Ector County Independent School District

Ross Elementary

Improvement Plan

2020-2021

Mission Statement

All staff and students will follow CHAMPS with fidelity in order to create a positive and safe climate. Our daily effort will produce growth in all academic and non-academic areas. Make today better than yesterday.

Vision

Through a growth mindset, distributed leadership and working together, we will create, maintain, and continually work to improve the school community and culture to raise student achievement. We will be a community of learners who believe that continuous learning in our craft, setting high expectations, growing ourselves professionally and personally, taking risks, and creating teacher leaders will create a school culture where students are afforded a personalized learning plan and positive environment to grow academically, socially, and emotionally.
At Ross, we believe that ALL students are treated with dignity and respect at ALL times.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
ROSS ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STUDENT DATA					
Total Enrollment	361	391	427	452	25
Total Membership	361	391	427	452	25
Early Education	0	0	0	0	0
Pre-Kindergarten	0	0	0	0	0
Kindergarten	49	62	64	76	12
Grade 1	53	55	67	75	8
Grade 2	63	65	67	73	6
Grade 3	57	64	73	74	1
Grade 4	73	68	66	78	12
Grade 5	66	77	90	76	-14
Ethnic Distribution					
White	121	136	138	137	-1
Hispanic / Latino	194	203	238	264	26
Black or African American	24	29	27	32	5
Asian	4	4	3	1	-2
American Indian or Alaska Native	4	4	4	3	-1
Native Hawaiian/ Pacific Islander	5	7	7	3	-4
Two or More	9	8	10	12	2
Special Populations					
At Risk	177	240	131	154	23
Economic Disadvantaged	223	248	295	282	-13
Lep	7	7	7	13	6
Special Education	34	49	73	80	7
Career & Technology Ed	0	0	0	0	0
Bilingual Education	0	0	0	2	2
ESL Education	4	4	4	3	-1
Alternative Language				0	
Gifted & Talented Education	16	14	16	12	-4
Title I	359	391	426	452	26

Immigrant	0	0	1	0	-1
Migrant	0	0	0	0	0
Military Connected	1	0	1	4	3
Foster Care	4	3	2	3	1
Homeless	28	32	34	36	2
Dyslexia	11	18	19	15	-4

Ross has had a steady increase of enrollment from 2016-2019. The majority of
the students for the 2019-20 school year were Hispanic (264 at 59%). This is followed by White (137 at 30%), and Black (32 at .07%), The other ethnic groups have below 15 students. In the past 4 years, white enrollment has stayed at a steady pace with Hispanic enrollment increasing the most.

Our At Risk is 34%, Economically Disadvantaged is 62%. The Special Education percentage was 18%. We had 36 Homeless students (.07%). The 2019-2020 enrollment per grade level was very consistent in the 70's for every grade level this year.

Within the Special education population, 57.6% of the identified students are Hispanic and 33.9% white. These numbers are comparable to the ethnic distribution of the total school population.

Our enrollment is 51.8% female and 48.2% Male.

Demographics Strengths

Enrollment numbers have been consistent over the last few years. Ethnic distribution has been consistent as well with the largest difference being an increasing number in the Hispanic population.

We serve a high population of economically disadvantaged and at risk students which allows for our instructional staff to utilize a number of strategies to build not only academic strenghts but socia emotional wellness amongst the student body.

We have a steadily increasing amount of students who receive Special Education services. The number has doubled over the last three years. Ross seerves a large number of Speech only students and has acquired a second specialized classroom in the last year.

Our Campus does not serve bilingual students but does offer ESL to a small number of LEP identified students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The student mobility rate at Ross is at 16.4% (based on withdrawals and entries during 19-20 school year) **Root**

Cause: Fluctuations in the economy and oilfield work cause a high number of families to move in and out of the Permian Basin.

Student Achievement

Student Achievement Summary

2018-2019

3rd Grade Math STAAR *APPROACHES*

YEAR	STATE	DISTRICT	**CAMPUS**	HISP	WH	AA	ASIAN	2 OR M	ECO	SPED	ELL
2018-2019			41.6%	44.4%	40%	50%	*	20%	34.6%	18.2%	0
2017-2018	75%	66%	**56%**	59%	56%				55%		
2016-2017	75%	55%	**40%**	47%	*				36%		

2018-2019

3rd Grade READING *APPROACHES*

YEAR	STATE	DISTRICT	**CAMPUS**	HISP	WH	AA	ASIAN	2 OR M	ECO	SPED	ELL
2018-2019			43.1%	46.6%	46.7%	16.7%	100%	20%	36.5%	27%	0
2017-2018	73%	63%	52%	41%	67%				42%		
2016-2017	73%	56%	45%	47%	50%				32%		

2018-2019

4th Grade Math *Approaches*

YEAR	STATE	DISTRICT	**CAMPUS**	HISP	WH	AA	ASIAN	2 or M	ECO	SPED	ELL
2018-2019			30.8%	28%	38.9%	33.3%	*	0	22.9%	0	25%
2017-2018	76%	61%	51%	49%	58%				44%		
2016-2017	73%	53%	48%	48%	48%				54%		

2018-2019

4th Grade Reading *Approaches*

YEAR	STATE	DISTRICT	**CAMPUS**	HISP	WH	AA	ASIAN	2 or M	ECO	SPED	ELL
2018-2019			40.6%	46.1%	33.3%	40%	*	0	29.8%	0	50%
2017-2018	70%	55%	**51%**	54%	53%				39%		
2016-2017	75%	58%	**77%**	83%	72%				71%		

2018-2019

4th Grade Writing *Approaches*

YEAR	STATE	DISTRICT	**CAMPUS**	HISP	WH	AA	ASIAN	2 or M	ECO	SPED	ELL
2018-2019			34%	33%	29%	43%	*	*	23%	30%	*
2017-2018	65%	50%	**40%**	38%	47%				31%		
2016-2017	69%	57%	**54%**	48%	60%				50%		

2018-2019

5th Grade Reading *Approaches*

YEAR	STATE	DISTRICT	CAMPUS	HISP	WH	AA	ASIAN	2 or M	ECO	SPED	ELL
2018-2019											
2017-2018	82%	69%	77%	74%	77%				78%		
2016-2017	81%	68%	46%	53%	37%				39%		

2018-2019

5th Grade Science *Approachs*

YEAR	STATE	DISTRICT	**CAMPUS**	HISP	WH	AA	ASIAN	2 or M	ECO	SPED	ELL

5th Grade Science *Approachs*

2018-2019			49%	42%	52%	*	*	*	40%	50%	*
2017-2018	74%	61%	77%	81%	80%	*	*	*	75%
2016-2017	74%	60%	55%	60%	50%	*	*	*	52%

% Met or Exceeded Progress - All Subjects

YEAR	STATE	DISTRICT	**CAMPUS**	HISP	WH	AA	ASIAN	2 or M	ECO	SPED	ELL
2018-2019			18%	17%	17%	17%	*	21%	14%	24%	12%
2017-2018	61%	57%	57%	64%	74%	*	*	*	64%	80%	*
2016-2017	62%	53%	53&	62%	73%	*	*	*	65%	78%	*

% Met or exceeded Standard (Reading)

Year	State	District	**Campus**	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019			23%	22%	25%	20%	*	17%	19%	26%	17%
2017 - 2018	59%	56%	56%	57%	61%	*	*	*	52%		*
2016 - 2017	60%	54%	67&	63%	69%	*	*	*	63%		*

% Met or exceeded Progress (Math)

Year	State	District	**Campus**	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019			16%	18%	15%	19%	*	*	11%	23%	17%
2017 - 2018	64%	59%	78%	72%	88%	*	*	*	77%	*	*
2016 - 2017	63%	51%	67%	60%	77%	*	*	*	67%	*	*

Student Success Initiative - 5th Grade Reading

Students meeting Approaches grade level on first STAAR Administration

Year	State	District	**Campus**	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019											
2017 - 2018	79%	64%	56%	52%	68%	*	*	*	55%		*
2016 - 2017	72%	57%	66%	65%	70%	*	*	*	64%	*	*

Student Success Initiative - 5th Grade Reading

Students Requiring Accelerated Instruction

Year	State	District	**Campus**	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019											
2017 - 2018	21%	36%	44%	48%	32%	*	*	*	45%	83%	*
2016 - 2017	28%	43%	34%	74%	77%	*	*	*	78%	*	*

Student Success Initiative - 5th Reading

STAAR cumulative Met Standard

Year	State	District	**Campus**	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019											
2017 - 2018	84%	70%	69%	69%	74%	*	*	*	66%	*	*
2016 - 2017	81%	68%	77%	74%	77%	*	*	*	78%	*	*

Student Success Initiative - 5th Math

Students Meeting Approaches Grade level of First STAAR Administration

Year	State	District	Campus	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019											
2017 - 2018	85%	74%	62%	62%	68%	*	*	*	59%	*	*
2016 - 2017	81%	68%	77%	74%	77%	*	*	*	64%	*	*

Student Success Initiative - 5th Math

Students Requiring Accelerated Instruction

Year	State	District	Campus	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019											
2017 - 2018	15%	26%	38%	38%	32%	*	*	*	41%	*	*
2016 - 2017	28%	43%	34%	74%	77%	*	*	*	78%	*	*

Student Success Initiative - 5th Math

Year	State	District	Campus	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019											
2017 - 2018	90%	81%	76%	78%	79%	*	*	*	77%	*	*
2016 - 2017	81%	68%	77%	74%	77%	*	*	*	78%	*	*

STAAR Domain 2: Student Growth

ELA/Reading and Mathematics

Current-Year Performance on STAAR

Prior-Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level	Growth Points Earned	Total Possible Points
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)		
Did Not Meet	-	38	42	-	0	29	-	-	3	0		
Approaches Grade Level	-	35	0	-	21	28	-	-	19	7		
Meets Grade Level	4	-	-	17	-	-	-	8	9	6		
Masters Grade Level	1	-	-	1	-	-	7	-	-	6		
Total Number of Tests	5	73	42	18	21	57	7	8	31	19		
Total Points Score	0	0	42	0	10.5	57	0	4	31	19	163.5	281 58

ELA/Reading

Current-Year Performance on STAAR

Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level

ELA/Reading and Mathematics

Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	16	21	-	0	19	-	-	2	0		
Approaches Grade Level	-	15	0	-	10	13	-	-	14	5		
Meets Grade Level	1	-	-	7	-	-	-	4	2	2		
Masters Grade Level	1	-	-	0	-	-	3	-	-	5		
Total Number of Tests	2	31	21	7	10	32	3	4	18	12		
Total Points Score	0	0	21	0	5	32	0	2	18	12	90	140 64

Mathematics

Prior-Year Performance on STAAR	Current-Year Performance on STAAR										Growth Points Earned	Total Possible Points
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)		
Did Not Meet	-	22	21	-	0	10	-	-	1	0		
Approaches Grade Level	-	20	0	-	11	15	-	-	5	2		

ELA/Reading and Mathematics

Meets Grade Level	3	-	-	10	-	-	-	4	7	4		
Masters Grade Level	0	-	-	1	-	-	4	-	-	1		
Total Number of Tests	3	42	21	11	11	25	4	4	13	7		
Total Points Score	0	0	21	0	5.5	25	0	2	13	7	73.5	141 52

