

Ector County Independent School District

Gonzales Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Our mission is to provide an engaging and equitable learning environment for ALL students to become successful and serving members in a changing global society. We will analyze student data, adapt, and accelerate instruction to provide students with the tools to achieve beyond their potential. We will demonstrate leadership everyday by being

Responsible, Respectful, Ready, and Remarkable.

Vision

Our vision is to educate all students for tomorrow.

Value Statement

As a Leadership Community, we value Responsible, Respectful, and Ready characteristics in order to be Remarkable in every way.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gonzales Elementary maintains a student population from 400-450 students every year. The student population is comprised of mostly Hispanic and White students. Out of 461 students in 2019-2020, 289 students are Economically Disadvantaged and of those students, 202 are Hispanic. Our Economically Disadvantaged and Hispanic population has steadily increased over the last three years. The students receiving Special Education services had a significant increase of 27 students from last year to this year. There was also an increase of eleven students needing Dyslexia services. Due to school closing because of COVID-19, there are a large number of our Kindergarten and First Grade students who are At-Risk for Dyslexia or a related service. During remote learning, 335 students were engaged in learning most of the time and 126 students lacked engagement or had none at all. Kindergarten-5th Grade teachers provided intervention all year and eleven students were dismissed from the documented intervention (RTI) and twenty-two students qualified for Special Education, Speech, or Dyslexia services. The campus has more teachers with ten or fewer years of experience and an added six long-term substitutes to cover the increase in student population. There were 1,671 absences, 898 "leave earlies", 3,321 tardies, and 952 unexcused absences. A large number of our students are new to the campus, are on an affidavit, or transfers. Thirty-eight percent of our student population is identified as homeless (MVG).

Ethnicity 2020	Year					Economically Disadvantaged Counts by Ethnicity 2020
	15-16	16-17	17-18	18-19	19-20	
American Indian		3	2	2	2	2
Asian		3	4	4	3	1
African American		21	16	15	26	22
Hispanic		257	227	297	318	202
Multi		10	7	8	9	6
Pacific Island		1	1	0	0	0
White		119	109	115	119	56
Total Students			414	416	426	461
						Total 289

Economically Disadvantaged	Year				
	15-16	16-17	17-18	18-19	19-20
		206 or 49.8%	198 or 47.6%	258 or 58.5%	289 or 62.6%

Highly Mobile Students 2020	15-16	16-17	17-18
		111	71

SPED Total Count by Year	15-16	16-17	17-18	18-19	19-20
			47	55	54

Total Staff	15-16	16-17	17-18	18-19	19-20
Teachers		27.328.8		26.521	
Professional Support		7.75.6		4.31	
Campus Administrators		22		2	2
Educational Aides		5.15.1		5	3
Certified Librarian		11		1	1
Counselor		11		1	1
No Degree		10		0	6
Bachelors		21.321.7		20.5	17
Masters		57.1		6	6
Doctorate		00		0	0
Beginning Teacher		22.5		2	5
1-5 Yr Experience		7.18		6.6	6
6-10 Yr Experience		4.13		7	6
11-20 Yr Experience		6.13.6		2.8	6
Over 20 Yr Experience		811.7		8.1	6

Attendance Rates	15-16	16-17	17-18	18-19	19-20	District Goal	Campus Goal
	95.80%	95.30%	95.10%	94.30%	94.50%	94.7%	95%

Demographics Strengths

This year we identified twenty-seven students needing special education services, primarily in Speech. 78% of our Special Education LD/Resource students receive services within the classroom at a minimum of forty-five minutes a day, five days a week in Reading and/or Math. We identified eleven students needing dyslexia services. 73% of our students remained engaged during remote learning the majority of the time. We enrolled thirteen students after Spring Break. Attendance rates increased from 94.3% to 94.5% in 2019-2020. The number of identified Gifted & Talented students increased from 20 to 26 students. Five out of six of our long-term substitutes have a Bachelor's Degree and are scheduled to take their Teaching Certification test.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance continues to remain below the District Goal of 94.7%. **Root Cause:** There is a large number of homeless students and students on affidavits and transfers.

Problem Statement 2: The number of tardies and absences (excused and unexcused) continue to be high. **Root Cause:** Lack of consistent and effective parent communication from teachers in grades K-5.

