Ector County Independent School District

Ross Elementary

2025-2026 Board Goals/Performance Objectives/Strategies

Mission Statement

At Ross Elementary, we will be a community of learners who believe that continuous learning through a growth mindset, setting high expectations, taking risks, and supporting teacher and student leaders will create a school culture where scholars are afforded a personalized learning plan in a positive environment to grow academically, socially, and emotionally.
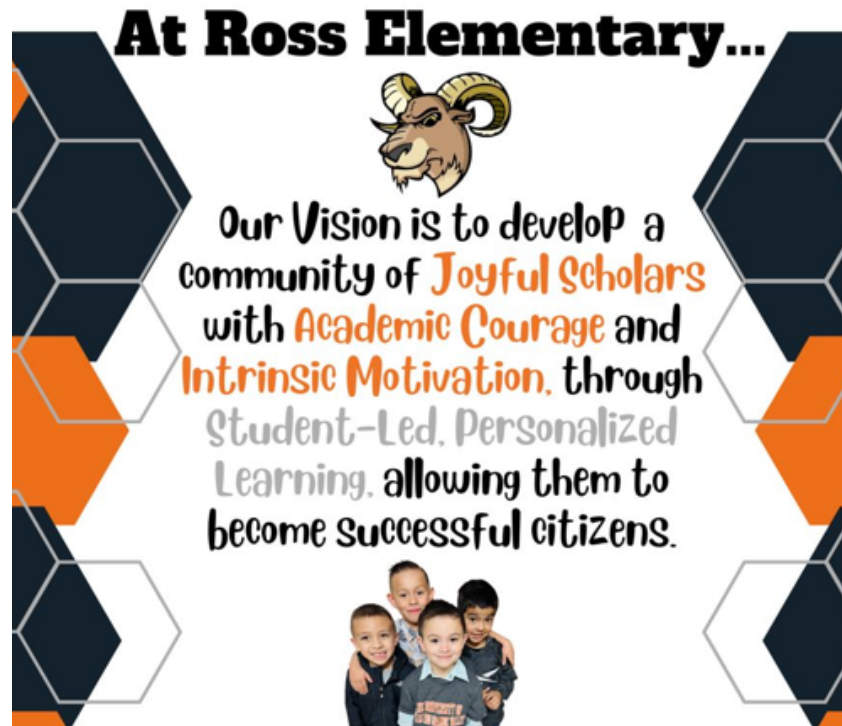

Vision

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2026, the percentage of students performing at the meets level on 3rd Math STAAR will increase from 28% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3rd grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Math Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: In alignment with district initiatives and the ECISD-approved curriculum, Ross Multi-Classroom Leaders (MCLs) and their team teachers will participate in weekly 90-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Consistent, evidence-based collaboration will lead to more targeted and responsive instruction, resulting in improved student mastery of grade-level standards, higher growth on assessments, and increased teacher capacity in analyzing data to drive instruction. **Staff Responsible for Monitoring:** MCLs Administrators **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
Strategy 2: Four times during the school year, Ross teachers will participate in vertical alignment PLCs focused on aligning Concrete-Representational-Abstract (CRA) models and math routines across grade levels. During these sessions, teachers will share and examine student work, calibrate instructional practices, and ensure consistency in mathematical language, strategies, and expectations from one grade level to the next.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased alignment of CRA models and math routines will provide students with a consistent progression of skills and strategies, reducing gaps in mathematical understanding and improving student performance across grade levels. **Staff Responsible for Monitoring:** MCLs Administrators **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

Strategy 3 Details	Reviews			
Strategy 3: 3rd-5th grade teachers will provide after-school tutoring services using i-Ready resources to target students performing in quintile 1 and quintile 3. Tutoring will focus on addressing foundational gaps for struggling learners while also pushing mid-level students toward grade-level mastery. Teachers will use i-Ready lesson pathways, data reports, and practice resources to deliver small-group, differentiated instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Consistent use of i-Ready resources will ensure data-driven tutoring, leading to improved student outcomes on both i-Ready and STAAR assessments. **Staff Responsible for Monitoring:** 3rd, 4th, and 5th grade teachers Administrators **Title I:** 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 3 **Funding Sources:** After School Tutoring - Title One School-wide - $14,563				

