

Ector County Independent School District
Gonzales Elementary
2021-2022 Campus Improvement Plan

Mission Statement

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

Responsible, Respectful, Ready, and Remarkable.

Vision

Our vision is to educate all students for tomorrow.

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our Vision is to educate ALL students for lifelong learning. Our Mission is to provide an engaging and equitable learning environment for all students to become successful and serving members of a changing global society, providing each student with the tools to achieve and grow forward every day by being responsible, respectable, ready, and remarkable. Our Economically Disadvantage population has remained over 50% the last three years. Our English Learner population has declined in the last three years. Our Special Education population is below 15% of our population over the last five years. Our highly mobile population has gradually increased from 18% to 24% over the last five years and 83% of our Highly Mobile students are classified as homeless (MVG). Our retention rate increased this year by 12.3%. Teacher retention increased this year by 12.3%. In the last two years, the majority of our teacher's experience is from one to ten years. Our School Connectedness score is 80%. It increased 5% from Fall 2020 to Spring 2021. 2020-2021 is the first year for Gonzales Elementary to have PreK-4 students. We had approximately 50 students all year.

Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
111206	414	49.76%	198	416	47.60%	258	441	58.50%	264	468	56.41%	268	468	57.27%

Fall English Learner Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent
1117	414	1.69%	10	416	2.40%	24	441	5.44%	23	468	4.91%	13	468	2.78%

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent
11147	414	11.35%	55	416	13.22%	54	441	12.24%	68	468	14.53%	63	468	13.46%

Student Mobility Rate Report for All Campuses

Student Mobility Rate Report for All Campuses

	2020 - 2021			2019 - 2020			2018 - 2019			2017 - 2018			2016 - 2017		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
111	101	424	23.82%	92	445	20.67%	100	440	22.73%	69	390	17.69%	73	413	17.68%

Student Retention Rate by Campus/Grade for Years: 2019, 2020, 2021 for Grades: KG, 01, 02, 03, 04, 05 for All Campuses

	Grade	2018 - 2019			2019 - 2020			2020 - 2021		
		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate
District Summary	KG	23	2552	0.90%	33	2735	1.21%	21	2372	0.89%
District Summary	1	60	2646	2.27%	70	2681	2.61%	37	2562	1.44%
District Summary	2	47	2479	1.90%	33	2658	1.24%	17	2485	0.68%
District Summary	3	31	2539	1.22%	16	2506	0.64%	9	2397	0.38%
District Summary	4	10	2690	0.37%	8	2556	0.31%	6	2293	0.26%
District Summary	5	28	2631	1.06%	23	2714	0.85%	7	2363	0.30%
Total - District	All	199	15537	1.28%	183	15850	1.15%	97	14472	0.67%
Campus		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate
068901111 - Gonzales EL	KG	3	65	4.62%	1	82	1.22%	2	67	2.99%
068901111 - Gonzales EL	1	1	72	1.39%	1	76	1.32%	1	86	1.16%
068901111 - Gonzales EL	2	3	65	4.62%	0	73	0.00%	1	71	1.41%
068901111 - Gonzales EL	3	0	74	0.00%	2	62	3.23%	0	73	0.00%
068901111 - Gonzales EL	4	0	85	0.00%	0	82	0.00%	0	61	0.00%
068901111 - Gonzales EL	5	1	80	1.25%	1	93	1.08%	0	73	0.00%

**Student Retention
Rate by
Campus/Grade for
Years: 2019, 2020,
2021 for Grades:
KG, 01, 02, 03, 04,
05 for All Campuses**

068901111 - Gonzales EL	All	8	441	1.81%	5	468	1.07%	4	431	0.93%
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Retention Rate By Campus for 2020, 2021 By Count

Retention Rate By Campus	2019 - 2020	2020 - 2021
068901 - District Rates	77.50%	84.60%
068901111 - Gonzales EL	56.60%	68.90%

Retention Rate By Campus for 2020, 2021 By Count

Retention Rate By Campus	2019 - 2020	2020 - 2021
068901111 - Gonzales EL	56.60%	68.90%