Student Achievement

Student Achievement Summary

Gonzales Elementary has consistently maintained a Met Standard or earned a C (70-79) Rating for acceptable performance. The campus has not earned Distinction Designations in the last three years, failing to close performance gaps. The Spring District Benchmark Assessment (STAAR Release Test) showed the campus making gains towards improving Student Achievement this year compared to last year. Students continue to show growth in math and reading. There is slightly more growth in math than reading. Students continue to show improvement each year, however, as a campus the students do not show large gains in Reading, Math, Writing and Science. Based on the Spring District Benchmark Results the campus was on target to Rate an F on the 2020 STAAR Accountability.

DBA STAAR Release

Spring Benchmark

Overall	Score
Spring 2019	50%
Spring 2020	48%

Domain 1 Achievement

Score	
Spring 2019	55%
Spring 2020	58%

Domain 2 Growth

Score	
Spring 2019	50%
Spring 2020	49%

2020 Spring Benchmark Domain 1: Student Achievement

Subject Reading Math Writing Science

2020 Spring Domain 1: Student Achievement
Benchmark

Target Score	41%	41%	41%	41%
Grade 3	27%	29%		
Grade 4	28%	39%	30%	
Grade 5	25%	38%		13%

2020 Spring Domain 2: Academic Growth
Benchmark

Subject	Reading	Math
Target Score	69%	69%
Grade 4	31%	42%
Grade 5	44%	49%

2020 Spring Domain 3: Closing the Gaps "Meets"
Benchmark Standard

Subject	Reading	Math
Target	44%	46%
Gonzales	23%	31%

	STAAR 16-17	STAAR 17-18	STAAR 18-19	STAAR 19-20
Accountability Rating	Met	Met	C-Met	No Test
Overall	Met		68	75-C
Student Achievement		67	60	67-D
School Progress		47	69	75-C
Closing the Gaps		34	65	74-C

Meets Score (On-grade level) STAAR 2019	16-17	17-18	18-19	19-20
All Subject All Students	26%	31%	34%	No Test
Hispanic	26%	29%	32%	
White	24%	37%	38%	
EcoDis	17%	22%	28%	

Academic Growth Score	16-17	17-18	18-19	19-20
STAAR 2019 All Subject All Students			68	72No Test
Reading			66	70
Math			69	75

Student Achievement Strengths

There are gains in Student Achievement as shown by the District Benchmark (STAAR Release Test). By reviewing the Overall District Based Assessment scores we had the potential to maintain the same rating as the previous year. Student specific plans to improve achievement were made prior to Spring Break. Students are showing slight improvement each year on STAAR. Students continue to show more growth in math. Teachers and students continue to graph and set goals on all assessments. Teachers focus on improving Meets or "On-Grade Level" performance.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2 (Prioritized): Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

School Culture and Climate

School Culture and Climate Summary

The students and staff are actively involved in our campus events. We have a new PTA board this year. Our PTA works with the campus to support family events. My Assistant Principal shares out weekly "Bulldog Bits" of students, daily activities, and events for the parents. We communicate to parents through Gonzales Dojo, Gonzales Facebook and our ECISD Gonzales webpage. Teachers communicate with parents through Class Dojo and Remind 101. Parents do not eagerly participate in meetings about their child's academic performance. Some campus events include:

Meet the Teacher & Parent Orientation, Title 1 Parent Meetings, Book Fair, Fall Festival, Reading and Math Literacy Night, Doggone Reading Day, Bulldog Blowout (Field Day), Bulldog of the Month (recognizing excellence in character), Self-Manager Program for students in 3rd-5th then K-2nd in the Spring, Pennies for Patients, and Morning Assembly Scholarly Shout outs for Growth in achievement (written by the teacher), monthly Istation Growth rewards for students, monthly attendance rewards for each grade level, Grade Level Music Programs when we share the PTA budget and Title-1 information, and Promotion Ceremonies for Kindergarten and 5th Grade.

School Culture and Climate Strengths

Parents attend events at the beginning of the year, Fall Festival, Literacy Night in December, and the Promotion Ceremonies.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Lack of parent involvement in student achievement. **Root Cause:** Student achievement has not been effectively communicated.

Problem Statement 2: There is not a campus-wide focus on the qualities of leadership for student success. **Root Cause:** Student leadership characteristics are not recognized consistently across the campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Employees	Admin.	Teachers	Instr. Aides
14/15	2	39	6
15/16	2	28	6
16/17	2	28	6
17/18	2	32	6
18/19	2	30	5
19/20	2	29	2

Employee Retention Percentages

% Remained from Year to Year	Admin.	Teaches	Instr. Aides
14/15-15/16	100%	55.81%	50%
15/16-16/17	100%	78.57%	66.67%
16/17-17/18	50%	75%	100%
17/18-18/19	100%	80%	60%
18/19-19/20	50%	56.67%	0%