No Progress ⭕ Accomplished ➡️ Continue/Modify ❌ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade Math performance decreased to 77% Approaches compared to 83% Approaches in last year's fourth grade, indicating a decline in student achievement as students progressed to the next grade level. **Root Cause**: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact the consistency of high-quality math instruction.
Problem Statement 2: Fifth grade Math performance declined from 83% Meets in 4th grade to 77% Meets in 5th grade. This indicates a notable drop in overall student achievement as students advanced to 5th grade. **Root Cause**: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact consistent math instruction. Additionally, approximately 20 students transferred from private schools--some with no prior STAAR experience and others who enrolled mid-year--creating instructional gaps and contributing to lower overall performance.
Problem Statement 3: Fifth grade Math performance at the Masters level decreased from 24% in 4th grade to 16% in 5th grade (-8), indicating a decline in the number of students achieving advanced academic performance. **Root Cause**: Teachers struggled to consistently provide rigorous, differentiated instruction that challenged all students and promoted higher-order thinking, limiting opportunities for students to perform at the Masters level.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2026, the percentage of students performing at the meets level on 5th Math STAAR will increase from 43% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Math Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: Implement a campuswide "Math Deep Dive" problem-solving routine in which students restate the problem in their own words, create visuals to represent the problem, and write the steps taken to solve it. Students will share their thinking with peers to explain their reasoning, compare strategies, and refine their mathematical communication skills.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: This consistent, schoolwide approach to problem-solving will strengthen students' conceptual understanding, increase their ability to communicate mathematical reasoning, and improve performance on multi-step and open-ended math problems. **Staff Responsible for Monitoring:** Administrators MCLs Team Teachers **Title I:** 2.51, 2.52 - **TEA Priorities:** 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 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement blended learning practices in all classrooms to address individual student needs through differentiated High, Medium, and Low practice tasks. Teachers will use ongoing assessment data to assign targeted activities that close learning gaps, reinforce grade-level skills, and extend learning for students performing above grade level.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Differentiated blended learning will provide students with personalized practice at their appropriate level, accelerating growth for struggling learners while maintaining high expectations for all, ultimately leading to improved mastery of grade-level standards.
     Staff Responsible for Monitoring: Administrators
 MCLs
 Team Teachers
 	
     Title I:
 2.51, 2.52
  - **ESF Levers:**
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
  - **Targeted Support Strategy**
     Problem Statements: Student Achievement 3				

⭕ No Progress 🟢 Accomplished ➡️ Continue/Modify ❌ Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade Math performance decreased to 77% Approaches compared to 83% Approaches in last year's fourth grade, indicating a decline in student achievement as students progressed to the next grade level.   **Root Cause**: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact the consistency of high-quality math instruction.
Problem Statement 3: Fifth grade Math performance at the Masters level decreased from 24% in 4th grade to 16% in 5th grade (-8), indicating a decline in the number of students achieving advanced academic performance.   **Root Cause**: Teachers struggled to consistently provide rigorous, differentiated instruction that challenged all students and promoted higher-order thinking, limiting opportunities for students to perform at the Masters level.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2026, the percentage of students performing at the meets level on 3rd Reading STAAR will increase from 46% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: All teachers will participate in a 45-minute weekly practice clinic with their Multi-Classroom Leader (MCL) to plan, script, and role-play high-impact instructional strategies. These sessions will focus on refining lesson delivery, questioning techniques, and student engagement practices through real-time feedback and rehearsal.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Consistent practice clinics will build teacher capacity, increase instructional precision, and ensure high-quality delivery of lessons, leading to greater student engagement and improved academic outcomes across all content areas. **Staff Responsible for Monitoring:** MCLs Team Teachers Administrators **Title I:** 2.51, 2.52 - **TEA Priorities:** 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 - **Targeted Support Strategy** **Problem Statements:** Student Achievement 3 **Funding Sources:** Opportunity Culture Positions - Title One School-wide - $87,000, Opportunity Culture Positions - Local - $111,000				

