Ector County Independent School District

Gonzales Elementary

2019-2020 Campus Improvement Plan

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Value Statement

We believe that…

1. Eachã€€personã€€hasã€€inherentã€€worthã€€andã€€uniqueã€€strengths.
2. Curiosityã€€andã€€learningã€€areã€€naturalã€€andã€€growã€€withoutã€€limitã€€givenã€€stimulationã€€andã€€nurturing.
3. Peopleã€€areã€€interdependent.
4. Eachã€€individualã€€hasã€€aã€€responsibilityã€€toã€€addã€€valueã€€toã€€selfã€€andã€€community.
5. Individualsã€€areã€€accountableã€€forã€€theirã€€choicesã€€andã€€actions.
6. Educationã€€createsã€€opportunityã€€andã€€opportunityã€€createsã€€aã€€betterã€€world.
7. Progressã€€improvesã€€andã€€addsã€€valueã€€toã€€humanã€€life.
8. Fearã€€limitsã€€life'sã€€potential;ã€€courageã€€inspiresã€€living.
9. Thereã€€isã€€aã€€differenceã€€betweenã€€rightã€€andã€€wrong.
10. Valuesã€€learnedã€€atã€€homeã€€affectã€€aã€€lifetime.
11. Leadershipã€€isã€€influence;ã€€everyoneã€€isã€€aã€€leader.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: August 30, 2019

Demographics

Demographics Summary

36 - Tally by Grade

CAMPUS ID	GR	STU COUNT
	KG	81
	01	76
	02	74
111	03	63
	04	80
	05	94
		468
8-29-19		468

37 - Ethnic Tally by Grade

CAMPUS ID	GR	AMER IND	ASIAN	BLACK	HISP	MULTI	PAC ISL	WHITE	Total
	KG	0	0	4	55	2	0	20	81
	01	0	0	3	50	0	0	23	76
	02	1	1	2	49	1	0	20	74
111	03	0	0	5	43	1	0	14	63
	04	0	1	1	58	0	0	20	80
	05	1	1	7	59	3	0	23	94
		2	3	22	314	7	0	120	468
8-29-19		2	3	22	314	7	0	120	468

11 - Economically Disadvantaged Ethnicity Tally

CAMPUS ID	GR	AMER IND	ASIAN	BLACK	HISP	MULTI	PAC ISL	WHITE	TOTAL
	KG	0	0	2	37	2	0	11	52
	01	0	0	1	30	0	0	9	40
	02	1	1	1	35	0	0	13	51
111	03	0	0	3	31	0	0	6	40
	04	0	1	1	36	0	0	11	49
	05	1	1	6	27	2	0	13	50
		2	3	14	196	4	0	63	282
		2	3	14	196	4	0	63	282

Out of Attendance Zone-Fall 2019

Kg	5
1st	14
2nd	5
3rd	5
4th	23
5th	15
Total	67

Demographics Strengths

Gonzales parents are active and participate in school wide events such as academic awards, Bulldog of the Month luncheons, Literacy Night, Fall Festival, VIPS, and PTA. Teachers establish lines of open communication with parents using a variety of methods such as Remind, Class Dojo, email, notes home and phone calls. Teachers work closely and diligently with parents to ensure students academic and social/emotional success. Teachers and administration contact parents when students are absent and work together to ensure that students are in school and not falling behind academically.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance decreased by 4% from the previous year with the current attendance rate at 94.4%. **Root Cause**: Sixty-seven students as of 8-29-19 live outside the attendance zone on transfers, affidavits, or McKenney Vento.

Student Achievement

Student Achievement Summary

STAAR Year to Year Comparison %Approaches	Gr. 5 Reading STAAR April &May 2018 (cumulative)	Gr. 5 Reading STAAR April &May 2019 (cumulative)	DIFFERENCE	Gr. 5 Math STAAR April &May 2018 (cumulative)	Gr. 5 Math STAAR Apriil & May 2019 (cumulative)	DIFFERENCE	STAAR Cohort Comparison %Approaches	Gr. 4 Raeding STAAR May 2018	Gr. 5 Reading STAAR April &May 2019 (cumulative)	DIFFEREN
ECISD	69	75	6	81	80	-1	ECISD	58	75	17
Gonzales	63	81	18	80	82	2	Gonzales	61	81	20