Staff Quality, Recruitment, and Retention Strengths

None of the teachers wanted to transfer from Gonzales Elementary this year. Teachers are committed to teaching our students and helping them be successful. We will start the year with staffed teaching positions. We only need a PE Aide and another LD/Resource Aide. Six teachers will take their certification test this Summer or Fall 2020. I have 26 certified teachers to start the 20-21 school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There are eight first year teachers. **Root Cause:** Increased staffing due to increased enrollment.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Gonzales Elementary uses the TEKS Resource system for Math, Science, and Social Studies in K-5 to teach the state curriculum standards. We implemented HMH in K-5 to teach the ELAR curriculum this year. Balanced literacy, guided math, and tutoring supplemented whole group instruction with smaller student groups. The technology implemented to support learning and intervention has been Istation, Imagine Math, and Brainchild. We purchased Education Galaxy in January 2020 to provide state standard specific intervention and individualized support in grades K-5. Starting in October of 2019, 3rd, 4th, and 5th Grade received 30 chromebooks per grade level from the technology department and in December, 2nd grade received 30 chromebooks purchased by the campus. I was able to purchase 30 chromebooks and eleven Ipads in June with remaining funds and we got 113 more chromebooks from the technology department in preparation for remote learning.

We added an Instructional Specialist in 2019 and who coached and trained new teachers in best practices and who worked with grade level teams during lesson planning. Our weekly PLC's focused on identifying academic weaknesses in our sub-populations and testing data. Teachers were trained in aggressive monitoring practices in order to correct student academic mistakes during a lesson. Teachers used short cycle assessment, Imagine Math, and Istation data to target students who needed intervention. RTI team met every six weeks to analyze students performing below grade level and develop a plan for acceleration. 4th and 5th grade implement AVID practices fully and K-3 implement organization and college going culture. Our Full-time Dyslexia teacher and half-day Dyslexia teacher served 30 students last year.

Curriculum, Instruction, and Assessment Strengths

We started a weekly PLC system of analyzing student data and creating a plan to accelerate learning in K-5. We had eleven students dismissed from RTI after being provided targeted intervention and testing on grade level on Istation and passing short cycle assessments. Teachers learned how to use technology to provide instruction to students. The teachers learned the new ELAR curriculum. K-2 will continue to implement AVID organization with physical binders and 3rd-5th with Digital AVID Binders. Four of our 5th grade Dyslexia students were performing on grade level and passed the Reading District Based Assessment in February. They will be monitored in middle school.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Problem Statement 2: Basic knowledge of the curriculum is not consistent in K-5. **Root Cause:** Added eight first year teachers.

Problem Statement 3: There was not a consistent practice for analyzing data in K-5. **Root Cause:** Knowledge of the PLC process to analyze data varies due to the knowledge of first year teachers and teachers that are new to the campus.

Problem Statement 4: A large number of all students are performing below grade level. **Root Cause:** Lack of resources and time to provide personalized, quality, standards-based instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

A large number of families attend our evening events such as Math and Reading Literacy Night, Music Programs, Fall Festival, and end of the year events. There is a new PTA board this year and parent support was minimal. Parent involvement in their child's education was minimal. The OC Invasion came to Gonzales this year. Odessa College flooded our campus for one day with college professors and college students to teach our students about college and careers, as well as, beautify the campus. The Education Foundation donated a Book Vending Machine. Our Kindergarten and First grade students enjoyed the Bookworms story telling and books once a month. Our 2nd grade students learned about Art in Education from Ellen Noel's Program, Art2Go. Immanuel Baptist donates backpacks and school supplies.

Parent and Community Engagement Strengths

Immanuel Baptist donates backpacks and school supplies at the beginning of the year. The OC Invasion provided our K-5 students with hands-on, real world activities from college professors and students to learn more about different careers. Every Kindergarten and First grade student received a book once a month from the Bookworms group. Our 2nd grade students listened to a story and left once a month with an art project and a knowledge of a famous artist. A large number of families attended the Fall Festival and Math and Reading Literacy Night. The UTPB Basketball team served snacks at the Math and Reading Literacy Night.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parent engagement in student achievement. **Root Cause:** Parents struggle with instructional technology for learning.

Problem Statement 2: Lack of parent involvement in PTA. **Root Cause:** PTA was unable to successfully hold a membership drive.

