-Ready Diagnostic and lesson performance data during K-3 PLCs to identify skill gaps, form targeted small groups, provide timely intervention, and monitor student progress throughout the year. Strategy's Expected Result/Impact: Teachers will use i-Ready data to adjust instruction and intervention based on individual student needs, resulting in increased Reading growth and a higher percentage of K-3 students meeting Typical Growth Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs, K-3 Classroom Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
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Performance Objective 2 Problem Statements:

Student Learning
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School Processes & Programs
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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027, the percentage of Ross Elementary students reporting positive school connectedness on the Panorama survey will increase by 5 percentage points from the 2026-2027 baseline.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama student survey data and student participation data

Strategy 1 Details		Reviews			
Strategy 1: Utilize existing Morning Meetings, Ramtastic Leaders, and House activities to strengthen student belonging, positive relationships, student voice, and connection to the school community. Strategy's Expected Result/Impact: Students will demonstrate increased school connectedness and belonging as measured by Panorama survey data. Staff Responsible for Monitoring: Admin & Counselor Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Provide students with academic support through targeted interventions, tutoring opportunities, progress monitoring, and attendance initiatives to strengthen the foundational skills necessary for future academic success and college and career readiness. Strategy's Expected Result/Impact: Students will strengthen foundational academic skills, improve attendance, and demonstrate increased academic growth, preparing them for long-term success in future grades. Staff Responsible for Monitoring: Admin & OC team Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Provide students with opportunities for leadership and school involvement through existing Ramtastic Leader roles and House activities to strengthen student voice, responsibility, and connection to Ross Elementary. Strategy's Expected Result/Impact: Increased student participation and leadership opportunities will contribute to improved school connectedness and belonging as measured by Panorama survey data. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
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School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. Root Cause: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May 2027, the percentage of students reporting that they have positive and supportive relationships with adults at school will increase by 5 percentage points from the 2026-2027 Panorama baseline.

Evaluation Data Sources: Panorama student survey data and campus student feedback.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Morning Meetings and existing classroom relationship-building practices to ensure students have regular opportunities to connect with supportive adults and peers. Strategy's Expected Result/Impact: Students will report stronger relationships with adults at school, contributing to a 5 percentage-point increase from the 2026-2027 Panorama baseline. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Utilize existing counselor, teacher, and administrative student-support systems to identify students needing additional connection and provide timely relationship-based support and check-ins. Strategy's Expected Result/Impact: Students receiving additional support will develop stronger connections with trusted adults and report increased belonging and support on Panorama survey measures Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May 2027, Ross Elementary will increase the student attendance rate from 93% to 94% through consistent attendance monitoring, early intervention, and family communication.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Daily attendance data, district attendance reports, attendance intervention records, and parent conference documentation.

Strategy 1 Details	Reviews			
Strategy 1: Implement the existing tiered attendance intervention process through timely family communication and escalating supports, including attendance notifications, counselor contact, and principal conferences for students with continued attendance concerns. Strategy's Expected Result/Impact: Early identification and intervention will reduce attendance concerns and contribute to an increase in campus attendance from 93% to 94%. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Attendance Clerk, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Utilize existing attendance recognition and incentives to reinforce regular attendance and celebrate students and classrooms demonstrating strong or improved attendance Strategy's Expected Result/Impact: Increased awareness and positive reinforcement of regular attendance will contribute to an increase in campus attendance from 93% to 94%. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Attendance Clerk, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May 2027, Ross Elementary will reduce the rate of office discipline referrals per 100 students by 5% from the 2026-2027 baseline through consistent implementation of campus behavior supports, including CHAMPS/PBIS, restorative practices, and the Emergent Tree pilot

Evaluation Data Sources: Office discipline referral data, student enrollment data, FOCUS discipline reports, and administrative discipline records

Strategy 1 Details	Reviews			
Strategy 1: Implement CHAMPS/PBIS and restorative discipline practices consistently across classrooms and common areas to teach behavior expectations, reinforce positive behavior, and address concerns before they result in office referrals. Strategy's Expected Result/Impact: Consistent implementation of campus behavior expectations will contribute to a 5% reduction in the rate of office discipline referrals per 100 students from the 2026-2027 baseline. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers, Specials Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement and monitor the Emergent Tree behavior-support pilot to provide structured intervention for students demonstrating repeated behavioral concerns and strengthen student self-regulation and positive decision-making. Strategy's Expected Result/Impact: Students receiving targeted behavioral support will demonstrate improved behavior and fewer repeated referrals, contributing to a 5% reduction in the rate of office discipline referrals per 100 students. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 5: By May 2027, Ross Elementary will implement the district-approved Coordinated School Health program with fidelity to support student physical health, wellness, and healthy decision-making.

