

Ector County Independent School District

Ross Elementary

2025-2026 Campus Improvement Plan

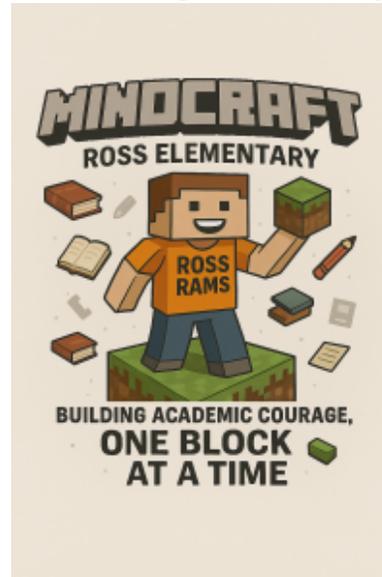
Accountability Rating: B

Distinction Designation

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

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

emotionally.



Vision

At Ross Elementary...



Our Vision is to develop a
community of **Joyful Scholars**
with **Academic Courage** and
Intrinsic Motivation, through
Student-Led, Personalized
Learning, allowing them to
become successful citizens.



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ross Elementary was built in 1956 in Odessa, TX, in Ector County. Ross serves PK through 5th-grade monolingual students. There are three specialized units for students with special needs in PK through 5th grade. Ross provides ESL and G.T. services for students who qualify. All students are offered music, physical education, library, and STEM Lab. Ross is a school-wide Title 1 school that served 512 students in 2025.

The enrollment has increased:

In 2021-2022 with 382 students

In 2022-2023 with 408 students

In 2023-2024 with 422 students

In 2024-2025 with 512 students

The Ethnic Distribution includes:

White: 104 students, 20.3%

Hispanic/Latino: 342 students, 66.8%

Black or African-American: 29 students, 5.7%

Asian: 14 students, 2.7%

American Indian or Alaska Native: 0, 0.0%

Native Hawaiian/Pacific Islander: 2, 0.4%

Multiracial: 21, 4.1%

ESL: 25 students, 4.9%

EB: 32 students, 6.3%

Gifted and Talented: 20 students, 3.9%

Special Education: 104 students, 20.3%

Dyslexia: 23 students, 4.5%

Homeless: 28 students, 5.5%

Economically Disadvantaged: 394 students, 77.0%

At Risk: 168, 32.8%

Demographics Strengths

Enrollment has increased in the past three years from 382 in 2022 to 512 in 2024-2025.

Attendance remained the same from 92.9% in 2023-2024 to 92.9% in 2024-2025.

Discipline referrals continue to remain below the amount in 2019 from 546 referrals to 197 referrals in 2024-2025.

Ethnic distribution has been consistent with Hispanic/Latino being the largest population with 342 students, 66.8%.

We serve a high population of economically disadvantaged and at-risk students which allows for our instructional staff to utilize a number of strategies to build not only academic strength but social-emotional wellness amongst the students. The Economically Disadvantaged percentage at 77.0%.

The Special Education population continues to increase from 76 in 2023-2024 to 104 students in 2024-2025.

Ross serves 24 Speech-only students. There are two specialized classrooms with 14 and 13 Self-Contained Special Education Students. The Inclusion teacher currently serves 53 students in 2024 from 29 in 2023.

Ross does not serve Bilingual students but does offer ESL to a small number of LEP-identified students from 20 in 2023-2024 to 32 in 2024-2025.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of Kindergarten students has increased from 51, 62, to 94 students in 2024 - 2025.

Problem Statement 2 (Prioritized): Despite the implementation of multiple attendance incentives over the past two years, our campus attendance rate has remained stagnant at 92.9%. Chronic absenteeism continues to be concentrated among a small, consistent group of students, indicating that current strategies are not effectively addressing the root causes of persistent absences.

Root Cause: Chronic absenteeism is primarily linked to a small group of students who face ongoing barriers such as limited parent engagement, inconsistent home routines, and challenges with transportation or health. Current attendance initiatives focus on incentives for all students but do not provide targeted interventions or family support for the students with recurring absences, resulting in minimal impac

Student Achievement

Student Achievement Summary

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps.

In 2019, Ross Elementary earned an "F" rating.

In 2020 and 2021, the accountability rating was Not Rated due to the Declared State of Disaster.

In 2021 - 2022, Ross Elementary was rated a "C" campus with a score of 79.

In 2022 -2023, Ross Elementary was rated a "B" campus with a score of 80.

In 2023 - 2024, Ross Elementary was rated a "B" campus with a score of 88.

In 2024 - 2025, Ross Elementary was rated a "B" campus with a score of 87.

STAAR 2024-2025			
	Approaches	Meets	Masters
3rd ELAR	75	46	8
4th ELAR:	85	64	20
5th ELAR:	71	42	15
3rd Math:	68	28	11
4th Math	79	56	29
5th Math:	77	43	16
5th Science:	56	12	4

MAPS 2024-2025 Fall - Spring			
	Reading	Math	Science
Kinder	46.1	59.6	
First Grade:	41.3	59.7	

MAPS 2024-2025 Fall - Spring			
2nd Grade:	73.2	44.4	
3rd Grade:	47.8	59.3	63.8
4th Grade:	72.2	81.4	62.1
5th Grade:	55.1	48.9	79.8
Total:	56.0	58.9	68.5

Student Achievement Strengths

2024 - 2025 STAAR Data Cohort Vertical Reflections (growth): (Strengths)
4th Math was 79% approaches when compared to last year's 3rd Math at 54% approaches (+ 25)
4th Math was 56% meets when compared to last year's 3rd Math at 21% meets (+ 35)
4th Math was 29% masters when compared to last year's 3rd Math at 4% masters (+ 25)
4th Reading was 85% approaches when compared to last year's 3rd Reading at 65% approaches (+ 20)
4th Reading was 64% meets when compared to last year's 3rd Reading at 34% meets (+ 30)
4th Reading was 20% masters when compared to last year's 3rd Reading at 9% masters (+ 11)
5th Reading was 15% masters when compared to last year's 4th Reading at 11% masters (+ 4)
Total: + 150

2024 - 2025 STAAR Data Cohort Vertical Reflections (Growth): (Losses)
5th Math was at 77% approaches and maintained when compared to last year's 4th Math at 83% approaches (-6)
5th Math was at 43% meets and decreased when compared to last year's 4th Math at 54% meets (-11)
5th Math was at 16% masters and decreased when compared to last year's 4th Math at 24% masters (-8)
5th Reading was 71% approaches and decreased when compared to last year's 4th Reading at 74% approaches (-3)
5th Reading was 42% meets and decreased when compared to last year's 4th Reading at 47% meets (-5)
Total: - 33

