

Ector County Independent School District

Ross Elementary

2023-2024 Improvement Plan



Mission Statement

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

Vision



At Ross Elementary We Value...

**Our Vision is to develop joyful scholars
with Academic Courage and Intrinsic
Motivation through Student-Led,
Personalized Learning allowing them to
become successful citizens.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ross Elementary was built in 1956 in the city of Odessa in Ector County. Ross serves PK through 5th-grade monolingual students. There are two specialized units for students with special needs in Kindergarten through Fifth grade. Ross provides ESL and G.T. services for students who qualify. All students are offered music, physical education, and library skills classes. Ross is a school-wide Title 1 school that served 408 students in 2023.

The enrollment was slightly higher in 2023 with 408 students versus 382 in 2022:

The Ethnic Distribution includes:

White: 99 students, 24%

Hispanic/Latino: 255 students, 63%

Black or African-American: 27 students, 7%

Asian: 5 students, 1%

American Indian or Alaska Native: 1, 0%

Native Hawaiian/Pacific Islander: 4, 1%

Two or More: 17, 4%

3.2% were English Language Learners, 1.5% were identified as Gifted and Talented, 18.1% were served through Special Education, 4.2% were coded homeless, and 76% were Economically Disadvantaged.

Demographics Strengths

Enrollment has increased in the past three years from 382 in 2022 to 408 in 2023.

Attendance has remained at 92% in the past two years.

Discipline referrals continue to dramatically decrease from 546 referrals in 2019 to 73 referrals in 2023.

Ethnic distribution has been consistent with Hispanic/Latino being the largest population.

We serve a high population of economically disadvantaged and at-risk students which allows for our instructional staff to utilize a number of strategies to build not only academic strength but social-emotional wellness amongst the students. The Economically Disadvantaged percentage at 76% is the highest it's been in the past four years.

The Special Education population has increased from 54 in 2022 to 74 in 2023.

We went from 65 in 2021 to 54 students who receive Special Education services in 2022. Ross serves 26 Speech only students. There are two specialized classrooms with 14 and 13 Empowered Learners. The Inclusion teacher currently serves 29 students.

Our Campus does not serve Bilingual students but does offer ESL to a small number of LEP-identified students, 11 in 2022 and 13 in 2023.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At the end of the 2022-2023 school year, Ross was at a 92.40% attendance rate, below the 94.50% district goal. **Root Cause:** Families struggle with absence patterns and tend to use basic illnesses as a barrier.

Problem Statement 2 (Prioritized): The Economically Disadvantaged student rate increased from 70% In 2022 to 76% in 2023. **Root Cause:** Ross is located across from Sherwood Park and has a high mobility rate.

Student Achievement

Student Achievement Summary

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

In 2019, Ross Elementary earned an F rating.

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

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

STAAR 2022-2023

Approaches/Meets/Masters

3rd Math: 50/25/7

4th Math: 69/42/20

5th Math: 74/36/9

3rd ELAR: 63/28/5

4th ELAR: 74/40/16

5th ELAR: 70/35/13

5th Science: 37/18/5

MAPS 2022-2023

% Meeting their Growth Goals

Kinder Math: 78%

1st Math: 83%

2nd Math: 30%

3rd Math: 30%

4th Math: 80%

5th Math: 74%

Kinder ELAR: 73%

1st ELAR: 60%

2nd ELAR: 39%

3rd ELAR: 72%

4th ELAR: 70%

5th ELAR: 40%

3rd Science: 63%

4th Science: 61%

5th Science: 57%

Student Achievement Strengths

2023 STAAR Data:

Strengths- Cohort Vertical Reflections:

In 21-22 3rd Math was at 32% Meets and in 22-23 increased to 42% Meets in 4th grade. **(+ 10 point gain)**

In 21-22 3rd Math was at 12% Masters and in 22-23 increased to 20% Masters in 4th grade. **(+ 8 point gain)**

In 21-22 4th Math was at 53% Approaches and in 22-23 increased to 74% Approaches in 5th grade. **(+ 21 point gain)**

In 21-22 4th Math was at 32% Meets and in 22-23 increased to 36% Meets in 5th grade. **(+ 4 point gain)**

In 21-22 4th Math was at 7% Masters and in 22-23 increased to 9% Meets in 5th grade. **(+ 2 point gain)**

In 21-22 3rd Reading was at 66% Approaches and in 22-23 increased to 74% Approaches in 4th grade. **(+ 8 point gain)**

In 21-22 4th Reading was at 66% Approaches and in 22-23 increased to 70% Approaches in 5th grade. **(+ 4 point gain)**

In 21-22 4th Reading was at 12% Approaches and in 22-23 increased to 13% Approaches in 5th grade. **(+ 1 point gain)**

