

Ector County Independent School District

Cavazos Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

United with families and community, we ignite every students' potential to grow and achieve greatness in a safe learning environment.

Vision

Students first, inspire, educate, and celebrate

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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 2027, the percent of students performing at the MEETS level in 3rd - 5th grade MATH STAAR will increase from 34% to 45% by the Spring 2027 STAAR. Specifically, 3rd grade STAAR English and Spanish MEETS level will increase from 30% to 40%; 4th grade STAAR English and Spanish MEETS level will increase from 48% to 60%; and 5th grade STAAR English and Spanish MEETS level will increase from 27% to 35%.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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: iReady Math, Checkpoint data, ST Math, student journaling, FastFocus, Countdown to STAAR and Gauntlet, LoneStar Math, Exit Tickets, IXL.

Strategy 1 Details					Reviews																		
Strategy 1: Implement daily, hands-on spatial reasoning and measurement instruction utilizing concrete manipulatives (e.g., base-ten blocks, perimeter tools, geometric solids) across both English and Spanish classrooms. Integrate weekly vertical alignment sessions for 3rd-5th grade math teachers to align measurement standards, formulas, and domain vocabulary across grade levels. Strategy's Expected Result/Impact: Directly addresses Category 3 (Geometry and Measurement), which was the lowest-performing domain across 3rd-5th grades on both language versions. Strengthening this core area will elevate borderline "Approaches" students into the "Meets" performance tier across all three grade levels. Staff Responsible for Monitoring: Math team: Michelle Cuellar, Anna Garcia, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Schedule bi-weekly vertical PLC in grades 3rd - 5th to focus on alignment and mapping TEKS vertical progression.</td><td>Michelle Cuellar, Anna Garcia, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego.</td><td>May 2027</td><td></td></tr><tr><td>2</td><td>Use standardize geometry and measurement manipulatives into Tier I instruction across all 3rd - 5th grade English and Spanish classes.</td><td>Michelle Cuellar, Anna Garcia, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego.</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 4 Funding Sources: Opportunity Culture Plan - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Schedule bi-weekly vertical PLC in grades 3rd - 5th to focus on alignment and mapping TEKS vertical progression.	Michelle Cuellar, Anna Garcia, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego.	May 2027		2	Use standardize geometry and measurement manipulatives into Tier I instruction across all 3rd - 5th grade English and Spanish classes.	Michelle Cuellar, Anna Garcia, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego.	May 2027		Formative			Summative
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Strategy 2 Details					Reviews													
Strategy 2: In order to improve MATH Category 2: Computations and Algebraic Relationships from below 50% across 3rd - 5th grade to 60%, we will structure Tier I computational lessons using physical manipulatives to build conceptual understanding of multi-digit operations, fractions, algebraic equations. We will transition students to drawing visual representations to map out computational steps and connect representations directly to standard algorithms and algebraic equations. Strategy's Expected Result/Impact: Student mastery in Category 2 will increase in all grade levels. Staff Responsible for Monitoring: In addition, we will dedicate the first 10-15 minutes of every math block to a daily multi-step word problem routine focusing on computational schemas. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teachers will reinforce Category 2 Math skills the first 10-15 minutes of class.</td><td>Math teachers, AP, math specialist</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Teachers will reinforce Category 2 Math skills the first 10-15 minutes of class.	Math teachers, AP, math specialist	May 2027		Formative			Summative
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Strategy 3 Details					Reviews																		
Strategy 3: In order to ameliorate Math Category 2, we will dedicate the first 10-15 minutes of every math block to a daily multi-step word problem routine focusing on computational schemas (e.g., Combine, Change, Compare, Equal Groups/Parts). Students will be trained to use a structured 4-step problem-solving model to include: Understand, Plan, Solve, and Check (UPSC) model. Students are also provided vocabulary scaffolds in both English and Spanish (e.g., sum/suma, difference/diferencia, product/producto, quotient/cociente, variable/variable) to support Emergent Bilingual students. Strategy's Expected Result/Impact: Category 2 (Computations and Algebraic Relationships) passing and mastery rates across 3rd, 4th, and 5th grade math (English and Spanish) will increase from a baseline average of 50% to 60% on formative assessments and the Spring STAAR 2027 assessment. We will also reduce the number of "Did Not Meet" by moving at least 15% of borderline students into the "Approaches Grade Level" and transitioning at least 10% of the "Approaches" students to the "Meets Grade Level". Staff Responsible for Monitoring: Math Team: Anna Garcia, Michelle Cuellar, Patsy Olivas, Imelda Tarango, Daisy Zamarripa, Yamila Borrego, and the instructional specialist - September Garrett. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Model teaching of skill during vertical math PLC.</td><td>Math Team</td><td>May 2027</td><td></td></tr><tr><td>2</td><td>Track student mastery based on student work in journals.</td><td>Math Team</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Model teaching of skill during vertical math PLC.	Math Team	May 2027		2	Track student mastery based on student work in journals.	Math Team	May 2027		Formative			Summative
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: In grades 3rd - 5th grade English and Spanish in Math STAAR, there was an evident gap in Category 3: Geometry and Measurement. **Root Cause:** This concept was introduced in the scope and sequence closer to STAAR making it a rushed to teach skill.

Problem Statement 4: When examining the passing percentage across grade levels and English and Spanish instruction in the Math Category 2: Computations and Algebraic Relationships, the campus falls below 50% passing rate. It should be noted, based on the STAAR Blue Print, Category 2 is heavily tested compared to Category 1, 3, and 4. **Root Cause:** Tier I instruction is rushed from basic rules directly to abstract algorithms without ensuring students deeply understand multi-step word problems which in turn causes a gap in intermediate grades.

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 2027, the percent of students performing at the MEETS level in 3rd - 5th grade Reading STAAR will increase from 36% to 45% by the Spring 2027 STAAR. Specifically, 3rd grade STAAR English and Spanish MEETS level will increase from 32% to 40%; 4th grade STAAR English and Spanish MEETS level will increase from 35% to 45%; and 5th grade STAAR English and Spanish MEETS level will increase from 40% to 50%.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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: iReady Reading, Checkpoint data,HMH, student writing journaling, FastFocus, Countdown to STAAR and Gauntlet, LoneStar Reading, Exit Tickets, instructional specialist.

Strategy 1 Details					Reviews													
Strategy 1: Targeted Reading and Writing Instruction: Teachers will use STAAR, checkpoint, i-Ready, and formative assessment data to provide weekly small-group instruction focused on priority reading and writing TEKS, including comprehension, vocabulary, revising, editing, grammar, and constructed responses in English and Spanish. Consistent Data Monitoring and Intervention: Grade-level teams will review reading and writing data during weekly PLCs, set individual student growth goals, and provide timely reteaching, intervention, and enrichment. Progress will be monitored through common assessments, exit tickets, writing samples, and student data folders Strategy's Expected Result/Impact: Students will improve their reading comprehension, vocabulary, revising, editing, grammar, and written-response skills. Targeted small-group instruction will close learning gaps and increase the number of students achieving the MEETS level on the Spring 2027 STAAR. Staff Responsible for Monitoring: Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross, Maria Medrano, Instructional Specialist <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze STAAR, checkpoint, i-Ready, and classroom assessment data to identify reading and writing gaps. Group students according to specific needs and provide targeted small-group instruction each week. Teach and reteach priority reading and writing TEKS, including comprehension, vocabulary, revising, editing, grammar, and constructed responses.</td><td>Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross, Maria Medrano, Instructional Specialist</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2, 3 Funding Sources: Opportunity Culture - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze STAAR, checkpoint, i-Ready, and classroom assessment data to identify reading and writing gaps. Group students according to specific needs and provide targeted small-group instruction each week. Teach and reteach priority reading and writing TEKS, including comprehension, vocabulary, revising, editing, grammar, and constructed responses.	Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross, Maria Medrano, Instructional Specialist	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Teachers will identify student needs early, adjust instruction, and provide timely interventions. Regular data reviews and student goal-setting will increase student ownership, reduce achievement gaps, and support the campus goal of increasing overall MEETS performance from 36% to 45% Strategy's Expected Result/Impact: Regular data reviews and student goal-setting will increase student ownership, reduce achievement gaps, and support the campus goal of increasing overall MEETS performance from 36% to 45%. Staff Responsible for Monitoring: Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross, Maria Medrano, Instructional Specialist <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Use weekly PLCs to review student work, discuss progress, plan interventions, and adjust instruction. Administer common assessments, exit tickets, and writing tasks to monitor mastery. Maintain student data folders and conference with students regularly to review goals and progress. Provide additional intervention and enrichment based on assessment results. Monitor grade-level progress toward the Spring 2027 STAAR MEETS targets.</td><td>Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross, Maria Medrano, Instructional Specialist</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 5 Funding Sources: Opportunity Culture - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Use weekly PLCs to review student work, discuss progress, plan interventions, and adjust instruction. Administer common assessments, exit tickets, and writing tasks to monitor mastery. Maintain student data folders and conference with students regularly to review goals and progress. Provide additional intervention and enrichment based on assessment results. Monitor grade-level progress toward the Spring 2027 STAAR MEETS targets.	Sharon Sparks, Gracie Reyna, Roxanne Garibay, Sylvia Ponce, Madison Ross, Maria Medrano, Instructional Specialist	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In grades 3rd - 5th grade English and Spanish in Math STAAR, there was an evident gap in Category 3: Geometry and Measurement. Root Cause: This concept was introduced in the scope and sequence closer to STAAR making it a rushed to teach skill.

