

Ector County Independent School District

Gonzales Elementary

2026-2027 Campus Improvement Plan

Accountability Rating: B

Distinction Designation

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

At Gonzales Elementary, we ignite curiosity and inspire a lifelong love of learning. In our caring school family, every child is known by name, valued for who they are, and supported to grow into confident, kind, and respectful individuals ready to make a difference.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment and Economic Indicators Gonzales Elementary served 309 students in the 25-26 school year representing a decrease from 424 students in the 2024-25 school year. The economically disadvantaged population has slightly decreased from 80.42% in the 24-25 school year to 78.64% in the 25-26 school year. This supports continued economic challenges within our student community that may impact educational resource needs and support services.

Special Population Demographics English Learner enrollment remains fairly stable with a slight increase to 5.83%% compared to 5.19% in the previous year. Special education enrollment has increased drastically from 14.85% to 20.38%, reflecting continued identification and service needs for students requiring specialized educational support.

Student Stability and Attendance Student mobility has slightly decreased from 19.41% to 18.75%, indicating stable rates of student transition during the academic year. Despite mobility challenges, campus attendance increased from 92.43% for 2024-25 to 93.9% during the 25-26 year. The overall student retention rate across all grade levels stands at 2.27%.

Staff Retention Efforts Gonzales Elementary's staff retention rate increased significantly from 52.9% in the 2024-25 school year to 76.9% in 2025-26, reflecting the campus's intentional focus on building a strong, supportive culture. This growth is further validated by Panorama staff survey data, which shows improved staff satisfaction and confirms that our investment in teacher support, recognition, and engagement is taking hold.

Implications for Campus Planning These demographic trends suggest the need for continued support services for our economically disadvantaged student population, expanded special education staffing and programming to meet significantly increased identification and service needs, strategies to sustain the positive gains made in student attendance and mobility reduction, and continued investment in staff retention initiatives—now showing measurable success—to preserve instructional stability and build on program effectiveness.

	2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025			2025 - 2026		
District/ Campus	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
068901111 - Gonzales EL	319	478	66.74	373	497	75.05	341	477	71.49	341	424	80.42	243	309	78.64

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
Campus	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent
068901111 - Gonzales EL	19	478	3.97%	18	497	3.62%	25	477	5.24%	22	424	5.19%	18	309	5.83%

	2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025			2025 - 2026		
	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent
068901111 - Gonzales EL	77	478	16.1088	75	497	15.0905	67	477	14.0461	63	424	14.8585	63	309	20.3883

	2021 - 2022 (Covid-19 Remote)			2022 - 2023			2023 - 2024			2024 - 2025			2025 - 2026		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
Gonzales EL	95	430	22.09%	84	443	18.96%	74	410	18.05%	73	376	19.41%	60	320	18.75%

Campus	Grade	2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025			2025 - 2026	
		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enro
068901111 - Gonzales EL	KG	2	62	3.23%	2	66	3.03%	2	76	2.63%	3	67	4.48%	1	
068901111 - Gonzales EL	1	1	72	1.39%	2	60	3.33%	1	60	1.67%	2	68	2.94%	5	
068901111 - Gonzales EL	2	0	86	0.00%	0	77	0.00%	0	63	0.00%	1	57	1.75%	0	
068901111 - Gonzales EL	3	1	71	1.41%	2	88	2.27%	0	77	0.00%	0	60	0.00%	1	
068901111 - Gonzales EL	4	1	80	1.25%	0	83	0.00%	0	84	0.00%	2	67	2.99%	0	
068901111 - Gonzales EL	5	0	70	0.00%	0	82	0.00%	1	80	1.25%	0	80	0.00%	0	

Campus	Grade	2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025			2025 - 2026	
		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enro
068901111 - Gonzales EL	All	5	441	1.13%	6	456	1.32%	4	440	0.91%	8	399	2.01%	7	

Campus	2024 - 2025	2025 - 2026
(068901) - Ector County ISD - District Rates	71.40%	75.40%
(068901111) - Gonzales EL	52.90%	76.90%