Year to Year Comparison Gr. 3-5 STAAR Scores All Content Areas % Approaches

	Gr. 3 Reading STAAR May 2018	Gr. 3 Reading STAAR May 2019	DIFFERENCE	Gr. 3 Math STAAR May 2018	Gr. 3 Math STAAR May 2019	DIFFERENCE	Gr. 4 Reading STAAR May 2018	Gr. 4 Reading STAAR May 2019	DIFFERENCE	Gr. 4 Math STAAR May 2018	Gr. 4 Math STAAR May 2019
ECISD	68	66	-2	67	66	-1	58	64	6	67	64
Gonzales	62	74	12	65	77	12	61	64	3	76	75

	Gr. 4 Writing STAAR May 2018	Gr. 4 Writing STAAR May 2019	DIFFERENCE	Gr. 5 Science STAAR May 2018	Gr. 5 Science STAAR May 2019	DIFFERENCE
ECISD	51	52	1	66	59	-7
Gonzales	39	43	4	57	58	1

STAAR Cohort Comparison %Approaches	Gr. 3 Reading STAAR May 2018	Gr. 4 Reading STAAR May 2019	DIFFERENCE	Gr. 3 Math STAAR May 2018	Gr. 4 Math STAAR May 2019	DIFFERENCE	Gr. 4 Reading STAAR May 2018	Gr. 5 Reading STAAR April &May 2019 (cumulative)	DIFFERENCE	Gr. 4 Math STAAR May 2018	Gr. 5 Math STAAR A &May 201 (cumulativ
ECISD	69	64	-5	68	64	-4	58	75	17	67	80
Gonzales	62	64	2	65	75	10	61	81	20	76	82

School Progress Academic Growth 2018 and beyond

Percent Met or Exceeded Progress years 2013-2017

Reading

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			72	69	70				69		
2018	69	64	66	60	71				65	67	
2017	59	56	57	51	64				61		
2016	60	54	67	67	69				65		
2015	59	55	53	51	55				47		
2014	61	56	64	66	62				62		

Math

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			75	74	76				75		
2018	70	63	69	71	67				76	83	
2017	64	59	84	87	78				86	65	
2016	63	51	77	77	72				78		
2015	51	27									
2014	60	55	70	69	70	75			73		

Student Success Initiative – Percent Passing on First Administration

5th Reading

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	77	64	74	69	95				65	14	
2018	78	64	58	51	74				46		
2017	72	57	69	72	59				59		
2016	73	59	68	65	72				55		
2015	75	59	67	63	78				47		
2014	77	64	80	74	96				61		

5th Math

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	83	74	77	77	80				71	29	
2018	84	75	73	74	78				54	50	
2017	81	70	87	88	86				85		
2016	77	61	82	72	96				71		
2015											
2014	79	63	86	85	100				78		

2015 – new Math TEKS

State Assessment Results-Approaches

Passing standard increased in 2016
3rd Grade STAAR Reading Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	76	66	74	74	76				67		
2018	77	69	62	66	55				56		
2017	73	63	67	67	61				59		
2016	73	56	58	63	59	75		50	54	40	50
2015	75	59	65	62	73				59		
2014	76	61	68	68	74				56	82	

4th Grade STAAR Reading Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	74	65	64	64	68				64		
2018	73	60	60								
2017	70	55	54								

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2016	75	58	74	73	69				74		
2015	72	54	73	72	81				71	45	
2014	74	56	78	79	83				78	100	

5th Grade STAAR Reading Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	77	64	74	69	95				65		
2018	84	70	64	58	79						
2017	82	59	79	80							
2016	81	68	74	70	80				68		
2015	84	73	82	84	87	63			65		
2014	86	77	92	88	100	83			83	100	

4th Grade STAAR Writing Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	65	52	43	38	47				42		
2018	63	53	40	40	36				26		
2017	65	50	46	47	52				34		
2016	69	57	65	65	54				58		
2015	69	51	66	56	91				63		
2014	72	55	76	70	91				69		

5th Grade STAAR Science Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	74	59	58	48	90				50		
2018	76	66	58	51	74				47		
2017	74	61	59	63	50				47		
2016	74	60	59	52	68				48		
2015	76	59	35	30	52				23		
2014	78	67	71	73	87				48	100	

