

# **Ector County Independent School District**

## **Ross Elementary**

### **2019-2020 Campus Improvement Plan**

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# Comprehensive Needs Assessment

Revised/Approved: August 08, 2019

## Needs Assessment Overview

According to the 2018-2019 data, Ross is the lowest performing elementary school in Ector County ISD. There were a total of 449 discipline referrals.

# Demographics

## Demographics Summary

### Ethnic Distribution

YEAR	Hispanic %	White %	African American %	American Indian %	Asian %	Pacific Islander %	Two or More Races %
2018 - 2019	56%	32.1%	6.3%	.9%	.7%	1.6%	2.3
2017 - 2018	51.9%	34.8%	7.4%	1%	1%	1.8%	2%
2016 - 2017	53.7%	33.5%	6.6	1.1%	1.1%	1.4%	2.5%

### Special Programs

Year	SpED %	EL %	GT %
2017-2018	12.5 %	0	14 %
2016-2017	9.4 %	1.1 %	4.4 %

### SUB-Populations

Year	Eco Dis %	Non Educ Disadvantaged %	English Learners (EL) %	At Risk %
2017 - 2018	63.4%	36.6%	1.8%	61.4%
2016 - 2017	61.8%	38.2%	1.9%	49%

### Teacher Ethnic Distribution

YEAR	Hispanic %	White %	African American %	American Indian %	Asian %	Pacific Islander %	Two or More Races %
2017 - 2018	6.9	14.4	1.0	0	0	0	1.0
2016 - 2017	41.3	54.6	0	0	0	0	4.1

## Teacher Experience (%)

Year	Beginning Year	1-5 years	6-10 Years	11-20 years	Over 20 years
2018 - 2019	9.91%	36.64%	11.21%	42.24%	42.24%
2017 - 2018	12.9	25.7	38.6	17.7	5
2016 - 2017	16.3	41.3	22	12.2	8.1

## Enrollment (%)

Year	TOTAL ENROLLMENT						
	Kdg	1st	2nd	3rd	4th	5th	
2017 - 2018	391	62	55	65	64	68	77
2016 - 2017	361	49	53	63	57	73	66

411 students (ADA 2019)

## Attendance (%)

Year	Campus Total	Hispanic	White	African American	American Indian	Asian	Pacific Islander	Two or More Races	Special ED	Eco Dis	EL
2018-2019	93.5										
2017 - 2018	94.2										
2016-2017	95.5	95.6	95.3	96	*	*	*	93.9	95.7	95	97.8

## STUDENT Retention (%)

Year	KDG	1st	2nd	3rd	4th	5th
2018 - 2019	0	0	0	0	0	0

2017 - 2018	0	5.9	0	0	1.4	1.6
2016 - 2017	0	0	0	0	0	2.3

## Program Participation

Year	ADA	Sped total	Speech	Resource	Self Contained	Bilingual/ESL	GT
2017-2018	378.015	10	1.8	5.4	2.9	5	16
2018-2019	411.141	15	2.28	7	5.6	4.9	18

## Class Size Information

	Campus	District	State
Kindergarten	19.7	19.5	18.7
Grade 1	17.4	19.3	18.8
Grade 2	21.7	19.4	18.8
Grade 3	22.3	19.9	19
Grade 4	22.7	20	19.2
Grade 5	26	23.4	21.2
Grade 6	-	19.6	20.3

Ross Elementary has seen nearly a 1% decline in attendance every year for the past three consecutive years. For the first time in school history, Ross had a 0% student retention rate in 2019. Enrollment numbers continue to climb annually.

## Demographics Strengths

In 2019, Ross Elementary School had a 0% student retention rate.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** For the last three consecutive years, attendance has declined by nearly 1% each year. **Root Cause:** Students do not feel connected to their school community.



# Student Achievement

## Student Achievement Summary

### 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%	<b>56%</b>	59%	56%				55%		
2016-2017	75%	55%	<b>40%</b>	47%	*				36%		

### 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%		

### 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%		

### 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%	<b>51%</b>	54%	53%				39%		
2016-2017	75%	58%	<b>77%</b>	83%	72%				71%		

### 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%	<b>40%</b>	38%	47%				31%		

2016-2017	69%	57%	<b>54%</b>	48%	60%						50%
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### 5th Grade Math Approaches

YEAR	STATE	DISTRICT	CAMPUS	HISP	WH	AA	ASIAN	2 or M	ECO	SPED	ELL
2018-2019											
2017-2018	87%	77%	89%	94%	83%				94%		
2016-2017	86%	74%	66%	70%	63%				61%		

### 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%		

### 5th Grade Science Approaches

YEAR	STATE	DISTRICT	CAMPUS	HISP	WH	AA	ASIAN	2 or M	ECO	SPED	ELL
2018-2019			49%	42%	52%	*	*	*	40%	50%	*
2017-2018	74%	61%	77%	81%	80%	*	*	*	75%		
2016-2017	74%	60%	55%	60%	50%	*	*	*	52%		

### STAAR ALL Tests APPROACHES

YEAR	STATE	DISTRICT	CAMPUS	HISP	WH	AA	ASIAN	2 or M	ECO	SPED	ELL
2018-2019			49%	49%	50%	40%	*	43%	41%	39%	41%
2017-2018	72%	58%	<b>60%</b>	56%	67%	63%	*	*	53%		
2016-2017	73%	58%	<b>56%</b>	57%	55%	*	*	*	48%		

### % 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

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	Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level	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 Progress (1 point)	Met or Exceeded Progress (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	Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Did Not Meet	Approaches Grade Level	Meets Grade Level

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 Points Possible
Did Not Meet Approaches Grade Level	-	16	21	-	0	19	-	-	2	0		
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

### 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 Points Possible
	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 Approaches Grade Level	-	22	21	-	0	10	-	-	1	0		
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)	Continuously Enrolled	Non-Continuously Enrolled
<b>Academic Achievement Status</b>									
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
<b>Total Indicators</b>									
<b>Growth Status</b>									
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
<b>Total Indicators</b>									
<b>Graduation Rate Status ***</b>									
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.

### Student Achievement Strengths

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. Hispanic ELAR was 1 point above Growth Target. ELAR is 2 points away from meeting the target of 66%.

Domain 2a: ELAR target: 66 ; Ross Score: 64

We have strong teachers in 3rd grade that have solid content knowledge. We also have quality teachers in our 5th-grade content areas. Our 2nd-grade team helps build a good foundation for our students.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Lack of using data to individually conference with students to set goals and monitor success. **Root Cause:** Students are not intrinsically motivated to monitor their own growth

**Problem Statement 2:** According to staff, Reteach and Tutoring is not occurring school-wide. **Root Cause:** PLC's are not focused on student need and there is not an expectation or accountability for intervention time. Teachers and students are not held accountable.

**Problem Statement 3:** According to staff, Writing is not occurring daily in all grade levels and throughout all content areas. **Root Cause:** Time and emphasis has not been placed on writing by administration or teachers.

**Problem Statement 4:** 449 discipline referrals were written last year. **Root Cause:** Lack of school-wide structure, processes and routines.

**Problem Statement 5:** At Ross, in 3rd - 5th grades, students performed lowest in Understanding Analysis of Informational Texts Reporting Category **Root Cause:** More intervention was needed school-wide to re-teach skills.

**Problem Statement 6:** Ross Math growth has a 19 point gap overall from the 71 target and none of the subpops met their Closing the Gaps target **Root Cause:** Not ALL students are monitored and given an instructional plan for growth

**Problem Statement 7:** Teachers used resources that did not align with the grade level rigor expected. **Root Cause:** Resources were not monitored.

**Problem Statement 8:** Teachers were not taught the level of rigor in order for students to be successful on grade level material **Root Cause:** Lack of training from instructional and administrative leadership

**Problem Statement 9:** There are many new teachers who are relying on the school to coach and teach them to plan. **Root Cause:** Teachers weren't required to follow the scope and sequence last year and many new teachers have never had experience planning or student teaching in a classroom.

# 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.



## 2019 Staff Panorama Survey Results:

Name	Feedback and Coaching	Professional Learning	Resources	School Climate	School Leadership	Staff-Family Relationships	Staff-Leadership Relationships
ROSS ELEMENTARY SCHOOL	71% replied favorably	69% replied favorably	39% replied favorably	59% replied favorably	63% replied favorably	75% replied favorably	75% replied favorably

Please see the Addendum section for more detailed survey results.

## Ross VISION

Through a growth mindset, 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 will lead to developing rigorous lessons. Data will be used to drive instruction. Setting high expectations, growing ourselves professionally and personally, taking risks, and creating teacher leaders will create a school culture where students are afforded a positive environment to grow academically, socially, and emotionally. At Ross, we believe that ALL students are treated with dignity and respect at ALL times.

# 2019-2020 ROSS Non-Negotiable

## *CULTURE & INSTRUCTION*

Team Work/Professionalism/Communication  
Know Your Whole Child and Treat ALL Students with Respect and Dignity  
Growth Mindset  
Maximize and Protect Intentional Planning & Instructional Time  
Data-Driven Instruction

### **School Culture and Climate Strengths**

New leadership has challenged the campus with being in the top 5 elementary schools in Ector County over the next 5 years and to see the immediate opportunities we have to rise from an F school a C school. All teachers and staff have been challenged to grow each individual student which will increase Domain 2a and Domain 3. In order to do this, high expectations, being laser-focused, consistent re-teach, along with a growth mindset for all staff is paramount. The structures in place to do this consist of PLC's will be the avenue to analyze data in order to determine re-teach during our school-wide intervention time. The PLC question, "Did your students learn it?" will continually be discussed as teachers analyze their classroom formative assessments, as well as unit assessments. This question and data analysis will drive their classroom re-teach time from 2:30-3:15 every day to focus on growth for all students. Teachers will also be pulled during one of these times each week for their own re-teach and professional development support of curriculum, expectations, and focus on student growth. School-wide CHAMPS will be utilized in the following areas for structure and consistency: enter and exit hallway, and cafeteria. Students will be an integral part of their own growth as they set goals with their teachers and track and their own personal data.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Communication is lacking with teachers and parents. **Root Cause:** Last minute information given and school-wide unity for parent engagement did not occur.

**Problem Statement 2:** High expectations were not communicated often with students and teachers **Root Cause:** There is a misconception that we need to teach to the level of the student instead having a strong Tier 1.

**Problem Statement 3:** According to staff, structure and consistency was lacking. **Root Cause:** Last minute changes to schedules and information given last minute was a problem.