Teacher FTE by Total Years Professional Experience in Core Subjects for Gonzales EL for Multiple Years											
Total Years Professional Experience by Subject	2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	
Beginning Teachers	2	6.5%	1.7	6.1%	4.9	17.9%	5	21.1%	1	3.9%	
All Core Subjects	1.8	90.9	1.7	95.8	3.2	65.5	3.3	66.3	0.8	80	
English Language Arts	0.4	18.2	0.6	37.1	1.1	22.9	0.4	8	0.2	20	
Mathematics	0.3	15.2	0.5	30.9	1.2	23.7	0.4	8	0.2	20	
Science	0.2	8.2	0.3	16.7	0.6	11.5	1.3	25.1	0.2	20	
Social Studies	1	49.4	0.2	11.1	0.4	7.4	1.3	25.1	0.2	20	
1 - 5 Years Professional Experience	13.1	42.8	12.1	43.4	8.9	32.6	9.1	38.4	9.5	37.3	
All Core Subjects	9.7	74.3	8.8	72.4	4.9	55.4	6.4	69.5	5.5	57.8	
English Language Arts	4.1	31.6	3.5	28.6	1	11.3	1.8	19.1	1.6	16.8	
Mathematics	1.9	14.3	2.2	18.4	1	11.3	1.8	19.1	1.6	16.8	
Science	2.8	21.3	1.8	15.3	1.5	16.4	1.4	15.6	1	10.8	
Social Studies	0.9	7.2	1.2	10.2	1.5	16.4	1.4	15.6	1.3	13.4	

Teacher FTE by Total Years Professional Experience in Core Subjects for Gonzales EL for Multiple Years										
6 - 10 Years Professional Experience	8.7	28.4	9.1	32.6	6.4	23.4	4.1	17.3	8.5	33.3
All Core Subjects	4.9	56.7	5.9	65	2.5	39.1	2.5	61.2	6.6	77.5
English Language Arts	1.5	17.6	2.1	23.5	0.9	14	1	24.7	1.3	14.8
Mathematics	2.3	26	1.9	21.3	0.4	7	1	24.7	2.4	27.9
Science	0.7	7.9	1.1	12.2	0.7	10.5	0.2	5.9	1.5	17.4
Social Studies	0.5	5.3	0.7	8.1	0.5	7.6	0.2	5.9	1.5	17.4
11 - 20 Years Professional Experience	3.1	10.1	1.4	5	4.6	16.8	4	16.9	4.2	16.5
All Core Subjects	1	32.3	0	0	1.8	39.5	1.7	41.9	2.4	56.7
English Language Arts	0	0	0	0	0.5	12	0.6	14.4	1.1	27.3
Mathematics	0.9	28.8	0	0	0.6	14.1	0.2	5	0.4	9.3
Science	0	0	0	0	0.3	5.8	0.3	8.1	0.5	10.8
Social Studies	0.1	3.5	0	0	0.3	7.6	0.6	14.4	0.4	9.3
21 - 30 Years Professional Experience	3.7	12.1	3.7	13.3	2.1	7.7	1.1	4.6	0.9	3.5
All Core Subjects	2	53.1	1	26.9	0.9	41.8	0.8	67.5	0	0
English Language Arts	0.8	20.6	0	0	0.3	15.7	0	0	0	0
Mathematics	0.6	17.1	1	26.9	0.3	15.7	0.8	67.5	0	0
Science	0.3	9.2	0	0	0.2	10.4	0	0	0	0
Social Studies	0.2	6.2	0	0	0	0	0	0	0	0
Over 30 Years Professional Experience					0.4	1.5	0.4	1.7	1.4	5.5
All Core Subjects					0	0	0	0	0.8	52.5
English Language Arts					0	0	0	0	0	0
Mathematics					0	0	0	0	0.8	52.5
Science					0	0	0	0	0	0

Teacher FTE by Total Years Professional Experience in Core Subjects for Gonzales EL for Multiple Years										
Social Studies					0	0	0	0	0	0
Total Teacher FTEs	30.6	100	27.9	100	27.3	100	23.7	100	25.5	100

Demographics Strengths

Small School Community Environment

Gonzales Elementary now serves 309 students in the 25-26 school year, further intensifying our intimate learning environment and neighborhood school atmosphere. This smaller scale strengthens our capacity for personalized attention and individualized support for student academic and social development, building on the close-knit relationships between students, families, and staff that already defined our campus culture.

Manageable Class Sizes

With enrollment now at 309 students, our reduced campus size supports even more favorable class size ratios across grade levels, creating optimal conditions for differentiated instruction and meaningful student-teacher interactions. This continues to support effective classroom management and targeted academic interventions.

Diverse Student Population Leadership

Hispanic students remain our largest demographic group, comprising 72.6% of our enrollment (most recent TAPR data), creating continued opportunities for culturally responsive teaching practices and community connections that honor and celebrate our predominant student population.

Experienced Teaching Staff

Our professional staff brings substantial educational expertise with an average of 8.1 years of teaching experience (2024-25 TAPR), providing students with seasoned educators who understand effective instructional practices and student development.

