

Ector County Independent School District
Gonzales Elementary
2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

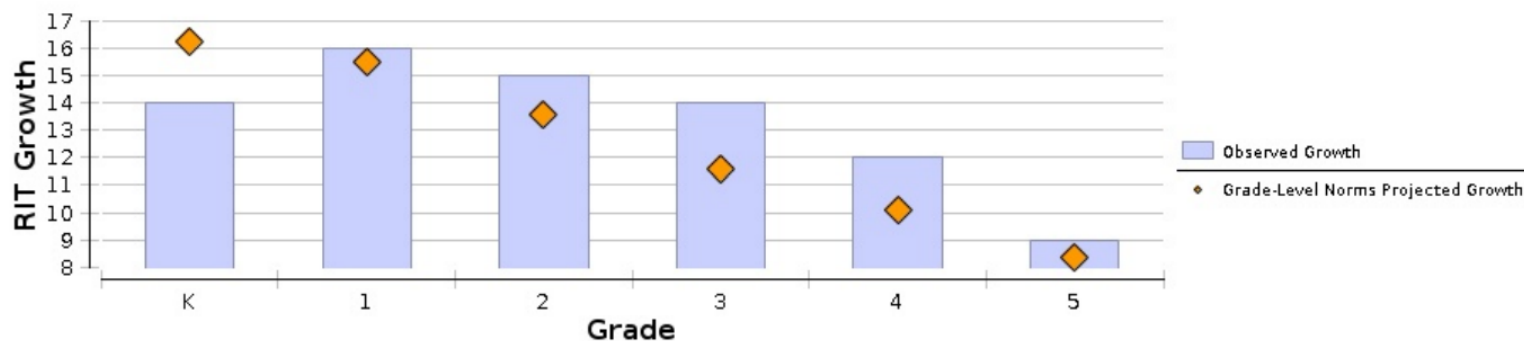
MAP Data EOY 21-22

Gonzales Elementary School

Math: Math K-12

		Comparison Periods							Growth Evaluated Against							
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	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
K	56	140.9	10.6	60	155.1	11.1	43	14	0.8	16.2	-0.98	16	56	23	41	33
1	63	156.9	11.0	30	172.8	11.0	33	16	0.8	15.5	0.18	57	63	35	56	52
2	73	171.8	12.9	29	186.8	16.5	38	15	1.1	13.6	0.69	75	73	40	55	61
3	61	181.6	12.7	12	196.0	14.6	25	14	0.9	11.6	1.45	93	61	42	69	67
4	68	197.5	14.8	38	209.1	15.8	46	12	1.0	10.1	0.80	79	68	39	57	59
5	60	202.7	15.9	19	211.4	17.9	21	9	0.9	8.4	0.15	56	60	31	52	48

Math: Math K-12



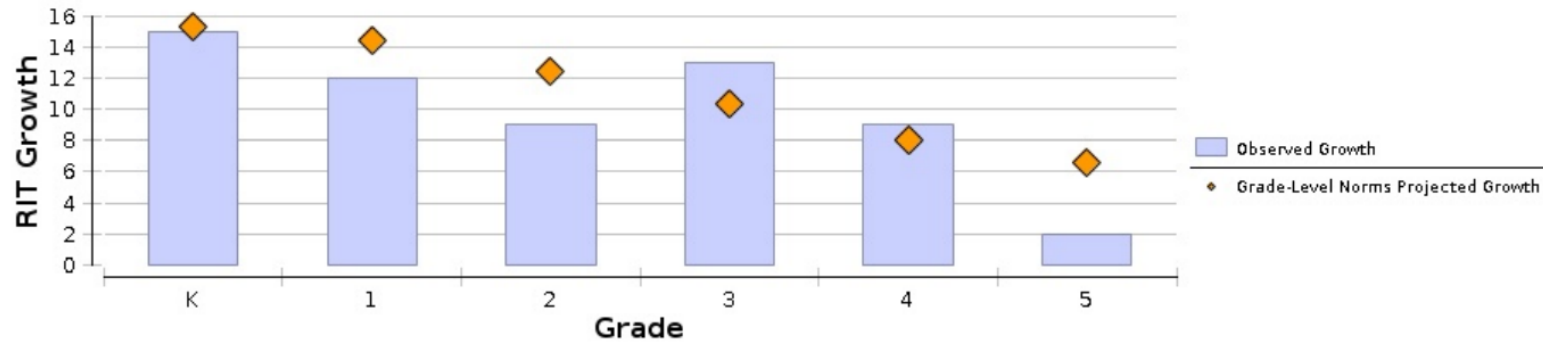
Gonzales Elementary School

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of	Mean RIT	Standard Deviation	Achievement Percentile	Mean RIT	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School	School Conditional Growth	School Conditional Growth SE	Number of Students With	Number of Students Who Met Their	Percentage of Students Who Met Their	Student Median Conditional

