

Ector County Independent School District

Ross Elementary

2021-2022 Campus Improvement Plan



Mission Statement

All staff and students will follow CHAMPS with fidelity in order to create a positive and safe climate.
Our daily effort will produce growth in all academic and non-academic areas. Make today better
than yesterday.

Vision

Through a growth mindset, distributed leadership and working together, we will create, maintain, and continually work to improve the school community and culture to raise student achievement. We will be a community of learners who believe that continuous learning in our craft, setting high expectations, growing ourselves professionally and personally, taking risks, and creating teacher leaders will create a school culture where students are afforded a personalized learning plan and positive environment to grow academically, socially, and emotionally.
At Ross, we believe that ALL students are treated with dignity and respect at ALL times.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ross Elementary was built in 1956. We serve the communities of Odessa and Ector County. Ross serves PK-5th grade monolingual students. We have two specialized units serving kindergarten through fifth grade students with special needs. All students are offered classes in music, physical education, and library skills.

Ross is a school-wide Title 1 school that served 386 students in May 2021. The enrollment is down the previous school year. Enrollment data indicates 17.09% English Language Learners, 6.97% identified gifted and talented, 12.69% served through special education, 8.96% homeless, and 67% economically disadvantaged students.

In 2019 Ross Elementary earned an F rating. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for Ross Elementary. Scores are scaled from 0 to 100 to align with letter grades. 2020 & 2021 Accountability Rating: Not Rated: Declared State of Disaster.

3rd Math 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	57%	56%	60%	/	55%	60%	56%	/
Meets	21%	15%	20%	/	25%	0%	19%	/
Masters	5%	2%	9%	/	0%	0%	5%	/
3rd Math 2018	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	52%	48%	56%	/	59%	18%	54%	/
Meets	11%	8%	10%	/	18%	0%	10%	/
Masters	2%	0%	0%	/	6%	0%	2%	/
3rd Math 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	41%	33%	44%	50%	35%	20%	41%	20%
Meets	8%	6%	11%	0%	6%	0%	8%	0%
Masters	0%	0%	0%	0%	0%	0%	0%	0%
3rd Math 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	33%	33%	39%	0%	39%	10%	0%	20%
Meets	13%	13%	16%	0%	16%	0%	0%	0%
Masters	0%	0%	0%	0%	0%	0%	0%	0%

3rd READING 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	51%	44%	43%	/	65%	36%	50%	/
Meets	27%	20%	29%	/	30%	0%	26%	/
Masters	16%	12%	20%	/	10%	0%	15%	/
3rd READING 2018	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	70%	60%	74%	40%	71%	36%	73%	/
Meets	17%	20%	18%	20%	18%	0%	19%	/
Masters	5%	3%	5%	0%	6%	0%	5%	/
3rd READING 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	43%	37%	47%	17%	47%	30%	44%	20%
Meets	14%	9%	11%	0%	24%	20%	14%	20%
Masters	4%	4%	2%	0%	6%	0%	4%	20%
3rd READING 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	50%	53%	48%	75%	44%	20%	0%	60%
Meets	22%	25%	23%	50%	22%	0%	0%	0%
Masters	7%	10%	6%	0%	11%	0%	0%	0%

4th MATH 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	53%	45%	51%	/	58%	/	52%	/
Meets	26%	16%	24%	/	26%	/	25%	/
Masters	9%	5%	7%	/	11%	/	8%	/
4th MATH 2018	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	57%	60%	59%	/	54%	50%	56%	/
Meets	14%	9%	14%	/	17%	0%	14%	/
Masters	4%	7%	8%	/	0%	0%	3%	/
4th MATH 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	30%	22%	27%	33%	39%	13%	30%	/

4th MATH 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Meets	9%	8%	7%	17%	11%	13%	8%	/
Masters	0%	0%	0%	0%	0%	0%	0%	/
4th MATH 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	35%	19%	32%	0%	44%	0%	100%	/
Meets	18%	13%	18%	0%	17%	0%	100%	/
Masters	10%	6%	9%	0%	11%	0%	100%	/

4th READING 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	53%	39%	56%	/	53%	17%	52%	/
Meets	23%	18%	20%	/	26%	0%	23%	/
Masters	7%	5%	7%	/	5%	0%	7%	/
4th READING 2018	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	45%	36%	41%	/	54%	17%	42%	/
Meets	14%	13%	16%	/	17%	0%	14%	/
Masters	7%	7%	5%	/	13%	0%	6%	/
4th READING 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	41%	31%	46%	40%	33%	13%	40%	/
Meets	17%	17%	20%	40%	6%	13%	18%	/
Masters	6%	4%	5%	40%	0%	0%	6%	/
4th READING 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	54%	44%	54%	0%	67%	29%	100%	/
Meets	16%	15%	8%	0%	28%	0%	0%	/
Masters	6%	6%	4%	0%	11%	0%	0%	/

5th Math 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	75%	80%	81%	/	70%	50%	75%	/
Meets	30%	33%	33%	/	27%	13%	29%	/
Masters	5%	8%	6%	/	6%	0%	6%	/
5th Math 2018	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	61%	58%	61%	20%	68%	67%	61%	/
Meets	28%	23%	24%	0%	36%	0%	28%	/
Masters	11%	10%	8%	0%	14%	0%	10%	/
5th Math 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	55%	51%	53%	/	57%	60%	55%	/
Meets	22%	16%	27%	/	13%	30%	22%	/
Masters	7%	3%	10%	/	4%	10%	8%	/
5th Math 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	57%	64%	60%	/	38%	25%	/	/
Meets	25%	28%	26%	/	19%	0%	/	/
Masters	7%	8%	10%	/	0%	0%	/	/