Favorable Staffing Ratios

The 17.9:1 teacher-to-student ratio (2024-25 TAPR) — already stronger than the district's 19.6:1 and the state's 15.0:1 comparison points — is positioned to improve further given this year's enrollment decline to 309 students, enabling even more individualized attention and support across all grade levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In 25-26, student attendance was at 93.9% across K-5th.

Root Cause: Inconsistent enforcement and follow-through in prior years contributed to parent perceptions that minimize the urgency of regular attendance.

Student Achievement

Student Achievement Summary

GONZALES ELEM SCHOOL

Math: Math K-12

Grade (Spring 2026)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2025			Spring 2026			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
KG	26	139.8	12.7	37	158.2	11.9	53	18	1.8	16.6	0.48	69	26	15	58	52
01	48	161.6	9.9	64	177.7	11.9	66	16	0.9	15.5	0.19	58	48	26	54	51
02	47	173.1	13.2	49	186.7	12.9	45	14	1.1	14.4	-0.22	41	47	22	47	45
03	49	180.9	14.9	33	199.4	17.4	53	19	1.3	14.8	0.90	81	49	32	65	61
04	50	193.0	15.5	32	212.8	19.3	66	20	1.3	12.5	1.15	88	50	41	82	84
05	53	202.0	12.9	31	217.9	16.2	61	16	1.1	9.3	1.05	85	53	41	77	77

GONZALES ELEM SCHOOL

Language Arts:
Reading

Grade (Spring 2026)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2025			Spring 2026			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
KG	26	139.0	9.9	56	150.0	13.8	37	11	2.2	13.5	-0.65	26	26	11	42	43
01	48	156.9	11.5	61	167.6	12.5	49	11	1.0	12.4	-0.52	30	48	18	38	46
02	47	167.4	15.5	36	182.0	13.0	53	15	1.5	11.4	0.83	80	47	28	60	64
03	49	179.5	16.4	28	192.0	15.5	45	12	1.1	9.2	0.85	80	49	36	73	63
04	50	193.6	17.1	42	202.3	15.7	55	9	1.1	6.1	0.68	75	50	32	64	60
05	53	199.2	15.0	32	208.7	14.2	57	10	1.2	4.8	1.17	88	53	39	74	73

GONZALES ELEM SCHOOL

Science: Science K-12

Grade (Spring 2026)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2025			Spring 2026			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
KG	0	**			**			**					**			
01	0	**			**			**					**			
02	0	**			**			**					**			
03	49	181.7	12.2	21	195.3	10.9	60	14	1.2	7.3	2.46	99	49	38	78	82
04	50	194.9	12.5	52	210.0	11.6	94	15	1.2	5.1	2.27	99	50	45	90	93
05	53	201.4	9.5	56	213.5	10.3	87	12	1.2	5.4	2.07	98	53	41	77	87

STAAR Data 25-26

Grade/Subject	Meets	Masters
3 rd RLA	28%	11%
4 th RLA	47%	8%
5 th RLA	45%	22%
3 rd Math	37%	11%
4 th Math	47%	26%
5 th Math	27%	2%
5th Science	27%	7%

3rd Math					3rd ELAR			
	APPR.	MEETS	MAST.			APPR.	MEETS	MAST.
22-23	44%	15%	6%		22-23	54%	34%	8%
23-24	52%	33%	7%		23-24	68%	38%	12%
24-25	40%	20%	12%		24-25	72%	42%	12%
25-26	56%	37%	11%		25-26	60%	28%	11%
4th Math					4th ELAR			
	APPR.	MEETS	MAST.			APPR.	MEETS	MAST.
22-23	70%	51%	13%		22-23	66%	30%	11%
23-24	39%	19%	6%		23-24	62%	23%	2%
24-25	40%	16%	5%		24-25	60%	29%	6%
25-26	70%	47%	26%		25-26	75%	47%	8%
5th Math					5th ELAR			
	APPR.	MEETS	MAST.			APPR.	MEETS	MAST.
22-23	75%	37%	13%		22-23	65%	33%	8%
23-24	60%	15%	0%		23-24	57%	35%	14%
24-25	63%	28%	10%		24-25	67%	38%	7%
25-26	64%	27%	2%		25-26	76%	45%	22%

Student Achievement Strengths

Science is our standout growth area. Gonzales posted a median Student Growth Percentile of 87 in science this year — the **highest of any campus in the district**, elementary or secondary. 80.9% of tested students met or exceeded their individual growth goals, with an aggregate CGI of 1.0. Fourth grade led the way with a 93 median growth percentile and 90% of students meeting or exceeding their growth goal.

