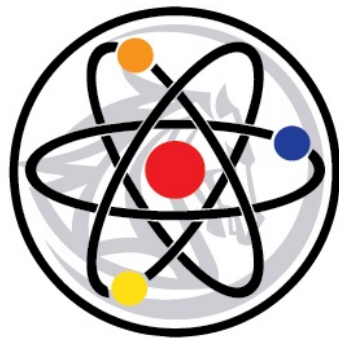


**Grand Prairie Independent School District**  
**Ellen Ochoa STEM Academy at Milam Elementary**  
**2024-2025 Campus Improvement Plan**



**Ellen Ochoa**  
**STEM ACADEMY**  
*at Ben Milam Elementary*

# Mission Statement

## Our Mission

[The Ellen Ochoa STEM Academy at Ben Milam Elementary](#) is a K-5 Choice school in Grand Prairie ISD. Our mission is to encourage student interest in science, technology, engineering, and mathematics through expanded learning opportunities, hands-on laboratory and coursework and a focused STEM curriculum that presents a real-world experience for our students. The academic curriculum offers all courses required by the State of Texas for the mastery of standards for each grade level.

Ochoa seeks to broaden opportunities for students in science, technology, engineering, and mathematics by fostering an early interest in these critical areas of study. Through use of a dedicated STEM and Engineering curriculum combined with corporate partnerships, expanded emphasis on technology, and specialized school design elements, we are confident we can instill confidence, resiliency and interest in STEM studies for elementary students.

## Vision

### Our Vision

The vision of The Ellen Ochoa STEM Academy at Ben Milam Elementary is to provide students with safe, nurturing and engaging learning environment where students become creative inquirers and problem solvers. Through collaboration with parents, community, and other schools in the district, we leverage available resources to offer students focused study in the areas of science, technology, engineering, and mathematics at the elementary level. Additionally, higher education and corporate partnerships offer enhanced opportunities for interaction with engineers and scientists – providing students real-world insight, hands-on and field experiences with leaders in these specialized fields.

## Core Beliefs

Excellence is the expectations, every child, every day.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ellen Ochoa STEM Academy at Ben Milam Elementary has an average of ~70% of students and families residing within a two mile radius. +30% of our student population are enrolled as school of choice and therefore residing in other school zones or school districts. Currently, 697 students are enrolled with 86% identified as Economically Disadvantaged, 53% of students identify as English Language Learners, 11% of students served under Special Education (Inclusion, CARE SS & PBS).

### Demographics Strengths

The Dual Language Model 2.0 reflect the dedication Ellen Ochoa STEM Academy and GPISD have to serving a high quality bilingual education to English Language Learners. The dual language program provides families opportunities to volunteer, engage in family events, and academic support for students.

Over 50% of teachers have +5 years experience as a certified educator.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** High mobility rates, high at-risk student population and students served under the McKinney-Vento Act contribute to adverse effects in campus attendance rates.

**Root Cause:** Newcomer families moving in to the community and relocating elsewhere.

# Student Learning

## Student Learning Summary

2023 State Accountability Summary "C" Rating

Domain 1: Academic Achievement

Domain 2: Student Progress

- Part A: Academic Growth
- Part B: Relative Performance

Domain 3: Closing the Achievement Gap

## Student Learning Strengths

At Ochoa we are focused in maintaining student growth by maintaining up to date professional development in high quality instructional practices.

High quality instructional materials ensure Ochoa students are receiving grade level instruction.

Ensure Ochoa students are receiving grade level instruction while scaffolding instruction with interventions and enriching instruction with rigor.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** STAAR scores demonstrated a significant percentage of student did not demonstrate growth.

**Root Cause:** Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping.

# School Processes & Programs

## School Processes & Programs Summary

Ellen Ochoa STEM Academy is committed to adhere to the Texas Curriculum Management Program Cooperative to align with STAAR Assessment(s) standards.

We will continue to use NWEA MAP data to inform instructions along with multiple sources of data such as, district assessments, differentiated daily exit tickets, small group targeted skills, PLC model lessons, etc.

MAP Fluency will continue to be used as a metric for developing specific reading skills.

Instructional delivery is based on data collected from exit tickets, weekly assessments, universal screeners, district assessments, and small group progress monitoring data.

## School Processes & Programs Strengths

Teachers meet with the instructional coach for professional learning communities weekly. Our instructional coach also has office hours to further support teachers with planning, unpacking performance assessments and student expectations. Instructional strategies are presented to our teachers by instructional coach to enhance student learning. Teachers prepare and present lessons prior to delivering for teammates and instructional coach feedback. Our instructional coach supports teachers with instructional digital resources.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment.

**Root Cause:** Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break.

# Perceptions

## Perceptions Summary

### MISSION:

The Ellen Ochoa STEM Academy at Ben Milam is a PK-5 school of choice in Grand Prairie ISD. Our mission is to encourage student interest in science, technology, engineering, and mathematics through expanded learning opportunities, hands-on laboratory and course work with a focused STEM curriculum that present a real-world experience for our students. The academic curriculum offers all courses required by the State of Texas for the mastery of standards for each grade level.

Ochoa seeks to broaden opportunities for students in science, technology, engineering, and mathematics by fostering an early interest in these critical areas of study. Through use of a dedicated STEM and Engineering curriculum combined with corporate partnerships, expanded emphasis on technology, and specialized school design elements, we are confident we can instill confidence and interest in STEM studies for elementary students.