Student Achievement

Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. **Root Cause:** Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause:** Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Problem Statement 5: 5th grade Science English and Spanish severely underperforming with over half of the students failing to meet standard grade-level expectations. **Root Cause:** There appears to be a disproportionate focus on Reading and Math instructional schedules which leave behind Science instruction in the primary grades and there's a lack of hands-on, inquire-based science instruction in the lower grades.

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 2027, the percent of students performing at the MEETS level in 5th grade Science STAAR English and Spanish MEETS level will increase from 6% to 25% by the Spring 2027 STAAR.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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: Vernier connection, McGraw Hill, Ed Puzzle and Summit K12

Strategy 1 Details					Reviews													
Strategy 1: Data-Driven Small-Group Instruction: Teachers will analyze checkpoints, exit tickets, and common assessments to identify low-performing Science TEKS. Students will receive targeted small-group instruction, reteaching, hands-on investigations, and spiral review in English and Spanish. Strategy's Expected Result/Impact: Students will strengthen their understanding of targeted Science TEKS through differentiated small-group instruction and hands-on learning. Regular data monitoring and timely reteaching will close learning gaps and increase the percentage of students achieving the MEETS level from 6% to 25% on the Spring 2027 Science STAAR. Staff Responsible for Monitoring: Daisy Zamarripa, Yamila Borrego <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze checkpoints, exit tickets, and common assessment data to identify low-performing Science TEKS. Group students according to specific learning needs and update groups regularly based on progress. Provide targeted small-group instruction and reteaching at least two times per week. Use hands-on investigations, models, visuals, and bilingual supports to strengthen understanding. Include spiral review of previously taught Science TEKS during daily instruction. Monitor student progress every two to three weeks and adjust instruction based on assessment results.</td><td>Daisy Zamarripa, Yamila Borrego</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 5 Funding Sources: Oportunity Culture - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze checkpoints, exit tickets, and common assessment data to identify low-performing Science TEKS. Group students according to specific learning needs and update groups regularly based on progress. Provide targeted small-group instruction and reteaching at least two times per week. Use hands-on investigations, models, visuals, and bilingual supports to strengthen understanding. Include spiral review of previously taught Science TEKS during daily instruction. Monitor student progress every two to three weeks and adjust instruction based on assessment results.	Daisy Zamarripa, Yamila Borrego	May 2027		Formative			Summative
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Strategy 2 Details					Reviews													
Strategy 2: Academic Vocabulary and STAAR Practice: Teachers will explicitly teach science vocabulary using visuals, models, bilingual supports, and reading-to-learn strategies. Students will regularly practice STAAR-aligned questions, including diagrams, graphs, investigations, and written explanations, while receiving immediate feedback Strategy's Expected Result/Impact: Students will improve their understanding and use of academic science vocabulary in English and Spanish. Through visuals, models, bilingual supports, and consistent STAAR-aligned practice, students will become more confident analyzing diagrams, graphs, investigations, and complex questions. These skills will increase student performance and help raise the percentage of students reaching the MEETS level from 6% to 25% on the Spring 2027 Science STAAR. Staff Responsible for Monitoring: Daisy Zamarripa, Yamila Borrego <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Explicitly teach and review science vocabulary in English and Spanish using visuals, models, word walls, and student-friendly definitions. Incorporate STAAR-aligned questions into daily instruction and weekly spiral reviews. Model how to analyze diagrams, graphs, tables, investigations, and multi-step questions. Teach students to identify key vocabulary, annotate questions, eliminate incorrect answers, and justify their responses. Provide frequent opportunities for students to discuss and write scientific explanations using academic vocabulary. Monitor progress through exit tickets, vocabulary checks, and common assessments, then reteach skills as needed.</td><td>Daisy Zamarripa, Yamila Borrego</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 4, 5					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Explicitly teach and review science vocabulary in English and Spanish using visuals, models, word walls, and student-friendly definitions. Incorporate STAAR-aligned questions into daily instruction and weekly spiral reviews. Model how to analyze diagrams, graphs, tables, investigations, and multi-step questions. Teach students to identify key vocabulary, annotate questions, eliminate incorrect answers, and justify their responses. Provide frequent opportunities for students to discuss and write scientific explanations using academic vocabulary. Monitor progress through exit tickets, vocabulary checks, and common assessments, then reteach skills as needed.	Daisy Zamarripa, Yamila Borrego	May 2027		Formative			Summative
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No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: In grades 3rd - 5th grade English and Spanish in Math STAAR, there was an evident gap in Category 3: Geometry and Measurement. **Root Cause:** This concept was introduced in the scope and sequence closer to STAAR making it a rushed to teach skill.

Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. **Root Cause:** Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

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Problem Statement 5: 5th grade Science English and Spanish severely underperforming with over half of the students failing to meet standard grade-level expectations. **Root Cause:** There appears to be a disproportionate focus on Reading and Math instructional schedules which leave behind Science instruction in the primary grades and there's a lack of hands-on, inquire-based science instruction in the lower grades.

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 2027, the percentage of 3rd-grade students reading at or above grade level (this includes the Meets and Masters Level students) will increase from 40% to 50%, as measured by the SPRING 2027 STAAR RLA.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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 Reading, Checkpoint data,HMH, student writing journaling, FastFocus, Countdown to STAAR and Gauntlet, LoneStar Reading, Exit Tickets, instructional specialist.

Strategy 1 Details					Reviews													
Strategy 1: Targeted Reading and Writing Instruction: Teachers will use STAAR, checkpoint, i-Ready, and formative assessment data to provide weekly small-group instruction focused on priority reading and writing TEKS, including comprehension, vocabulary, revising, editing, grammar, and constructed responses in English and Spanish. Consistent Data Monitoring and Intervention: Grade-level teams will review reading and writing data during weekly PLCs, set individual student growth goals, and provide timely reteaching, intervention, and enrichment. Progress will be monitored through common assessments, exit tickets, writing samples, and student data folders Strategy's Expected Result/Impact: Students will improve their reading comprehension, vocabulary, revising, editing, grammar, and written-response skills. Targeted small-group instruction will close learning gaps and increase the number of students achieving the MEETS level on the Spring 2027 STAAR. Staff Responsible for Monitoring: PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Analyze STAAR, checkpoints, iReady RLA, classroom assessment data to identify reading and writing gaps. Group students according to specific needs and provide targeted small-group instruction each week. Teach and reteach priority reading and writing TEKS, including comprehension, vocabulary, revising and editing, grammar, and constructed responses.</td><td>PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2, 3 Funding Sources: Title I - instructional specialist - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Analyze STAAR, checkpoints, iReady RLA, classroom assessment data to identify reading and writing gaps. Group students according to specific needs and provide targeted small-group instruction each week. Teach and reteach priority reading and writing TEKS, including comprehension, vocabulary, revising and editing, grammar, and constructed responses.	PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Analyze STAAR, checkpoints, iReady RLA, classroom assessment data to identify reading and writing gaps. Group students according to specific needs and provide targeted small-group instruction each week. Teach and reteach priority reading and writing TEKS, including comprehension, vocabulary, revising and editing, grammar, and constructed responses.	PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.	May 2027										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Expected Results/Impact: Teachers will identify student needs early, adjust instruction, and provide timely interventions. Regular data reviews and student goal-setting will increase student ownership, reduce achievement gaps, and support the campus goal of increasing overall MEETS performance from 36% to 45% Strategy's Expected Result/Impact: Teachers will identify student needs early, adjust instruction, and provide timely interventions. Regular data reviews and student goal-setting will increase student ownership, reduce achievement gaps, and support the campus goal of increasing overall MEETS performance from 36% to 45%. Staff Responsible for Monitoring: PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Use weekly PLCs to review student work, discuss progress, plan interventions, and adjust instruction. Administer common assessments, exit tickets, and writing tasks to monitor mastery. Maintain student data folders and conference with students regularly to review goals and progress. Provide additional intervention and enrichment based on assessment results. Monitor grade-level progress toward the Spring 2027 STAAR MEETS targets.</td><td>PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: Title I -- instructional specialist - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Use weekly PLCs to review student work, discuss progress, plan interventions, and adjust instruction. Administer common assessments, exit tickets, and writing tasks to monitor mastery. Maintain student data folders and conference with students regularly to review goals and progress. Provide additional intervention and enrichment based on assessment results. Monitor grade-level progress toward the Spring 2027 STAAR MEETS targets.	PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Use weekly PLCs to review student work, discuss progress, plan interventions, and adjust instruction. Administer common assessments, exit tickets, and writing tasks to monitor mastery. Maintain student data folders and conference with students regularly to review goals and progress. Provide additional intervention and enrichment based on assessment results. Monitor grade-level progress toward the Spring 2027 STAAR MEETS targets.	PK-2 teachers and 3rd grade teachers, Sharon Sparks and Gracie Reyna.	May 2027										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: In grades 3rd - 5th grade English and Spanish in Math STAAR, there was an evident gap in Category 3: Geometry and Measurement. Root Cause: This concept was introduced in the scope and sequence closer to STAAR making it a rushed to teach skill.