3rd Grade STAAR Math Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	78	66	77	74	86				75		
2018	78	69	65	68	60				63		
2017	78	66	77	72	89				71		
2016	75	55	47	52	42				40		
2015	76	58	74	73	73	71			66		
2014	71	52	66	68	70				56	55	

4th Grade STAAR Math Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	74	64	75	74	68				73		
2018	78	68	76	71	74				65		
2017	76	61	62	62	66						
2016	73	53	68	67	62				61		
2015	72	49	59	56	77				49		
2014	71	49	60	58	74				53		

5th Grade STAAR Math Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	83	74	77	77	80				71		
2018	91	82	74	76	78				59		
2017	87	77	92	92	91				88	63	
2016	86	74	93	91	96				90		
2015	77	56	76	72	87	63			63		
2014	88	75	97	98	100	83			93	100	

State Assessment Results-Meets

Grade 3 Reading Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	44	33	36	33	43				27		
2018	43	32	37	33	34				24		
2017	45	34	37	36	44				21		

Grade 4 Reading Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	43	33	32	31	37				29		
2018	46	33	32	29	42				23		
2017	44	30	25	26	23				26		

Grade 5 Reading Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	51	36	40	43	30				30		
2018	54	38	39	40	46						
2017	48	32	44	39	44				29		

Grade 3 Math Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	48	35	44	43	48				37		
2018	47	36	33	29	39				24		
2017	49	37	37	33	47				21		

Grade 4 Math Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	46	34	47	48	47				38		
2018	49	36	40	31	37				35		
2017	47	32	31	36	34				26		

Grade 5 Math Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	56	42	37	35	35				26		
2018	58	42	27	26	33				21		
2017	50	35	49	49	45				50		

Grade 5 Science Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	48	32	16	12	24				16		
2018	41	28	16	17	15				12		
2017	42	29	21	20	16				14		

Grade 4 Writing Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	33	20	11	10	16				11		
2018	39	29	19	21	16				13		
2017	34	23	11	11	13				13		

State Assessment Results-Masters

Grade 3 Reading Masters Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	28	19	18	13	33				10		
2018	25	16	20	17	35						
2017	29	21	22	21	28						

Grade 4 Reading Masters Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	22	15	14	12	21				13		
2018	24	16	8								
2017	24	14	7								

Grade 5 Reading Masters Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	29	16	21	20	15				16		
2018	26	13	13	12	18						
2017	25	15	18	18					15		

Grade 3 Math Masters Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	24	16	22	20	29				17		
2018	23	16	16	10							
2017	26	17	17	15							

Grade 4 Math Masters Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	28	18	23	19	37				16		
2018	27	16	10								
2017	27	16	15	14	21						

Grade 5 Math Masters Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	36	23	14	10	20				5		
2018	30	18									
2017	24	15	21	22	23				21		

Grade 5 Science Masters Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	23	14	3	2	5				0		
2018	17	9	6								
2017	18	10									

Grade 4 Writing Masters Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	10	5	1	2	0				2		
2018	11	6									
2017	11	6									

Student Achievement Strengths

Gonzales Elementary has steadly showed growth in Reading and Math from 2017 to 2019 across the campus.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: All students did not meet Target in Reading (Target-44%, Campus score-37%) or Math (Target-46%, Campus score-44%). The White population did not meet Target in Reading (Target-60%, Campus score -40%) or Math (Target-59%, Campus score-46%). The Economically Disadvantaged population did not meet Target in Reading (Target 33%, Campus score-29%) or in Math (Target 36%, Campus score-35%). Our Hispanic population did not meet Target in Reading (Target 37%, Campus Score-36%). **Root Cause**: Lack of specific, individualized, targeted instruction.

School Culture and Climate

School Culture and Climate Summary

Attendance continues to decrease. Instructional time is lost due to late arrivals and early pickups. The majority of parents understand the importance of having their children in school and appreciate the communication. Our goal is to be more consistent with communicating compulsory attendance laws and meeting with parents regarding their child's attendance as well as providing incentives for students who are at school on time everyday. Students will be graphing their own attendance during the 19-20 school year.