### VISION:

The vision of Ellen Ochoa STEM Academy at Ben Milam Elementary is to provide students with safe, nurturing and engaging learning environment where students become creative inquires and problem solvers. Through collaboration with parents, community, and other schools in the district, we leverage available resources to offer students focused study in the areas of science, technology, engineering, and mathematics at the elementary level. Additionally, higher education and corporate partnerships offer enhanced opportunities for interaction with engineering and scientists - providing students real-world insight and hands-on experience with leaders in these specialized fields.

### CORE BELIEFS:

Excellence is the expectation, every child, every day.

## Perceptions Strengths

We are complemented on how welcoming and friendly our staff is to parents, guests, visitors, and each other. Our Facebook page is a great source of positive communication and feedback from parents. Student recognition is a daily occurrence on campus through announcements, teacher recognition, and daily practice of 3C's (Connecting, Community, & Celebrate). We celebrate quarterly recognitions for perfect attendance, academics, and attitude. We have a full parent liaison for family & community engagement. A strong community partnership with Lockheed Martin supports our Engineering strand as a STEM school.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Reading and writing scores are below state average masters and meets rating.

**Root Cause:** Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.

# Priority Problem Statements

**Problem Statement 1:** High mobility rates, high at-risk student population and students served under the McKinney-Vento Act contribute to adverse effects in campus attendance rates.

**Root Cause 1:** Newcomer families moving in to the community and relocating elsewhere.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** STAAR scores demonstrated a significant percentage of student did not demonstrate growth.

**Root Cause 2:** Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment.

**Root Cause 3:** Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Reading and writing scores are below state average masters and meets rating.

**Root Cause 4:** Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

# Priority Focus Areas

Revised/Approved: August 15, 2024

**Priority Focus Area 1:** Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

**Measurable Objective 1:** By June 2025, GPISD will see a 5% decrease in in-school suspension (ISS from 6953 to 6605), Out of school suspension (OSS from 739 to 702), and Disciplinary Alternative Education Program (DAEP from 661 to 628) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

**Evaluation Data Sources:** Skyward discipline data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                             |                                                                                     |                                                                                     |           |
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| <p><b>Strategy 1:</b> By June 2025, Ellen Ochoa STEM Academy will see a 1% decrease in offenses. For the 2024-2025 school year, there will be less than 30 offenses. Ellen Ochoa STEM Academy will do this by implementing positive behavioral interventions, providing proactive resources for community based mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2025, Ochoa will see a 5% decrease in in-school suspension (ISS from 10 to 8), Out of school suspension (OSS from 2 to 0), and Disciplinary Alternative Education Program (DAEP to 0) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor/ Admin Team/Teacher</p> <p><b>Title I:</b><br/>2.5</p> <p><b>- TEA Priorities:</b><br/>Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> | Formative                                                                           |                                                                                     |                                                                                     | Summative |
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**Measurable Objective 1 Problem Statements:**

## Demographics

**Problem Statement 1:** High mobility rates, high at-risk student population and students served under the McKinney-Vento Act contribute to adverse effects in campus attendance rates. **Root Cause:** Newcomer families moving in to the community and relocating elsewhere.

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 2: By June 2025, the students' and family's perception of the physical and psychological safety on campuses will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures.

Evaluation Data Sources: TEA safety audits; campus safety audits/tracking; survey data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                             |                                                                                     |                                                                                     |           |
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| <p><b>Strategy 1:</b> Ellen Ochoa STEM Academy we will complete 100% of the required emergency drills as set by state mandates; complete 100% of weekly door checks with an average of 0% human error; maintain secured exterior doors and locked classroom doors, resulting in zero TEA IDA findings or notations (Phase 1 and Phase 3); All safe and supportive school team members (behavioral threat assessment) have completed mandated BTAM training.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2025, the students' and family's perception of the physical and psychological safety at Ellen Ochoa STEM Academy will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures. Increased safety awareness and improved practice (performance) on district-required safety drills.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team, Teachers, District Safety Preparedness Team, Campus Safety Officer<br/>( responsible for door check audit)</p> <p><b>Title I:</b><br/>2.5</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> | Formative                                                                           |                                                                                     |                                                                                     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                     |                                                                                     |           |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

**Measurable Objective 1:** By June 2025, Ochoa will elevate the number of students that perform at Meets grade level or above on STAAR reading by 5% (from 55% to 65%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> By February 2025, all students in grades 3-5 at Ellen Ochoa STEM Academy will set personalized reading goals aligned with STAAR standards. Teachers will hold one-on-one conferences with each student at least once quarterly to review progress, celebrate milestones, and adjust strategies as needed. Success will be measured by 70% of students meeting or exceeding their monthly reading growth targets, as tracked through progress monitoring data, and a 4% increase in the number of students performing at the Meets grade level on the STAAR reading assessment by June 2025.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2025, Ochoa will elevate the number of students that perform at Meets grade level or above on STAAR reading by 10% (from 55% to 65%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach/T&amp;L Facilitators<br/>Principal/Assistant Principal</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p> |           |     |     |           |
| <div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

Measurable Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                 |
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| <p><b>Problem Statement 1:</b> High mobility rates, high at-risk student population and students served under the McKinney-Vento Act contribute to adverse effects in campus attendance rates. <b>Root Cause:</b> Newcomer families moving in to the community and relocating elsewhere.</p> |

### Student Learning

**Problem Statement 1:** STAAR scores demonstrated a significant percentage of student did not demonstrate growth. **Root Cause:** Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping.