	Growth Events‡	Score	Deviation	Percentile	Score	Deviation	Percentile	Growth	SE	Growth	Growth Index	Growth Percentile	Growth Projections	Inner Growth Projection	Who Met Growth Projection	Growth Percentile
K	56	136.9	8.5	52	151.7	10.7	48	15	1.1	15.3	-0.22	41	56	24	43	41
1	63	153.2	11.4	31	165.5	12.5	21	12	0.8	14.4	-0.91	18	63	20	32	39
2	74	166.8	13.3	20	175.9	13.8	10	9	0.9	12.5	-1.45	7	74	26	35	30
3	61	181.0	15.3	22	194.4	13.0	37	13	1.5	10.3	1.56	94	61	38	62	59
4	72	193.5	14.9	33	202.3	12.7	38	9	1.3	8.1	0.39	65	72	41	57	57
5	61	199.0	13.8	22	201.3	16.1	9	2	1.1	6.6	-2.32	1	61	21	34	27

Language Arts: Reading

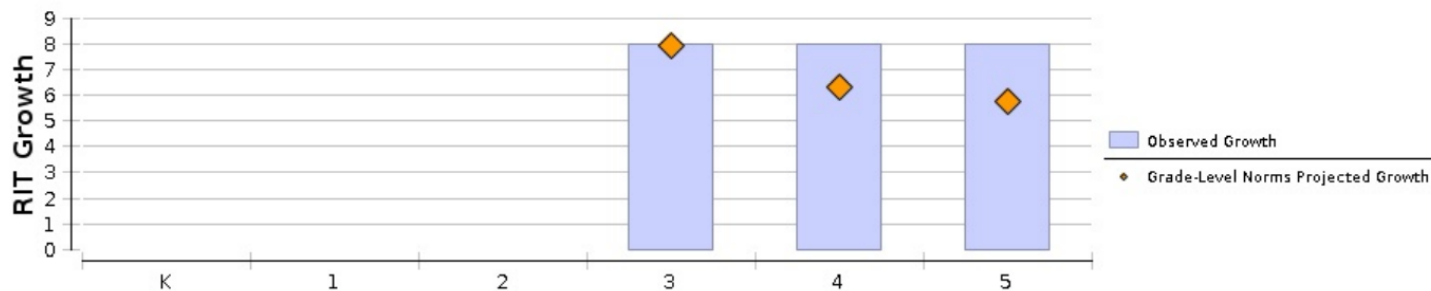


Gonzales Elementary School

Science: Science K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods							Growth Evaluated Against							
		Fall 2021			Spring 2022			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
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	59	185.4	10.7	34	193.2	9.0	34	8	1.3	7.9	-0.06	47	59	24	41	40
4	72	193.9	9.3	45	201.8	11.0	56	8	1.1	6.3	0.83	80	72	47	65	65
5	59	197.4	10.8	31	205.3	13.3	46	8	1.0	5.7	1.09	86	59	37	63	63

Science: Science K-12



Grade

3rd Grade STAAR

	May 2022 STAAR Reading, Grade 3							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
GONZALES ELEM SCHOOL	74	19	1386	57.18%	64.86%	33.78%	10.81%	05/01/22
Economic Disadvantage	50	18	1364	53.84%	62%	26%	6%	05/01/22
Black/African American	4	26	1501	75%	100%	50%	25%	05/01/22
Hispanic	53	18	1367	53.94%	60.38%	28.3%	5.66%	05/01/22
Two or More Races	1	13	1278	38%	0%	0%	0%	05/01/22
White	16	22	1427	64.63%	75%	50%	25%	05/01/22
Currently Emergent Bilingual	5	14	1286	39.80%	40%	0%	0%	05/01/22
Special Ed Indicator	13	17	1339	49.08%	46.15%	15.38%	7.69%	05/01/22

