Ector County Independent School District

Cavazos Elementary

2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TAP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

Classroom_Walkthrough_Observation_Form_26_27.pdf
Cavazos_Walkthrough_Coaching_Tracker_2026-27.xlsx
LIFT Companion Guide_Content Agnostic_ObsFeedback (1).pdf
Content Agnostic Classroom Observation Tool.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.104, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.103 and §39A.104, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

—

Please select the date of board approval for this plan:

November 17, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

Phase 1 - Lauro_Cavazos_Stakeholder_Feedback_Executive_Summary.pdf.pdf

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

Our campus is not engaged in a TEA program

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Other, District Staff

Please specify the other organization:

Darryl Williams – Get Better Faster / Teach Like a Champion

How many district staff members will be responsible for capacity building with this campus?

3

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Darryl Williams, Capacity Builder, 50%
Dr. Magdalena Aguilar, Executive Director of Leadership (Principal Manager), 50%
September Garrett, Campus Instructional Specialist, 100%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Dr. Magdalena Aguilar, Executive Director of Leadership (Principal Manager), 50%
Dr. Magdalena Aguilar serves as the Executive Director of Leadership and brings 38 years of experience in education. She holds a Doctorate in Curriculum and Instruction from New Mexico State University, a Master's in Educational Leadership, and a Bachelor of Science in Education

from the University of Texas at El Paso. Her extensive background includes serving as a School Improvement Officer for four years in a district of 45,000 students, leading a team that included three content area specialists, a Bilingual Director, and a Special Education Director. During her tenure, the district achieved A and B ratings, with campuses earning Exemplary distinctions. As a Bilingual Director for four years, Dr. Aguilar implemented a districtwide Early Exit Program in collaboration with a team of instructional specialists, resulting in an “Excellent” rating on the TAPR report.
Dr. Aguilar also served as a principal for more than 25 years, including 15 years at the elementary level, where her campuses reached both Exemplary and Blue Ribbon status. As a high school principal for seven years, she consistently led her campus to an “A” accountability rating each year while also overseeing the DAEP program for middle and high school students. Her career began as a bilingual teacher, serving over seven years at both the elementary and secondary levels. Throughout her career, Dr. Aguilar has demonstrated a steadfast commitment to instructional excellence, equity, and leadership development.

Darryl Williams, Capacity Builder, 50%
Uncommon Schools / Teach Like a Champion - Darryl Williams - Darryl Williams and the Teach Like a Champion team bring a strong record of success in school turnaround through their work with Uncommon Schools and initiatives such as TurnNJ, which produced significant, measurable gains in student achievement in historically underperforming schools. Under Williams’s leadership and coaching, schools have implemented proven instructional and leadership practices that moved campuses from struggling to exceeding state standards. Their data-driven, teacher development–focused approach has been independently validated for closing achievement gaps and sustaining high performance across diverse, high-need student populations.

September Garrett, Campus Instructional Specialist, 100%
As a person with 20 years of experience in education, I have encountered a variety of types of campuses from private to ACE and to charter schools and experience from elementary, middle, and high schools. I have taught at three schools that were turn around campuses. In Dallas ISD I was at an ACE school that turned the grade from a F to a B and with Third Future I have been at two different schools that turned one campus from an F to a B and the other from a C to an A (previously an F campus as well).
At the ACE campus we used the lap checklists and linear data trackers with heavy use of recycled STAAR questions for lessons and digital exit tickets for immediate data. During lessons we strictly used I Do, We Do, You Do model for direct teach.
With Third Future at the middle school we used I Do, You Do, We Do model for direct teach and online exit tickets to have immediate data for reteach. During lessons, we use a lot of turn and talks, white boards and note cards (ECRs and SCRs) to gather data during the lesson to know what types of questions to use for reteaching lessons. Data trackers were provided and used daily and monitored by grade level AP's. Curriculum and lessons were provided to teachers to use with fidelity. Reteach worksheets were differentiated and used during reteach time based on how the student did during the exit ticket and allowed for rigor for students that

successfully learned the lesson and then scaffolded for students that did not learn the TEK for the day. This allowed teachers to stretch students that needed to be pushed and could work independently, and the teacher worked directly to reteach in small groups with the students that didn't learn the TEK for the day.
In the elementary we did the same model . The only thing that was different is that we had more intervention groups. There was a teacher for the low students, one for SpEd, one for GT/ Advanced, and one for mid-level students so that all students had additional support for either Math or Reading. Teachers used more digital lessons for engagement and to gather data in real time.