### School Processes & Programs

**Problem Statement 1:** 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment. **Root Cause:** Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break.

### Perceptions

**Problem Statement 1:** Reading and writing scores are below state average masters and meets rating. **Root Cause:** Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

**Measurable Objective 2:** Ellen Ochoa STEM Academy will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 30% to 38% by June of 2025.

**HB3 Priority Focus Area**  
**Evaluation Data Sources:** STAAR Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> The campus will focus on providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based instructional strategies to ensure balanced mathematical instruction. The strategy also emphasizes conducting structured learning walks, offering opportunities for teachers to observe exemplary peers, aligning Tier 1 instruction with 21st-century skills like problem-solving and student discourse, and implementing PLC protocols for lesson internalization and alignment with HQIM.</p> <p><b>Strategy's Expected Result/Impact:</b> Ellen Ochoa STEM Academy will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 55% to 66% by June of 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach/T&amp;L Facilitators<br/>Principal/Assistant Principal</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |

Measurable Objective 2 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping.</p>                                                                                         |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Problem Statement 1:</b> 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment. <b>Root Cause:</b> Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break.</p> |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

**Measurable Objective 3:** By June 2025, Ellen Ochoa STEM Academy will elevate the number of students that perform at Meets grade level or above on STAAR mathematics by 5% (from 40% to 48%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews                                                                             |                                                                                     |                                                                                     |           |
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| <p><b>Strategy 1:</b> Ellen Ochoa STEM Academy will focus on providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based instructional strategies to ensure balanced mathematical instruction. Our classroom teachers will conducting structured learning walks, offering opportunities for teachers to observe exemplary peers, aligning Tier 1 instruction with 21st-century skills like problem-solving and student discourse, and implementing PLC protocols for lesson internalization and alignment with HQIM.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2025, Ellen Ochoa STEM Academy will increase the number of students that perform at Meets grade level or above on STAAR mathematics by 10% (from 65% to 75%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach/ T&amp;L Facilitators<br/>Principal/Assistant Principal</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p> |  |  |  |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     |                                                                                     |                                                                                     |           |

Measurable Objective 3 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping.</p> |

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| <b>Perceptions</b>                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations. |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

**Measurable Objective 4:** Ellen Ochoa STEM Academy will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 40% to 48% by June of 2025.

**HB3 Priority Focus Area**  
**Evaluation Data Sources:** STAAR Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Reviews                                                                             |                                                                                     |                                                                                     |           |
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| <b>Strategy 1:</b> Pre-K teachers will maintain systems of progress monitoring for the purpose of developing action plans and informing parents and administration of student progress in the areas of reading and math. Ellen Ochoa STEM Academy will focus on enhancing instruction through collaboration with campus and district leadership to address critical needs, providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based strategies, and conducting structured learning walks. It also includes offering opportunities for teachers to observe recognized and distinguished peers, aligning Tier 1 instruction with 21st-century skills, and implementing PLC protocols for lesson internalization and alignment with HQIM to ensure balanced and effective mathematics instruction.<br><br><b>Strategy's Expected Result/Impact:</b> Ellen Ochoa STEM Academy will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 40% to 48% by June of 2025.<br><br><b>Staff Responsible for Monitoring:</b> Instructional Coach/T&L Facilitators<br>Principal/Assistant Principal |  | Formative                                                                           |                                                                                     |                                                                                     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                     |                                                                                     |                                                                                     |           |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

**Measurable Objective 5:** By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 5% (Reading: from 44% to 49%; Math: 46% to 51%).

Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Ellen Ochoa STEM Academy will use performance data and teacher/student goal-setting to grow all students to meet their MAP and STAAR Target goals. Data Meetings will occur after each quarter assessment. Tutoring and Saturday school will also be provided to students that are able to attend.<br><br><b>Strategy's Expected Result/Impact:</b> By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 5% (Reading: from 44% to 49%; Math: 46% to 51%).<br><b>Staff Responsible for Monitoring:</b> Counselor, STEM Coordinator, Admin Team<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |

Measurable Objective 5 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> High mobility rates, high at-risk student population and students served under the McKinney-Vento Act contribute to adverse effects in campus attendance rates. <b>Root Cause:</b> Newcomer families moving in to the community and relocating elsewhere.               |
| Student Learning                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping. |

School Processes & Programs

**Problem Statement 1:** 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment. **Root Cause:** Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

**Measurable Objective 6:** By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 36% to 40%).

Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews                                                                             |                                                                                     |                                                                                     |           |
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| <b>Strategy 1:</b> We will work with small groups based on each student's needs and IEP goals. We use hands-on activities to engage all students. Provide teachers with training on early literacy through STR and math strategies for Special Education. Encourage collaboration between general and Special Education teachers. Assure classrooms have the right resources, like books, math tools, and technology, to support different learning needs. Celebrate achievements like reaching reading or math goals with stickers, certificates, or class recognition to keep students motivated<br><br><b>Strategy's Expected Result/Impact:</b> By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading will increase by 4% (from 17% to 21%) and mathematics will increase by 4% (from 17% to 21%).<br><br><b>Staff Responsible for Monitoring:</b> Inclusion Support<br>Campus Admininstators<br>Special Education Department Chair<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1 | Formative                                                                           |                                                                                     |                                                                                     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                     |                                                                                     |                                                                                     |           |

