# **Ector County Independent School District**

## **Ross Elementary**

2024-2025



### **Board Goals**

**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

**Performance Objective 1:** At Ross Elementary, the percentage of students performing at the meets level on 3rd - 5th Math STAAR will increase from 39% to 60% By May 2025.

#### **Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** MAPS BOY, MOY, and EOY scores Walk-Throughs and Feedback PLCs (Planning and Data-Driven Instruction) Practice Clinics

On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
Strategy 1: Following district initiatives, scope and sequence, and ECISD-approved curriculum, Ross Master Classroom			Summative	
Leaders and their team teachers will collaborate and plan lessons in 90-minute PLCs once a week using a variety of structures and strategies that promote high student engagement.	Oct	Jan	Mar	May
<b>Strategy's Expected Result/Impact:</b> Students will be allowed to participate in a variety of learning experiences that allow for high accountability and engagement.				
Staff Responsible for Monitoring: Teachers (classroom and special area)				
Campus Administration				
TEA Priorities:				
Build a foundation of reading and math				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments				
Problem Statements: Student Achievement 4				

Strategy 2 Details		Rev	views	
Strategy 2: All K-5 Ross teachers will participate in monthly vertical Mathematics planning sessions led by a Master		Formative	Summati	
Classroom Leader to strengthen and align math routines and strategies.	Oct	Jan	Mar	May
<b>Strategy's Expected Result/Impact:</b> K-5 students will be performing Mathematics on grade level or above by the end of their grade level as well as meets on State/District Assessments.				
Staff Responsible for Monitoring: Teachers				
Principal				
Assistant Principal				
MCLs				
TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 6				
Strategy 3 Details		Rev	views	
Strategy 3: All teachers will participate in one 45-minute weekly practice clinic to plan, script, and role-play instructional		Formative		Summative
strategies under the direction of their Master Classroom Leader.	Oct	Jan	Mar	r May
Strategy's Expected Result/Impact: Instructional practices will be consistent campus-wide.  All teachers will collaborate and be supported by a Master Classroom Leader.				
Staff Responsible for Monitoring: Principal				
Assistant Principal				
TEA Priorities:				
Recruit, support, retain teachers and principals, Build a foundation of reading and math				
- ESF Levers:				
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Problem Statements: Curriculum, Instruction, and Assessment 2				

**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

**Performance Objective 2:** At Ross Elementary, the percentage of students performing at the Meets level on 3rd - 5th Reading STAAR will increase from 44% to 60% by May 2025.

#### **Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAPS BOY, MOY, and EOY scores

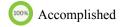
Walk-Throughs and Feedback Tutoring Outcomes (data) PLCs (Planning and Data-Driven Instructions) Practice Clinics On-Going Coaching for All Staff

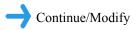
Reviews				
	Summative			
Oct	Jan	Mar	May	
		17242	- III	
	Oct	Formative	Formative	

Strategy 2 Details			Reviews		
Strategy 2: All teachers will monitor/track student progress on i-Ready, using data spreadsheets, to drive small group		Formative		Summative	
instruction during campus-wide intervention from 2:30-3:15.  Strategy's Expected Result/Impact: Targeted Reading intervention and Reading fluency will improve.  Staff Responsible for Monitoring: Administrators  MCLs  Teachers  TEA Priorities:  Build a foundation of reading and math, Improve low-performing schools  - ESF Levers:  Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction  Problem Statements: Student Achievement 5  Funding Sources: - Title One School-wide - \$3,960	Oct	Jan	Mar	May	



% No Progress







**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

**Performance Objective 3:** At Ross Elementary, the percentage of 5th-grade students performing at the Meets level on Science STAAR will increase from 22% to 60% by May 2025.

#### **Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Walk-Throughs and Feedback

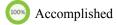
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

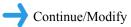
		Reviews			
Strategy 1: Master Classroom Leaders will support teachers in successful Scientific practices inco	orporating hands-on		Formative		Summative
Science experiments in the Cal Ripken Stem Lab once a week for K - 5th-grade classrooms.		Oct	Jan	Mar	May
<b>Strategy's Expected Result/Impact:</b> The Opportunity Culture MCL will support the classro classroom practices which will lead to student improvement.	oom teacher in improving				
Staff Responsible for Monitoring: Administration					
MCLs					
TEA Priorities:					
Improve low-performing schools					
- ESF Levers:					
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materia	als and Assessments,				
Lever 5: Effective Instruction					
Problem Statements: Student Achievement 7					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Material Lever 5: Effective Instruction	als and Assessments,				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs led by their		Formative		Summative
Master Classroom Leader.  Strategy's Expected Result/Impact: Science intervention will be included during the campuswide intervention time, 2:30-3:15.  Staff Responsible for Monitoring: Administration MCLs  TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  Problem Statements: Student Achievement 7 - Curriculum, Instruction, and Assessment 2	Oct	Jan	Mar	May



No Progress







**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

**Performance Objective 1:** At Ross Elementary, the percentage of 3rd-grade students performing at the Meets level or above on their Reading STAAR Assessment will increase from 34% to 45% by May 2025.