School Context and Organization

School Context and Organization Summary

Gonzales Elementary serves approximately 450 students. There are 45 staff members consisting of teachers, paraprofessionals, office staff, custodians, and school nutrition staff. Our full-time and part-time dyslexia teachers serve 30 students. Our special education teachers, speech teachers, and two VI teachers served 81 special education students on our campus in various specialized support settings such as speech, inclusion, resource, braille, and the specialized classroom. College awareness is promoted in the classrooms and hallways. Our entrance is lined with college pennants and teachers display their college in their classroom. Our office staff and teachers demonstrate a welcoming and inviting atmosphere. We welcome many students needing observation hours for their teaching certification. Campus data is posted in the main hallway and attendance data is posted in the foyer of the school.

School Context and Organization Strengths

Gonzales had a 5% increase in student population. Gonzales retained all staff from last year and added more this year. We greet and welcome our visitors to the campus. There have not been any complaints. The campus is clean and welcoming.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Our students do not know why we promote a college awareness atmosphere. **Root Cause:** There is no foundational goal setting process from short term to long term.

Technology

Technology Summary

Prior to the 19-20 school year, the campus had one computer lab with 22 working desktop computers. Each classroom had at least three desktop computers and a computer for the teacher. Starting in October of 2019, 3rd, 4th, and 5th Grade received 30 chromebooks per grade level from the technology department and in December, 2nd grade received 30 chromebooks purchased by the campus. The teachers and the students learned how to use them by taking their Istation testing on it in the classroom. In January, they started using Educational Galaxy to provide standards-based intervention. I was able to purchase 30 chromebooks and eleven iPads in June with remaining funds and we got 113 more chromebooks from the technology department in preparation for remote learning. Only a handful of teachers had taken their own time to attend instructional technology trainings, get technology through Donor's Choose, and implement it in their classroom prior to March. After Spring Break, many of our teachers quickly set up Google Classrooms and began teaching remotely. Many of the teacher's have participated in the ECISD technology training this summer.

Technology Strengths

Many of the teacher's have participated in the ECISD technology training this summer. The teachers adapted quickly and many of them are excited to utilize it more in 20-21.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers have minimal knowledge of instructional technology. **Root Cause:** Lack of resources and training for staff.

Problem Statement 2: Student access to technology. **Root Cause:** There is a limited number of devices on campus.

Problem Statement 3: Inconsistent student assessment results from online learning. **Root Cause:** Quality online assessment technology.

Priority Problem Statements

Problem Statement 1: Overall, student achievement rates below grade level in all subjects.

Root Cause 1: Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps.

Root Cause 2: Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5.

Root Cause 3: Lack of training and resources for all students and staff.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Goals

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

Performance Objective 1: Gonzales Elementary's annual attendance will increase from 94.5% in 2020 to 95% in 2021.

Evaluation Data Sources: Weekly Attendance
Campus Attendance Tracker by Teacher

Summative Evaluation: None

<p>Strategy 1: Campus expectation to communicate absences to parents as defined by district policy. Train staff on district attendance policy. Attendance committee will review attendance every three weeks, contact parents, complete truancy contracts, and provide each teacher with a report. Incentives will be determined by the Attendance Committee.</p>	
<p>Strategy's Expected Result/Impact: Attendance will be closely monitored and addressed in a timely manner. Attendance will increase from 94.5% in 2020 to 95% in 2021.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Clerk Teachers</p>	<p>Formative</p>
	<p>Oct</p> <p>Jan</p> <p>Mar</p>
<p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Summative</p>
	<p>May</p>
<p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: None</p>	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a





strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Performance Objective 2: Gonzales Elementary will provide differentiated processes for priority classrooms and students.

Evaluation Data Sources: Walk-through and trend data
MAP data





Summative Evaluation: None

Strategy 1: Plan and implement a system for weekly classroom walk-through's and an effective transition plan for PreK3 to PreK4, PreK4 to Kinder and 5th grade to 6th grade.	
<p>Strategy's Expected Result/Impact: To effectively maintain the academic learning and social-emotional support of students.</p> <p>Staff Responsible for Monitoring: Campus administration Counselor Teachers Staff</p>	<p>Formative</p> <p>Oct</p> <p>Jan</p> <p>Mar</p>
<p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<p>Summative</p> <p>May</p>
<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: None</p>	
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	
Curriculum, Instruction, and Assessment	
<p>Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. Root Cause: Lack of training and resources for all students and staff.</p>	

Performance Objective 3: Gonzales Elementary will provide an environment conducive to all educational needs in conjunction with the development of the long-range Facilities Plan that will move the district forward in the future.