Measurable Objective 6 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> High mobility rates, high at-risk student population and students served under the McKinney-Vento Act contribute to adverse effects in campus attendance rates. <b>Root Cause:</b> Newcomer families moving in to the community and relocating elsewhere.               |
| Student Learning                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high preforming students. Small group needs to be intentional with time spent on skill and grouping. |
| Perceptions                                                                                                                                                                                                                                                                                         |
| <b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.            |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

**Measurable Objective 7:** By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 60% to 64%).

**Evaluation Data Sources:** STAAR/EOC Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Ochoa teachers will follow Dual Language 2.0 guidelines and track data to assure students are meeting their growth goals. Teachers will also have students write their yearly goals using their beginning of the year MAP, MAP Fluency and quarter assessments. Incentive for meets and masters will occur every quarter.<br><br><b>Strategy's Expected Result/Impact:</b> By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading will increase by 4% (from 55% to 59%) and mathematics will increase by 4% (from 68% to 72%).<br><br><b>Staff Responsible for Monitoring:</b> Instructional Coach/T&L Facilitators<br>Principal/Assistant Principal/Teachers<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1 - Perceptions 1 | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

Measurable Objective 7 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                    |
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| <b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping. |
| Perceptions                                                                                                                                                                                                                                                                                         |
| <b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.            |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

**Measurable Objective 8:** By June 2025, the percentage of GPISD students that meet their growth targets in the areas of reading and mathematics will increase by 3% (Reading: from 60% to 63%; Math from 53% to 56%).

**Evaluation Data Sources:** STAAR/EOC Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> Ochoa teachers will share data and goal sheet with students to reflect on growth and progress towards MAP and STAAR Target scores. Teacher and student data trackers will be updated quarterly, accompanied by teacher and student reflections and action plans to achieve their goals. Purposeful small group instruction and targeted interventions will be implemented to support individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2025, the percentage of Ochoa students that meet their growth targets in the areas of reading and mathematics will increase by 8% (Reading: from 60% to 68%; Math from 68% to 76%).</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p> | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |

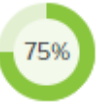
Measurable Objective 8 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping.</p> |
| Perceptions                                                                                                                                                                                                                                                                                                |
| <p><b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.</p>            |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

**Measurable Objective 9:** By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 65% to 72%).

**Evaluation Data Sources:** STAAR/EOC Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews                                                                             |                                                                                     |                                                                                     |           |
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| <p><b>Strategy 1:</b> Use small group instruction tailored to individual student needs, ensuring alignment with each student's Individualized Education Plan (IEP). Incorporate hands-on and interactive learning activities to engage young learners. Provide ongoing professional development for teachers, focusing on effective early literacy and numeracy strategies for Special Education students. Encourage collaboration between general education and Special Education staff. Ensure that classrooms have the necessary resources, such as age-appropriate books, math manipulatives, and technology, to support differentiated instruction. Celebrate milestones and achievements, such as meeting a reading or math goal, to keep students motivated. Use stickers, certificates, or classroom recognition to highlight success</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 65% to 72%).</p> <p><b>Staff Responsible for Monitoring:</b> Inclusion Support<br/>Instructional Coach<br/>SPED Chairperson<br/>District T&amp; L Facilitators<br/>Admin Team</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p> | Formative                                                                           |                                                                                     |                                                                                     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                                                                                     |                                                                                     |           |

Measurable Objective 9 Problem Statements:

### Student Learning

**Problem Statement 1:** STAAR scores demonstrated a significant percentage of student did not demonstrate growth. **Root Cause:** Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping.

### Perceptions

**Problem Statement 1:** Reading and writing scores are below state average masters and meets rating. **Root Cause:** Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

**Measurable Objective 10:** By June 2025, all Emergent Bilinguals will demonstrate a 7% (from 75% to 82%) increase of academic progress in the areas of reading and mathematics.

Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> We will plan and deliver lessons using methods that connect language learning with content instruction, as outlined in the English Language Proficiency Standards (ELPS). Language focus methods encompass comprehensible input, differentiated instruction, and structured support.<br><br><b>Strategy's Expected Result/Impact:</b> By June 2025, all Emergent Bilinguals will demonstrate a 7% (from 75% to 82%) increase of academic progress in the areas of reading and mathematics.<br><b>Staff Responsible for Monitoring:</b> DL Teachers, LPAC Chair, iCoach<br><br><b>Title I:</b><br>2.5, 2.6<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Perceptions 1 | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |

Measurable Objective 10 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                             |
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| <b>Problem Statement 1:</b> High mobility rates, high at-risk student population and students served under the McKinney-Vento Act contribute to adverse effects in campus attendance rates. <b>Root Cause:</b> Newcomer families moving in to the community and relocating elsewhere.    |
| Perceptions                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations. |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 11: By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%).