2024 MAPS Historical Grade Level Data Reflections:
There was an increase in 1st grade Reading from 16.4 in 2024 to 41.3 in 2024-2025 (+24.9)
There was an increase in 1st grade Math from 32.6 in 2024 to 59.7 in 2024-2025 (+27.1)
There was an increase in 2nd Reading from 44.4 in 2024 to 73.2 in 2024-2025 (+28.8)

2024 MAPS Historical Grade Level Data Reflections:

There was an increase in 2nd Math from 21.9 in 2024 to 44.4 in 2024-2025 (+22.5)
There was an increase in 3rd Math from 43.7 in 2024 to 59.3 in 2024-2025 (+15.6)
There was an increase in 4th Reading from 68.4 in 2024 to 72.2 in 2024-2025 (+3.8)
There was an increase in 5th Math from 41.9 in 2024 to 48.9 in 2024-2025 (+7)
There was an increase in 3rd Science from 49.8 in 2024 to 63.8 in 2024-2025 (+14)
There was a decrease in Kindergarten Math from 77.3 in 2024 to 59.6 in 2024-2025 (-17.7)
There was a decrease in Kindergarten Reading from 66 in 2024 to 46.1 in 2024-2025 (-19.9)
There was a decrease in 3rd Reading from 62.9 in 2024 to 47.8 in 2024-2025 (-15.1)
There was an decrease in 4th Math from 86.7 in 2024 to 81.4 in 2024-2025 (-5.3)
There was an decrease in 4th Science from 71 in 2024 to 62.1 in 2024-2025 (-8.9)
There was an decrease in 5th Reading from 69.7 in 2024 to 55.1 in 2024-2025 (-14.6)
There was a decrease in 5th Math from 54.4 in 2023 to 42.3 in 2024 (-11.7)
There was an decrease in 5th Science from 80.2 in 2024 to 79.6 in 2024-2025 (-.6)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Fifth grade Math performance decreased to 77% Approaches compared to 83% Approaches in last year's fourth grade, indicating a decline in student achievement as students progressed to the next grade level.

Root Cause: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact the consistency of high-quality math instruction.

Problem Statement 2 (Prioritized): Fifth grade Math performance declined from 83% Meets in 4th grade to 77% Meets in 5th grade. This indicates a notable drop in overall student achievement as students advanced to 5th grade.

Root Cause: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact consistent math instruction. Additionally, approximately 20 students transferred from private schools--some with no prior STAAR experience and others who enrolled mid-year--creating instructional gaps and contributing to lower overall performance.

Problem Statement 3 (Prioritized): Fifth grade Math performance at the Masters level decreased from 24% in 4th grade to 16% in 5th grade (-8), indicating a decline in the number of students achieving advanced academic performance.

Root Cause: Teachers struggled to consistently provide rigorous, differentiated instruction that challenged all students and promoted higher-order thinking, limiting opportunities for students to perform at the Masters level.

Problem Statement 4 (Prioritized): Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency.

Root Cause: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth.

Problem Statement 5 (Prioritized): Kindergarten MAPS performance experienced a significant decline from 2024 to 2024-2025. Reading decreased from 66 to 46.1 (-19.9), and Math decreased from 77.3 to 59.6 (-17.7), indicating a substantial drop in foundational skills development for incoming students.

Root Cause: Kindergarten classes began the year with overflow enrollment, with up to 30-31 students per class, which limited opportunities for individualized instruction. Additionally, a brand-new first-year teacher joined the team in October and faced challenges with classroom management and instructional consistency, which impacted overall student growth.

Problem Statement 6 (Prioritized): Third grade Reading MAPS performance declined from 62.9 in 2024 to 47.8 in 2024-2025 (-15.1), indicating a significant decrease in overall

reading achievement for the grade level.

Root Cause: The 3rd grade team implemented a two-classroom team-teaching model, and the transition proved challenging for students, resulting in inconsistent instructional routines. Additionally, multiple students required behavior intervention plans, which reduced instructional time and impacted the focus on reading growth.

Problem Statement 7 (Prioritized): Fifth grade Science performance declined from 22% Meets in 2023-2024 to 12% Meets in 2024-2025, reflecting a significant decrease in student mastery of grade-level science standards.

Root Cause: The assigned Science teacher, who returned from retirement, struggled with classroom management and with aligning Tier 1 instruction to the rigor and expectations of STAAR, which limited students' opportunities for high-quality, standards-based learning.

Problem Statement 8 (Prioritized): While 1st grade Reading MAPS scores improved from 16.4% in 2023-2024 to 41.3% in 2024-2025, fewer than 50% of students met their projected RIT growth goals, indicating that the majority of students are still not achieving expected reading progress.

Root Cause: The implementation of Saxon Phonics has supported overall improvement, but teachers lack a consistent daily structure for small-group reading instruction based on students' current reading levels. This limits opportunities for targeted intervention and acceleration to ensure all students meet their growth goals.

School Culture and Climate

School Culture and Climate Summary

Ross Elementary is a well-established PreK - 5th-grade Opportunity Culture campus with experienced, accomplished Multi-classroom Teachers who excel in fostering student and teacher growth. Emphasizing a data-driven approach, maintaining consistent classroom expectations, and encouraging strong communication with parents, staff, and students are core priorities at Ross. The implementation of Opportunity Culture, Professional Learning Communities (PLCs) that adhere to the Data-Driven Instruction (DDI) process, and teacher coaching based on Relay practices all contribute to enhancing the capabilities of Ross teachers. Through steadfast support and accountability across all domains, Ross Elementary cultivates an environment of academic excellence and promotes high student achievement. This is the first year the campus implemented the Ron Clark Academy House System to create a sense of belonging among the students.

Panorama connectedness Indicator data was:

Fall 2024-2025 66%

Spring 2024-2025 68%

School Culture and Climate Strengths

Ross is in its 6th year of being an Opportunity Culture campus where growth, excellence, and high expectations are the norm.

According to the Panorama Staff School Climate & Culture Survey, the School Climate increased by 11 points from 84% to 95% favorable.

School Leadership increased from 82% to 92% favorable. Professional Learning About Equity increased from 74% to 100%.

The Student Connectedness Indicator increased by two points, 66% to 68% throughout the school year and remained the same as the previous year.

The principal, AP, counselor, and one of the MCLs just completed the Campus Leadership Program with Holdsworth. This year, the principal intern is now participating in Holdsworth.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community.

Root Cause: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.