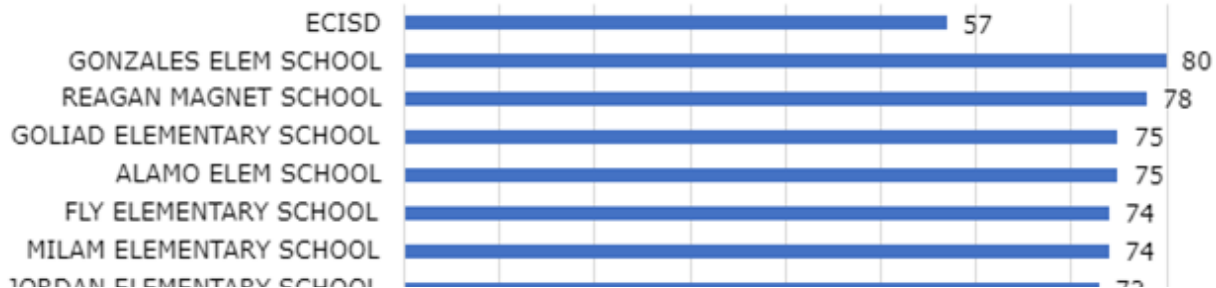
Teacher Years of Experience for Gonzales EL for Multiple Years

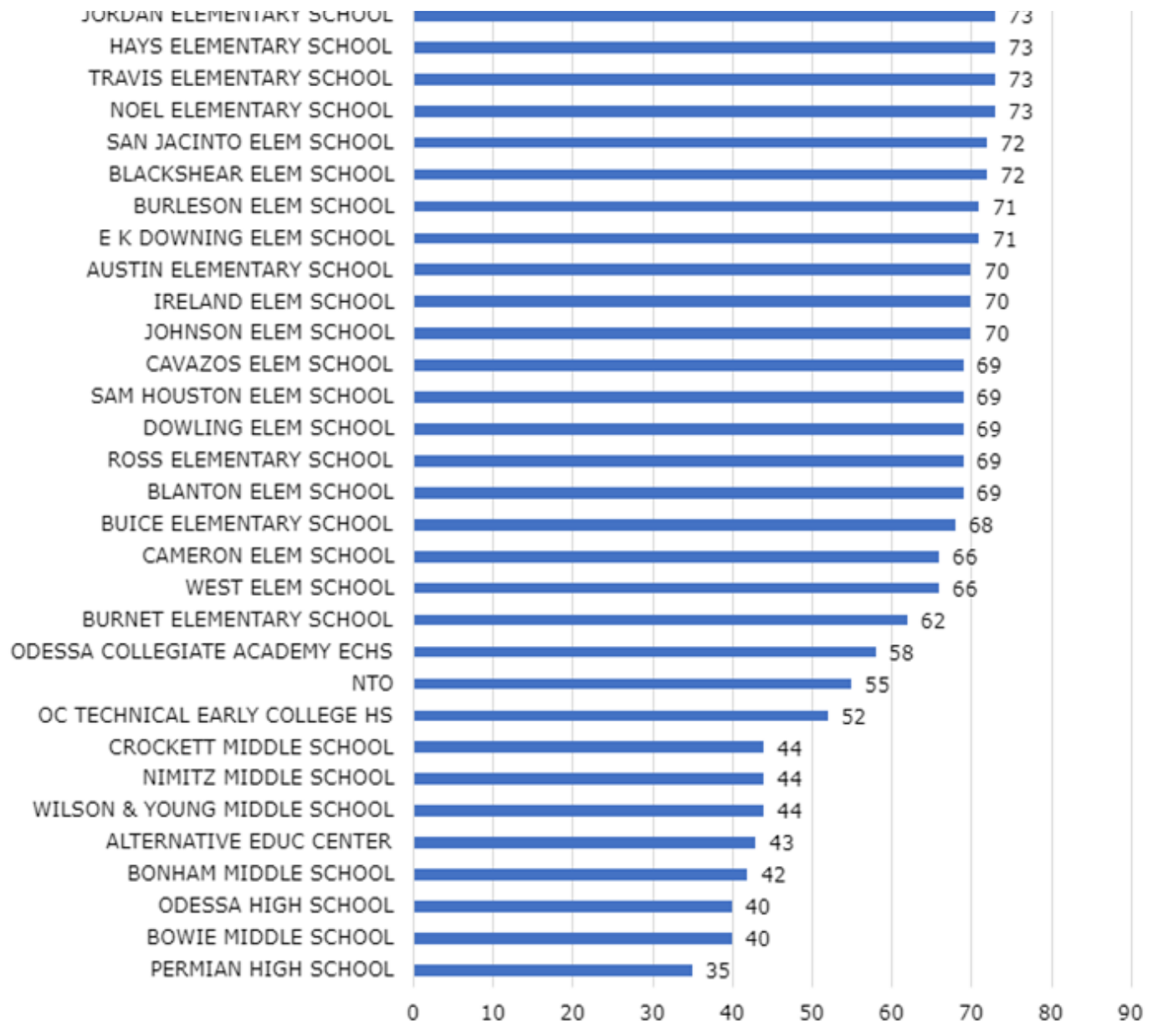
Years of Experience by Subject	2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	2	7.30%	2.5	8.60%	2.1	7.90%	6.7	23.70%	8	28.00%
All Core Subjects	1.9	94.40%	1.9	77.40%	1	46.40%	6.4	96.10%	4.8	60.60%
Reading / ELA	1.2	58.10%	0.8	30.60%	0.6	27.50%	2.7	41.10%	1.9	24.40%
Mathematics	0.5	23.70%	0.9	36.70%	0.3	11.80%	1	15.50%	0.9	10.70%
Science	0.2	8.10%	0.1	2.40%	0.1	4.70%	1.3	18.80%	1.4	17.30%
Social Studies	0.1	4.50%	0.2	7.70%	0.1	2.40%	1.4	20.60%	0.7	8.20%