School Culture and Climate Strengths

There is a campus-wide attendance committee this year to monitor attendance communication with parents and truancy contracts. Community Outreach Center services will be contacted for support. There is a weekly recognition of classroom perfect attendance during morning assembly and the Golden Bulldog "Attaboy" Trophy is presented. The attendance committee will plan monthly incentives.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Gonzales attendance rate decreased by 4% last year. **Root Cause**: Lack of a school-wide attendance committee to monitor and celebrate attendance.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Gonzales Elementary, typically, has a low turnover rate, however, this year, we have added fifteen new staff members. At this time, I need a Kindergarten teacher and a 5th grade teacher, one specialized classroom aide, one contingency aide for first grade, and one contingency aide for 5th grade.

Employee Years of Service
111 - GONZALES ELEM SCHOOL

CAMPUS/DEPARTMENT	EMP JOB CD	EMP JOB DESCRIPTION	EMP #	LAST NAME	FIRST NAME	EMP STAT	HIRE DATE	ORIGINAL DIRE DATE	ECISD PROF	ECISD PARA	NON-ECISD PROF
	A690	PRINCIPAL-ELEM	2301	MOAD	ANGIE	A	8/5/1996	8/5/1996	23	0	0
	A805	ASST PRIN-ELEM	8971	ROE	KRISTEN	A	7/24/2013	8/11/1995	12	0	12
	B115	COUNSLR-ELEM	18038	MCGUIRE	CHRISTY	A	8/9/2019	8/16/2007	10	0	0
	B306	MEDIA SPECIALST ELEM	17492	JUDKINS	TARAH	A	8/23/2006	8/23/2006	13	0	0
	B548	SPCLST-ELEMENTARY INSTRUCTIONL	11205	VARELA	JOLYNN	A	8/15/2012	8/12/1999	7	1	0

Code	Position	ID	Last Name	First Name	Status	Date 1	Date 2			
D025	KINDER (REG)	4179	VELASQUEZ	GABBIE	A	8/7/2017	8/7/2001	2	2	0
D025	KINDER (REG)	2093	WASHINGTON	CYNDI	A	8/11/1995	8/11/1995	24	0	0
E005	FIRST GRADE (REG)	35341	HOUGH	DENISE	A	8/5/2019	8/5/2019	0	0	0
E005	FIRST GRADE (REG)	22153	MCCLOUD	KAYLA	A	8/14/2013	8/14/2013	6	0	0
E010	SECOND GRADE (REG)	1108	FRANCO	PRISCILLA	A	8/7/2017	8/22/1988	28	2	0
E010	SECOND GRADE (REG)	3328	VELA	ELIZABETH	A	8/7/2002	8/7/2002	17	0	2
E010	SECOND GRADE (REG)	17349	WILSON	KRISTA	A	8/7/2006	8/7/2006	13	0	3
E015	THIRD GRADE (REG)	4076	ORTIZ	AMY	A	8/6/2001	8/6/2001	5	13	0
E015	THIRD GRADE (REG)	2872	PEPPER	PEGGY	A	8/10/1998	8/23/1988	27	0	3
E015	THIRD GRADE (REG)	21678	TIMMONS	LARISSA	A	12/17/2012	11/8/2012	7	0	0
E020	FOURTH GRADE (REG)	34593	JIN	XIN	A	8/23/2018	8/23/2018	1	0	0
E020	FOURTH GRADE (REG)	21941	MURRAY	TANYA	A	8/14/2013	8/14/2013	6	0	1
E020	FOURTH GRADE (REG)	19709	O'CONNELL	JAMIE	A	11/9/2009	11/9/2009	10	0	0
E020	FOURTH GRADE (REG)	21260	ZAMARRIPA	DAISY	A	8/7/2017	8/7/2017	2	0	2
E025	FIFTH GRADE (REG)	35584	BONAR	ANNIE	A	8/12/2019	8/12/2019	0	0	0
E025	FIFTH GRADE (REG)	3461	STEPHENS	KRISTY	A	8/5/2019	3/7/2000	15	1	0
E140	ELEM-MUSIC	34175	MOORE	MAGGIE	A	3/19/2018	3/19/2018	1	0	0
E185	ELM-P E	30128	GARCIA	CHRISTINA	A	8/24/2015	7/31/2014	4	0	0
E232	ELEMENTARY READ/DYSLEXIA INT	1376	COODY	LESLI	A	8/22/1990	8/22/1990	29	0	3
F122	ELEM SPED-LD-CM-RESOURCE	2342	SHARP	WYNAMA	A	8/5/1996	8/5/1996	23	0	0
F192	ELM SPED-SPECIALIZED CLASSROOM	14241	CHAMBERS	VALECIA	A	10/24/2005	9/23/2003	7	7	0
F192	ELM SPED-SPECIALIZED CLASSROOM	21928	STONER	LINDA	A	8/14/2013	8/14/2013	6	0	14
L100	SECTY-PRIN ELEM	3297	BALL	ANGELICA	A	8/19/1999	8/19/1999	0	20	0
M170	CLERK-BLDG-ELEM	33531	CARPENTER	AMBER	A	8/7/2017	8/7/2017	0	1	0
N200	AIDE-PHYSICAL ED	35566	GOMEZ	AMIAH	A	8/5/2019	8/5/2019	0	0	0
N355	AIDE-SPED-BASIC SKILLS	33282	HELITON	VALERIE	A	4/11/2017	4/11/2017	0	2	0
S015	ASSISTANT COOK	33692	LOFTIN	CYNTHIA	A	8/10/2017	8/10/2017	0	1	0
S025	HEAD COOK	20583	PORTILLO	ARACELY	A	8/18/2011	8/18/2011	0	8	0
S025	HEAD COOK	18074	RAMIREZ	ELVIA	A	8/23/2007	8/23/2007	0	12	0