	May 2022 STAAR Mathematics, Grade 3							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
GONZALES ELEM SCHOOL	74	16	1365	51.26%	52.7%	22.97%	4.05%	05/01/22
Economic Disadvantage	50	15	1349	48.38%	48%	16%	6%	05/01/22
Black/African American	4	20	1436	62.25%	100%	25%	25%	05/01/22
Hispanic	53	15	1347	48.26%	47.17%	16.98%	3.77%	05/01/22
Two or More Races	1	13	1304	41%	0%	0%	0%	05/01/22
White	16	19	1410	59.06%	62.5%	43.75%	0%	05/01/22
Currently Emergent Bilingual	5	13	1295	40.20%	20%	0%	0%	05/01/22
Special Ed Indicator	13	12	1284	37.62%	23.08%	7.69%	0%	05/01/22

4th Grade STAAR

	May 2022 STAAR Reading, Grade 4							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
GONZALES ELEM SCHOOL	74	23	1501	64%	64.86%	41.89%	24.32%	05/01/22
Economic Disadvantage	45	22	1479	60.73%	64.44%	37.78%	17.78%	05/01/22

Black/African American	4	19	1433	53.50%	50%	50%	0%	05/01/22
Hispanic	54	23	1498	63.67%	64.81%	40.74%	27.78%	05/01/22
Two or More Races	1	28	1569	78%	100%	100%	0%	05/01/22
White	15	24	1524	67.07%	66.67%	40%	20%	05/01/22
Currently Emergent Bilingual	4	22	1469	59.75%	50%	25%	25%	05/01/22
Special Ed Indicator	12	15	1354	40.17%	8.33%	0%	0%	05/01/22

	May 2022 STAAR Mathematics, Grade 4							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
GONZALES ELEM SCHOOL	74	20	1530	59.39%	67.57%	39.19%	20.27%	05/01/22
Economic Disadvantage	45	19	1512	56.38%	64.44%	35.56%	17.78%	05/01/22
Black/African American	4	15	1433	44.25%	50%	25%	0%	05/01/22
Hispanic	54	20	1526	58.85%	66.67%	37.04%	22.22%	05/01/22
Two or More Races	1	27	1645	79%	100%	100%	0%	05/01/22
White	15	22	1563	64.07%	73.33%	46.67%	20%	05/01/22
Currently Emergent Bilingual	4	16	1446	46.50%	50%	0%	0%	05/01/22
Special Ed Indicator	12	13	1405	38.83%	25%	8.33%	0%	05/01/22

Student Learning Strengths

End of year MAP scores show acceptable growth in grades 1-4 in Mathematics.

Reading MAP scores show strength in 3rd grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Primary MAP scores show a deficit in READING. **Root Cause:** Teachers are not using district resources and framework with fidelity.

Problem Statement 2: Math scores in STAAR tested grade levels are below district performance levels. **Root Cause:** Math instruction lacks rigor and reflects a lack of backwards planning

Priority Problem Statements

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: By May 2023, 70% of K-5th students will reach their individual RIT Growth scores in MAP Math.





High Priority

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: NWEA BOY, MOY, EOY reports

Strategy 1 Details	Reviews			
Strategy 1: Gonzales staff will conduct PLCs using the DDI process to disaggregate MAP data after each administration. Strategy's Expected Result/Impact: Over 50% of our Kindergarten students will meet their growth goal for the year. Staff Responsible for Monitoring: Teachers, Leadership Team Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Online tutoring (1 hour weekly) will be given to 3rd - 5th grade students who are performing below grade level. Strategy's Expected Result/Impact: MAP growth, higher number of students reaching projected growth goal Staff Responsible for Monitoring: Teachers, Leadership team	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Parent Engagement committee will plan academic nights focused on engaging families in math activities and training parents as to the importance of TEKS and student performance. Strategy's Expected Result/Impact: Parents will have a heightened awareness of math expectations and student	Formative			Summative
	Oct	Jan	Mar	May

<p>data.</p> <p>Staff Responsible for Monitoring: Parent engagement team, leadership</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>				
	<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 2: By May 2023, 70% of K-5th students will reach their individual RIT Growth scores in MAP Reading.





High Priority

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: NWEA BOY, MOY, EOY reports

Strategy 1 Details	Reviews			
Strategy 1: Gonzales will implement a schedule for grade levels to dedicate to LLI instruction for students performing below grade level. Strategy's Expected Result/Impact: MAP growth, increased number of students reaching projected growth goals. Staff Responsible for Monitoring: Teachers, leadership Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive training in order to implement appropriate grouping practices using Istation and MAP Data. After initial training, teachers will review data monthly and make changes to small groups as needed. Strategy's Expected Result/Impact: Students will receive focused instruction during small group reading Staff Responsible for Monitoring: Teachers, leadership Problem Statements: Student Achievement 1, 2 Funding Sources: Stipends to give teachers for Saturday PD - Title One School-wide - \$5,800	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Parent engagement committee will plan academic nights for families with a focus on literacy slow and building awareness of ELAR TEKS and student progress. Strategy's Expected Result/Impact: Parents will gain a Heightened awareness of literacy expectations for students. Staff Responsible for Monitoring: Parent engagement committee, teachers, leadership Problem Statements: Parent and Community Engagement 1 Funding Sources: Supplies for academic night r - Title One School-wide - \$750	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 2023, 55% of students in 3rd - 5th grade will reach STAAR Meets/maternal in Math.