**Problem Statement 4:** No teacher or students accountability. **Root Cause:** Lack of focused leadership goals.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Ross has the following:

3- Kindergarten Teachers (2 certified, 1 Long Term Sub - working on her early childhood certification)

3 - 1st Grade Teachers (2 certified, 1 Long Term Sub - working on her certification)

3- 2nd Grade Teachers (3 certified)

3 - 3rd Grade Teachers (3 certified)

3 - 4th Grade Teachers (2 certified, 1 Long Term Sub - Has one test to take to be certified)

3 - 5th Grade Teachers (2 certified, 1 Long Term Sub - Waiting on her certification results)

2 - Specialized Unit Teachers (1 certified, 1 Long Term Sub)

1 - Inclusion/Resource Teacher (certified)

1 - Certified PE Coach

1- Certified Music Teacher

## Staff Quality, Recruitment, and Retention Strengths

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.

Through the use of our Reading Coach and Instructional Specialist, we will build capacity with our new and seasoned teachers. 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:** There are 6 long term subs and some have not had experience in the classroom teaching. **Root Cause:** Lack of certified teachers in the district.

**Problem Statement 2:** There are 6 vacancies at the beginning of the 2019 school year. **Root Cause:** Retirements, moves out of town, health-related reasons

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

With 7 vacancies, long-term subs and teachers will be heavily supported in training and re-teaching of district and campus resources. Teachers will be pulled by grade level, or vertical teams, during their 2:30-3:15 block. Intervention is not only for students during this time but for teachers as well. The Instructional Leadership team is dedicated to supporting teachers so they feel confident in using their data to re-teach or extend learning for all students. 1st - 5th-grade teachers will follow the unit assessment calendar. Formative assessments will be given regularly throughout their lessons in order to monitor and adjust. Data will be analyzed throughout the year using these assessments to plan for re-teach and enrichment. The administrators will conduct 10 walk-throughs a week to look for the instructional focus areas as well as routines and procedures. Teachers will create goals with students in order for them to track their own data. This will be looked at during PLC's. PLC's will focus on the 4 critical questions of a PLC and RBT will be re-teach time for teachers regarding resources, technology for instructional purposes, and RTI meetings once a month on Fridays.

## Curriculum, Instruction, and Assessment Strengths

Teachers began the year getting trained in HMH. Instructional leadership at Ross is dedicated to providing support and training in all areas needed in district and campus curriculum resources, instruction, and the use of assessments to plan intervention and extension groups. PLC's will be always be tied to a TTESS domain to help set teachers up for success.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Consistent resources were not used and there were not vertical strategies and vocabulary school-wide. **Root Cause:** Lack of communication and opportunities for on-going training of curriculum and resources.

**Problem Statement 2:** There is a lack of daily formative assessment to monitor and adjust instruction **Root Cause:** Training and accountability

**Problem Statement 3:** There was not a full-time Instructional Coach on campus all year. **Root Cause:** Unknown

**Problem Statement 4:** Discipline issues increased throughout the year interfering with instructional time. **Root Cause:** Lack of structure, support, accountability, and training in CHAMPS and classroom procedures and routines.



# Parent and Community Engagement

## Parent and Community Engagement Summary

Ross staff created the school-wide event calendar for the year. There was much discussion about family involvement versus family engagement. A committee of teachers was formed to begin building the foundation of Parent Engagement. We will hold the following events to encourage family and community engagement: Christmas Around the World Literacy Night (Questioning), P.S. I Love You/AVID week, Science Fair, etc. Music programs, Field Day and students awards assemblies will encourage parents coming to enjoy school with their child.. Ross was able to add an electronic marquee to keep parents informed of school events. Each Tuesday, we will participate in Bookworms where community members come read to Kinder and 1st grade on the second Tuesday of each month.

**Ross Elementary**  
 Susan Hendrick, Principal  
 Adonica Galindo, Assistant Principal  
 4600 N Everdale Ave, Odessa Texas  
 Odessa TX 79762  
 Phone: (432) 456-1199

**CALENDAR OF EVENTS** (subject to change)

**AUGUST**

- 8/15/19: Teacher Meet and Greet 5:30-6:40
- 8/19/19: First Day of School ☺

**SEPTEMBER** (Hydrocephalus Awareness Month)

- 9/2/19: Labor Day **No School**
- 9/4/19: College Shirt Day
- 9/11: National Day of Service and Remembrance
- 9/16-9/20/19: Celebrate Freedom Week
- 9/26-9/27: Staff Development **No School**

**OCTOBER** (Breast Cancer Awareness Month/National Bullying Prevention Month)

- 10/2/19: College Shirt Day
- 10/14/19: Staff Development **No School**
- 10/23/19-10/31/19: Red Ribbon Week(s)
- 10/25: Hearing & Vision Screen (K, 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>)
- 10/28-11/1: Book Fair (TBD)
- 10/29/19: Fall Festival (5:30-6:30)

**NOVEMBER**

- 11/3/19: Father of Texas Day
- 11/4/19: Staff Development **No School**
- 11/6/19: College Shirt Day
- 11/11/19: Veterans Day! 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup> Patriotic Music Program (5:30-6:00)
- 11/11/19-11/15/19: Anti-Bullying Week
- 11/25 -11/29: THANKSGIVING HOLIDAY WEEK

**DECEMBER**

- 12/4/19: College Shirt Day
- 12/12/19: Christmas Around the World Literacy Night (5:30-6:30)
- 12/19/19: Christmas Party (2:15-3:15)
- 12/20/19: Records Day! **No School**
- 12/23/19 - 1/6/20: WINTER BREAK

**JANUARY**

- 1/7/20: First Day of Semester 2
- 1/9/20: 1<sup>st</sup> Semester Awards  
 K: 8:15 - 8:45; 1<sup>st</sup>: 8:45 - 9:10; 2<sup>nd</sup>: 9:15-9:40  
 3<sup>rd</sup>: 1:00-1:25; 4<sup>th</sup>: 1:30 - 1:55; 5<sup>th</sup>: 2:00-2:25
- MLK Jr. Holiday **No School**

**FEBRUARY**

- 2/5/20: College Shirt Day
- 2/16-2/14: "PS I love you" week
- 2/14/20: Staff Development **No School**
- 2/17/20: Bad Weather Day/Possible No School
- 2/24-2/28: Book Fair (Time TBD)
- 2/27/20: 4<sup>th</sup> Grade Music Program (5:30-6:00)
- 2/27/20: K-5 Math Family Night (6:00-7:00)

**MARCH**

- 3/2/20: Breakfast with Books (7:40-8:10)
- 3/4/20: College Shirt Day
- 3/6-3/13: SPRING BREAK
- 3/31/20: 2<sup>nd</sup> & 3<sup>rd</sup> Music Program: In Honor of Dr. Seuss (5:30-6:00)

**APRIL** (Autism Awareness Month)

- 4/1/20: College Shirt Day
- 4/7/20-4/9/20: STAAR Testing
- 4/7/20 (Tuesday): 4<sup>th</sup> Writing STAAR  
5<sup>th</sup> Math STAAR
- 4/8/20 (Wednesday): 5<sup>th</sup> Reading STAAR
- 4/16/20: Good Friday **No School**
- 4/24/20: Bad Weather Day/Possible No School

**MAY**

- 5/7/20: Science Fair (5:30-6:30)
- 5/12/20 (Tuesday): 3<sup>rd</sup> & 4<sup>th</sup> Math STAAR  
5<sup>th</sup> Math STAAR RETEST
- 5/13/20 (Wednesday): 3<sup>rd</sup> & 4<sup>th</sup> Reading STAAR  
5<sup>th</sup> Reading STAAR RETEST
- 5/14/20 (Thursday): 5<sup>th</sup> Science STAAR
- 5/18/20-5/21/20: Book Fair (Times TBD)
- 5/18/20: Field Day K-1 (8:30-11:00)
- 5/19/20: Field Day 2-3 (8:30-11:00)
- 5/20/20: Field Day 4-5 (8:30-11:00)
- 5/20/20: All Class Parties (TBD)
- 5/21/20: 2<sup>nd</sup> Semester Awards  
 K: 8:15 - 8:45; 1<sup>st</sup>: 8:45 - 9:10; 2<sup>nd</sup>: 9:15-9:40  
 3<sup>rd</sup>: 1:00-1:25; 4<sup>th</sup>: 1:30 - 1:55; 5<sup>th</sup>: 2:00-2:25
- 5/21/20: Last Day of School
- 5/25/20: Memorial Day

educate connect inspire succeed dream

Relationship building is an important aspect of school for the Ross staff. Students are greeted each morning as they arrive at school by an adult. Teachers have buddy teachers to help with relationship building among staff. Teambuilding activities are held monthly for staff and students in each class. Ross values learning and reading for students as well as adults. We believe that all students are important and can learn. We believe that kindness and respect should permeate each interaction.

### **Parent and Community Engagement Strengths**

3/4 of our school came to Meet the Teacher Night. Our Parent Engagement Committee is going to plan ways that Ross can engage parents in the learning process along with their children. Bethany Church and other community members have volunteered to come to help Ross and read to/tutor. Parents attend events that include their children. Our goal is to increase instructional support for parents so they can better help their child at home.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Lack of Parental Engagement **Root Cause:** Family nights were not coordinated so that parents learned skills to help their child at home.

# School Context and Organization

## School Context and Organization Summary

Ross Elementary currently has a Leadership Team and committees for Attendance, CHAMPS, AVID, Leadership, RTI, Parent and Community Engagement, and Sunshine. Teachers work in grade-level teams. Teachers will meet with the administration on Tuesdays for PLC's. The assistant principal, Miss Galindo, will focus on ensuring K-2 is supported in getting our students reading on grade level and above, and the math skill level needed to apply foundational skills in two to three-step problems in third grade. The principal, Mrs. Hendricks, will help 3-5 focus on beginning with the end in mind when planning and using data to plan re-teach. K-2 will work with Miss Galindo, the assistant principal, to plan and analyze data in order to determine groups for guided reading and to build a strong Tier 1 instructional plan so all K-2 are reading on grade level by the end of their grade. Students and teachers will use an MY GROWTH chart to track their learning and determine where they need intervention. We will have a school-wide intervention block from 2:30 - 3:15 every day. Grade level teams, vertical team, etc. will be pulled for their own re-teach professional development during the 2:30-3:15 block. Their class will go to Music, PE, or Library.

Ross currently uses the following programs:

- Guided Reading
- Guided Math
- TEKS resource system
- Lead 4 Ward
- Best Practices
- Kagan structures
- Dyna Notes for Science
- IStation
- STRIDE
- CHAMPS
- AR
- Leadership Team

## School Context and Organization Strengths

Ross grade levels and teams were empowered and unified when they created their class schedules together, their Meet the Teacher presentation, and created the school-wide events calendar as a staff. The message is consistent and clear that Together We're Better! A beginning of the year, a short survey through Survey Monkey showed that most staff who took the survey are very confident leadership is here to support them.

## **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Lack of experience with TEKS and SEs **Root Cause:** New teachers that are learning along with their students

# Technology

## Technology Summary

Ross Elementary utilizes the available technology to enhance testing and classroom instruction. Availability of laptops, iPads and mini iPads can be utilized for student use on every grade level. These teams use iPads as a station, in groups, and as a tool for formative assessments. Our technology specialist will provide technology training to staff during our 2:15-3:00 time. Some examples of this training will include: FlipGrid, Google Classroom, Discovery Education, etc.