Teacher Years of Experience for Gonzales EL for Multiple Years

1 - 5 Years Experience	7.2	26.40%	8.1	27.90%	6.7	25.10%	7.8	27.60%	6.1	21.30%
All Core Subjects	5	69.10%	6.9	85.80%	5.9	87.60%	4.9	62.20%	4.9	79.40%
Reading / ELA	2.4	33.10%	3	36.80%	2.4	35.60%	3	38.40%	2.1	34.60%
Mathematics	0.9	12.10%	2.1	26.00%	2	30.00%	1.4	18.30%	1.6	27.00%
Science	1.1	15.00%	1.3	15.60%	1	15.40%	0.2	3.00%	0.8	12.80%
Social Studies	0.6	8.80%	0.6	7.40%	0.4	6.60%	0.2	2.50%	0.3	5.00%
6 - 10 Years Experience	4.1	15.00%	3	10.30%	7	26.20%	5	17.70%	5.6	19.60%
All Core Subjects	3.9	95.30%	3	98.30%	5.9	84.20%	3.9	78.60%	3.9	69.50%
Reading / ELA	2.4	58.80%	2	66.80%	3.4	48.60%	2	40.30%	1.7	29.70%
Mathematics	0.8	19.90%	0.5	17.30%	0.8	11.90%	0.5	10.40%	1.2	21.30%
Science	0.4	9.10%	0.3	9.00%	0.9	12.90%	0.9	17.40%	0.6	10.60%
Social Studies	0.3	7.60%	0.2	5.30%	0.8	10.70%	0.5	10.40%	0.4	7.80%
11 - 20 Years Experience	6.1	22.30%	3.7	12.80%	2.8	10.50%	3.3	11.70%	4.1	14.30%
All Core Subjects	3.9	63.60%	1.9	52.00%	1.9	69.30%	2.9	88.00%	2.9	70.50%
Reading / ELA	0.9	14.10%	0.9	23.30%	0.9	31.00%	1	30.90%	0.5	11.50%
Mathematics	1.6	25.60%	0.6	15.20%	0.6	20.20%	1.5	44.30%	1.3	30.20%
Science	0.8	13.10%	0.2	5.40%	0.2	7.20%	0.2	5.10%	0.1	2.20%
Social Studies	0.7	10.80%	0.3	8.10%	0.3	10.80%	0.3	7.70%	1.1	26.50%
Over 20 Years Experience	8	29.30%	11.7	40.30%	8.1	30.30%	5.5	19.40%	4.7	16.40%
All Core Subjects	5.8	72.30%	7	59.60%	4.8	58.90%	2.9	52.40%	2.9	61.70%
Reading / ELA	3.2	40.60%	3.6	30.60%	2.5	30.40%	1.6	28.40%	1.4	28.60%
Mathematics	1.6	20.30%	1.4	11.80%	1.3	16.00%	0.7	12.40%	0.9	18.60%
Science	0.4	4.90%	1.1	9.60%	0.6	6.90%	0.3	5.90%	0.4	8.20%
Social Studies	0.5	6.60%	0.9	7.60%	0.5	5.50%	0.3	5.80%	0.3	6.20%
Total Teacher FTEs	27.3	100.00%	29	100.00%	26.7	100.00%	28.3	100.00%	28.6	100.00%

School Connectedness Spring 2021





Demographics Strengths

Our demographic strength is our school connectedness as determined by the Panorama Survey completed by the 3rd, 4th, and 5th-grade students.