STAAR Domain 3: Closing the Gaps

	All Students	Hispanic	White	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Academic Achievement Status									
ELA/Reading Target	44%	37%	60%	33%	29%	19%	36%	46%	42%
Target Met	N	N	N	N		Y		N	N
% at Meets GL Standard or Above	23%	22%	25%	19%	29%	26%	17%	21%	28%
# at Meets GL Standard or Above	51	29	15	28	2	8	2	32	19
Total Tests (Adjusted)	219	131	60	150	7	31	12	150	69
Math Target	46%	40%	59%	36%	40%	23%	44%	47%	45%
Target Met	N	N	N	N		Y		N	N
% at Meets GL Standard or Above	16%	18%	15%	11%	29%	23%	8%	15%	19%
# at Meets GL Standard or Above	36	23	9	17	2	7	1	23	13
Total Tests (Adjusted)	219	131	59	151	7	30	12	150	69
Total Indicators									

	All Students	Hispanic	White	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Growth Status									
ELA/Reading Target	66	65	69	64	64	59	65	66	67
Target Met	N	Y	N	N				N	Y
Academic Growth Score	64	66	51	60	100	63	68	63	67
Growth Points	90	58	19	59.5	6	10	7.5	60.5	29.5
Total Tests	140	88	37	99	6	16	11	96	44
Math Target	71	69	74	68	68	61	70	71	70
Target Met	N	N	N	N				N	N
Academic Growth Score	52	51	47	52	50	44	64	53	51
Growth Points	73.5	44.5	17.5	51.5	3	7	7	51	22.5
Total Tests	141	88	37	100	6	16	11	97	44
Total Indicators									
Graduation Rate Status *									
Target	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a
Target Met									
2017 % Graduated	-	-	-	-	-	-			
2018 % Graduated	-	-	-	-	-	-			
2018 # Graduated	-	-	-	-	-	-			
2018 Total in Class	-	-	-	-	-	-			
Total Indicators									
English Language Proficiency Status									
Target					36%				
Target Met									
TELPAS Progress Rate					14%				
TELPAS Progress					1				
TELPAS Total					7				
Total Indicators									
Student Success Status									
Target	47	41	58	38	37	23	43	48	45
Target Met	N	N	N	N		N	N	N	N
STAAR Component Score	24	24	23	20	28	22	19	22	28
% at Approaches GL Standard or Above	49%	49%	50%	41%	50%	39%	46%	45%	58%
% at Meets GL Standard or Above	18%	17%	17%	14%	25%	24%	9%	16%	21%
% at Masters GL Standard	5%	6%	3%	4%	10%	4%	3%	4%	6%
Total Tests	584	349	159	400	20	79	35	398	186
Total Indicators									

School Quality Status

Target	47%	41%	58%	39%	30%	27%	43%	50%	31%
Target Met									
% Students meeting CCMR	-	-	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-
Total Indicators									

Participation

Target	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading									
% Participation	100%	100%	100%	99%	100%	100%	100%	99%	100%
# Participants	241	148	61	168	8	32	12	161	80
Total Tests	242	148	61	169	8	32	12	162	80
Mathematics									
% Participation	100%	100%	98%	100%	100%	97%	100%	99%	100%
# Participants	241	148	60	169	8	31	12	161	80
Total Tests	242	148	61	169	8	32	12	162	80

Ross Met four total Domain 3 indicators: Special Ed achievement in reading, Special Ed achievement in math, Hispanic growth in reading, and growth for non-continuously enrolled in reading.

Academic Growth Domain III - 2019-20 Local Assessment

(Minimum Size Criteria for Use of Indicators in Domain III: 10 for All Students group | 25 for other student groups)

Grade 5

Reading	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL	Special Ed (Current)	Special Ed (Former)	Cont Enrolled	Non-Cont Enrolled
# Tests Valued @ 0.5 Points	2	0	1	1	0	0	0	0	0	0	0		2	0
# Tests Valued @ 1 Point	33	2	20	10	1	0	2	2	21	1	5		24	9
Points Earned by 0.5 Point Tests	1.0	0.0	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0		1.0	0.0
Points Earned by 1 Point Tests	33	2	20	10	1	0	2	2	21	1	5		24	9
Total Points Earned	34.0	2.0	20.5	10.5	1.0	0.0	2.0	2.0	21.0	1.0	5.0		25.0	9.0
Total Tests	49	2	30	15	1	0	0	1	27	2	6		37	12
Academic Growth Score	69		68						78				68	
Academic Growth Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67
Met Target	Y		Y						Y				Y	

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
	# Tests Valued @ 0.5 Points	2	0	2	0	0	0	0	0	2	1	0		1	1
	# Tests Valued @ 1 Point	41	1	27	11	1	0	1	1	22	0	4		31	8
	Points Earned by 0.5 Point Tests	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	0.5	0.0		0.5	0.5
	Points Earned by 1 Point Tests	41	1	27	11	1	0	1	1	22	0	4		31	8
Math	Total Points Earned	42.0	1.0	28.0	11.0	1.0	0.0	1.0	1.0	23.0	0.5	4.0		31.5	8.5
	Total Tests	60	2	39	17	1	0	0	1	37	3	7		47	11
	Academic Growth Score	70		72						62				67	
	Academic Growth Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70
	Met Target	N		Y						N				N	

2019-2020 September and March Istation %

3rd - Booe	42nd	40th
3rd – McAdams/Rodriguez	22nd- McAdams	24th - Rod
3rd – Ashby	34th	46th
4th -Hildmann	34th	30th
4th - Lujan	30th	24th
4th - Sandoval	30th	27th
4th - ONeal	30th	27th
5th – Hernandez/ Cooper	30th	35th
5th – Kennedy (Homeroom)	31st	35th
5th – Mendez (Homeroom)	34th	58th

2019 - 2020 K- 2 EOY Istation %

TEACHER	Sept (1-5)/Oct (K)	March
K - Martinez	26th	45th
K – Cooper/Hinojosa	33rd - Cooper	38th- Hinojosa
K - Nieves (Sub)	35th	53rd

TEACHER	Sept (1-5)/Oct (K)	March
1st - Beaman	31st	40th
1st - Speer	9th	17th
1st - V. Gonzalez (Sub)	19th	24th
2nd - Kennedy/Perrin	24th- Kennedy	38th- Perrin
2nd Rodriguez/Navarette	28th – Rodriguez	55thNavarette
2nd – Holguin	22nd	23rd

2019-2020 February Released 4th Grade Domain 3

Academic Growth Domain III - 2019-20 Local Assessment
(Minimum Size Criteria for Use of Indicators in Domain III: 10 for All Students group | 25 for other student groups)

Grade 4

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL	Special Ed (Current)	Special Ed (Former)	Cont Enrolled	Non-Cont Enrolled
Reading	# Tests Valued @ 0.5 Points	6	0	6	0	0	0	0	0	4	0	0		1	5
	# Tests Valued @ 1 Point	17	1	8	7	0	0	1	1	6	0	3		11	5
	Points Earned by 0.5 Point Tests	3.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	0.0		0.5	2.5
	Points Earned by 1 Point Tests	17	1	8	7	0	0	1	1	6	0	3		11	5
	Total Points Earned	20.0	1.0	11.0	7.0	0.0	0.0	1.0	1.0	8.0	0.0	3.0		11.5	7.5
	Total Tests	59	4	40	13	0	0	0	0	28	2	8		35	22
	Academic Growth Score	34		28						29				33	
	Academic Growth Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67
	Met Target	N		N						N				N	
Math	# Tests Valued @ 0.5 Points	2	0	2	0	0	0	0	0	0	0	0		1	1
	# Tests Valued @ 1 Point	9	1	6	1	0	0	1	1	4	1	2		8	0
	Points Earned by 0.5 Point Tests	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.5	0.5
	Points Earned by 1 Point Tests	9	1	6	1	0	0	1	1	4	1	2		8	0
	Total Points Earned	10.0	1.0	7.0	1.0	0.0	0.0	1.0	1.0	4.0	1.0	2.0		8.5	0.5
	Total Tests	64	4	43	15	0	0	0	0	31	2	10		38	24
	Academic Growth Score	16		16						13				22	
	Academic Growth Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70
	Met Target	N		N						N				N	

2019-2020 5th Grade Domain 3

Academic Growth Domain III - 2019-20 Local Assessment

(Minimum Size Criteria for Use of Indicators in Domain III: 10 for All Students group | 25 for other student groups)

Grade 5

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL	Special Ed (Current)	Special Ed (Former)	Cont Enrolled	Non-Cont Enrolled
Reading	# Tests Valued @ 0.5 Points	2	0	1	1	0	0	0	0	0	0	0		2	0
	# Tests Valued @ 1 Point	33	2	20	10	1	0	2	2	21	1	5		24	9
	Points Earned by 0.5 Point Tests	1.0	0.0	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0		1.0	0.0
	Points Earned by 1 Point Tests	33	2	20	10	1	0	2	2	21	1	5		24	9
	Total Points Earned	34.0	2.0	20.5	10.5	1.0	0.0	2.0	2.0	21.0	1.0	5.0		25.0	9.0
	Total Tests	49	2	30	15	1	0	0	1	27	2	6		37	12
	Academic Growth Score	69		68						78				68	
	Academic Growth Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67
	Met Target	Y		Y						Y				Y	
Math	# Tests Valued @ 0.5 Points	2	0	2	0	0	0	0	0	2	1	0		1	1
	# Tests Valued @ 1 Point	41	1	27	11	1	0	1	1	22	0	4		31	8
	Points Earned by 0.5 Point Tests	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	0.5	0.0		0.5	0.5
	Points Earned by 1 Point Tests	41	1	27	11	1	0	1	1	22	0	4		31	8
	Total Points Earned	42.0	1.0	28.0	11.0	1.0	0.0	1.0	1.0	23.0	0.5	4.0		31.5	8.5
	Total Tests	60	2	39	17	1	0	0	1	37	3	7		47	11
	Academic Growth Score	70		72						62				67	
	Academic Growth Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70
	Met Target	N		Y						N				N	

Student Achievement Strengths

Our K -2 Istation data grew in all classes from September to March. Kindergarten reflected high usage of the program throughout school closure due to high volume of communication between teachers and parents.

Staffing issues resulted in making changes to existing staff positions. Once strong, seasoned teachers moved to 5th grade, students began making progress, meeting our growth goal of 70% on the February benchmark.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Since March, there has been steady decline in student engagement with lack of face to face learning opportunities.

Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19

Problem Statement 2 (Prioritized): 4th Graders earned 45.2% in ELAR and 38.2% Math on February benchmark which is below the 70% set goal. **Root Cause:** Too many new teachers on a grade level

Problem Statement 3 (Prioritized): 4th -5th Istation scores reflected an increased number of declined student performance from September to March. 4th grade at 12% with no growth and 5th grade at 17% with no growth. **Root Cause:** We had 5 first year teachers in 4th and 5th grade and 3rd grade teachers did not receive hands on training from Instructional Specialists.

Problem Statement 4 (Prioritized): 50% of Kindergartners were not ready for 1st Grade. **Root Cause:** Students were not Kinder ready.

Problem Statement 5 (Prioritized): 3rd graders were not making adeqate growth in Istation or on Unit Assessments. **Root Cause:** 3rd grade teachers did not recieve coaching due to the amount of new teachers who needed coaching in 4th and 5th grades.

Problem Statement 6 (Prioritized): Ross Hispanic, White, Eco Dis, and Continuously Non-Enrolled have not met the Academic Achievement Status. **Root Cause:** Individual students have not have personalized instructional plans.