Evaluation Data Sources: Coordinated School Health implementation documentation, PE/health curriculum records, campus wellness activities, and district compliance documentation.

Strategy 1 Details	Reviews			
Strategy 1: Implement the district-approved Coordinated School Health curriculum and required health and physical education instruction to promote student wellness, physical activity, and healthy decision-making Strategy's Expected Result/Impact: Students will receive consistent, standards-aligned instruction that supports physical health, wellness, and healthy behaviors. Staff Responsible for Monitoring: Principal, Assistant Principal, PE Teacher, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide students with regular opportunities for physical activity and wellness through existing PE, recess, movement opportunities, and campus wellness practices. Strategy's Expected Result/Impact: Students will participate in regular physical activity and wellness practices that support physical health, engagement, and readiness to learn. Staff Responsible for Monitoring: Principal, Assistant Principal, PE Teacher, Classroom Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, Ross Elementary will strengthen Tier I instruction through consistent implementation of standards-aligned curriculum, collaborative planning, lesson internalization, instructional coaching, and data-driven decision making, with at least 90% of classroom walkthroughs demonstrating evidence of the campus instructional expectations.

Evaluation Data Sources: Classroom walkthrough data, PLC documentation, lesson internalization evidence, and instructional coaching data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen mathematics instruction through collaborative lesson internalization, weekly PLCs, and implementation of the district-approved curriculum to ensure rigorous, standards-aligned Tier I mathematics instruction with an intentional focus on improving student achievement, particularly in third-grade mathematics. Strategy's Expected Result/Impact: Teachers will consistently implement high-quality mathematics instruction aligned to grade-level standards, resulting in stronger student engagement, improved instructional consistency, increased mathematics growth, and higher student achievement across all grade levels, with significant gains in third-grade mathematics. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Classroom Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Strengthen instructional excellence through the Opportunity Culture model by providing job-embedded coaching, collaborative planning, classroom modeling, instructional rounds, observation and feedback, and targeted instructional support from Master Classroom Leaders (MCLs) and Multi-Classroom Teacher Residents (MTRTs). Strategy's Expected Result/Impact: Teachers will strengthen instructional practices through ongoing coaching and collaboration, resulting in more effective classroom instruction, increased teacher capacity, and improved student achievement. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Classroom Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Implement a continuous improvement cycle through weekly PLCs, checkpoint and common formative assessment analysis, classroom walkthroughs, student work analysis, and progress monitoring to refine instruction and improve student outcomes. Strategy's Expected Result/Impact: Teachers will consistently use student performance data and instructional feedback to make timely adjustments that strengthen classroom instruction and improve academic growth. Staff Responsible for Monitoring: Principal Assistant Principal MCLs MTRTs Classroom Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. **Root Cause:** Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of 0-1 year teachers will participate in the district-required mentoring program, and 100% of new-to-Ross staff will be assigned a campus mentor to support successful implementation of instructional and campus expectations.

Evaluation Data Sources: District mentoring documentation, mentor/mentee records, professional learning documentation, coaching records, and classroom walkthrough data.

Strategy 1 Details	Reviews			
Strategy 1: Implement the district mentoring process for all 0-1 year teachers and provide every new-to-Ross staff member with an identified campus mentor for ongoing support, guidance, and problem solving. Strategy's Expected Result/Impact: New staff will receive consistent support and guidance, resulting in increased understanding and implementation of district and campus instructional and operational expectations. Staff Responsible for Monitoring: Principal, Assistant Principal, Assigned Mentors Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing support to new staff through existing Opportunity Culture coaching, administrator feedback, PLC collaboration, and mentor check-ins based on individual staff needs. Strategy's Expected Result/Impact: New staff will demonstrate increased instructional capacity and consistent implementation of campus expectations throughout the school year. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs, Assigned Mentors Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. Root Cause: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of teachers receiving instructional coaching will engage in ongoing observation, feedback, and practice cycles, including the use of SIBME when appropriate, to strengthen instructional practice and implementation of campus instructional expectations.

Evaluation Data Sources: Coaching documentation, SIBME coaching artifacts, classroom walkthrough data, teacher feedback, and MCL/MTRT coaching records.