Total: 58 point Gain

In 21-22 3rd Math was at 70% Approaches and in 22-23 decreased to 69% Approaches in 4th grade. **(- 1 point loss)**

In 21-22 3rd Reading was at 46% Meets and in 22-23 decreased to 40% Meets in 4th grade. **(- 6 point loss)**

In 21-22 3rd Reading was at 18% Masters and in 22-23 decreased to 16% Masters in 4th grade. **(- 2 point loss)**

In 21-22 4th Reading was at 37% Meets and in 22-23 decreased to 35% Meets in 5th grade. **(- 2 point loss)**

Total: 11 point Loss

2023 MAPS Cohort Data:

First Grade Reading & Math: The MAPS vertical data indicates First graders maintained their growth capacity in Math as they were at 84% growth in 2022 while in Kindergarten and 83% growth in 2023 when in First grade. First graders also maintained their growth capacity in Reading as they were at 61% growth in 2022 while in Kindergarten and 60% growth in 2023 when in First grade.

Third Grade Reading: The MAPS vertical data indicates Third graders surpassed their growth capacity in Reading as they were at 30% growth in 2022 while in Second grade and 72% growth in 2023 when in Third grade.

Fourth Grade Reading & Math & Science: The MAPS vertical data indicates Fourth graders surpassed their growth capacity in Math as they were at 52% growth in 2022 while in Third grade and 80% growth in 2023 when in Fourth grade. Fourth graders also surpassed their growth capacity in Reading as they were at 40% growth in 2022 while in Third grade and 70% growth in 2023 when in Fourth grade. Fourth graders also surpassed their growth capacity in Science as they were at 33% growth in 2022 while in Third grade and 61% growth in 2023 when in Fourth grade.

Fifth Grade Math: The MAPS vertical data indicates Fifth graders surpassed their growth capacity in Math as they were at 52% growth in 2022 while in Fourth grade and 74% growth in 2023 when in Fifth grade.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): According to the NWEA MAPS vertical data, Second-grade growth dropped in Math from 80% growth in 2022 to 30% growth in 2023. **Root**

Cause: Two of the three 2nd-grade teachers were new to the grade level and struggled with tier 1 instruction and classroom management.

Problem Statement 2 (Prioritized): According to the NWEA MAPS vertical data, Second-grade growth dropped in Reading from 65% growth in 2022 to 39% growth in 2023.

Root Cause: Two of the three 2nd-grade teachers were new to the grade level and struggled with tier 1 instruction and classroom management.

Problem Statement 3 (Prioritized): Only 33% of the third-grade students at Ross Met or Exceeded their Math MAPS Growth Goal and did not meet the 50% national standard of growth on the NWEA MAP assessment. **Root Cause:** The teacher struggled with differentiating instruction and tutoring was not effective.

Problem Statement 4 (Prioritized): Third-grade STAAR ELAR scores vertically dropped from 41% Meets in 2022 to 40% Meets while in 4th grade during 2023. **Root Cause:** A new teacher was hired in October and the grade level was departmentalized in December.

Problem Statement 5 (Prioritized): Third-grade STAAR ELAR scores vertically dropped from 18% Masters in 2022 to 16% Masters while in 4th grade during 2023. **Root Cause:** A new teacher was hired in October and the grade level was departmentalized in December.

Problem Statement 6 (Prioritized): Fifth-grade STAAR ELAR scores vertically dropped from 37% Meets in 4th grade to 35% Meets in 5th grade during 2023. **Root Cause:** This was the first year in 5th grade for the ELAR teacher.

School Culture and Climate

School Culture and Climate Summary

Ross Elementary is a well-established Prek-5th grade Opportunity Culture campus with experienced Master Teachers who are successful with student and teacher growth. Being data-driven, consistent with classroom expectations, and having good communication with parents, faculty, and students are priorities for Ross. Opportunity Culture, PLCs that follow the DDI process, and teacher coaching with Relay practices all help to grow capacity in Ross teachers. Consistent support and accountability for teachers in all areas creates an academic environment of excellence and high student achievement.

Panorama connectedness Indicator data was:

Spring 2022 66%

Fall 2022 67%

Spring 2023 67%

School Culture and Climate Strengths

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

According to the Panorama Staff School Climate & Culture Survey, the School Climate is 81% favorable, School Leadership is 77% favorable, and the sense of Belonging and Well-being is at 75%.

According to the Panorama Student School Connectedness Survey, Rigorous Expectations are 83% favorable, and a Sense of Belonging is 65% favorable. Both have increased by 4 to 6 points throughout the school year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): According to the Panorama Student School Connectedness Survey, School Climate is 61% favorable and 40% of the 3rd-5th grade students at Ross Elementary think the behavior of other students hurts their learning. **Root Cause:** Students lack confidence and the ability to encourage their peers.