School Culture and Climate

School Culture and Climate Summary

Ross Elementary will follow PBIS/CHAMPS with fidelity and will be "laser-focused" on student and teacher growth. Being data-driven, being consistent, and having communication with parents, faculty, and students are priorities. Our school theme is "Together We're Better!" where unity and being better today than yesterday is consistently being discussed. Teachers have an understanding that student growth is paramount. Consistent support and accountability for teachers in areas including on-going training, discipline, and growth will create an environment of excellence and high student achievement.

School Culture and Climate Strengths

Ross has become an Opportunity Culture campus where growth, excellence and high expectations are the norm. We now have all-star teachers who have proven to get high results.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Teachers are feeling uncertain and concerned about their health **Root Cause:** COVID 19

Problem Statement 2 (Prioritized): As much as we try to be consistent, inconsistencies are inevitable causing stress, worry and high anxiety among all

staff. **Root Cause:** COVID 19 and not enough time to plan with teachers.

Problem Statement 3 (Prioritized): Teachers are feeling overwhelmed with little time to prepare for the school year. **Root Cause:** Teachers had one week to prepare for the school year.

Problem Statement 4 (Prioritized): Students have been at home for 6 months not having access to a face to face teacher or counselor. **Root Cause:** COVID

Problem Statement 5 (Prioritized): Parents are worried about their children coming to school for face to face learning causing a lower number of students receiving face to face learning. **Root Cause:** COVID

Problem Statement 6 (Prioritized): Community members will not be able to come in the building to conduct face to face activities for staff and students. **Root Cause:** COVID

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

According to the chart below, the 2019-2020 year had the highest number of first year teachers in the past 4 years.

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
ROSS ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STAFF DATA					
STAFF COUNTS, NOT FTE					
Employment Counts	38	60	60	68	8
Full-time Staff	38	60	60	68	8
Role ID Counts					
Instructional	28	29	33	37	4
Teachers	26	26	28	34	6
Aides	2	3	5	3	-2
Professional Support	8	9	9	10	1
Classroom Staff	3	7	7	7	0
Non-Classroom Staff	5	2	2	3	1
Administrative	2	2	2	2	0
Principal/Assistant Principal	2	2	2	2	0
Other Administrative	0	0	0	0	0
STAFF FTE SUMMARY					
Total Staff	32.9	31.5	33.3	36.9	3.6
Teachers	24.5	23.3	23.9	27.4	3.5
Professional Support	4.4	3.2	3.4	4.6	1.2
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	2.0	3.0	4.1	2.9	-1.2
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex	32.9	32.5	33.3	36.9	3.6
White	16.8	17.0	18.1	21.8	3.7

Hispanic	14.1	12.5	12.1	14.0	1.9
Black	1.0	2.0	3.0	1.0	-2.0
Other	1.0	1.1	0.1	0.1	0.0
White Male	3.1	3.0	4.2	4.1	-0.1
White Female	13.7	14.0	13.9	17.7	3.8
Hispanic Male	1.1	1.0	1.0	1.0	0.0
Hispanic Female	13.0	11.5	11.1	13.0	1.9
Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	1.0	2.0	3.0	1.0	-2.0
Other Male	0.0	0.0	0.0	0.0	0.0
Other Female	1.0	1.1	0.1	0.1	0.0
Teachers by Highest Degree Held					
No Degree	2.0	2.0	1.0	2.0	1.0
Bachelors	18.1	16.3	18.7	19.9	1.2
Masters	4.4	5.0	4.2	5.6	1.4
Doctorate	0.0	0.0	0.0	0.0	0.0
Teachers by Years of Experience					
Beginning Teachers	4.0	3.0	2.0	6.8	4.8
1-5 Years Experience	10.1	6.0	6.6	6.6	0.0
6-10 Years Experience	5.4	9.0	9.2	7.2	-2.0
11-20 Years Experience	3.0	4.1	4.0	3.4	-0.6
Over 20 Years Experience	2.0	1.2	2.1	3.5	1.4
Teachers by Population Served					
Regular Education	22.0	20.4	20.2	22.4	2.2
Career & Technology Education	0.0	0.0	0.0	0.0	0.0
Bilingual/ESL Education	0.4	0.3	0.0	0.3	0.3
Compensatory Education	0.0	0.0	1.0	0.0	-1.0
Gifted & Talented Education	0.0	0.0	0.0	0.3	0.3
Special Education	2.1	2.7	2.7	4.4	1.7
Other	0.0	0.0	0.0	0.0	0.0

Ross has the following staff for the 2020-2021 school year:

2 - Pre/K Teachers - (1 certified, 1 Emergency Certified)

3 - Kindergarten Teachers (1 Certified, 1 MCL Vacancy, 1 Certified)
3 - 1st Grade Teachers (2 General Ed Certified, 1 OPT teacher)
3- 2nd Grade Teachers (1 MCL, 1 TRT, 1 Gen Ed Teacher, 1 Teacher Resident)
3 - 3rd Grade Teachers (1 MCL, 2 Certified teachers)
3 - 4th Grade Teachers (1 MCL, 1 TRT, 1 Certified Teacher)
3 - 5th Grade Teachers (1 MCL, 1 Certified Teacher, 1 Vacancy - Science)

2 - Specialized Unit Teachers (2 Vacancies)
1 - Inclusion/Resource Teacher (Certified)

1 - Certified PE Coach
1- Certified Music Teacher

1 - Certified Media Specialist (librarian)

In addition to using social media and word of mouth for recruitment, the Ross leadership team conducts regular checks in TalentEd for qualified applicants to join our campus. A rigrous set of interview questions specific to each position as well as a balanced interview committee consisting of several staff members allows for proper screening and selection of quality candidates.

In transitioning to the Opportunity Culure structure, retention rate for staff was significantly low (add%). This high rate is due to the elimination of long term subs and teacher transfers or moves.

Staff Quality, Recruitment, and Retention Strengths

Ross is piloting the Opportunity Culture program. This consists of Multi-Classroom Lead teachers who build capacity with teachers by coaching, planning, co-teaching, analyzing data, and modeling with their grade level teams. Ross also has two Team Reach Teachers who will serve 50% more students, resulting in more students receiving instruction from data proven, high quality teachers. Opportunity Culture has allowed Ross to hire the best of the best.

The faculty will participate in PLC times that will include data desegregation and staff development to support the planning, teaching and learning in the classroom. Through consistent walk-throughs, the administration will be able to determine the needs of teacher support.

Leadership will value individual teacher strengths and afford them the opportunity to have input in our student and school growth.

The vision of growing ALL staff and students and being "laser-focused" creates a healthy competitive atmosphere to rise to the top. Teachers want to be on

the winning team at Ross Elementary.

Administration and the leadership team's goal is to support teachers so they are able to manage teaching resources for intentional planning, data for re-teaching, and consistent routines and processes in their classroom and campus-wide. Once teachers see the growth in their students, they will feel a sense of accomplishment.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Ross is starting the 20-21 school year with 18.2% of our instructional staff vacant. **Root Cause:** The high cost of living in Odessa limits the applicant pool.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research based best practiced curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, balanced literacy, guided math, Imagine reading, Imagine math, Brainchild and reading services to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, dyslexia teachers, tutors and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments/SCAs, Imagine Reading, Imagine Math, MAP testing, and TELPAS assessments allow for early identification of need and potential targets for intervention.

- Intervention will be during the morning 8:00-8:45 block. This will be MCL planning time in which they will meet with each other and the principal to discuss instruction, lesson plans, and data.
- The MCL's (Multi classroom leaders) will follow the Ross MCL UNit Planning and Data Guide for PLC's to ensure streamlined processes. PLC's will focus on planning, data, and reteach using the DDI process.
- 1st - 5th-grade teachers will follow the unit assessment calendar provided by the district.
- Formative assessments, including exit tickets, will be given regularly throughout their lessons in order to monitor and adjust.
- Through the DDI process, data from the district provided unit assessments, will be analyzed throughout the year to plan for re-teach and enrichment.
- The administrators will conduct face to face and virtual walk- throughs to look for the instructional focus areas, alignment to lesson plans (TEKS, strategies, resources, and exit tickets.
- Teachers will create goals with students. Students will track their own data. This will be looked at during PLC's.
- Teachers will discuss educational and social emotional goals with parents.
- RTI meetings will be held once a month.

Ross currently uses the following programs:

- Guided Reading
- Guided Math
- TEKS resource system
- Imagine Math
- Imagine Reading
- See Saw
- CHAMPS
- Google Classroom

- Google Meets
- HMH
- Literature Circles (2nd-5th)
- MAP - Data
- Eduphoria

Curriculum, Instruction, and Assessment Strengths

Ross has MCL's (Multi Classroom Leaders) in 2nd - 5th grades who will lead their team and build capacity in other teachers by co-teaching, planning, and modeling lessons. Team Reach Teachers (TRT's) will serve 50% more students to reach a wider number of students with high rigor lesson delivery. Our master schedule is allowing for two 90 minute PLC times per week for planning and data analysis. This will give teachers the ability to create solid Tier 1 lessons, as well as solid reteach plans when students do not master concepts the first time it is taught.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Lessons lack engagement. **Root Cause:** Teachers have not been trained in creating engaging lessons.

Problem Statement 2 (Prioritized): Lessons are not a high level of rigor. **Root Cause:** Lessons have been created to meet the needs of the struggling student.

Problem Statement 3 (Prioritized): Not all families have access to the internet for virtual instruction. **Root Cause:** High poverty

Parent and Community Engagement

Parent and Community Engagement Summary

Families	Strengths *Where do families respond more favorably relative to peer campuses?*	School Climate - 71% favorable • 84% of parents or guardians responded favorably to the question *"How much does the school value the diversity of children's backgrounds?* • *This is 19 percentage points higher than last administration*	**More than 4 out of 5 of us feel that the school values diversity of children's backgrounds.**	**1.1**: Develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities. **3.1** Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
	Areas for growth *Where do families respond less favorably relative to peer campuses?*	School Safety - 78% favorable • 71% of parents or guardians responded favorably to the question *"How often do you worry about violence at your child's school?"*	***About 3 out of 10 of us worry about violence at our child's school at least sometimes if not more often.***	**1.1**: Develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities. **3.1** Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

ROSS PARENTAL INVOLVEMENT POLICY 2020-2021

The goal of Ross's parental involvement policy is to promote a school-home-community partnership that will help all students in the school succeed. The

administrators, teachers, and staff believe that parents are partners in the education of their children and that parental involvement and empowerment are essential at all levels throughout the school career of all students.

·   Ross will involve parents in the joint development of the Title I plan and the process of school review and improvement.

·   An adequate number of parents will work collaboratively with the campus committee in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program.

·   Annually, the school will have an informational meeting for all parents regarding the Title I program.

·   Parents will be provided with the school performance profiles and assistance with interpreting their child's individual assessment results.

·   Parents will be provided with opportunities for regular meetings to formulate suggestions, share experiences with other parents, and to participate in decisions relating to the education of their children.

·   Parents will be informed of any tutoring provided to students who are having difficulty academically. Tutoring will be provided before, after, and during school by teachers or other tutors.

·   Parents will jointly conduct an evaluation of the content and effectiveness of the parental involvement policy and revise as necessary.

Parent and Community Engagement Strengths

84% of the parents or guardians responded that Ross values diversity of children's backgrounds. This was a 19% increase from the year before.