Student Achievement

Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. **Root Cause:** Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause:** Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Problem Statement 4: When examining the passing percentage across grade levels and English and Spanish instruction in the Math Category 2: Computations and Algebraic Relationships, the campus falls below 50% passing rate. It should be noted, based on the STAAR Blue Print, Category 2 is heavily tested compared to Category 1, 3, and 4. **Root Cause:** Tier I instruction is rushed from basic rules directly to abstract algorithms without ensuring students deeply understand multi-step word problems which in turn causes a gap in intermediate grades.

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: Kindergarten: By May 2027 the percentage of kindergarten students reading at or above grade level will increase from 45% to 60% as measured by the EOY i-Ready Diagnostic.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: i-Ready, mClass, Checkpoints, Exit Tickets, Running Records, Teams Fluency, Seesaw, Google Classrooms.

Strategy 1 Details					Reviews													
Strategy 1: Kindergarten teachers will provide daily, explicit, systematic instruction in foundational literacy skills, including phonological awareness, phonics, letter-sound correspondence, decoding, high-frequency words, vocabulary, and comprehension. Teachers will use modeling, guided practice, frequent checks for understanding, and opportunities for students to apply skills in connected text. Campus administrators and instructional leaders will monitor implementation through walkthroughs, PLCs, and student work reviews. Strategy's Expected Result/Impact: Consistent, high-quality Tier I reading instruction will strengthen students' foundational literacy skills and accelerate reading development, resulting in an increased percentage of Kindergarten students meeting or exceeding grade-level expectations on the EOY i-Ready Diagnostic. Staff Responsible for Monitoring: Lead teacher and kindergarten teachers and assistant principal. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Kindergarten teachers will implement a daily 90-minute literacy block that includes explicit, systematic instruction in phonological awareness, phonics, decoding, vocabulary, fluency, and comprehension, with campus administrators conducting regular walkthroughs to monitor implementation and provide feedback.</td><td>Lead teacher and kindergarten teachers and assistant principal.</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Kindergarten teachers will implement a daily 90-minute literacy block that includes explicit, systematic instruction in phonological awareness, phonics, decoding, vocabulary, fluency, and comprehension, with campus administrators conducting regular walkthroughs to monitor implementation and provide feedback.	Lead teacher and kindergarten teachers and assistant principal.	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Kindergarten teachers will implement a daily 90-minute literacy block that includes explicit, systematic instruction in phonological awareness, phonics, decoding, vocabulary, fluency, and comprehension, with campus administrators conducting regular walkthroughs to monitor implementation and provide feedback.	Lead teacher and kindergarten teachers and assistant principal.	May 2027										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Kindergarten teachers will analyze i-Ready Diagnostic, progress-monitoring, and classroom assessment data during PLCs to identify specific reading skill gaps. Students performing below grade level will receive targeted small-group instruction and intervention based on identified needs. Student progress will be monitored regularly, and groups and instructional strategies will be adjusted based on evidence of mastery and growth. Strategy's Expected Result/Impact: Students who are below grade level will receive timely, targeted instruction addressing specific skill deficits. Regular progress monitoring and instructional adjustments will accelerate student growth and support the campus goal of increasing Kindergarten students reading at or above grade level from 45% to at least 60% by May 2027. Staff Responsible for Monitoring: Lead teacher and kindergarten teachers and assistant principal. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Kindergarten teachers will meet during PLCs to analyze i-Ready and classroom assessment data, identify students who are below grade level, create targeted small groups based on specific skill deficits, and adjust instruction and interventions according to student progress.</td><td>Lead teacher and kindergarten teachers and assistant principal.</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2, 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Kindergarten teachers will meet during PLCs to analyze i-Ready and classroom assessment data, identify students who are below grade level, create targeted small groups based on specific skill deficits, and adjust instruction and interventions according to student progress.	Lead teacher and kindergarten teachers and assistant principal.	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
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Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. Root Cause: Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

Student Achievement

Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause:** Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Curriculum, Instruction, and Assessment

Problem Statement 1: 1. Student Performance: Some students continue to struggle with mastering grade-level TEKS despite having access to district resources and intervention programs. 2. Differentiated Support: Student learning needs vary significantly, making it challenging to provide the appropriate level of rigor, intervention, and enrichment for every student. **Root Cause:** 1. Learning Gaps: Some students enter the grade level with unfinished learning or gaps in prerequisite skills, making it more difficult to master current grade-level TEKS. Individual. 2. Learning Needs: Students have different academic needs and learning rates, requiring additional small-group instruction, differentiated activities, and targeted practice

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

Performance Objective 3: 1st Grade: By May 2027 the percentage of first grade students reading at or above grade level will increase from 16% to 60% as measured by the EOY i-Ready Diagnostic.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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: BOY, EOY, EOY i-Ready, running records

Strategy 1 Details					Reviews													
Strategy 1: First-grade teachers will provide daily, explicit, and systematic foundational reading instruction with fidelity, following the adopted phonics program's scope and sequence. Instruction will include teacher modeling, guided practice, frequent opportunities for student response, decoding practice, and application of skills in connected text. Teachers will use ongoing formative assessments to identify misconceptions and adjust instruction. Strategy's Expected Result/Impact: Students will demonstrate increased mastery of grade-level foundational reading skills, including phonemic awareness, decoding, automatic word recognition, and fluency. Consistent implementation of systematic instruction will reduce foundational skill gaps and contribute to an increase in the percentage of first-grade students reading at or above grade level from 16% to 60% by May 2027. Staff Responsible for Monitoring: 1st grade teachers and assistant principal <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus administrators will conduct weekly walkthroughs of first-grade classrooms to monitor the fidelity and quality of foundational reading instruction, including phonemic awareness, phonics, decoding, high-frequency words, fluency, and opportunities for students to apply skills in connected text. Teachers will receive timely, actionable feedback based on walkthrough evidence.</td><td>Administrators</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 3 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Campus administrators will conduct weekly walkthroughs of first-grade classrooms to monitor the fidelity and quality of foundational reading instruction, including phonemic awareness, phonics, decoding, high-frequency words, fluency, and opportunities for students to apply skills in connected text. Teachers will receive timely, actionable feedback based on walkthrough evidence.	Administrators	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Campus administrators will conduct weekly walkthroughs of first-grade classrooms to monitor the fidelity and quality of foundational reading instruction, including phonemic awareness, phonics, decoding, high-frequency words, fluency, and opportunities for students to apply skills in connected text. Teachers will receive timely, actionable feedback based on walkthrough evidence.	Administrators	May 2027										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: First-grade teachers will participate in weekly data-driven PLCs to analyze i-Ready, formative assessment, and progress-monitoring data; identify students' specific reading skill deficits; establish flexible instructional groups; and determine targeted interventions and next instructional steps. Student progress will be reviewed regularly, and groups will be adjusted based on evidence of mastery. Strategy's Expected Result/Impact: Students performing below grade level will receive timely and targeted instruction addressing their specific reading deficits. Frequent progress monitoring and regrouping will allow teachers to respond quickly when students are not making adequate progress, resulting in accelerated reading growth, fewer students requiring intensive intervention, and increased achievement on the EOY i-Ready Diagnostic. Staff Responsible for Monitoring: 1st grade teachers and AP <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Campus administrators will conduct weekly walkthroughs of first-grade classrooms to monitor the fidelity and quality of foundational reading instruction, including phonemic awareness, phonics, decoding, high-frequency words, fluency, and opportunities for students to apply skills in connected text. Teachers will receive timely, actionable feedback based on walkthrough evidence.</td><td>administrators</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2, 3 - Family and Community Engagement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Campus administrators will conduct weekly walkthroughs of first-grade classrooms to monitor the fidelity and quality of foundational reading instruction, including phonemic awareness, phonics, decoding, high-frequency words, fluency, and opportunities for students to apply skills in connected text. Teachers will receive timely, actionable feedback based on walkthrough evidence.	administrators	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Out of an active enrollment of 573 students, 33 individual students (~5.8% of the student body) have reached the severe threshold of receiving one or more formal truancy court filings, generating 38 campus-submitted truancy contacts. **Root Cause:** A lack of early systematic interventions, unaddressed socio-economic or transportation barriers for economically disadvantaged families, and insufficient real-time tracking of initial unexcused absences allow attendance issues to escalate to legal court filings.