Strategy 2 Details	Reviews			
Strategy 2: All teachers will monitor and track student progress on i-Ready using data spreadsheets to identify strengths and gaps. This data will be used to plan and deliver targeted small-group instruction during the campus-wide intervention block from 2:30-3:15, ensuring that instruction is responsive to individual student needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Consistent use of i-Ready data to drive small-group instruction will accelerate learning for struggling students, close skill gaps, and increase the number of students meeting or exceeding grade-level expectations. **Staff Responsible for Monitoring:** MCLs Team Teachers Administrators **Title I:** 2.51, 2.52 - **TEA Priorities:** 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 - **Targeted Support Strategy** **Problem Statements:** Student Achievement 5, 6				

No Progress ⭕ Accomplished ➡️ Continue/Modify ❌ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: Fifth grade Math performance at the Masters level decreased from 24% in 4th grade to 16% in 5th grade (-8), indicating a decline in the number of students achieving advanced academic performance. **Root Cause**: Teachers struggled to consistently provide rigorous, differentiated instruction that challenged all students and promoted higher-order thinking, limiting opportunities for students to perform at the Masters level.
Problem Statement 5: Kindergarten MAPS performance experienced a significant decline from 2024 to 2024-2025. Reading decreased from 66 to 46.1 (-19.9), and Math decreased from 77.3 to 59.6 (-17.7), indicating a substantial drop in foundational skills development for incoming students. **Root Cause**: Kindergarten classes began the year with overflow enrollment, with up to 30-31 students per class, which limited opportunities for individualized instruction. Additionally, a brand-new first-year teacher joined the team in October and faced challenges with classroom management and instructional consistency, which impacted overall student growth.
Problem Statement 6: Third grade Reading MAPS performance declined from 62.9 in 2024 to 47.8 in 2024-2025 (-15.1), indicating a significant decrease in overall reading achievement for the grade level. **Root Cause**: The 3rd grade team implemented a two-classroom team-teaching model, and the transition proved challenging for students, resulting in inconsistent instructional routines. Additionally, multiple students required behavior intervention plans, which reduced instructional time and impacted the focus on reading growth.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May of 2026, the percentage of students performing at the meets level on 5th Reading STAAR will increase from 42% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: All teachers will participate in four vertical Writing PLC sessions led by a Multi-Classroom Leader to strengthen and align writing routines, strategies, and expectations across grade levels. These sessions will focus on calibrating instruction, analyzing student writing samples, and building consistency in the use of writing frameworks and feedback practices campuswide.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Vertical alignment of writing instruction will create a consistent progression of skills and strategies, improve the quality of student writing at all grade levels, and increase performance on writing-related tasks and assessments. **Staff Responsible for Monitoring:** MCLs Team Teachers Administration **Title I:** 2.51, 2.52 - **TEA Priorities:** 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 - **Targeted Support Strategy** **Problem Statements:** Student Achievement 8				

Strategy 2 Details	Reviews			
Strategy 2: All teachers will participate in four vertical Reading PLC sessions led by a Multi-Classroom Leader to strengthen and align reading strategies and routines across grade levels. These sessions will focus on calibrating comprehension instruction, analyzing student reading data and work samples, and building consistency in the use of campuswide reading practices.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Vertical alignment of reading instruction will ensure consistent strategies and expectations across grade levels, strengthen comprehension and fluency skills, and increase student performance on reading assessments. **Staff Responsible for Monitoring:** MCLs Team Teachers Administrators **Title I:** 2.51, 2.52 - **TEA Priorities:** 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 4				

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 4: Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency.   **Root Cause**: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth.
Problem Statement 8: While 1st grade Reading MAPS scores improved from 16.4% in 2023-2024 to 41.3% in 2024-2025, fewer than 50% of students met their projected RIT growth goals, indicating that the majority of students are still not achieving expected reading progress.   **Root Cause**: The implementation of Saxon Phonics has supported overall improvement, but teachers lack a consistent daily structure for small-group reading instruction based on students' current reading levels. This limits opportunities for targeted intervention and acceleration to ensure all students meet their growth goals.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: By May of 2026, the percentage of students performing at the meets level on 5th Science STAAR will increase from 12% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: The Assistant Principal, who has a proven record of success in Science instruction, will provide ongoing planning support to the 5th grade Science teacher. This support will include weekly collaborative planning sessions, alignment of lessons to STAAR rigor, and guidance in incorporating hands-on, inquiry-based learning experiences.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Targeted planning support will strengthen the alignment and quality of Science instruction, increase student engagement in scientific inquiry, and improve student performance on Science assessments. **Staff Responsible for Monitoring:** Principal Assistant Principal 5th grade Science Teacher **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 7				