Although parents are concerned about the violence at Ross, there was a decrease in discipline referrals from 2018 to 2019. Due to the protocols aligned with our mission and vision, discipline referrals decreased from 447 in 2018-2019 to 147 in 2019-2020.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents do not feel that their child is safe at school. **Root Cause:** There have not been consistent protocols, procedures and accountability in previous years.

Problem Statement 2 (Prioritized): There is little parent involvement and engagement at Ross. **Root Cause:** Many families are single family homes

Problem Statement 3 (Prioritized): Parents can not come to campus or have face to face conferences, Open House, or other on campus activities that parents typically engage in. **Root Cause:** COVID and campus safety guidelines.

School Context and Organization

School Context and Organization Summary

Ross has an average of 450 students. For the 2020-21 Ross will add Pre-K to the campus. There will be 20 classroom teachers, 1 special education teacher, 2 behavior support classroom with two paraprofessionals each, 1 music teacher, 1 media specialist, and a coach with an aide. Dyslexia and 504 services, special education services, speech therapy, and SAS counseling are provided throughout the school year.

- The Instructional Leadership Team consists of one principal and one assistant principal, and 4 MCL's (Multi Classroom Leaders).
- Campus site decisions are made through the CIT (Campus Improvement Team).
- We will meet as a professional learning community (PLC) on Tuesday and Thursday's. These will be run by the MCL's and AP (Prek-1st). The principal will also engage in the PLC process as the instructional leader of the campus. PLC's will focus solely on Planning, Data, and Reteach.
- Teachers have a 45-minute conference every day.
- The MCL's will each meet with the principal once a week, plan with teachers weekly, and co-teach and model 50% of the week, therefore, reaching 100% of the students with strong, rigorous Tier 1 instruction.
- MCL's and Kinder and 1st grade seasoned teachers will be the virtual teachers. This gives them the ability to go into the other classrooms and co-teach, assist, model, and give feedback.
- Our class sizes range from 18-30 depending upon how many students are virtual vs face to face
- 4th-5th grade is departmentalized.
- Re-teach time is built into the schedule through a dedicated intervention time or through guided reading and guided math.
- Rossome Blossom Time (RBT) is a scheduled 45 minute remediation time during the school day to reteach whole group and pull small groups of students for reading and/or math intervention.
- All K-5 classrooms schedule 90 minutes for ELAR and math.
- All classes attend PE three days a week for 45 minutes, the library and music are scheduled one day per week for 45 minutes.
- Committees for Attendance, Safety, AVID, Leadership, RTI, Parent and Community Engagement, and Schedule.
- Students and teachers will use an MY GROWTH chart to track their learning and determine where they need intervention.
- Grade level teams, vertical team, etc. will be pulled for their own re-teach professional development.
- We will use CHAMPS as our school-wide discipline plan.
- Our campus goals focus on GROWTH and is discussed at every morning assembly. Classroom goals will be posted in every classroom and each student will track their own data from Unit Assessments.
- We will use Unit Assessments, MAP, Interim Assessements, and Benchmarks as well as a Principal Growth Tracker to determine progress of each student.

1. Domain 1 (Achievement) Score from 50 to an 80 (measured by STAAR)
2. Domain 2 (Progress) Score from 57 to an 80 (measured by STAAR)
3. Domain 3 (Closing the Gap) Score from 48 to an 80 (measured by STAAR)
4. All K-2nd graders will show at least one years growth as measured by the MAP test.

- This year Ross is implementing Opportunity Culture in which there will be 4 Multi-Classroom Leaders. These MCL's will receive a heavy stipend to coach, plan, and guide a grade level team. Each MCL Team will have a Reach Associate or Teacher Resident who is either in an educational program or seeking to be in the education field. There will also be two Team Reach Teachers who serve 50% more students other than their classroom students. Ross will have a total of 10 new classroom teachers to the campus. The goal is to build capacity within our teachers, in turn, reaching more students with highly effective, data proven instruction. The following is the Year 1 structure of our program:
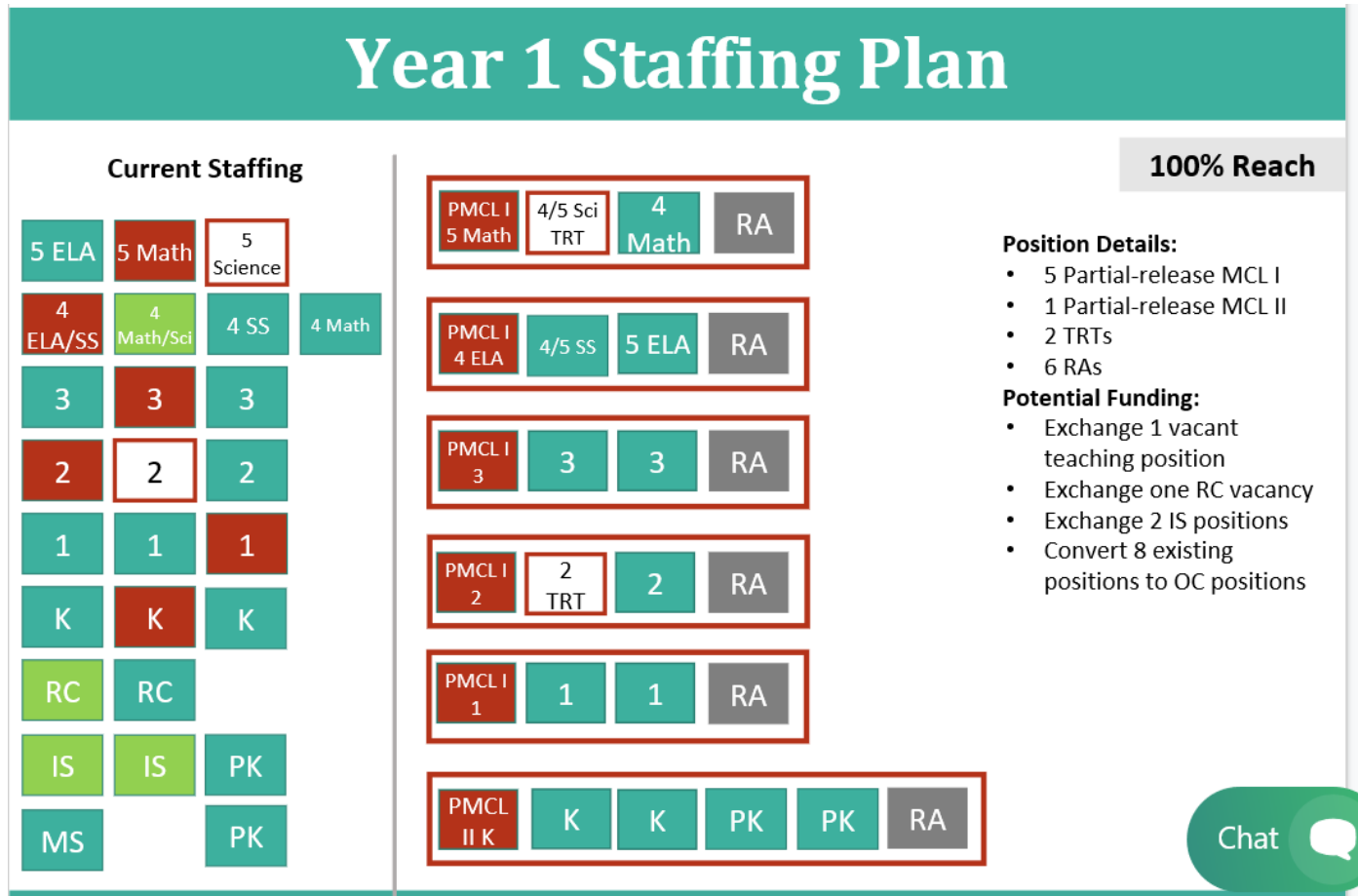
Year 1 Staffing Plan

Current Staffing

5 ELA	5 Math	5 Science
4 ELA/SS	4 Math/Sci	4 SS	4 Math
3	3	3
2	2	2
1	1	1
K	K	K
RC	RC	
IS	IS	PK
MS		PK

100% Reach

PMCL I 5 Math	4/5 Sci TRT	4 Math	RA
PMCL I 4 ELA	4/5 SS	5 ELA	RA
PMCL I 3	3	3	RA
PMCL I 2	2 TRT	2	RA
PMCL I 1	1	1	RA
PMCL II K	K	K	PK	PK	RA

Position Details:
- 5 Partial-release MCL I
- 1 Partial-release MCL II
- 2 TRTs
- 6 RAs

Potential Funding:
- Exchange 1 vacant teaching position
- Exchange one RC vacancy
- Exchange 2 IS positions
- Convert 8 existing positions to OC positions

Chat

- The MCL's will each meet with the principal once a week, plan with teachers weekly, and co-teach and model 50% of the week, therefore, reaching 100% of the students with strong, rigorous Tier 1 instruction.

- MCL's and Kinder and 1st grade seasoned teachers will be the virtual teachers. This gives them the ability to go into the other classrooms and co-teach, assist, model, and give feedback.

School Context and Organization Strengths

Ross is equipped this year with high quality teachers who have data proven strategies that increase student achievement. We have two brand new teachers compared to 6, the previous school year, who have been assigned mentor teachers.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Kinder and 1st grade MCL positions were not filled **Root Cause:** Ross candidates as well as ECISD candidates did not qualify

Problem Statement 2 (Prioritized): Not all staffing positions were filled - 2 SCC units, Kinder, and 5th grade Science **Root Cause:** Many candidates that were recommended took other positions and a recommended 5th grade candidate from the Phillipines was not able to come to the US due to COVID.

Problem Statement 3 (Prioritized): Ross does not have any parents or community members actively engaged on the site based decision making team. **Root Cause:** CIT has not been fully functioning as it should be.

Problem Statement 4 (Prioritized): Students have not been on campus in 6 months and must learn new procedures for safety and discipline. **Root Cause:**

COVID

Technology

Technology Summary

ECISD is moving to a one-to-one district in 2020-2021. At Ross, all K-2nd graders will have an IPad and all 3-5th graders will have a Chromebook. The campus will purchase technology applications for teachers to use when planning instruction. The administration will work with the campus technology specialist to plan relevant professional learning.

- Ross has approximately 200 virtual learners and 60 face to face students.
- The MCL's (Multi-Classroom Leaders) are the virtual teachers on their grade level in order to reach more students.
- All teachers received training from the district on the use of See Saw (K-2) and Google Classroom (3-5).
- Teachers use apps such as Kahoot It to engage students virtually but will recieve more training from our Instructional Specialist.
- Every campus is assigned a Campus Instructional Specialist.

Technology Strengths

- All students will receive a device, whether learning at home or at school.
- Virtual learning (K-2) allows parents to help their child at different times of the day through the modes of videos and set times during the day that they can get online with teachers for assistance.
- Asychronous and Syncronous learning gives the option for students to learn according to their learning style. These include videos they can replay if needed for instructional clarification and live face to face learning with the teacher so questions are answered immediately.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): In Focus and Elmos have been taken out of classrooms before being replaced. **Root Cause:** These devices have reached their life span.

Problem Statement 2 (Prioritized): Parents do not know how to utilize the platforms to help their children for virtual learning. **Root Cause:** Parents have not been trained or had regular exposure to these type of application.

Problem Statement 3 (Prioritized): Not all parents have broadband access. **Root Cause:** Parents can not afford it.