Problem Statement 2 (Prioritized): According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates.

Root Cause: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff retention rate has increased from 66.70% in 2023-2024 to 92% in 2024-2025.

Ross had the following staff for the 2024-2025 school year:

- 3- Pre/K Teacher (3 Certified)
- 4- Kindergarten Teachers (1 certified Teacher, 3 D.O.I Teachers), 1 Opportunity Culture Reach Associate)- One teacher is a Multi-Classroom Leader
- 3- First Grade Teachers (1 certified Teacher, 1 First Year Teacher, 1 D.O.I Teacher)
- 3-Second Grade Teachers (3 certified)
- 3- Third Grade Teachers (3 certified)
- 3- Fourth Grade Teachers (3 certified, 1 Opportunity Culture Reach Associate)- One teacher is a Multi-Classroom Leader
- 3- Fifth Grade Teachers (3 certified, 2 Opportunity Culture Reach Associates)- Two teachers are Multi-Classroom Leaders
- 3- Specialized Unit Teachers (3 certified)
- 2- Inclusion/Resource Teachers (1 Certified, 1 Instructional Facilitator)
- 1- Certified PE Coach
- 1- Certified Music Teacher
- 1- Library Clerk
- 7- Special Education Aides
- 3- Prek aides

Opportunity Culture allows successful teachers (MCLs) to be school leaders who coach and grow their peers. At Ross, we have 4 MCLs who extend their coaching reach to 100% of the staff.

Staff Quality, Recruitment, and Retention Strengths

Ross is in the 6th year of the Opportunity Culture program with four MCLs, 1 MTRT, and 1 TRT. This consists of Multi-Classroom Lead teachers who build capacity with teachers by coaching, planning, co-teaching, analyzing data, and modeling with their coaching teams. Ross also has one MTRT who coaches one teacher, and one Team Reach Teachers who serves 50% more students, resulting in more students receiving instruction from data-proven, high-quality teachers. Opportunity Culture has allowed Ross to hire the best of the best.

The teachers participate in DDI PLCs that include analyzing data and student work. Through consistent walkthroughs, the administration team is able to determine the need for teacher support.

Leadership values individual teacher strengths and gives them the opportunity to have input in student and school growth.

The vision of growing ALL staff and students and being "laser-focused" creates a healthy competitive atmosphere to rise to the top. Teachers want to be on the winning team at Ross Elementary.

The administration and the leadership team's goal is to support teachers so they are able to manage teaching resources for intentional planning, data for re-teaching, and consistent routines and processes in their classroom and campus-wide. Once teachers see the growth in their students, they feel a sense of accomplishment.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Staffing transitions in 5th grade have impacted instructional continuity. The previous 5th grade MCL transitioned to the assistant principal role, and while a new teacher joined the 5th grade math team with prior experience, they are new to this grade level and its curriculum.

Root Cause: Frequent staffing changes in key grade levels reduce instructional consistency and require time for new teachers to adapt to campus expectations, curriculum, and student needs. Limited strategic succession planning for leadership and high-stakes instructional positions contributes to gaps in experience during transitions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research-based best practices, instruction, and assessment are integral components of meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, balanced literacy, guided math, online math programs, and reading services to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials, and classroom technology are used to contribute to student performance by providing tools to utilize when educating students. Teachers, dyslexia teachers, tutors, and special education personnel support the programs and intervention services that allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments/SCAs, online programs, MAP testing, and TELPAS assessments allow for early identification of academic needs and potential targets for intervention.

- Campus-wide intervention will be built into the afternoon block.
- The Master schedule includes MCL planning time in which they will meet with each other, their assigned teachers, and the principal to discuss instruction, lesson plans, and data.
- The MCLs (Multi-classroom leaders) will follow the Ross MCL Unit Planning and Data Guide for PLCs to ensure streamlined processes are being used with fidelity. PLCs will focus on planning, data, and reteaching using the DDI process.
- K - K-5th-grade teachers will follow the unit assessment calendar provided by the district.
- Formative assessments, including exit tickets, will be given regularly throughout their lessons in order to monitor and adjust.
- Through the DDI process, data from the district-provided unit assessments will be analyzed throughout the year to plan for re-teach and enrichment.
- The administrators will conduct daily walkthroughs to look for the instructional focus areas, and alignment with lesson plans (TEKS, strategies, resources, and exit tickets).
- Teachers will create goals with students. Students will track their own data. This will be looked at during PLCs.
- Teachers will discuss educational and social-emotional goals with parents.
- MTSS meetings will be held regularly.

Ross currently uses the following programs:

- Blended Learning with Choice Boards and Playlists
- Guided Reading/ Targeted Small Group Instruction
- Guided Math/ Targeted Small Group Instruction
- LLI and DO the Math
- TEKS Resource System
- My Math Academy and I-Ready
- See Saw
- Schoology
- HMH
- Literature Circles (2nd-5th)
- MAP - BOY, MOY, and EOY
- Eduphoria- Assessments
- I Lead, SEL
- CHAMPS
- District Resources

Curriculum, Instruction, and Assessment Strengths

Through Opportunity Culture, Ross has four MCLs (Multi-Classroom Leaders). All teachers at Ross will be assigned to an MCL for support to build capacity in teachers by co-teaching, planning, and modeling lessons. There are also four Reach Associates who will provide relief time to ensure the MCLs are able to coach other teachers. Our master schedule is allowing for one 90-minute PLC time per week for planning and data analysis, in addition to one additional 45-minute time for Relay Practice Clinics. This will give teachers the ability to create solid Tier 1 lessons, as well as solid reteach plans when students do not master concepts the first time it is taught.

Family and Community Engagement

Family and Community Engagement Summary

Ross now has a fully functional PTA with parents who serve as board members.

Parent engagement activities consisted of:

- Meet the Teacher Night,
- Poppin for Expectations Night,
- Rams Open House,
- Fall Festival,
- Rams-giving Night,
- Letters to Santa event
- Rams Resolutions goal setting event,
- Valentines PS I love you for parents,
- Music Programs for all grade levels
- Parents are invited to have lunch with students one week out of every Month.
- Parents are invited to volunteer using the VIPS program.

Family and Community Engagement Strengths

There were eight family nights with good attendance throughout the year with Title 1 information shared with parents. Ram of the Month parents were invited to lunch once a month to have lunch on the stage. The campus was open one week out of the month to parents to have lunch with their students.

The teachers are very appreciative of the community support:

Texas Road House donated lunch to teachers twice during the school year.

Community Credit Union provided freshly baked cookies and H2O tea for teachers.