Evaluation Data Sources: TELPAS Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews                                                                             |                                                                                     |                                                                                     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------|
| <b>Strategy 1:</b> include and plan for ELPS in lesson plans<br><b>Strategy's Expected Result/Impact:</b> By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%).<br><b>Staff Responsible for Monitoring:</b> Principal, AP, DL Lead<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Perceptions 1 | Formative                                                                           |                                                                                     |                                                                                     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                              |                                                                                     |                                                                                     |                                                                                     |           |

Measurable Objective 11 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> High mobility rates, high at-risk student population and students served under the McKinney-Vento Act contribute to adverse effects in campus attendance rates. <b>Root Cause:</b> Newcomer families moving in to the community and relocating elsewhere.    |
| Perceptions                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations. |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

**Measurable Objective 12:** GPISD will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs.

**Evaluation Data Sources:** Department Training Logs; Campus and District Professional Development Plans

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews                    |                            |                            |           |
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| <b>Strategy 1:</b> ensure teachers complete professional development including, but not limited to, the hours outlined in the district's PD requirements<br><br><b>Strategy's Expected Result/Impact:</b> Ellen Ochoa STEM Academy will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs.<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative                  |                            |                            | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Nov                        | Jan                        | Mar                        | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <div><div></div></div> 50% | <div><div></div></div> 70% | <div><div></div></div> 80% |           |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                    |                            |                            |                            |           |

Measurable Objective 12 Problem Statements:

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Problem Statement 1:</b> 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment. <b>Root Cause:</b> Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break. |

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

**Measurable Objective 13:** By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 3%, from 31% to 34% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> The campus will emphasize enhancing instructional practices through a focus on dialogue-based activities and increased writing for comprehension, supported by professional development, one-on-one coaching, and modeling. They include ensuring deep understanding of standards through text internalization in PLCs, coaching and modeling small group instruction across campuses, and utilizing data-driven instruction to ensure high levels of student learning.<br><br><b>Strategy's Expected Result/Impact:</b> By June 2025, Ochoa will elevate the number of students that perform at Meets grade level or above on STAAR science by 8%, from 74% to 82% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices.<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |

Measurable Objective 13 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping.                                                                                         |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment. <b>Root Cause:</b> Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break. |

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| <b>Perceptions</b>                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations. |

## Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

**Measurable Objective 14:** By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC social studies by 3% (from 70% to 73%) through the utilization of high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum.

**Evaluation Data Sources:** STAAR/EOC Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews                                                                                 |                                                                                         |                                                                                         |           |
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| <b>Strategy 1:</b> Ellen Ochoa STEM Academy will focus on optimizing instructional time by working with teachers to ensure effective bell-to-bell instruction, maximizing student engagement during school hours. Additionally, it supports teachers in implementing resources with offline access, allowing students to review and utilize materials at home as needed.<br><b>Strategy's Expected Result/Impact:</b> By June 2025, Ellen Ochoa STEM Academy will elevate the number of students that perform at Meets grade level or above by 8% (from 70% to 78%) through the utilization of high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum.<br><br><b>Title I:</b><br>2.5<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 | Formative                                                                               |                                                                                         |                                                                                         | Summative |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  45% |  60% |  65% |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                         |                                                                                         |                                                                                         |           |

### Measurable Objective 14 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> High mobility rates, high at-risk student population and students served under the McKinney-Vento Act contribute to adverse effects in campus attendance rates. <b>Root Cause:</b> Newcomer families moving in to the community and relocating elsewhere.               |
| Student Learning                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping. |

### Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

**Measurable Objective 1:** By June 2025, Ellen Ochoa STEM Academy will increase overall family engagement participation by 20% for campus events by implementing family engagement initiatives and strategies.

**Evaluation Data Sources:** Family Engagement Attendance Logs

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews                                                                             |                                                                                     |                                                                                     |           |
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| <b>Strategy 1:</b> Ellen Ochoa STEM Academy will utilize the PTA, Campus Improvement Committee (CIC), campus events, parent workshops and parent volunteers to increase family and community engagement and participation.<br><b>Strategy's Expected Result/Impact:</b> Improved parent and community perception and engagement.<br><br><b>Title I:</b><br>4.1, 4.2<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1 | Formative                                                                           |                                                                                     |                                                                                     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Nov                                                                                 | Jan                                                                                 | Mar                                                                                 | June      |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                             |                                                                                     |                                                                                     |                                                                                     |           |

### Measurable Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> High mobility rates, high at-risk student population and students served under the McKinney-Vento Act contribute to adverse effects in campus attendance rates. <b>Root Cause:</b> Newcomer families moving in to the community and relocating elsewhere.               |
| Student Learning                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping. |
| Perceptions                                                                                                                                                                                                                                                                                         |
| <b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.            |

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

**Measurable Objective 2:** By June 2025, there will be a 3% increase in the number of Ellen Ochoa STEM Academy families who report through annual surveys that campus communication is both clear and timely and is delivered through diverse communication methods that give families the opportunity to share their perspectives.

Evaluation Data Sources: Survey data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews                                                                             |                                                                                     |                                                                                     |           |
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| <b>Strategy 1:</b> At Ellen Ochoa STEM Academy, we will utilize a variety of platforms to reach stakeholders, including Remind, BBComms (text, email, phone call), social media, flyers, and our website.<br><b>Strategy's Expected Result/Impact:</b> Provide clear, timely communication that is delivered through diverse communication methods that give students the opportunity to share their perspectives.<br><br><b>Title I:</b><br>4.1<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative                                                                           |                                                                                     |                                                                                     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Nov                                                                                 | Jan                                                                                 | Mar                                                                                 | June      |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                         |                                                                                     |                                                                                     |                                                                                     |           |

Measurable Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> High mobility rates, high at-risk student population and students served under the McKinney-Vento Act contribute to adverse effects in campus attendance rates. <b>Root Cause:</b> Newcomer families moving in to the community and relocating elsewhere.               |
| Student Learning                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping. |

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment. <b>Root Cause:</b> Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.                                                                                                    |

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

**Measurable Objective 1:** Ellen Ochoa STEM Academy will increase the frequency of student-centered, engaging, and differentiated classroom experiences by integrating instructional technology based on real-world learning and to check for understanding. By June 2025, the average percent of students reporting weekly engagement in each of the four C's (communication, collaboration, creativity, and critical thinking skills) will increase from 31% to 40% as measured by BrightBytes survey data.

