

Ector County Independent School District

Gonzales Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: D



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment and Economic Indicators Gonzales Elementary serves 424 students in the 2024-25 school year, representing a decrease from 477 students in 2023-24. The economically disadvantaged population has increased significantly from 71.49% to 80.42%, indicating growing economic challenges within our student community that may impact educational resource needs and support services.

Special Population Demographics English Learner enrollment remains stable at 5.18% compared to 5.24% in the previous year. Special education enrollment has increased from 14.04% to 14.85%, reflecting continued identification and service needs for students requiring specialized educational support.

Student Stability and Attendance Student mobility has increased from 18.05% to 19.41%, indicating higher rates of student transition during the academic year. Despite mobility challenges, campus attendance maintains a strong rate of 92.43% for 2024-25. The overall student retention rate across all grade levels stands at 2.01%.

Staff Retention Challenges Staff retention presents a significant concern with rates declining from 58.3% in 2023-24 to 52.9% in 2024-25. This low retention rate indicates potential challenges in maintaining instructional continuity and may impact program consistency and student relationship development.

Implications for Campus Planning These demographic trends suggest the need for enhanced support services for economically disadvantaged students, continued special education programming, strategies to address student mobility impacts, and comprehensive staff retention initiatives to ensure instructional stability and program effectiveness.

Eco Dis Historical															
	2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
Gonzales	268	468	57.27%	319	478	66.74%	373	497	75.05%	341	477	71.49%	341	424	80.42%

English Learner Historical															
	2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	EL Pop	Total Pop	Percent												
Gonzales	13	468	2.7778	19	478	3.9749	18	497	3.6217	25	477	5.2411	22	424	5.1887

Sped Population Historical															
	2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	SPED Pop	Total Pop	Percent												
068901111 - Gonzales EL	63	468	13.4615	77	478	16.1088	75	497	15.0905	67	477	14.0461	63	424	14.8585

Student Mobility Historical															
	2020 - 2021 (Covid-19 Remote)			2021 - 2022 (Covid-19 Remote)			2022 - 2023			2023 - 2024			2024 - 2025		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
Gonzales EL	100	423	23.64%	95	430	22.09%	84	443	18.96%	74	410	18.05%	73	376	19.41%

Student Retention Historical																
Campus	Grade	2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Rete Rate									
068901111 - Gonzales EL	KG	2	67	2.99%	2	62	3.23%	2	66	3.03%	2	76	2.63%	3	67	4
068901111 - Gonzales EL	1	1	86	1.16%	1	72	1.39%	2	60	3.33%	1	60	1.67%	2	68	2
068901111 - Gonzales EL	2	1	71	1.41%	0	86	0.00%	0	77	0.00%	0	63	0.00%	1	57	1
068901111 - Gonzales EL	3	0	73	0.00%	1	71	1.41%	2	88	2.27%	0	77	0.00%	0	60	0
068901111 - Gonzales EL	4	0	61	0.00%	1	80	1.25%	0	83	0.00%	0	84	0.00%	2	67	2

Student Retention Historical																
068901111 - Gonzales EL	5	0	73	0.00%	0	70	0.00%	0	82	0.00%	1	80	1.25%	0	80	0
068901111 - Gonzales EL	All	4	431	0.93%	5	441	1.13%	6	456	1.32%	4	440	0.91%	8	399	2

Demographics Strengths

Small School Community Environment Gonzales Elementary maintains an intimate learning environment with 424 students, fostering a close-knit neighborhood school atmosphere that promotes strong relationships between students, families, and staff. This smaller scale enables personalized attention and individualized support for student academic and social development.

Manageable Class Sizes With an average class size of approximately 22 students, our campus provides optimal conditions for differentiated instruction and meaningful student-teacher interactions. This ratio supports effective classroom management and allows for targeted academic interventions.

Diverse Student Population Leadership Hispanic students comprise 72.3% of our enrollment, representing our largest demographic group and creating opportunities for culturally responsive teaching practices and community connections that honor and celebrate our predominant student population.

Experienced Teaching Staff Our professional staff brings substantial educational expertise with an average of 8.8 years of teaching experience as of 2023-24, providing students with seasoned educators who understand effective instructional practices and student development.

Favorable Staffing Ratios The 18:1 teacher-to-student ratio in 2023-24 enables more individualized attention and support, contributing to stronger academic outcomes and improved student-teacher relationships across all grade levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In 24-25, student attendance was at 92.43% across K-5th.