Corporal Ray's coffee shop donated iced coffee drinks to teachers.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): Family and community engagement has been inconsistent due to varied communication methods across the campus. Teachers used multiple platforms, including Remind, ClassDojo, and phone calls through SchoolStatus, while Focus--our primary system--was challenging to use and did not log phone calls. This inconsistency limited clear and timely communication with families.

Root Cause: The campus lacked a unified communication platform and consistent expectations for parent communication. Staff were more comfortable with previous systems and found Focus difficult to navigate, leading to inconsistent family engagement practices.

School Organization

School Organization Summary

Ross has an average of 512 students. Ross has 3 Pre-K classrooms with 1 aide in each. There are 21 classroom teachers, 2 special education inclusion teachers, 3 Self self-contained special education classrooms with two paraprofessionals each, 1 music Instructional Facilitator, 1 Library media specialist, and a coach with an aide. Dyslexia and 504 services, special education services, speech therapy, and SAS counseling are provided throughout the school year when requested.

- The Instructional Leadership Team consists of one principal, a principal intern, and one assistant principal, and 4 MCLs (Multi-Classroom Leaders).
- Campus site decisions are made through the CIT (Campus Improvement Team).
- Professional Learning Community (PLCs) are held once a week for 90 minutes for each grade level. These will be run by the MCLs. The principal and AP will also engage in the PLC process as the instructional leaders of the campus. PLCs will focus solely on planning, data, reteach lessons, and analyzing student work to identify gaps. Practice Clinics will be held during campus-wide intervention time once a week for each teacher.
- Teachers have a 45-minute conference every day.
- The MCLs will each meet with the principal once a week, plan with teachers weekly, and co-teach and model 50% of the week, therefore, reaching 100% of the students with strong, rigorous Tier 1 instruction.
- We have four Reach Associates. This gives the MCLs the ability to go into the other classrooms and co-teach, assist, model, and give feedback.
- Our class sizes range from 20-30 depending on how many students are enrolled.
- Re-teach time is built into the schedule through a dedicated intervention time or through targeted small group.
- Campus Wide MTSS Time is a scheduled 45-minute remediation time during the school day to reteach the whole group and pull small groups of students for reading and/or math intervention.
- All K-5 classrooms schedule 90 minutes for ELAR and math.
- All classes attend PE three days a week for 45 minutes, library, and music are scheduled one day per week for 45 minutes.
- Committees for Attendance, Safety, AVID, Leadership, MTSS, Parent and Community Engagement, are Scheduled.
- Students and teachers will use data charts to track their learning and determine where they need intervention.
- Grade-level teams, vertical teams, are headed by an MCL who plans with administration based on campus needs.
- We will use CHAMPS as our school-wide discipline plan.
- Our campus goals focus on GROWTH and are discussed at every morning assembly. Classroom goals will be posted in every classroom and each student will track their own data from Unit Assessments.
- We will use Unit Assessments, MAP, Interim assessments, and Benchmarks to determine the progress of each student.
- This is the 6th year Ross has been implementing Opportunity Culture with 4 Multi-Classroom Leaders. These MCLs will receive a heavy stipend to coach, plan, and guide a grade-level team. Each MCL Team will have a Reach Associate or Teacher Resident who is either in an educational program or seeking to be in the education field. Ross will have 1 new classroom teacher on campus. The goal is to build capacity within our teachers, in turn, reaching more students with highly effective, data-proven instruction.
- The MCLs will each meet with the principal once a week, plan with teachers weekly, and co-teach and model 50% of the week, therefore, reaching 100% of the students with strong, rigorous Tier 1 instruction.

School Organization Strengths

Ross is equipped this year with high-quality teachers who have data-proven strategies that increase student achievement.

The Kindergarten MCL 2 will coach Kindergarten team, P.E coach & Music I.F with a Reach Associate to provide the release time.

The 1st-grade MCL 1 will coach her First grade team with a Reach Associate to provide the release time.

The 4th-grade MCL 2 will coach her 4th & 3rd-grade team with a Reach Associate to provide the release time.

The 5th grade ELAR MCL 2 will coach her 5th & 2nd- grade team with a Reach Associate to provide the release time.

Technology

Technology Summary

ECISD is a one-to-one technology district. At Ross, all PK-1st graders have an iPad, and all 2nd-5th graders have a Chromebook. The administration will work with the campus technology specialist to plan relevant professional learning.

- All teachers received training from the district on the use of See Saw (K-2) and Schoology (3-5).
- All teachers use Focus and ClassDojo to communicate with families.
- Teachers use technology to engage students and receive more training from our Technology Instructional Specialist.
- Ross has an MCL that is also on the district's Techy Tribe and she supports teachers on campus.
- Every classroom teacher has a Promethean Board in their classroom.
- Ross participates in the Rising Blended Learners grant. Teachers participate in monthly professional learning sessions and set professional goals for themselves.

Technology Strengths

All students will receive a device at school.

All students will receive digital citizenship lessons through the library clerk.

All teachers will have access to digital support and a Campus Technology Instructional Specialist who will assist with planning and modeling technology use in the classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Ross is a blended learning campus, and three newly hired teachers (5th grade Math, 4th grade self-contained, and 2nd grade self-contained) have limited experience with the campus's blended learning model. This creates a gap in implementation consistency compared to returning teachers who have already received blended learning training.

Root Cause: New staff members have not yet received the same depth of blended learning training and coaching as their peers. Without targeted onboarding and ongoing support, instructional technology integration and student engagement in blended learning may be inconsistent across grade levels.

Priority Problem Statements

Problem Statement 1: Despite the implementation of multiple attendance incentives over the past two years, our campus attendance rate has remained stagnant at 92.9%. Chronic absenteeism continues to be concentrated among a small, consistent group of students, indicating that current strategies are not effectively addressing the root causes of persistent absences.

Root Cause 1: Chronic absenteeism is primarily linked to a small group of students who face ongoing barriers such as limited parent engagement, inconsistent home routines, and challenges with transportation or health. Current attendance initiatives focus on incentives for all students but do not provide targeted interventions or family support for the students with recurring absences, resulting in minimal impact.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency.

Root Cause 2: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Fifth grade Math performance at the Masters level decreased from 24% in 4th grade to 16% in 5th grade (-8), indicating a decline in the number of students achieving advanced academic performance.

Root Cause 3: Teachers struggled to consistently provide rigorous, differentiated instruction that challenged all students and promoted higher-order thinking, limiting opportunities for students to perform at the Masters level.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Fifth grade Math performance declined from 83% Meets in 4th grade to 77% Meets in 5th grade. This indicates a notable drop in overall student achievement as students advanced to 5th grade.