## Technology Strengths

Ross Elementary houses a computer lab, a mobile computer lab (with laptop computers and iPads,) and each classroom has four desktop computers for student use, a Smartboard, a document camera and a projector. Teachers utilize technology to enhance instruction. ECISD technology staff visit Ross many times throughout the year to provide professional development. 365 Video on the Ross channel provides teachers with another avenue to include technology in classroom instruction. The goal is for the Ross webpage, as well as teacher webpages, is to be a forum for news, events, and include a variety of sites to increase parent awareness of academics for students at home. Students are able to access iStation for home use. Our cafeteria is wired with technology to better utilize that area.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teachers are reluctant to utilize technology for deeper learning **Root Cause:** Training



# Priority Problem Statements

**Problem Statement 1:** 449 discipline referrals were written last year.

**Root Cause 1:** Lack of school-wide structure, processes and routines.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** According to staff, Writing is not occurring daily in all grade levels and throughout all content areas.

**Root Cause 2:** Time and emphasis has not been placed on writing by administration or teachers.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** According to staff, Reteach and Tutoring is not occurring school-wide.

**Root Cause 3:** PLC's are not focused on student need and there is not an expectation or accountability for intervention time. Teachers and students are not held accountable.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Lack of using data to individually conference with students to set goals and monitor success.

**Root Cause 4:** Students are not intrinsically motivated to monitor their own growth

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Communication is lacking with teachers and parents.

**Root Cause 5:** Last minute information given and school-wide unity for parent engagement did not occur.

**Problem Statement 5 Areas:** School Culture and Climate

**Problem Statement 6:** High expectations were not communicated often with students and teachers

**Root Cause 6:** There is a misconception that we need to teach to the level of the student instead having a strong Tier 1.

**Problem Statement 6 Areas:** School Culture and Climate

**Problem Statement 7:** According to staff, structure and consistency was lacking.

**Root Cause 7:** Last minute changes to schedules and information given last minute was a problem.

**Problem Statement 7 Areas:** School Culture and Climate

**Problem Statement 8:** At Ross, in 3rd - 5th grades, students performed lowest in Understanding Analysis of Informational Texts Reporting Category

**Root Cause 8:** More intervention was needed school-wide to re-teach skills.

**Problem Statement 8 Areas:** Student Achievement

**Problem Statement 9:** There are 6 long term subs and some have not had experience in the classroom teaching.

**Root Cause 9:** Lack of certified teachers in the district.

**Problem Statement 9 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 10:** Ross Math growth has a 19 point gap overall from the 71 target and none of the subpops met their Closing the Gaps target

**Root Cause 10:** Not ALL students are monitored and given an instructional plan for growth

**Problem Statement 10 Areas:** Student Achievement

**Problem Statement 11:** Teachers used resources that did not align with the grade level rigor expected.

**Root Cause 11:** Resources were not monitored.

**Problem Statement 11 Areas:** Student Achievement



**Problem Statement 12:** Teachers were not taught the level of rigor in order for students to be successful on grade level material

**Root Cause 12:** Lack of training from instructional and administrative leadership

**Problem Statement 12 Areas:** Student Achievement

**Problem Statement 13:** Lack of Parental Engagement

**Root Cause 13:** Family nights were not coordinated so that parents learned skills to help their child at home.

**Problem Statement 13 Areas:** Parent and Community Engagement

**Problem Statement 14:** Teachers are reluctant to utilize technology for deeper learning

**Root Cause 14:** Training

**Problem Statement 14 Areas:** Technology

**Problem Statement 15:** Consistent resources were not used and there were not vertical strategies and vocabulary school-wide.

**Root Cause 15:** Lack of communication and opportunities for on-going training of curriculum and resources.

**Problem Statement 15 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 16:** There is a lack of daily formative assessment to monitor and adjust instruction

**Root Cause 16:** Training and accountability

**Problem Statement 16 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 17:** There are many new teachers who are relying on the school to coach and teach them to plan.

**Root Cause 17:** Teachers weren't required to follow the scope and sequence last year and many new teachers have never had experience planning or student teaching in a classroom.

**Problem Statement 17 Areas:** Student Achievement



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Homeless data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## Employee Data

- Staff surveys and/or other feedback

- Campus department and/or faculty meeting discussions and data

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Other additional data

# Goals

**Goal 1: Ross Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.**

**Performance Objective 1:** At Ross Elementary, all students K-5 will show growth of +10 on all tested subject areas using assessments as a baseline data, impacting Domain 2a and Domain 3.

- Evaluation Data Source(s) 1:**
1. State Accountability 2019
  2. Unit Test Data in Eduphoria
  3. Lesson Plans (Assessments being used as a formative tool and HMH Scope and Sequence followed with fidelity)
  4. Benchmark Data in Eduphoria
  5. Istation data
  6. Intervention Assessments using TEKS Resource Bank of Questions
  
  7. STAAR 2020

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>Comprehensive Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools</p> <p>1) Students will set goals with teachers and use a My Growth chart to track their data. All students goals will be a + 10 from their baseline data (K-2: Istation and Imagine Math, 3rd: Istation, Imagine Math, and Interim Assessment beginning in October; 4th-5th: Student released STAAR from last year)</p>	2.4, 2.6	Teachers, Students, Administration	Every student at Ross shows a +10 growth from their baseline data on each monthly or unit assessment.				
<p><b>TEA Priorities</b>            Recruit, support, retain teachers and principals            Build a foundation of reading and math            Improve low-performing schools</p> <p>2) PLC's will focus on the 4 critical questions:            1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?</p> <p>PLC's will Begin with the End in Mind by looking at the data (question #2) and then work backwards to question #3 and re-teach to either the whole class or small groups.</p> <p>The Instructional Specialist will meet with individual teachers or in PLC's to help look at data and create an intervention plan.</p> <p>When students have got it, teachers will plan for extensions during re-teach time.</p>	2.4, 2.5, 2.6	Leadership, Teachers, Instructional Specialist	The teachers re-teach plan is being followed during school-wide intervention time.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>3) Walk-throughs will be conducted during instructional and intervention times to determine classroom and campus needs.</p> <p>Each week, staff will be told the instructional focus that we will look for during walk-throughs.</p>	2.5	Administration	<p>Teacher are utilizing district lesson plans, the scope and sequence, and re-teaching as determined through data analysis.</p> <p>To ensure teachers are monitoring and adjusting as they use quick checks and formative assessments.</p> <p>Walk-throughs will determine areas of grows and glows for teachers so they receive immediate feedback on the weekly instructional focus.</p>				
<p><b>TEA Priorities</b>            Improve low-performing schools            Build a foundation of reading and math</p> <p>4) All inclusion/mainstream, ELL, dyslexia students data will be tracked on a spreadsheet by administration and discussed during ARDS and LPAC.</p> <p>Teachers will be prepared for ARDS by filling out a template ahead of time regarding the academic skills and data.</p>	2.4, 2.5, 2.6	Teachers, Administration	Preparation in order to give the best input on each child and be prepared to discuss that particular child's growth and why they are or aren't growing in the targeted areas.				
<p><b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools</p> <p>5) 2nd-5th teachers will use Mentoring Minds, Think Up! for their re-teach resource during their 2:30-3:15 intervention block.</p> <p>The Instructional Specialist will model needed strategies in a teacher's intervention plan.</p> <p>Teachers will use the TEKS resource question bank as quick checks and formative assessments to determine if students learned the re-teach TEK.</p>	2.4, 2.5, 2.6	Administration, Teachers	Modeling, Mentoring Minds use during intervention and re-assessment.				
<p><b>Problem Statements:</b> Student Achievement 2, 6, 7  <b>Funding Sources:</b> Title One School-wide - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>6) Teachers will use the digital version of Lonestar Math to spiral TEKS for every student on a daily basis.</p>	2.4, 2.5, 2.6	Teachers, administration	Lesson plans and walk-throughs will indicate the use of Lonestar Math.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>7) Teachers who volunteer will tutor before and after school using formative assessment data, unit assessment data, and interim assessment data.</p>	2.4, 2.5, 2.6	Teachers, administration	These students will show a +10 growth on their interim assessments in the area they were tutored in.				
<p><b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> Title One School-wide - 0.00</p>							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>8) Teachers will use Flocabulary to streamline vocabulary campus-wide as well as have engaging hooks for their lessons.</p>	2.4, 2.5, 2.6	Teachers, Administration	Lesson plans, walk-throughs will show the use of Flocabulary and vertical alignment.				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Title One School-wide - 0.00</p>							
<p><b>TEA Priorities</b> Improve low-performing schools Build a foundation of reading and math</p> <p>9) RTI meetings will be conducted once a month with teachers on Fridays during RBT.</p>	2.4, 2.5, 2.6	Administration, counselor	Teachers are monitoring student growth and determining why a student isn't meeting standard.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>10) K-5 will use Flocabulary in all content areas as hooks, re-teach and to streamline vocabulary at Ross.</p>	2.4, 2.5, 2.6	Administration and teachers	Lesson plans and walk-throughs will reflect the use of Flocabulary				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 11) The Instructional Coach will plan and model for new and struggling teachers in the areas of CHAMPS, procedures, routines, and processes, as well as Tier 1 and small group instruction.	2.4	Administration	Rigorous Tier 1 instruction.				

100% = Accomplished  
 ➔ = Continue/Modify  
 0% = No Progress  
 ✗ = Discontinue

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 2:</b> According to staff, Reteach and Tutoring is not occurring school-wide. <b>Root Cause 2:</b> PLC's are not focused on student need and there is not an expectation or accountability for intervention time. Teachers and students are not held accountable.
<b>Problem Statement 6:</b> Ross Math growth has a 19 point gap overall from the 71 target and none of the subpops met their Closing the Gaps target <b>Root Cause 6:</b> Not ALL students are monitored and given an instructional plan for growth
<b>Problem Statement 7:</b> Teachers used resources that did not align with the grade level rigor expected. <b>Root Cause 7:</b> Resources were not monitored.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> Consistent resources were not used and there were not vertical strategies and vocabulary school-wide. <b>Root Cause 1:</b> Lack of communication and opportunities for on-going training of curriculum and resources.

**Goal 1:** Ross Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

**Performance Objective 2:** At Ross Elementary, students achieving the Meets Standard on the state assessments in Reading and Writing will increase by May 2020.

3rd Grade Reading from 14% to 36%

4th Grade Reading from 17% to 36%

5th Grade Reading from 28% to 40% on April Administration

4th Grade Writing from 4% to 36%.