Upper grades (3-5) are driving strong growth district-wide. Across all subjects, our 3rd-5th graders significantly outperformed K-2 on MAP growth measures:

- **Overall growth:** Grades 3-5 posted median CGPs of 67-78, compared to 47-52 in grades K-2. Grade 4 alone hit a 78 median CGP with 78% of students meeting or exceeding growth goals.
- **Math growth:** Grade 4 stood out with an 84 median CGP and 80% meeting/exceeding growth goals (avg. growth index +6.9). Grade 5 followed closely with a 77 median CGP and 77.4% meeting/exceeding goals.

- **Reading growth:** Grade 5 was our strongest reading cohort, with a 73 median CGP and 73.6% meeting/exceeding growth goals — well above the school-wide median of 58.

Overall campus growth outpaced most of the district. Gonzales ranked 7th out of 40+ ECISD campuses on overall MAP growth (66.0 median growth index, 64.9% of students meeting/exceeding growth goals district-wide), landing us solidly in the top tier alongside several magnet and specialty campuses.

Single-term achievement is trending up, not just growth. School-wide reading achievement climbed from the 50th percentile (Spring 2024-25) to the 54th percentile (Spring 2025-26), and math achievement jumped from the 50th to the 61st percentile in the same window — meaningful one-year gains in relative standing, not just growth against self.

Spring 2026 STAAR early results (preliminary) show real bright spots, especially in 4th grade math:

- **Grade 4 Math:** 69.8% Approaches Grade Level or above, 47.2% Meets or above, and 26.4% scoring Masters — our strongest STAAR math cohort by a clear margin.
- **Grade 3 Math:** 55.6% Approaches or above, with 11.1% at Masters.
- **Grade 5 Math:** 63.6% Approaches or above.
- **Grade 5 Science (early/preliminary bands):** 38.2% of tested students landed in "Likely Passed," and — notably — **zero students** fell into "Likely Did Not Pass," with the remaining 61.8% in the "Zone of Uncertainty," meaning no student is currently projected to fail science.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR.

Root Cause: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.

Problem Statement 2 (Prioritized): In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th).

Root Cause: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

School Culture and Climate

School Culture and Climate Summary

School Connectedness for Students		
Indicator	24-25 Percent Favorable	25-26 Percent Favorable
Connectedness Indicator	58%	87%
Engagement	50%	**
Rigorous Expectations	74%	91%
School Climate	55%	83%
School Safety	62%	80%
School Safety ECISD	75%	87%
Sense of Belonging	52%	81%
Staff Climate Survey-Non-Instructional		
Indicator	24-25 Percent Favorable	25-26 Percent Favorable
Belonging	57%	76%
Cultural Awareness	0%	**
Feedback and Coaching	33%	68%
Professional Learning	48%	70%
Professional Learning about Equity	33%	**
School Climate	48%	82%
School Leadership	35%	78%
Well-Being	47%	95%
Staff Climate Survey-Instructional		

School Connectedness for Students		
Indicator	24-25 Percent Favorable	25-26 Percent Favorable
Belonging	57%	73%
Cultural Awareness	0%	**
Feedback and Coaching	33%	81%
Professional Learning	48%	75%
Professional Learning about Equity	33%	**
School Climate	48%	80%
School Leadership	35%	89%
Well-Being	47%	88%
Teacher Efficacy	**	84%
Faculty Growth Mindset	**	67%

School Culture and Climate Strengths

Every measured indicator improved year-over-year — and most improved dramatically. Across student, non-instructional staff, and instructional staff surveys, there isn't a single indicator that declined. Growth ranged from double digits to gains of 40+ percentage points in some areas, signaling that campus-wide culture and climate work is taking hold broadly, not just in isolated pockets.

Students report feeling significantly more connected to Gonzales.

- **Connectedness Indicator** rose from 58% to 87% favorable (+29 points) — students overwhelmingly report feeling connected to the school.
- **Sense of Belonging** jumped from 52% to 81% (+29 points), and **School Climate** from 55% to 83% (+28 points), showing students experience the building itself as warmer and more welcoming.
- **Rigorous Expectations** climbed from 74% to 91% (+17 points), meaning students increasingly feel held to high standards — a strong pairing with the belonging gains, since it suggests warmth and rigor are rising together rather than trading off.
- **School Safety** improved from 62% to 80% favorable (+18 points), tracking closely with the district's own safety gains (75% to 87%).

Staff culture shows some of the strongest gains on campus, especially around leadership and support.