Evaluation Data Sources: Survey Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Nov       | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Teachers will integrate digital/software based learning into their lessons (ex: StemScopes, Raz Kids, Reading A-Z). Targeted student groups are All, Eco Dis, AA, H, SPED and ELL students. We will also establish clear goals for teachers to complete badges required to become an Apple teacher; utilize the campus instructional technology specialist in PLCs to model best practices, tailor technology integration to subject-specific needs, and foster a supportive environment for teachers to explore innovative instructional strategies; monitor progress; and regularly review and adjust strategies based on feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Ochoa will increase the frequency of student-centered, engaging, and differentiated classroom experiences by integrating instructional technology based on real-world learning and to check for understanding. By June 2025, the average percent of students reporting weekly engagement in each of the four C's (communication, collaboration, creativity, and critical thinking skills) will increase from previous year as measured by BrightBytes survey data.</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p> |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |     |     |           |

Measurable Objective 1 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                           |
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| <p><b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping.</p> |

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment. <b>Root Cause:</b> Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.                                                                                                    |

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

**Measurable Objective 2:** By June 2025, GPISD will implement research-based best strategies in cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff cybersecurity training compliance to 100%.

**Evaluation Data Sources:** Training Logs; Risk Assessment Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews                                                                             |                                                                                     |                                                                                     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------|
| <b>Strategy 1:</b> Establish clear expectations for 100% of campus staff to complete required Cybersecurity training provided through Vector solutions; utilize the campus cybersecurity champion to provide professional development on cybersecurity and data privacy practices throughout the year; adhere to the district Software Approval Process for implementation of any programs purchased or implemented at the campus level to ensure compatibility with district infrastructure, cybersecurity, and data privacy practices.<br><br><b>Strategy's Expected Result/Impact:</b> By June 2025, Ellen Ochoa STEM Academy will implement research-based best strategies in cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff cybersecurity training compliance to 100%.<br><br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative                                                                           |                                                                                     |                                                                                     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Nov                                                                                 | Jan                                                                                 | Mar                                                                                 | June      |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                     |                                                                                     |                                                                                     |           |

Measurable Objective 2 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping.                                                                                         |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment. <b>Root Cause:</b> Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.                                                                                                    |

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 1: For the Class of 2025, the number of graduates who meet the CCMR criteria for A-F accountability will increase from 76% to 80% (HB3 Goal).

HB3 Priority Focus Area

Evaluation Data Sources: THECB, College Board, ACT, University of Texas, TSDS/PEIMS, and TEAL Submission Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Ellen Ochoa STEM Academy can increase CCMR through STEM implementation and by fostering a college, career, and military readiness culture, developing essential literacy and numeracy skills, and involving families through workshops. Resources to support long-term educational and career aspirations.<br><br><b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved college, career, and military readiness through a stronger college-going mindset, enhanced literacy and numeracy skills, and increased family involvement, leading to better preparedness for post-secondary education and career opportunities.<br><br><b>Title I:</b><br>4.1<br>- <b>TEA Priorities:</b><br>Connect high school to career and college<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Nov       | Jan | Mar | June      |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |     |     |           |

Measurable Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> High mobility rates, high at-risk student population and students served under the McKinney-Vento Act contribute to adverse effects in campus attendance rates. <b>Root Cause:</b> Newcomer families moving in to the community and relocating elsewhere.               |
| Student Learning                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping. |

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Problem Statement 1:</b> 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment. <b>Root Cause:</b> Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.                                                                                                    |

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 2: By June 2025, the percentage of GPISD CTE "completers" who earn a state-accountable industry-based certification (IBC) will increase by 3% (from 32% to 35%).

Evaluation Data Sources: PEIMS

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews                                                                             |                                                                                     |                                                                                     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------|
| <b>Strategy 1:</b> Ellen Ochoa STEM Academy counselor will facilitate monthly CTE exposure activities developed by Career and Technical Education. The CTE administration team will track activity completion and effectiveness. Elementary campuses (5th graders) will visit the CTE Exploration Center during the 24-25 school year.<br><br><b>Strategy's Expected Result/Impact:</b> Regular exposure to CTE and STEM activities will enhance students' readiness for diverse career opportunities as they transition to higher grades.<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- TEA Priorities:</b><br>Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction | Formative                                                                           |                                                                                     |                                                                                     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Nov                                                                                 | Jan                                                                                 | Mar                                                                                 | June      |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                             |                                                                                     |                                                                                     |                                                                                     |           |

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 3: By June 2025, the number of 7th and 8th grade students enrolled in a CTE elective will increase by 4% (from 36% to 40%).