TOTAL EMPLOYEES: 34

Staff Quality, Recruitment, and Retention Strengths

When applicants visit our campus and interview with our team, they want to work at Gonzales. The staff has a positive, hard working, and fun. Everyone cares about the entire campus and wants our students to be successful. Although, we have new staff, everyone has been welcoming and helpful.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Lack of qualified applicants applying for open positions. **Root Cause**: Teacher shortage in the area.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers have worked diligently to increase student achievement in the area of reading and math. Houghton Mifflin Harcourt is being used in Kindergarten through 5th grade ELAR classrooms. The phonics component is a requirement in Kindergarten through 5th grade. Teachers are creating lesson plans in Eduphoria using the ECISD template (Essential Content: TEKS, Obj., Essential Question; Connection; Instruction through Inquiry: Activities, Questions to Ask; Student Support: Differentiation/Personalization; Demonstration of Knowledge: Assessment). Teachers implement 5-15 minute Number Talks daily to increase Number Sense and Mental Math abilities. 1st grade through 5th grade will take the short cycle assessments.

Curriculum, Instruction, and Assessment Strengths

Creating new lesson plans is helping our teachers work together and study the curriculum. We are working towards becoming a Kindergarten through 5th grade AVID Certified campus. The AVID Site Team decided to add Note-Taking to the site plan this year. The teachers presented different ways to take notes during AVID staff development. Ms. Anderson and Mrs. Hunt will provide the remaining training needed for our certification, throughout the year. We will continue our AVID College and Career culture and add planned, purposeful writing and inquiry in lesson planning. Professional learning is weekly and targets curriculum and student testing data.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Reading and Math Targets have not been met for three consecutive years for all students and our economically disadvantaged students. **Root Cause**: Lack of specific, individualized, targeted intervention.

Parent and Community Engagement

Parent and Community Engagement Summary

Teachers communicate with parents by phone, face to face parent conferences, Class Dojo, Teacher website, and at evening campus parent events.

Meet the Teacher, Open House, Donuts for Dads, Bulldog of the Month Luncheon, Fall Festival, Title 1 Parent Meetings, Music programs, Family Instructional Night (Reading and Math), Semester Awards Assembly, Muffins for Mom, AVID Celebration, and Bulldog Blowout.

This year we are partnering with Odessa College. Our 5th grade students will have their AVID Celebration at Odessa College.

We have a PTA. We have a campus calendar of events. The campus communicates information through the campus website, Parent Link, Gonzales Twitter, and Gonzales Facebook page.

Parent and Community Engagement Strengths

A large number of parents attend the events we have on campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement is not linked to academic instruction and student learning. **Root Cause**: Lack of campus-wide infrastructure to support and fund one to one technology.