Root Cause 4: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact consistent math instruction. Additionally, approximately 20 students transferred from private schools--some with no prior STAAR experience and others who enrolled mid-year--creating instructional gaps and contributing to lower overall performance.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Fifth grade Math performance decreased to 77% Approaches compared to 83% Approaches in last year's fourth grade, indicating a decline in student achievement as students progressed to the next grade level.

Root Cause 5: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact the consistency of high-quality math instruction.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Kindergarten MAPS performance experienced a significant decline from 2024 to 2024-2025. Reading decreased from 66 to 46.1 (-19.9), and Math decreased

from 77.3 to 59.6 (-17.7), indicating a substantial drop in foundational skills development for incoming students.

Root Cause 6: Kindergarten classes began the year with overflow enrollment, with up to 30-31 students per class, which limited opportunities for individualized instruction. Additionally, a brand-new first-year teacher joined the team in October and faced challenges with classroom management and instructional consistency, which impacted overall student growth.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Third grade Reading MAPS performance declined from 62.9 in 2024 to 47.8 in 2024-2025 (-15.1), indicating a significant decrease in overall reading achievement for the grade level.

Root Cause 7: The 3rd grade team implemented a two-classroom team-teaching model, and the transition proved challenging for students, resulting in inconsistent instructional routines. Additionally, multiple students required behavior intervention plans, which reduced instructional time and impacted the focus on reading growth.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community.

Root Cause 8: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates.

Root Cause 9: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.

Problem Statement 9 Areas: School Culture and Climate

Problem Statement 10: Staffing transitions in 5th grade have impacted instructional continuity. The previous 5th grade MCL transitioned to the assistant principal role, and while a new teacher joined the 5th grade math team with prior experience, they are new to this grade level and its curriculum.

Root Cause 10: Frequent staffing changes in key grade levels reduce instructional consistency and require time for new teachers to adapt to campus expectations, curriculum, and student needs. Limited strategic succession planning for leadership and high-stakes instructional positions contributes to gaps in experience during transitions.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: Ross is a blended learning campus, and three newly hired teachers (5th grade Math, 4th grade self-contained, and 2nd grade self-contained) have limited experience with the campus's blended learning model. This creates a gap in implementation consistency compared to returning teachers who have already received blended learning training.

Root Cause 11: New staff members have not yet received the same depth of blended learning training and coaching as their peers. Without targeted onboarding and ongoing support, instructional technology integration and student engagement in blended learning may be inconsistent across grade levels.

Problem Statement 11 Areas: Technology

Problem Statement 12: Family and community engagement has been inconsistent due to varied communication methods across the campus. Teachers used multiple platforms,

including Remind, ClassDojo, and phone calls through SchoolStatus, while Focus--our primary system--was challenging to use and did not log phone calls. This inconsistency limited clear and timely communication with families.

Root Cause 12: The campus lacked a unified communication platform and consistent expectations for parent communication. Staff were more comfortable with previous systems and found Focus difficult to navigate, leading to inconsistent family engagement practices.

Problem Statement 12 Areas: Family and Community Engagement

Problem Statement 13: Fifth grade Science performance declined from 22% Meets in 2023-2024 to 12% Meets in 2024-2025, reflecting a significant decrease in student mastery of grade-level science standards.

Root Cause 13: The assigned Science teacher, who returned from retirement, struggled with classroom management and with aligning Tier 1 instruction to the rigor and expectations of STAAR, which limited students' opportunities for high-quality, standards-based learning.

Problem Statement 13 Areas: Student Achievement

Problem Statement 14: While 1st grade Reading MAPS scores improved from 16.4% in 2023-2024 to 41.3% in 2024-2025, fewer than 50% of students met their projected RIT growth goals, indicating that the majority of students are still not achieving expected reading progress.

Root Cause 14: The implementation of Saxon Phonics has supported overall improvement, but teachers lack a consistent daily structure for small-group reading instruction based on students' current reading levels. This limits opportunities for targeted intervention and acceleration to ensure all students meet their growth goals.

Problem Statement 14 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Special education/non-special education population including discipline, progress and participation data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS data

Support Systems and Other Data

- Organizational structure 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 percentage of students performing at the meets level on 3rd Math STAAR will increase from 28% to 48%.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)

- Iready Math Benchmark Data
- Check Point Data
- Daily Exit Tickets

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Four times during the school year, Ross teachers will participate in vertical alignment PLCs focused on aligning Concrete-Representational-Abstract (CRA) models and math routines across grade levels. During these sessions, teachers will share and examine student work, calibrate instructional practices, and ensure consistency in mathematical language, strategies, and expectations from one grade level to the next.</p> <p>Strategy's Expected Result/Impact: Increased alignment of CRA models and math routines will provide students with a consistent progression of skills and strategies, reducing gaps in mathematical understanding and improving student performance across grade levels.</p> <p>Staff Responsible for Monitoring: MCLs Administrators</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: 3rd-5th grade teachers will provide after-school tutoring services using i-Ready resources to target students performing in quintile 1 and quintile 3. Tutoring will focus on addressing foundational gaps for struggling learners while also pushing mid-level students toward grade-level mastery. Teachers will use i-Ready lesson pathways, data reports, and practice resources to deliver small-group, differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Consistent use of i-Ready resources will ensure data-driven tutoring, leading to improved student outcomes on both i-Ready and STAAR assessments.</p> <p>Staff Responsible for Monitoring: 3rd, 4th, and 5th grade teachers Administrators</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: After School Tutoring - Title One School-wide - \$14,563</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

Problem Statement 1: Fifth grade Math performance decreased to 77% Approaches compared to 83% Approaches in last year's fourth grade, indicating a decline in student achievement as students progressed to the next grade level. **Root Cause:** Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact the consistency of high-quality math instruction.

Problem Statement 2: Fifth grade Math performance declined from 83% Meets in 4th grade to 77% Meets in 5th grade. This indicates a notable drop in overall student achievement as students advanced to 5th grade. **Root Cause:** Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact consistent math instruction. Additionally, approximately 20 students transferred from private schools--some with no prior STAAR experience and others who enrolled mid-year--creating instructional gaps and contributing to lower overall performance.

Problem Statement 3: Fifth grade Math performance at the Masters level decreased from 24% in 4th grade to 16% in 5th grade (-8), indicating a decline in the number of students achieving advanced academic performance. **Root Cause:** Teachers struggled to consistently provide rigorous, differentiated instruction that challenged all students and promoted higher-order thinking, limiting opportunities for students to perform at the Masters level.