Priority Problem Statements

Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs)

Root Cause 1: COVID 19

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 4th Graders earned 45.2% in ELAR and 38.2% Math on February benchmark which is below the 70% set goal.

Root Cause 2: Too many new teachers on a grade level

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Lessons are not a high level of rigor.

Root Cause 3: Lessons have been created to meet the needs of the struggling student.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Not all families have access to the internet for virtual instruction.

Root Cause 4: High poverty

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: The student mobility rate at Ross is at 16.4% (based on withdrawals and entries during 19-20 school year)

Root Cause 5: Fluctuations in the economy and oilfield work cause a high number of families to move in and out of the Permian Basin.

Problem Statement 5 Areas: Demographics

Problem Statement 6: 4th -5th Istation scores reflected an increased number of declined student performance from September to March. 4th grade at 12% with no growth and 5th grade at 17% with no growth.

Root Cause 6: We had 5 first year teachers in 4th and 5th grade and 3rd grade teachers did not receive hands on training from Instructional Specialists.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Teachers are feeling uncertain and concerned about their health

Root Cause 7: COVID 19

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: As much as we try to be consistent, inconsistencies are inevitable causing stress, worry and high anxiety among all staff.

Root Cause 8: COVID 19 and not enough time to plan with teachers.

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: Lessons lack engagement.

Root Cause 9: Teachers have not been trained in creating engaging lessons.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Teachers are feeling overwhelmed with little time to prepare for the school year.

Root Cause 10: Teachers had one week to prepare for the school year.

Problem Statement 10 Areas: School Culture and Climate

Problem Statement 11: Ross is starting the 20-21 school year with 18.2% of our instructional staff vacant.

Root Cause 11: The high cost of living in Odessa limits the applicant pool.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Parents do not feel that their child is safe at school.

Root Cause 12: There have not been consistent protocols, procedures and accountability in previous years.

Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 13: There is little parent involvement and engagement at Ross.

Root Cause 13: Many families are single family homes

Problem Statement 13 Areas: Parent and Community Engagement

Problem Statement 14: Kinder and 1st grade MCL positions were not filled

Root Cause 14: Ross candidates as well as ECISD candidates did not qualify

Problem Statement 14 Areas: School Context and Organization

Problem Statement 15: Not all staffing positions were filled - 2 SCC units, Kinder, and 5th grade Science

Root Cause 15: Many candidates that were recommended took other positions and a recommended 5th grade candidate from the Phillipines was not able to come to the US due to COVID.

Problem Statement 15 Areas: School Context and Organization

Problem Statement 16: Ross does not have any parents or community members actively engaged on the site based decision making team.

Root Cause 16: CIT has not been fully functioning as it should be.

Problem Statement 16 Areas: School Context and Organization

Problem Statement 17: In Focus and Elmos have been taken out of classrooms before being replaced.

Root Cause 17: These devices have reached their life span.

Problem Statement 17 Areas: Technology

Problem Statement 18: Parents do not know how to utilize the platforms to help their children for virtual learning.

Root Cause 18: Parents have not been trained or had regular exposure to these type of application.

Problem Statement 18 Areas: Technology

Problem Statement 19: Not all parents have broadband access.

Root Cause 19: Parents can not afford it.

Problem Statement 19 Areas: Technology

Problem Statement 20: Students have been at home for 6 months not having access to a face to face teacher or counselor.

Root Cause 20: COVID

Problem Statement 20 Areas: School Culture and Climate

Problem Statement 21: Students have not been on campus in 6 months and must learn new procedures for safety and discipline.

Root Cause 21: COVID

Problem Statement 21 Areas: School Context and Organization

Problem Statement 22: Parents can not come to campus or have face to face conferences, Open House, or other on campus activities that parents typically engage in.

Root Cause 22: COVID and campus safety guidelines.

Problem Statement 22 Areas: Parent and Community Engagement

Problem Statement 23: Parents are worried about their children coming to school for face to face learning causing a lower number of students receiving face to face learning.

Root Cause 23: COVID

Problem Statement 23 Areas: School Culture and Climate

Problem Statement 24: 50% of Kindergartners were not ready for 1st Grade.

Root Cause 24: Students were not Kinder ready.

Problem Statement 24 Areas: Student Achievement

Problem Statement 25: Community members will not be able to come in the building to conduct face to face activities for staff and students.

Root Cause 25: COVID

Problem Statement 25 Areas: School Culture and Climate

Problem Statement 26: 3rd graders were not making adeqate growth in Istation or on Unit Assessments.

Root Cause 26: 3rd grade teachers did not recieve coaching due to the amount of new teachers who needed coaching in 4th and 5th grades.

Problem Statement 26 Areas: Student Achievement

Problem Statement 27: Ross Hispanic, White, Eco Dis, and Continuously Non-Enrolled have not met the Academic Achievement Status.

Root Cause 27: Individual students have not have personalized instructional plans.

Problem Statement 27 Areas: Student Achievement

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Goals

Goal 1: Foundational Excellence: Ross will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Ross will embed technology for any time, anywhere teaching and learning and utilize technology to provide quality blended learning for all students.

Evaluation Data Sources: Lesson Plans, Device Inventory, Student/Parent/Staff Surveys

Summative Evaluation: None

Strategy 1: All students will receive a device to use at school (Face to Face) and at home (Remote Learning) for Blended Learning. Broadband is being purchased for families to have Wi-Fi access.	
Strategy's Expected Result/Impact: All students are able to access daily instruction with their teacher.	**Formative**
Staff Responsible for Monitoring: District, Teachers, Parents, Students, Campus Administration.	**Oct**
Title I Schoolwide Elements: None	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Mar**
ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Summative** **May**

Problem Statements:
Curriculum, Instruction, and Assessment 3

Funding Sources:
None

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 3: Not all families have access to the internet for virtual instruction. **Root Cause:** High poverty

Performance Objective 2: Ross will establish and maintain strong partnerships with parents, community members, and businesses.

Evaluation Data Sources: Ross Facebook, Ross Webpage, Teacher Webpages, Parent and Community Surveys

Summative Evaluation: None

Strategy 1: School web page will be updated regularly to reflect the most current links for resources are provided; including links to classroom portals, and school wide handbooks, notices and calendars.		
Strategy's Expected Result/Impact: All stakeholders will have an easy access resource available at all times.		**Formative**
Staff Responsible for Monitoring: Media Specialist, Teachers, Campus ILT		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Parent and Community Engagement 2	**Jan**
TEA Priorities: Improve low-performing schools		**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Funding Sources:** None	**Summative**
		May
Strategy 2: Ross Facebook will be used for recorded announcements with the Principal, AP, and Counselor.		
Strategy's Expected Result/Impact: Communication with parents will come directly from administration.		**Formative**
Staff Responsible for Monitoring: Campus Administration		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Parent and Community Engagement 2	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Parent and Community Engagement
Problem Statement 2: There is little parent involvement and engagement at Ross. **Root Cause:** Many families are single family homes

Performance Objective 3: Ross will provide and promote a safe climate that is conducive to learning.

Evaluation Data Sources: CHAMPS, Culture Plan, Referral Data, Student/Teacher/Parent Surveys

Summative Evaluation: None

Strategy 1: In addition to using CHAMPS procedures with fidelity, a Campus Playbook with strategies for school wide systems will be utilized by all staff and students. Within the playbook, routines for streamlined, efficient routines will be covered.	
Strategy's Expected Result/Impact: With consistent practice and daily execution, reliable routines will allow quick transitions, arrivals and departures which will protect instructional time.	**Formative**
	Oct
Staff Responsible for Monitoring: All staff will conduct sell-checks while campus administration monitors for feedback/coaching opportunities.	**Jan**
	Mar
Title I Schoolwide Elements: None **Problem Statements:** School Context and Organization 4	**Summative**
TEA Priorities: None	
ESF Levers: None **Funding Sources:** None	**May**

Strategy 2: Ross will follow TEA, CDC, and district safety guidelines for COVID.	
Strategy's Expected Result/Impact: All teachers, students, parents, and staff will feel safe.	**Formative**
Staff Responsible for Monitoring: Teachers, Campus Administration, Staff, District Administration	**Oct**
Title I Schoolwide Elements: None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals **Problem Statements:** School Culture and Climate 1	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** None	**Summative**
	May

Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.

Strategy's Expected Result/Impact: Counselors will give lessons on the above mentioned topics to help reduce bullying, substance abuse, and give techniques to students and families on how to deal with stress.	**Formative**
	Oct
Staff Responsible for Monitoring: Counselor	**Jan**
Title I Schoolwide Elements: None	**Mar**
TEA Priorities: None **Problem Statements:** School Culture and Climate 4	
ESF Levers: Lever 3: Positive School Culture **Funding Sources:** None	**Summative**
	May

Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.

Strategy's Expected Result/Impact: Counselors will have an understanding of how to address emotionally at-risk students.	**Formative**
Staff Responsible for Monitoring: Counselor	**Oct**
Title I Schoolwide Elements: None	**Jan**
TEA Priorities: None **Problem Statements:** School Culture and Climate 4	**Mar**
ESF Levers: None **Funding Sources:** None	**Summative**
	May

Strategy 5: Although Ross discipline referrals went from 447 in 2018 to 147 in 2019, the goal is to decrease our discipline referrals in 2020 by 50% to 73.

Strategy's Expected Result/Impact: Students, parents, and staff will feel safe.	**Formative**
Staff Responsible for Monitoring: Teachers, Campus Administration, Parents	**Oct**
Title I Schoolwide Elements: None	**Jan**
TEA Priorities: None **Problem Statements:** Parent and Community Engagement 1 School Context and Organization 4	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** None	**Summative**
	May

| ○ 0% No Progress | ● 100% Accomplished | → Continue/Modify | ✖ Discontinue |

School Culture and Climate

Problem Statement 1: Teachers are feeling uncertain and concerned about their health **Root Cause:** COVID 19

Problem Statement 4: Students have been at home for 6 months not having access to a face to face teacher or counselor. **Root Cause:** COVID

Parent and Community Engagement

Problem Statement 1: Parents do not feel that their child is safe at school. **Root Cause:** There have not been consistent protocols, procedures and accountability in previous years.

School Context and Organization

Problem Statement 4: Students have not been on campus in 6 months and must learn new procedures for safety and discipline. **Root Cause:** COVID

Performance Objective 4: Ross will provide a rigorous, relevant and engaging curriculum.

Evaluation Data Sources: Lesson plans, Leadership agenda, PLC agenda, walk-throughs, engagement instructional resources, tutoring outcomes (data).

Summative Evaluation: None

Strategy 1: In accordance with district initiatives and scope and sequence, our MCLs and staff members will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement.	
Strategy's Expected Result/Impact: Students will be allowed to participate in a variety of learning experiences both face to face and virtually that allow for high accountability and engagement. **Staff Responsible for Monitoring:** Teachers (classroom and special area), Campus Administration **Title I Schoolwide Elements:** None **TEA Priorities:** None **ESF Levers:** None **Problem Statements:** Student Achievement 1, 2, 3 School Culture and Climate 4 Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** Ford and Ferrier Instructional Resources Title One School-wide $4,000	**Formative** **Oct** **Jan** **Mar** **Summative** **May**
Strategy 2: Tutoring will be provided before, during, and after school.	
Strategy's Expected Result/Impact: Increase in student achievement toward growth goals and filling individual student gaps. **Staff Responsible for Monitoring:** Teachers, Campus Administration **Title I Schoolwide Elements:** None **TEA Priorities:** None **ESF Levers:** None **Problem Statements:** Student Achievement 1, 2, 3 School Culture and Climate 4 Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** Tutors Title One School-wide $7,000 Ford and Ferrier Instructional Resources Title One School-wide $4,000	**Formative** **Oct** **Jan** **Mar** **Summative** **May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue	
Student Achievement	

Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with

families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19

Problem Statement 2: 4th Graders earned 45.2% in ELAR and 38.2% Math on February benchmark which is below the 70% set goal. **Root Cause:** Too many new teachers on a grade level

Problem Statement 3: 4th -5th Istation scores reflected an increased number of declined student performance from September to March. 4th grade at 12% with no growth and 5th grade at 17% with no growth. **Root Cause:** We had 5 first year teachers in 4th and 5th grade and 3rd grade teachers did not receive hands on training from Instructional Specialists.