Panorama 2021-Students	2021	2020
Self-Efficacy	61%	57%
Self-Management	76%	68%
Social Awareness	73%	68%
Supportive Relationships	90%	87%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Highly Mobile population has increased from 18% to 24% and 83% are classified as Homeless (MVG). **Root Cause:** Lack of immediate benchmark testing and tutoring upon entry to school.

Problem Statement 2: Students' self-efficacy is at 61% as determined by the Panorama Survey. **Root Cause:** Students' do not believe they can achieve academic outcomes.

Student Learning

Student Learning Summary

Our 3rd and 5th-grade students performed above the District STAAR scores in Domain 1 of the same grade levels. 3rd-grade scored 37%, 8% above the District. 4th-grade scored 21%, 4% below the District. 5th-grade scored 37%, 4% above the District. In Domain 3, Gonzales Elementary populations did not meet any targets in reading and math. In Domain 3 Reading, Academic Achievement Status, the highest achieving group is our White population at 35.45% Meets (on grade level) and our lowest-achieving group is our Economically Disadvantaged group at 16.77% with an overall gap of 18.68%. Although the white population was the highest achieving group in reading, they have the largest gap in reading achievement with 24.55%. Our Special Education group scored 2.78% with a gap of 16.22% in reading. Our Hispanic population is closest to the Target score and has a gap of 13.29% in reading. In Domain 3 Math, Academic Achievement Status, the highest achieving group is our Hispanic population at 32.78% and our lowest-achieving group is our White population at 19.77% with a gap of 13.01%. Our Economically Disadvantaged group scored a 29.97% in Math and is the closest to the target score. Our largest gap is in the White population at 39.23% in math. The largest gap in reading and math between their performance and the target is our White population. Our Special Education population scored 6.11% in math making the gap between performance and the target 16.89%. In Domain 3, Student Achievement Domain Score in Reading and Math, our highest achieving group is the White population yet they are furthest from the target. Our lowest-achieving group is our Economically Disadvantaged students 28.19% yet they are closest to the Target score. Our Special Education population has the lowest score of 9.03% with a 13.97% gap. Our lowest percentage scores fall in the subject of Reading and Writing. Our MAP Growth Summary report is comparable to the STAAR scores. Our weakest subject is English Language Arts. Our MAP Growth Summary shows our weakest grade levels to be Kindergarten, 1st-grade, and 2nd-grade in reading and math. Kindergarten through 4th-grade is weaker in reading than math.

D1-All Subjects	Students Tested	A	M	Ma	D1 Score
	111194	56.19%	26.92%	11%	31%
3-5 Reading	Students Tested	A	M	Ma	D1 Score
	111	193	52.33%	26.42%	10.88%30%
3-5 Math	Students Tested	A	M	Ma	D1 Score
	111193	65.80%	34.20%	15.03%	38%
4-Writing	Students Tested	A	M	Ma	D1 Score
	11157	36.84%	12.28%	3.51%	18%
5-Science	Students Tested	A	M	Ma	D1 Score
	11166	56.06%	19.70%	6.06%	27%

STAAR 2021 3rd	Total Students	Mathematics			Total Students	Reading/ELA			Total Students	Summarized Results			Domain 1
		Approaches	Meets	Masters		Approaches	Meets	Masters		Approaches	Meets	Masters	
ECISD-ALL	2282	51.75%	20.82%	7.89%	2282	55.26%	25.24%	11.79%	2295	53.51%	23.03%	9.84%	29%
111	70	65.71%	35.71%	11.43%	70	61.43%	34.29%	12.86%	70	63.57%	35%	12.14%	37%

STAAR 2021 4th	Total Students	Mathematics			Total Students	Reading/ELA			Total Students	Writing			Total Students	Summarized Res	
		Approaches	Meets	Masters		Approaches	Meets	Masters		Approaches	Meets	Masters		Approaches	Me
ECISD-ALL	2168	50.23%	24.17%	11.72%	2169	46.66%	22.22%	8.67%	2158	40.59%	16.17%	3.38%	2186	45.84%	20.86
11158	58	53.45%	25.86%	12.07%	58	31.03%	12.07%	1.72%	57	36.84%	12.28%	3.51%	58	40.46%	16.76