Root Cause: Failure to implement district truancy procedures across campus.

Student Achievement

Student Achievement Summary

MAP Growth Summary Report 24-25

Kinder	Math-76% of students met growth RLA-59% of students met growth
1 st	Math-68% of students met growth RLA-53% of students met growth
2 nd	Math-36% of students met growth RLA-26% of students met growth
3 rd	Math-51% of students met growth RLA-60% of students met growth Sci-60% of students met growth
4 th	Math-47% of students met growth RLA-40% of students met growth Sci-58% of students met growth
5 th	Math-74% of students met growth RLA- 54% of students met growth Sci-84% of students met growth

STAAR Data 24-25

Grade/Subject	Meets	Masters
3 rd RLA	42%	12%
4 th RLA	28%	6%
5 th RLA	38%	7%
3 rd Math	20%	12%
4 th Math	15%	5%
5 th Math	28%	10%
5 th Science	14%	3%

STAAR RESULTS - 3 YR								
3rd Math				3rd ELAR				
	APPR.	MEETS	MAST.		APPR.	MEETS	MAST.	
22-23	44.2%	15.1%	5.8%	22-23	54.0%	34.4%	8.0%	
23-24	52.1%	32.9%	6.9%	23-24	68.4%	38.3%	12.3%	
24-25	40.0%	20.0%	11.7%	24-25	71.7%	41.7%	11.7%	
4th Math				4th ELAR				
	APPR.	MEETS	MAST.		APPR.	MEETS	MAST.	
22-23	70.1%	50.6%	12.9%	22-23	65.7%	30.1%	10.9%	
23-24	38.8%	18.8%	5.8%	23-24	62.3%	23.5%	2.3%	
24-25	39.6%	15.8%	4.7%	24-25	60.3%	28.5%	6.3%	
5th Math				5th ELAR				
	APPR.	MEETS	MAST.		APPR.	MEETS	MAST.	
22-23	75.0%	36.9%	13.1%	22-23	65.4%	33.3%	8.3%	
23-24	60.7%	15.1%	0.0%	23-24	56.9%	35.4%	13.9%	
24-25	62.5%	27.7%	9.7%	24-25	66.6%	37.5%	6.9%	

Student Achievement Strengths

Academic Achievement Strengths

Strong Early Elementary Growth Performance Our kindergarten students demonstrate exceptional academic progress with 76% meeting growth targets in mathematics and 59% in reading/language arts. First grade continues this positive trajectory with 68% of students meeting math growth expectations, establishing a solid foundation for continued academic success.

Upper Elementary Mathematics Excellence Fifth grade mathematics shows remarkable strength with 74% of students meeting growth targets and 28% achieving Meets level on STAAR, coupled with 10% reaching Masters level. This represents our highest performing academic area and demonstrates effective instructional practices.

Science Achievement Leadership Our science instruction yields strong results across tested grades, with fifth grade leading at 84% meeting MAP growth targets. Fourth grade science also performs well with 58% meeting growth expectations, indicating effective STEM programming.

Third Grade Reading Recovery After lower performance in second grade, third grade reading shows significant improvement with 60% of students meeting MAP growth targets and 42% achieving Meets level on STAAR, demonstrating successful intervention and instructional adjustments.

Consistent Upper Elementary Reading Progress Fifth grade reading maintains steady performance with 54% meeting MAP growth targets, while third grade reading achievement

of 42% Meets on STAAR provides a foundation for continued literacy development.

These academic strengths highlight successful early elementary instruction, strong upper elementary mathematics programming, and effective science instruction that can serve as models for continued campus-wide improvement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In 24-25, only 20% of 3rd grade students and only 15% of 4th grade students were on grade level in Math according to STAAR.

Root Cause: Lack of instructional support through feedback and coaching paired with a lack of PLC's being implemented on campus.

School Culture and Climate

School Culture and Climate Summary

Most areas of the Panorama Survey for Students increased.