Student Achievement

Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. **Root Cause:** Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause:** Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Curriculum, Instruction, and Assessment

Problem Statement 1: 1. Student Performance: Some students continue to struggle with mastering grade-level TEKS despite having access to district resources and intervention programs. 2. Differentiated Support: Student learning needs vary significantly, making it challenging to provide the appropriate level of rigor, intervention, and enrichment for every student. **Root Cause:** 1.Learning Gaps: Some students enter the grade level with unfinished learning or gaps in prerequisite skills, making it more difficult to master current grade-level TEKS. Individual. 2.Learning Needs: Students have different academic needs and learning rates, requiring additional small-group instruction, differentiated activities, and targeted practice

Family and Community Engagement

Problem Statement 1: Although the campus offers a variety of family engagement opportunities, consistent family participation remains a challenge. There is a need to increase participation while strengthening school-home partnerships that support student academic success. **Root Cause:** Family participation may be limited due to scheduling conflicts, communication barriers, and families being unaware of available engagement opportunities. Additionally, some families may need more flexible and accessible ways to participate and support student learning at home .A primary root cause is transportation and distance, as some families live approximately 27 miles away in Pleasant Farms.

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 4: By May 2027, the percentage of Pre-K scholars demonstrating mastery of Phonological Awareness/ELAR Overall, as measured by the EOY CLI Assessment, will increase from 64% in Spring 2026 to 72% for English-language scholars and from 76% in Spring 2026 to 84% for Spanish-language scholars.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: CLI, student work samples, and teachers weekly check for mastery of letter sounds and letter identification.

Strategy 1 Details					Reviews													
Strategy 1: Implement Daily Explicit Phonological Awareness Instruction: Teachers will provide intentional daily instruction and practice in phonological awareness skills such as rhyming, alliteration, syllable segmentation and blending, and beginning sound identification. Instruction will incorporate modeling, oral practice, movement, songs, manipulatives, and language-appropriate supports. Strategy's Expected Result/Impact: Scholars will develop stronger foundational literacy and sound-awareness skills in their language of instruction. Consistent practice will address early literacy gaps and contribute to increasing mastery to 72% for English-language scholars and 84% for Spanish-language scholars on the EOY CLI Assessment. Staff Responsible for Monitoring: PK teachers & administrators as well as the TOR-Garibay <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Weekly PLC, review student journals, weekly letter knowledge and recognition progress.</td><td>PK teachers & administrators as well as the TOR-Garibay</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Weekly PLC, review student journals, weekly letter knowledge and recognition progress.	PK teachers & administrators as well as the TOR-Garibay	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Weekly PLC, review student journals, weekly letter knowledge and recognition progress.	PK teachers & administrators as well as the TOR-Garibay	May 2027										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Use CLI Data to Differentiate Instruction: Teachers will analyze BOY, MOY, and progress-monitoring data during PLCs to identify specific skill gaps, create flexible instructional groups, and provide targeted literacy instruction. Groups will be adjusted as scholars demonstrate mastery or require additional intervention. Strategy's Expected Result/Impact: Scholars who are not demonstrating mastery will receive early, targeted support before literacy gaps become more significant. Ongoing progress monitoring and flexible grouping will accelerate growth and increase the number of scholars meeting or exceeding EOY CLI expectations in both English and Spanish. Staff Responsible for Monitoring: PK teachers and administrators <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Weekly PLC, student work samples, and walkthroughs. Teachers will bring student work samples to PLC.</td><td>PK teachers, administrators, and TOR</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Weekly PLC, student work samples, and walkthroughs. Teachers will bring student work samples to PLC.	PK teachers, administrators, and TOR	May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Weekly PLC, student work samples, and walkthroughs. Teachers will bring student work samples to PLC.	PK teachers, administrators, and TOR	May 2027										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. Root Cause: Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Curriculum, Instruction, and Assessment

Problem Statement 1: 1. Student Performance: Some students continue to struggle with mastering grade-level TEKS despite having access to district resources and intervention programs. 2. Differentiated Support: Student learning needs vary significantly, making it challenging to provide the appropriate level of rigor, intervention, and enrichment for every student. **Root Cause:** 1.Learning Gaps: Some students enter the grade level with unfinished learning or gaps in prerequisite skills, making it more difficult to master current grade-level TEKS. Individual. 2.Learning Needs: Students have different academic needs and learning rates, requiring additional small-group instruction, differentiated activities, and targeted practice

Family and Community Engagement

Problem Statement 1: Although the campus offers a variety of family engagement opportunities, consistent family participation remains a challenge. There is a need to increase participation while strengthening school-home partnerships that support student academic success. **Root Cause:** Family participation may be limited due to scheduling conflicts, communication barriers, and families being unaware of available engagement opportunities. Additionally, some families may need more flexible and accessible ways to participate and support student learning at home .A primary root cause is transportation and distance, as some families live approximately 27 miles away in Pleasant Farms.

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 5: By the end of the school year, at least 35% of K-5 Emergent Bilingual students at Lauro Cavazos Elementary will achieve an Advanced or Advanced High composite proficiency rating on the TELPAS, increasing from the baseline of 20.7% (56 out of 271 students). Additionally, student performance at the Beginning composite level will decrease from 36.5% to below 25% by targeting accelerated growth in Speaking and Writing.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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: SummitK12, student journals, Fluency reading, WICOR strategies in RLA

Strategy 1 Details					Reviews													
Strategy 1: Structured Sentence Frames and Speaking Routines (Focus: Speaking & Oral Fluency) - integrate structured academic conversations into daily Tier 1 instruction across all content areas using linguistic sentence frames, sentence starters, and "Turn and Talk" protocols (e.g., QSSSA: Question, Signal, Stem, Share, Assess). Focus Area: Addresses speaking bottlenecks--particularly in Kindergarten and Grades 2-3, where 32% to 96% of students currently score at the Beginning speaking level. Strategy's Expected Result/Impact: Composite Growth: Increase the proportion of K-5 EB students scoring Advanced / Advanced High on the TELPAS composite rating from 20.7% (56 students) to [?] 35% (~95 students). Staff Responsible for Monitoring: EB teachers and administrators <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Establish Bi-Weekly Data Tracking & Targeted Small-Group Intervention Form grade-level PLC data teams to monitor Emergent Bilingual student progress by examining SummitK12 usage and student journals.</td><td>EB teachers and administrators</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 3 - Student Achievement 3 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Establish Bi-Weekly Data Tracking & Targeted Small-Group Intervention Form grade-level PLC data teams to monitor Emergent Bilingual student progress by examining SummitK12 usage and student journals.	EB teachers and administrators	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Cross-Curricular Scaffolded Interactive Writing (Focus: Writing & Literacy). Utilize sentence expansion exercises, visual graphic organizers, and word banks during daily writing tasks in Reading Language Arts, Science, and Social Studies. Teachers will model academic language structures and incorporate micro-writing opportunities across all subjects. Focus Area: Directly supports K-2 students transitioning from non-writing or Beginning levels (e.g., 96% Beginning in K and 88% in Grade 2) to Intermediate and Advanced writing standards. Strategy's Expected Result/Impact: Reduction in Beginning Levels: Decrease the overall percentage of K-5 students at the Beginning composite level from 36.5% (99 students) to < 25% (< 68 students). Domain Progress: Achieve a 15% increase in K-5 students progressing to Intermediate or higher in Speaking. Achieve a 20% increase in Grades 1-5 students attaining Advanced or Advanced High ratings in Writing. Staff Responsible for Monitoring: EB teachers and administrators <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct Campus-Wide Professional Development on Scaffolding & Academic Language Stems Provide hands-on professional development for all K-5 core content teachers (RLA, Math, Science, Social Studies) on integrating sentence frames, visual anchors, and structured speaking strategies (e.g., QSSSA) into daily lesson plans. MCLs and administrators will follow with bi-weekly classroom walkthroughs and feedback cycles to ensure explicit language modeling in every classroom. Equips teachers across all grade levels to systematically build student confidence in speaking and writing proficiency.</td><td>EB teachers and administrators and MCLs.</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2, 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct Campus-Wide Professional Development on Scaffolding & Academic Language Stems Provide hands-on professional development for all K-5 core content teachers (RLA, Math, Science, Social Studies) on integrating sentence frames, visual anchors, and structured speaking strategies (e.g., QSSSA) into daily lesson plans. MCLs and administrators will follow with bi-weekly classroom walkthroughs and feedback cycles to ensure explicit language modeling in every classroom. Equips teachers across all grade levels to systematically build student confidence in speaking and writing proficiency.	EB teachers and administrators and MCLs.	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 3: Students classified as Economically Disadvantaged represent the overwhelming majority of discipline referrals, making up 88.6% of all disciplined students (31 of 35) and accumulating 248 assigned disciplinary days. **Root Cause:** Insufficient campus-wide Positive Behavioral Interventions and Supports (PBIS) and a gap in trauma-informed behavior management strategies that address the underlying socio-economic stressors affecting students.