5th READING 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	62%	60%	58%	/	67%	0%	61%	/
Meets	34%	35%	33%	/	39%	0%	35%	/
Masters	14%	13%	14%	/	15%	0%	14%	/
5th READING 2018	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	53%	50%	50%	20%	64%	17%	56%	/
Meets	30%	27%	27%	0%	41%	0%	21%	/
Masters	10%	10%	4%	0%	23%	0%	8%	/
5th READING 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	60%	56%	57%	/	61%	40%	59%	/
Meets	28%	24%	28%	/	30%	20%	27%	/
Masters	12%	11%	15%	/	4%	10%	11%	/

5th READING 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	52%	56%	50%	/	63%	38%	/	/
Meets	17%	14%	19%	/	13%	0%	/	/
Masters	6%	6%	5%	/	6%	0%	/	/

4th WRITING 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	42%	32%	41%	/	47%	/	42%	/
Meets	10%	8%	5%	/	11%	/	8%	/
Masters	0%	0%	0%	/	0%	/	0%	/

4th WRITING 2018	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	23%	20%	27%	/	16%	0%	22%	/
Meets	9%	7%	11%	/	8%	0%	9%	/
Masters	3%	2%	3%	/	4%	0%	3%	/

4th WRITING 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	30%	18%	29%	30%	28%	13%	30%	/
Meets	4%	2%	5%	0%	6%	0%	5%	/
Masters	0%	0%	0%	0%	0%	0%	0%	/

4th WRITING 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	41%	24%	42%	/	47%	0%	/	/
Meets	8%	6%	13%	/	6%	0%	/	/
Masters	0%	0%	0%	/	0%	0%	/	/

5th SCIENCE 2017	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	74%	73%	75%	/	79%	38%	74%	/
Meets	33%	40%	28%	/	39%	0%	32%	/
Masters	12%	18%	14%	/	12%	0%	13%	/

5th SCIENCE 2018	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	55%	48%	53%	40%	59%	0%	56%	/
Meets	21%	19%	19%	0%	27%	0%	21%	/
Masters	8%	10%	4%	0%	14%	0%	8%	/
5th SCIENCE 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	45%	38%	38%	/	52%	43%	46%	/
Meets	13%	12%	12%	/	4%	14%	12%	/
Masters	6%	7%	7%	/	4%	14%	6%	/
5th SCIENCE 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	37%	36%	38%	/	38%	13%	/	/
Meets	8%	8%	10%	/	0%	0%	/	/
Masters	2%	3%	0%	/	0%	0%	/	/

DOMAIN 1:

3-5 All Subj Eng & Span STAAR 2021 Domain 1	Summarized Results				
	Total Students	Approaches	Meets	Masters	Domain 1
ROSS ELEMENTARY SCHOOL	175	45.14%	15.98%	4.75%	22%

3-5 Math STAAR 2021 Eng & Span	Summarized Results				
	Total Students	Approaches	Meets	Masters	Domain 1
All Students	6750	54.76%	26.58%	12.50%	31%
ROSS ELEMENTARY SCHOOL	174	42.53%	18.97%	5.75%	22%

	Writing					Science				
	Total Students	Approaches	Meets	Masters	Domain 1	Total Students	Approaches	Meets	Masters	Domain 1
All Students	2158	40.59%	16.17%	3.38%	20%	48.15%	18.58%	7.06%	4451	148375%
ROSS ELEMENTARY SCHOOL	49	40.82%	8.16%	0%	16%	65	36.92%	7.69%	1.54%	15%

MAP Conditional Growth %	MATH	READING
Kinder	1	1
1st	5 th	1
2 nd	89 th	29 th
3 rd	99 th	10 th
4 th	97 th	87 th
5 th	98 th	98 th

STUDENT MOBILITY	
2014	26%
2015	24%
2016	25%
2017	21%
2018	22%
2019	27%
2020	32%

DISCIPLINE:

YEAR	# of Discipline Referrals
2019	546
2020	147
2021	46

2021 Discipline

068901119 - Ross EL																								
	All Students						Hispanic Latino						White						Two or More					
	Male			Female			Male			Female			Male			Female			Male			Female		
	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS
Total	5	17	17	2	5	5	2	4	4	2	5	5	1	8	8	0	0	0	2	5	5	0	0	0
Special Education	3	11	11	0	0	0	1	1	1	0	0	0	1	8	8	0	0	0	1	2	2	0	0	0
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CTE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eco Dis	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	2	0	0	0
GT	0	0	0	1	2	2	0	0	0	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0
Section 504	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Demographics Strengths

As a campus, we have dramatically decreased discipline referrals. We have decreased from 546 referrals in 2019 to 147 in 2020 to 46 in 2021.

From 2019 to 2021, overall, most of our subpopulations have increased in the Meets category in Math, Reading and Writing. In comparison to the 2019 STAAR, the following grade level percentage points increased in each subpopulation on the 2021 STAAR:

3rd Grade Reading All Students increased 7 points in Approaches, 8 points in Meets, and 3 points in Masters;
3rd Grade Reading Economically Disadvantaged students increased 16 points Approaches, 16 points, and 6 points in Masters;
3rd Grade Reading Hispanic students increased 1 point in Approaches, 12 points in Meets, and 4 points in Masters;
3rd Grade Reading African American increased 58 points in Approaches and 50 points in Meets;
3rd Grade Reading White students increased 5 points in Masters

3rd Grade Math All Students increased 5 points in Meets;
3rd Grade Math Economically Disadvantaged students increased 7 points in Meets;
3rd Grade Math Hispanic students increased 5 points in Meets;
3rd Grade Math White students increased 4 points in Approaches and 10 points in Meets

