

Grand Prairie Independent School District



Ellen Ochoa
STEM ACADEMY
at Ben Milam Elementary

Ellen Ochoa STEM Academy at Milam Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Our Mission

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

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

Vision

Our Vision

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

Value Statement

Excellence is the expectations, every child, every day.

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Comprehensive Needs Assessment

Demographics

Summary

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

Strengths

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

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

Problem Statements Identifying Demographics Needs

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

★ = Priority

Student Learning

Summary

2023 State Accountability Summary "C" Rating

Domain 1: Academic Achievement

Domain 2: Student Progress

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

Domain 3: Closing the Achievement Gap

Strengths

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

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

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

Problem Statements Identifying Student Learning Needs

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

★ = Priority

School Processes & Programs

Summary

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

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

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

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

Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

★ = Priority

Perceptions

Summary

MISSION:

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

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

VISION:

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

CORE BELIEFS:

Excellence is the expectation, every child, every day.

Strengths

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

Problem Statements Identifying Perceptions Needs

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

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

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

Newcomer families moving in to the community and relocating elsewhere.

2
★

STAAR scores demonstrated a significant percentage of student did not demonstrate growth.

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

3
★

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

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

4
★

Reading and writing scores are below state average masters and meets rating.

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

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Data: Assessments

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

Student Data: Student Groups

- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (Rti) student achievement data
- ☒ STEM and/or STEAM data



Priority Focus Areas

Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1 High Priority HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

Ellen Ochoa STEM Academy will focus on supporting the internalization of foundational skills lessons and providing coaching and modeling for small group instruction. This approach ensures that teachers can effectively meet the diverse needs our Ochoa Engineers, enhancing their understanding and application of essential skills. By January 2026, all students in grades 3-5 at Ellen Ochoa STEM Academy will set personalized reading goals aligned with STAAR standards. Teachers will hold one-on-one conferences with each student at least once quarterly to review progress, celebrate milestones, and adjust strategies as needed. Success will be measured by 70% of students meeting or exceeding their monthly reading growth targets, as tracked through progress monitoring data, and a 4% increase in the number of students performing at the Meets grade level on the STAAR reading assessment by June 2026.

Strategy's Expected Result/Impact: Ellen Ochoa STEM Academy will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 55% to 66% by June of 2026

Staff Responsible for Monitoring: District PD, MAP Fluency PD, iCoach Office Hours, F.S. Mini-PD, PLC training on text internalization, Building Thinking Classrooms PD, Collaboration with district strategists, PLC modeling of lessons by teachers and iCoach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress
November

No Progress
January

March

June

Measurable Objective 2 High Priority HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Strategy 1

Ellen Ochoa STEM Academy will focus on providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based instructional strategies (RBIS) to ensure balanced mathematical instruction. Our classroom teachers will conducting structured learning walks, offering opportunities for teachers to observe exemplary peers, aligning Tier 1 instruction with 21st-century skills like problem-solving and student discourse, and implementing PLC protocols for lesson internalization and alignment with HQIM.

Strategy's Expected Result/Impact: By June 2025, Ellen Ochoa STEM Academy will increase the number of students that perform at Meets grade level or above on STAAR mathematics by 10% (from 65% to 75%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress
November

No Progress
January

March

June

Measurable Objective 3 High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

Evaluation Data Source: Ochoa Elementary is a Pk through 5th grade level campus.

Measurable Objective 4 High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1

By June 2026, Ellen Ochoa STEM Academy will see a 1% decrease in offenses. For the 2025-2026 school year, there will be less than 20 offenses. Ellen Ochoa STEM Academy will do this by implementing positive behavioral interventions, providing proactive resources for community based mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Strategy's Expected Result/Impact: By June 2026, Ochoa will see a 5% decrease in in-school suspension (ISS from 10 to 8), Out of school suspension (OSS from 2 to 0), and Disciplinary Alternative Education Program (DAEP to 0) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Staff Responsible for Monitoring: AP, Principal, Counselor, Behavioral Specialists, School Psychologist

Formative Reviews

No Progress	No Progress		
November	January	March	June

Measurable Objective 5 **High Priority**

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1

Ellen Ochoa STEM Academy will utilize the PTA, Campus Improvement Committee (CIC), campus events, parent workshops and parent volunteers to increase family and community engagement and participation.

Strategy's Expected Result/Impact: Improved parent and community perception and engagement.

Staff Responsible for Monitoring: Principal, Parent Liaison, AP, Counselor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress	No Progress		
November	January	March	June

Measurable Objective 6 **High Priority**

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

Strategy 1

To increase enrollment, Ellen Ochoa STEM Academy will showcase its STEM program through targeted marketing, engage in community outreach, partner with local preschools, and encourage word-of-mouth referrals. We will also offer world class customer service, personalized assistance, and highlight student success stories to attract new families.

Strategy's Expected Result/Impact: By June 2026, increase student attendance by 1%.

Staff Responsible for Monitoring: Principal, Counselor, PEIMS

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
November

No Progress
January

March

June

Measurable Objective 7 High Priority HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1

Ellen Ochoa STEM Academy will increase CCMR through STEM implementation and by fostering a college, career, and military readiness culture, developing essential literacy and numeracy skills, and involving families through workshops. Resources to support long-term educational and career aspirations. Ellen Ochoa STEM Academy Counselor will facilitate monthly CTE exposure activities developed by Career and Technical Education along with STEM.

Strategy's Expected Result/Impact: Maintain and increase STAAR performance for grades 3- 5 to prepare for higher grades focused in CTE. Regular exposure to CTE and STEM activities will enhance students' readiness for diverse career opportunities as they transition to higher grades.

Staff Responsible for Monitoring: Principal, AP, STEM Coordinator, iCoach

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress
November

No Progress
January

March

June



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024