STAAR 2021 5th	Total Students	Mathematics			Total Students	Reading/ELA			Total Students	Science			Total Students	Summarized Res	
		Approaches	Meets	Masters		Approaches	Meets	Masters		Approaches	Meets	Masters		Approaches	Me
ECISD-ALL	2300	62%	34.57%	17.83%	2300	59.96%	31.87%	19.39%	2293	48.15%	18.58%	7.06%	2307	56.71%	28.35
11165	65	76.92%	40%	21.54%	65	61.54%	30.77%	16.92%	66	56.06%	19.70%	6.06%	66	64.80%	30.10

STAAR					
Accountability Rating	16-17	17-18	18-19	19-20	20-21
Overall	Met	Met	C-Met	No Test	No Rating
Student Achievement	67	6067-D			31%
School Progress	47	6975-C			
Closing the Gaps	34	6574-C			

30% weight	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Educationally Disadvantaged (Eco Dis)	EL Current & Monitored	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Cc En
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Academic Achievement (Percentage at Meets Grade Level or Above)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Educationally Disadvantaged (Eco Dis)	EL Current & Monitored	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Cc En
Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%
Reading Number of Assessments	193	10	136	45				2	112	9	32			
Met Min Size	Y	N	Y	Y	N	N	N	N	Y	N	Y	N	N	N
Percent at Meets Grade Level or Above (only enter group percentages for groups that meet minimum size)	26.42%		23.71%	35.45%					16.77%		2.78%			
Target Met?	N	#N/A	N	N	#N/A	#N/A	#N/A	#N/A	N	N	N	#N/A	#N/A	#N/A
GAP	17.58%		13.29%	24.55%					16.23%		16.22%			
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
Math Number of Assessments	193	10	136	45				2	112	9	32			
Met Min Size	Y	N	Y	Y	N	N	N	N	Y	N	Y	N	N	N
Percent at Meets Grade Level or Above (only enter group percentages for groups that meet minimum size)	33.86%		32.78%	19.77%					29.97%		6.11%			
Target Met?	N	#N/A	N	N	#N/A	#N/A	#N/A	#N/A	N	#N/A	N	#N/A	#N/A	#N/A
GAP	12.14%		7.22%	39.23%					6.03%		16.89%			

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Educationally Disadvantaged (Eco Dis)	EL Current & Monitored	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Cc En
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Academic Achievement Score

10% weight

Student Achievement Domain Score: STAAR Component Only

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Educationally Disadvantaged (Eco Dis)	EL Current & Monitored	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Cc Enrolled
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%
Number of Tests	193	10	136	45				2	112	9	32			
Met Min Size	Y	N	Y	Y	N	N	N	N	Y	N	Y	N	N	N
percentage of assessment results that are at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard.	31.37%	25%	29.66%	33.72%				100%	28.19%	20.83%	9.03%			
Target Met?	N	#N/A	N	N	#N/A	#N/A	#N/A	#N/A	N	#N/A	N	#N/A	#N/A	#N/A

Student Achievement Domain Score: STAAR Component Only

	16-17	17-18	18-19	19-20	20-21				
GAP	15.63%	11%	11.34%	24.28%			9.81%	16.17%	13.97%
Meets Score (On-grade level)									
All Subject All Students	26%	31%	34%	No Test	27%				
Hispanic	26%	29%	32%		25.35%				
White	24%	37%	38%		29.06%				
EcoDis	17%	22%	28%		22.97%				

Summarized Results ALL Tests

	Total Students	Raw Score	Scale Score	Percent Score	A	M	MA	Date Taken
GONZALES ELEM SCHOOL	194	19	1953	56.01%	56.19%	26.92%	11%	04/01/21
Economic Disadvantage	113	19	1939	53.67%	51.01%	22.97%	8.45%	05/01/21
Black/African American	10	19	2056	54.68%	57.14%	25%	3.57%	05/01/21
Hispanic	137	19	1948	55.53%	55.71%	25.35%	9.19%	04/01/21
Two or More Races	2	28	2221	83.60%	100%	100%	60%	05/01/21
White	45	20	1933	56.62%	55.56%	29.06%	16.24%	04/01/21
LEP	9	20	1971	58.38%	66.67%	20.83%	12.50%	05/01/21
Special Ed Indicator	32	14	1781	39.64%	22.62%	4.76%	0%	05/01/21

Student Learning Strengths

Our students are demonstrating minimal growth in math and reading however, there is more growth in math as determined by STAAR and MAP tests. The 3rd grade and 5th-grade students performed above ECISD "Meets" in all tested subjects combined.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a discrepancy in academic performance across student populations. **Root Cause:** Data is not consistently monitored for all populations across all grade levels.