4th Grade Reading All Students increased 13 points in Approaches;
4th Grade Reading Economically Disadvantaged students increased 13 points in Approaches and 2 points in Meets;
4th Grade Reading Hispanic students increased 8 points in Approaches;
4th Grade Reading White increased 34 points in Approaches, 22 points in Meets, and 11 points in Masters;
4th Grade Reading SPED students increased 16 points in Approaches;
4th Grade Reading ELL students increased from 60 points in Approaches

4th Grade Math All Students increased 5 points in Approaches, 9 points in Meets and 10 points in Masters;
4th Grade Math Economically Disadvantaged students increased in 5 points in Meets and 10 points in Masters;
4th Grade Math Hispanic students increased 5 points in Approaches, 11 points in Meets, and 9 points in Masters;
4th Grade Math White students increased 5 points in Approaches, 6 points in Meets, and 11 points in Masters;
4th Grade Math ELL students increased 70 points in Approaches, 92 points in Meets, and 100 points in Masters

4th Grade Writing All Students increased 11 points in Approaches and 4 points in Meets;
4th Grade Writing Economically Disadvantaged students increased 6% points Approaches, and 4 points in Meets;
4th Grade Writing Hispanic students increased 13 points in Approaches, and 8 points in Meets;
4th Grade Writing White students increased 19 points in Approaches

5th Grade Reading White student increased 2 points in Approaches and 2 points in Masters;

5th Grade Math All Students increased 2 points in Approaches and 3 points in Meets;
5th Grade Math Economically Disadvantaged increased 13 points in Approaches, 12 points in Meets, and 5 points in Masters;

5th Grade Math Hispanic increased 7 points in Approaches;
5th Grade Math White students increased 6 points in Meets;

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our special education students decreased from the 2019 to 2021 STAAR in Meets in all grade levels. **Root Cause:** Ross has had a high turn over of Special Education Self-Contained Unit teachers. Our Inclusion/Resource teacher doubled up to help serve our SCC units, causing a decrease in our overall service to our Special Education population.

Problem Statement 2: No subpopulation increased in Science on the 2021 STAAR. **Root Cause:** There was an uncertified teacher without experience.

Problem Statement 3: Only one subpopulation (white) increased in 5th Grade Reading. **Root Cause:** Although 5th grade was closing gaps quickly (98th % on MAP Conditional Growth), our individual subpopulations, except white, did not meet standard on 2021 STAAR.

Problem Statement 4: Our disciplinary referrals are higher among our male special education population. **Root Cause:** General education teachers are not equipped to handle severe disciplinary issues.

Student Learning

Student Learning Summary

MAP Conditional Growth %	MATH	READING
Kinder	1	1
1st	5 th	1
2 nd	89 th	29 th
3 rd	99 th	10 th
4 th	97 th	87 th
5 th	98 th	98 th

COMPARISON FROM 2019 to 2021 STAAR

3 rd Math 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	41%	33%	44%	50%	35%	20%	41%	20%
Meets	8%	6%	11%	0%	6%	0%	8%	0%
Masters	0%	0%	0%	0%	0%	0%	0%	0%
3 rd Math 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	33%	33%	39%	0%	39%	10%	0%	20%
Meets	13%	13%	16%	0%	16%	0%	0%	0%
Masters	0%	0%	0%	0%	0%	0%	0%	0%

*** Decrease in Approaches, Increase in Meets, and Same in Masters

3 rd READING 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	43%	37%	47%	17%	47%	30%	44%	20%
Meets	14%	9%	11%	0%	24%	20%	14%	20%
Masters	4%	4%	2%	0%	6%	0%	4%	20%
3 rd READING 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	50%	53%	48%	75%	44%	20%	0%	60%
Meets	22%	25%	23%	50%	22%	0%	0%	0%
Masters	7%	10%	6%	0%	11%	0%	0%	0%

***Increase in Approaches, Meets, and Masters

4th MATH 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	30%	22%	27%	33%	39%	13%	30%	/
Meets	9%	8%	7%	17%	11%	13%	8%	/
Masters	0%	0%	0%	0%	0%	0%	0%	/
4th MATH 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	35%	19%	32%	0%	44%	0%	100%	/
Meets	18%	13%	18%	0%	17%	0%	100%	/
Masters	10%	6%	9%	0%	11%	0%	100%	/

***Increase in Approaches, Meets, Masters

4th READING 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	41%	31%	46%	40%	33%	13%	40%	/
Meets	17%	17%	20%	40%	6%	13%	18%	/
Masters	6%	4%	5%	40%	0%	0%	6%	/
4th READING 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	54%	44%	54%	0%	67%	29%	100%	/
Meets	16%	15%	8%	0%	28%	0%	0%	/
Masters	6%	6%	4%	0%	11%	0%	0%	/

*** Increase in Approaches, 1 point Decrease in Meets, and Same in Masters

4th WRITING 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	30%	18%	29%	30%	28%	13%	30%	/
Meets	4%	2%	5%	0%	6%	0%	5%	/
Masters	0%	0%	0%	0%	0%	0%	0%	/
4th WRITING 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	41%	24%	42%	/	47%	0%	/	/
Meets	8%	6%	13%	/	6%	0%	/	/

4th WRITING 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Masters	0%	0%	0%	/	0%	0%	/	/

***Increase in Approaches, Meets, and Masters

5th Math 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	55%	51%	53%	/	57%	60%	55%	/
Meets	22%	16%	27%	/	13%	30%	22%	/
Masters	7%	3%	10%	/	4%	10%	8%	/
5th Math 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	57%	64%	60%	/	38%	25%	/	/
Meets	25%	28%	26%	/	19%	0%	/	/
Masters	7%	8%	10%	/	0%	0%	/	/