Problem Statement 2 (Prioritized): According to the Panorama Student School Connectedness Survey, School Safety is 53% favorable, and 69% of the 3rd-5th grade students at Ross Elementary think it is likely that someone from the school will bully them online. **Root Cause:** Students lack the ability to self-manage during group collaboration when the teacher is pulling small groups.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff retention rate has increased from 48% in 2021 to 61% in 2022, and 82% in 2023.

In 2023, 11 teachers fell under the "11-20" years of experience and 7 teachers fell under the "1-5" years of experience.

Ross has the following staff for the 2023-2024 school year:

- 2- Pre/K Teacher (1 Certified, 1 Instructional Facilitator)
- 3- Kindergarten Teachers (1 TRT, 1 Instructional Facilitator until December, 1 vacancy)
- 3- First Grade Teachers (1 TRT, 1 certified, 1 vacancy, 1 student teacher)
- 3-Second Grade Teachers (3 certified)
- 3- Third Grade Teachers (1 MCL, 2 certified)
- 3- Fourth Grade Teachers (1 MCL, 2 certified, 1 Teacher Resident)
- 2- Fifth Grade Teachers (2 MCLs)
- 2- Specialized Unit Teachers (2 certified)
- 1- Inclusion/Resource Teacher (Certified)
- 1- Certified PE Coach
- 1- Certified Music Teacher
- 1- Library Clerk
- 3- Opportunity Culture Reach Associates
- 1- Opportunity Culture Teacher Resident
- 4- Special Education Aides
- 2- Prek aides

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

Staff Quality, Recruitment, and Retention Strengths

Ross is in the 4th year of the Opportunity Culture program with four MCLs and 2 TRTs. This consists of Multi-Classroom Lead teachers who build capacity with teachers by coaching, planning, co-teaching, analyzing data, and modeling with their coaching teams. Ross also has two Team Reach Teachers who will serve 50% more students, resulting in more students receiving instruction from data-proven, high-quality teachers. Opportunity Culture has allowed Ross to hire the best of the best.

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

Leadership will value individual teacher strengths and afford them the opportunity to have input in our student and school growth.

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

The administration and the leadership team's goal is to support teachers so they are able to manage teaching resources for intentional planning, data for re-teaching, and consistent

routines and processes in their classroom and campus-wide. Once teachers see the growth in their students, they will feel a sense of accomplishment.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There are three Instructional Facilitators. One in Pre-K, Kindergarten, and First grade. **Root Cause:** There is a teacher shortage.

Problem Statement 2: There are 5 new teachers on the campus this year. **Root Cause:** Two previous teachers relocated to another town and three teachers transferred to different positions in education. One teacher transferred to a different school.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

Ross currently uses the following programs:

- Guided Reading
- Guided Math
- LLI and DO the Math
- TEKS resource system
- My Math Academy and I-Ready
- Istation
- See Saw
- CHAMPS
- Schoology
- HMH
- Literature Circles (2nd-5th)
- MAP - Data
- Eduphoria
- 7-Mindsets
- District Resources

Curriculum, Instruction, and Assessment Strengths

Through Opportunity Culture, Ross has four MCLs (Multi-Classroom Leaders). All teachers at Ross will be assigned to an MCL for support to build capacity in teachers by co-teaching, planning, and modeling lessons. There are also two Team Reach Teachers (TRTs) who will serve 50% more students to reach a wider number of students with high-rigor lesson delivery. Our master schedule is allowing for one 90-minute PLC time per week for planning and data analysis, in addition to one additional 45-minute time for Relay Practice Clinics. This will give teachers the ability to create solid Tier 1 lessons, as well as solid reteach plans when students do not master concepts the first time it is taught.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There is a lack of Writing integrated throughout daily lessons in all content areas. **Root Cause:** Teachers have not been trained in creating engaging lessons integrating writing in both Reading and Math.

Problem Statement 2 (Prioritized): Lessons lack student voice and student choice. **Root Cause:** Teachers have not been trained in Blended Learning practices.

Parent and Community Engagement

Parent and Community Engagement Summary

Ross previously had a PTC, and this year now has a fully functional PTA.

Parent engagement activities consisted of:

- Meet the Teacher Night,
- Poppin for Expectations Night,
- Rams Open House,
- Fall Festival,
- Ramsgiving Night,
- Rams Resolutions,
- PS I love you for parents,
- Rams at Work Career Night

Parent and Community Engagement Strengths

There were eight family nights throughout the year. Ram of the Month parents were invited to lunch once a month to have lunch on the stage. The campus was open every Friday to parents to have lunch with their students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): This is the first year for Ross to have a fully functional PTA. **Root Cause:** Ross previously had a PTC who did not meet regularly and poor family engagement.