High Priority





Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: STAAR DATA at EOY

Monitor MAP and Istation Math, SCA, CBA

Strategy 1 Details	Reviews			
Strategy 1: PLC meetings will be conducted using the DDI process with fidelity. Emphasis will be placed on creating Meaningful reteach opportunities based on student performance of SCAs. Strategy's Expected Result/Impact: Teachers will be able to enhance their lesson delivery through planning and practice. Staff Responsible for Monitoring: Teachers, leadership team Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus curriculum coach will support departmentalized math teachers in grades 3 through 5 and using district resources and planning using district math framework. Strategy's Expected Result/Impact: Leadership team will be able to build capacity and our instructional staff. Staff Responsible for Monitoring: Instructional coach, administrators Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Online tutoring service will be provided to students who are performing below grade level on MAP assessment. Strategy's Expected Result/Impact: Students will receive targeted instruction and show progress on targeted TEKS Staff Responsible for Monitoring: Teachers, instructional coach, administrators Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: A part time tutor will be hired to provide small group instruction to selected students needing targeted intervention from 3rd - 5th grade. Strategy's Expected Result/Impact: With focused intervention, students receiving tutoring will gain progress in STAAR performance. Staff Responsible for Monitoring: Leadership Problem Statements: Student Achievement 1, 2	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 4: By May 2023, 55% of students in 3rd - 5th grade will reach STAAR Meets/matrs in Reading.

High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: STAAR DATA at EOY

Monitor MAP and Istation, SCA, CBA

Strategy 1 Details	Reviews			
Strategy 1: . Online tutoring will be provided to students who are performing below grade level. Tutoring will be offered to provide small group instruction to selected students needing targeted intervention from 3rd - 5th grade. Strategy's Expected Result/Impact: With focused intervention, students receiving tutoring will gain progress in STAAR performance. Staff Responsible for Monitoring: Leadership Problem Statements: Student Achievement 1, 2 Funding Sources: Tutoring pay - Title One School-wide - \$6,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Staff will Engage in the DDI process during PLC meetings weekly. Focus will be placed on creating high-quality tier 1 instruction. Strategy's Expected Result/Impact: Teachers will be able to effectively plan for instruction. Staff Responsible for Monitoring: Teachers, instructional coach, administrators Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Gonzales will implement a schedule for grade levels to dedicate to LLI instruction for students performing below grade level. We will utilize all available staff members to pull small groups for LLI instruction. Strategy's Expected Result/Impact: MAP growth, increased number of students reaching projected growth goals. Staff Responsible for Monitoring: Teachers, leadership Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></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 5: Gonzales Elementary's attendance will increase from 90.6% to 93% in 2023.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Daily attendance reports from Kinvo and School Status

Strategy 1 Details	Reviews			
Strategy 1: Gonzales will create an attendance team to promote good attendance and plan incentives for recognition. Strategy's Expected Result/Impact: Students will be motivated to attend school regularly. Staff Responsible for Monitoring: Attendance team members, leadership Problem Statements: School Culture and Climate 1 Funding Sources: Student incentives - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><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: By EOY MAP assessment, 50% of Kindergarten students will meet or exceed their projected growth goals.

High Priority

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: MAP reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs

Strategy 1 Details	Reviews			
Strategy 1: Leadership team (Instructional coach and Administrators) will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Teachers will be able to plan and deliver lessons effectively. Staff Responsible for Monitoring: Leadership Team, teachers Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. Strategy's Expected Result/Impact: Student progress and growth in MAP and ISTATION Staff Responsible for Monitoring: Teachers, leadership team Problem Statements: Student Achievement 1	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 2: By EOY MAP assessment, 50% of 1st grade students will meet or exceed their projected growth goals.