Evaluation Data Sources: PEIMS

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                             |                                                                                     |                                                                                     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------|
| <b>Strategy 1:</b> Ellen Ochoa STEM Academy Counselor will facilitate monthly CTE exposure activities developed by Career and Technical Education along with STEM. The CTE administration team will track activity completion and effectiveness. Elementary campuses (5th graders) will visit the CTE Exploration Center during the 24-25 school year.<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- TEA Priorities:</b><br>Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative                                                                           |                                                                                     |                                                                                     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Nov                                                                                 | Jan                                                                                 | Mar                                                                                 | June      |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                           |                                                                                     |                                                                                     |                                                                                     |           |

Measurable Objective 3 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> High mobility rates, high at-risk student population and students served under the McKinney-Vento Act contribute to adverse effects in campus attendance rates. <b>Root Cause:</b> Newcomer families moving in to the community and relocating elsewhere.                                                                                                       |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping.                                                                                         |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment. <b>Root Cause:</b> Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break. |

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| <b>Perceptions</b>                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations. |

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 4: By June 2025, GPISD will increase the percentage of students meeting college readiness standards in both Math and ELA by 3% (from 17% to 20%).

Evaluation Data Sources: ACT, SAT, and TSIA2 Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews                    |                            |                            |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|-----------|
| <p><b>Strategy 1:</b> Ellen Ochoa STEM Academy will establish and support vertical teams across all grade levels to ensure seamless curriculum alignment. These teams will work to align the curriculum with Advanced Placement (AP), ACT, and Texas Success Initiative (TSI) standards, supported by ongoing professional development and targeted resources. To enhance College, Career, and Military Readiness (CCMR) outcomes, the district will implement evidence-based practices and strategies. Regular data analysis will guide adjustments to these strategies, ensuring continuous improvement and equipping students for success beyond high school.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2025, Ellen Ochoa STEM Academy will increase the percentage of students meeting college readiness standards in both Math and ELA by 10%.</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p> | Formative                  |                            |                            | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Nov                        | Jan                        | Mar                        | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <div><div></div></div> 40% | <div><div></div></div> 65% | <div><div></div></div> 75% |           |
| <div><div><div></div></div>0% No Progress</div> <div><div><div></div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                            |                            |                            |           |

Measurable Objective 4 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                               |
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| <p><b>Problem Statement 1:</b> High mobility rates, high at-risk student population and students served under the McKinney-Vento Act contribute to adverse effects in campus attendance rates. <b>Root Cause:</b> Newcomer families moving in to the community and relocating elsewhere.</p>               |
| Student Learning                                                                                                                                                                                                                                                                                           |
| <p><b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping.</p> |

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Problem Statement 1:</b> 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment. <b>Root Cause:</b> Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.                                                                                                    |

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 5: By June 2025, GPISD will increase the percentage of graduates that enroll in college the following fall semester by 3% (from 57% to 60%).

Evaluation Data Sources: National Student Clearinghouse Research Center Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews                                                                             |                                                                                     |                                                                                     |           |
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| <b>Strategy 1:</b> Provide Parent Engagement Workshops (e.g., building college-going expectations at home and school, financial literacy), implement College-Themed Classroom Initiatives (e.g., adopting college names for homerooms, displaying college banners and logos throughout the school), organize Career & College Awareness Programs (e.g., guest speakers, career days, virtual campus tours), and create a mini college center on campus where counselors can offer guidance in a designated space.<br><br><b>Strategy's Expected Result/Impact:</b> Students and parents will gain knowledge and educate themselves to create a plan for college.<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- TEA Priorities:</b><br>Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative                                                                           |                                                                                     |                                                                                     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Nov                                                                                 | Jan                                                                                 | Mar                                                                                 | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                     |                                                                                     |           |

Measurable Objective 5 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> High mobility rates, high at-risk student population and students served under the McKinney-Vento Act contribute to adverse effects in campus attendance rates. <b>Root Cause:</b> Newcomer families moving in to the community and relocating elsewhere.               |
| Student Learning                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping. |

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment. <b>Root Cause:</b> Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.                                                                                                    |

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 6: By June 2025, the percentage of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase by 3% (from 17% to 20%).

Evaluation Data Sources: PEIMS

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                             |                                                                                     |                                                                                     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------|
| <b>Strategy 1:</b> Implement advanced learning opportunities in ELA and Math, such as accelerated reading and math clubs; introduce age-appropriate discussions about earning college credits through classroom activities and school events; and host informational workshops for parents on the long-term benefits of earning college credits in high school.<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative                                                                           |                                                                                     |                                                                                     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Nov                                                                                 | Jan                                                                                 | Mar                                                                                 | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |           |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>                                                                                                                                                                                        |                                                                                     |                                                                                     |                                                                                     |           |

Measurable Objective 6 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> STAAR scores demonstrated a significant percentage of student did not demonstrate growth. <b>Root Cause:</b> Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping.                                                                                         |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment. <b>Root Cause:</b> Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> Reading and writing scores are below state average masters and meets rating. <b>Root Cause:</b> Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.                                                                                                    |

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 7: By June 2025, the percentage of students earning a score of 3 or higher on any subject AP exam will increase by 3% (from 11% to 14%).

Evaluation Data Sources: College Board

| Strategy 1 Details                                                                                                                                           |  | Reviews                   |                           |                           |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------|---------------------------|---------------------------|-----------|
| Strategy 1: N/A                                                                                                                                              |  | Formative                 |                           |                           | Summative |
|                                                                                                                                                              |  | Nov                       | Jan                       | Mar                       | June      |
|                                                                                                                                                              |  | <div><div></div>45%</div> | <div><div></div>65%</div> | <div><div></div>85%</div> |           |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div> |  |                           |                           |                           |           |

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 1: GPISD will increase the retention rate of teachers that receive the Teacher Incentive Allotment (TIA) designation by 3% (from 93% to 96%) as reported in annual TIA data.