Technology

Technology Summary

The majority of teachers are using some type of technology in their classroom each day. Through iPads, tablets, Spheros, computers, etc.. teachers are adjusting their way of thinking and teaching to reach 21st Century students as much as they can because they have to schedule Computer lab time, Ipad time, and Thinkpad time with our Media Specialist. Our Media Specialist keeps the inventory and schedules. She keeps our technology charged and stored in the library. Many teachers use Class Dojo, Remind 101, Seesaw, and Twitter to communicate with parents about instruction or student behavior but not always as a learning tool. Our technology is not used consistently across the campus and many times it is a struggle because the server cannot support what we have on campus. There has been a lack of funds to purchase technology. This issue has caused many teachers to either not use the technology or seek other funding sources for technology in their classroom such as Donors Chose, Education Foundation grants , and Amazon wish lists. Only five out of twenty classroom teachers use their technology for instruction, learning, and assessment.

Technology Strengths

Teachers have used several apps in order to communicate with parents such as Class Dojo, Remind 101 and Seesaw. Some of these apps are also ways for students to complete their work digitally and allow for immediate feedback from the teacher. Students love being able to use technology in the classroom. Teachers have been using Twitter to expand their professional learning network and highlight the activities they are doing in their class. Our teaachers have become good at using what technology we do have but feel that we could be even stronger with newer equipment and a better infrastructure. All of the teachers are willing to learn and use technology for instruction.

Problem Statements Identifying Technology Needs

Problem Statement 1: The capability for the campus infrastructure to support and fund one to one technology. **Root Cause**: Lack of campus-wide infrastructure to support and fund one to one technology.

Priority Problem Statements

Problem Statement 1: Reading and Math Targets have not been met for three consecutive years for all students and our economically disadvantaged students.

Root Cause 1: Lack of specific, individualized, targeted intervention.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: All students did not meet Target in Reading (Target-44%, Campus score-37%) or Math (Target-46%, Campus score-44%). The White population did not meet Target in Reading (Target-60%, Campus score -40%) or Math (Target-59%, Campus score-46%). The Economically Disadvantaged population did not meet Target in Reading (Target 33%, Campus score-29%) or in Math (Target 36%, Campus score-35%). Our Hispanic population did not meet Target in Reading (Target 37%, Campus Score-36%).

Root Cause 2: Lack of specific, individualized, targeted instruction.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Parent and Community Engagement is not linked to academic instruction and student learning.

Root Cause 3: Lack of campus-wide infrastructure to support and fund one to one technology.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: The capability for the campus infrastructure to support and fund one to one technology.

Root Cause 4: Lack of campus-wide infrastructure to support and fund one to one technology.

Problem Statement 4 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Gonzales 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: On state assessments, students achieving Approaches Standard will increase from 69% to 77%, Meets Standard will increase from 34% to 41%, and Masters Standard will increase from 14% to 18% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 1) Lesson plans will align with the district's curriculum scope and sequence and will follow the district's lesson plan template.	2.4	Principal Assistant Principal	Student achievement will increase from 69% to 77% Approaches, 34%-41% Meets, and 14%-18% Masters by May 2020.				
	Problem Statements: Curriculum, Instruction, and Assessment 1						
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 2) Professional learning will follow the Data Process Protocol in K-5th in Reading and Math, utilizing the short cycle assessments, Istation Reading, and Imagine Learning Math data.	2.4	Principal Assistant Principal	Student achievement will increase from 69% to 77% Approaches, 34%-41% Meets, and 14%-18% Masters by May 2020.				
	Problem Statements: Curriculum, Instruction, and Assessment 1						
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Reading and Math Targets have not been met for three consecutive years for all students and our economically disadvantaged students. **Root Cause 1**: Lack of specific, individualized, targeted intervention.

Goal 2: Gonzales 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: By May 2021, Gonzales Elementary will be fully staffed with highly qualified teachers.

    Evaluation Data Source(s) 1: SBEC Certificates

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) Support our long-term substitutes who have either completed the required course work or are currently taking college courses in education to become a certified teacher.	2.6	Principal Assistant Principal Counselor Instructional Specialist	By May 2021, Gonzales Elementary will be fully staffed with highly qualified teachers.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

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

Performance Objective 1: Combine parent and community engagement with student academic instruction and learning to close the gaps and meet state learning targets in Reading and Math by May 2020.

    Evaluation Data Source(s) 1: Parent feedback on campus website and surveys.