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

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

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)

Iready Math Benchmark Data

Check Point Data

Daily Exit Tickets

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement blended learning practices in all classrooms to address individual student needs through differentiated High, Medium, and Low practice tasks. Teachers will use ongoing assessment data to assign targeted activities that close learning gaps, reinforce grade-level skills, and extend learning for students performing above grade level.</p> <p>Strategy's Expected Result/Impact: Differentiated blended learning will provide students with personalized practice at their appropriate level, accelerating growth for struggling learners while maintaining high expectations for all, ultimately leading to improved mastery of grade-level standards.</p> <p>Staff Responsible for Monitoring: Administrators MCLs Team Teachers</p> <p>Title I: 2.51, 2.52 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 3</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Fifth grade Math performance decreased to 77% Approaches compared to 83% Approaches in last year's fourth grade, indicating a decline in student achievement as students progressed to the next grade level. Root Cause: Teachers face larger class sizes and increased student behavior challenges, which reduce instructional time and impact the consistency of high-quality math instruction.</p> <p>Problem Statement 3: Fifth grade Math performance at the Masters level decreased from 24% in 4th grade to 16% in 5th grade (-8), indicating a decline in the number of students achieving advanced academic performance. Root Cause: Teachers struggled to consistently provide rigorous, differentiated instruction that challenged all students and promoted higher-order thinking, limiting opportunities for students to perform at the Masters level.</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 students performing at the meets level on 3rd Reading STAAR will increase from 46% to 48%.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)

Iready Reading Benchmark Data

Check Point Data

Daily Exit Tickets

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

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 3: Fifth grade Math performance at the Masters level decreased from 24% in 4th grade to 16% in 5th grade (-8), indicating a decline in the number of students achieving advanced academic performance. Root Cause: Teachers struggled to consistently provide rigorous, differentiated instruction that challenged all students and promoted higher-order thinking, limiting opportunities for students to perform at the Masters level.</p>
<p>Problem Statement 5: Kindergarten MAPS performance experienced a significant decline from 2024 to 2024-2025. Reading decreased from 66 to 46.1 (-19.9), and Math decreased from 77.3 to 59.6 (-17.7), indicating a substantial drop in foundational skills development for incoming students. Root Cause: Kindergarten classes began the year with overflow enrollment, with up to 30-31 students per class, which limited opportunities for individualized instruction. Additionally, a brand-new first-year teacher joined the team in October and faced challenges with classroom management and instructional consistency, which impacted overall student growth.</p>
<p>Problem Statement 6: Third grade Reading MAPS performance declined from 62.9 in 2024 to 47.8 in 2024-2025 (-15.1), indicating a significant decrease in overall reading achievement for the grade level. Root Cause: The 3rd grade team implemented a two-classroom team-teaching model, and the transition proved challenging for students, resulting in inconsistent instructional routines. Additionally, multiple students required behavior intervention plans, which reduced instructional time and impacted the focus on reading growth.</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 4: By May of 2026, the percentage of students performing at the meets level on 5th Reading STAAR will increase from 42% to 48%.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)

Iready Reading Benchmark Data

Check Point Data

Daily Exit Tickets

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

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 4: Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency. Root Cause: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth.</p> <p>Problem Statement 8: While 1st grade Reading MAPS scores improved from 16.4% in 2023-2024 to 41.3% in 2024-2025, fewer than 50% of students met their projected RIT growth goals, indicating that the majority of students are still not achieving expected reading progress. Root Cause: The implementation of Saxon Phonics has supported overall improvement, but teachers lack a consistent daily structure for small-group reading instruction based on students' current reading levels. This limits opportunities for targeted intervention and acceleration to ensure all students meet their growth goals.</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 5: By May of 2026, the percentage of students performing at the meets level on 5th Science STAAR will increase from 12% to 48%.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)

Iready Reading Benchmark Data

Check Point Data

Daily Exit Tickets

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

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

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

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

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

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)

Iready Reading Benchmark Data

Check Point Data

Daily Exit Tickets

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

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 6: Third grade Reading MAPS performance declined from 62.9 in 2024 to 47.8 in 2024-2025 (-15.1), indicating a significant decrease in overall reading achievement for the grade level. Root Cause: The 3rd grade team implemented a two-classroom team-teaching model, and the transition proved challenging for students, resulting in inconsistent instructional routines. Additionally, multiple students required behavior intervention plans, which reduced instructional time and impacted the focus on reading growth.</p>
Technology
<p>Problem Statement 1: Ross is a blended learning campus, and three newly hired teachers (5th grade Math, 4th grade self-contained, and 2nd grade self-contained) have limited experience with the campus's blended learning model. This creates a gap in implementation consistency compared to returning teachers who have already received blended learning training. Root Cause: New staff members have not yet received the same depth of blended learning training and coaching as their peers. Without targeted onboarding and ongoing support, instructional technology integration and student engagement in blended learning may be inconsistent across grade levels.</p>

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

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

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)

Iready Reading Benchmark Data

Check Point Data

Daily Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will implement the campuswide reading strategy by guiding students in creating CSPS (Character, Setting, Problem, Solution) charts for literary texts and TMI (Topic, Main Idea, Inference) charts for nonliterary texts. Teachers will model how to complete the charts, provide guided practice, and use them as a tool for comprehension discussions and written responses.</p> <p>Strategy's Expected Result/Impact: Consistent use of CSPS and TMI charts will strengthen students' comprehension skills, improve their ability to analyze and discuss texts, and increase performance on reading comprehension assessments.</p> <p>Staff Responsible for Monitoring: MCLs Team Teachers Administrators</p> <p>Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 6</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

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

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

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

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: MOY MAPS (students meeting their RIT goals)