- **School Leadership** favorability rose from 35% to 78% among non-instructional staff (+43 points) and from 35% to 89% among instructional staff (+54 points) — among the largest gains in the entire dataset.
- **Feedback and Coaching** grew from 33% to 68% (non-instructional, +35 points) and 33% to 81% (instructional, +48 points), reflecting a real shift in how staff experience day-to-day support and growth conversations.
- **Well-Being** rose from 47% to 95% among non-instructional staff (+48 points) and 47% to 88% among instructional staff (+41 points) — both now among the highest-favorability indicators on either survey.
- **Belonging** improved for both staff groups (57% to 76% non-instructional; 57% to 73% instructional), and **School Climate** nearly doubled for both (48% to 82% and 48% to 80%, respectively).

- **Professional Learning** favorability grew from 48% to 70% (non-instructional) and 48% to 75% (instructional).
- New this year, **Teacher Efficacy** landed at 84% favorable and **Faculty Growth Mindset** at 67% favorable — strong baseline numbers with no prior year to compare against.

Taken together, the data tells a consistent story: students feel safer, more connected, and more challenged, while staff feel more supported, better led, and less burned out than they did a year ago. The leadership and feedback/coaching gains in particular suggest that investments in instructional leadership and staff support structures are showing up directly in how staff experience the campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Faculty Growth Mindset is the lowest-scoring indicator on the 25-26 Instructional Staff Climate Survey, with only 67% of instructional staff responding favorably.

Root Cause: Staff feel supported and confident in their current teaching, but professional learning and feedback conversations don't consistently push them to keep growing and changing their practice.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Gonzales celebrates a 74.9% teacher retention during the 25-26 school year compared to 52% teacher retention during the 24-25 school year, which was down from 58.3% during the 23-24 school year.

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

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

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

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

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

Staff Quality, Recruitment, and Retention Strengths

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

According to the 2024-25 TAPR, this experience mix is well documented at Gonzales: **59.7% of teachers have five or fewer years of experience** (21.1% beginning teachers, 38.6% with 1-5 years), both notably higher than the district (8.3% / 31.8%) and state (7.3% / 28.3%) averages. At the same time, **23.2% of our staff bring 11 or more years of experience** — the tenured core who anchor mentorship and instructional consistency for that larger group of newer teachers. This is exactly the "veteran-guides-newcomer" structure described above, and the TAPR confirms it's not just a perception — it's a measurable staffing pattern unique to our campus relative to district and state norms.

This mentorship culture is showing measurable results in staff retention. Panorama survey data shows staff favorability around **retention rose from 52% to 72.9%** year-over-year — a 20.9-point gain that suggests our newer teachers are experiencing the veteran-led mentorship and collaborative support described above, and it's translating into a stronger intent to stay at Gonzales. This retention growth also aligns with this year's broader staff climate gains in **School Leadership** (35% to 78-89% across staff groups) and **Well-Being** (47% to 88-95%), reinforcing that the systems supporting new-teacher development are part of a larger, campus-wide improvement in how staff experience working at Gonzales.

Compensation and workload data further support our ability to recruit and retain in this environment. Beginning teacher salary at Gonzales (\$60,600) is competitive with the district

average (\$61,143) and well above the state average (\$55,689), and our **student-to-teacher ratio (17.9)** is meaningfully lower than the district average (19.6) — both factors that make Gonzales an attractive place for early-career teachers to build their skills without the workload pressures seen elsewhere in the district.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Gonzales carries a significantly younger, less experienced teaching staff than the district and state -- with nearly 60% of teachers in their first five years -- creating a heavy and ongoing reliance on mentorship structures to sustain instructional quality and continue this year's retention gains.

Root Cause: District-assigned mentors support new teachers for their first two years, and Opportunity Culture provides instructional coaching to priority teachers throughout the year -- but teachers who fall outside both of these groups, particularly those in years 3-5, are left with informal, inconsistent support.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

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

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

Comprehensive Assessment System Multiple assessment tools including COGAT, Naglieri, STAAR, Checkpoints, unit assessments, iReady and TELPAS enable early identification of student needs and precise targeting of intervention services. This systematic assessment approach informs instructional decisions and ensures responsive educational programming.

Curriculum, Instruction, and Assessment Strengths

Campus Strength: Comprehensive District Instructional Support

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

Family and Community Engagement

Family and Community Engagement Summary

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

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

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

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

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

Family and Community Engagement Strengths

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

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

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

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

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

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Based on parent feedback, parents feel more welcome however there is still limited engagement or support for organizations such as PTA.

Root Cause: Extended lack of strategic planning for parent involvement and communication.

School Organization

School Organization Summary

Administrative Leadership Gonzales Elementary operates under the direction of one single administrator, the principal, who provides instructional leadership, conducts regular classroom observations, monitors lesson planning, and facilitates weekly team meetings focused on academic data analysis and program oversight.