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Staffing:
- Campus Instructional Specialist - 3 Positions, (District Title 2 Funds, $240,000)
- Opportunity Culture, (4 Multi Classroom Leaders, 1 Master Team Reach Teacher; Campus Title I funds - $72,000)

Tutoring:
- $22,993, Campus Title 1 Funds

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

n/a

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district has added three instructional specialist positions to this campus using title funds. Instructional specialist positions bring content expertise to assist in coaching teachers and pulling student intervention groups. Additionally, certified staff members who transferred to this campus were eligible for a travel stipend. The district also incentivized transfers of TIA designated teachers and Opportunity Culture teachers (Multi-classrom leaders, Master Team Reach Teachers, and Reach Associates) to ensure high quality instruction at this campus. Staff has been distributed according to campus need to ensure high-quality staff in high-need areas. Students are assigned to Opportunity Culture / TIA Designated teachers based on student need and data indications.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

No

What new curriculum will be adopted for: K-5 Math?

Other

When will the district adopt the new curriculum for: K-5 Math?

June 30, 2027

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

500

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

175

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	District Common Assessment (District Checkpoint)	District	Monthly	Campuses will participate in District Checkpoint assessments directly tied to the scope and sequence of each grade level / content area. These are administered in the 5th week and 9th week of each 9-week grading period. These assessments are designed to take no more than a single class period and assess recently covered material. Campuses engage in data review after each of these assessments and respond to identified needs through reteaching, spiraling, and / or extension. The district also provides growth tables after each assessment. Together with performance data, the growth data is also used to assist with student grouping, determination of interventions, and MTSS tiering.
Interim		District	Semester	Campuses will take the RLA and Math interim in Fall, and interims for RLA, Math, and Science in the Spring. These STAAR aligned assessments are used not only to give students practice and familiarity in the STAAR platform, but also to provide campuses data on STAAR-aligned performance, growth, and predictive analytics. Growth tables and performance data are provided to campuses after each of these assessments to assist with student grouping, remediation and intervention plans, and data tracking.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	I-Ready	District	BOY/MOY/ EOY	Students participate in the i-ready assessment to engage in a personalized learning pathway throughout the year. The results of the assessments and learning pathway also provide teachers with scripted lessons for student intervention.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The district accountability team will produce student growth tables after each checkpoint and interim assessment. These growth tables utilize the state accountability methodology and compare growth to the prior year STAAR assessment. These growth tables provide not only overall growth scores, but also student listings and demographic group growth scores for Domain III monitoring. The campus will review these growth tables after each checkpoint and interim assessment and utilize them for planning student interventions during the campus intervention block, MTSS-tiering, and student grouping within classrooms. Campuses also monitor growth utilizing iReady in all grade levels. Campuses use both iReady and STAAR growth tables to provide student data tracking for growth over time on the district required growth tracker maintained by teachers for their class rosters.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus has a daily intervention block in the master schedule (RLA = M, W, F; Math = T / Th) for 30 minutes daily. Teachers also provide targeted small group instruction during small group rotations daily. The campus instructional specialist also pulls small groups of students throughout the day for targeted instruction and intervention. The campus is planning to begin tutoring in October and all student groups will be invited based on student data, including EB and SPED students. Students are identified for intervention based on district-required criteria as well as teacher data for lack of student growth or performance. After each assessment cycle (checkpoint assessments), teachers identify areas for reteaching and remediation, as well as low performing or low-growth students in need of intervention. This allows the intervention cycle to be updated after each 5 and 9 week assessment cycle.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by both grade level and content area. PLCs meet by grade level 2x per month and by content area 2x per month. Bilingual teachers participate in an additional PLC specific to bilingual teachers 2x per month. All teachers attend one 45 minute PLC weekly. This time is protected in the master schedule.

How frequently will PLCs occur?

All teachers attend one 45 minute PLC weekly.

Who will facilitate PLCs?