**Evaluation Data Source(s) 2:** State Accountability 2020





**Summative Evaluation 2:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Improve low-performing schools                      1) Students in 2-5 will use a My Growth chart to track Unit Assessments. 4th and 5th will use last years STAAR data to add +10 as their goal for all unit tests. 2nd and 3rd grade goal will be the Meets Standard % for 3rd grade STAAR.</p>	2.4	Principal, Assistant Principal, Students and Teachers	For students to meet their goal set at the beginning of the year with their teacher.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools            2) PLC's will focus on teaching teachers how to drive their intervention groups using Data (formative assessments, Istation, unit tests, and Benchmarks) to determine re-teach and small group interventions during our school-wide intervention block from 2:30-3:15.</p>	2.4, 2.6	Principal, Assistant Principal, Teacher	Teachers will use daily, unit, and data to pull intervention groups daily or reteach to the whole group if needed.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Improve low-performing schools            3) A data wall will be created to determine 4th and 5th students who either did not meet, met approaches, met meets, or mastered their STAAR from the previous year. Teachers will utilize this information as a broad picture of students we have who have met the "Meets" domain in Reading.</p>	2.4, 2.5, 2.6	Instructional Specialist, Reading Coach, Teachers, Principals, and Assistant Principals	Students will "level up" from approaches to "meets" on the STAAR released given in April.				
<p>4) Teachers will receive Debbie Diller's easy to use TEKS Reading Flip Chart to help with the new Reading TEKS. Teachers will use this flip chart in PLC's and during planning time.</p>							
<p><b>TEA Priorities</b>            Recruit, support, retain teachers and principals            Build a foundation of reading and math            Improve low-performing schools            5) Alongside administration and/or teachers, the Reading Coach will help determine which students she will pull in 4th and 5th grade to grow students as well as a focused intervention plan.</p>	2.6	Reading Coach, teachers, administration	students will be re-taught and show a +10 growth in the area of need.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) Teachers will keep a binder for Guided Reading (K-2) and bring running records to PLC's to discuss individual students.	2.4, 2.6						
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 7) Students will fill out a My Growth chart for all unit assessments to determine their +10 goal.	2.4, 2.5, 2.6	Teachers, students and Administration	Student ownership of their goals.				
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 8) The Reading Coach will pull students for intervention.	2.6	Administration	Increased Tier 1 growth on Istation.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue


**Goal 1:** Ross Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.





**Performance Objective 3:** Ross student attendance rate will increase from 94.6% to 95.7% by May 2020 (State average was 95.7% in 2017).

**Evaluation Data Source(s) 3:** Ross attendance reports

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Students will have ownership of their own learning by tracking their data on My Growth charts.	2.5	Teachers, Administration	An increase in individual student attendance due to being empowered in their own learning process.				
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Teachers will plan engaging lessons using the new district lesson format. Tier one instruction will be rigorous for all students. Scaffolds will be put in place to help struggling students meet the expected grade level TEK.	2.4, 2.5, 2.6	Administration, Teachers	Students are engaged in their learning. Walk-throughs will show student centered learning activities and scaffolds in place for students who need it.				



 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue


**Goal 1:** Ross Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

**Performance Objective 4:** At Ross Elementary, students will increase from 12% Meets to 36% on Science STAAR in May of 2020.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Improve low-performing schools 1) Flocabulary will be used to engage students in the learning of academic vocabulary.	2.4, 2.5, 2.6	Administration, Teacher	Students will understand and apply academic vocabulary in questions, answer choices, and text.				
	<b>Problem Statements:</b> Student Achievement 7 <b>Funding Sources:</b> Title One School-wide - 2250.00						
<b>TEA Priorities</b> Improve low-performing schools 2) The science teacher will conduct after school tutoring based on the data of formative assessments.	2.4, 2.5, 2.6	Teacher, Principal	Students will be re-taught and be able to apply science concepts taught during whole group instruction.				
	<b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> Title One School-wide - 0.00						
							

**Performance Objective 4 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 7:</b> Teachers used resources that did not align with the grade level rigor expected. <b>Root Cause 7:</b> Resources were not monitored.
<b>Problem Statement 2:</b> According to staff, Reteach and Tutoring is not occurring school-wide. <b>Root Cause 2:</b> PLC's are not focused on student need and there is not an expectation or accountability for intervention time. Teachers and students are not held accountable.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 2:</b> There is a lack of daily formative assessment to monitor and adjust instruction <b>Root Cause 2:</b> Training and accountability



**Goal 1:** Ross Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

**Performance Objective 5:** At Ross Elementary, students will be tracked to show growth to meet the ELAR Growth Status in Domain 3. We will go from a score of 64 to the target score of 66.

**Evaluation Data Source(s) 5:** State Accountability 2019, 2020





**Summative Evaluation 5:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools            1) PLC's will focus on teaching teachers how to drive their intervention groups using Data (formative assessments, Istation, unit tests, and Benchmarks) to determine re-teach and small group interventions during our school-wide intervention block from 2:30-3:15.</p>	2.4, 2.6	Principal, Assistant Principal, Teacher	Teachers will use daily, unit, and data to pull intervention groups daily or reteach to the whole group if needed.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Improve low-performing schools            Build a foundation of reading and math            2) A Kid Writing data wall will be exhibited in the data/PLC room.</p>	2.4	Teachers, Instructional Specialist, Assistant Principal, Principal					



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 3) A data wall will be created to determine 4th and 5th students who either did not meet, met approaches, met meets, or mastered their STAAR from the previous year. Teachers will utilize this information as a broad picture of students we have who have met the "Meets" domain in Reading.	2.4, 2.5, 2.6	Instructional Specialist, Reading Coach, Teachers, Principals, and Assistant Principals	Students will "level up" from approaches to "meets" on the STAAR released given in April.				
4) Teachers will receive Debbie Diller's easy to use TEKS Reading Flip Chart to help with the new Reading TEKS. Teachers will use this flip chart in PLC's and during planning time.	2.4, 2.5	Administrators	Improved quality of lesson plans.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

## Goal 2: Ross Elementary will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

**Performance Objective 1:** Ross will retain the current certified staff and build capacity by encouraging Long Term Subs to complete their degrees.

**Evaluation Data Source(s) 1:** Long Term Subs becoming certified teachers at Ross.

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Teachers will obtain on-going training in new curriculum and receive support in resources that will help them plan and succeed in the planning process.	2.5						
<b>Problem Statements:</b> School Culture and Climate 3 <b>Funding Sources:</b> Title One School-wide - 479.36							
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Teachers will be supported with new curriculum by being provided with resources that will help make the planning process easier.	2.5	During PLC's, teacher will use their ELAR TEKS Flipcharts to help understand the TEK and plan rigorous lessons.	Increase in % of students reading on grade level (meets) on STAAR 2020.				
<b>Funding Sources:</b> Title One School-wide - 0.00							

### Performance Objective 1 Problem Statements:

School Culture and Climate
<b>Problem Statement 3:</b> According to staff, structure and consistency was lacking. <b>Root Cause 3:</b> Last minute changes to schedules and information given last minute was a problem.





**Goal 2:** Ross Elementary will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

**Performance Objective 2:** Ross Leadership will conduct staff surveys throughout the year to ensure and get input regarding support and unity.

**Evaluation Data Source(s) 2:** Survey Monkey

**Summative Evaluation 2:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Survey Monkey will be sent out several times this year for feedback and suggestions.		Principal	For staff to feel very confident in the areas of unity, support, and high expectations.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 2:** Ross Elementary will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.


**Performance Objective 3:** Ross leadership will conduct walk-throughs weekly in order to determine support for teachers and students.


**Evaluation Data Source(s) 3:** Walk-throughs

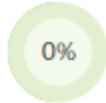
**Summative Evaluation 3:**


**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) The principal and assistant principal will conduct walk-throughs together the first semester to portray unity and determine campus needs for professional development and PLC's.	2.5	Administration	Communication between assistant principal and principal is clear, focused and aligned.				

 = Accomplished

 = Continue/Modify

 = No Progress





 = Discontinue

**Goal 2:** Ross Elementary will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

**Performance Objective 4:** Ross will improve communication across the campus.

**Evaluation Data Source(s) 4:** Newsletters

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Leadership will provide weekly newsletters for upcoming events. This will be new to the campus communication plan.	3.1	Administrators	Increase communication to Ross families.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





**Goal 2:** Ross Elementary will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

**Performance Objective 5:** Ross administrative leadership, Reading Coach, and Instructional Specialist will meet weekly to determine support and coaching needs.

**Evaluation Data Source(s) 5:** Weekly Administration Agenda Notes

**Summative Evaluation 5:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Improve low-performing schools Recruit, support, retain teachers and principals 1) At weekly Leadership meetings, we will discuss data (walk-throughs, PLC's for the next week, and instructional needs for the campus, as well as what is needed to support the instructional needs of the teachers.		Principal	Consistent communication regarding the instructional needs of teachers. This will allow us to tweak and provide coaching to teachers who need immediate interventions.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

### Goal 3: Ross Elementary will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

**Performance Objective 1:** Ross will improve communication from 0% to an 50% as measured by parents through a Paranorma survey created by CIT in 2020

**Evaluation Data Source(s) 1:** Paranorma Survey

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) Leadership will frequently communicate to all staff that professionalism, friendliness, communication, and business-oriented, is paramount.  The Parent Engagement Committee will work together to come up with a 3- 5 year plan to increase customer satisfaction from parents.</p>	3.2	Principal and Committee	5 Year Plan by the end of the 19-20 school year.				
<p>2) We will employ several methods of communication in order to provide multiple opportunities for dissemination of information including social media, parent call-outs, use of school marquis and paper newsletters.</p>		Principal and Assistant principal will check and approve of ll messages and notes sent.	With continuous communication we hope to have an increase in parent involvement and participation.				
<p><b>TEA Priorities</b> Improve low-performing schools 3) Create a 5 year Parent Engagement plan, send yearly calendar of events, and create family engagement nights that will include parents in the learning process</p>	3.1	CIT, Administration	50% of Ross parents will be satisfied with our communication.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May



**Goal 3:** Ross Elementary will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

**Performance Objective 2:** Streamline the flow of communication so that parents are efficiently directed to the proper staff member in order to have their questions answered in a timely manner.

**Evaluation Data Source(s) 2:** Office Handbook  
# of Parent Complaints regarding lack of communication

**Summative Evaluation 2:**

**High Priority**

**Goal 3:** Ross Elementary will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

**Performance Objective 3:** Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of Ross students, faculty, staff, and their families.

**Evaluation Data Source(s) 3:** Events that Community Members plan and attend at Ross

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Improve low-performing schools Build a foundation of reading and math 1) Partnering with Bethany Christian Church and Frost Bank, our Kinder and 1st grade students will get read to each month as part of the Bookworms Literacy Program.		Assistant Principal	Students will increase their love for learning and see the community as a part of the education process.				