Strategy 2 Details	Reviews			
Strategy 2: 3rd-5th Teachers will incorporate at least one science experiment per unit, integrating hands-on activities and related writing tasks. Students will engage in observing, predicting, experimenting, and recording results, followed by written reflections or explanations to strengthen scientific understanding and academic writing skills.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Regular integration of experiments with writing will deepen students' conceptual understanding, promote critical thinking, and enhance their ability to communicate scientific reasoning, leading to improved Science performance. **Title I:** 2.51, 2.52 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 7				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 7: Fifth grade Science performance declined from 22% Meets in 2023-2024 to 12% Meets in 2024-2025, reflecting a significant decrease in student mastery of grade-level science standards.   **Root Cause**: The assigned Science teacher, who returned from retirement, struggled with classroom management and with aligning Tier 1 instruction to the rigor and expectations of STAAR, which limited students' opportunities for high-quality, standards-based learning.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of students in Kindergarten achieving or exceeding their Reading RIT goal will increase from 46.1% to 55%

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: K-2 teachers will implement Saxon Phonics with fidelity, following the prescribed lesson sequence, pacing, and instructional routines. Administrators and instructional leaders will provide regular monitoring and feedback to ensure consistent delivery and alignment with best practices in foundational literacy instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Fidelity to Saxon Phonics will strengthen students' phonemic awareness, decoding skills, and reading fluency, leading to improved early literacy outcomes and increased readiness for grade-level reading by 3rd grade. **Staff Responsible for Monitoring:** MCLs Team Teachers Administrators **Title I:** 2.51, 2.52 - **TEA Priorities:** 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 - **Targeted Support Strategy** **Problem Statements:** Student Achievement 6				

Strategy 2 Details	Reviews			
Strategy 2: K-3 teachers will implement blended learning best practices, including the use of choice boards and playlists, to provide differentiated and student-centered learning experiences. These tools will allow students to work at their own pace, access a variety of learning modalities, and engage in activities targeted to their individual needs and skill levels.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The consistent use of blended learning strategies will increase student engagement, provide personalized pathways for learning, and close skill gaps, leading to higher achievement in foundational reading and math skills. **Staff Responsible for Monitoring:** MCLs Team Teachers Administrators **Title I:** 2.51, 2.52 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Technology 1				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 6: Third grade Reading MAPS performance declined from 62.9 in 2024 to 47.8 in 2024-2025 (-15.1), indicating a significant decrease in overall reading achievement for the grade level.   **Root Cause**: The 3rd grade team implemented a two-classroom team-teaching model, and the transition proved challenging for students, resulting in inconsistent instructional routines. Additionally, multiple students required behavior intervention plans, which reduced instructional time and impacted the focus on reading growth.

Technology
Problem Statement 1: Ross is a blended learning campus, and three newly hired teachers (5th grade Math, 4th grade self-contained, and 2nd grade self-contained) have limited experience with the campus's blended learning model. This creates a gap in implementation consistency compared to returning teachers who have already received blended learning training.   **Root Cause**: New staff members have not yet received the same depth of blended learning training and coaching as their peers. Without targeted onboarding and ongoing support, instructional technology integration and student engagement in blended learning may be inconsistent across grade levels.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The percentage of First grade students will show growth from 41.3% to 55% on their Reading MAP Assessment.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: All teachers will implement the campuswide reading strategy by guiding students in creating CSPS (Character, Setting, Problem, Solution) charts for literary texts and TMI (Topic, Main Idea, Inference) charts for nonliterary texts. Teachers will model how to complete the charts, provide guided practice, and use them as a tool for comprehension discussions and written responses.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Consistent use of CSPS and TMI charts will strengthen students' comprehension skills, improve their ability to analyze and discuss texts, and increase performance on reading comprehension assessments. **Staff Responsible for Monitoring:** MCLs Team Teachers Administrators **Title I:** 2.51, 2.52 - **TEA Priorities:** 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 - **Targeted Support Strategy** **Problem Statements:** Student Achievement 6				