Problem Statement 2 (Prioritized): Gonzales fails to close the gap in learning by not meeting or exceeding the target score across student populations. **Root Cause:** Lack of personalized learning through traditional or technological means.

School Processes & Programs

School Processes & Programs Summary

Teacher retention increased from 56.60% to 68.90% from last year. The number of years in teaching is highest from one to ten years.

Gonzales follows the district curriculum requirements for all subjects. The teachers use data to plan and implement rigorous and engaging lessons.

Gonzales continues to implement qualities of being Responsible, Respectful, Ready, and Remarkable.

Gonzales implements parent involvement activities such as Breakfast with Your Bulldog, Literacy Night, Bookfair, and Doggone Reading Day.

We celebrate staff and student birthdays. We celebrate student character with our monthly Bulldog of the Month and we celebrate student academic achievement with our Bulldog Boasts.

Attendance is celebrated monthly.

School Processes & Programs Strengths

Celebrations for staff and students.

Birthday recognition in the morning assembly and students receive a book from the book vending machine.

Academic celebrations for MAP assessment by grade level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Consistency in school processes & programs. **Root Cause:** Changes in staffing at the beginning of the year.

Perceptions

Perceptions Summary

Vision: Our vision is to educate ALL students for lifelong learning.

Mission: Our mission is to provide an engaging and equitable learning environment for ALL students to become successful and serving members of a changing global society, providing each student with the tools to achieve, and grow forward every day by being responsible, respectable, ready, and remarkable.

Gonzales is friendly and welcoming to ALL and has the belief that ALL students will learn and succeed.

Perceptions Strengths

Classroom data is posted in the hallway. College-going culture when you walk in the doors. Teachers tutoring after school, monitoring students in the classroom and the hallway and implementing the district management system-CHAMPS.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Stress on staff's mental health was greater this year. **Root Cause:** The challenges of the pandemic.

Priority Problem Statements

Problem Statement 1: Our Highly Mobile population has increased from 18% to 24% and 83% are classified as Homeless (MVG).

Root Cause 1: Lack of immediate benchmark testing and tutoring upon entry to school.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Gonzales fails to close the gap in learning by not meeting or exceeding the target score across student populations.

Root Cause 2: Lack of personalized learning through traditional or technological means.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a discrepancy in academic performance across student populations.

Root Cause 3: Data is not consistently monitored for all populations across all grade levels.





Problem Statement 3 Areas: Student Learning

Goals

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

Performance Objective 1: Gonzales Elementary's annual attendance will increase from 94.4% in 2021 to 95% in 2022.

Evaluation Data Sources: Weekly Attendance
Monthly Campus Attendance Tracker





Strategy 1 Details	Reviews			
<p>Strategy 1: Campus expectation to communicate absences to parents as defined by district policy. Train staff on district attendance policy. Attendance committee will review attendance every three weeks, contact parents, complete truancy contracts, and provide each teacher with a report. Incentives will be determined by the Attendance Committee.</p> <p>Strategy's Expected Result/Impact: Attendance will be closely monitored and addressed in a timely manner. Attendance will increase from 94.4% in 2021 to 95% in 2022.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Clerk Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Student's sense of belonging will increase from 77% to 80% as measured on the Panorama Survey.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan and implement a system for weekly classroom walk-through's and an effective transition plan for PreK3 to PreK4, PreK4 to Kinder and 5th grade to 6th grade.</p> <p>Strategy's Expected Result/Impact: To effectively maintain the academic learning and social-emotional support of students.</p> <p>Staff Responsible for Monitoring: Campus administration Counselor Teachers Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May