Instructional Support Specialists The campus employs specialized support personnel including two Multi-Classroom Leader's (MCL) and one Instructional Specialist. These professionals provide targeted intervention services, support new and priority teachers, and address identified academic needs.

Teaching Staff Structure Our instructional team consists of 13 classroom teachers serving grades K-5, supported by three special area teachers who provide enrichment programming. Specialized educational services are delivered through one Gifted and Talented teacher, one Dyslexia teacher, three Specialized Classroom teachers, one Resource/Inclusion teacher, and one Resource/Inclusion Instructional Facilitator.

Support Personnel Additional support services are provided through two Reach Associates enhancing classroom instruction and providing developmental opportunities for emerging educators.

Total Staffing Gonzales Elementary maintains a comprehensive staff of 25 professional educators and support personnel, ensuring appropriate student-to-staff ratios and specialized service delivery across all academic and support programs. This organizational structure supports our commitment to individualized instruction and comprehensive educational programming for all students.

School Organization Strengths

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

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

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

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

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

Problem Statements Identifying School Organization Needs

Problem Statement 1: In 25-26, 73% of staff gave a favorable response for belonging on the Panorama survey.

Root Cause: Lack of purposeful staff recognition or staff SEL support.

Technology

Technology Summary

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

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

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

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

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

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

Technology Strengths

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

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

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

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

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

Priority Problem Statements

Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR.

Root Cause 1: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th).

Root Cause 2: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: In 25-26, student attendance was at 93.9% across K-5th.

Root Cause 3: Inconsistent enforcement and follow-through in prior years contributed to parent perceptions that minimize the urgency of regular attendance.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Faculty Growth Mindset is the lowest-scoring indicator on the 25-26 Instructional Staff Climate Survey, with only 67% of instructional staff responding favorably.

Root Cause 4: Staff feel supported and confident in their current teaching, but professional learning and feedback conversations don't consistently push them to keep growing and changing their practice.

Problem Statement 4 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results
- Scope and Sequence; Pacing Guides; and Other Focus Documents

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 2027, the % of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 37% to 40%.

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring, focused reteach, Do the Math, iReady based on district recommendations. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady Math progress and Math Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. Root Cause: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.

Student Achievement
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). Root Cause: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

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 2027, the % of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 40% to 45%.

HB3 Board Goal

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

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: MCL (2) - Title One School-wide - \$30,000				

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring, focused reteach, LLI, iReady based on district recommendations. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady RLA progress and RLA Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. Root Cause: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.

Student Achievement
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). Root Cause: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

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 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 27% to 35%.

Indicators of Success:

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

Evaluation Data Sources: Checkpoint Data, STAAR Summative

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



No Progress



Accomplished



Continue/Modify



Discontinue

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: By May of 2027, the % of students performing at the MEETS level on 3rd grade Reading STAAR will increase from 28% to 35%

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: STAAR Interim, Checkpoint Data, iReady Diagnostics, STAAR Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a targeted PLC cycle with all core teachers using planning tools and provide ongoing guidance to support teachers in using data driven instruction. Strategy's Expected Result/Impact: Increased teacher awareness resulting in focused instruction and strategic intervention. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 2				

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring, focused reteach, LLI, iReady based on district recommendations. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Student Achievement 2 Funding Sources: Reach Associates - Title One School-wide - \$66,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create student data folders to ensure students track monthly iReady RLA progress and RLA Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). Root Cause: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

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 % of Kinder-3rd grade students meeting their iReady stretch growth will increase 10% for each grade level: 22% for Kindergarten, 40% for 1st Grade, 31% for 2nd Grade, and 37% for 3rd Grade.

HB3 Board Goal

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

Evaluation Data Sources: iReady Diagnostics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kindergarten-5th grade teachers will target at risk populations through the use of aggressive monitoring 4 times a week, LLI 4 times a week and iReady based on district recommendations. Strategy's Expected Result/Impact: Student needs will be identified earlier, leading to earlier intervention, thus closing the gaps through a variety of means Staff Responsible for Monitoring: Core Leadership Team Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Student Achievement 1, 2				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will create student data folders to ensure students track monthly iReady RLA progress and RLA Checkpoint data. Teachers will conference with students to discuss data folders, track iReady lesson progress, and provide new goals a minimum of twice each grading period Strategy's Expected Result/Impact: Increased student awareness of strengths and weaknesses. Collaboration and goal setting led by the teacher increasing student self-accountability. Staff Responsible for Monitoring: Core Leadership Tea, Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. Root Cause: Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.
Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). Root Cause: A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness Student panorama data will increase from 87% to 90%.