Student Achievement

Problem Statement 2: Systemic Underperformance in Writing Across All Grade Levels in 3rd - 5th grade. The average Writing score in Category 2 was 36% compared to Category 1: Reading which the average was 51% for 3rd grade; 48% -4th Grade English and Spanish 61% while 5th grade Reading average was at 57%. **Root Cause:** Lack of vertical writing alignment and daily Tier I-instruction focused on reading skills leaving writing instruction fragmented and isolated rather than integrated into daily literacy routines across all grade levels.

Problem Statement 3: There's a lack incorporation of writing skills provided across content areas in all grade levels impacting 3rd - 5th grades. **Root Cause:** Insufficient practice with Constructed & Extended Responses therefore students demonstrate difficulty articulating evidenced-based answers in writing, pointing to a lack of aligned rubric modeling, structured revision strategies, and daily writing stamina building.

Curriculum, Instruction, and Assessment

Problem Statement 1: 1. Student Performance: Some students continue to struggle with mastering grade-level TEKS despite having access to district resources and intervention programs. 2. Differentiated Support: Student learning needs vary significantly, making it challenging to provide the appropriate level of rigor, intervention, and enrichment for every student. **Root Cause:** 1.Learning Gaps: Some students enter the grade level with unfinished learning or gaps in prerequisite skills, making it more difficult to master current grade-level TEKS. Individual. 2.Learning Needs: Students have different academic needs and learning rates, requiring additional small-group instruction, differentiated activities, and targeted practice

Family and Community Engagement

Problem Statement 1: Although the campus offers a variety of family engagement opportunities, consistent family participation remains a challenge. There is a need to increase participation while strengthening school-home partnerships that support student academic success. **Root Cause:** Family participation may be limited due to scheduling conflicts, communication barriers, and families being unaware of available engagement opportunities. Additionally, some families may need more flexible and accessible ways to participate and support student learning at home .A primary root cause is transportation and distance, as some families live approximately 27 miles away in Pleasant Farms.

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: By the end of the 2026-2027 school year, Cavazos Elementary will reduce student discipline referrals and repeated behavior incidents by 10% through consistent implementation of campus-wide behavior expectations, positive reinforcement, restorative practices, and proactive classroom management strategies. Progress will be monitored through discipline referral data, behavior documentation, and student response to interventions.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, 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 data reports and number of referrals

Strategy 1 Details					Reviews													
Strategy 1: By the end of the 2026-2027 school year, the campus will use Panorama Student Survey data to increase students' sense of belonging and school connectedness by 10%. The campus will strengthen positive relationships, student voice, recognition, and understanding of school expectations so students feel valued, supported, and motivated to grow academically and socially. Strategy's Expected Result/Impact: We will increase the School Connectedness area by 8% in the Panorama Survey by May 2027. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, School Counselor, Classroom Teachers, and designated behavior/support staff. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Student and staff will receive public recognition through the morning announcements and the campus will send positive notes home. The school counselor and CIS will also celebrate student progress in academic areas.</td><td>Principal and AP, counselor, and CIS</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1, 2 Funding Sources: Title 1 Representative - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Student and staff will receive public recognition through the morning announcements and the campus will send positive notes home. The school counselor and CIS will also celebrate student progress in academic areas.	Principal and AP, counselor, and CIS	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: By the Spring 2027 Panorama students will report an increase of 10% of feeling valued, supported, safe, and connected to their teachers, peers, and school. Students will better understand campus expectations and take greater ownership of their growth. Strategy's Expected Result/Impact: Students will feel a sense of belonging and value. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Family Engagement/Title I Coordinator, and Campus Support Staff. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review Panorama Survey data to identify areas of low student connectedness. Conduct regular student check-ins and provide opportunities for student voice. Recognize students for academic growth, attendance, behavior, and personal accomplishments. Provide campus activities and celebrations that build school pride and belonging. Increase positive family communication and engagement opportunities. Monitor attendance, behavior, participation, and student retention throughout the year. Reteach and reinforce campus expectations and values consistently.</td><td>Principals, AP, Teachers, Staff.</td><td>Spring 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2, 3 Funding Sources: Title One Specialist - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review Panorama Survey data to identify areas of low student connectedness. Conduct regular student check-ins and provide opportunities for student voice. Recognize students for academic growth, attendance, behavior, and personal accomplishments. Provide campus activities and celebrations that build school pride and belonging. Increase positive family communication and engagement opportunities. Monitor attendance, behavior, participation, and student retention throughout the year. Reteach and reinforce campus expectations and values consistently.	Principals, AP, Teachers, Staff.	Spring 2027		Formative			Summative
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Oct	Jan	Mar	May															

Strategy 3 Details					Reviews													
Strategy 3: The campus will define clear expectations and explicitly teach 3-5 universal behavior expectations across all common areas (classrooms, hallways, cafeteria, playground); this will support the reduction in student referrals. Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, the campus will reduce discipline referrals by 10% through consistent behavior expectations, positive reinforcement, and proactive behavior interventions to promote a safe and supportive learning environment. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Establish and consistently teach campus-wide behavior expectations and procedures. Implement the Emergent Tree behavior plan consistently across classrooms and common areas. Use positive reinforcement and recognition to encourage appropriate student behavior. Provide Tier 1 behavior supports, including modeling, reteaching expectations, and restorative conversations. Monitor discipline referrals and behavior data regularly to identify patterns and students needing additional support. Maintain consistent communication with families regarding behavior concerns, interventions, and student progress. Provide staff with professional development and ongoing support in classroom management and behavior intervention strategies.</td><td>All Staff</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 2 - Family and Community Engagement 1 Funding Sources: Title 1 Specialist - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Establish and consistently teach campus-wide behavior expectations and procedures. Implement the Emergent Tree behavior plan consistently across classrooms and common areas. Use positive reinforcement and recognition to encourage appropriate student behavior. Provide Tier 1 behavior supports, including modeling, reteaching expectations, and restorative conversations. Monitor discipline referrals and behavior data regularly to identify patterns and students needing additional support. Maintain consistent communication with families regarding behavior concerns, interventions, and student progress. Provide staff with professional development and ongoing support in classroom management and behavior intervention strategies.	All Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Out of an active enrollment of 573 students, 33 individual students (~5.8% of the student body) have reached the severe threshold of receiving one or more formal truancy court filings, generating 38 campus-submitted truancy contacts. **Root Cause:** A lack of early systematic interventions, unaddressed socio-economic or transportation barriers for economically disadvantaged families, and insufficient real-time tracking of initial unexcused absences allow attendance issues to escalate to legal court filings.

Problem Statement 2: Disciplinary removals are disproportionately concentrated among male students, who account for 91.4% of all disciplined students (32 of 35) and 97.0% of total assigned disciplinary days (256 of 264 days), leading to significant loss of core instructional time. **Root Cause:** A reliance on exclusionary discipline practices (such as out-of-school suspensions or ISS) for behavioral infractions, combined with a lack of targeted proactive behavior supports, social-emotional learning (SEL) interventions, and restorative practices tailored for male students.

School Culture and Climate

Problem Statement 1: 205 students in 3rd - 5th grade indicated a low agreement of 38% with the question, "How much respect do students at your school show you?" **Root Cause:** Students have not been consistently taught or held accountable to standardized, actionable behaviors for showing peer-to-peer respect, active listening, and conflict resolution during unstructured times such as recess, cafeteria, hallway transitions.

Problem Statement 2: 206 students only 53% responded favorably to, "When you are at school, how much do you feel like you belong?" **Root Cause:** Lack of consistent opportunities for students to build meaningful relationships with trusted adults and peers, limited student voice and participation in the school community.

Problem Statement 3: Based on the Panorama Spring 2026 teacher survey, only 41% of the staff believe the campus environment is positive place. **Root Cause:** There's a lack of consistent operational and behavioral supports, insufficient recognition and two-way communication channels, as well as inconsistent campus climate reinforcement.

Family and Community Engagement

Problem Statement 1: Although the campus offers a variety of family engagement opportunities, consistent family participation remains a challenge. There is a need to increase participation while strengthening school-home partnerships that support student academic success. **Root Cause:** Family participation may be limited due to scheduling conflicts, communication barriers, and families being unaware of available engagement opportunities. Additionally, some families may need more flexible and accessible ways to participate and support student learning at home. A primary root cause is transportation and distance, as some families live approximately 27 miles away in Pleasant Farms.