 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

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

Performance Objective 3: Gonzales Elementary will provide a safe and supportive learning environment for all students as measured by the Panorama Survey.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Gonzales Elementary will provide training or document on-line learning for all district required training in the area of Sexual Harassment, Child Abuse and Trauma, and other maltreatment of children.</p> <p>Strategy's Expected Result/Impact: Awareness and resources to support the social-emotional needs of our students.</p> <p>Staff Responsible for Monitoring: Campus Administrator Counselor Teachers and Staff</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The school counselor will implement monthly guidance and counseling curriculum lessons to support a healthy social-emotional growth of all students.</p> <p>Strategy's Expected Result/Impact: Students who demonstrate healthy social-emotional character.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers and Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Gonzales Elementary will implement a campus-wide discipline management system in alignment with CHAMPS, PBIS, and Conscious Discipline practices.</p> <p>Strategy's Expected Result/Impact: Students who can self-monitor their behavior and make personal successful choices.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers and Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Gonzales Elementary will increase cultural awareness support for faculty and staff from 52% to 60% by recognizing the unique qualities of each faculty member weekly on campus.</p> <p>Strategy's Expected Result/Impact: Cultural awareness increase from 52% to at or above 60%.</p> <p>Staff Responsible for Monitoring: Panorama Survey Administrators Counselor</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: The campus teacher retention rate will increase from 68.9% to 74%.





Evaluation Data Sources: PEIMS data

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will receive coaching and feedback as determined by classroom walk-throughs.</p> <p>Strategy's Expected Result/Impact: Increase in certified teacher retention rate.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Gonzales Elementary will improve the sense of belonging of faculty and staff from 56% to 60% with staff feedback conversations as determined by walk-throughs.</p> <p>Strategy's Expected Result/Impact: An increase from 56% to at or above 60%.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Panorama Survey</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: In 2020-2021, Gonzales Elementary will offer job-embedded, personalized professional learning for all teachers through weekly walk-throughs and PLC's (Professional Learning Communities).

Evaluation Data Sources: PreK Circle Assessment
 Istation
 MAP Assessment
 STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administrators will conduct walk-throughs on half of the staff or more every week. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive job-embedded professional learning in professional learning communities once a week. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Administrators District Curriculum Instructional Specialists Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement state standards in daily lesson plans. Strategy's Expected Result/Impact: One year's growth in all subjects. Staff Responsible for Monitoring: Campus Administrators Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will have weekly data meetings to analyze student achievement in English Language Arts, Math, and Social-Emotional Development. Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Campus Administrators Counselor Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff. Strategy's Expected Result/Impact: Increased teacher support and well-being, and increased student</p>	Formative			Summative
	Oct	Jan	Mar	May

achievement.

Staff Responsible for Monitoring: Campus Administrators
District Curriculum Team

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 2: The percentage of students performing on grade level in Math and Reading in grades 1-5 will increase 4% from the beginning of the year MAP assessment to the end of the year MAP assessment.

Evaluation Data Sources: MAP assessment
 Short cycle assessments
 Istation
 Imagine Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will analyze student data in weekly data meetings. Strategy's Expected Result/Impact: Increased student achievement in Reading and Math Staff Responsible for Monitoring: Campus Administrators District Curriculum Support Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff. Strategy's Expected Result/Impact: Increased teacher support and student achievement. Staff Responsible for Monitoring: Campus Administrators District Curriculum Support Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily. Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Campus Administrators Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Tutors will provide individualized small group instruction during school or after school using the District approved resources or an online tutoring company to provide lessons weekly.</p> <p>Strategy's Expected Result/Impact: 4% increase in student achievement</p> <p>Staff Responsible for Monitoring: Administrators Teachers Tutors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Remote Tutors - Title One School- Improvement, Additional staff - Title One School- Improvement</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: 3rd Grade Reading "Meets" percentages will increase from 34% (2021 STAAR) to 38% as measured by the 2022 STAAR;

Evaluation Data Sources: Short Cycle Assessments
 MAP assessments
 Istation
 STAAR 2022


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff.</p> <p>Strategy's Expected Result/Impact: Increased teacher support and student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will analyze student data weekly in PLC meetings.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May

Teachers
Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 4: 3rd Grade Math "Meets" percentages will increase from 36% (2021 STAAR) to 40% as measured by the 2022 STAAR;


Evaluation Data Sources: Short Cycle Assessments
 MAP assessment
 Imagine Math
 STAAR 2022


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff.</p> <p>Strategy's Expected Result/Impact: Increased teacher support and student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will analyze student data weekly in PLC meetings.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May

Teachers
Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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


Performance Objective 5: 4th Grade Reading "Meets" percentages will increase from 12% (2021 STAAR) to 16% as measured by the 2022 STAAR;


Evaluation Data Sources: Short Cycle Assessments
 MAP assessment
 Istation
 STAAR 2022