Strategy 2 Details	Reviews			
Strategy 2: In alignment with district initiatives and the ECISD-approved curriculum, Ross Multi-Classroom Leaders (MCLs) and their team teachers will participate in weekly 90-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Consistent, evidence-based collaboration will lead to more targeted and responsive instruction, resulting in improved student mastery of grade-level standards, higher growth on assessments, and increased teacher capacity in analyzing data to drive instruction. **Staff Responsible for Monitoring:** MCLs Administrators **Title I:** 2.51, 2.52 - **TEA Priorities:** 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 4				

○ No Progress　　◯ Accomplished　　➡ Continue/Modify　　✖ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 4: Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency.　**Root Cause**: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth.
Problem Statement 6: Third grade Reading MAPS performance declined from 62.9 in 2024 to 47.8 in 2024-2025 (-15.1), indicating a significant decrease in overall reading achievement for the grade level.　**Root Cause**: The 3rd grade team implemented a two-classroom team-teaching model, and the transition proved challenging for students, resulting in inconsistent instructional routines. Additionally, multiple students required behavior intervention plans, which reduced instructional time and impacted the focus on reading growth.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: The percentage of 3rd grade students performing at the meets level on their Reading STAAR Assessment will increase from 46% to 55%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3rd grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)
Iready Reading Benchmark Data
Check Point Data
Daily Exit Tickets

Strategy 1 Details			Reviews		
Strategy 1: Teachers in 3rd-4th grade will integrate Curipod into Writing instruction to provide interactive lessons, model writing strategies, and engage students in collaborative writing activities. Curipod will be used to support idea generation, organization, and peer feedback in alignment with grade-level writing standards.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: The use of Curipod will increase student engagement in the writing process, improve organization and clarity in student writing, and lead to higher performance on writing assessments. **Staff Responsible for Monitoring:** MCLs Administrators **Title I:** 2.51, 2.52 - **TEA Priorities:** 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 - **Targeted Support Strategy** **Problem Statements:** Student Achievement 4					

Strategy 2 Details	Reviews			
Strategy 2: 3rd-5th grade teachers will incorporate novel studies into reading instruction to provide extended, in-depth analysis of complex texts. Novel studies will be used to challenge higher-level students through advanced vocabulary, deeper comprehension questions, thematic analysis, and opportunities for written literary response.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Incorporating novel studies will extend learning for advanced readers, strengthen critical thinking and analytical skills, and increase the number of students performing at the Meets and Masters levels on reading assessments. **Staff Responsible for Monitoring:** MCLs Team Teachers Administrators **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 4				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 4: Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency.   **Root Cause**: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: School Connectedness Panorama data will increase from 68% to 75%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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 - 2026 Goal: 52%

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Through the Ron Clark House System, 3rd-5th grade students will participate in regular house meetings designed to build confidence, develop effective communication skills, and practice active listening. Meetings will provide structured opportunities for students to use their voice, engage in respectful discourse, and encourage their peers.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: House meetings will strengthen students' confidence and leadership skills, improve their ability to communicate effectively and listen actively, and foster a positive, inclusive school culture. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.53, 2.531 - **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: Students will participate in daily Mindful Minutes during morning assembly, guided by the school counselor, to learn and practice techniques for regulating their bodies and emotions. Activities will include breathing exercises, guided visualization, and short movement or grounding activities to promote focus and emotional readiness for learning.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Daily mindfulness practice will equip students with self-regulation strategies, improve focus and emotional control, and create a calmer, more positive learning environment across the campus. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.531 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. **Root Cause**: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.
Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. **Root Cause**: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: Student daily attendance will increase from 92.9% to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Weekly Attendance Spreadsheet.

Strategy 1 Details	Reviews			
Strategy 1: Students will record and monitor their own attendance in personal data trackers, reviewing their progress regularly with their teacher. Teachers will provide guidance on setting attendance goals and celebrating improvements to encourage student ownership and accountability.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Tracking attendance will increase student awareness of their attendance patterns, promote accountability, and contribute to improved daily attendance rates across the campus. **Staff Responsible for Monitoring:** MCLs Team Teachers Administrators **Title I:** 2.53, 2.531 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: All teachers will use ClassDojo as the campuswide communication platform to provide parents with timely updates, reminders, and messages in a text-style format. This unified approach will ensure consistent communication practices across the campus and align with parents' preferred method of receiving information.	**Oct**	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Using a single, parent-preferred communication platform will improve family engagement, increase responsiveness to school messages, and strengthen the partnership between home and school.
    Staff Responsible for Monitoring: Teachers
Administrators
 	