School Culture and Climate

Problem Statement 4: Students have been at home for 6 months not having access to a face to face teacher or counselor. **Root Cause:** COVID

Curriculum, Instruction, and Assessment

Problem Statement 1: Lessons lack engagement. **Root Cause:** Teachers have not been trained in creating engaging lessons.

Problem Statement 2: Lessons are not a high level of rigor. **Root Cause:** Lessons have been created to meet the needs of the struggling student.

Performance Objective 5: Ross will build a school-wide awareness and commitment to develop, implement and integrate SEL initiatives districtwide.

Evaluation Data Sources: Surveys

Summative Evaluation: None

Strategy 1: Ross will adhere to all district initiatives regarding SEL instruction and awareness.	
Strategy's Expected Result/Impact: Provide a safe learning environment for students to thrive through the use of CHAMPS, and district professional development from the counseling department for streamlined procedures and processes.	**Formative**
	Oct
Staff Responsible for Monitoring: Counselor, Teachers, Campus Administration	**Jan**
Title I Schoolwide Elements: None **TEA Priorities:** None	**Problem Statements:** School Culture and Climate 4	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	**Funding Sources:** None	**Summative** **May**

Strategy 2: The counselor will work with classes, individual students, and parents on SEL.	
Strategy's Expected Result/Impact: A monthly newsletter will be sent to the teachers with videos for morning breakfast and at lunch. These videos give breathing techniques, etc. This newsletter is provided by the district and is a district-wide initiative.	**Formative**
	Oct
Staff Responsible for Monitoring: Counselor, Teachers	**Jan**
Title I Schoolwide Elements: None **TEA Priorities:** None	**Problem Statements:** School Culture and Climate 4	**Mar**
ESF Levers: None	**Funding Sources:** None	**Summative** **May**

Strategy 3: The counselor will meet with all classes once a week for the first month to teach character traits through the use of picture books.	
Strategy's Expected Result/Impact: Students will learn the importance of having good character traits while empathizing with each other.	**Formative**
	Oct
Staff Responsible for Monitoring: Counselor	**Jan**
Title I Schoolwide Elements: None	**Mar**
TEA Priorities: Improve low-performing schools **Problem Statements:** School Culture and Climate 4	
ESF Levers: Lever 3: Positive School Culture **Funding Sources:** None	**Summative**
	May

Strategy 4: Teachers will watch a district presentation over trauma.	
Strategy's Expected Result/Impact: Teachers and staff are more aware of trauma and the strategies to help students with trauma.	**Formative**
Staff Responsible for Monitoring: Counselor, Counseling Department	**Oct**
Title I Schoolwide Elements: None	**Jan**
TEA Priorities: None **Problem Statements:** School Culture and Climate 4	**Mar**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** None	**Summative**
	May

Strategy 5: A parent survey will go out weekly asking parents how they are doing, what their needs are, and if they need anyone from the school to contact them. This will be the feedback loop used for communication with parents.	
Strategy's Expected Result/Impact: Meet the SEL needs of families.	**Formative**
Staff Responsible for Monitoring: Counselor	**Oct**
Title I Schoolwide Elements: None	**Jan**
TEA Priorities: Improve low-performing schools **Problem Statements:** School Culture and Climate 4	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** None	**Summative**
	May

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

School Culture and Climate

Problem Statement 4: Students have been at home for 6 months not having access to a face to face teacher or counselor. **Root Cause:** COVID

Performance Objective 6: Ross will develop and implement systems and supports for students and families that promote recovery and resiliency.

Evaluation Data Sources: Parent Surveys

Summative Evaluation: None

Strategy 1: Teachers will make contact with each family to set goals for students and inquire into barriers that may exist towards meeting these goals.			
Strategy's Expected Result/Impact: Teachers can provide resources to families in need.			**Formative**
Staff Responsible for Monitoring: Counselor, Teachers, Administration			**Oct**
Title I Schoolwide Elements: None	**Problem Statements:**		**Jan**
	School Culture and Climate 4		
TEA Priorities: None	School Context and Organization 4		**Mar**
ESF Levers: None	**Funding Sources:**		**Summative**
	None		**May**
No Progress 0%	Accomplished 100%	Continue/Modify →	Discontinue ✕

School Culture and Climate
Problem Statement 4: Students have been at home for 6 months not having access to a face to face teacher or counselor. **Root Cause:** COVID

School Context and Organization
Problem Statement 4: Students have not been on campus in 6 months and must learn new procedures for safety and discipline. **Root Cause:** COVID

Performance Objective 7: Ross will provide and safe and supportive school environment.

Evaluation Data Sources: Safety Committee, Walk-Throughs, Discipline Referrals, Surveys

Summative Evaluation: None

Strategy 1: CHAMPS will be utilized as a school-wide program and all staff and student body will follow expectations as set out in the Ross Culture Plan.		
Strategy's Expected Result/Impact: Consistent, predictable routines will be in place for behavior, learning environment an transiiton.		**Formative**
Staff Responsible for Monitoring: ALL staff		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Parent and Community Engagement 1 School Context and Organization 4	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

Strategy 2: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.		
Strategy's Expected Result/Impact: Teachers and staff will understand signs of abuse and the steps to take when suspecting abuse.		**Formative**
Staff Responsible for Monitoring: Counselor, District Counseling Department, Teachers, Administrators, Staff		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** School Culture and Climate 4	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

Strategy 3: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.

Strategy's Expected Result/Impact: Ross will receive a SAS counselor who will respond to crisis situations.	**Formative**
Staff Responsible for Monitoring: Counseling Department, SAS Counselor	**Oct**
Title I Schoolwide Elements: None	**Jan**
TEA Priorities: None **Problem Statements:** School Culture and Climate 4	**Mar**
ESF Levers: None **Funding Sources:** None	**Summative**
	May

Strategy 4: Although Ross decreased its' discipline referrals from 447 to 147 from 2018 to 2019, the goal in 2020 is to decrease another 50%, from 147 to 72.

Strategy's Expected Result/Impact: Students will feel safe at school.	**Formative**
Staff Responsible for Monitoring: Teachers, Administration, Parents	**Oct**
Title I Schoolwide Elements: None	**Jan**
TEA Priorities: Improve low-performing schools **Problem Statements:** Parent and Community Engagement 1 School Context and Organization 4	**Mar**
ESF Levers: Lever 3: Positive School Culture **Funding Sources:** None	**Summative**
	May

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

School Culture and Climate

Problem Statement 4: Students have been at home for 6 months not having access to a face to face teacher or counselor. **Root Cause:** COVID

Parent and Community Engagement

Problem Statement 1: Parents do not feel that their child is safe at school. **Root Cause:** There have not been consistent protocols, procedures and accountability in previous years.

School Context and Organization

Problem Statement 4: Students have not been on campus in 6 months and must learn new procedures for safety and discipline. **Root Cause:** COVID

Performance Objective 8: Ross will invest in research to drive progress in education and develop new tools and technologies aligned to district needs.

Evaluation Data Sources: Program evaluations

Summative Evaluation: None

Strategy 1: Imagine Learning will be used district wide as a tool to measure and track student progress.	
Strategy's Expected Result/Impact: Staff will have a data source for tracking student progress and can create goals for individual students, whole classes, and entire grade level.	**Formative**
	Oct
Staff Responsible for Monitoring: Teachers, campus administrators	**Jan**
Title I Schoolwide Elements: None **Problem Statements:** Student Achievement 1, 2	**Mar**
TEA Priorities: None	**Summative**
ESF Levers: None **Funding Sources:** None	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Student Achievement
Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19
Problem Statement 2: 4th Graders earned 45.2% in ELAR and 38.2% Math on February benchmark which is below the 70% set goal. **Root Cause:** Too many new teachers on a grade level

Performance Objective 9: Ross will develop a comprehensive communication plan based on the priorities identified in ECISD's Strategic Plan, The Future is Now.

Evaluation Data Sources: Parent and Staff Surveys

Summative Evaluation: None

Strategy 1: A feedback loop with chain of command will be created and shared with all stakeholders as guidance for daily communications.	
Strategy's Expected Result/Impact: All stakeholders will have a process to follow in order to best facilitate receiving information and resolving issues that may arise. **Staff Responsible for Monitoring:** ALL staff **Title I Schoolwide Elements:** None **TEA Priorities:** None **ESF Levers:** None **Problem Statements:** School Culture and Climate 2 **Funding Sources:** None	**Formative** Oct Jan Mar **Summative** May
Strategy 2: Staff will use a variety of methods of communication, such as DoJo, See Saw, Google Meets, Google newsletters, twitter, Parent Link, campus and teacher webpage, and Facebook, to stay in contact with families and promote school website and social media as means of staying up to date.	
Strategy's Expected Result/Impact: Communication will stay at the forefront of priorities so parents are informed. **Staff Responsible for Monitoring:** Teachers, staff, administration **Title I Schoolwide Elements:** None **TEA Priorities:** Improve low-performing schools **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 3 **Funding Sources:** None	**Formative** Oct Jan Mar **Summative** May

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

School Culture and Climate

Problem Statement 2: As much as we try to be consistent, inconsistencies are inevitable causing stress, worry and high anxiety among all staff. **Root Cause:** COVID 19 and not enough time to plan with teachers.

Parent and Community Engagement

Problem Statement 3: Parents can not come to campus or have face to face conferences, Open House, or other on campus activities that parents typically engage in. **Root Cause:** COVID and campus safety guidelines.

Performance Objective 10: Pursue community partnerships that promote excellence in our schools.

Evaluation Data Sources: Staff and Parent Surveys

Summative Evaluation: None

Strategy 1: We will maintain the partnership we have had with Bethany Christian Church.	
Strategy's Expected Result/Impact: We will have continued access to the church availability for volunteerism and support.	**Formative**
Staff Responsible for Monitoring: Campus administration	**Oct**
Title I Schoolwide Elements: None **Problem Statements:** Parent and Community Engagement 2	**Jan**
TEA Priorities: None	**Mar**
ESF Levers: Lever 3: Positive School Culture **Funding Sources:** None	**Summative**
	May
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue	
Parent and Community Engagement	
Problem Statement 2: There is little parent involvement and engagement at Ross. **Root Cause:** Many families are single family homes	

Performance Objective 11: Provide differentiated processes for priority classrooms/students

Evaluation Data Sources: Lesson Plans, Walk-Throughs

Summative Evaluation: None

Strategy 1: Plan and implement effective transitions for Pre-K, 2nd, and 5th grade to maintain academic learning and support the social-emotional learning of students.	
Strategy's Expected Result/Impact: Students will have a good understanding of their next grade level jump from school to school.	**Formative**
Staff Responsible for Monitoring: Teachers, Administration	**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	**Funding Sources:** None	**Mar**
		Summative
ESF Levers: Lever 3: Positive School Culture		**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue	

Performance Objective 12: Annual student attendance will increase from 94.4 % in 2020 to 95% in 2021.