Evaluation Data Sources: Facilities Plan
Campus Economically Disadvantaged population data

Summative Evaluation: None

Strategy 1: Implement universal free feeding to all elementary students.	
Strategy's Expected Result/Impact: All Gonzales Elementary students will receive free breakfast and lunch.	Formative
Staff Responsible for Monitoring: Campus administration Cafeteria Food Service Teachers and Staff	
Title I Schoolwide Elements: 2.6	
TEA Priorities: Build a foundation of reading and math	Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	May
Problem Statements: Student Achievement 2	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. Root Cause: Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.	

Performance Objective 4: Gonzales Elementary will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: District and State Assessments
Staff, Student, and Parent Surveys

Summative Evaluation: None

Strategy 1: Gonzales Elementary will use technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning to improve achievement in Reading and Math.

<p>Strategy's Expected Result/Impact: One year's growth for all students.</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Campus administration Instructional Specialist Dyslexia Teacher Classroom Teachers Special Education Teachers</p>	<p>Oct Jan Mar</p>
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Build a foundation of reading and math 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</p>	<p>Summative May</p>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 5: Gonzales Elementary will provide a safe and supportive learning environment for all students.

Evaluation Data Sources: District and State Assessments
 Professional Learning Agenda and Sign-In documents
 Certificate of Completion for online professional learning.
 PEIMS Discipline data

Summative Evaluation: None

Strategy 1: Gonzales Elementary will provide training or document on-line learning for all district required training in the area of Sexual Harassment, Child Abuse and Trauma, and other maltreatment of children.	
Strategy's Expected Result/Impact: Awareness and resources to support the social-emotional needs of our students.	Formative
Staff Responsible for Monitoring: Campus Administrator Counselor Teachers and Staff	Oct
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Summative
Problem Statements: Student Achievement 1, 2	May
Funding Sources: None	
Strategy 2: The school counselor will implement monthly guidance and counseling curriculum lessons to support a healthy social-emotional growth of all students.	
Strategy's Expected Result/Impact: Students who demonstrate healthy social-emotional character.	Formative
Staff Responsible for Monitoring: Campus Administrators Counselor Teachers and Staff	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: Student Achievement 1, 2	May
Funding Sources: None	

Strategy 3: Gonzales Elementary will implement a campus-wide discipline management system in alignment with CHAMPS, PBIS, and Conscious Discipline practices.

Strategy's Expected Result/Impact: Students who can self-monitor their behavior and make personal successful choices.		Formative
Staff Responsible for Monitoring: Campus Administrators Counselor Teachers and Staff		Oct
Title I Schoolwide Elements: 2.4, 2.6		Jan
TEA Priorities: Build a foundation of reading and math		Mar
ESF Levers: Lever 3: Positive School Culture		Summative
Problem Statements: Student Achievement 1, 2		May
Funding Sources: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.





Performance Objective 6: Gonzales Elementary will evaluate campus improvement plans quarterly.

Evaluation Data Sources: District and State Assessments

Campus Demographics

Staff, Student, and Parent Surveys

Summative Evaluation: None





Strategy 1: The Campus Intervention Team will meet at the beginning of the year and end of the year to analyze campus needs and the improvement plan.	
Strategy's Expected Result/Impact: Increased student achievement.	Formative
Staff Responsible for Monitoring: Campus Administrators Campus Improvement Team	Oct
Title I Schoolwide Elements: 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	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
Problem Statements: Student Achievement 1	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 1: Overall, student achievement rates below grade level in all subjects. Root Cause: Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.	

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

Performance Objective 1: The campus teacher retention rate will increase from 71% to 77%.

Evaluation Data Sources: PEIMS data





Summative Evaluation: None

Strategy 1: All teachers will be coached in the best teaching practices aligned with RELAY training processes.	
Strategy's Expected Result/Impact: Increase in certified teacher retention rate.	Formative
Staff Responsible for Monitoring: Campus Administrators	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1, 2 Curriculum, Instruction, and Assessment 1	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 1: Overall, student achievement rates below grade level in all subjects. Root Cause: Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.	
Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. Root Cause: Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. Root Cause: Lack of training and resources for all students and staff.	

Performance Objective 2: In 2020-2021, Gonzales Elementary will offer job-embedded, personalized professional learning for all teachers.

Evaluation Data Sources: PreK Circle Assessment
MAP Assessment
STAAR data

Summative Evaluation: None

Strategy 1: Campus administrators will conduct a minimum of five documented walk-through's and/or observation feedback meetings weekly.	
Strategy's Expected Result/Impact: Increase in student achievement	Formative
Staff Responsible for Monitoring: Campus Administrators	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1, 2 Curriculum, Instruction, and Assessment 1	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 1: Overall, student achievement rates below grade level in all subjects. Root Cause: Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.	
Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. Root Cause: Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. Root Cause: Lack of training and resources for all students and staff.	