***Increase in Approaches, Meets, and Same in Masters

5th READING 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	60%	56%	57%	/	61%	40%	59%	/
Meets	28%	24%	28%	/	30%	20%	27%	/
Masters	12%	11%	15%	/	4%	10%	11%	/
5th READING 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	52%	56%	50%	/	63%	38%	/	/
Meets	17%	14%	19%	/	13%	0%	/	/
Masters	6%	6%	5%	/	6%	0%	/	/

*** Decrease in Approaches, Meets, and Masters

5th SCIENCE 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	45%	38%	38%	/	52%	43%	46%	/
Meets	13%	12%	12%	/	4%	14%	12%	/

5 th SCIENCE 2019	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Masters	6%	7%	7%	/	4%	14%	6%	/
5 th SCIENCE 2021	All Students	Eco Dis	Hispanic	AA	White	SPED	ELL	2 Races
Approaches	37%	36%	38%	/	38%	13%	/	/
Meets	8%	8%	10%	/	0%	0%	/	/
Masters	2%	3%	0%	/	0%	0%	/	/

***Decrease in Approaches, Meets, and Masters

Student Learning Strengths

In comparison to the 2019 STAAR, All Students increased in the following grade levels and areas on the 2021 STAAR:

3rd Math Meets;
 3rd Reading Approaches, Meets, and Masters;
 4th Math Approaches, Meets, and Masters;
 4th grade Reading Approaches;
 4th Grade Writing Approaches, Meets, and Masters;
 5th Grade Math Approaches and Meets.

In 2nd-5th grades, on the Math NWEA MAP, we achieved above the 89th -99th percentile nationally in growth.

In 4th and 5th grades, on the Reading NWEA MAP, we achieved above the 86th percentile nationally in growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Although Ross's 3rd grade students increased in percentile points from 2019 to 2021 STAAR in Approaches, Meets and Masters, they did not meet the national standard of growth in Reading (50%) according to the results of the NWEA MAP, **Root Cause:** Teachers did not have adequate training in Guided Reading to meet individual growth needs.

Problem Statement 2: Ross's 5th grade students decreased on the Science STAAR assessment from 2019 to 2021. **Root Cause:** There was a new teacher and spiraling did not occur.

Problem Statement 3: Ross's Kindergarten students did not meet the 50% national standard of growth in Math or Reading on the NWEA MAP assessment. **Root Cause:** Ross

Kindergarten only had two teachers all year, as there wasn't another teacher to hire throughout the year. One kindergarten teacher was new and the seasoned Kindergarten teacher serviced 20 students virtually and 20 students in person. Opportunity Culture did not exist in Kindergarten during the 2020-2021 school year.

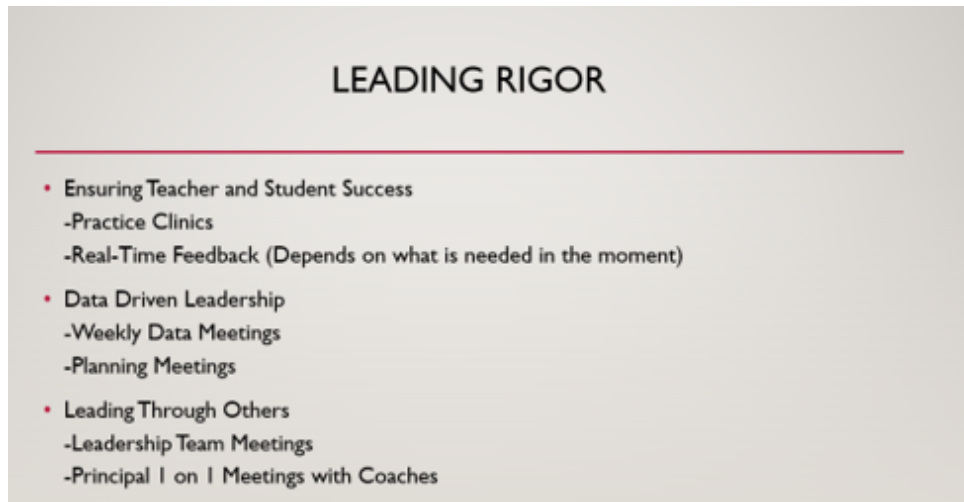
Problem Statement 4: Ross's 1st grade students did not meet the 50% national standard of growth in Math on the NWEA MAP assessment. **Root Cause:** There was one new teacher and a seasoned teacher who did not have classroom management or delivering at high levels. Opportunity Culture did not exist during the 2020-2021 school year.

Problem Statement 5: Ross's 2nd grade students did not meet the 50% national standard of growth in Reading on the NWEA MAP assessment. **Root Cause:** Teachers did not have adequate Guided Reading training to meet individual student growth needs.

School Processes & Programs

School Processes & Programs Summary

- Ross became a 2nd-5th grade Opportunity Culture campus during the 2020-2021 school year. For the 2021-2022 school year, we are extending our Opportunity Culture program to PreK - 1st grades as well as Special Education teachers. Opportunity Culture helps retain master teachers by paying them a generous stipend, and in turn, these master teachers coach and support team teachers by co-planning, co-teaching, and modeling, resulting in growing and retaining highly effective classroom teachers as well as in increase in student achievement.
- Our Opportunity Culture focuses around the following processes:



LEADING RIGOR

- Ensuring Teacher and Student Success
 - Practice Clinics
 - Real-Time Feedback (Depends on what is needed in the moment)
- Data Driven Leadership
 - Weekly Data Meetings
 - Planning Meetings
- Leading Through Others
 - Leadership Team Meetings
 - Principal 1 on 1 Meetings with Coaches