#### **Indicators of Success:**

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: BOY, MOY, EOY MAP data

Lesson plans

Walk-Throughs and Feedback

Tutoring Outcomes (data)

PLCs (Planning and Data-Driven Instructions)

**Practice Clinics** 

On-Going Coaching for All Staff

Strategy 1 Details	Reviews				
Strategy 1: Ross Opportunity Culture Master Classroom Leaders and their Team Teachers will collaborate and plan	Formative Su				
Reading lessons in 90-minute PLCs once a week using a variety of structures and strategies to strengthen their tier 1 instruction and challenge higher performing students.	Oct	Jan	Mar	May	
<b>Strategy's Expected Result/Impact:</b> The percentage of 3rd-grade students reading at or above grade level will increase.					
Staff Responsible for Monitoring: MCLs					
Teachers					
Administrators					
TEA Priorities:					
Build a foundation of reading and math, Improve low-performing schools					
- ESF Levers:					
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,					
Lever 5: Effective Instruction					
Problem Statements: Student Achievement 8					

Strategy 2 Details	Reviews			
Strategy 2: All teachers will participate in one 45-minute weekly practice clinic to plan, script, and role-play instructional		Formative		Summativ
strategies under the direction of their Opportunity Culture Master Classroom Leader.	Oct	Jan	Mar	May
<b>Strategy's Expected Result/Impact:</b> The percentage of 3rd grade students reading at or above grade level will improve.		5 11-1		
Staff Responsible for Monitoring: MCLs				
Teachers				
Administrators				
TEA Priorities:				
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,				
Lever 5: Effective Instruction				
Problem Statements: Student Achievement 8				
Strategy 3 Details		Rev	views	
Strategy 3: All K-5 Ross teachers will participate in monthly vertical Writing planning sessions led by a Master Classroom		Formative		Summative
Leader to strengthen and align Writing routines and strategies.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will improve their Reading and Writing skills.				
Staff Responsible for Monitoring: MCLs				
Administrators				
TEA Priorities:				
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 5				

**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

**Performance Objective 2:** At Ross Elementary, the percentage of students in second grade achieving or exceeding their MAPS Reading goal will increase from 16% in 2024 to 45% in 2025.

#### **Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: iready data

On-going coaching for all staff

BOY, MOY, EOY MAP data Walk-Throughs and Feedback Tutoring Outcomes (data) PLCs (Planning and Data-Driven Instructions) Practice Clinics

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be supported and coached to strengthen their tier 1 instruction and plan quality interventions		Formative		Summative
personalized to students' specific needs through Blended Learning strategies.  Strategy's Expected Result/Impact: The percentage of second-grade students reading at or above grade level will improve.  Staff Responsible for Monitoring: MCLs Teachers Administrators	Oct	Jan	Mar	May
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2				

Strategy 2 Details	Reviews					
Strategy 2: Kindergarten - Second-grade teachers will use District resources, Saxon Phonics daily with Master Classroom	Formative Summa					
Teacher support during weekly practice clinics.  Strategy's Expected Result/Impact: The percentage of Kindergarten - Second grade students reading at or above grade level will improve.  Staff Responsible for Monitoring: MCLs Teachers Administrators  TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Oct	Jan	Mar	May		
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	X Discon	tinue				

**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2025.

**Performance Objective 3:** At Ross Elementary, the percentage of students in first grade achieving or exceeding their MAPS Reading Assessment will show growth from 66% in 2024 to 75% in 2025.

#### **Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: BOY, MOY, EOY MAP data

Lesson plans

Walk-Throughs and Feedback

Tutoring Outcomes (data)

PLCs (Planning and Data-Driven Instructions)

**Practice Clinics** 

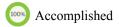
On-Going Coaching for All Staff

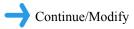
Strategy 1 Details	Strategy 1 Details Reviews			
Strategy 1: K-3rd teachers will take weekly running records during Guided Reading using Microsoft Teams to guide		Formative		Summative
fluency practice for students.	Oct	Jan	Mar	May
<b>Strategy's Expected Result/Impact:</b> The percentage of 1st-grade students reading at or above grade level will improve.				
Staff Responsible for Monitoring: MCLs				
Teachers				
Administrators				
TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,				
Lever 5: Effective Instruction				
Problem Statements: Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
Strategy 2: Third-grade teachers will use Blended Learning strategies to personalize students' independent practice time on		Formative		Summative
low Reading skills.  Strategy's Expected Result/Impact: The percentage of 1st-grade students reading at or above grade level will improve.  Staff Responsible for Monitoring: MCLs Teachers Administrators  TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers:	Oct	Jan	Mar	May
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  Problem Statements: Student Achievement 2				



% No Progress







**Performance Objective 1:** Ross Elementary teachers will utilize SEL-focused strategies to increase school connectedness on Panorama Data from 68% to 75% by May 2025.