## Goal 4: Ross Elementary will provide and promote a safe climate that is conducive to learning.

**Performance Objective 1:** Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

**Evaluation Data Source(s) 1:** Decreased discipline referrals

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Improve low-performing schools 1) All teachers and staff were given a full day training on CHAMPS/PBIS. The 3 goals for the 19-20 school year are as follows: Entry and Exit to classrooms and other areas, Hallway expectations and Cafeteria procedures.	2.5	Administration, teachers	All students and staff will have consistent procedures in the hallways, during transition, and cafeteria procedures.				
2) All staff will be trained in the districts safety protocol, SRP. Drills will be conducted monthly.		Administration	Teacher understanding of safety protocols. Drills will tell administration what we need to tweak and re-teach to staff.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 3) Walk-throughs will be conducted on classroom procedures and routines throughout the year. The Instructional Specialist will model transitions, classrooms procedures as needed.		Administration, teachers	All classrooms run efficiently and have consistent use of routines and procedures.				
							





## Goal 5: Ross Elementary will utilize financial resources in a responsible and data-driven manner to support student learning.

**Performance Objective 1:** Staff and CIT, along with the leadership team, will analyze data to determine the needs of the campus.

**Evaluation Data Source(s) 1:** 2019 STAAR data  
On-going 2019-2020 data

**Summative Evaluation 1:**

**High Priority**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Monthly meetings will be held with C.I.T. to review data starting in October after the initial interim assessment to determine if tutoring and resources used during school-wide intervention is working.	2.4, 2.5, 2.6	Leadership Team	An increase in data due to resources being used during tutoring and intervention time.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 6: Ross Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.**

**Performance Objective 1:** 100% of campus improvement plans will be aligned to the district improvement plan by August 2019.

**Evaluation Data Source(s) 1:** 2019-2020 Campus improvement Plans

**Summative Evaluation 1:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Improve low-performing schools 1) The Principal and Assistant Principal, along with staff will create a CIP that is aligned with the goals of the district.		Principal, Assistant Principal	Alignment of Goals and approval from DCIS				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 6:** Ross Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

**Performance Objective 2:** Increase student computer (wireless device) ratio to a minimum of one computer per four students. Moving towards a long term goal of one computer per student by 2024 pending approval.

**Evaluation Data Source(s) 2:** Campus inventory and student enrollment.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>TEA Priorities</b>            Improve low-performing schools            Build a foundation of reading and math            1) Campus technology (IPADs and Think Pads) will be dispersed accordingly:</p> <p>1 per student in 5th grade;            1 per 2 students in 4th grade; 1 per 4 students in 1st - 3rd grades; Kinder will begin computer training in the computer lab before transitioning to I pads in the classroom.</p> <p>Teachers will be provided technology training such as Flip Grid so that students can watch a 2 minute video on how to work problems.</p>	2.4, 2.5, 2.6	Teachers, Principal	Increase practice of classroom work with 100% accuracy.				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 2 Problem Statements:**





Curriculum, Instruction, and Assessment
<p><b>Problem Statement 1:</b> Consistent resources were not used and there were not vertical strategies and vocabulary school-wide. <b>Root Cause 1:</b> Lack of communication and opportunities for on-going training of curriculum and resources.</p>

**Goal 6:** Ross Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

**Performance Objective 3:** Administration will use Parent Link and parent e-mail as a way to communicate.

**Evaluation Data Source(s) 3:** Parent Involvement from Parent Link and e-mails

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Improve low-performing schools 1) Texting parents and using phone calls regarding upcoming events and dates will be used to increase parent awareness of events.	3.2	Principal	Increase in parent participation in school activities.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


**Goal 6:** Ross Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

**Performance Objective 4:** Teachers will use e-mail and a group message system to parents (ex. Group Me, Dojo) for communication.


**Evaluation Data Source(s) 4:** Parent Survey on Communication

**Summative Evaluation 4:**

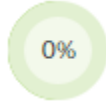
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>TEA Priorities</b> Improve low-performing schools 1) Teachers will use a classroom system of communication with parents in order to provide them with positive information about their child's day.		Teachers	Increase in parent awareness of how their child is doing in class on a daily basis.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Students will set goals with teachers and use a My Growth chart to track their data. All students goals will be a + 10 from their baseline data (K-2: Istation and Imagine Math, 3rd: Istation, Imagine Math, and Interim Assessment beginning in October; 4th-5th: Student released STAAR from last year)
1	2	1	Students in 2-5 will use a My Growth chart to track Unit Assessments. 4th and 5th will use last years STAAR data to add +10 as their goal for all unit tests. 2nd and 3rd grade goal will be the Meets Standard % for 3rd grade STAAR.
1	2	2	PLC's will focus on teaching teachers how to drive their intervention groups using Data (formative assessments, Istation, unit tests, and Benchmarks) to determine re-teach and small group interventions during our school-wide intervention block from 2:30-3:15.
1	2	3	A data wall will be created to determine 4th and 5th students who either did not meet, met approaches, met meets, or mastered their STAAR from the previous year. Teachers will utilize this information as a broad picture of students we have who have met the "Meets" domain in Reading.
1	5	1	PLC's will focus on teaching teachers how to drive their intervention groups using Data (formative assessments, Istation, unit tests, and Benchmarks) to determine re-teach and small group interventions during our school-wide intervention block from 2:30-3:15.
1	5	2	A Kid Writing data wall will be exhibited in the data/PLC room.
1	5	3	A data wall will be created to determine 4th and 5th students who either did not meet, met approaches, met meets, or mastered their STAAR from the previous year. Teachers will utilize this information as a broad picture of students we have who have met the "Meets" domain in Reading.



# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Ross will focus Title I funds for the following activities:

Parent Involvement Activities

Supplemental Instruction Materials and technology support that support reading, math and science literacy

Job Embedded Staff Development through Lead 4 Ward

Staff Development Activities to foster quality instruction and student engagement

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Ross CIP was developed by the following members of the leadership team:

Rebecca Phillips, Principal

Yvette Ramirez, Media Specialist

Susan Garcia, Counselor

Maddison Jones, Teacher, First Grade

Rhonda Beaman, Teacher, Second Grade

Stacy Booe, Teacher, Third Grade

Amy Tijerina, Teacher, Fifth Grade

Billie Gamboa, Secretary

Greg Morris, Community Member

## **2.2: Regular monitoring and revision**

Ross will continue to monitor the plan, adjust and revise as needed.

## **2.3: Available to parents and community in an understandable format and language**

Ross will present the plan to families and community members by offering several times throughout the day and evening.

## **2.4: Opportunities for all children to meet State standards**

Ross students will have ample opportunities to learn in engaging classrooms with qualified instructors.

## **2.5: Increased learning time and well-rounded education**

Ross will ensure that the schedule is structured to maximize student learning time.

## **2.6: Address needs of all students, particularly at-risk**

Ross will host Family Curriculum Activities at least once each semester. Teachers will monitor student learning through Istation, Reflex math, AR, STRIDE, unit assessments for grades 2-5, on-line interim STAAR like assessments for grades 3-5 and other applicable means.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Ross families will receive information about our policies in a timely fashion.

### **3.2: Offer flexible number of parent involvement meetings**

Ross families will have several opportunities to engage with their students and our teaching staff to foster learning at home and other non-school environments.

# 2019-2020 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Rebecca Phillips	
Media Specialist	Yvette Ramirez	Media Specialist
Classroom Teacher	Maddison Jones	First Grade
Classroom Teacher	Rhonda Beaman	Second Grade
Classroom Teacher	Stacy Booe	Third Grade
Classroom Teacher	Amy Tijerina	Fifth Grade
counselor	Susan Garcia	Counselor

# Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	ELAR Mentoring Minds Think Up!		\$0.00
1	1	5	Math Mentoring Minds Think Up!		\$0.00
1	1	7	Before and After School Tutoring		\$0.00
1	1	8	Flocabulary for Campus		\$0.00
1	4	1	Flocabulary		\$2,250.00
1	4	2	After School Tutors		\$0.00
2	1	1	Debbie Diller ELAR TEKS Flip Chart K-5		\$479.36
2	1	2	Debbie Diller ELAR TEKS Flip Chart K-5	479.36	\$0.00
<b>Sub-Total</b>					\$2,729.36
<b>Grand Total</b>					\$2,729.36

# Addendums



# ROSS ELEMENTARY SCHOOL

Teacher Survey  
Spring 2019



Report created by  
Panorama Education

## Summary

Topic Description	Results	Comparison
<b>Feedback and Coaching</b> Perceptions of the amount and quality of feedback faculty and staff receive.	<b>71%</b> ▼ 5 since last survey	<b>57%</b> ELEMENTARY
<b>Professional Learning</b> Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.	<b>69%</b>	<b>59%</b> ELEMENTARY
<b>Resources</b> Perceptions of the adequacy of the school's resources.	<b>39%</b>	<b>37%</b> ELEMENTARY
<b>School Climate</b> Perceptions of the overall social and learning climate of the school.	<b>59%</b>	<b>64%</b> ELEMENTARY
<b>School Leadership</b> Perceptions of the school leadership's effectiveness.	<b>63%</b>	<b>72%</b> ELEMENTARY
<b>Staff-Family Relationships</b> Perceptions of faculty and staff relationships with the families at their school.	<b>75%</b> ▲ 7 since last survey	<b>59%</b> ELEMENTARY
<b>Staff-Leadership Relationships</b> Perceptions of faculty and staff relationships with school leaders.	<b>75%</b> ▼ 5 since last survey	<b>80%</b> ELEMENTARY

7 responses



# After school program

How did people respond? \_\_\_\_\_

**Q.1: If you have school aged children who will be in PreK-8th grade in 2019-2020, and are interested in after-school care programs, please select the school they will attend. Select all that apply. \*\*Please note campuses listed below do not currently offer after-school care programs.**

Carver	0%	0
Lamar	0%	0
Alamo	0%	0
Blackshear	0%	0
Blanton	0%	0
Buddy West	0%	0
Cavazos	0%	0
Dowling	0%	0
Edward K. Downing	0%	0
Gale Pond Alamo	0%	0
Goliad	0%	0
Hays	0%	0
Ireland	0%	0
Lyndon B. Johnson	0%	0
Milam	0%	0
Murry Fly	0%	0
Reagan	50%	1
Sam Houston	0%	0
San Jacinto	0%	0
Travis	0%	0
Zavala	0%	0
*Bonham	50%	1
*Bowie	0%	0
*Crockett	0%	0
*Nimitz	0%	0
*Wilson and Young	0%	0

**Q.2: What would be the ideal time for an after school program to end?**

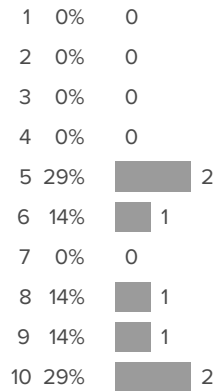
5:00 p.m.	0%	0
5:15 p.m.	0%	0
5:30 p.m.	100%	3

# Customer Service

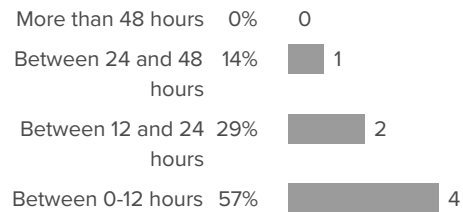
## How did people respond?