- During the 2021 summer, Ross teachers, staff, and administration attended a two day Leader in Me training, resulting in Ross becoming a certified Leader in Me campus. The goal of Leader in Me is to empower all teachers and students to be leaders through Steven Covey's, 7 Habits of Highly Effective People (Be Proactive; Begin with the End in Mind; Put First Things First; Think Win-Win; Seek First to Understand, Then to Be Understood; Synergize; Sharpen the Saw).
- Ross implements CHAMPS in all areas of the campus focusing this year on Hallways and Transitions.
- Our GT students will receive Depth & Complexity instruction on campus.
- District initiatives including Guided Reading, Math Framework, Number Talks, Imagine Math and LLI for intervention will be implemented with fidelity. Trainer of Trainers (TOT) for the Math Framework and Guided Reading were trained during the summer. These TOT's then delivered this same training to teachers during the beginning of the year staff development days. Having Trainer of Trainers (TOT) on campus to support our teachers with new initiatives helps retain current teachers.

Ross uses the See It, Name It, Do It Framework from Get Better Faster to coach all teachers: The principal coaches the Assistant Principals and 5 MCL's (Multi-Classroom Leaders), the Assistant Principal and MCL's in turn coach a team of new and veteran teachers. Practice Clinics will be included into the master schedule this year so that

MCL's (Multi-Classroom Leaders) and teacher can practice their instructional delivery to ensure high quality instruction.

School Processes & Programs Strengths

We are a school-wide Opportunity Culture and Leader in Me campus. 100% of our classroom and special education teachers will be coached and supported through the Get Better Faster structures. Our campus thrives on "Together We're Better" as we strive to synergize our staff by continuously collaborating, planning, analyzing data, celebrating success and building upon each others strengths, and adjusting where there are opportunities.

Perceptions

Perceptions Summary

Ross Panorama Survey showed that in the Fall 71% of our staff felt school connectedness compared to 69% in the Spring.

Ross Panorama Survey showed that 71% of our students felt school connectedness compared to 69% in the Spring.

OPPORTUNITY CULTURE

ROSS Staff Results of Opportunity Culture Survey (First Year Implementation/2nd-5th Only/100% Staff Participation)	Strongly Agree	Agree	Disagree	Strongly Disagree
Faculty & Staff Have a Shared Vision.	66%	34%	0%	0%
Teachers are held to high professional standards for delivering instructions.	66%	31%	0%	3%
Teachers receive feedback that help them improve.	41%	59%	0%	0%
Supports provided (instructional coaching, PLC's, etc.) translates to improvement in instructional practices by teachers.				
My evaluation is matched to my current role responsibilities.	45%	52%	0%	3%
My role responsibilities are clearly defined.	45%	48%	4%	3%
If I am successful as a teacher in my school, I will have the opportunity to reach more students.	48%	48%	4%	0%
Excellent teachers in my school have opportunities to lead peers.	55%	41%	4%	0%
I would like to continue Opportunity Culture in my school next year.	62%	38%	0%	0%
The Opportunity Culture staffing model has had a positive impact of staff collaboration.	52%	48%	0%	0%
My school's Opportunity Culture staffing model has improved the effectiveness of teachers.	55%	41%	3%	0%
My school provides ongoing communication regarding Opportunity Culture staffing model.	28%	66%	6%	0%
The Opportunity Culture staffing model has had a positive impact on my school's staff culture.	52%	41%	7%	0%
The Opportunity Culture staffing model has increased student achievement at my school.	83%	18%	0%	0%
Faculty and staff in this school trust each other.	41%	52%	4%	3%

Perceptions Strengths

Overall, there is overwhelming evidence that the culture at Ross is one of trust, connectedness, and support. Opportunity Culture has truly transformed the culture at Ross Elementary.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Leadership has not done an exemplary job of ongoing communication regarding Opportunity Culture at Ross. **Root Cause:** Time and the lack of ability to be together as a staff has hindered the communication of Opportunity Culture.

Problem Statement 2: 31% of our students did not feel school connectedness. **Root Cause:** COVID-19 restrictions.

Problem Statement 3: 31% of our staff did not feel school connectedness. **Root Cause:** COVID-19 restrictions.





Priority Problem Statements

Goals

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

Performance Objective 1: Ross will develop a collective understanding and shared vision of Social Emotional Learning (SEL) among all stakeholders in our organization that creates systemic change on campus where SEL can thrive.

Evaluation Data Sources: Character Education lesson by Counselor
 Leader In Me (implementation in all grade levels and special areas)
 7 Mindset lessons weekly
 Decreased office referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: The Ross staff will engage in a Leader In Me training in July and receive coaching for successful implementation throughout the school year.</p> <p>Strategy's Expected Result/Impact: Decreased office referrals Increased staff and student leadership Increased student achievement</p> <p>Staff Responsible for Monitoring: Administration Lighthouse Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement the district adopted SEL curriculum, 7 Mindsets each day for 15 minutes.</p> <p>Strategy's Expected Result/Impact: Students will learn strategies on each of the following 7 Mindsets and will be discussed during afternoon announcements as a reminder.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Ross will establish and maintain strong partnerships with parents, community members, and businesses.

Evaluation Data Sources: Ross Facebook

Ross Webpage

Teacher/Grade Level Webpages

Schoology

SeeSaw

Parent and Community Surveys

Twitter





Parent Link

Volunteer Program (VOLY)

Teacher/Parent Conferences

Monthly Newsletters

Community Partnerships

Strategy 1 Details	Reviews			
<p>Strategy 1: School web page will be updated regularly to reflect the most current links for resources are provided; including links to classroom portals, and school wide handbooks, notices and calendars.</p> <p>Strategy's Expected Result/Impact: All stakeholders will have an easy access resource available at all times.</p> <p>Staff Responsible for Monitoring: Media Specialist, Teachers, Campus ILT</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: Ross will provide and promote a safe climate that is conducive to learning for all students.