High Priority

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%

Strategy 1 Details	Reviews			
Strategy 1: Leadership team (Instructional coach and Administrators) will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Teachers will be able to plan and deliver lessons effectively. Staff Responsible for Monitoring: Leadership Team, teachers Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. Strategy's Expected Result/Impact: Student progress and growth in MAP and Istation Staff Responsible for Monitoring: Teachers, leadership team Problem Statements: Student Achievement 1	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: By EOY MAP assessment, 50% of 2nd grade students will meet or exceed their projected growth goals.

High Priority

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: MAP reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs

Strategy 1 Details	Reviews			
Strategy 1: Leadership team (Instructional coach and Administrators) will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Teachers will be able to plan and deliver lessons effectively. Staff Responsible for Monitoring: Leadership Team, teachers Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. Strategy's Expected Result/Impact: Student progress and growth in MAP and ISTATION Staff Responsible for Monitoring: Teachers, leadership team Problem Statements: Student Achievement 1	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: By EOY MAP assessment, 50% of 3rd grade students will meet or exceed their projected growth goals.

High Priority

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: MAP reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs

Strategy 1 Details	Reviews			
Strategy 1: Leadership team (Instructional coach and Administrators) will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Teachers will be able to plan and deliver lessons effectively. Staff Responsible for Monitoring: Leadership Team, teachers Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. Strategy's Expected Result/Impact: Student progress and growth in MAP and ISTATION Staff Responsible for Monitoring: Teachers, leadership team Problem Statements: Student Achievement 1	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 5: 50% or greater of our 3rd Grade students will perform at the Meets Level on STAAR 2023.

High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: STAAR data, SCA, Istation Growth, MAP Growth.

Strategy 1 Details	Reviews			
Strategy 1: Leadership team (Instructional coach and Administrators) will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Teachers will be able to plan and deliver lessons effectively. Staff Responsible for Monitoring: Leadership Team, teachers Problem Statements: Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. Strategy's Expected Result/Impact: Student progress and growth in MAP and ISTATION Staff Responsible for Monitoring: Teachers, leadership team Problem Statements: Student Achievement 1	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: Staff will take measures to build relationships with students and families through communication and goal setting with families three times a year.

High Priority

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%, 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 data folders, SchoolStatus reports, parent conference agendas

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conduct individual goal setting meetings with each student to establish academic goals and establish a data folder with that student. Strategy's Expected Result/Impact: Through initial goal setting and regular feedback and monitoring, teachers will empower students to understand their areas of weakness and celebrate their successes while building trust and rapport with each other. Staff Responsible for Monitoring: Classroom teachers, Leadership Team	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will communicate with families through 2 formal conferences and regular two way communication throughout the 2022-2023 school year. Strategy's Expected Result/Impact: By making the commitment to regular communication and planning for productive formal conferences, teachers can build trust and rapport with parents. In turn, support for the campus will grow. Staff Responsible for Monitoring: Teachers, Leadership Team Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1	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 2: At least 10% of Gonzales 4th and 5th grade students will serve as student ambassadors through our Self-Manager Program.

High Priority

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%, 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: Self Manager student applications and interview notes, activity logs, student data folders.

Strategy 1 Details	Reviews			
Strategy 1: Students in 3rd - 5th grade will be allowed to apply for a Self-Manager status through a rigorous screening and interview process. Strategy's Expected Result/Impact: Students who are successful Self-Managers will gain an understanding of the requirements needed to maintain their status through high accountability. They must maintain good attendance, grades, volunteerism, and peer modeling. These students will serve as role models and influencers for the student body. Staff Responsible for Monitoring: School Counselor, Leadership Team Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Self-Managers will be utilized as hosts and planners for parent engagement events. Strategy's Expected Result/Impact: Students will benefit from serving as hosts and be able to practice appropriate communication and customer service skills. Staff Responsible for Monitoring: School Counselor, Leadership Team Problem Statements: School Culture and Climate 1	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: 100% of Gonzales 3rd - 5th Grade students will use AVID strategies during lessons at a minimum of twice weekly.

High Priority

Indicators of Success:

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: Teacher lesson plans, student work examples, AVID data collection

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided with daily planners to use for day to day classwork and school to home communication. Strategy's Expected Result/Impact: Students will gain an understanding of planning and organizational skills. Staff Responsible for Monitoring: Teachers, AVID site coordinator, Leadership Team Problem Statements: School Culture and Climate 1 Funding Sources: Planners - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Campus Funding Summary

Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Stipends to give teachers for Saturday PD		\$5,800.00
1	2	3	Supplies for academic night r		\$750.00
1	4	1	Tutoring pay		\$6,000.00
1	5	1	Student incentives		\$0.00
3	3	1	Planners		\$0.00
Sub-Total					\$12,550.00