Panorama survey results for School Connectedness on Students:

Description	Campus	District
Connectedness Indicator	58%	57%
Engagement	50%	48%
Rigorous Expectations	74%	73%
School Climate	55%	53%
School Safety	62%	62%
School Safety ECISD	75%	74%
Sense of Belonging	52%	55%

Panorama Survey results for Climate and Culture of Teachers:

Description	Campus	District
Belonging	57%	71%
Cultural Awareness and Action	0%	43%
Feedback and Coaching	33%	61%
Professional Learning	48%	64%
Professional Learning about Equity	33%	66%
School Climate	48%	67%
School Leadership	35%	70%
Well-being	47%	66%

School Culture and Climate Strengths

School Culture and Climate Strengths

Academic Rigor and High Expectations Our campus demonstrates strong academic standards with 74% of students recognizing rigorous expectations, exceeding the district average of 73%. This indicates successful cultivation of a culture that promotes academic excellence and high achievement.

Safe and Secure Learning Environment We maintain effective safety protocols with 62% of students reporting positive school safety perceptions, matching district performance. Additionally, our 75% rating on the ECISD safety measure surpasses the district average of 74%, establishing essential conditions for effective learning.

Student Engagement Our campus achieves 50% student engagement compared to 48% district-wide, demonstrating effective instructional practices that meaningfully connect with students and maintain their academic interest.

Positive School Climate Both staff (48%) and students (55%) rate school climate favorably, with student perceptions exceeding the district average of 53%. This dual stakeholder satisfaction indicates a supportive learning environment conducive to continued improvement.

Student Connectedness At 58% compared to 57% district-wide, our student connectedness slightly exceeds district performance, reflecting positive relationship-building and community connections within our school environment.

These strengths provide a solid foundation for continued campus improvement efforts, particularly in building upon existing safety culture and academic expectations while enhancing overall belonging and connection.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): In 24-25, 67% of staff felt there was inadequate feedback/coaching and 65% of staff felt there was a lack of quality campus leadership.

Root Cause: Lack of leadership support as seen through walkthrough feedback, coaching cycles, PLC's, and overall instructional support.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Gonzales has 52% teacher retention during the 24-25 school year, which is down from 58.3% during the 23-24 school year.

Comprehensive Recruitment Framework ECISD employs diverse recruitment strategies to attract qualified educational professionals, including alternative certification programs such as Odessa Pathways and DOI waivers. The district actively participates in college recruitment fairs and intrastate teacher recruitment events while maintaining a robust online presence through multiple website postings and social media platforms to reach potential candidates.

Rigorous Hiring Standards The district maintains a thorough hiring process that ensures all candidates possess appropriate credentials and qualifications for their respective positions. This systematic approach guarantees that Gonzales Elementary students receive instruction from highly qualified teachers and trained instructional paraprofessionals.

Professional Development Investment Comprehensive professional development training programs equip staff with essential tools and strategies to effectively intervene and enrich learning experiences for diverse student subgroups. These ongoing educational opportunities support continuous improvement in instructional practices and student outcomes.

Strategic Retention Initiatives ECISD implements multiple retention strategies including specialized stipends for special program areas and additional compensation for advanced education credentials such as Master's degrees and Special Education certifications. The Opportunity Culture Program provides leadership stipends for Multi-Classroom Leaders who guide grade-level instruction across most district schools.

Recognition and Incentive Programs The district utilizes the Teacher Incentive Allotment and National Board of Professional Teaching Standards certification as staff recognition mechanisms to promote professional growth and ensure long-term retention of high-quality educators. These programs acknowledge excellence in teaching and provide financial incentives for continued service.

Staff Quality, Recruitment, and Retention Strengths

Our elementary campus maintains a balanced teaching staff composed of both experienced veteran educators and emerging professionals with fewer than eight years of experience. Our tenured faculty members provide essential institutional knowledge, proven instructional practices, and consistent academic leadership while actively mentoring newer staff members. This collaborative dynamic creates a supportive professional learning environment where veteran teachers willingly share expertise and guide less experienced colleagues in curriculum implementation, classroom management, and best practices. The combination of seasoned educators' wisdom and newer teachers' fresh perspectives, supported by a culture of mentorship and collaboration, serves as a strategic asset for maintaining academic excellence and supporting comprehensive student achievement goals.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: In 24-25, Gonzales was able to retain only 52.5% of it's staff.

Root Cause: Based on Panorama Data and feedback from teachers, staff feel unsupported, unvalued, and are not celebrated for their wins (both academically and personally).

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research-Based Educational Programming Gonzales Elementary implements research-based best practices in curriculum, instruction, and assessment to comprehensively address the diverse educational needs of our student population. This evidence-based approach ensures alignment with proven methodologies that support academic achievement across all learning levels.