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: By the end of the 2026-2027 school year, the campus will maintain an average daily attendance rate of 95% or higher by consistently monitoring attendance, communicating with families, providing targeted support, and recognizing grade levels through weekly attendance celebrations and incentives to promote positive attendance habits and school engagement.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, 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%, 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 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, 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: Daily attendance and six week attendance data

Strategy 1 Details					Reviews													
Strategy 1: Students will demonstrate an increased sense of belonging, school pride, and connection to Cavazos Elementary. This will positively impact student engagement, attendance, behavior, academic growth, family involvement, and student retention. Strategy's Expected Result/Impact: Student attendance will increase. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Pull and review daily attendance reports to monitor grade-level attendance. Recognize grade levels that meet the 95% daily attendance goal. Use a "Spin the Wheel" attendance incentive to celebrate qualifying grade levels. Provide weekly grade-level attendance celebrations and recognition. Communicate attendance progress and celebrations with students, staff, and families. Provide targeted follow-up and family communication for students with frequent absences.</td><td>Principals, Records Clerk</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2, 3 Funding Sources: Title 1 Representative - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Pull and review daily attendance reports to monitor grade-level attendance. Recognize grade levels that meet the 95% daily attendance goal. Use a "Spin the Wheel" attendance incentive to celebrate qualifying grade levels. Provide weekly grade-level attendance celebrations and recognition. Communicate attendance progress and celebrations with students, staff, and families. Provide targeted follow-up and family communication for students with frequent absences.	Principals, Records Clerk	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: 205 students in 3rd - 5th grade indicated a low agreement of 38% with the question, "How much respect do students at your school show you?" Root Cause: Students have not been consistently taught or held accountable to standardized, actionable behaviors for showing peer-to-peer respect, active listening, and conflict resolution during unstructured times such as recess, cafeteria, hallway transitions.

School Culture and Climate

Problem Statement 2: 206 students only 53% responded favorably to, "When you are at school, how much do you feel like you belong?" **Root Cause:** Lack of consistent opportunities for students to build meaningful relationships with trusted adults and peers, limited student voice and participation in the school community.

Problem Statement 3: Based on the Panorama Spring 2026 teacher survey, only 41% of the staff believe the campus environment is positive place. **Root Cause:** There's a lack of consistent operational and behavioral supports, insufficient recognition and two-way communication channels, as well as inconsistent campus climate reinforcement.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, teachers will strengthen classroom excellence by consistently providing standards-aligned, engaging, and differentiated instruction. Progress will be measured through walkthrough data, student achievement results, lesson plans, and evidence of student engagement and academic growth

HB3 Board Goal

Evaluation Data Sources: Classroom walkthroughs and formal observations

Lesson plans and standards alignment

Student assessment and STAAR data

District checkpoints and common assessments

i-Ready and ST Math progress reports

Student work samples and data folders

PLC documentation and intervention records

Student engagement and participation data

Strategy 1 Details					Reviews													
Strategy 1: Teachers will use weekly planning and PLC meetings to analyze student data, align lessons to the TEKS, plan engaging instruction, and identify students needing additional support or enrichment. Strategy's Expected Result/Impact: Teachers will consistently deliver rigorous, TEKS-aligned lessons based on student data. As a result, student engagement, mastery of grade-level standards, and performance on classroom assessments, district checkpoints, and STAAR will increase. Staff Responsible for Monitoring: All Cavazos Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct weekly grade-level planning meetings and PLCs to align instruction with the TEKS and district curriculum. Analyze assessment data to identify student strengths, learning gaps, and priority standards. Develop rigorous, engaging lessons using district-approved resources and research-based strategies. Use formative assessments, exit tickets, and student work to monitor mastery and adjust instruction. Provide coaching, modeling, and feedback through MCL support, walkthroughs, and classroom observations. Review student progress regularly and provide targeted reteaching or enrichment</td><td>All Cavazos Staff</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct weekly grade-level planning meetings and PLCs to align instruction with the TEKS and district curriculum. Analyze assessment data to identify student strengths, learning gaps, and priority standards. Develop rigorous, engaging lessons using district-approved resources and research-based strategies. Use formative assessments, exit tickets, and student work to monitor mastery and adjust instruction. Provide coaching, modeling, and feedback through MCL support, walkthroughs, and classroom observations. Review student progress regularly and provide targeted reteaching or enrichment	All Cavazos Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Teachers will provide targeted small-group instruction, use research-based strategies and appropriate accommodations, and monitor student progress through checkpoints, exit tickets, student work, and digital learning programs. Strategy's Expected Result/Impact: Students will receive instruction tailored to their individual academic needs through targeted small groups, appropriate accommodations, and timely interventions. As a result, learning gaps will decrease, student engagement and confidence will improve, and more students will demonstrate growth and mastery on classroom assessments, district checkpoints, and STAAR. Staff Responsible for Monitoring: All Cavazos Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Use assessment data to group students according to specific academic needs. Provide targeted small-group instruction, intervention, reteaching, and enrichment. Implement appropriate accommodations and differentiated learning activities for SPED, emergent bilingual, and advanced learners. Use manipulatives, visuals, technology, and research-based instructional strategies to support different learning styles. Monitor progress through exit tickets, student work, district checkpoints, i-Ready, and ST Math data. Conduct regular student conferences to review goals, celebrate growth, and identify next steps. Adjust student groups and instructional plans based on ongoing progress-monitoring data.</td><td>All Cavazos Staff</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Title One - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Use assessment data to group students according to specific academic needs. Provide targeted small-group instruction, intervention, reteaching, and enrichment. Implement appropriate accommodations and differentiated learning activities for SPED, emergent bilingual, and advanced learners. Use manipulatives, visuals, technology, and research-based instructional strategies to support different learning styles. Monitor progress through exit tickets, student work, district checkpoints, i-Ready, and ST Math data. Conduct regular student conferences to review goals, celebrate growth, and identify next steps. Adjust student groups and instructional plans based on ongoing progress-monitoring data.	All Cavazos Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: 205 students in 3rd - 5th grade indicated a low agreement of 38% with the question, "How much respect do students at your school show you?" **Root Cause:** Students have not been consistently taught or held accountable to standardized, actionable behaviors for showing peer-to-peer respect, active listening, and conflict resolution during unstructured times such as recess, cafeteria, hallway transitions.

Curriculum, Instruction, and Assessment

Problem Statement 1: 1. Student Performance: Some students continue to struggle with mastering grade-level TEKS despite having access to district resources and intervention programs. 2. Differentiated Support: Student learning needs vary significantly, making it challenging to provide the appropriate level of rigor, intervention, and enrichment for every student. **Root Cause:** 1. Learning Gaps: Some students enter the grade level with unfinished learning or gaps in prerequisite skills, making it more difficult to master current grade-level TEKS. Individual. 2. Learning Needs: Students have different academic needs and learning rates, requiring additional small-group instruction, differentiated activities, and targeted practice

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, Cavazos Elementary will improve the student attendance rate by implementing consistent attendance monitoring, family communication, and targeted interventions. The campus will reduce chronic absenteeism and increase the percentage of students maintaining at least a 95% attendance rate, as measured by district attendance records.