    Title I:
2.53, 2.531
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Family and Community Engagement 1				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family and community engagement has been inconsistent due to varied communication methods across the campus. Teachers used multiple platforms, including Remind, ClassDojo, and phone calls through SchoolStatus, while Focus--our primary system--was challenging to use and did not log phone calls. This inconsistency limited clear and timely communication with families.   **Root Cause**: The campus lacked a unified communication platform and consistent expectations for parent communication. Staff were more comfortable with previous systems and found Focus difficult to navigate, leading to inconsistent family engagement practices.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions including off campus suspensions will decrease by 50% from 8 to 4 instances.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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 - 2026 Goal: 52%

Evaluation Data Sources: Records of discipline

Strategy 1 Details	Reviews			
Strategy 1: 3rd-5th grade students will participate in house projects throughout the school year focused on community-based initiatives. These projects will provide opportunities for students to collaborate with peers, apply problem-solving skills, and develop leadership, responsibility, and teamwork abilities that can be carried into lifelong experiences.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Participation in community-focused house projects will strengthen students' collaboration, communication, and leadership skills while fostering a sense of civic responsibility and school pride. **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.51 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
Strategy 2: Students will engage in leadership opportunities such as serving as "Ramtastic Leaders," where they will adopt a lower grade level and read to buddy students, or serving as House Leaders who guide house meetings, lead cheers, and facilitate chants. These roles will provide authentic opportunities for students to model positive behavior, build confidence, and develop leadership skills.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Providing diverse leadership opportunities will empower students to take active roles in the school community, strengthen their communication and mentoring skills, and foster a culture of responsibility, pride, and collaboration. **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.51 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Despite the implementation of multiple attendance incentives over the past two years, our campus attendance rate has remained stagnant at 92.9%. Chronic absenteeism continues to be concentrated among a small, consistent group of students, indicating that current strategies are not effectively addressing the root causes of persistent absences.   **Root Cause**: Chronic absenteeism is primarily linked to a small group of students who face ongoing barriers such as limited parent engagement, inconsistent home routines, and challenges with transportation or health. Current attendance initiatives focus on incentives for all students but do not provide targeted interventions or family support for the students with recurring absences, resulting in minimal impac

School Culture and Climate
Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates.   **Root Cause**: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 4: Student School Connectedness- Student Engagement Panorama data will increase from 58% to 65%.

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 - 2026 Goal: 52%

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: To strengthen student engagement and connectedness, the campus will begin the year with professional development on the Listening Gym strategy. Teachers will implement Listening Gym routines in their classrooms to build active listening and increase participation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will feel more engaged and connected by practicing active listening and participation, leading to improved classroom culture and stronger survey results. **Staff Responsible for Monitoring:** Administrator MCLs Counselor **Title I:** 2.52 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
Strategy 2: Campus administration will conduct bi-monthly calibration walks with Multi-Classroom Leaders (MCLs) in their team teachers' classrooms. These walks will be used to align feedback, monitor the implementation of campus initiatives, and ensure consistency in student engagement across grade levels.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Regular calibration will improve fidelity of campus initiatives, leading to higher student engagement and achievement. **Staff Responsible for Monitoring:** Administration MCLs **Title I:** 2.52 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. **Root Cause**: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.
Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. **Root Cause**: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

Board Goal 4: Classroom Excellence

Performance Objective 1: Increase the student attendance rate from 92.9% to 94.0% for all students by May 2026.

    Evaluation Data Sources: Attendance Rate report in FOCUS and weekly attendance dashboard.

Strategy 1 Details	Reviews			

Strategy 1: Students will take ownership of their attendance by tracking it daily in their individual student data folders. Teachers may also implement classroom attendance charts as a visual and motivational tool to encourage accountability.
 	