School Context and Organization

School Context and Organization Summary

Ross has an average of 408 - 420 students. Ross has 2 Pre-K classrooms with 1 aide in each. There will be 19 classroom teachers, 1 special education inclusion teacher, 2 SCC classrooms with two paraprofessionals each, 1 music teacher, 1 media specialist, and a coach with an aide. Dyslexia and 504 services, special education services, speech therapy, and SAS counseling are provided throughout the school year.

- The Instructional Leadership Team consists of one principal and one assistant principal, and 4 MCLs (Multi-Classroom Leaders).
- Campus site decisions are made through the CIT (Campus Improvement Team).
- We will meet as a professional learning community (PLC) for 90 minutes on Mondays. These will be run by the MCLs. The principal and AP will also engage in the PLC process as the instructional leaders of the campus. PLCs will focus solely on Planning, Data, and Reteach. Practice Clinics will be held during campus-wide intervention time.
- Teachers have a 45-minute conference every day.
- The MCLs will each meet with the principal once a week, plan with teachers weekly, and co-teach and model 50% of the week, therefore, reaching 100% of the students with strong, rigorous Tier 1 instruction.
- We have a 4th-grade Teacher Resident and three RAs. This gives the MCLs the ability to go into the other classrooms and co-teach, assist, model, and give feedback.
- Our class sizes range from 18-30 depending on how many students are enrolled.
- Re-teach time is built into the schedule through a dedicated intervention time or through guided reading and guided math.
- Campus Wide RTI Time is a scheduled 45-minute remediation time during the school day to reteach the whole group and pull small groups of students for reading and/or math intervention.
- All K-5 classrooms schedule 90 minutes for ELAR and math.
- All classes attend PE three days a week for 45 minutes, library, and music are scheduled one day per week for 45 minutes.
- Committees for Attendance, Safety, AVID, Leadership, RTI, Parent and Community Engagement, are Scheduled.
- Students and teachers will use data charts to track their learning and determine where they need intervention.
- Grade-level teams, vertical teams, etc. will be pulled for their own re-teach professional development.
- We will use CHAMPS as our school-wide discipline plan.
- Our campus goals focus on GROWTH and are discussed at every morning assembly. Classroom goals will be posted in every classroom and each student will track their own data from Unit Assessments.
- We will use Unit Assessments, MAP, Interim assessments, and Benchmarks to determine the progress of each student.
- This is the 4th year Ross is implementing Opportunity Culture with 4 Multi-Classroom Leaders. These MCLs will receive a heavy stipend to coach, plan, and guide a grade-level team. Each MCL Team will have a Reach Associate or Teacher Resident who is either in an educational program or seeking to be in the education field. There will also be 2 Team Reach Teachers who serve 50% more students other than their classroom students. Ross will have a total of 6 new classroom teachers on campus. The goal is to build capacity within our teachers, in turn, reaching more students with highly effective, data-proven instruction.
- The MCLs will each meet with the principal once a week, plan with teachers weekly, and co-teach and model 50% of the week, therefore, reaching 100% of the students with strong, rigorous Tier 1 instruction.

School Context and Organization Strengths

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

The 3rd-grade MCL will coach her 3rd-grade team and the Kindergarten team with a Reach Associate to provide the release time.

The 4th-grade MCL will coach her 4th-grade team with a Teacher Resident to provide the release time.

The 5th-grade Math MCL will coach the 2nd-grade team and two Special Education teachers with a Reach Associate to provide the release time.

The 5th grade ELAR MCL will coach the 1st-grade team and the two PreK teachers with a Reach Associate to provide the release time.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): We have a new teacher in Kindergarten and a vacancy. **Root Cause:** There was an Instructional Facilitator last year and a teacher who moved away.

Problem Statement 2 (Prioritized): We have a new teacher in First grade and a vacancy. **Root Cause:** A previous First-grade teacher moved into the curriculum department and another that moved up to 3rd grade.

Problem Statement 3 (Prioritized): Ross does not have any parents or community members actively engaged in the site-based decision-making team. **Root Cause:** CIT has not been fully functioning as it should be.

Technology

Technology Summary

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

- All teachers received training from the district on the use of See Saw (K-2) and Schoology (3-5).
- Teachers use apps such as Kahoot It and Ed Puzzle to engage students and will receive more training from our Technology Instructional Specialist.
- Ross has an MCL that is also on the district's Techy Tribe and she supports teachers on campus.
- Every campus is assigned a Campus Technology Instructional Specialist.
- Every classroom teacher has a Promethean Board in their classroom.