Campus administrators facilitate the PLCs.

Who is required to attend PLCs?

Teachers (including Bilingual teachers), Multi Classroom Leaders, Instructional Specialist, Special education teachers and Campus Administrators attend PLCs

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

ECISD's Professional Learning Community (PLC) cycle is a structured, nine-week process implemented twice each semester to connect collaborative planning, student learning evidence, and instructional action. Teams meet for a protected 45-minute period guided by four questions: What do we want students to learn? How will we know they have learned it? How will we respond when students have not learned it? How will we extend learning for students who have already demonstrated mastery? Before the recurring cycles begin, teams establish norms, assign roles, confirm access to district resources, and examine historical and beginning-of-year student data. This initial review helps teachers identify student strengths and needs, prioritize standards, establish a checkpoint-period SMART goal, and name students who may need intervention or enrichment. The nine-week sequence then moves through Internalize Instruction I, Refinement I, Internalize Instruction II, Refinement II, Checkpoint A, Data Analysis, Internalize Instruction III, Refinement III, and Checkpoint B. During the Internalize Instruction meetings, teachers unpack priority standards, clarify the required knowledge and level of thinking, align pacing, and collaboratively create or annotate lessons and develop exemplars. Teams use district curriculum resources and student trackers to plan instruction that addresses specific learning needs and develop formative assessments, such as exit tickets and Do Nows, to gather evidence of mastery.

During the Refinement meetings, teams use that evidence to evaluate instruction and develop targeted responses. A consistent six-step protocol guides teachers to identify the standard assessed, examine student performance, analyze errors and misconceptions, name the students who struggled and how, determine what to teach differently, and establish how improvement will be measured. Teachers then document flexible student groups, plan in-class intervention and enrichment using approved resources, implement those plans, and bring resulting evidence to the next PLC. Checkpoint A provides a mid-cycle opportunity to review progress, strengthen Tier 1 instruction, and consider whether students need targeted or intensive intervention, enrichment, or acceleration through MTSS. After administering the checkpoint assessment, teams examine results at the grade, classroom, and individual-student levels during the Data Analysis meeting, evaluate their SMART goal, and establish a new goal that extends the first checkpoint period's work. The remaining meetings integrate reteaching needs with upcoming instruction and continue the planning, assessment, and refinement process through Checkpoint B. End-of-cycle results and teacher reflections inform the next nine-week cycle. Throughout the process, facilitators promote equal participation, connect each meeting to the previous meeting's action items, and submit agendas, minutes, and supporting artifacts to the District PLC Folder, maintaining a documented cycle of instructional decisions and follow-through. Emphasis has been placed on lesson internalization and rehearsal through the creation of lesson exemplars.

Upload PLC agenda (optional):

daf0a15c-1214-4e7d-b2c8-983502aaeaef_ECISD_9_Week_PLC_Facilitator_Guide.pdf
Copy of PLC Agendas.pdf

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Teach Like a Champion / Get Better Faster / Bambrick-Santoyo Training: Darryl Williams, CEO of Teach Like a Champion trainings EDLs, Principals, APs, and Multi-classroom leaders monthly on best practices for school leadership and coaching teachers. Topics covered include: developing systems and processes, school culture, tiering teachers for support, coaching and providing effective feedback, and implementing aggressive monitoring.	Darryl Williams	Principal Manager (EDL), Principal, Assistant Principals, MCLs
Other Campus Admin (Assistant Principals, Instructional Coaches)	Data Tours: Campus and District Leaders participate in data tours that enhance leaders' data literacy for major data points used throughout the district. The goal of each data tour is to deeply understand the data provided as well as its impact on accountability and next steps for the campus team. Each data tour has components that start with the 30,000 ft view and lead to individual student level interventions. These occur a minimum of 6 times annually for elementary campuses.	District Accountability & School Improvement Team	Principal, Campus Leadership Team