    Strategy's Expected Result/Impact: Students will develop a stronger sense of responsibility for their attendance, leading to improved daily presence and progress toward the campus goal of increasing attendance from 92.9% to 94% by May 2026.
    Staff Responsible for Monitoring: Teachers
Admin
Attendance Committee
 	
    Title I:
2.51
    Problem Statements: Demographics 2
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			

Strategy 2: The Campus Attendance Committee will meet monthly to review attendance data, identify students with recurring absences or tardies, and collaborate with the attendance clerk to create and monitor attendance contracts for students in need of additional support. The committee will also design and implement campus-wide attendance initiatives to foster improved daily attendance, such as classroom compeitions.
 	
    Strategy's Expected Result/Impact: Students and families with chronic attendance issues will receive personalized interventions and accountability.
    Staff Responsible for Monitoring: Teachers
Atteance Clerk
Administration
 	
    Title I:
2.51
   - TEA Priorities:
Improve low-performing schools
   - ESF Levers:
Lever 1: Strong School Leadership and Planning
    Problem Statements: Demographics 2
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Despite the implementation of multiple attendance incentives over the past two years, our campus attendance rate has remained stagnant at 92.9%. Chronic absenteeism continues to be concentrated among a small, consistent group of students, indicating that current strategies are not effectively addressing the root causes of persistent absences.   **Root Cause**: Chronic absenteeism is primarily linked to a small group of students who face ongoing barriers such as limited parent engagement, inconsistent home routines, and challenges with transportation or health. Current attendance initiatives focus on incentives for all students but do not provide targeted interventions or family support for the students with recurring absences, resulting in minimal impac

Board Goal 4: Classroom Excellence

Performance Objective 2: The number of completed Opportunity Culture coaching cycles for all Multi-Classroom Leaders (MCLs) will increase from 50% to 80% by May 2026. MCLs will conduct and document one completed coaching cycle per month for seven months to ensure consistent teacher development and support.

Evaluation Data Sources: School Mint Grow
Administration holds monthly one-on-one meetings with teachers and MCLs

Strategy 1 Details	Reviews			
Strategy 1: Principals will conduct monthly one-on-one meetings with each Multi-Classroom Leader (MCL) using a problem/solution framework to review coaching cycle progress, identify barriers, and collaboratively develop action steps. These meetings will provide accountability, ensure alignment to campus goals, and support MCLs in strengthening teacher capacity through high-quality coaching practices.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: MCLs will receive consistent, targeted support to improve the quality and frequency of coaching cycles. **Staff Responsible for Monitoring:** MCLS Administration **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
Strategy 2: Principals will hold monthly one-on-one meetings with teachers to review progress on coaching action steps, analyze evidence gathered from PLCs, and monitor student data tracking. These meetings will also include reflection on implementation of blended learning best practices, with principals providing targeted feedback and support to ensure teachers are making progress toward campus instructional goals.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will receive ongoing, individualized accountability and support to strengthen instructional practices. **Staff Responsible for Monitoring:** Principals **Title I:** 2.51 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

○ No Progress　　◯ Accomplished　　→ Continue/Modify　　✕ Discontinue

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Staffing transitions in 5th grade have impacted instructional continuity. The previous 5th grade MCL transitioned to the assistant principal role, and while a new teacher joined the 5th grade math team with prior experience, they are new to this grade level and its curriculum.　**Root Cause**: Frequent staffing changes in key grade levels reduce instructional consistency and require time for new teachers to adapt to campus expectations, curriculum, and student needs. Limited strategic succession planning for leadership and high-stakes instructional positions contributes to gaps in experience during transitions.

Board Goal 4: Classroom Excellence

Performance Objective 3: The campus will hold three vertical alignment PLCs during the 2025-2026 school year, led by Multi-Classroom Leaders (MCLs), to ensure instructional strategies are aligned and progressive across grade levels. By May 2026, 100% of planned vertical PLC sessions will be completed and documented with evidence of aligned instructional practices.