Comprehensive Curriculum Alignment The campus provides aligned curriculum delivery across all core subject areas, reinforced through targeted support services including tutoring programs, dyslexia intervention services, balanced literacy instruction, and guided mathematics. Digital learning platforms such as iReady and Brainchild supplement traditional instruction to systematically address achievement gaps.

Strategic Resource Allocation Educational resources including current textbooks, supplemental instructional materials, and classroom technology integration provide essential tools that enhance teaching effectiveness and student learning outcomes. These resources support differentiated instruction and accommodate diverse learning styles and academic needs.

Specialized Personnel Support A comprehensive team of classroom teachers, dyslexia specialists, intervention specialists, and special education personnel delivers targeted programs and intervention services. This collaborative approach ensures students receive appropriate support to access grade-level curriculum and close achievement gaps.

Comprehensive Assessment System Multiple assessment tools including COGAT, Naglieri, STAAR, Student Curriculum Assessments (SCAs), District Benchmark Assessments (DBAs), unit assessments, and TELPAS enable early identification of student needs and precise targeting of intervention services. This systematic assessment approach informs instructional decisions and ensures responsive educational programming.

Curriculum, Instruction, and Assessment Strengths

Campus Strength: Comprehensive District Instructional Support

Our campus benefits from robust district-level instructional guidance that enhances teaching effectiveness and student outcomes. The district provides comprehensive curriculum frameworks that ensure aligned, standards-based instruction across all grade levels. Through established Professional Learning Community (PLC) practices, teachers engage in collaborative data analysis, lesson planning, and instructional refinement. Regular professional development opportunities address current educational best practices, emerging pedagogical strategies, and targeted skill development. These district resources—including instructional frameworks, PLC protocols, and ongoing professional learning—are readily accessible to our campus, providing teachers with the tools and support necessary to deliver high-quality instruction and continuously improve their practice in service of student achievement.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): In 24-25, less than 25% of campus students, K-5, were reading on grade level according to MAP.

Root Cause: Failure to implement district approved intervention materials on campus.

Family and Community Engagement

Family and Community Engagement Summary

Gonzales Elementary provides comprehensive engagement opportunities throughout the academic year to foster meaningful partnerships between families, community members, and the school. Our structured approach to parent involvement includes multiple touchpoints designed to support student learning and strengthen school-community connections.

Annual Engagement Events We host Meet the Teacher and Parent Orientation sessions in August to establish early communication and set expectations for the school year. Throughout the year, families participate in curriculum-focused academic nights including Mathematics/Science Night and English Language Arts/Social Studies Night, which provide parents with insight into instructional practices and ways to support learning at home.

Recognition and Communication Programs Semester awards assemblies celebrate student achievement and provide opportunities for family participation in recognizing academic and behavioral growth. Monthly Bulldog of the Month celebrations honor students who demonstrate exceptional character and academic effort, creating additional opportunities for family involvement in recognizing student success. Regular data meetings keep parents informed of their child's progress, while student-led presentations such as Career Day, All About Me celebrations, and academic project showcases demonstrate learning outcomes.

Title I Partnership Initiatives Our Title I programming includes structured Parent Engagement meetings and Parent Compact sessions where families provide valuable feedback on school programs and student needs. These meetings ensure parent voice is integrated into our continuous improvement processes.

Ongoing Community Support An active Parent Teacher Association supports both educators and students through volunteer initiatives and fundraising efforts. Administrative communication occurs through multiple channels including Facebook, the Focus parent portal, and monthly parent newsletters that provide comprehensive updates on academic progress, upcoming events, and important school information throughout the year.

Family and Community Engagement Strengths

Comprehensive Volunteer and Committee Structure Gonzales Elementary actively addresses performance gaps through increased family and community involvement via the Volunteers in Public Schools (VIPS) program and organized committee participation, including an active Parent Teacher Association. These structured opportunities create meaningful pathways for stakeholder engagement in campus improvement efforts.

Collaborative Partnership Framework The campus provides multiple opportunities for school staff, parents, families, and community members to collaborate effectively in supporting student academic achievement. This inclusive approach ensures diverse perspectives contribute to educational planning and implementation strategies.

Structured Parent Engagement Programming Ongoing initiatives include Meet the Teacher Night, Parent Orientation sessions, specialized parent meetings for targeted activities, and Parent Utility training specific to Title I requirements. Parent Engagement and Compact input sessions provide formal opportunities for family feedback and goal-setting participation with the leadership team.