Role	Training/PD Description	Delivered By	Attended By
Teacher	Academic Tours Description: Academic tours are designed to roll out academic initiatives and information to campus leadership and teachers. This includes the district PLC process, use of district curriculum documents, and the districtwide instructional framework. These occur throughout the year, a minimum of 4 times, including during BOY professional development, September PD, October PD, and January PD.	District Academics Department	All teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	(Beginning Year 2) Emergent Tree Tier 1 Program: Campuses will attend 3 in person training sessions, 2 virtual coaching sessions, and 2 in person coaching visits to ensure fidelity of implementation of the Tier 1 behavior program.	Emergent Tree Consultants and Coaches	Campus Emergent Tree Team (Principal, Administration, and Select Teacher Team)
Teacher	RBIS - RBIS (Research-Based Instructional Strategies) training equips educators with evidence-based practices for delivering rigorous, standards-aligned Tier 1 instruction. The training helps teachers deepen their understanding of content-specific instructional practices, strengthen lesson design and delivery, anticipate student misconceptions, and use effective strategies that promote student thinking, engagement, and mastery of grade-level content. Reading and Math teachers will attend before the start of the 27-28 school year.	Region 18 Service Center	3-5 RLA and Math teachers

Role	Training/PD Description	Delivered By	Attended By
Teacher	New ELPs Training - The new Texas ELPS training prepares educators to implement the updated English Language Proficiency Standards (ELPS) by integrating language development into daily content-area instruction. The training emphasizes intentionally supporting students in developing listening, speaking, reading, and writing skills while maintaining access to rigorous, grade-level academic content.	District Bilingual / ESL Team	All content area teachers, Principals, administrators
Principal	School Improvement Orientation - Texas School Improvement (SI) Orientation provides campus and district leaders with an overview of TEA's school improvement framework, requirements, and processes for identified campuses. The training helps teams understand their improvement pathway, required planning and monitoring activities, available supports, and expectations for using data and evidence-based practices to drive continuous improvement.	Region 18 Service Center	Principal, Principal Manager
Teacher	Get Better Faster Training is provided to teachers by campus leadership after principals, APs, and MCLs receive it. These campus leaders roll out relevant pieces of the training and next steps to their teachers after each session.	Principals, Campus Leaders	Teachers
Principal	Beginning Year 2: Emergent Tree Tier 1 Training	Emergent Tree, District Behavior Team	Principals and Designated Campus Implementation Team
Teacher	Beginning Year 2: Emergent Tree Tier 1	Campus Principal and Implementation Team	Teachers

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

New teachers have a mentor assigned to them. Additionally, all instructional facilitators have a teacher of record that oversees and supports them. Mutli-classroom leaders and the Master Team Reach Teacher all have "coach loads" of teachers with time during the day to observe, model, and coach teachers who need additional support in addition to the administrative observation and feedback cycles.
At the district level, all Academic PD days have differentiated tracks which include specific pathways for new and novice teachers. Instructional facilitators are required to participate in the "IF Academy" and all uncertified staff have personalized certification plans.
Teachers are tiered according to need and performance, with Tier 1 teachers needing little support to be successful, and tier 2 and 3 teachers needing increasing coaching and support to be successful. Tier 2 and 3 teachers are assigned an opportunity culture coach for additional coaching, observation, and feedback cycles beyond the campus T-Tess cadence.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Principals, Assistant Principals, Executive Directors of leadership, and MCLs use the see it, name it, do it cycle for coaching conversations:
Darryl Williams training is evaluated using a combination of the "see it, name it, do it" coaching scripting cycle and the district walkthrough form. The priority is scripting coaching conversations for action steps.
Principals, Assistant Principals, MCLs, Executive Directors of Leadership, Academics, Accountability, and School Improvement staff use the district walkthrough form to ensure that district expectations set in professional learning are translating to changed practices in the classroom:
District-level training is evaluated using the district classroom walkthrough form, which was adapted from the School Improvement Observation tool. Priority look-fors are frequent practice, checks for understanding, and monitoring.
SIBME serves as a calibration tool and support for both instruments, allowing observers to collect evidence and align feedback.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

All teachers have received the new ELPs training, and all bilingual teachers have received Summit K-12 training. On October 13th PD day, additional bilingual training is coming to the campus. All teachers receive Special Education training during the September 8th district PD day. Additionally, the district sped supervisor has been coming frequently to support the campus specialized classroom (special education). During the October 13th PD day, teachers will also receive training in accommodations for special education students. Moving into year-two, needs based professional development will be planned on campus PD days for special populations.