Iready Reading Benchmark Data

Check Point Data

Daily Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in 3rd-4th grade will integrate Curipod into Writing instruction to provide interactive lessons, model writing strategies, and engage students in collaborative writing activities. Curipod will be used to support idea generation, organization, and peer feedback in alignment with grade-level writing standards.</p> <p>Strategy's Expected Result/Impact: The use of Curipod will increase student engagement in the writing process, improve organization and clarity in student writing, and lead to higher performance on writing assessments.</p> <p>Staff Responsible for Monitoring: MCLs Administrators</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 4</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: 3rd-5th grade teachers will incorporate novel studies into reading instruction to provide extended, in-depth analysis of complex texts. Novel studies will be used to challenge higher-level students through advanced vocabulary, deeper comprehension questions, thematic analysis, and opportunities for written literary response.</p> <p>Strategy's Expected Result/Impact: Incorporating novel studies will extend learning for advanced readers, strengthen critical thinking and analytical skills, and increase the number of students performing at the Meets and Masters levels on reading assessments.</p> <p>Staff Responsible for Monitoring: MCLs Team Teachers Administrators</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 4</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 4: Fifth grade Reading performance declined compared to the previous year. Approaches decreased from 74% in 4th grade to 71% in 5th grade (-3), and Meets decreased from 47% to 42% (-5). This indicates that fewer students progressed to higher levels of reading proficiency. Root Cause: Teachers struggled to consistently move students to the next performance level due to limited focus on differentiated reading instruction. Additionally, campus instructional priorities placed a heavier emphasis on Writing, which reduced the time and targeted support needed to accelerate reading growth.</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 Panorama data will increase from 68% to 75%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Through the Ron Clark House System, 3rd-5th grade students will participate in regular house meetings designed to build confidence, develop effective communication skills, and practice active listening. Meetings will provide structured opportunities for students to use their voice, engage in respectful discourse, and encourage their peers.</p> <p>Strategy's Expected Result/Impact: House meetings will strengthen students' confidence and leadership skills, improve their ability to communicate effectively and listen actively, and foster a positive, inclusive school culture.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in daily Mindful Minutes during morning assembly, guided by the school counselor, to learn and practice techniques for regulating their bodies and emotions. Activities will include breathing exercises, guided visualization, and short movement or grounding activities to promote focus and emotional readiness for learning.</p> <p>Strategy's Expected Result/Impact: Daily mindfulness practice will equip students with self-regulation strategies, improve focus and emotional control, and create a calmer, more positive learning environment across the campus.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. Root Cause: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.</p> <p>Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. Root Cause: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.</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 2: Student daily attendance will increase from 92.9% to 95%.

Indicators of Success:

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

Evaluation Data Sources: Weekly Attendance Spreadsheet.

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

Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will use ClassDojo as the campuswide communication platform to provide parents with timely updates, reminders, and messages in a text-style format. This unified approach will ensure consistent communication practices across the campus and align with parents' preferred method of receiving information.</p> <p>Strategy's Expected Result/Impact: Using a single, parent-preferred communication platform will improve family engagement, increase responsiveness to school messages, and strengthen the partnership between home and school.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Family and Community Engagement
<p>Problem Statement 1: Family and community engagement has been inconsistent due to varied communication methods across the campus. Teachers used multiple platforms, including Remind, ClassDojo, and phone calls through SchoolStatus, while Focus--our primary system--was challenging to use and did not log phone calls. This inconsistency limited clear and timely communication with families. Root Cause: The campus lacked a unified communication platform and consistent expectations for parent communication. Staff were more comfortable with previous systems and found Focus difficult to navigate, leading to inconsistent family engagement practices.</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 3: Exclusionary disciplinary infractions including off campus suspensions will decrease by 50% from 8 to 4 instances.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Records of discipline

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

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Despite the implementation of multiple attendance incentives over the past two years, our campus attendance rate has remained stagnant at 92.9%. Chronic absenteeism continues to be concentrated among a small, consistent group of students, indicating that current strategies are not effectively addressing the root causes of persistent absences. Root Cause: Chronic absenteeism is primarily linked to a small group of students who face ongoing barriers such as limited parent engagement, inconsistent home routines, and challenges with transportation or health. Current attendance initiatives focus on incentives for all students but do not provide targeted interventions or family support for the students with recurring absences, resulting in minimal impact.</p>
School Culture and Climate
<p>Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. Root Cause: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.</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 4: Student School Connectedness- Student Engagement Panorama data will increase from 58% to 65%.

Indicators of Success:

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

Evaluation Data Sources: Fall Panorama Survey

Spring Panorama Survey

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

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

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

Board Goal 4: Classroom Excellence

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will take ownership of their attendance by tracking it daily in their individual student data folders. Teachers may also implement classroom attendance charts as a visual and motivational tool to encourage accountability.</p> <p>Strategy's Expected Result/Impact: Students will develop a stronger sense of responsibility for their attendance, leading to improved daily presence and progress toward the campus goal of increasing attendance from 92.9% to 94% by May 2026.</p> <p>Staff Responsible for Monitoring: Teachers Admin Attendance Committee</p> <p>Title I: 2.51</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: The Campus Attendance Committee will meet monthly to review attendance data, identify students with recurring absences or tardies, and collaborate with the attendance clerk to create and monitor attendance contracts for students in need of additional support. The committee will also design and implement campus-wide attendance initiatives to foster improved daily attendance, such as classroom competitions.</p> <p>Strategy's Expected Result/Impact: Students and families with chronic attendance issues will receive personalized interventions and accountability.</p> <p>Staff Responsible for Monitoring: Teachers Attendance Clerk Administration</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

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

Board Goal 4: Classroom Excellence

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

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

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Principals will hold monthly one-on-one meetings with teachers to review progress on coaching action steps, analyze evidence gathered from PLCs, and monitor student data tracking. These meetings will also include reflection on implementation of blended learning best practices, with principals providing targeted feedback and support to ensure teachers are making progress toward campus instructional goals.</p> <p>Strategy's Expected Result/Impact: Teachers will receive ongoing, individualized accountability and support to strengthen instructional practices.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 2.51</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> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

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

Board Goal 4: Classroom Excellence

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

High Priority

Evaluation Data Sources: PLC Agendas
PLC minutes

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

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

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

Board Goal 5: Culture of Excellence

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

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement daily morning meetings to build classroom community, foster positive relationships, and set a positive tone for learning. Morning meetings will include a greeting, sharing time, a group activity, and a brief discussion of the day's goals or expectations.</p> <p>Strategy's Expected Result/Impact: Consistent morning meetings will strengthen teacher-student and peer relationships, improve classroom climate, and increase student engagement and readiness for learning.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will intentionally strengthen student discourse in both math and reading by incorporating structured discussion routines, open-ended questioning, and peer-to-peer collaboration into daily lessons. Students will be guided to use academic vocabulary, explain their reasoning, and build on one another's ideas.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for structured academic discourse will deepen student understanding, improve critical thinking and communication skills, and lead to higher performance in both math and reading.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.53</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. **Root Cause:** Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.