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	**Dec**	**Mar**	**May**
TEA Priorities Build a foundation of reading and math 1) Implement AVID school-wide.	2.5	AVID Department Principal Assistant Principal	Combine parent and community engagement with student academic instruction and learning to close the gaps and meet state learning targets in reading and math by May 2020.				
Problem Statements: Parent and Community Engagement 1							
2) Partner with Odessa College to increase student awareness of the connection between college and careers.	2.5	Principal Assistant Principal Counselor Instructional Specialist Teachers	Combine parent and community engagement with student academic instruction and learning to close the gaps and meet state learning targets in reading and math by May 2020.				
Problem Statements: Parent and Community Engagement 1							
Targeted Support Strategy 3) Implement technology resources school-wide to support academic instruction and communicate grade level academic instruction with parents.	2.6	Principal Assistant Principal	Combine parent and community engagement with student academic instruction and learning to close the gaps and meet state learning targets in Reading and Math by May 2020.				
Problem Statements: Parent and Community Engagement 1							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Parent and Community Engagement is not linked to academic instruction and student learning. **Root Cause 1**: Lack of campus-wide infrastructure to support and fund one to one technology.

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

Performance Objective 1: Gonzales elementary will ensure training for 100% of the staff will occur annually to promote the safety of all students.

    Evaluation Data Source(s) 1: Staff sign-in, archived training documents

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
				Formative			Summative
				Oct	Dec	Mar	May
1) Campus Professional Learning of PBIS & CHAMPS, Ethics, Sexual Harassment, Trauma, Safety Response Protocols, and student discipline.	2.6	Principal Assistant Principal	Gonzales elementary will ensure training for 100% of the staff will occur annually to promote the safety of all students.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

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

Performance Objective 1: All 2019-2020 requests for professional development will include an implementation plan that reflects the financial impact from the initial training to follow up training for years 2 and 3 and include planning for new employees.

    Evaluation Data Source(s) 1: Professional Development Plans

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy 1) 1) All programs that are bought at the campus level will focus on low performing TEKS.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Specialist	Assessments, STAAR data results				
Problem Statements: Student Achievement 1							

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: All students did not meet Target in Reading (Target-44%, Campus score-37%) or Math (Target-46%, Campus score-44%). The White population did not meet Target in Reading (Target-60%, Campus score -40%) or Math (Target-59%, Campus score-46%). The Economically Disadvantaged population did not meet Target in Reading (Target 33%, Campus score-29%) or in Math (Target 36%, Campus score-35%). Our Hispanic population did not meet Target in Reading (Target 37%, Campus Score-36%). **Root Cause 1**: Lack of specific, individualized, targeted instruction.

Goal 6: Gonzales 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: Increase student computer (wireless device) ratio to a minimum of one computer per 30 students for each grade level., K-5 and move towards a long term goal of one computer per student at Gonzales elementary campus by 2024 pending approval.

Evaluation Data Source(s) 1: Campus inventory and student enrollment.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math 1) Purchase 30 Chromebooks and the cart per grade level to support instruction, increase student achievement, and communicate classroom work with students.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Specialist	Close learning gaps, meet state targets in Reading and Math, and connect parent engagement to academic learning by May 2020.				
	Problem Statements: Parent and Community Engagement 1 - Technology 1						

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

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parent and Community Engagement is not linked to academic instruction and student learning. **Root Cause 1**: Lack of campus-wide infrastructure to support and fund one to one technology.

Technology
Problem Statement 1: The capability for the campus infrastructure to support and fund one to one technology. **Root Cause 1**: Lack of campus-wide infrastructure to support and fund one to one technology.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Gonzales updated comp assessment and approved through CIP Committeee on September 3, 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

CIT Representatives

Gabbie Velasquez-Kindergarten

Kayla McCloud-1st grade

Elizabeth Vela-2nd grade

Amy Ortiz-3rd grade

Daisy Zamarripa-4th grade

Kristy Stephens-5th grade

Tarah Judkins-special area teacher

Yvette Hays-parent

2.2: Regular monitoring and revision

monitor quartely

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Plan Notes

Federal/State Required Priority Goals:

Federal State priority goals (SP) are integrated throughout the district improvement plan within the performance objectives identified. The performance objective (PO) will state at the conclusion of the objective which federal & state goals are supported by the objective if applicable.