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

Observation and Feedback Cycles Calibration- Campus administrators regularly (at least monthly) utilize Sibme for walkthrough calibration.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of administrators will have completed calibrated walkthroughs with Sibme; Screenshots from each campus administrator Sibme account showing use of the app for calibrated walkthroughs

Support Needed – What training, coaching, resources, or tools are required?

Sibme training (Completed Summer 2026); Sibme app access, ongoing Simbe training and support thorugh HR and Leadership (EDLs)

Milestone 2

Description – What specific action or deliverable will be completed?

Classrooms will implement positive learning environment and classroom management routines, including Emergent Tree (as appropriate for Cohort).

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Emergent Tree Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

"80% of randomly sampled classrooms will: manage instructional time effectively including transitions, routines, and procedures, in ways that maximize instructional time AND implement district, campus and/or campus behavior systems . Teacher address misbehaviors with minimal disruption to the classroom and students follow teacher expectations with positive reinforcement. This will be measured by the Observation tool (classroom management and environment section).

Support Needed – What training, coaching, resources, or tools are required?

Emergent Tree Training, Tier 1 Fidelity Checklist; Tier 1 Fidelity walks from Emergent Tree and MTSS Behavior Specialists

Milestone 3

Description – What specific action or deliverable will be completed?

Classrooms will implement district adopted High-Quality Instructional Materials (HQIM) and pacing guides with fidelity.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of randomly sampled classrooms will show evidence of fidelity to district adopted HQIM and pacing; Campus walkthroughs sampled by EDL / DCSI using district walkthrough tool.

Support Needed – What training, coaching, resources, or tools are required?

EduHub Access, District Walkthrough forms

Milestone 4

Description – What specific action or deliverable will be completed?

Campuses will monitor the progress of Emergent Bilingual English language development and utilize district adopted platform for language practice.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus LPAC Administrator / ESL Facilitator

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY Summit K-12 assessment shows 95% participation rate among Emergent Bilingual Students; Elementary campus master schedules reflect the Transitional Bilingual Early Exit Model as adopted by the district, and teachers utilize adopted langauge development curriculum appropriately. MOY Summit K-12 Assessment report; Bilingual / ESL classroom monitoring and walkthroughs.

Support Needed – What training, coaching, resources, or tools are required?

Summitt K-12 Access, Summitt K-12 Training (provided Sept. 2026); Summitt K-12 training; TELPAS Data Tour

Milestone 5

Description – What specific action or deliverable will be completed?

Implementation of expectations for academic language and rigorous questioning; Campus leaders will provide ongoing professional learning, coaching, and observation feedback focused on academic language development and rigorous questioning strategies
Campuses will implement the use of academic language and rigorous questioning in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: use precise acadmic language and rigorous, meaningful, standards aligned tasks and questioning strategies that bild and deepen student understanding measured by scoring a 3 or higher on the Observation Tool.
- Key terms are introduced and used during explanations
- Tasks and questions build and deepen student understanding
Participated in PD provided by Academics team

Support Needed – What training, coaching, resources, or tools are required?

Eduhub Access, Unit overviews; Academic Tours, including AVID WICOR Training, Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

Milestone 6

Description – What specific action or deliverable will be completed?

Campuses will implement the AVID WICOR instructional framework to ensure multiple means of participation, engagement, and frequent practice in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Campus Emergent Tree Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: demonstrate more than one engagement strategy and practice that reveals student thinking (discussion, writing, student practice aligned with AVID WICOR measured by scoring a 3 or higher on the Observation Tool, presence in lesson plans and exemplars, etc.

- Students have regular opportunities to practice during the lesson.
- Participation is high with few or no students disengaged.

Support Needed – What training, coaching, resources, or tools are required?

AVID WICOR Training, AVID WICOR strategies and resources (EduHub).

Milestone 7

Description – What specific action or deliverable will be completed?

Campuses teachers will plan and implement checks for understanding and academic monitoring in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

In at least 80% of randomly sampled classrooms, teachers will: deliberately check for understanding through qustioning, student work tasks, and / or formative assessments, and monitor for student understanding of lesson objectives (not just task completion) measured by scoring a 3 or higher on the Observation Tool; submission of PLC documenation, exemplars and lesson plans.