Evaluation Data Sources: Annual TIA Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nov       | Jan | Mar | June      |
| <p><b>Strategy 1:</b> 1) Show all TIA videos sent to campuses in a faculty meeting. Take time to answer questions and ensure full understanding by teachers.<br/>Schedule training times for any new in-person training that may be requested for TIA purposes (data for student growth, T-TESS coaching opportunities, etc.).<br/>*Teachers who fully understand TIA, and feel empowered to earn a designation, are more likely to stay on your campus from year-to-year.</p> <p>2) Disseminate the TIA survey to teachers and talk to them about the importance of providing feedback so the district can best support them in earning a designation.<br/>*Teachers who feel respected and heard, are more likely to stay on your campus from year-to-year.</p> <p>3) Spend time in faculty meetings celebrating GPISD's participation in TIA and teachers on your campus that have earned designation. Use district provided marketing materials to drive talking points for celebration. Prominently display posters in common teacher areas such as the workroom and teacher lounge.<br/>*Teachers who routinely hear their leaders celebrate teacher and district accomplishments, are more likely to stay on your campus from year-to-year.</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals<br/><b>- ESF Levers:</b><br/>Lever 2: Strategic Staffing<br/><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p> |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |

Measurable Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** STAAR scores demonstrated a significant percentage of student did not demonstrate growth. **Root Cause:** Rigor needs to be more of an emphasis in planning for high performing students. Small group needs to be intentional with time spent on skill and grouping.

### School Processes & Programs

**Problem Statement 1:** 33% of Ochoa teachers currently have completed the GT hours. Only 5% of Ochoa students have been identified GT. Students in the GT program demonstrated downgrades in the 2024 STAAR Assessment. **Root Cause:** Ensure teachers know of training opportunities and professional development in special populations during the school year and summer break.

### Perceptions

**Problem Statement 1:** Reading and writing scores are below state average masters and meets rating. **Root Cause:** Lack of grade level specific goals to vertically aligned expectations for foundation reading and writing skills, specifically among our special populations.

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 2: GPISD will maintain an annual rating of an A for superior achievement as measured by the Financial Integrity Rating System of Texas (FIRST) while strategically allocating resources to support GPISD's strategic priorities.

Evaluation Data Sources: TEA

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                | Reviews                   |                           |                           |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|---------------------------|-----------|
| <b>Strategy 1:</b> Be financially and fiscally responsible with campus and district funds. Campus Principal and Finance Clerk will manage expenditures and allocate resources with accuracy and fidelity to district policies and procedures.<br><b>Strategy's Expected Result/Impact:</b> Campus resources will be in compliance | Formative                 |                           |                           | Summative |
|                                                                                                                                                                                                                                                                                                                                   | Nov                       | Jan                       | Mar                       | June      |
|                                                                                                                                                                                                                                                                                                                                   | <div><div></div>45%</div> | <div><div></div>60%</div> | <div><div></div>70%</div> |           |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>                                                                                                                                                                      |                           |                           |                           |           |

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 3: By June 2025, GPISD will increase overall ADA from 93% to 94% and maintain a student enrollment of at least 26,461 in order to meet the annual fiscal enrollment and attendance goals.

Evaluation Data Sources: PEIMS

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                              |                                      |                                      |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|-----------|
| <p><b>Strategy 1:</b> Track attendance rates and evaluate the success of implemented strategies using the district's data analysis tools. Offer daily student attendance incentives, such as stickers, coupons, or school bucks, and host quarterly attendance recognition programs for students who have consistently maintained an attendance rate of 90% or more. Additionally, develop and distribute materials, including posters, flyers, and newsletters, to promote the importance of regular attendance among students and parents.</p> <p>To increase enrollment, the elementary school will showcase its programs through targeted marketing, engage in community outreach, partner with local preschools, and encourage word-of-mouth referrals. The school will also offer world class customer service, personalized assistance, and highlight student success stories to attract new families.</p> <p><b>Title I:</b><br/>2.5<br/>- <b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> | Formative                            |                                      |                                      | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Nov                                  | Jan                                  | Mar                                  | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <div><div></div><div>70%</div></div> | <div><div></div><div>80%</div></div> | <div><div></div><div>90%</div></div> |           |
| <div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                      |                                      |                                      |           |

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

| Title                                                                      | Person Responsible | Review Date | Addressed By | Addressed On |
|----------------------------------------------------------------------------|--------------------|-------------|--------------|--------------|
| Bullying Prevention                                                        |                    | 8/17/2023   | Holly Mohler | 5/24/2024    |
| Child Abuse and Neglect                                                    |                    |             | Holly Mohler | 5/24/2024    |
| Decision-Making and Planning Policy Evaluation                             |                    | 6/1/2023    | Holly Mohler | 5/24/2024    |
| Disciplinary Alternative Education Program (DAEP)                          |                    | 11/7/2023   | Holly Mohler | 5/24/2024    |
| Pregnancy Related Services                                                 |                    | 7/20/2022   | Holly Mohler | 5/24/2024    |
| Job Description for Peace Officers, Resource Officers & Security Personnel |                    | 8/17/2023   | Holly Mohler | 5/24/2024    |