Evaluation Data Sources: Attendance

Summative Evaluation: None

Strategy 1: Teachers will provide engaging instruction in the classroom as well as virtually.		
Strategy's Expected Result/Impact: Students will want to log on and come to class daily.		**Formative**
Staff Responsible for Monitoring: Teachers and Administrators		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Mar**
		Summative
ESF Levers: Lever 3: Positive School Culture		**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		

Performance Objective 13: Hispanic, White, Economically Disadvantaged, and Continuously non-enrolled will increase in growth to meet their individual target.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR 2021

Summative Evaluation: None

Strategy 1: All students will have a personalized plan as determined by the teacher and MAP data.		
Strategy's Expected Result/Impact: Academic Achievement growth		**Formative**
Staff Responsible for Monitoring: Teachers, Administration		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 6	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Funding Sources:** None	**Summative** **May**
Targeted Support Strategy		

Strategy 2: Students will track their own data to determine their own individual strengths and weaknesses.		
Strategy's Expected Result/Impact: Students will understand and be able to identify skills they need to put more effort into learning.		**Formative**
Staff Responsible for Monitoring: Teachers		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**Summative** **May**
Targeted Support Strategy		

Strategy 3: Students will receive before, during, and after school tutoring.

		Formative
Strategy's Expected Result/Impact: Students will make growth in their individual academic needs.		**Oct**
Staff Responsible for Monitoring: None		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**Summative**
		May
Targeted Support Strategy		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Student Achievement
Problem Statement 6: Ross Hispanic, White, Eco Dis, and Continuously Non-Enrolled have not met the Academic Achievement Status. **Root Cause:** Individual students have not have personalized instructional plans.

Goal 2: Invest in Talent: Ross will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Ross will offer a job-embedded, personalized professional learning system for teachers through coaching from the Multi-Classroom Leaders (MCL's).

Evaluation Data Sources: Staff Retention, Increased Academic Growth Scores (Domain 2 and 3)

Summative Evaluation: None

		Formative
Strategy 1: Ross will follow all district calendar PD allowances and plan relevant learning based on teacher needs as well as student data.		
Strategy's Expected Result/Impact: Teachers will benefit from professional development that is tailored to their needs.		**Oct**
Staff Responsible for Monitoring: Teachers, Campus Administrators		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**Summative**
		May

Strategy 2: MCL's will follow the Ross Unit Planning and DDI Guide for streamlined PLC processes.	
Strategy's Expected Result/Impact: Teachers will receive coaching in planning, instruction, rigor, delivery, data analysis and reteach plans. This will include the use of the DDI process from Get Better Faster.	**Formative**
	Oct
Staff Responsible for Monitoring: MCL's, Campus Administration	**Jan**
	Mar
Title I Schoolwide Elements: None **Problem Statements:** None	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** None	**Summative**
	May
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2: Ross will provide strategic staffing and compensation systems during 2020-2021.

Evaluation Data Sources: Opportunity Culture
Staffing/Payroll Reports
Equity Plan
Teacher Incentive Allotment
TTESS Calibration
Staffing Models

Summative Evaluation: None

		Formative
Strategy 1: Ross hired teachers based on the Opportunity Culture model. This includes 4 Multi-Classroom Leaders in grades 2-5., as well as Team Reach Teachers in 2nd and 4th grade. MCL's will co-plan, model, co-teach, and analyze data with their grade level team of teachers. These Multi-Classroom Leaders receive annual stipends out of the campus staffing budget. Team Reach Teachers will teach 50% more students in a week, increasing the amount of students who receive excellent instruction.		
Strategy's Expected Result/Impact: 70% of students will make at least a years growth.		**Formative**
Staff Responsible for Monitoring: MCL's, TRT's, Administration, Teachers		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Mar**
		Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 3: Ross will cultivate current and potential pipelines for selection and development of quality people during 2020-2021.

Evaluation Data Sources: Recruitment Data
Enrollment and Completion Data from all Pipelines

Summative Evaluation: None

Strategy 1: The Opportunity Culture model that will be in place at our campus will provide multiple opportunities for growth and enrichment of all teaching and support staff.		
Strategy's Expected Result/Impact: Staff will gain invaluable experience through coaching, modeling ans daily practice.		**Formative**
Staff Responsible for Monitoring: MCLs, Campus Administration		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		

Performance Objective 4: The campus teacher retention rate will increase from 68% in 2020 to 80% in 2021.

Evaluation Data Sources: Teacher Retention

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.		
Strategy's Expected Result/Impact: Tracking systems will be put in place to determine campus-wide and individual teacher strengths and weaknesses in alignment between planning, instructional delivery, aggressive monitoring, and mastery.		**Formative**
		Oct
Staff Responsible for Monitoring: Campus Administration		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1, 2, 3 Curriculum, Instruction, and Assessment 1, 2	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		**Summative**
	Funding Sources: None	**May**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
Strategy 2: Utilize Opportunity Culture to extend the reach of excellent teachers and their teams during 2020-2021.		
Strategy's Expected Result/Impact: Campus teachers will have the opportunity to learn from excellent teachers (Multi-Classroom Leaders) through co-planning, co-teaching, modeling, and receiving constructive feedback .		**Formative**
		Oct
Staff Responsible for Monitoring: MCL's, Campus Administration		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 2, 3 Curriculum, Instruction, and Assessment 1, 2	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools		**Summative**
	Funding Sources: None	**May**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Student Achievement

Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19

Problem Statement 2: 4th Graders earned 45.2% in ELAR and 38.2% Math on February benchmark which is below the 70% set goal. **Root Cause:** Too many new teachers on a grade level

Problem Statement 3: 4th -5th Istation scores reflected an increased number of declined student performance from September to March. 4th grade at 12% with no growth and 5th grade at 17% with no growth. **Root Cause:** We had 5 first year teachers in 4th and 5th grade and 3rd grade teachers did not receive hands on training from Instructional Specialists.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lessons lack engagement. **Root Cause:** Teachers have not been trained in creating engaging lessons.

Problem Statement 2: Lessons are not a high level of rigor. **Root Cause:** Lessons have been created to meet the needs of the struggling student.

Goal 3: Learning Journey: Ross will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Ross will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

Evaluation Data Sources: Pre-K Circle Data, MAP Growth Assessment

Summative Evaluation: None

Strategy 1: Our campus will have two new Pre-Kindergarten units added for the 2020-2021 school year to help prepare students for Kindergarten.			
Strategy's Expected Result/Impact: Our pre-kindergarten units will serve and prepare students for kindergarten.			**Formative**
Staff Responsible for Monitoring: Pre-K Staff, Campus Administrators			**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 4		**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools			**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Funding Sources:** None		**Summative**
			May

Strategy 2: Our seasoned Kindergarten teacher will be the virtual teacher, reaching more students with solid instructional videos. This also allows the seasoned teacher to help the novice teachers in their classroom.

Strategy's Expected Result/Impact: Most students are virtual and will receive instruction from our most highly qualified Kindergarten teacher.		**Formative**
		Oct
Staff Responsible for Monitoring: Teacher, Campus Administration		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1, 2	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Summative**
		May
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Student Achievement

Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19

Problem Statement 2: 4th Graders earned 45.2% in ELAR and 38.2% Math on February benchmark which is below the 70% set goal. **Root Cause:** Too many new teachers on a grade level

Problem Statement 4: 50% of Kindergartners were not ready for 1st Grade. **Root Cause:** Students were not Kinder ready.

Performance Objective 2: Ross will implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Lesson Plans, Professional Development, Blended Learning, PLC's

Summative Evaluation: None

Strategy 1: Families will have a choice of how students will receive instruction including face to face, virtual or a combination of the the two.		
Strategy's Expected Result/Impact: Students will benefit from a learning environment that promotes a personalized experience.		**Formative**
Staff Responsible for Monitoring: Teachers, Campus Administrators		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** School Culture and Climate 5	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Mar**
	Funding Sources: None	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		**May**
Strategy 2: Teachers will create personalized plans for each student whether they are face to face or virtual. The new MAP data will help with this endeavor.		
Strategy's Expected Result/Impact: Individual student needs will be met.		**Formative**
Staff Responsible for Monitoring: Teachers		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Mar**
		Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**

Strategy 3: Ross will follow all district safety guidelines and wear the proper PPE as recommended.

		Formative
Strategy's Expected Result/Impact: Limit the spread of COVID.		**Oct**
Staff Responsible for Monitoring: Staff and Administration		
Title I Schoolwide Elements: None	**Problem Statements:** School Culture and Climate 5	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

Strategy 4: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

		Formative
Strategy's Expected Result/Impact: The Principal, Assistant Principal, and MCL's will use the Ross Planning and DDI Guidelines to follow when conducting PLC's.		**Oct**
Staff Responsible for Monitoring: MCL's, AP, Principal		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Mar**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Summative**
		May
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

School Culture and Climate

Problem Statement 5: Parents are worried about their children coming to school for face to face learning causing a lower number of students receiving face to face learning. **Root Cause:** COVID

Performance Objective 3: Ross will promote SEL for all students across the district.

Evaluation Data Sources: Counselor Newsletter, Counselor Lessons, Parent Survey (goes out weekly)

Summative Evaluation: None

Strategy 1: Professional development will be provided to staff regarding SEL strategies.		
Strategy's Expected Result/Impact: Staff will have a deeper understanding of SEL and how to implement strategies to promote.		**Formative**
Staff Responsible for Monitoring: Campus Administration, Teachers, Counselors		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		

Performance Objective 4: Ross will develop a vision for the future that connects to the district's broader vision for student success that considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.

Evaluation Data Sources: Campus Mission and Vision

Summative Evaluation: None

Strategy 1: Our campus vision supports the district vision and mirrors the goals for all students.		
Strategy's Expected Result/Impact: We maintain a consistent, shared vision for all learners.		**Formative**
Staff Responsible for Monitoring: ALL staff		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:**	**Mar**
ESF Levers: None	None	**Summative**
		May
0% No Progress · 100% Accomplished · → Continue/Modify · ✕ Discontinue		

Performance Objective 5: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. COC staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.

Evaluation Data Sources: Attendance Committee, Student Attendance

Summative Evaluation: None

Strategy 1: Attendance committee will be established whose purpose will be to support district efforts and procedures	
Strategy's Expected Result/Impact: Increased attendance from families/students with excessive absences.	**Formative**
Staff Responsible for Monitoring: Attendance committee	**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Demographics 1 Curriculum, Instruction, and Assessment 1, 2, 3	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Funding Sources:** None	**Summative**
		May

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Demographics

Problem Statement 1: The student mobility rate at Ross is at 16.4% (based on withdrawals and entries during 19-20 school year) **Root Cause:** Fluctuations in the economy and oilfield work cause a high number of families to move in and out of the Permian Basin.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lessons lack engagement. **Root Cause:** Teachers have not been trained in creating engaging lessons.

Problem Statement 2: Lessons are not a high level of rigor. **Root Cause:** Lessons have been created to meet the needs of the struggling student.