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

Board Goal 5: Culture of Excellence

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

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will nominate their peers for "Ram of the Month" recognition using good character traits outlined in the "Ross Pledge." Nominations will highlight specific examples of how students demonstrate these traits in daily interactions, reinforcing the campus's core values.</p> <p>Strategy's Expected Result/Impact: Peer nominations based on the Ross Pledge will promote positive character development, strengthen the school's culture of respect and responsibility, and encourage students to model and recognize good character in others.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will host two "I-Grow" celebrations each year--one at the end of each semester--to recognize and celebrate student growth based on individual goal-setting progress. Students will track their own goals throughout the semester, and those demonstrating growth will be honored during these events.</p> <p>Strategy's Expected Result/Impact: Celebrating student growth will increase motivation, reinforce the value of goal setting, and foster a positive, achievement-focused school culture where effort and progress are recognized.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 2</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: Students' sense of belonging decreased from 65% to 62% according to the Panorama Survey. In particular, the item "People at this school understand what kind of person I am" declined by 9 points, indicating that fewer students feel personally understood and connected to the school community. Root Cause: Students have limited structured opportunities to build meaningful relationships and express their identities within the school setting.</p> <p>Problem Statement 2: According to the Panorama Survey, the percentage of students who feel their peers show them respect decreased from 52% to 48%, indicating that nearly half of students do not feel respected by their classmates. Root Cause: Students struggle to understand and consistently demonstrate respectful behaviors. Many students have difficulty separating home experiences and norms from the behavioral expectations at school, resulting in inconsistent peer interactions and a lack of shared understanding of respect.</p>

Board Goal 5: Culture of Excellence

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

Evaluation Data Sources: Fall Panorama Survey
Spring Panorama Survey

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

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

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

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	In alignment with district initiatives and the ECISD-approved curriculum, Ross Multi-Classroom Leaders (MCLs) and their team teachers will participate in weekly 90-minute PLCs. These collaborative planning sessions will focus on reviewing student work and assessment data to analyze evidence of learning, identify misconceptions, and plan targeted instructional next steps.
1	1	2	Four times during the school year, Ross teachers will participate in vertical alignment PLCs focused on aligning Concrete-Representational-Abstract (CRA) models and math routines across grade levels. During these sessions, teachers will share and examine student work, calibrate instructional practices, and ensure consistency in mathematical language, strategies, and expectations from one grade level to the next.
1	2	2	Implement blended learning practices in all classrooms to address individual student needs through differentiated High, Medium, and Low practice tasks. Teachers will use ongoing assessment data to assign targeted activities that close learning gaps, reinforce grade-level skills, and extend learning for students performing above grade level.
1	3	1	All teachers will participate in a 45-minute weekly practice clinic with their Multi-Classroom Leader (MCL) to plan, script, and role-play high-impact instructional strategies. These sessions will focus on refining lesson delivery, questioning techniques, and student engagement practices through real-time feedback and rehearsal.
1	3	2	All teachers will monitor and track student progress on i-Ready using data spreadsheets to identify strengths and gaps. This data will be used to plan and deliver targeted small-group instruction during the campus-wide intervention block from 2:30-3:15, ensuring that instruction is responsive to individual student needs.
1	4	1	All teachers will participate in four vertical Writing PLC sessions led by a Multi-Classroom Leader to strengthen and align writing routines, strategies, and expectations across grade levels. These sessions will focus on calibrating instruction, analyzing student writing samples, and building consistency in the use of writing frameworks and feedback practices campuswide.
1	5	1	The Assistant Principal, who has a proven record of success in Science instruction, will provide ongoing planning support to the 5th grade Science teacher. This support will include weekly collaborative planning sessions, alignment of lessons to STAAR rigor, and guidance in incorporating hands-on, inquiry-based learning experiences.
1	5	2	3rd-5th Teachers will incorporate at least one science experiment per unit, integrating hands-on activities and related writing tasks. Students will engage in observing, predicting, experimenting, and recording results, followed by written reflections or explanations to strengthen scientific understanding and academic writing skills.
2	1	1	K-2 teachers will implement Saxon Phonics with fidelity, following the prescribed lesson sequence, pacing, and instructional routines. Administrators and instructional leaders will provide regular monitoring and feedback to ensure consistent delivery and alignment with best practices in foundational literacy instruction.
2	1	2	K-3 teachers will implement blended learning best practices, including the use of choice boards and playlists, to provide differentiated and student-centered learning experiences. These tools will allow students to work at their own pace, access a variety of learning modalities, and engage in activities targeted to their individual needs and skill levels.

Board Goal	Objective	Strategy	Description
2	2	1	All teachers will implement the campuswide reading strategy by guiding students in creating CSPS (Character, Setting, Problem, Solution) charts for literary texts and TMI (Topic, Main Idea, Inference) charts for nonliterary texts. Teachers will model how to complete the charts, provide guided practice, and use them as a tool for comprehension discussions and written responses.
2	3	1	Teachers in 3rd-4th grade will integrate Curipod into Writing instruction to provide interactive lessons, model writing strategies, and engage students in collaborative writing activities. Curipod will be used to support idea generation, organization, and peer feedback in alignment with grade-level writing standards.
2	3	2	3rd-5th grade teachers will incorporate novel studies into reading instruction to provide extended, in-depth analysis of complex texts. Novel studies will be used to challenge higher-level students through advanced vocabulary, deeper comprehension questions, thematic analysis, and opportunities for written literary response.

Campus Improvement Plan Approval by CIT Committee

Committee Role	Name	Position
CIT Lead	Raquel Rodriguez	Principal
Admin representative	Maddison Jones Kennedy	Assistant Principal
PK representative	Mae Gracida	PK teacher
Kinder representative	Andrea Berndt	Kindergarten teacher
1st grade representative	Rhonda Beaman	1st grade teacher
2nd grade representative	Idalia Chavez	2nd grade teacher
3rd grade representative	Beth Pittmon	3rd grade teacher
4th grade representative	Catherine Caruso	4th grade teacher
5th grade representative	Michelle Estrada	5th grade teacher

Site Based Decision Making Committee

Committee Role	Name	Position
C.I.T Leader	Raquel Rodriguez	Principal
Special Area representative	Minerva Carrasco	Counselor
Admin representative	Maddison Jones Kennedy	Assistant Principal
PK representative	Mae Gracida	PK teacher
Kinder representative	Andrea Berndt	Kindergarten MCL
1st grade representative	Rhonda Beaman	1st grade MCL
2nd grade representative	Idalia Chavez	2nd grade teacher
3rd grade representative	Beth Pittmon	3rd grade teacher
4th grade representative	Catherine Caruso	4th grade MCL
5th grade representative	Michelle Estrada	5th grade teacher

Campus Funding Summary

Local					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Opportunity Culture Positions		\$111,000.00
Sub-Total					\$111,000.00
Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	After School Tutoring		\$14,563.00
1	3	1	Opportunity Culture Positions		\$87,000.00
Sub-Total					\$101,563.00