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

Performance Objective 1: The Pre-Kindergarten students will show growth in the five developmental domains from the beginning of the year CIRCLE assessment to the end of the year CIRCLE assessment.

Evaluation Data Sources: Pre-K CIRCLE assessment
Walk-through data
Lesson Plans


Summative Evaluation: None


Strategy 1: Teachers will implement PreK4 state standards in daily lesson plans.		
Strategy's Expected Result/Impact: Developmental student growth in Emergent Literacy Reading, Emergent Literacy Writing, Language and Communication, and Math.		Formative
Staff Responsible for Monitoring: Campus Administrators Teachers		Oct
Title I Schoolwide Elements: 2.4		Jan
TEA Priorities: Build a foundation of reading and math		Mar
ESF Levers: Lever 4: High-Quality Curriculum		Summative
Problem Statements: Curriculum, Instruction, and Assessment 1		May
Funding Sources: None		
Strategy 2: Teachers will have weekly data meetings to analyze student achievement in English Language Arts, Math, and Social-Emotional Development.		
Strategy's Expected Result/Impact: Increase in student achievement.		Formative
Staff Responsible for Monitoring: Campus Administrators Instructional Specialist Teachers		Oct
Title I Schoolwide Elements: 2.4, 2.6		Jan
TEA Priorities: Build a foundation of reading and math		Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Summative
Problem Statements: Student Achievement 1, 2		May
Funding Sources: None		

Strategy 3: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.	Formative
Staff Responsible for Monitoring: Campus Administrators	
Title I Schoolwide Elements: 2.4	Oct
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	Jan
Problem Statements: Curriculum, Instruction, and Assessment 1	
Funding Sources: None	Mar
	Summative
	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 2: The percentage of students performing on grade level in Math and Reading in grades K-5 will increase 4% from the beginning of the year MAP assessment to the end of the year MAP assessment.

Evaluation Data Sources: MAP assessment

Short cycle assessments

Imagine Reading

Imagine Math

Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will analyze student data weekly.	
Strategy's Expected Result/Impact: Increased student achievement in Reading and Math	Formative
Staff Responsible for Monitoring: Campus Administrators Instructional Specialist	Oct
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1, 2	May
Funding Sources: None	
Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in person.	
Strategy's Expected Result/Impact: Increased teacher support and student achievement.	Formative
Staff Responsible for Monitoring: Campus Administrators	Oct
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	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
Problem Statements: Curriculum, Instruction, and Assessment 1	May
Funding Sources: None	

Strategy 3: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increase in student achievement.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Campus Administrators Teachers	
Title I Schoolwide Elements: 2.4	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	
Problem Statements: Student Achievement 1 Curriculum, Instruction, and Assessment 1	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 3: 3rd Grade Reading "Approaches" percentages will increase from 75% (2019 STAAR) to 79% as measured by the 2021 STAAR;

3rd Grade Reading "Meets" percentages will increase from 39% (2019 STAAR) to 43% as measured by the 2021 STAAR;

3rd Grade Reading "Masters" percentages will increase from 19% (2019 STAAR) to 23% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments

MAP assessments

Imagine Reading

STAAR 2021

Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals,
Build a foundation of reading and math

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

Problem Statements:

Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.


Strategy's Expected Result/Impact: Increased teacher support and student achievement.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Campus Administrators	
Title I Schoolwide Elements: 2.4	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	
Problem Statements: Curriculum, Instruction, and Assessment 1	
Funding Sources: None	

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Specialists	
Title I Schoolwide Elements: 2.4, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	
Problem Statements: Student Achievement 1, 2	
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 4: 3rd Grade Math "Approaches" percentages will increase from 80% (2019 STAAR) to 84% as measured by the 2021 STAAR;
 3rd Grade Math "Meets" percentages will increase from 49% (2019 STAAR) to 53% as measured by the 2021 STAAR;
 3rd Grade Math "Masters" percentages will increase from 23% (2019 STAAR) to 27% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments

MAP assessment

Imagine Math

STAAR 2021

Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.	
Strategy's Expected Result/Impact: Increased student achievement.	Formative
Staff Responsible for Monitoring: Campus Administrators Teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	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
Problem Statements: Student Achievement 1, 2 Curriculum, Instruction, and Assessment 1	May
Funding Sources: None	

Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Campus Administrators	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	
Problem Statements: Student Achievement 1	
Funding Sources: None	

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Specialists	
Title I Schoolwide Elements: 2.4, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	
Problem Statements: Student Achievement 1, 2	
Funding Sources: None	