Multi-Channel Communication Strategy The campus maintains consistent communication through the Gonzales Elementary Facebook page, monthly parent newsletters, family academic nights, and regular book fair events. These varied communication methods ensure families receive timely information about academic progress, campus events, and engagement opportunities.

Recruitment and Outreach Initiatives Dedicated VIPS recruiting events expand community volunteer participation, creating additional support systems for students and teachers while strengthening school-community connections. These recruitment efforts ensure sustained volunteer engagement throughout the academic year.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Based on parent feedback, in 24-25 parents felt unwelcome as part of their child's educational journey.

Root Cause: Lack of communication by staff and administration to parents/community and lack of strategic planning for parent involvement.

School Organization

School Organization Summary

Administrative Leadership Gonzales Elementary operates under the direction of one Principal and one Administrative Intern who provide instructional leadership, conduct regular classroom observations, monitor lesson planning, and facilitate weekly leadership team meetings focused on academic data analysis and program oversight.

Instructional Support Specialists The campus employs specialized support personnel including one Multi-Classroom Leader (MCL), one Master Team Reach Teacher member (MTRT), one Instructional Coach, and one Math Specialist. These professionals provide targeted intervention services, support new and priority teachers, and address identified academic needs, particularly in mathematics instruction.

Teaching Staff Structure Our instructional team consists of 16 classroom teachers serving grades K-5, supported by three special area teachers who provide enrichment programming. Specialized educational services are delivered through one Gifted and Talented teacher, one Dyslexia teacher, two Specialized Classroom teachers, one Resource/Inclusion teacher, and one Resource/Inclusion Instructional Facilitator.

Support Personnel Additional support services are provided through one Reach Associate and one Teacher Resident, enhancing classroom instruction and providing developmental opportunities for emerging educators.

Total Staffing Gonzales Elementary maintains a comprehensive staff of 30 professional educators and support personnel, ensuring appropriate student-to-staff ratios and specialized service delivery across all academic and support programs. This organizational structure supports our commitment to individualized instruction and comprehensive educational programming for all students.

School Organization Strengths

Strategic Goal Monitoring and Data Analysis The leadership team maintains systematic oversight of campus goals through comprehensive data analysis protocols, ensuring consistent progress monitoring and responsive adjustments to instructional programming. This data-driven approach provides the foundation for evidence-based decision making and continuous school improvement.

Professional Learning Community Framework Professional Learning Communities support educators through collaborative planning sessions, instructional delivery enhancement, and comprehensive data analysis practices. These structured team meetings ensure teachers receive peer support and maintain alignment with campus academic objectives while fostering professional growth and shared accountability.

Targeted Instructional Coaching Individualized instructional coaching provides specialized support for new educators and teachers with identified priority needs. This personalized approach ensures all staff members receive appropriate professional development and instructional guidance tailored to their specific areas for growth.

Opportunity Culture Model Implementation Our Opportunity Culture framework provides teachers with increased coaching frequency, regular classroom observations, and timely feedback cycles. This intensive support system enhances instructional quality through consistent professional dialogue and targeted improvement strategies, ultimately benefiting student learning outcomes across all grade levels.

These integrated support systems create a comprehensive professional development environment that promotes teacher effectiveness and student academic success through sustained collaboration and continuous improvement practices.

Problem Statements Identifying School Organization Needs

Problem Statement 1: in 24-25, 67% of staff felt there was inadequate feedback and coaching from the leadership team.

Root Cause: Lack of knowledge surrounding feedback/coaching or instructional best practices by administration for the instructional leadership team on campus.

Technology

Technology Summary

Interactive Classroom Technology Gonzales Elementary provides comprehensive interactive learning environments with Promethean boards installed in every classroom, enabling dynamic instruction delivery and enhanced student engagement through multimedia presentations and interactive learning activities.

Universal Student Device Access All students have individual access to either Chromebooks or iPads, ensuring equitable technology access for digital learning, research activities, and skill development. This one-to-one device ratio supports personalized learning and prepares students for technology-integrated academic environments.

Professional Technology Resources Every teacher receives a district-distributed laptop, providing consistent access to professional technology tools necessary for lesson planning, data analysis, communication, and instructional delivery. This standardized approach ensures all educators have appropriate technology resources to support effective teaching practices.