Technology Strengths

All students will receive a device at school.

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

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

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers struggle with creating interactive assignments in Schoology and SeeSaw. **Root Cause:** The teachers at Ross Elementary need more support in creating online assignments.

Priority Problem Statements

Problem Statement 1: According to the NWEA MAPS vertical data, Second-grade growth dropped in Math from 80% growth in 2022 to 30% growth in 2023.

Root Cause 1: Two of the three 2nd-grade teachers were new to the grade level and struggled with tier 1 instruction and classroom management.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: According to the NWEA MAPS vertical data, Second-grade growth dropped in Reading from 65% growth in 2022 to 39% growth in 2023.

Root Cause 2: Two of the three 2nd-grade teachers were new to the grade level and struggled with tier 1 instruction and classroom management.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Only 33% of the third-grade students at Ross Met or Exceeded their Math MAPS Growth Goal and did not meet the 50% national standard of growth on the NWEA MAP assessment.

Root Cause 3: The teacher struggled with differentiating instruction and tutoring was not effective.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: At the end of the 2022-2023 school year, Ross was at a 92.40% attendance rate, below the 94.50% district goal.

Root Cause 4: Families struggle with absence patterns and tend to use basic illnesses as a barrier.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a lack of Writing integrated throughout daily lessons in all content areas.

Root Cause 5: Teachers have not been trained in creating engaging lessons integrating writing in both Reading and Math.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Ross does not have any parents or community members actively engaged in the site-based decision-making team.

Root Cause 6: CIT has not been fully functioning as it should be.

Problem Statement 6 Areas: School Context and Organization

Problem Statement 7: We have a new teacher in First grade and a vacancy.

Root Cause 7: A previous First-grade teacher moved into the curriculum department and another that moved up to 3rd grade.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: We have a new teacher in Kindergarten and a vacancy.

Root Cause 8: There was an Instructional Facilitator last year and a teacher who moved away.

Problem Statement 8 Areas: School Context and Organization

Problem Statement 9: According to the Panorama Student School Connectedness Survey, School Climate is 61% favorable and 40% of the 3rd-5th grade students at Ross Elementary think the behavior of other students hurts their learning.

Root Cause 9: Students lack confidence and the ability to encourage their peers.

Problem Statement 9 Areas: School Culture and Climate

Problem Statement 10: There are three Instructional Facilitators. One in Pre-K, Kindergarten, and First grade.

Root Cause 10: There is a teacher shortage.

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

Problem Statement 11: Lessons lack student voice and student choice.

Root Cause 11: Teachers have not been trained in Blended Learning practices.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: This is the first year for Ross to have a fully functional PTA.

Root Cause 12: Ross previously had a PTC who did not meet regularly and poor family engagement.

Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 13: According to the Panorama Student School Connectedness Survey, School Safety is 53% favorable, and 69% of the 3rd-5th grade students at Ross Elementary think it is likely that someone from the school will bully them online.

Root Cause 13: Students lack the ability to self-manage during group collaboration when the teacher is pulling small groups.

Problem Statement 13 Areas: School Culture and Climate

Problem Statement 14: Teachers struggle with creating interactive assignments in Schoology and SeeSaw.

Root Cause 14: The teachers at Ross Elementary need more support in creating online assignments.

Problem Statement 14 Areas: Technology

Problem Statement 15: Fifth-grade STAAR ELAR scores vertically dropped from 37% Meets in 4th grade to 35% Meets in 5th grade during 2023.

Root Cause 15: This was the first year in 5th grade for the ELAR teacher.

Problem Statement 15 Areas: Student Achievement

Problem Statement 16: Third-grade STAAR ELAR scores vertically dropped from 18% Masters in 2022 to 16% Masters while in 4th grade during 2023.

Root Cause 16: A new teacher was hired in October and the grade level was departmentalized in December.

Problem Statement 16 Areas: Student Achievement

Problem Statement 17: Third-grade STAAR ELAR scores vertically dropped from 41% Meets in 2022 to 40% Meets while in 4th grade during 2023.

Root Cause 17: A new teacher was hired in October and the grade level was departmentalized in December.

Problem Statement 17 Areas: Student Achievement

Problem Statement 18: The Economically Disadvantaged student rate increased from 70% In 2022 to 76% in 2023.

Root Cause 18: Ross is located across from Sherwood Park and has a high mobility rate.