Evaluation Data Sources: CHAMPS

Playbook Progress Monitoring Checkpoints

Referral Data

Student/Teacher/Parent Surveys (Panorama and Leader In Me)

COVID-19 Safety Training Prior to School and Throughout the Year

Strategy 1 Details	Reviews			
<p>Strategy 1: In addition to using CHAMPS procedures with fidelity, a Campus Playbook with strategies for school wide systems will be utilized by all staff and students. Within the playbook, routines for streamlined, efficient routines will be covered.</p> <p>Strategy's Expected Result/Impact: With consistent practice and daily execution, reliable routines will allow quick transitions, arrivals and departures which will protect instructional time.</p> <p>Staff Responsible for Monitoring: All staff will conduct self-checks while campus administration monitors for feedback/coaching opportunities.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Ross staff will be trained to follow TEA, CDC, and district safety guidelines for COVID.</p> <p>Strategy's Expected Result/Impact: All teachers, students, parents, and staff will feel safe.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administration, Staff, District Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.</p> <p>Strategy's Expected Result/Impact: Counselors will give lessons on the above mentioned topics to help reduce bullying, substance abuse, and give techniques to students and families on how to deal with stress.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.</p> <p>Strategy's Expected Result/Impact: Counselors will have an understanding of how to address emotionally</p>	Formative			Summative
	Oct	Jan	Mar	May

at-risk students.

Staff Responsible for Monitoring: Counselor



No Progress



Accomplished



Continue/Modify



Discontinue





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

Performance Objective 4: Ross will provide a rigorous, relevant and engaging curriculum.

Evaluation Data Sources: Lesson plans
 Walk-Throughs and Feedback
 Tutoring Outcomes (data)
 PLC's (Planning and Data Drive Instruction)
 Practice Clinics
 On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
<p>Strategy 1: In accordance with district initiatives, scope and sequence, and ECISD approved curriculum, our MCLs and their team teachers will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement.</p> <p>Strategy's Expected Result/Impact: Students will be allowed to participate in a variety of learning experiences both face to face and virtually that allow for high accountability and engagement.</p> <p>Staff Responsible for Monitoring: Teachers (classroom and special area) Campus Administration</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Tutoring will be provided before, during, and after school.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement toward growth goals and filling individual student gaps.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administration</p> <p>Problem Statements: Student Achievement 3, 4</p> <p>Funding Sources: Tutors - Title One School-wide - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: All K-5 Ross teachers will implement the instructional frameworks for ELAR and Math using the district approved curriculum resources that meet the learning needs of all students while ensuring all students have equitable access to rigorous resources aligned to the TEKS. Math and Reading content rooms will be created for Practice Clinics and each K-3 teacher will receive materials needed to ensure implementation of Guided Reading with fidelity.</p> <p>Strategy's Expected Result/Impact: K-5 students will be reading on grade level or above by the end of their grade as well as meet on grade level or above math MAP targets.</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal MCL's</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Materials for Make and Take/PD Room to include Poster Maker, Guided Reading Supplies, Literacy Station Supplies - Title One School-wide - \$12,900</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Ross will conduct a Math and Reading Bingo Night to engage parents and students in the foundational skills of reading and math.</p> <p>Strategy's Expected Result/Impact: Parents and students will gain an excitement for learning while practicing foundational reading and math skills.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Parent and Community Engagement 2</p> <p>Funding Sources: Reading and Math Bingo Games for Parent Engagement - Title One School-wide - \$1,184</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will use Flocabulary to engage students in rigorous TEKS based activities while focusing on vocabulary in Reading, Science, and Math.</p> <p>Strategy's Expected Result/Impact: Students will be engaged in the learning process while moving through all levels of Bloom's Taxonomy.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Flocabulary - Title One School-wide - \$2,300</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will use Generation Genius as a supplement to teaching Science concepts.</p> <p>Strategy's Expected Result/Impact: Teachers will analyze the embedded exit ticket to determine the next steps of teaching.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Generation Genius - Title One School-wide - \$995</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 7 Details	Reviews			
<p>Strategy 7: Ross will follow all district calendar professional development allowances and plan relevant learning based on teacher needs as well as student data.</p> <p>Strategy's Expected Result/Impact: Teachers will benefit from professional development that is tailored to their needs.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 5: Annual student attendance will increase from 92.8 % in 2021 to 94.5% in 2022.


Evaluation Data Sources: Attendance


Strategy 1 Details	Reviews			
<p>Strategy 1: Two part-time Parent Liaison will be hired to contact parents each morning whose student(s) is absent. The Parent Liaison will provide resources to parents if assistance is needed.</p> <p>Strategy's Expected Result/Impact: Parent needs will be met District attendance contracts will be conducted in a timely manner Parent questions in relation to absence will be answered by appropriate routed personnel</p> <p>Staff Responsible for Monitoring: Two Parent Liaison Assistant Principal/Attendance Committee</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Two Parent Liaisons - Title One School-wide - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan and provide engaging lessons.</p> <p>Strategy's Expected Result/Impact: Lesson Plans are engaging Students will want to come to class every day</p> <p>Staff Responsible for Monitoring: MCL's (Multi-Classroom Leaders) Administration</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Ross staff are trained on district COVID guidelines to increase safety.</p> <p>Strategy's Expected Result/Impact: Increased hand and surface sanitizing 3-6 feet distance where feasible Encouragement of mask wearing Parents and Students will feel safe knowing that precautions are taking place</p> <p>Staff Responsible for Monitoring: All</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers will monitor student attendance and grades throughout the year to identify students who need support from the School Counselor.</p> <p>Strategy's Expected Result/Impact: Attendance rate will improve from 92.8% to 94.5% by the end of the</p>	Formative			Summative
	Oct	Jan	Mar	May

2021-2022 school year.