Comprehensive Digital Learning Platform Students utilize iReady Math and Reading programs both during school hours and at home, providing continuous learning opportunities and personalized skill development. This accessibility extends learning beyond the traditional school day and supports individualized academic growth.

Integrated Instructional Technology Systems Teachers employ multiple digital platforms including iReady, ClassLink, Schoology, and Eduphoria to deliver targeted instruction based on individual student needs. These integrated systems enable data-driven instructional decisions, streamlined resource access, and effective progress monitoring for optimal student outcomes.

Seamless Home-School Technology Connection The availability of digital learning platforms at home creates continuity between classroom and home learning environments, supporting family engagement in student academic progress and extending instructional opportunities beyond school hours.

Technology Strengths

Systematic Device Refresh Program ECISD maintains current technology standards through scheduled replacement of student Chromebooks and iPads, ensuring students consistently access reliable, up-to-date devices that support optimal learning experiences. The district proactively increases access to emerging technology programs as they become available, maintaining educational relevance and innovation.

Professional Technology Support Services The district employs dedicated instructional technologists who provide comprehensive training and ongoing support for implementing best practices in educational technology integration. This specialized support ensures teachers effectively utilize available technology resources to enhance instructional delivery and student engagement.

Campus-Based Technology Leadership Gonzales Elementary benefits from an on-site Techy Tribe Ambassador teacher who is able to facilitate Professional Learning Communities focused on technology training and innovative instructional practices using digital tools. This campus-level leadership provides immediate, relevant support tailored to specific school needs and teacher skill levels.

Ongoing Technical Assistance A technology specialist provides monthly on-campus assistance to teachers, ensuring consistent support for technology integration challenges and opportunities. This regular support system addresses immediate technical needs while promoting continuous improvement in digital instructional practices.

Comprehensive Technology Professional Development The multi-layered support system combining district technologists, campus ambassadors, and monthly specialist visits creates a robust professional development environment that builds teacher confidence and competency in educational technology implementation, ultimately benefiting student learning outcomes through enhanced instructional delivery methods.

Priority Problem Statements

Problem Statement 1: In 24-25, student attendance was at 92.43% across K-5th.

Root Cause 1: Failure to implement district truancy procedures across campus.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In 24-25, only 20% of 3rd grade students and only 15% of 4th grade students were on grade level in Math according to STAAR.

Root Cause 2: Lack of instructional support through feedback and coaching paired with a lack of PLC's being implemented on campus.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: In 24-25, 67% of staff felt there was inadequate feedback/coaching and 65% of staff felt there was a lack of quality campus leadership.

Root Cause 3: Lack of leadership support as seen through walkthrough feedback, coaching cycles, PLC's, and overall instructional support.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: In 24-25, less than 25% of campus students, K-5, were reading on grade level according to MAP.

Root Cause 4: Failure to implement district approved intervention materials on campus.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Board Goals

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

Performance Objective 1: By May of 2026, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 22% to 35%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.</p> <p>Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, Do the Math 4 times a week, iReady for 3rd-5th grade, My Math Academy for K-2nd grade based on district recommendations.</p> <p>Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Instructional Coach - Local - \$75,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will create student data folders to ensure students track MAP Math growth, monthly iReady or My Math Academy Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders and provide new goals each grading period.</p> <p>Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: In 24-25, only 20% of 3rd grade students and only 15% of 4th grade students were on grade level in Math according to STAAR. Root Cause: Lack of instructional support through feedback and coaching paired with a lack of PLC's being implemented on campus.</p>

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

Performance Objective 2: By May of 2026, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 35% to 45%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.</p> <p>Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Reach Associate and Teacher Resident - Title One School-wide - \$66,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations.</p> <p>Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Tutoring - State Comp Ed - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: In 24-25, 67% of staff felt there was inadequate feedback/coaching and 65% of staff felt there was a lack of quality campus leadership. Root Cause: Lack of leadership support as seen through walkthrough feedback, coaching cycles, PLC's, and overall instructional support.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: In 24-25, less than 25% of campus students, K-5, were reading on grade level according to MAP. Root Cause: Failure to implement district approved intervention materials on campus.</p>

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

Performance Objective 3: By May of 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 14% to 25%.

Indicators of Success:

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

Evaluation Data Sources: MAP, Checkpoint Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.</p> <p>Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations.</p> <p>Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

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

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 49% to 60%

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.</p> <p>Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: MTRT - Title One School-wide - \$12,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations</p> <p>Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

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Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: In 24-25, less than 25% of campus students, K-5, were reading on grade level according to MAP. **Root Cause:** Failure to implement district approved intervention materials on campus.