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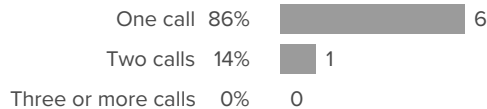
**Q.1: Rate your overall satisfaction with the customer service experience in ECISD. (1=Not Satisfied, 10=Completely Satisfied)**



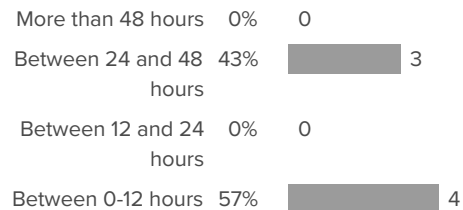
**Q.2: How long does it take (on average) for your emails to be answered?**



**Q.3: How many phone calls do you have to make to get an answer to your question?**

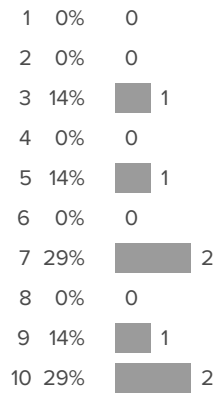


**Q.4: How long does it take (on average) for your phone calls to be returned?**

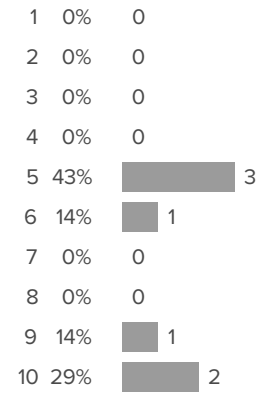




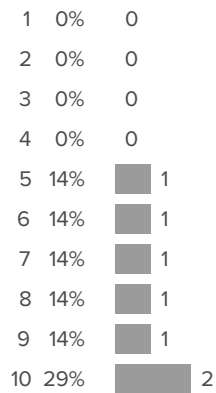
**Q.5: Rate your overall satisfaction with staff availability. (1=Not at all satisfied, 10=Completely Satisfied)**



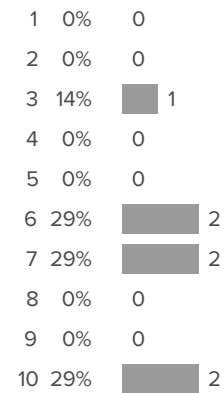
**Q.6: On a scale of 1-10, rate your overall trust in ECISD (1=Not at all satisfied, 10=Completely Satisfied)**



**Q.7: Rate your overall satisfaction with our communication. (1=Not at all satisfied, 10=Completely Satisfied)**



**Q.8: Rate your overall satisfaction with the friendliness of our staff. (1=Not at all satisfied, 10=Completely Satisfied)**



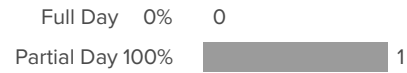
# Employee daycare

How did people respond? \_\_\_\_\_

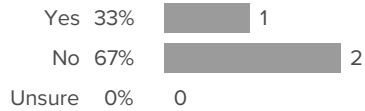
**Q.1: Will you have a child in day care during the 2019-2020 school year?**



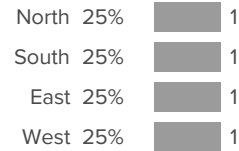
**Q.2: Does your child currently attend day care for a full day or partial day?**



**Q.3: If more in-district daycare options were available, would you be interested in enrolling your child for the 2019-2020 school year?**



**Q.4: What part of town would be most convenient for your daycare needs?**



# Feedback and Coaching

Your average

**71%**

7 responses

Change

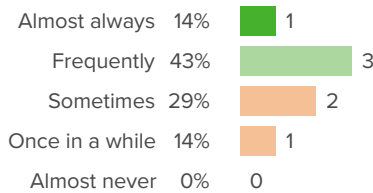
▼ **5**

since last survey

School Type average: **57%** ELEMENTARY

## How did people respond?

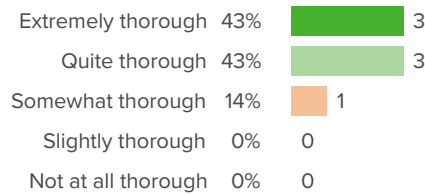
### Q.1: How often do you receive feedback on your teaching?



▼ **32** from last survey

Favorable: **57%**

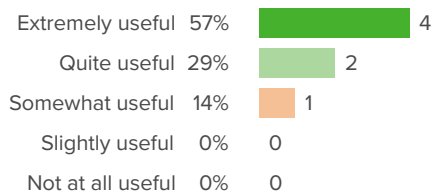
### Q.2: At your school, how thorough is the feedback you receive in covering all aspects of your role as a teacher?



▲ **8** from last survey

Favorable: **86%**

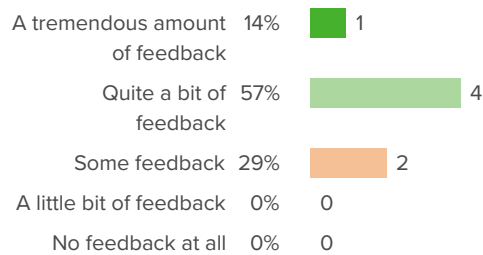
### Q.3: How useful do you find the feedback you receive on your teaching?



▲ **19** from last survey

Favorable: **86%**

### Q.4: How much feedback do you receive on your teaching?

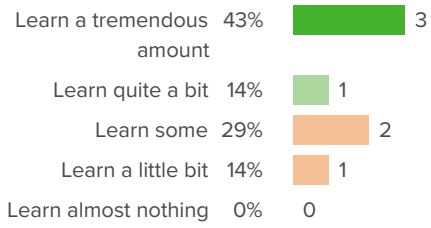


▼ **7** from last survey

Favorable: **71%**



**Q.5: How much do you learn from the teacher evaluation processes at your school?**



▼ **10** from last survey

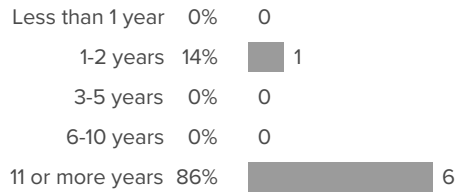
Favorable: **57%**



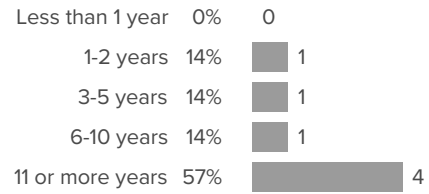
# Future Plans

How did people respond? \_\_\_\_\_

**Q.1: For how many years do you want to stay in the teaching profession?**



**Q.2: For how many years do you plan to continue teaching in this district?**



# Professional Learning

Your average

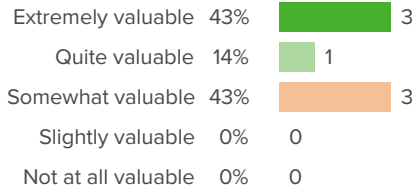
**69%**

7 responses

School Type average: **59%** ELEMENTARY

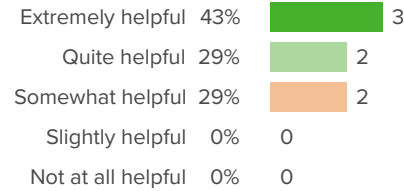
## How did people respond?

### Q.1: At your school, how valuable are the available professional development opportunities?



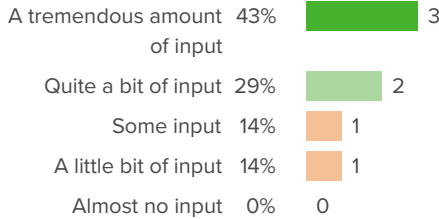
Favorable: **57%**

### Q.2: How helpful are your colleagues' ideas for improving your teaching?



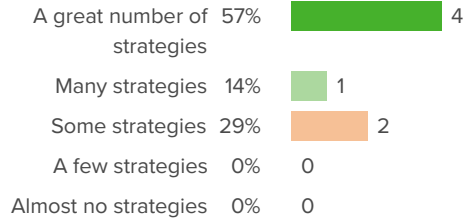
Favorable: **71%**

### Q.3: How much input do you have into individualizing your own professional development opportunities?



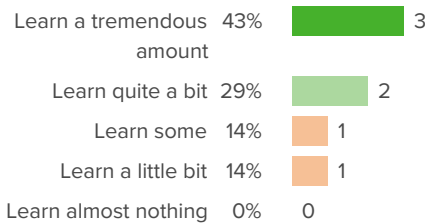
Favorable: **71%**

### Q.4: Through working at your school, how many new teaching strategies have you learned?



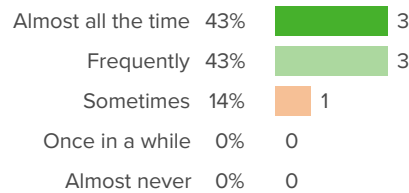
Favorable: **71%**

### Q.5: Overall, how much do you learn about teaching from the leaders at your school?



Favorable: **71%**

### Q.6: How often do your professional development opportunities help you explore new ideas?

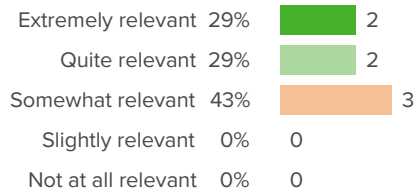


Favorable: **86%**



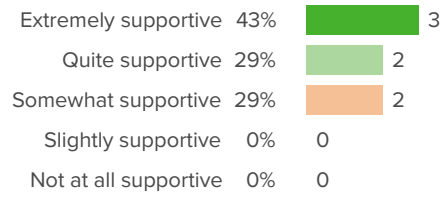


**Q.7: How relevant have your professional development opportunities been to the content that you teach?**



Favorable: **57%**

**Q.8: Overall, how supportive has the school been of your growth as a teacher?**



Favorable: **71%**

# Resources

Your average

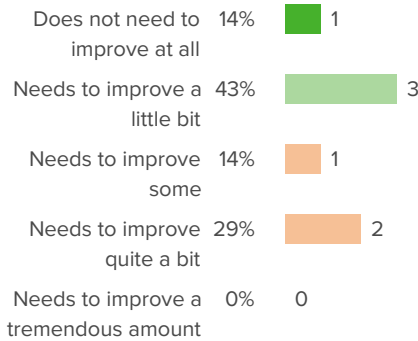
**39%**

7 responses

School Type average: **37%** ELEMENTARY

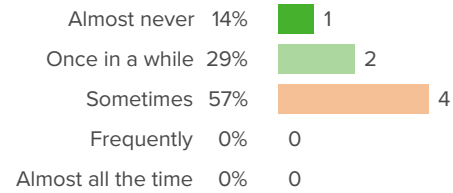
## How did people respond?