Staff Responsible for Monitoring: Teachers
Counselor

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Performance Objective 6: Ross will ensure technology safety and work with the district to provide connectivity for anytime anywhere learning.

Evaluation Data Sources: Technology safety lessons will be provided in the classroom prior to students receiving their devices.





Strategy 1 Details	Reviews			
<p>Strategy 1: Ross will work with the Digital Learning department to establish home internet connectivity for all students.</p> <p>Strategy's Expected Result/Impact: Student access to the internet from home will allow access to digital curriculum and resources.</p> <p>Staff Responsible for Monitoring: Administration District Technology Department Teachers</p> <p>Problem Statements: Technology 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will provide district lessons on internet safety and the acceptable use of district technology prior to students being issued district technology devices.</p> <p>Strategy's Expected Result/Impact: Students will understand and follow internet safety guidelines, take care of their district device, and use technology appropriately.</p> <p>Staff Responsible for Monitoring: Teachers Assistant Principal</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Ross is an Opportunity Culture campus which offers job-embedded, personalized professional learning system for all teachers Prek- 5th grades. This will occur in the form of coaching, modeling, co-teaching, co-planning and real-time feedback given by the Multi-Classroom Leaders (MCL's).

Evaluation Data Sources: Staff Retention
Academic Growth in Domain 2 and 3 on STAAR
MAP





Strategy 1 Details	Reviews			
<p>Strategy 1: Multi-Classroom Leaders (MCL's) will facilitate Professional Learning Communities (PLC's) utilizing the Backward Planning process.</p> <p>Strategy's Expected Result/Impact: Through creating Know and Show charts and creating exemplars, teachers will be able to plan at high levels and receive proven exemplar strategies, by the MCL's, to implement in their classroom to increase student achievement.</p> <p>Staff Responsible for Monitoring: MCL's Principal</p> <p>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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Multi-Classroom Leaders (MCL's) will facilitate Professional Learning Communities (PLC's) utilizing the DDI (Data Driven Instruction) process using the See It, Name It, Do It strategy.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use a process to analyze student work to find gaps in order to reteach that TEK for mastery.</p> <p>Staff Responsible for Monitoring: MCL's Principal</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Multi-Classroom Leaders (MCL's) will utilize Practice Clinics bi-weekly with each team of teachers or individual teachers practicing skills that will develop their craft of highly effective teaching strategies. These skills include: engagement strategies, Guided Reading and Guided Math.</p> <p>Strategy's Expected Result/Impact: Teachers will leave Practice Clinics having a better understanding of how to use a particular method/skill to increase student achievement. Teachers will receive the support they are needing, causing them to want to stay at Ross.</p> <p>Staff Responsible for Monitoring: MCL's Principal</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: The principal will coach each Multi-Classroom Leader on the Professional Learning Community (PLC) processes (DDI and Planning Backward), as well as how to coach teachers using the See It, Name It, Do It model.</p> <p>Strategy's Expected Result/Impact: MCL's will conduct a full coaching cycle for each of their team teachers by observing, giving an action step, practicing the action step, and then observing again for mastery of the action step.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Ross will provide strategic staffing and compensation systems during 2020-2021.





Evaluation Data Sources: Opportunity Culture Roles
Teacher Incentive Allotment

Strategy 1 Details	Reviews			
<p>Strategy 1: Ross will leverage Opportunity Culture to extend the reach of high-quality teachers.</p> <p>Strategy's Expected Result/Impact: At least 55% of students will meet or exceed their projected growth as assessed on MAP</p> <p>Staff Responsible for Monitoring: MCL's TRT's Administration Teachers</p> <p>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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: The campus teacher retention rate will increase from 48% in 2021 to 80% in 2022.





Evaluation Data Sources: Teacher and Paraprofessional Retention

Strategy 1 Details	Reviews			
<p>Strategy 1: MCL's and the Assistant Principal will be coached by the Principal to coach teachers and special areas using the See It, Name It, Do It model from Relay.</p> <p>Strategy's Expected Result/Impact: Tracking systems will be put in place to determine campus-wide and individual teacher strengths and weaknesses in alignment between planning, instructional delivery, aggressive monitoring, and mastery. This will help build a Win/Win culture and synergize the campus as a whole.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Opportunity Culture to extend the reach of excellent teachers and their teams during 2021-2022 in all PreK-5th grade classrooms.</p> <p>Strategy's Expected Result/Impact: Campus teachers will have the opportunity to learn from excellent teachers (Multi-Classroom Leaders) through co-planning, co-teaching, modeling, and receiving constructive feedback .</p> <p>Staff Responsible for Monitoring: MCL's Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Practice Clinics will be embedded in the master schedule for teachers so the Multi-Classroom Leaders can practice strategies with their team teachers, such as Guided Reading, Kagan, and Guided Math.</p> <p>Strategy's Expected Result/Impact: Increase in delivery of excellent teaching</p> <p>Staff Responsible for Monitoring: MCL's Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: 45% of kindergartners will show readiness on the kindergarten readiness benchmark and 28% of 3rd graders will meet or exceed standard in both reading and math on STAAR.