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

Performance Objective 2: The percentage of K-3 students will show growth using the School Conditional Growth Percentile from 55% to 65% on their READING MAP ASSESSMENT.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.</p> <p>Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly iReady Reading progress and ELAR Checkpoint data. Teachers will conference with students to discuss data folders and provide new goals each grading period.</p> <p>Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress

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

Performance Objective 3: The percentage of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 42% to 50%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: MAP, Checkpoint Data, iReady Diagnostics

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.</p> <p>Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: MCL - Title One School-wide - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations</p> <p>Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: In 24-25, 67% of staff felt there was inadequate feedback/coaching and 65% of staff felt there was a lack of quality campus leadership. Root Cause: Lack of leadership support as seen through walkthrough feedback, coaching cycles, PLC's, and overall instructional support.</p>

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

Performance Objective 1: School Connectedness Student panorama data will increase from 58% to 65%.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
<p>Strategy 1: The iLead SEL curriculum will be implemented weekly in classrooms to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline issues and an increase in student's perception of belonging.</p> <p>Staff Responsible for Monitoring: Administration and counselor</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor.</p> <p>Strategy's Expected Result/Impact: Increased exposure to iLead by students leading to higher emotional maturity or awareness in students.</p> <p>Staff Responsible for Monitoring: Administration and Counselor</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will recognize student growth or achievement using competitions, rewards such as celebrations or ceremonies, phone calls or messages home, and student conferences.</p> <p>Strategy's Expected Result/Impact: Increased confidence in self and increase motivation to continue to improve.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Student daily attendance will increase from 92.3% to 95%.

Indicators of Success:

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

Evaluation Data Sources: Campus attendance reports and district COC reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be contacted daily regarding student absences by attendance clerk. Campus will follow District truancy contact procedures at each level.</p> <p>Strategy's Expected Result/Impact: Increase parental awareness of the importance of attendance and increased daily attendance.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, COC, Attendance Clerk</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will hold attendance celebrations/acknowledgements to increase student engagement and awareness. Students with perfect attendance will be acknowledged at each awards ceremony. Students with less than 3 absences per semester will be invited to an attendance celebration at the end of each semester.</p> <p>Strategy's Expected Result/Impact: Increased motivation for school attendance and increased parent engagement in attendance needs.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: In 24-25, student attendance was at 92.43% across K-5th. **Root Cause:** Failure to implement district truancy procedures across campus.

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

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 34% to 25%.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline referrals in Focus

Strategy 1 Details	Reviews			
<p>Strategy 1: Streamlining campus rules across all spaces and using the same language will decrease confusion amongst staff and students regarding behavioral expectations.</p> <p>Strategy's Expected Result/Impact: All staff and students using the same language and increase comprehension of expectations.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase percentage of students with MTSS behavior plans in Focus, from 0% to 5%, to ensure that students receiving Tier 2 and Tire 3 behavior interventions are supported through documented plans, enabling data-driven decisions and progress monitoring.</p> <p>Strategy's Expected Result/Impact: Decrease in student referrals and increase student/staff knowledge of behavioral best practices.</p> <p>Staff Responsible for Monitoring: Administration and MTSS coordinator</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 4: Classroom Excellence

Performance Objective 1: By June 2026, Gonzales Elementary teacher retention rate will increase from 52% to 65%.

Evaluation Data Sources: TAPR Report and HR Staffing Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Priority teachers will receive targeted coaching and support from administration and instructional coaching staff.</p> <p>Strategy's Expected Result/Impact: Increased teacher instructional growth, increased teacher perception of administration support, decreased turnover.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Honor staff progress and successes via celebrations, acknowledgments, or additional recognition strategies.</p> <p>Strategy's Expected Result/Impact: Increased teacher perception of belonging on campus and decrease turnover.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: Each grade level will elect a grade level leader who will attend regular meetings with the Core Leadership Team to ensure staff voice is being heard and included in campus initiatives.</p> <p>Strategy's Expected Result/Impact: Increased connectedness data on the Panorama survey and decreased turnover.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

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Board Goal 4: Classroom Excellence

Performance Objective 2: By June 2026, Gonzales Elementary teacher satisfaction will increase from 33% to 50% based on the Feedback and Coaching section of the Panorama survey.