Strategy 1 Details	Reviews			
Strategy 1: Utilize existing Opportunity Culture coaching structures to provide teachers with observation, actionable feedback, modeling, and opportunities to practice identified instructional skills. Strategy's Expected Result/Impact: Teachers participating in coaching cycles will demonstrate growth in identified instructional practices and increased consistency in implementation of campus instructional expectations Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Utilize SIBME as a coaching and professional learning tool for teachers to record instruction, reflect on practice, receive feedback, and practice targeted instructional skills within existing coaching cycles. Strategy's Expected Result/Impact: Teachers using SIBME will engage in reflection and targeted practice that strengthens instructional effectiveness and supports continuous professional growth. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs, Classroom Teachers Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



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Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, Ross Elementary will improve student school connectedness and positive behavior from the 2026-2027 baseline through consistent implementation of campuswide culture systems and practices.

Evaluation Data Sources: Panorama school connectedness data, discipline data, student participation data, and campus culture implementation data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Strengthen a positive school culture through the implementation of Emergent Tree practices, the Ron Clark House System, daily Morning Meetings, the Ross Pledge, and schoolwide expectations that promote belonging, leadership, responsibility, and positive student behavior. Strategy's Expected Result/Impact: Students will demonstrate increased engagement, positive behavior, leadership, and a stronger sense of belonging, contributing to a safe, supportive, and positive school culture. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details		Reviews			
Strategy 2: Provide students with meaningful opportunities for leadership, recognition, and belonging through the existing House System, Ramtastic Leaders, student leadership roles, celebrations, and schoolwide activities. Strategy's Expected Result/Impact: Students will demonstrate increased school connectedness, positive behavior, leadership, and sense of belonging as measured through campus culture, participation, and student feedback data. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Ross Elementary received a preliminary accountability score of 82, representing a decline from the previous year. Student achievement data show a need to reduce the percentage of students performing at Did Not Meet while increasing Meets and Masters performance, particularly in mathematics and science. Root Cause: Tier I instruction, differentiation, progress monitoring, and intervention have not been implemented consistently across grade levels. More consistent instructional practices and timely response to student data are needed to prevent learning gaps from widening.
School Processes & Programs
Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. Root Cause: Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Ross Elementary will increase meaningful family engagement by increasing participation in academic and family partnership opportunities from the 2026-2027 baseline.

Evaluation Data Sources: Family event participation, parent conference records, family communication data, volunteer participation, and stakeholder feedback.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen family engagement through existing campus communication systems, family events, parent conferences, volunteer opportunities, and academic partnership activities that provide families with meaningful opportunities to support student success. Strategy's Expected Result/Impact: Increased family participation and two-way communication will strengthen school-family partnerships and increase meaningful family engagement from the 2026-2027 baseline. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide families with opportunities to understand student academic progress and ways to support learning at home through existing parent conferences, academic family events, progress reports, and teacher-family communication. Strategy's Expected Result/Impact: Families will have increased access to information about student progress and strategies to support learning, strengthening family-school partnerships and meaningful family engagement. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs, Classroom Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



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Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, Ross Elementary will improve staff belonging, collaboration, and engagement from the 2026-2027 Panorama baseline through intentional recognition, collaboration, leadership opportunities, and shared decision-making.

Evaluation Data Sources: Panorama staff survey data, staff participation data, leadership team documentation, and professional learning records.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen staff culture and belonging through existing staff recognition, appreciation, collaborative opportunities, and celebrations that acknowledge staff contributions and promote a positive campus culture. Strategy's Expected Result/Impact: Staff will report increased belonging, recognition, and connection to the campus community as measured by Panorama staff survey data and stakeholder feedback. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Campus Leadership Team Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Utilize regular staff Huddles, leadership teams, campus committees, and other existing collaborative structures to provide staff with frequent opportunities for voice, feedback, shared problem-solving, and participation in campus decision-making. Strategy's Expected Result/Impact: Frequent opportunities for staff voice and two-way feedback will strengthen staff engagement, shared ownership, communication, and sense of belonging at Ross Elementary. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, MTRTs, Campus Leadership Team Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



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Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Analysis of campus processes and programs indicates a need to strengthen the consistent implementation and monitoring of instructional systems, intervention practices, and collaborative processes across all grade levels to improve student outcomes. **Root Cause:** Campus systems for monitoring implementation, providing feedback, and ensuring accountability have not been applied consistently across grade levels. Clear expectations, regular progress monitoring, and timely follow-up are needed to ensure instructional practices, intervention systems, and collaborative structures are implemented with fidelity.