Indicators of Success:

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

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
Strategy 1: The iLead SEL curriculum will be implemented weekly in classrooms to build positive relationships among students and teachers. Strategy's Expected Result/Impact: Decrease in discipline issues and an increase in student's perception of belonging. Staff Responsible for Monitoring: Administration and counselor Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Character Education lessons will be rolled out to students monthly for 30 minutes by the counselor. Strategy's Expected Result/Impact: Increased exposure to iLead by students leading to higher emotional maturity or awareness in students. Staff Responsible for Monitoring: Administration and Counselor Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Staff will recognize student growth or achievement using competitions, rewards such as celebrations or ceremonies, phone calls or messages home, and student conferences. Strategy's Expected Result/Impact: Increased confidence in self and increase motivation to continue to improve. Staff Responsible for Monitoring: All Staff Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student sense of belonging will increase from 81% to 85%.

Indicators of Success:

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

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
Strategy 1: Staff will recognize student growth or achievement using competitions, rewards such as celebrations or ceremonies, phone calls or messages home, and student conferences. Strategy's Expected Result/Impact: Increased confidence in self and increase motivation to continue to improve. Staff Responsible for Monitoring: All Staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Staff will initiate and document at least two positive parent/guardian contacts weekly, through a phone call, written note, or message home. Strategy's Expected Result/Impact: When staff proactively share good news with families every week, it builds trust, strengthens attendance and behavior, and creates a culture where parents feel like partners rather than just recipients of bad news. Staff Responsible for Monitoring: All Staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Student daily attendance will increase from 93.9% to 95%.

Indicators of Success:

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

Evaluation Data Sources: Campus attendance reports and district COC reports

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



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: In 25-26, student attendance was at 93.9% across K-5th. **Root Cause:** Inconsistent enforcement and follow-through in prior years contributed to parent perceptions that minimize the urgency of regular attendance.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: Exclusionary disciplinary infractions will decrease from 18% to 16%.

Indicators of Success:

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

Evaluation Data Sources: Discipline referrals in Focus

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Emergent Tree Tier 1 across all campus classrooms during the 26-27 school year including Skill Building, Reach and Respond, and Feedback Boards. Strategy's Expected Result/Impact: Increase staff/student comprehension of expectations, acknowledgement of rules and increased consistency in all areas of campus. Staff Responsible for Monitoring: All staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Begin implementation of Emergent Tree Tier 2 Interventions across pilot team. Strategy's Expected Result/Impact: Shared understanding of instructional approach to behavior and organized behavioral practices. Staff Responsible for Monitoring: All staff and Tier 2 team Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of classroom teachers will complete campus or district blended-learning professional development, and at least 85% will demonstrate consistent implementation of blended-learning strategies during classroom walkthroughs.

High Priority

Evaluation Data Sources: Walkthrough data and evidence of instructional growth

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained a minimum of 2x each semester on blended learning practices. Strategy's Expected Result/Impact: Strengthen campus understanding and implementation of blended learning. Staff Responsible for Monitoring: Administration and Blended Learning Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Core teachers will use i-Ready, district digital resources, and classroom assessment data to create purposeful blended-learning experiences that provide intervention, grade-level practice, enrichment, student choice, and opportunities for teacher-led small-group instruction. Strategy's Expected Result/Impact: Increase student outcomes and ownership. Increase in purposeful planning and differentiation as evidenced during walkthroughs and planning. Staff Responsible for Monitoring: Administration and Blended Learning Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. **Root Cause:** Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.

Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). **Root Cause:** A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

School Culture and Climate

Problem Statement 1: Faculty Growth Mindset is the lowest-scoring indicator on the 25-26 Instructional Staff Climate Survey, with only 67% of instructional staff responding favorably. **Root Cause:** Staff feel supported and confident in their current teaching, but professional learning and feedback conversations don't consistently push them to keep growing and changing their practice.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, the percentage of classrooms consistently implementing AVID WICOR and structured student discourse will increase from not measured to 90%.

Evaluation Data Sources: Classroom walkthroughs and observations, AVID evidence

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership will provide ongoing professional development on AVID strategies (WICOR) and structured discourse protocols (Socratic seminar, Costa's levels of questioning, collaborative structures) during PLCs to build teacher capacity for embedding rigor and discourse into daily instruction. Strategy's Expected Result/Impact: Increased student outcomes Staff Responsible for Monitoring: All staff Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in peer observation and grade-level collaboration to share AVID strategies and discourse techniques that are working in their classrooms, building a campus-wide culture of shared practice and continuous refinement of rigor and student engagement. Strategy's Expected Result/Impact: Increased confidence in practice Staff Responsible for Monitoring: Administration and Leadership team Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: In 25-26, only 37% of 3rd-5th grade students were on grade level in Math according to STAAR. **Root Cause:** Lack of instructional support through planning or feedback/coaching paired with a lack of purposeful intervention/reteach.