HB3 Board Goal

Evaluation Data Sources: Daily student attendance records

Campus and district attendance reports

Chronic absenteeism data

Student tardy and early-release records

Parent contact and conference documentation

Attendance intervention plans and follow-up records

Weekly and monthly attendance trend reports

End-of-year attendance comparison data

Strategy 1 Details					Reviews													
Strategy 1: Attendance Monitoring and Early Intervention Monitor student attendance weekly to identify patterns of absences and tardiness. Provide early, targeted interventions for students at risk of chronic absenteeism. Strategy's Expected Result/Impact: Weekly monitoring and early intervention will help identify students with attendance concerns before they become chronically absent. As a result, student absences and tardiness will decrease, attendance rates will improve, and students will receive more consistent instructional time, leading to stronger academic achievement. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review student attendance and tardiness data weekly. Identify students who demonstrate patterns of frequent absences, tardiness, or early checkouts. Contact parents or guardians promptly to discuss attendance concerns and offer support. Conduct attendance conferences and develop individualized attendance improvement plans when needed. Collaborate with the counselor, attendance clerk, teachers, administrators, and district personnel to address barriers. Provide referrals to school or community resources for families needing additional assistance. Document all parent contacts, interventions, and student progress. Review intervention results regularly and adjust support based on student needs.</td><td>All Staff</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1, 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review student attendance and tardiness data weekly. Identify students who demonstrate patterns of frequent absences, tardiness, or early checkouts. Contact parents or guardians promptly to discuss attendance concerns and offer support. Conduct attendance conferences and develop individualized attendance improvement plans when needed. Collaborate with the counselor, attendance clerk, teachers, administrators, and district personnel to address barriers. Provide referrals to school or community resources for families needing additional assistance. Document all parent contacts, interventions, and student progress. Review intervention results regularly and adjust support based on student needs.	All Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Family Engagement and Attendance Incentives Strengthen communication with families about the importance of regular attendance and recognize students and classes for improved and consistent attendance. Strategy's Expected Result/Impact: Consistent family communication, attendance education, and student incentives will increase awareness of the importance of daily attendance. As a result, family engagement will improve, student absences and tardiness will decrease, and more students will maintain a 95% or higher attendance rate. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Share clear attendance expectations with families through newsletters, phone calls, social media, and parent meetings. Provide families with regular updates about their child's attendance, tardiness, and progress. Educate students and families about how regular attendance supports academic success. Recognize students and classes for excellent or improved attendance through certificates, announcements, Cougar Cash, or monthly celebrations. Create grade-level or classroom attendance challenges to encourage consistent attendance. Survey families to identify transportation, health, or scheduling barriers that affect attendance. Connect families with campus and community resources to address identified barriers. Review incentive participation and attendance data monthly to determine effectiveness and make adjustments.</td><td>All Staff</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Family and Community Engagement 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Share clear attendance expectations with families through newsletters, phone calls, social media, and parent meetings. Provide families with regular updates about their child's attendance, tardiness, and progress. Educate students and families about how regular attendance supports academic success. Recognize students and classes for excellent or improved attendance through certificates, announcements, Cougar Cash, or monthly celebrations. Create grade-level or classroom attendance challenges to encourage consistent attendance. Survey families to identify transportation, health, or scheduling barriers that affect attendance. Connect families with campus and community resources to address identified barriers. Review incentive participation and attendance data monthly to determine effectiveness and make adjustments.	All Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Out of an active enrollment of 573 students, 33 individual students (~5.8% of the student body) have reached the severe threshold of receiving one or more formal truancy court filings, generating 38 campus-submitted truancy contacts. **Root Cause:** A lack of early systematic interventions, unaddressed socio-economic or transportation barriers for economically disadvantaged families, and insufficient real-time tracking of initial unexcused absences allow attendance issues to escalate to legal court filings.

Problem Statement 2: Disciplinary removals are disproportionately concentrated among male students, who account for 91.4% of all disciplined students (32 of 35) and 97.0% of total assigned disciplinary days (256 of 264 days), leading to significant loss of core instructional time. **Root Cause:** A reliance on exclusionary discipline practices (such as out-of-school suspensions or ISS) for behavioral infractions, combined with a lack of targeted proactive behavior supports, social-emotional learning (SEL) interventions, and restorative practices tailored for male students.

Family and Community Engagement

Problem Statement 1: Although the campus offers a variety of family engagement opportunities, consistent family participation remains a challenge. There is a need to increase participation while strengthening school-home partnerships that support student academic success. **Root Cause:** Family participation may be limited due to scheduling conflicts, communication barriers, and families being unaware of available engagement opportunities. Additionally, some families may need more flexible and accessible ways to participate and support student learning at home. A primary root cause is transportation and distance, as some families live approximately 27 miles away in Pleasant Farms.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, Cavazos Elementary will decrease the number of student discipline referrals by 20% compared with the 2025-2026 school year. This will be achieved through consistent schoolwide behavior expectations, positive behavior supports, restorative practices, and targeted interventions for students with repeated behavioral concerns. Progress will be measured using campus discipline reports and referral data.

HB3 Board Goal

Evaluation Data Sources: Campus discipline referral reports

Office referral data by grade level, location, behavior type, and student group

In-school and out-of-school suspension records

Classroom behavior documentation and incident logs

Student attendance and tardiness records

Behavior intervention plans and progress-monitoring data

Counselor and parent conference documentation

Walkthrough observations of classroom management and student behavior

Student, staff, and parent climate surveys

Comparison of monthly and annual discipline data from the 2025-2026 and 2026-2027 school years

Strategy 1 Details					Reviews													
Strategy 1: Consistent Schoolwide Behavior Expectations implement and reinforce clear, consistent behavior expectations and classroom-management procedures across all campus settings. Teachers will explicitly teach, model, practice, and regularly review expected student behaviors. Strategy's Expected Result/Impact: Consistent teaching and enforcement of schoolwide behavior expectations will help students clearly understand appropriate behavior in classrooms and common areas. As a result, student behavior, engagement, and time on task will improve, while classroom disruptions and office discipline referrals will decrease. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Explicitly teach, model, and practice expectations with students at the beginning of the year and after extended breaks. Display behavior expectations in classrooms, hallways, the cafeteria, and other shared areas. Use consistent language, procedures, and consequences across all grade levels. Provide professional development and coaching on classroom management and de-escalation strategies. Reinforce expectations through daily reminders, morning announcements, and classroom meetings. Monitor implementation through walkthroughs, behavior data, and staff feedback. Review discipline data during PLCs or leadership meetings and adjust supports as needed.</td><td>All Staff</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Explicitly teach, model, and practice expectations with students at the beginning of the year and after extended breaks. Display behavior expectations in classrooms, hallways, the cafeteria, and other shared areas. Use consistent language, procedures, and consequences across all grade levels. Provide professional development and coaching on classroom management and de-escalation strategies. Reinforce expectations through daily reminders, morning announcements, and classroom meetings. Monitor implementation through walkthroughs, behavior data, and staff feedback. Review discipline data during PLCs or leadership meetings and adjust supports as needed.	All Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Positive Behavior Supports and Targeted Interventions use positive reinforcement, restorative practices, counseling, and individualized behavior interventions to recognize appropriate behavior and support students who demonstrate repeated behavioral concerns. Strategy's Expected Result/Impact: Positive behavior supports, restorative practices, counseling, and targeted interventions will help students strengthen their self-management and conflict-resolution skills. As a result, positive behavior and student engagement will increase, repeated behavior incidents and classroom disruptions will decrease, and fewer students will receive office discipline referrals. Staff Responsible for Monitoring: All staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Identify students with repeated behavioral concerns by reviewing discipline referral and classroom behavior data. Develop individualized behavior goals, intervention plans, and progress-monitoring systems for identified students. Provide counseling, social-emotional learning, check-ins/check-outs, and mentoring based on student needs. Use restorative conversations and reflection activities to help students understand the impact of their choices and repair harm. Recognize positive behavior through praise, Cougar Cash, certificates, classroom incentives, and campus celebrations. Communicate regularly with families about student behavior, progress, and strategies that can be reinforced at home. Collaborate with teachers, counselors, administrators, and support staff to ensure interventions are implemented consistently. Review behavior data every four to six weeks and adjust interventions based on student progress.</td><td>All Staff</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 2 - School Culture and Climate 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Identify students with repeated behavioral concerns by reviewing discipline referral and classroom behavior data. Develop individualized behavior goals, intervention plans, and progress-monitoring systems for identified students. Provide counseling, social-emotional learning, check-ins/check-outs, and mentoring based on student needs. Use restorative conversations and reflection activities to help students understand the impact of their choices and repair harm. Recognize positive behavior through praise, Cougar Cash, certificates, classroom incentives, and campus celebrations. Communicate regularly with families about student behavior, progress, and strategies that can be reinforced at home. Collaborate with teachers, counselors, administrators, and support staff to ensure interventions are implemented consistently. Review behavior data every four to six weeks and adjust interventions based on student progress.	All Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Disciplinary removals are disproportionately concentrated among male students, who account for 91.4% of all disciplined students (32 of 35) and 97.0% of total assigned disciplinary days (256 of 264 days), leading to significant loss of core instructional time. Root Cause: A reliance on exclusionary discipline practices (such as out-of-school suspensions or ISS) for behavioral infractions, combined with a lack of targeted proactive behavior supports, social-emotional learning (SEL) interventions, and restorative practices tailored for male students.
School Culture and Climate
Problem Statement 2: 206 students only 53% responded favorably to, "When you are at school, how much do you feel like you belong?" Root Cause: Lack of consistent opportunities for students to build meaningful relationships with trusted adults and peers, limited student voice and participation in the school community.

Board Goal 5: Culture of Excellence

Performance Objective 1: The campus will establish Academic & Professional Expectations by establishing clear, measurable benchmarks for high-quality instruction and hold weekly Professional Learning Community (PLC) data meetings to maintain consistency.

The campus will also recognize expand the campus-wide staff and student recognition programs to celebrate growth, attendance, and exemplary leadership behaviors.

HB3 Board Goal

Evaluation Data Sources: Implement campus-wide daily attendance incentives and family outreach contracts for students reaching 5+ unexcused absences. Establish a welcoming/onboarding protocol for mobile students to help them transition smoothly and build immediate peer/teacher connections.