No Progress



Accomplished



Continue/Modify



Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 5: 4th Grade Reading "Approaches" percentages will increase from 64% (2019 STAAR) to 68% as measured by the 2021 STAAR;

4th Grade Reading "Meets" percentages will increase from 33% (2019 STAAR) to 37% as measured by the 2021 STAAR;

4th Grade Reading "Masters" percentages will increase from 15% (2019 STAAR) to 19% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments

MAP assessment

Imagine Reading

STAAR 2021

Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals,
Build a foundation of reading and math

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

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative

Oct

Jan

Mar

Summative

May

Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Campus Administrators	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	
Problem Statements: Student Achievement 1	
Funding Sources: None	

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Specialist	
Title I Schoolwide Elements: 2.4, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	
Problem Statements: Student Achievement 1, 2	
Funding Sources: None	



No Progress



Accomplished



Continue/Modify



Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 6: 4th Grade Math "Approaches" percentages will increase from 77% (2019 STAAR) to 81% as measured by the 2021 STAAR;

4th Grade Math "Meets" percentages will increase from 49% (2019 STAAR) to 53% as measured by the 2021 STAAR;

4th Grade Math "Masters" percentages will increase from 23% (2019 STAAR) to 27% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments

MAP assessment

Imagine Math

STAAR 2021

Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals,
Build a foundation of reading and math

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

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative

Oct

Jan

Mar

Summative

May


Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.


Strategy's Expected Result/Impact: Increased teacher support and student achievement.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Campus Administrators	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	
Problem Statements: Student Achievement 1, 2	
Funding Sources: None	

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Specialist	
Title I Schoolwide Elements: 2.4, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	
Problem Statements: Student Achievement 1, 2	
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 7: 4th Grade Writing "Approaches" percentages will increase from 41% (2019 STAAR) to 45% as measured by the 2021 STAAR;

4th Grade Writing "Meets" percentages will increase from 12% (2019 STAAR) to 16% as measured by the 2021 STAAR;

4th Grade Writing "Masters" percentages will increase from 1% (2019 STAAR) to 5% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments

MAP assessment

Imagine Reading

STAAR 2021

Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals,
Build a foundation of reading and math

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

Problem Statements:

Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teachers support and student achievement.	Formative
Staff Responsible for Monitoring: Campus Administrators	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Oct
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	Jan
Problem Statements: Student Achievement 1, 2 Curriculum, Instruction, and Assessment 1	
Funding Sources: None	Mar
	Summative
	May

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.	Formative
Staff Responsible for Monitoring: Campus Administrator Teachers Instructional Specialist	
Title I Schoolwide Elements: 2.4, 2.6	Oct
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	Jan
Problem Statements: Student Achievement 1, 2	
Funding Sources: None	Mar
	Summative
	May



No Progress



Accomplished



Continue/Modify



Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 8: 5th Grade Reading "Approaches" percentages will increase from 80% (2019 STAAR) to 84% as measured by the 2021 STAAR;

5th Grade Reading "Meets" percentages will increase from 38% (2019 STAAR) to 42% as measured by the 2021 STAAR;

5th Grade Reading "Masters" percentages will increase from 18% (2019 STAAR) to 22% as measured by the 2021 STAAR;

Evaluation Data Sources: Short Cycle Assessments

MAP assessment

Imagine Reading

STAAR 2021

Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals,
Build a foundation of reading and math

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

Problem Statements:

Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.	Formative
Staff Responsible for Monitoring: Campus Administrators	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Oct
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	Jan
Problem Statements: Student Achievement 1 Curriculum, Instruction, and Assessment 1	
Funding Sources: None	Mar
	Summative
	May

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.	Formative
Staff Responsible for Monitoring: Campus Administrator Teachers Instructional Specialist	
Title I Schoolwide Elements: 2.4, 2.6	Oct
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	Jan
Problem Statements: Student Achievement 1, 2	
Funding Sources: None	Mar
	Summative
	May



No Progress



Accomplished



Continue/Modify



Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 9: 5th Grade Math "Approaches" percentages will increase from 82% (2019 STAAR) to 86% as measured by the 2021 STAAR;

5th Grade Math "Meets" percentages will increase from 34% (2019 STAAR) to 38% as measured by the 2021 STAAR;

5th Grade Math "Masters" percentages will increase from 12% (2019 STAAR) to 16% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments

MAP assessment

Imagine Math

STAAR 2021

Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals,
Build a foundation of reading and math

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

Problem Statements:

Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:

None

Formative

Oct

Jan

Mar

Summative

May


Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.