Problem Statement 18 Areas: Demographics

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: The percentage of students in K-5 achieving or exceeding their Math RIT growth goals will increase from 63% to 68% by May 2024.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAPS BOY, MOY, and EOY scores





Walk-Throughs and Feedback

PLCs (Planning and Data-Driven Instruction)

Practice Clinics

On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
Strategy 1: In accordance with district initiatives, scope and sequence, and ECISD-approved curriculum, our MCLs, and their team teachers will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement. Strategy's Expected Result/Impact: Students will be allowed to participate in a variety of learning experiences that allow for high accountability and engagement. Staff Responsible for Monitoring: Teachers (classroom and special area) Campus Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: All K-5 Ross teachers will implement the instructional frameworks for ELAR and Math using the district-approved curriculum resources that meet the learning needs of all students while ensuring all students have equitable access to rigorous resources aligned to the TEKS. Math and Reading planning will be supported by MCLs and there will be weekly Practice Clinics.</p> <p>Strategy's Expected Result/Impact: K-5 students will be reading on grade level or above by the end of their grade as well as meet on grade level or above math MAP targets.</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal MCLs</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: The percentage of students in K-5 achieving or exceeding their Reading RIT growth goals will increase from 59% to 64% by May 2024.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAPS BOY, MOY, and EOY scores





Walk-Throughs and Feedback

Tutoring Outcomes (data)

PLCs (Planning and Data-Driven Instructions)

Practice Clinics

On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
Strategy 1: Teachers will plan engaging lessons following Relay practices by focusing on the standards using TEKS Resource System and Lead4ward resources. Strategy's Expected Result/Impact: Lesson Plans are engaging MAPS scores will improve Staff Responsible for Monitoring: MCLs (Multi-Classroom Leaders) Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All teachers will monitor student progress on istation. Strategy's Expected Result/Impact: Targeted Reading intervention and Reading fluency will improve. Staff Responsible for Monitoring: Administrators MCLs Teachers	Formative			Summative
	Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: By May 2024, 44% of students will perform at the MEETS level in 3rd-5th Math STAAR.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Walk-Throughs and Feedback

Tutoring Outcomes (data)

PLCs (Planning and Data-Driven Instructions)

Practice Clinics

On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
Strategy 1: The 3rd - 4th MCLs will support teachers in successful classroom practices incorporating analyzing word problems. Strategy's Expected Result/Impact: The Opportunity Culture MCL will support the classroom teacher in improving classroom practices which will lead to student improvement. Staff Responsible for Monitoring: Administration MCLs	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs. Strategy's Expected Result/Impact: Reading intervention will be effective and student Reading scores will improve. Staff Responsible for Monitoring: Administration MCLs	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: By May 2024, 44% of students will perform at the MEETS level in 3rd-5th Reading STAAR.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Walk-Throughs and Feedback

Tutoring Outcomes (data)

PLCs (Planning and Data-Driven Instructions)

Practice Clinics

On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
Strategy 1: Ross will use Opportunity Culture to provide teachers personalized professional learning in all grade levels. This will occur in the form of coaching, co-teaching, co-planning, and real-time feedback given by the Multi-Classroom Leaders (MCLs). Strategy's Expected Result/Impact: Academic Growth in Domains 2 and 3 on STAAR. MAPS data will improve Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Practice Clinics will be embedded in the Master schedule to allow for time to practice and improve teacher skills. Strategy's Expected Result/Impact: Teachers will be more confident and student engagement will improve. Staff Responsible for Monitoring: Administration MCLs TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Tutoring will be provided before, during, and after school. Strategy's Expected Result/Impact: Increase in student achievement toward growth goals and filling individual student gaps. Staff Responsible for Monitoring: Administration Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.





Performance Objective 1: The percentage of Kindergarten-2nd grade students reading on grade level according to Levels 5, 4, and 3 on istation will increase from 50% to 60%.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: istation data
BOY, MOY, EOY MAP data
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be supported and coached to strengthen their tier 1 instruction as well as planning quality intervention personalized to student's specific needs. Strategy's Expected Result/Impact: The percentage of kindergarten students reading at or above grade level will improve. Staff Responsible for Monitoring: MCLs Teachers Administrators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Kindergarten teachers will take weekly running records during Guided Reading small group to guide fluency practice for students. Strategy's Expected Result/Impact: The percentage of Kindergarten students reading at or above grade level will improve. Staff Responsible for Monitoring: MCLs Teachers Administrators ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>					

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 64% of K-2nd grade students will show growth on their Reading MAPS Assessment.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: BOY, MOY, EOY MAP data

Lesson plans





Walk-Throughs and Feedback

Tutoring Outcomes (data)

PLCs (Planning and Data-Driven Instructions)