Evaluation Data Sources: PLC Agendas
PLC minutes

Strategy 1 Details	Reviews			
Strategy 1: MCLs will lead vertical alignment PLCs for grades k-5 to ensure consistency in math instruction. These sessions will focus on aligning math routines (such as fact fluency, number talks, and math journals) and problem-solving strategies (including CRA models and multi-step problem-solving processes) so students experience a progressive and coherent approach across grade levels.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will encounter consistent math language, routines, and problem-solving strategies across grades, reducing instructional gaps and improving performance on multi-step math tasks. **Staff Responsible for Monitoring:** Administration MCLs **Title I:** 2.52 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
Strategy 2: MCLs will lead vertical alignment PLCs for grades K-5 to strengthen writing instruction. Teachers will align writing strategies (such as planning, revising, and editing routines) and review student writing samples across grade levels to calibrate expectations and ensure a progressive development of writing skills.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Vertical alignment of writing strategies will provide students with consistent routines, raise expectations across grade levels, and improve the quality of student writing on both campus assessments and STAAR. **Staff Responsible for Monitoring:** Administration MCLs **Title I:** 2.52 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 4				

○ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Fifth grade Math performance decreased to 77% Approaches compared to 83% Approaches in last year's fourth grade, indicating a decline in student achievement as students progressed to the next grade level. **Root Cause**: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact the consistency of high-quality math instruction.
Problem Statement 4: Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency. **Root Cause**: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth.

Board Goal 5: Culture of Excellence

Performance Objective 1: School Climate Panorama Data will increase from 67% to 75%.

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement daily morning meetings to build classroom community, foster positive relationships, and set a positive tone for learning. Morning meetings will include a greeting, sharing time, a group activity, and a brief discussion of the day's goals or expectations.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Consistent morning meetings will strengthen teacher-student and peer relationships, improve classroom climate, and increase student engagement and readiness for learning. **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.51, 2.52 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will intentionally strengthen student discourse in both math and reading by incorporating structured discussion routines, open-ended questioning, and peer-to-peer collaboration into daily lessons. Students will be guided to use academic vocabulary, explain their reasoning, and build on one another's ideas.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased opportunities for structured academic discourse will deepen student understanding, improve critical thinking and communication skills, and lead to higher performance in both math and reading. **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.53, 2.531, 2.533 **Problem Statements:** School Culture and Climate 1				

No Progress   Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community.   **Root Cause**: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.
Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates.   **Root Cause**: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

Board Goal 5: Culture of Excellence

Performance Objective 2: Students Sense of Belonging Panorama Data will increase from 62% to 75%.

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Students will nominate their peers for "Ram of the Month" recognition using good character traits outlined in the "Ross Pledge." Nominations will highlight specific examples of how students demonstrate these traits in daily interactions, reinforcing the campus's core values.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Peer nominations based on the Ross Pledge will promote positive character development, strengthen the school's culture of respect and responsibility, and encourage students to model and recognize good character in others. **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.53, 2.531 - TEA Priorities: 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			
	Formative			**Summative**
Strategy 2: The campus will host two "I-Grow" celebrations each year--one at the end of each semester--to recognize and celebrate student growth based on individual goal-setting progress. Students will track their own goals throughout the semester, and those demonstrating growth will be honored during these events.	**Oct**	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Celebrating student growth will increase motivation, reinforce the value of goal setting, and foster a positive, achievement-focused school culture where effort and progress are recognized.
    Staff Responsible for Monitoring: Teachers
Administrators
 	
    Title I:
2.53, 2.531, 2.533
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: School Culture and Climate 2				

⬤ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. **Root Cause**: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.
Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. **Root Cause**: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

Board Goal 5: Culture of Excellence

Performance Objective 3: Student School Connectedness- Student Engagement Panorama data will increase from 58% to 65%.

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: To strengthen student engagement and connectedness, the campus will begin the year with professional development on the Listening Gym strategy. Teachers will implement Listening Gym routines in their classrooms to build active listening and increase participation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will feel more engaged and connected by practicing active listening and participation, leading to improved classroom culture and stronger survey results. **Staff Responsible for Monitoring:** Administration MCLs **Title I:** 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
Strategy 2: Campus administration will conduct bi-monthly calibration walks with Multi-Classroom Leaders (MCLs) in their team teachers' classrooms. These walks will be used to align feedback, monitor the implementation of campus initiatives, and ensure consistency in student engagement across grade levels.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Regular calibration will improve fidelity of campus initiatives, leading to higher student engagement and achievement. **Staff Responsible for Monitoring:** Administrators MCLs **Title I:** 2.51, 2.52 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 2				

No Progress　　　Accomplished　　　➡ Continue/Modify　　　✖ Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. **Root Cause**: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.
Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. **Root Cause**: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.