Problem Statement 2: In 25-26, only 51% of students (K-5th) met their typical iReady growth for RLA and only 60% met typical growth for iReady Math (3rd-5th). **Root Cause:** A lack of intentional, purposeful tracking of lessons passed, with emphasis instead placed on minutes logged.

School Culture and Climate

Problem Statement 1: Faculty Growth Mindset is the lowest-scoring indicator on the 25-26 Instructional Staff Climate Survey, with only 67% of instructional staff responding favorably. **Root Cause:** Staff feel supported and confident in their current teaching, but professional learning and feedback conversations don't consistently push them to keep growing and changing their practice.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, 100% of priority teachers will participate in documented observation and feedback coaching cycles by an MCL. At least 90% will demonstrate implementation of their identified action steps, as measured through coaching records and walkthrough data.

Evaluation Data Sources: Walkthrough data, Sibme notes

Strategy 1 Details	Reviews			
Strategy 1: By May of 2027, 100% of MCI's will attend a minimum of 3 trainings facilitated by Darryl Williams. Strategy's Expected Result/Impact: Increase in instructional coaching effectiveness leading to an increase in student outcomes. Staff Responsible for Monitoring: Administration and Opportunity Culture staff Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Opportunity Culture Program - Title One School-wide - \$56,834	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: By May 2027, 100% of staff will attend a minimum of 3 principal communication sessions regarding Opportunity Culture. Strategy's Expected Result/Impact: Increase in awareness and knowledge of Opportunity Culture program. Staff Responsible for Monitoring: Administration Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: 100% of core classrooms will implement iLead a minimum of 20 minutes weekly.

Evaluation Data Sources: Observations and check-ins, master schedule

Strategy 1 Details	Reviews			
Strategy 1: 100% of staff will submit their schedule for students to receive or complete their iLead lesson weekly. Strategy's Expected Result/Impact: Students will feel more connected and develop essential life skills. Staff Responsible for Monitoring: Counselor and Administration Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Each grading period, the campus counselor will complete brief, check-ins with staff to track iLead implementation. Strategy's Expected Result/Impact: Students will feel more connected and develop essential skills. Staff Responsible for Monitoring: Counselor Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: By May of 2027, 100% of students will participate in at least 20 minutes of daily recess and the required weekly physical education minutes, as measured by master schedules and campus walkthroughs.

Evaluation Data Sources: Master schedule and campus walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Campus administration will build and monitor a master schedule that embeds 20 minutes of daily recess and the state-required weekly PE minutes for every grade level Strategy's Expected Result/Impact: Increase in student health and activity levels Staff Responsible for Monitoring: Administration and PE Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus will host an annual Field Day event engaging students in structured physical activities while also boosting parent engagement. Strategy's Expected Result/Impact: Student increased positive perceptions surrounding physical fitness. Staff Responsible for Monitoring: Administration and PE Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, the school will develop and implement an annual parent/guardian engagement survey to measure perceptions of involvement in their child's learning and the school community, establishing baseline data to inform future engagement goals.

Evaluation Data Sources: Title I parent survey

Strategy 1 Details	Reviews			
Strategy 1: Host two Family Academic Nights focused on literacy, math, and social-emotional learning, where parents participate in interactive activities, receive take-home resources, and learn strategies to support learning at home. Strategy's Expected Result/Impact: Increase in parent perceptions and feeling welcome on campus Staff Responsible for Monitoring: Administration Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement a consistent two-way communication system Class Dojo and Focus communication that includes both school-wide updates and personalized messages from teachers, ensuring parents have regular opportunities to share feedback and ask questions. Strategy's Expected Result/Impact: Parents will be more informed of student progress. Staff Responsible for Monitoring: Grade level leaders and administration Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Site Based Decision Making Committee

Committee Role	Name	Position
Counselor	Cathy Bickle	Counselor
Sped	Valecia Chambers	SCC Teacher
Paraprofessional	Denisse Sanchez	Reach Associate
Teacher	Tarah Judkins	Librarian
Teacher	Amy Ortiz	MCL
Teacher	Claudia Arredondo	MCL
Teacher	Maeghan Medrano	Specialist
Administrator	Amanda Sierra	Principal

Campus Funding Summary

Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	MCL (2)		\$30,000.00
2	1	2	Reach Associates		\$66,000.00
4	3	1	Opportunity Culture Program		\$56,834.00
Sub-Total					\$152,834.00