Evaluation Data Sources: Increased instructional efficacy and increased student growth.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will deliver timely walkthrough feedback within 24 hours of classroom observations, engage in coaching conversations with teachers as needed, and provide ongoing instructional support to enhance teaching effectiveness and student outcomes.</p> <p>Strategy's Expected Result/Impact: Teacher awareness of best practices and improvement in instructional practices. Staff Responsible for Monitoring: Core Leadership Team</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Leadership team will designate priority teachers for targeted coaching interventions delivered by the instructional coach, MCL, or MTRT to support accelerated growth in Math and ELAR instruction. These will be documented through School Mint Grow.</p> <p>Strategy's Expected Result/Impact: Teacher awareness of best practices and improvement in instructional practices Staff Responsible for Monitoring: Core Leadership Team and OC Staff</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 4: Classroom Excellence

Performance Objective 3: By June 2026, Gonzales Elementary will improve the implementation of TEKS-based, rigorous, and relevant curriculum through the use of data driven instruction in Math and ELAR from not measured to 75%.

Evaluation Data Sources: Walkthrough data, PLC documentation, lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction</p> <p>Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will submit lesson plans using a campus-wide template which includes documentation of instructional materials approved by the district and provide evidence of preparation for administrator walkthroughs.</p> <p>Strategy's Expected Result/Impact: Strengthen instructional practices for all grade levels and internalization of instruction.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: Culture of Excellence

Performance Objective 1: By July 2026, Gonzales Elementary will analyze and revise school-wide systems to promote a culture of academic and personal excellence through rigorous instruction, student engagement, and high expectations across all grade levels.

Evaluation Data Sources: Protection of instructional time and increased staff satisfaction due to ease of access to information/systems.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction.</p> <p>Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus Math Specialist - Title One School-wide - \$75,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will deliver timely walkthrough feedback within 24 hours of classroom observations, engage in coaching conversations with teachers as needed, and provide ongoing instructional support to enhance teaching effectiveness and student outcomes.</p> <p>Strategy's Expected Result/Impact: Teacher awareness of best practices and improvement in instructional practices</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: Culture of Excellence

Performance Objective 2: By July 2026, Gonzales Elementary will increase perceptions of the School Leadership's effectiveness from 35% to 50% as evidenced through the Staff Panorama Survey.

Evaluation Data Sources: Panorama Staff Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Each grade level will elect a grade level leader who will attend regular meetings with the Instructional Leadership Team to ensure staff voice is being heard and included in campus initiatives</p> <p>Strategy's Expected Result/Impact: Increase in positive staff perceptions on Panorama data and increase in positive culture on campus.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will deliver timely walkthrough feedback within 24 hours of classroom observations, engage in coaching conversations with teachers as needed, and provide ongoing instructional support to enhance teaching effectiveness and student outcomes.</p> <p>Strategy's Expected Result/Impact: Teacher awareness of best practices and improvement in instructional practices</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: Culture of Excellence

Performance Objective 3: By July 2026, Gonzales Elementary will improve how well they support cultural awareness and action from 0% to 25% as evidenced through the Staff Panorama Survey.

Evaluation Data Sources: Panorama Staff Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Each grade level will elect a grade level leader who will attend regular meetings with the Instructional Leadership Team to ensure staff voice is being heard and included in campus initiatives</p> <p>Strategy's Expected Result/Impact: Increase in positive staff perceptions on Panorama data and increase in positive culture on campus.</p> <p>Staff Responsible for Monitoring: Core Leadership Team</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Using iLead, the campus counselor will meet with each grade level monthly to support emotional well-being, emotional growth, and staff belonging.</p> <p>Strategy's Expected Result/Impact: Increase in teacher confidence and increased access to mental health tools.</p> <p>Staff Responsible for Monitoring: Administration and Counselor</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Sierra	Principal	Title I	
Brenna Heredia	Administrative Intern	Title I	

Campus Funding Summary

Local					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Coach		\$75,000.00
Sub-Total					\$75,000.00
State Comp Ed					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Tutoring		\$5,000.00
Sub-Total					\$5,000.00
Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Reach Associate and Teacher Resident		\$66,000.00
2	1	1	MTRT		\$12,000.00
2	3	1	MCL		\$15,000.00
5	1	1	Campus Math Specialist		\$75,000.00
Sub-Total					\$168,000.00