Problem Statement 3: Not all families have access to the internet for virtual instruction. **Root Cause:** High poverty

Performance Objective 6: The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment

Evaluation Data Sources: BOY and EOY Map Assessment

Summative Evaluation: None

Strategy 1: Before, during, and after school tutoring.		**Formative**
Strategy's Expected Result/Impact: 4% more K-2 students will be reading on grade level by the EOY Map Assessment.		**Oct**
Staff Responsible for Monitoring: Administration, Teachers		
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1, 4	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Mar**
	Funding Sources: None	**Summative**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**

Strategy 2: Teachers will track TEKS skills for students for spiraling.		**Formative**
Strategy's Expected Result/Impact: Teachers can continue to spiral in content to fill gaps that students get through Tier 1 instruction.		**Oct**
Staff Responsible for Monitoring: Teachers		
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1, 4	**Jan**
TEA Priorities: Build a foundation of reading and math		**Mar**
ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Funding Sources:** See Saw for Schools K-2 Title One School-wide $880	**Summative**
		May

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Student Achievement
Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19
Problem Statement 4: 50% of Kindergartners were not ready for 1st Grade. **Root Cause:** Students were not Kinder ready.

Performance Objective 7: 3rd grade reading "Meets" percentages will increase from 14% (2019 STAAR) to 21% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR 2021

Summative Evaluation: None

Strategy 1: Before, during, and after school tutoring will be conducted based on the BOY Map Assessment.		Formative
Strategy's Expected Result/Impact: Increase in % of students meeting "Meets" on the 2021 3rd grade STAAR.		**Oct**
Staff Responsible for Monitoring: Teachers, Administration		
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1, 5	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** Tutors Title One School-wide $7,000 Ford and Ferrier Title One School-wide $4,000	**Summative**
		May
Strategy 2: The 2nd grade Team Reach Teacher (TRT) will pull 3rd graders for small groups during the day to provide intervention.		Formative
Strategy's Expected Result/Impact: 3rd graders will be reading on grade level by the end of the 2021 year.		**Oct**
Staff Responsible for Monitoring: 3rd grade teachers, 2nd grade TRT, administration		
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 5	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Mar**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Funding Sources:** None	**Summative**
		May

Strategy 3: 3rd grade teachers will implement Literature Circles with leveled groups of students.

	Formative
Strategy's Expected Result/Impact: Create an interest in reading and reinforce critical reading skills through the use of novels.	**Oct**
Staff Responsible for Monitoring: Teachers	
Title I Schoolwide Elements: None	**Jan**
Problem Statements: Student Achievement 5	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Mar**
Funding Sources: Novels Title One School- Improvement $500	**Summative**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**May**

Strategy 4: The 5 components of reading (phonemic awareness, phonics, fluency, comprehension, vocabulary) will be planned for and implemented into the instructional delivery (whole group, small group, stations). Each student will have a fluency folder (using Fry words), Florida Center for Reading Research will be utilized to help build stations, AVID levels of questioning will be used for comprehension, and Flocabulary will be utilized to help build vocabulary and comprehension.

	Formative
Strategy's Expected Result/Impact: Students will read fluently and comprehend 3rd grade text by the end of 3rd grade.	**Oct**
Staff Responsible for Monitoring: Teachers, Administration	
Title I Schoolwide Elements: None	**Jan**
Problem Statements: Student Achievement 1, 5 Curriculum, Instruction, and Assessment 1, 2	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
Funding Sources: Flocabulary Title One School-wide $2,250	**Summative**
ESF Levers: None	**May**

Strategy 5: 3rd grade teachers will conduct guided reading groups and maintain guided binders to include, but not limited to, running records.

	Formative
Strategy's Expected Result/Impact: Teachers will conduct on-going running records to determine student reading levels.	**Oct**
Staff Responsible for Monitoring: Teachers, Administration	
Title I Schoolwide Elements: None	**Jan**
Problem Statements: Student Achievement 5	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Mar**
Funding Sources: None	**Summative**
ESF Levers: None	**May**

⭕ 0%	No Progress	⭕ 100%	Accomplished	➡️	Continue/Modify	❌ Discontinue

Student Achievement

Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19

Problem Statement 5: 3rd graders were not making adeqate growth in Istation or on Unit Assessments. **Root Cause:** 3rd grade teachers did not recieve coaching due to the amount of new teachers who needed coaching in 4th and 5th grades.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lessons lack engagement. **Root Cause:** Teachers have not been trained in creating engaging lessons.

Problem Statement 2: Lessons are not a high level of rigor. **Root Cause:** Lessons have been created to meet the needs of the struggling student.

Performance Objective 8: 3rd grade math "Meets" percentages will increase from 10% (2019 STAAR) to 15% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: 2021 STAAR

Summative Evaluation: None

Strategy 1: Before, During, and After School Tutoring		
Strategy's Expected Result/Impact: Teachers will fill in the math gaps while challenging students through the problem solving method of UPSC.		**Formative**
		Oct
Staff Responsible for Monitoring: Teachers, Administration		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 5	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Summative**
	Funding Sources: Ford and Ferrier Title One School-wide $4,000	**May**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		

Strategy 2: 3rd grade students will track their own Math data and have data meetings with their teachers.		
Strategy's Expected Result/Impact: Students will reflect upon their own strengths and weaknesses and will understand what skills they need to improve upon.		**Formative**
		Oct
Staff Responsible for Monitoring: Teachers		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 5	**Mar**
TEA Priorities: None		
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Student Achievement
Problem Statement 5: 3rd graders were not making adeqate growth in Istation or on Unit Assessments. **Root Cause:** 3rd grade teachers did not recieve coaching due to the amount of new teachers who needed coaching in 4th and 5th grades.

Performance Objective 9: The percentage of students meeting or exceeding the growth target will increase from 57% (2019 STAAR) to 80% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR 2021

Summative Evaluation: None

Strategy 1: Before, During, and After School Tutoring		Formative
Strategy's Expected Result/Impact: Ross will show an increase from 57% to 80% on meeting or exceeding growth in 4th and 5th grade on the 2021 STAAR.		**Oct**
Staff Responsible for Monitoring: Teachers, Students, Parents, Administrators		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1, 2, 3, 4	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Funding Sources:** Tutors Title One School-wide $7,000 Ford and Ferrier Title One School-wide $4,000	**May**

Strategy 2: 4th and 5th grade teachers will implement Literature Circles through the use of novels.		Formative
Strategy's Expected Result/Impact: Create engagement and interest in reading while reinforcing critical reading skills.		**Oct**
Staff Responsible for Monitoring: Teachers, Administration		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1, 2, 3 Curriculum, Instruction, and Assessment 1, 2	**Mar**
TEA Priorities: None		**Summative**
ESF Levers: None	**Funding Sources:** Novels Title One School- Improvement $1,000	**May**

Strategy 3: The 4th grade Team Reach Teacher (TRT) will pull 5th grade math groups to serve 50% more students than his regular 4th grade students.

Strategy's Expected Result/Impact: 4th and 5th grade students will benefit from a master teacher's instructional delivery and data proven instructional strategies. Students will make at least one year's growth on the 2021 STAAR.	**Formative**
	Oct
Staff Responsible for Monitoring: TRT and Administration	**Jan**
Title I Schoolwide Elements: None	**Mar**
TEA Priorities: None	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Summative**
	May

Problem Statements:
Student Achievement 1

Funding Sources:
None

0% No Progress　　　**100%** Accomplished　　　→ Continue/Modify　　　✖ Discontinue

Student Achievement

Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19

Problem Statement 2: 4th Graders earned 45.2% in ELAR and 38.2% Math on February benchmark which is below the 70% set goal. **Root Cause:** Too many new teachers on a grade level

Problem Statement 3: 4th -5th Istation scores reflected an increased number of declined student performance from September to March. 4th grade at 12% with no growth and 5th grade at 17% with no growth. **Root Cause:** We had 5 first year teachers in 4th and 5th grade and 3rd grade teachers did not receive hands on training from Instructional Specialists.

Problem Statement 4: 50% of Kindergartners were not ready for 1st Grade. **Root Cause:** Students were not Kinder ready.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lessons lack engagement. **Root Cause:** Teachers have not been trained in creating engaging lessons.

Problem Statement 2: Lessons are not a high level of rigor. **Root Cause:** Lessons have been created to meet the needs of the struggling student.

Performance Objective 10: Implement innovative instructional models which enable personalized learning for all students.

Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring	

		Formative
Strategy's Expected Result/Impact: Teachers will be able to analyze data from these forms of assessments and adjust instruction as needed.		**Oct**
Staff Responsible for Monitoring: Teachers, Administration		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1, 2, 3, 4, 5	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Funding Sources:** None	**May**

Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning	

		Formative
Strategy's Expected Result/Impact: Students will receive instruction and intervention that is personalized on their level through guided reading and math and a blend of face to face and technology tools.		**Oct**
Staff Responsible for Monitoring: Teachers, Administrators		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Summative**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**

Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path	

		Formative
Strategy's Expected Result/Impact: Principals and MCL's will lead teams to plan for high rigor instructional delivery, analyze student work and data, as well as giving feedback to help teachers grow in the areas of their strengths and areas of growth. These actions will help teachers build strong reteach and intervention plans as needed as well as extensions to challenge students to ensure mastery.		**Oct**
		Jan
Staff Responsible for Monitoring: Teachers, Administrators		**Mar**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1, 2, 3, 4, 5	
TEA Priorities: Improve low-performing schools		**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Funding Sources:** None	**May**

Strategy 4: PLC agendas include time to study data, create reteach plans, and select appropriate instructional materials.		

		Formative
Strategy's Expected Result/Impact: Agendas will ensure that topics are on track and covered in depth.		**Oct**
Staff Responsible for Monitoring: Administrators and Princpals		**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Mar**
		Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Student Achievement
Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19
Problem Statement 2: 4th Graders earned 45.2% in ELAR and 38.2% Math on February benchmark which is below the 70% set goal. **Root Cause:** Too many new teachers on a grade level

Problem Statement 3: 4th -5th Istation scores reflected an increased number of declined student performance from September to March. 4th grade at 12% with no growth and 5th grade at 17% with no growth. **Root Cause:** We had 5 first year teachers in 4th and 5th grade and 3rd grade teachers did not receive hands on training from Instructional Specialists.

Problem Statement 4: 50% of Kindergartners were not ready for 1st Grade. **Root Cause:** Students were not Kinder ready.

Problem Statement 5: 3rd graders were not making adeqate growth in Istation or on Unit Assessments. **Root Cause:** 3rd grade teachers did not recieve coaching due to the amount of new teachers who needed coaching in 4th and 5th grades.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	13	1	All students will have a personalized plan as determined by the teacher and MAP data.
1	13	2	Students will track their own data to determine their own individual strengths and weaknesses.
1	13	3	Students will receive before, during, and after school tutoring.

Campus Funding Summary

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	7	3	Novels		$500.00
3	9	2	Novels		$1,000.00
				Sub-Total	$1,500.00
Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Ford and Ferrier Instructional Resources		$4,000.00
1	4	2	Tutors		$7,000.00
1	4	2	Ford and Ferrier Instructional Resources		$4,000.00
3	6	2	See Saw for Schools K-2		$880.00
3	7	1	Tutors		$7,000.00
3	7	1	Ford and Ferrier		$4,000.00
3	7	4	Flocabulary		$2,250.00
3	8	1	Ford and Ferrier		$4,000.00
3	9	1	Tutors		$7,000.00
3	9	1	Ford and Ferrier		$4,000.00
				Sub-Total	$44,130.00
				Grand Total	$45,630.00

Addendums