### Q.1: To what extent does the quality of the resources at your school need to improve?



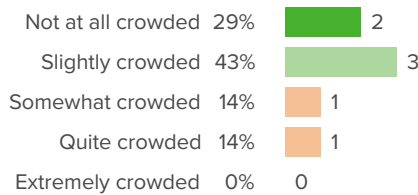
Favorable: **57%**

### Q.2: When students need help from an adult, how often do they have to wait to get that help?



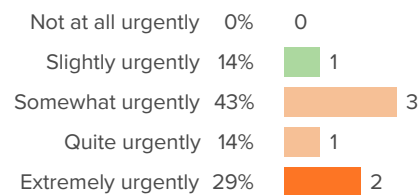
Favorable: **43%**

### Q.3: At your school, how crowded do the learning spaces feel?



Favorable: **71%**

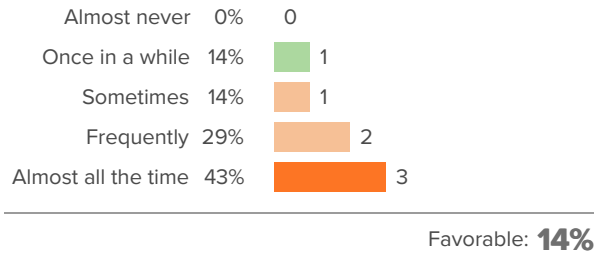
### Q.4: How urgently does your school's technology need to be updated?



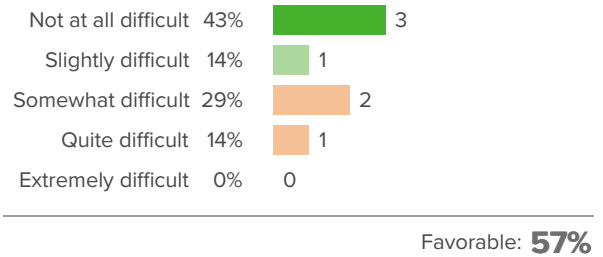
Favorable: **14%**



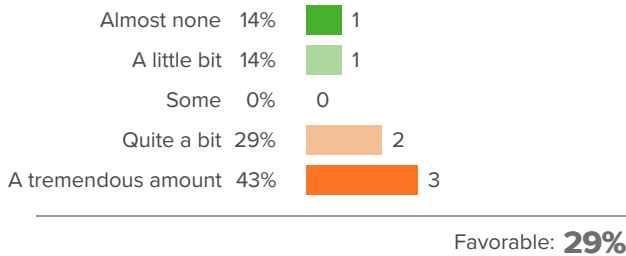
**Q.5: How often do your school's facilities need repairs?**



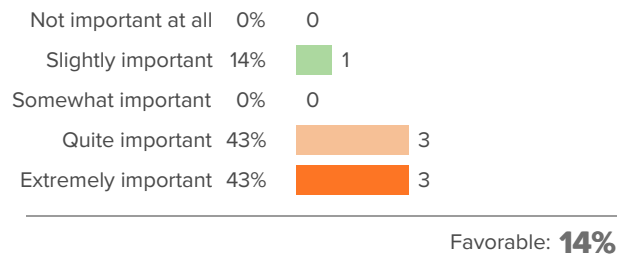
**Q.6: For students who need extra support, how difficult is it for them to get the support that they need?**



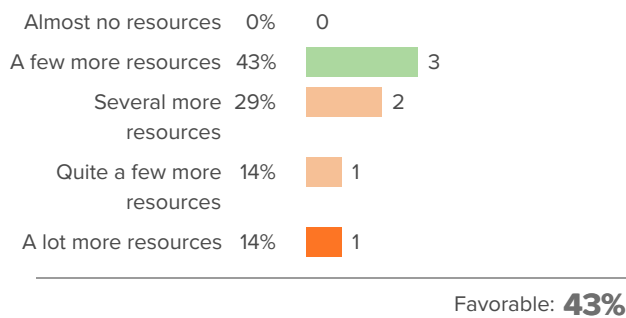
**Q.7: How much of your own money do you spend on your classroom?**



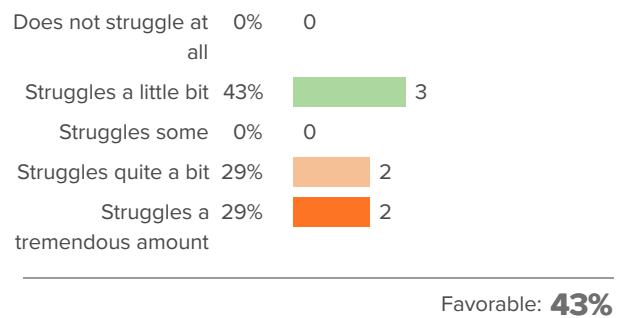
**Q.8: How important is it for your school to hire more specialists to help students?**



**Q.9: How many more resources do you need to adequately support your students' learning?**



**Q.10: Overall, how much does your school struggle due to a lack of resources?**



# School Climate

Your average

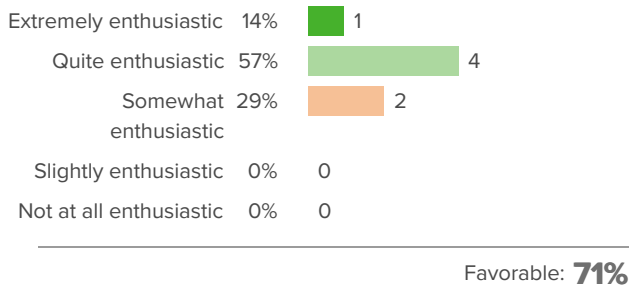
**59%**

7 responses

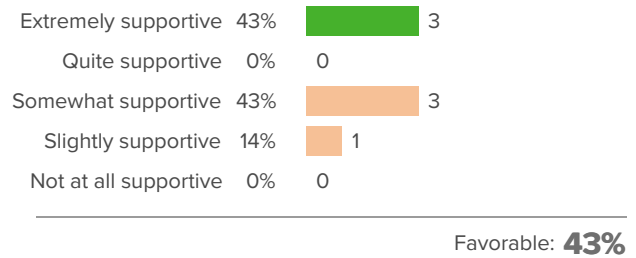
School Type average: **64%** ELEMENTARY

## How did people respond?

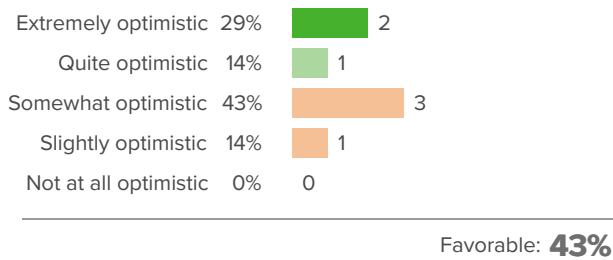
**Q.1: On most days, how enthusiastic are the students about being at school?**



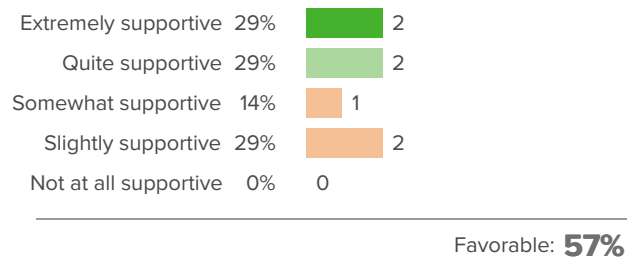
**Q.2: When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?**



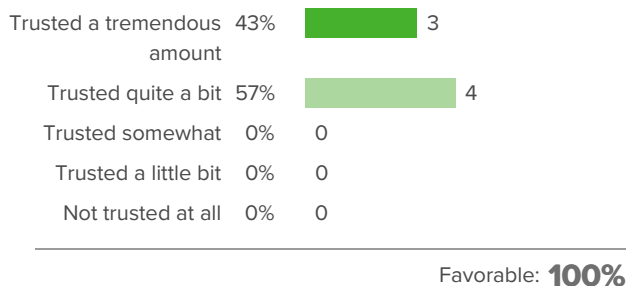
**Q.3: How optimistic are you that your school will improve in the future?**



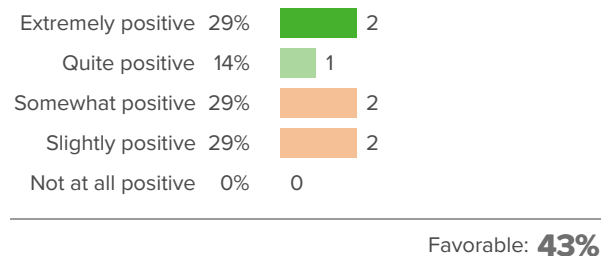
**Q.4: How supportive are students in their interactions with each other?**



**Q.5: To what extent are teachers trusted to teach in the way they think is best?**

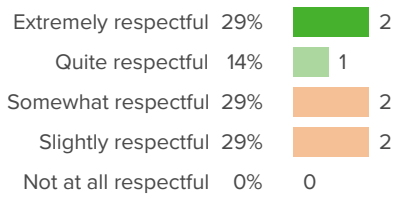


**Q.6: How positive are the attitudes of your colleagues?**



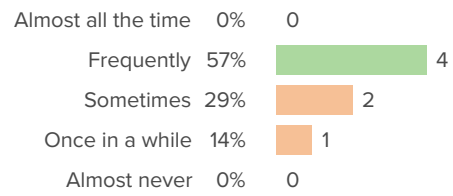


**Q.7: How respectful are the relationships between teachers and students?**



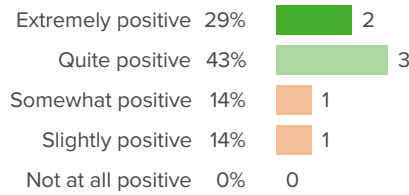
Favorable: **43%**

**Q.8: How often do you see students helping each other without being prompted?**



Favorable: **57%**

**Q.9: Overall, how positive is the working environment at your school?**



Favorable: **71%**

# School Leadership

Your average

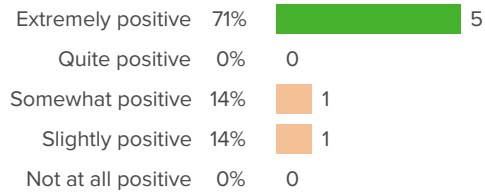
**63%**

7 responses

School Type average: **72%** ELEMENTARY

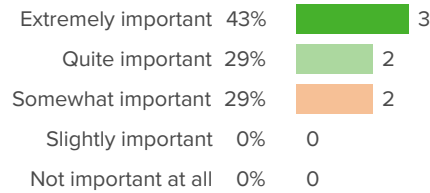
## How did people respond?