Strategy 1 Details					Reviews													
Strategy 1: School Connectedness Performance Objective- Teachers Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, the campus will increase staff connectedness, collaboration, and sense of belonging by 10%, as measured through staff feedback/survey data, by providing opportunities for recognition, team building, shared decision-making, and positive staff engagement. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct regular teacher-to-student check-ins to build trusting relationships. Greet students positively and create a welcoming classroom environment each day. Recognize students for academic growth, attendance, behavior, and effort. Use Panorama Survey results to identify students who need additional connection and support. Provide opportunities for student voice, choice, and classroom leadership. Assign a teacher or staff mentor to students needing additional support. Support new/mobile students with intentional teacher and peer connections. Maintain positive communication with families to strengthen the home-school relationship.</td><td>All Staff</td><td>May Staff</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 2 Funding Sources: Title 1 Representative - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct regular teacher-to-student check-ins to build trusting relationships. Greet students positively and create a welcoming classroom environment each day. Recognize students for academic growth, attendance, behavior, and effort. Use Panorama Survey results to identify students who need additional connection and support. Provide opportunities for student voice, choice, and classroom leadership. Assign a teacher or staff mentor to students needing additional support. Support new/mobile students with intentional teacher and peer connections. Maintain positive communication with families to strengthen the home-school relationship.	All Staff	May Staff		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
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Oct	Jan	Mar	May															

Title I:

2.51, 2.52, 2.53

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 2

Funding Sources: Title 1 Representative - Title One School-wide

Strategy 2 Details					Reviews													
Strategy 2: The campus will work on developing the school climate & voice by implementing monthly pulse surveys for staff and students to address address culture concerns and refine campus practices. School Connectedness Performance Objective- Teachers Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, the campus will increase staff connectedness, collaboration, and sense of belonging by 10%, as measured through staff feedback/survey data, by providing opportunities for recognition, team building, shared decision-making, and positive staff engagement. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct regular teacher-to-student check-ins to build trusting relationships. Greet students positively and create a welcoming classroom environment each day. Recognize students for academic growth, attendance, behavior, and effort. Use Panorama Survey results to identify students who need additional connection and support. Provide opportunities for student voice, choice, and classroom leadership. Assign a teacher or staff mentor to students needing additional support. Support new/mobile students with intentional teacher and peer connections. Maintain positive communication with families to strengthen the home-school relationship.</td><td>All Staff</td><td>May Staff</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2, 3 Funding Sources: Title 1 Representative - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct regular teacher-to-student check-ins to build trusting relationships. Greet students positively and create a welcoming classroom environment each day. Recognize students for academic growth, attendance, behavior, and effort. Use Panorama Survey results to identify students who need additional connection and support. Provide opportunities for student voice, choice, and classroom leadership. Assign a teacher or staff mentor to students needing additional support. Support new/mobile students with intentional teacher and peer connections. Maintain positive communication with families to strengthen the home-school relationship.	All Staff	May Staff		Formative			Summative
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Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: 205 students in 3rd - 5th grade indicated a low agreement of 38% with the question, "How much respect do students at your school show you?" **Root Cause:** Students have not been consistently taught or held accountable to standardized, actionable behaviors for showing peer-to-peer respect, active listening, and conflict resolution during unstructured times such as recess, cafeteria, hallway transitions.

Problem Statement 2: 206 students only 53% responded favorably to, "When you are at school, how much do you feel like you belong?" **Root Cause:** Lack of consistent opportunities for students to build meaningful relationships with trusted adults and peers, limited student voice and participation in the school community.

Problem Statement 3: Based on the Panorama Spring 2026 teacher survey, only 41% of the staff believe the campus environment is positive place. **Root Cause:** There's a lack of consistent operational and behavioral supports, insufficient recognition and two-way communication channels, as well as inconsistent campus climate reinforcement.

Staff Quality, Recruitment, and Retention

Problem Statement 2: With 67% of the current campus staff composed of newly hired teachers--including District of Innovation (DOI) hires and international educators--the campus faces a heavy ongoing burden to rapidly onboard, acculturate, and support a predominantly new workforce. **Root Cause:** Prior staffing structures lacked direct, classroom-embedded coaching and standardized onboarding routines. This necessitated the recent, rapid implementation of mentor assignments, district-level facilitator development, and Opportunity Culture frameworks (MCLs and Reach Associates) to stabilize instruction and bridge pedagogical and cultural gaps across a mostly newly assembled teaching staff.

Board Goal 5: Culture of Excellence

Performance Objective 2: The school will establish recognition & wellness protocols: Integrate staff-nominated peer recognitions into staff meetings and institute monthly wellness check-ins led by the campus climate committee.

HB3 Board Goal

Evaluation Data Sources: By the end of the ****2026-2027 school year****, ****teachers will increase their sense of belonging, collaboration, and connection to the campus by 10%****, as measured through staff survey and feedback data. The campus will provide opportunities for ****teacher recognition, team building, collaboration, shared decision-making, and positive staff engagement**** to strengthen staff morale and retention.

Strategy 1 Details					Reviews													
Strategy 1: The teachers will form cross-grade level triads that conduct 15-minute non-evaluative peer observations once per month to reduce teacher isolation and create effective practices. Strategy's Expected Result/Impact: Teachers will experience an increased sense of belonging, support, recognition, and collaboration, helping increase staff connectedness from 71% to 75%. The strategies will also support positive staff morale, reduced spring burnout, stronger teamwork, and improved teacher retention. Staff Responsible for Monitoring: All Staff <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide monthly staff recognition and appreciation activities. Implement morale and wellness activities, especially during the spring semester. Conduct regular staff check-ins and feedback surveys to identify concerns early. Increase teacher voice and shared decision-making in campus initiatives. Strengthen collaboration through PLCs, team planning, and peer support. Celebrate teacher accomplishments, milestones, and campus successes. Review staff survey data throughout the year to monitor progress toward increasing connectedness from 71% to 75%.</td><td>All Staff</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 1 Funding Sources: Title 1 Representative - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide monthly staff recognition and appreciation activities. Implement morale and wellness activities, especially during the spring semester. Conduct regular staff check-ins and feedback surveys to identify concerns early. Increase teacher voice and shared decision-making in campus initiatives. Strengthen collaboration through PLCs, team planning, and peer support. Celebrate teacher accomplishments, milestones, and campus successes. Review staff survey data throughout the year to monitor progress toward increasing connectedness from 71% to 75%.	All Staff	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Strengthen Student-Teacher Relationships and Sense of Belonging: Teachers will intentionally implement daily and weekly relationship-building practices, including greeting students by name, classroom community circles/check-ins, positive recognition, student voice opportunities, collaborative learning, and celebrations of student growth and accomplishments. Strategy's Expected Result/Impact: Teachers will establish classroom environments in which students have meaningful connections with adults and peers and have regular opportunities to contribute, collaborate, and feel recognized as valued members of the classroom community. Students will report an increased sense of belonging, trust, inclusion, and connection to their teachers, peers, and campus. Improved connectedness is expected to positively influence student engagement, attendance, behavior, participation, and academic achievement and result in improved responses on the Panorama School Connectedness survey. Staff Responsible for Monitoring: Administration, counselor, CIS, team leads. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teachers will implement at least one intentional relationship-building practice daily and provide weekly opportunities for student voice and peer connection. Campus administrators and instructional leaders will monitor implementation through classroom walkthroughs, student feedback, Panorama survey results, and PLC discussions. Teachers will review student feedback periodically and adjust classroom practices based on identified needs.</td><td>Administration, counselor, CIS, team leads.</td><td>May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2, 3					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Teachers will implement at least one intentional relationship-building practice daily and provide weekly opportunities for student voice and peer connection. Campus administrators and instructional leaders will monitor implementation through classroom walkthroughs, student feedback, Panorama survey results, and PLC discussions. Teachers will review student feedback periodically and adjust classroom practices based on identified needs.	Administration, counselor, CIS, team leads.	May 2027		Formative			Summative
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Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: 205 students in 3rd - 5th grade indicated a low agreement of 38% with the question, "How much respect do students at your school show you?" **Root Cause:** Students have not been consistently taught or held accountable to standardized, actionable behaviors for showing peer-to-peer respect, active listening, and conflict resolution during unstructured times such as recess, cafeteria, hallway transitions.

Problem Statement 2: 206 students only 53% responded favorably to, "When you are at school, how much do you feel like you belong?" **Root Cause:** Lack of consistent opportunities for students to build meaningful relationships with trusted adults and peers, limited student voice and participation in the school community.

Problem Statement 3: Based on the Panorama Spring 2026 teacher survey, only 41% of the staff believe the campus environment is positive place. **Root Cause:** There's a lack of consistent operational and behavioral supports, insufficient recognition and two-way communication channels, as well as inconsistent campus climate reinforcement.

Staff Quality, Recruitment, and Retention

Problem Statement 1: The campus experienced a drastic drop in staff retention from 76% in the 2024-2025 school year down to 33% entering the 2025-2026 school year, creating short-term organizational disruption as two-thirds of the staff transitioned out. **Root Cause:** The campus executed a deliberate strategy to shift resources away from an over-allocated support model (housing over ten instructional facilitators) toward direct classroom instruction. This required replacing non-teaching facilitator positions with certified and District of Innovation (DOI) classroom teachers, resulting in a low retention metric despite being a intentional quality-alignment shift