#### **Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Increased Attendance

Panorama Data 7 Mindsets data

Strategy 1 Details		Reviews		
Strategy 1: Teachers will guide students through S.E.L lessons using the iLead program.		Formative		
Strategy's Expected Result/Impact: Students will feel encouraged to take academic risks in the classroom.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teachers				•
Counselor				
Administration				
TEA Priorities:				
Recruit, support, retain teachers and principals, Connect high school to career and college				
- ESF Levers:				
Lever 3: Positive School Culture				
Problem Statements: School Culture and Climate 1				

Strategy 2 Details	Reviews			
Strategy 2: SEL support will be provided through various methodologies including student celebrations to remove psychosocial barriers for students struggling with attendance and academic progress.  Strategy's Expected Result/Impact:  SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress.		Summative		
	Oct Jan N		Mar	May
Staff Responsible for Monitoring: Counselor Teachers Administrations				
TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture				
No Progress Continue/Modify	X Discon	tinue		

**Performance Objective 2:** Ross Elementary will improve student daily attendance from 92.9% to 95%.

#### **Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Ross Facebook, Website, and Twitter SchoolStatus
Volunteer Program (VOLY)
Teacher/Parent Conferences
Monthly Newsletters
Community Partnerships

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ross will hold student and campus celebrations when the 95% attendance goal is reached.	Formative			Summative
Strategy's Expected Result/Impact: Students and parents will be encouraged and motivated to be at school.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: PTA				
Teachers				
TEA Priorities:				
Recruit, support, retain teachers and principals				
- ESF Levers:				
Lever 3: Positive School Culture				
Problem Statements: Demographics 1				

Strategy 2 Details	Reviews			
Strategy 2: Student and campus attendance celebrations will be shared via social media.			Summativ	
Strategy's Expected Result/Impact: Parents will be supportive of improving student attendance.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teachers				
Administration				
TEA Priorities:				
Recruit, support, retain teachers and principals				
- ESF Levers:				
Lever 3: Positive School Culture				
Problem Statements: Demographics 1				
No Progress Continue/Modify	X Discon	tinue		

**Performance Objective 3:** Disciplinary infractions at Ross Elementary will decrease from 137 student referrals to 100 by May 2025.

#### **Indicators of Success:**

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Discipline Referrals

Strategy 1 Details		Reviews		
Strategy 1: Teachers will use a Discipline Flowchart to help guide their actions toward negative student behaviors in the	Formative			Summative
classroom.  Strategy's Expected Result/Impact: Discipline referrals will decrease  Staff Responsible for Monitoring: Administration	Oct	Jan	Mar	May
MCLs				
ESF Levers: Lever 3: Positive School Culture				
Problem Statements: School Context and Organization 3				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will use a Campus-Wide Expectations presentation with students at the beginning of the school year.	Formative			Summative
Strategy's Expected Result/Impact: Discipline referrals will decrease	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administration MCLs				
TEA Priorities:				
Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers:				
Lever 3: Positive School Culture				
Problem Statements: Demographics 2				
No Progress Continue/Modify	X Discor	itinue		

**Performance Objective 4:** 100% of 3rd-5th grade Ross Elementary students will utilize AVID planners to improve college, career, and military readiness.

#### **Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources: Student Writing Folders** 

Lesson Plans Student Planners

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students in 3rd, 4th, and 5th will utilize binders to help them with their organizational skills.	Formative			Summative
<b>Strategy's Expected Result/Impact:</b> Students will be more successful with organization when working independently.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teachers Administration				
TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1				

Strategy 2 Details	Reviews				
Strategy 2: Teachers will plan daily lessons with AVID W.I.C.O.R strategies with support from their Master Classroom	Formative			Summative	
Leader during planning sessions.  Strategy's Expected Result/Impact: Teachers will plan for all parts of W.I.C.O.R.  Staff Responsible for Monitoring: Teachers  MCLs  Administrators	Oct	Jan	Mar	May	
TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2					
No Progress Continue/Modify	X Discon	tinue			