(SP1.1) All campuses will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO5)

(SP1.2) All students will reach high academic standards, at a minimum attaining proficiency or better in reading language arts, writing, math, science and social studies to include the following sub groups: all title one students, all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO 5)

(SP1.3) Improved performance for physical education: All students engaged in the state physical education assessment will show improvement. (Goal 1, PO 12)

(SP1.4) All students will be graduate prepared for college or career readiness. (Goal 1, PO 8, PO 9)

(SP1.5) Improved performance for attendance rate: The attendance rate for students in all targeted subgroups will increase to a minimum of 95%. (Goal 1, PO 13)

(SP1.6) Early childhood intervention for migrant students/ improved identification and recruitment of migrant students, improved graduation enhancement for migrant students and improved services coordination for migrant students will occur. (Goal 1, PO 1, PO 6)

(SP1.7) Improved performance for participation: TAKS/STAAR: All campuses will meet or exceed 95% participation for every subgroup and TAKS/STAAR subject tested. (Goal 1, PO 13)

(SP1.8) All students will graduate from high school to include all student subgroups. (Goal 1, PO 10, PO11)

(SP1.9) Campuses will provide graduation enhancement opportunities and secondary credit exchange and accrual for migrant students. (Goal 1, PO 1)

(SP2.1) Improved reporting for NGS & secondary credit exchange and accrual for migrant students will occur. (Goal 1, PO 1)

(SP2.2) Campuses will reduce drop outs through drop out recovery efforts. (Goal 1, PO 1, PO 9, PO 11)

(SP2.3) Transition planning will be addressed at each campus as appropriate to ensure minimal student interruption. (Goal 1, PO 3, PO 4, PO 5 & PO 6)

(SP2.4) Improved coordination of federal, state, and local funds by all stakeholders will occur to include migrant services coordination. (Goal 5, PO1)

(SP2.5) Pregnant students and student parents will be supported through a learning environment that is unique to their individual needs in order for them to graduate from high school. (Goal 1, PO 1, PO 3, PO5)

(SP2.6) District and campuses will ensure that discipline management practices are in place to provide learning environments that are safe, drug free, and conducive to learning. (Goal 2, PO 1, PO 3, PO5; Goal 3, PO 4)

(SP2.7) Campuses will provide student support for suicide prevention, violence prevention and intervention and harassment and dating violence. (Goal 2, PO 9)

(SP2.8) District and campuses will ensure that every campus has trained teams in the procedures for Texas Behavior Support Initiative (TBSI). (Goal 2, PO 9)

(SP2.9) Conflict resolution will be addressed to ensure a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in the number of discipline referrals and drop outs. (Goal 2, PO 9)

(SP2.10) Campuses will provide career education to assist students in developing the knowledge, skills and competencies necessary for a broad range of career opportunities and accelerated education. (Goal ?)

(SP3.1) All campuses will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing. (Goal ?)

(SP3.2)All campuses will ensure that teachers are given the opportunity to give input in the development of academic assessments. (Goal ?)

(SP 3.3) All campuses will provide professional development in utilizing technology. (Goal ?)

(SP 3.4) All students will be taught by highly qualified teachers and highly qualified instructional paraprofessionals. (Goal 1, PO 1, PO 3, PO5)

(SP 3.5)All campuses will recruit, hire and retain highly qualified teachers and instructional paraprofessionals. (Goal 3, PO 1, PO 4, PO 7, PO 8)

(SP 3.6) Campuses will utilize instructional technology as a teaching tool for student success. (Goal ?)

(SP4.1) All campuses will work to improve parent participation to include targeted subgroups: title one, bilingual ESL, and migrant. (Goal ?)

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Angie Moad	Principal
Classroom Teacher	Tarah Judkins	Media Specialist
Classroom Teacher	Elizabeth Vela	2nd grade
Classroom Teacher	Amy Ortiz	3rd grade
Classroom Teacher	Gabbie Velasquez	Kindergarten
Classroom Teacher	Kristy Stephens	5th Grade
Classroom Teacher	Daisy Zamarripa	4th Grade
Classroom Teacher	Kayla McCloud	1st Grade
Community Representative	Janyth Hutson	Community Rep.
Parent	Yvette Hays	Parent