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff.</p> <p>Strategy's Expected Result/Impact: Increased teacher support and student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will analyze student data weekly in PLC meetings.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May

Teachers
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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


Performance Objective 6: 4th Grade Math "Meets" percentages will increase from 26% (2021 STAAR) to 30% as measured by the 2022 STAAR;


Evaluation Data Sources: Short Cycle Assessments
 MAP assessment
 Imagine Math
 STAAR 2022


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff.</p> <p>Strategy's Expected Result/Impact: Increased teacher support and student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will analyze student data weekly in PLC meetings.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May

Teachers
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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


Performance Objective 7: 5th Grade Reading "Meets" percentages will increase from 31% (2021 STAAR) to 35% as measured by the 2022STAAR;


Evaluation Data Sources: Short Cycle Assessments
 MAP assessment
 Istation
 STAAR 2022


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff.</p> <p>Strategy's Expected Result/Impact: Increased teacher support and student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will analyze student data weekly in PLC meetings.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p>	Formative			Summative
	Oct	Jan	Mar	May

Teachers
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 8: 5th Grade Math "Meets" percentages will increase from 40% (2021 STAAR) to 44% as measured by the 2022 STAAR;

Evaluation Data Sources: Short Cycle Assessments
 MAP assessment
 Imagine Math
 STAAR 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff.</p> <p>Strategy's Expected Result/Impact: Increased teacher support and student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will analyze student data weekly in PLC meetings.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p>	Formative			Summative
	Oct	Jan	Mar	May

Teachers
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 9: 5th Grade Science "Meets" percentages will increase from 20% (2021 STAAR) to 24% as measured by the 2022 STAAR;

Evaluation Data Sources: Short Cycle Assessments
 MAP assessment
 STAAR 2022





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff.</p> <p>Strategy's Expected Result/Impact: Increased teacher support and student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will analyze student data weekly in PLC meetings.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 10: The percentage of students that Met Standard on all subjects/grades tested will increase from 59% (2021 STAAR) to 63% as measured by the 2022 STAAR.

Evaluation Data Sources: Short Cycle Assessments
 MAP assessments
 Istation
 Imagine Math
 STAAR 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff.</p> <p>Strategy's Expected Result/Impact: Increased teacher support and student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will analyze student data weekly in PLC meetings. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers in grades all grades will implement AVID strategies aligned with the components of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Administrators Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Gonzales Elementary will implement opportunities to develop and distribute Parent and Family Engagement Policy, implement Parent and Family Literacy and Math opportunities for all, and implement Title 1 Parent-Teacher Conferences. Strategy's Expected Result/Impact: Increased parent engagement and student achievement. Staff Responsible for Monitoring: Campus Administrators Teachers Dyslexia Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Parent Engagement Materials - Title One School-wide - \$1,346</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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

Performance Objective 11: The percentage of students meeting or exceeding the growth target will increase from 27% (2021 STAAR) to 31% as measured by the 2022 STAAR.

Evaluation Data Sources: Short Cycle Assessments
 MAP assessments
 Istation
 Imagine Math
 STAAR 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff.</p> <p>Strategy's Expected Result/Impact: Increased teacher support and student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will analyze student data weekly in PLC meetings. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Specialist Dyslexia Teacher Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Dyslexia Therapist - State Comp Ed - \$75,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers in all grades will implement AVID strategies aligned with the components of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: School Administrators Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: The Response to Intervention teams will meet every six weeks to analyze data on students performing below grade level to target and accelerate instruction. Strategy's Expected Result/Impact: All students performing on grade level. Staff Responsible for Monitoring: Campus Administrator Counselor Teachers Dyslexia Teacher Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Gonzales Elementary will use technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning to improve achievement in Reading and Math</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Dyslexia Teacher High-Impact Tutor</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 11 Problem Statements:

Student Learning
<p>Problem Statement 2: Gonzales fails to close the gap in learning by not meeting or exceeding the target score across student populations. Root Cause: Lack of personalized learning through traditional or technological means.</p>

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	11	3	Dyslexia Therapist		\$75,000.00
Sub-Total					\$75,000.00
Title One School- Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	4	Remote Tutors		\$0.00
3	2	4	Additional staff		\$0.00
Sub-Total					\$0.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	10	5	Parent Engagement Materials		\$1,346.00
Sub-Total					\$1,346.00
Grand Total					\$76,346.00

Addendums