Evaluation Data Sources: Pre-K Circle Data
 MAP Growth Assessment
 Guided Reading/Running Records
 Imagine Math Passed Lessons
 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will have two aides to support our Pre-Kindergarten unit. Strategy's Expected Result/Impact: Our pre-kindergarten unit will prepare students for kindergarten, showing kindergarten readiness on the Circle test Staff Responsible for Monitoring: Pre-K Staff Campus Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: We will have a Math and Reading Bingo Night to show parents a fun way to practice foundational skills. Strategy's Expected Result/Impact: Parents will continue working on these skills at home. Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: 3rd grade teachers will pull guided reading groups, guided math groups, and use LLI for intervention. Strategy's Expected Result/Impact: 55% of 3rd grade students will meet or exceed growth on the reading and math MAP, and 27% will meet standard in math and reading on STAAR.</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Ross will implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Lesson Plans
 Evaluation of Differentiated Professional Development (Practice Clinics)
 PLC Agendas
 Walk-Through Documentation





Strategy 1 Details	Reviews			
<p>Strategy 1: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path</p> <p>Strategy's Expected Result/Impact: The Principal, Assistant Principal, and MCL's will use the Ross Planning and DDI Guidelines to follow when conducting PLC's.</p> <p>Staff Responsible for Monitoring: MCL's, AP, Principal</p> <p>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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use Blended Learning as a strategy to increase engagement, while personalizing student learning.</p> <p>Strategy's Expected Result/Impact: Student engagement</p> <p>Staff Responsible for Monitoring: Teachers Administration</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: 3rd grade reading "Meets" or "Exceeds" percentages will increase from 14% (2019 STAAR) and 21% (2021 STAAR) to 28% Meets on the 2022 STAAR.

Evaluation Data Sources: STAAR 2022





Strategy 1 Details	Reviews			
<p>Strategy 1: Before, during, and after school tutoring will be conducted based on the BOY Map Assessment.</p> <p>Strategy's Expected Result/Impact: Increase in % of students meeting "Meets" on the 2021 3rd grade STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Funding Sources: Tutors - Title One School-wide - \$7,000, Ford and Ferrier - Title One School-wide - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The 2nd grade Team Reach Teacher (TRT) will pull 3rd graders for small groups during the day to provide intervention.</p> <p>Strategy's Expected Result/Impact: 3rd graders will be reading on grade level by the end of the 2021 year.</p> <p>Staff Responsible for Monitoring: 3rd grade teachers, 2nd grade TRT, administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: 3rd grade teachers will implement Literature Circles with leveled groups of students.</p> <p>Strategy's Expected Result/Impact: Create an interest in reading and reinforce critical reading skills through the use of novels.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Novels - Title One School-Improvement - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: The 5 components of reading (phonemic awareness, phonics, fluency, comprehension, vocabulary) will be planned for and implemented into the instructional delivery (whole group, small group, stations). Each student will have a fluency folder (using Fry words), Florida Center for Reading Research will be utilized to help build stations, AVID levels of questioning will be used for comprehension, and Flocabulary will be utilized to help build vocabulary and comprehension.</p> <p>Strategy's Expected Result/Impact: Students will read fluently and comprehend 3rd grade text by the end of 3rd grade.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Flocabulary - Title One School-wide - \$2,250</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: 3rd grade teachers will conduct guided reading groups and maintain guided binders to include, but not limited to, running records.</p> <p>Strategy's Expected Result/Impact: Teachers will conduct on-going running records to determine student reading levels.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 4: 3rd grade math "Meets" or "Exceeds" percentages will increase from 10% (2019 STAAR) and 13% (2021 STAAR) to 28% STAAR assessment.

Evaluation Data Sources: 2022 STAAR


Strategy 1 Details	Reviews			
<p>Strategy 1: Before, During, and After School Tutoring</p> <p>Strategy's Expected Result/Impact: Teachers will fill in the math gaps while challenging students through the problem solving method of UPSC.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>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 Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Ford and Ferrier - Title One School-wide - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 3rd grade students will track their own Math data and have data meetings with their teachers.</p> <p>Strategy's Expected Result/Impact: Students will reflect upon their own strengths and weaknesses and will understand what skills they need to improve upon.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


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


Performance Objective 5: Ross teachers will communicate daily through the use of school-wide planners. This will include character traits being learned weekly through Leader In Me. We will focus on teaching student responsibility, as well as allowing students to take ownership of their individual and campus goals. This is a way of bridging communication between the student, parent, and teacher.


Evaluation Data Sources: Daily Communication
 Parent Signatures and Comments
 Leader in Me Habits

Strategy 1 Details	Reviews			
Strategy 1: Every student, K-5, will have a student planner focusing on character traits. Strategy's Expected Result/Impact: Student responsibility Leader in Me character trait of the month communicated Goals shared on a daily/weekly/monthly basis with staff, parents, and students Staff Responsible for Monitoring: Teachers Students Parents Problem Statements: Student Achievement 4 - Parent and Community Engagement 2 Funding Sources: Student Planners - Title One School-wide - \$1,184	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

Title One School- Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	3	Novels		\$500.00
Sub-Total					\$500.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Tutors		\$6,000.00
1	4	3	Materials for Make and Take/PD Room to include Poster Maker, Guided Reading Supplies, Literacy Station Supplies		\$12,900.00
1	4	4	Reading and Math Bingo Games for Parent Engagement		\$1,184.00
1	4	5	Flocabulary		\$2,300.00
1	4	6	Generation Genius		\$995.00
1	5	1	Two Parent Liaisons		\$20,000.00
3	3	1	Tutors		\$7,000.00
3	3	1	Ford and Ferrier		\$4,000.00
3	3	4	Flocabulary		\$2,250.00
3	4	1	Ford and Ferrier		\$4,000.00
3	5	1	Student Planners		\$1,184.00
Sub-Total					\$61,813.00
Grand Total					\$62,313.00

Addendums