### Q.1: How positive is the tone that school leaders set for the culture of the school?



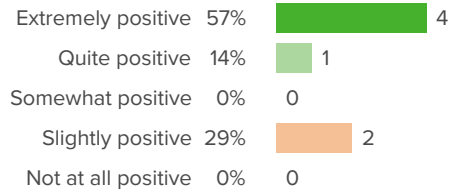
Favorable: **71%**

### Q.2: For your school leaders, how important is teacher satisfaction?



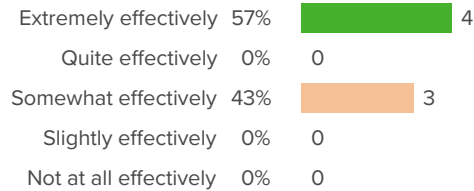
Favorable: **71%**

### Q.3: Overall, how positive is the influence of the school leaders on the quality of your teaching?



Favorable: **71%**

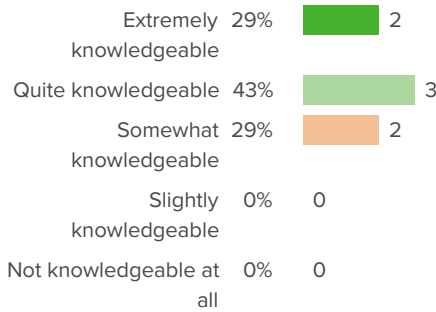
### Q.4: How effectively do school leaders communicate important information to teachers?



Favorable: **57%**

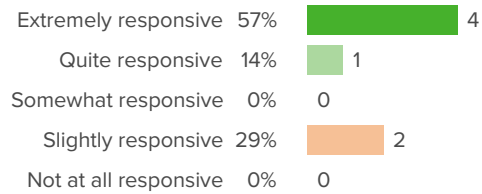


**Q.5: How knowledgeable are your school leaders about what is going on in teachers' classrooms?**



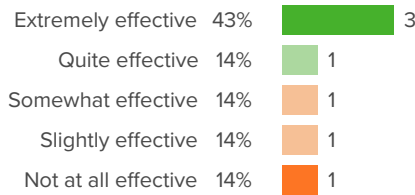
Favorable: **71%**

**Q.6: How responsive are school leaders to your feedback?**



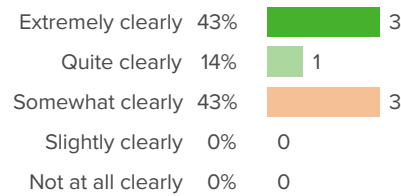
Favorable: **71%**

**Q.7: How effective are the school leaders at developing rules for students that facilitate their learning?**



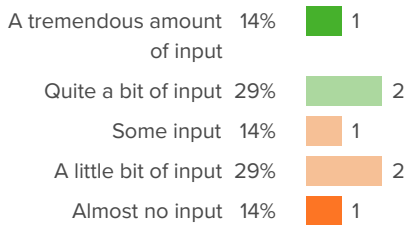
Favorable: **57%**

**Q.8: How clearly do your school leaders identify their goals for teachers?**



Favorable: **57%**

**Q.9: When the school makes important decisions, how much input do teachers have?**



Favorable: **43%**

# Staff-Family Relationships

Your average

**75%**

7 responses

Change

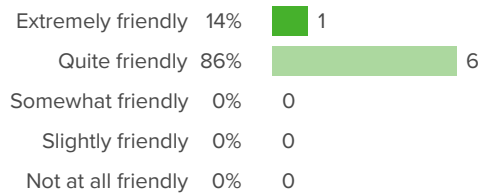
**▲ 7**

since last survey

School Type average: **59%** ELEMENTARY

## How did people respond?

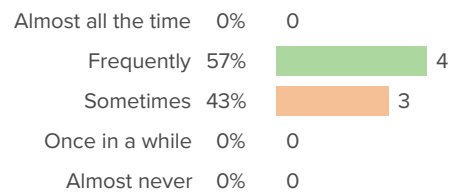
### Q.1: How friendly are your school's families towards you?



▲ 22 from last survey

Favorable: **100%**

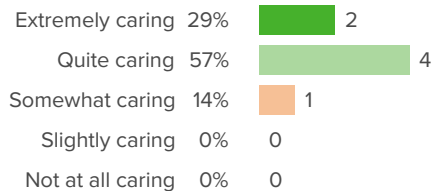
### Q.2: How often do you meet in person with the families of your students?



▲ 7 from last survey

Favorable: **57%**

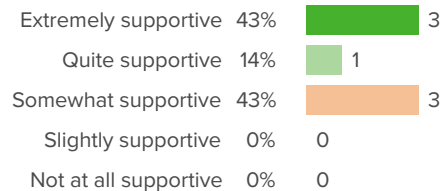
### Q.3: In your communications with families, how caring do they seem towards you?



▲ 8 from last survey

Favorable: **86%**

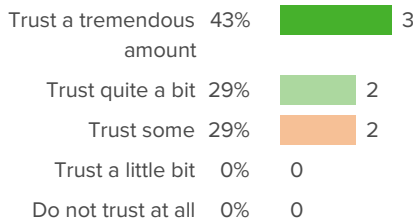
### Q.4: When you face challenges with particular students, how supportive are the families?



▼ 10 from last survey

Favorable: **57%**

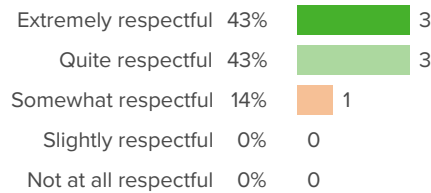
### Q.5: How much do you trust that parents of your students will treat you fairly?



▲ 4 from last survey

Favorable: **71%**

### Q.6: At your school, how respectful are the parents towards you?



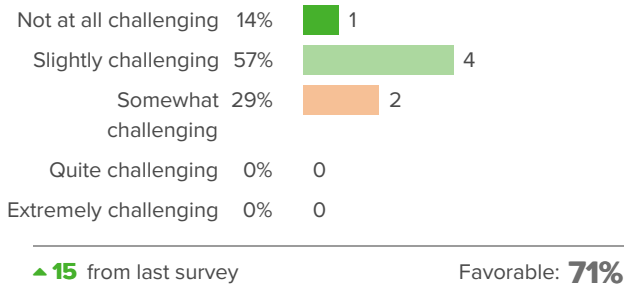
▲ 8 from last survey

Favorable: **86%**





**Q.7: How challenging is it to communicate with the families of your students?**



# Staff-Leadership Relationships

Your average

**75%**

7 responses

Change

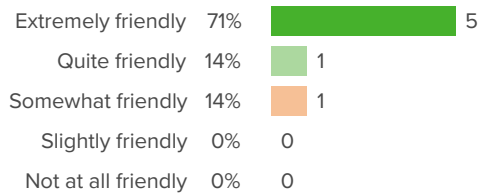
▼ **5**

since last survey

School Type average: **80%** ELEMENTARY

## How did people respond?

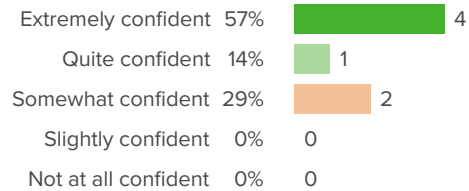
### Q.1: How friendly are your school leaders toward you?



▼ **3** from last survey

Favorable: **86%**

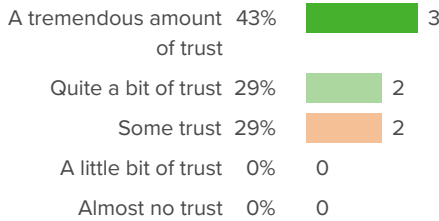
### Q.2: How confident are you that your school leaders have the best interests of the school in mind?



▼ **7** from last survey

Favorable: **71%**

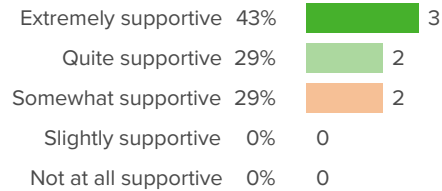
### Q.3: How much trust exists between school leaders and faculty?



▼ **15** from last survey

Favorable: **71%**

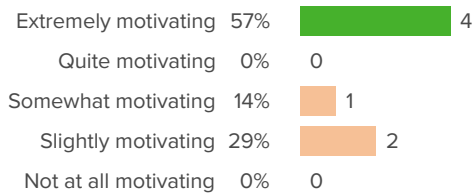
### Q.4: When you face challenges at work, how supportive are your school leaders?



▼ **7** from last survey

Favorable: **71%**

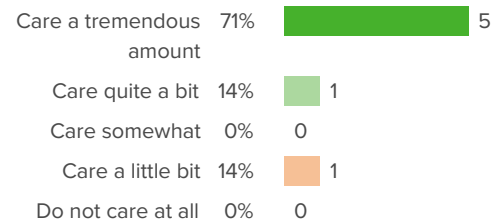
### Q.5: At your school, how motivating do you find working with the leadership team?



▼ **21** from last survey

Favorable: **57%**

### Q.6: How much do your school leaders care about you as an individual?

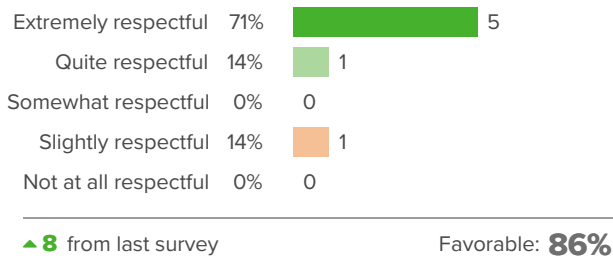


▲ **8** from last survey

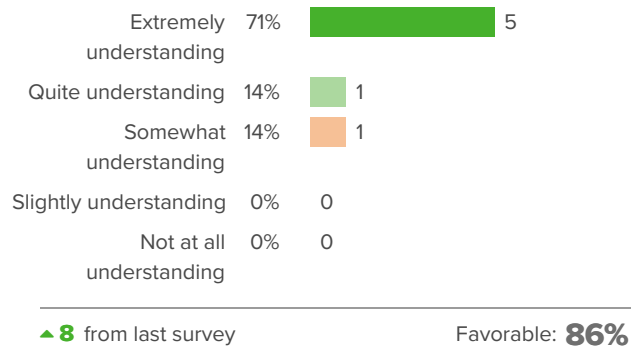
Favorable: **86%**



**Q.7: How respectful are your school leaders towards you?**



**Q.8: When challenges arise in your personal life, how understanding are your school leaders?**



**Q.9: How fairly does the school leadership treat the faculty?**