Strategy's Expected Result/Impact: Increased teacher support and student achievement.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Campus Administrators	
Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math 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	
Problem Statements: Student Achievement 1 Curriculum, Instruction, and Assessment 1	
Funding Sources: None	

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Campus Administrator Teachers Instructional Specialist	
Title I Schoolwide Elements: 2.4, 2.6 TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math 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	
Problem Statements: Student Achievement 1, 2	
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 10: 5th Grade Science "Approaches" percentages will increase from 55% (2019 STAAR) to 59% as measured by the 2021 STAAR;

5th Grade Science "Meets" percentages will increase from 15% (2019 STAAR) to 19% as measured by the 2021 STAAR;

5th Grade Science "Masters" percentages will increase from 1% (2019 STAAR) to 6% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments

MAP assessment

STAAR 2021

Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus Administrators

Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Problem Statements:

Student Achievement 1, 2

Curriculum, Instruction, and Assessment 1

Funding Sources:

None

Formative

Oct

Jan

Mar

Summative

May


Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.


Strategy's Expected Result/Impact: Increased teacher support and student achievement.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Campus Administrators	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	
Problem Statements: Student Achievement 1 Curriculum, Instruction, and Assessment 1	
Funding Sources: None	

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Specialist	
Title I Schoolwide Elements: 2.4, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	
Problem Statements: Student Achievement 1, 2	
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 11: The percentage of students that Met Standard on all subjects/grades tested will increase from 69% (2019 STAAR) to 73% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments

MAP assessments

Imagine Reading

Imagine Math

STAAR 2021

Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

<p>Strategy's Expected Result/Impact: Increased student achievement</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Campus Administrators Teachers</p>	<p>Oct</p>
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<p>Jan</p>
<p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<p>Mar</p>
<p>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</p>	<p>Summative</p>
<p>Problem Statements: Student Achievement 1, 2</p>	<p>May</p>
<p>Funding Sources: None</p>	

Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.	Formative
Staff Responsible for Monitoring: Campus Administrators	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Oct
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	Jan
Problem Statements: Student Achievement 1, 2 Curriculum, Instruction, and Assessment 1	
Funding Sources: None	Mar
	Summative
	May

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.	Formative
Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Specialist	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Oct
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	Jan
Problem Statements: Student Achievement 1, 2	
Funding Sources: None	Mar
	Summative
	May

Strategy 4: Teachers in grades all grades will implement AVID strategies aligned with the components of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

Strategy's Expected Result/Impact: Increased student achievement.	Formative
Staff Responsible for Monitoring: Campus Administrators Teachers	
Title I Schoolwide Elements: 2.4, 2.6	Oct Jan Mar
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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
Problem Statements: Student Achievement 1, 2 Curriculum, Instruction, and Assessment 1	
Funding Sources: None	

Strategy 5: Gonzales Elementary will implement opportunities to develop and distribute Parent and Family Engagement Policy. Gonzales Elementary will implement Parent and Family Literacy and Math opportunities for all.

Strategy's Expected Result/Impact: Increased parent engagement and student achievement.	Formative
Staff Responsible for Monitoring: Campus Administrators Teachers Dyslexia Teacher Instructional Specialist	
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Oct Jan Mar
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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
Problem Statements: Student Achievement 1, 2	
Funding Sources: None	



No Progress



Accomplished



Continue/Modify



Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 12: The percentage of students meeting or exceeding the growth target will increase from 75% (2019 STAAR) to 78% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments

MAP assessments

Imagine Reading

Imagine Math

STAAR 2021

Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals,
Build a foundation of reading and math

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

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative

Oct

Jan

Mar

Summative

May

Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Campus Administrators	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	
Problem Statements: Student Achievement 1, 2 Curriculum, Instruction, and Assessment 1	
Funding Sources: None	

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Specialist Dyslexia Teacher	
Title I Schoolwide Elements: 2.4, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	
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	
Problem Statements: Student Achievement 1, 2 Curriculum, Instruction, and Assessment 1	
Funding Sources: None	


Strategy 4: Teachers in all grades will implement AVID strategies aligned with the components of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)


<p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: School Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>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</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May

Strategy 5: The Response to Intervention teams will meet every six weeks to analyze data on students performing below grade level to target and accelerate instruction.

<p>Strategy's Expected Result/Impact: All students performing on grade level.</p> <p>Staff Responsible for Monitoring: Campus Administrator Counselor Teachers Dyslexia Teacher Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>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</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was reviewed and updated by the campus improvement team on

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed and updated with the campus improvement team on

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

Title One School- Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Technology		\$9,500.00
Sub-Total					\$9,500.00
Grand Total					\$9,500.00

Addendums