Practice Clinics

On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be supported and coached to strengthen their tier 1 instruction as well as planning quality intervention personalized to student's specific needs. Strategy's Expected Result/Impact: The percentage of First grade students reading at or above grade level will improve. Staff Responsible for Monitoring: MCLs Teachers Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: First grade teachers will take weekly running records during Guided Reading small group to guide fluency practice for students. Strategy's Expected Result/Impact: The percentage of First grade students reading at or above grade level will improve. Staff Responsible for Monitoring: MCLs Teachers Administrators	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: 60% of 3rd-grade students will show growth on their Reading MAP Assessment.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: BOY, MOY, EOY MAP data

Lesson plans





Walk-Throughs and Feedback

Tutoring Outcomes (data)

PLCs (Planning and Data-Driven Instructions)

Practice Clinics

On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be supported and coached to strengthen their tier 1 instruction as well as planning quality intervention personalized to student's specific needs. Strategy's Expected Result/Impact: The percentage of Second grade students reading at or above grade level will improve. Staff Responsible for Monitoring: MCLs Teachers Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Second grade teachers will take weekly running records during Guided Reading small group to guide fluency practice for students. Strategy's Expected Result/Impact: The percentage of Second grade students reading at or above grade level will improve. Staff Responsible for Monitoring: MCLs Teachers Administrators	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: 40% of 3rd-grade students will perform at the Meets level on their Reading STAAR Assessment.





HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources:

istation data
Short-Cycle Assessment data
BOY, MOY, EOY MAP data
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
Strategy 1: Teachers will track 3rd grade student scores by comparing them to their 2nd grade scores as a baseline to ensure students are making progress. Strategy's Expected Result/Impact: Teachers will be able to determine which students need intervention. Staff Responsible for Monitoring: MCLs Teachers Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Tutoring will be provided before, during, and after school. Strategy's Expected Result/Impact: The percentage of Third grade students reading at or above grade level will improve. Staff Responsible for Monitoring: MCLs Teachers Administrators	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: 100% of 3rd-5th grade students will utilize AVID planners to improve college, career, and military readiness.

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Student Writing Folders

Lesson Plans

Student Planners

Strategy 1 Details	Reviews			
Strategy 1: Students in 3rd, 4th, and 5th will utilize binders to help them with their organizational skills. Strategy's Expected Result/Impact: Students will be more successful with organization when working independently. Staff Responsible for Monitoring: Teachers Administration	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will identify in their lesson plans which AVID W.I.C.O.R skill is being targeted in each student activity. Strategy's Expected Result/Impact: Teachers will plan for all parts of W.I.C.O.R. Staff Responsible for Monitoring: Teachers MCLs Administrators	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Ross will utilize SEL-focused strategies to increase school connectedness on Panorama Data from 67% to 75%.





Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Increased Attendance

Panorama Data

7 Mindsets data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will give daily S.E.L lessons using the 7 mindsets. Strategy's Expected Result/Impact: Students will feel encouraged to take academic risks in the classroom. Staff Responsible for Monitoring: Teachers Counselor Administration	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. Strategy's Expected Result/Impact: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. Staff Responsible for Monitoring: Counselor Teachers Administrations TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Ross will improve student daily attendance from 92.4% to 95%.

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Ross Facebook, Website, and Twitter

SchoolStatus

Volunteer Program (VOLY)

Teacher/Parent Conferences

Monthly Newsletters

Community Partnerships

Strategy 1 Details	Reviews			
Strategy 1: Ross will hold student and campus celebrations when the 95% attendance goal is reached. Strategy's Expected Result/Impact: Students and parents will be encouraged and motivated to be at school. Staff Responsible for Monitoring: PTA Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Student and campus attendance celebrations will be shared via social media. Strategy's Expected Result/Impact: Parents will be supportive of improving student attendance. Staff Responsible for Monitoring: Teachers Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Addendums

ROSS Elementary Historical Data

Ross Elementary Ethnic Distribution					
	2019-2020	2020-2021	2021-2022	2022-2023	Current Year
White	137	114	109	99	24%
Hispanic	264	213	218	255	63%
Black or African American	32	28	25	27	7%
Asian	1	3	4	5	1%
American Indian or Alaska Native	3	3	2	1	0%
Native Hawaiian or Other Pacific Islander	3	5	8	4	1%
Two or more races	12	14	16	17	4%

Ross Attendance %	
2020 - 2021	93%
2021 - 2022	92%
2022-2023	92.4%

Special Education %		
Year	Sped #	Sped %
2019	73	17%
2020	80	18%
2021	65	17%
2022	54	14%
2023	74	18.13%

Economically Disadvantaged %			
Year	Total	Economically Disadvantaged	Percent
2019	427	295	69%
2020	452	282	62%
2021	380	256	67%
2022	382	267	70%
2023	408	310	76%

Student Mobility Rate		
Year	# of Mobile Student	Mobility Rate
2018	80	21%
2019	94	22%
2020	116	27%
2021	116	32%
2022	63	19%
2023	88	24%

ELL Percentage		
Year	ELL #	ELL %
2019	7	2%
2020	13	3%
2021	7	2%
2022	11	3%
2023	13	3.18%

Discipline	
Year	# of Referrals
2019	546
2020	147
2021	46
2022	41
2023	73

Staff Retention Rate

087 Retention Rates	2020 - 2021	2021 - 2022	2022 - 2023
Ross	48%	61%	82%
District	85%	79%	76%

Historical Enrollment at Ross Elementary						
Grade	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
PreK	0	0	0	28	22	34
KG	62	64	76	61	60	51
1	55	67	75	55	59	66
2	65	67	73	58	53	62
3	64	73	74	54	52	62
4	68	66	78	58	77	57
5	77	90	76	66	59	76
All	391	427	452	380	382	408

3rd Math

	Students	Approach	Meet	Masters
2019	74	41%	8%	0%
2021	58	38%	20%	2%
2022	49	70%	32%	12%
2023	56	50%	25%	7%

3rd Reading

	Students	Approach	Meets	Masters
2019	74	43%	14%	4%
2021	58	54%	28%	6%
2022	49	66%	46%	18%
2023	57	63%	28%	5%

4th Math

	Students	Approach	Meet	Masters
2019	67	30%	9%	0%
2021	48	33%	15%	11%
2022	71	53%	32%	7%
2023	59	69%	42%	20%

4th Reading

	Students	Approach	Meets	Masters
2019	66	41%	17%	6%
2021	49	55%	19%	9%
2022	71	66%	37%	12%
2023	58	74%	40%	16%

5th Math

	Students	Approach	Meet	Masters
2019	95	55%	22%	7%
2021	65	62%	32%	10%
2022	56	54%	25%	13%
2023	77	74%	36%	9%

5th Reading

	Students	Approach	Meets	Masters
2019	95	60%	28%	12%
2021	65	55%	20%	5%
2022	56	73%	41%	29%
2023	77	70%	35%	13%

5th Science

	Students	Approach	Meet	Masters
2019	93	45%	13%	6%
2021	65	42%	12%	3%
2022	56	52%	21%	2%
2023	77	37%	18%	5%

Cohort Vertical reflections: (Gains)

3rd Math was 32% meets and increased to 42% meets in 4th (+ 10)

3rd Math was 12% Masters and increased to 20% masters in 4th (+ 8)

4th Math was 53% approaches and increased to 74% approaches in 5th (+ 21)

4th Math was 32% meets and increased to 36% meets in 5th (+ 4)

4th Math was 7% masters and increased to 9% masters in 5th (+ 2)

3rd Reading was 66% approaches and increased to 74% approaches in 4th (+ 8)

4th Reading was 66% approaches and increased to 70% approaches in 5th (+ 4)

4th Reading was 12% masters and increased to 13% masters in 5th (+1)

Total: + 58

Cohort Vertical reflections: (Losses)

3rd Math was 70% approaches and decreased to 69% approaches in 4th (-1)

3rd Reading was 46% meets and decreased to 40% meets in 4th (- 6)

3rd Reading was 18% masters and decreased to 16% masters in 4th (- 2)

4th Reading was 37% meets and decreased to 35% meets in 5th (- 2)

Total: - 11

23-24 Cohort Goals:

4th Math more than 50/25/7

4th Reading more than 63/28/5

5th Math more than 69/42/20

5th Reading more than 74/40/16

5th Science more than 36/18/5

3rd Math more than 50/25/7

3rd Reading more than 63/28/5

Ross Elementary MAPS Growth %								
	Math			Reading			Science	
	2022	2023		2022	2023		2022	2023
Kinder	84	78		61	73			
First	80	83		65	60			
Secon	58	30		30	39			
Third	52	33		40	72		33	63
Fourth	52	80		65	70		69	61
Fifth	61	74		65	40		77	57
Total:	65	63		54	59		60	60

MAPS Campus Total	
2022	60
2023	61

23-24 Cohort Goals:

Kinder Math more than 78
 Kinder Reading more than 73
 First Math more than 78
 First Reading more than 73
 Second Math more than 83
 Second Reading more than 60
 Third Math more than 30
 Third Reading more than 39
 Fourth Math more than 33
 Fourth Reading more than 72
 Fifth Math more than 80
 Fifth Reading more than 70

3rd Science more than 63
 4th Science more than 63
 5th Science more than 57

Panorama Data: 2022-2023

Connectedness Indicator

Based on 187 responses

How have results changed over time?

Percent Favorable