- Checks for understanding provide clearn information about how students are progressing toward the objective
- Teacher collects clear evidence of student understanding.

Support Needed – What training, coaching, resources, or tools are required?

Darryl Williams Training for MCLs, Assisstant Principals, Principals, and EDLs
Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

Milestone 8

Description – What specific action or deliverable will be completed?

The campus administration will implement observation and feedback cycles according to teacher need and tiering to ensure high quality instrction and coaching for teachers.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

85% of walkthroughs in core content area classrooms show a documented action step based on Campus Action Step Tracker.

Creation and maintenance of teacher tiering roster, observation rosters, principal calendars

Support Needed – What training, coaching, resources, or tools are required?

District walkthrough form, EduHub Access; Coaching for teachers identified in Tier 2 or 3 (MCLs, instructional coaches, and / or campus administrators), EDL support, coaching, and supervision of principals who do not meet observation and feedback goals / expectations
Darryl Williams / Teach Like a Champion, teacher waterfall

Milestone 9

Description – What specific action or deliverable will be completed?

The campus will implement the district PLC and data analysis structures to strengthen data-based decision-making at the classroom, team, and campus levels. During weekly PLC meetings, teams will use student data trackers, assessment results, and student work to analyze growth and mastery, identify students needing intervention or enrichment, and plan targeted instructional responses. Through the district's Closing the Loop process, teams will implement these responses, monitor student progress, and review subsequent evidence to determine effectiveness and adjust instruction. Campus leadership will participate in Superintendent data reviews using district-provided and district-reported data to evaluate campus progress, identify priorities, and guide instructional support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, PLC Leads

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Closing the Loops data analysis documents and weekly PLC documents have been completed and uploaded to the PLC artifacts "Data Tours" folder in google drive for Checkpoint 2B, 3A, 3B, and Spring Interim (for impacted grades and subject areas) and students have been identified for intervention or enrichment groups. Weekly submission of PLC artifacts, including agendas, data analysis, updated student data trackers, instructional action steps, and follow-up monitoring; completed Closing the Loop documentation; and documentation of participation in Superintendent data reviews, including identified priorities and resulting campus action steps.

Support Needed – What training, coaching, resources, or tools are required?

District PLC Artifact Folder, Closing the Loops Data Analysis Data Tour (provided Sept. 2026), PlayLab app

Milestone 10

Description – What specific action or deliverable will be completed?

The campus will ensure all returning RLA and Math teachers in applicable grade levels for RLA and Math receive RBIS training.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of Returning RLA and Math teachers will have received RBIS Training

Support Needed – What training, coaching, resources, or tools are required?

Funding for training ($250 for RLA per teacher, $500 for Math per teacher)

Milestone 11

Description – What specific action or deliverable will be completed?

Following Emergent Tree Tier 1 training, pilot teachers will establish and consistently implement Reach and Respond, Frayer models, feedback boards, and aligned feedback to strengthen classroom management and create positive learning environments. Campus leaders will conduct fidelity checks and provide feedback and coaching based on identified implementation needs.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Emergent Tree Campus Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

All pilot teachers demonstrate implementation of the identified Tier 1 practices, documented through the Emergent Tree Tier 1 Fidelity Checklist. Completed fidelity checks, classroom artifacts, and coaching records demonstrate implementation and follow-up support.

Support Needed – What training, coaching, resources, or tools are required?

Emergent Tree Training, Tier 1 Fidelity Checklist

Milestone 12

Description – What specific action or deliverable will be completed?

The campus will sustain and strengthen implementation of district-adopted High-Quality Instructional Materials and pacing guides by using Year 1 walkthrough findings to identify and address implementation gaps. Campus leaders and instructional coaches will support teachers through lesson internalization, modeling, and targeted coaching. Teachers will use student evidence to plan scaffolds while maintaining the rigor and intent of the adopted curriculum.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

All randomly sampled applicable classrooms demonstrate fidelity to district-adopted HQIM and pacing, documented through the district walkthrough tool. Lesson internalization artifacts and coaching records demonstrate how the campus addressed gaps identified in Year 1.

Support Needed – What training, coaching, resources, or tools are required?

EduHub Access, District Walkthrough forms

Milestone 13

Description – What specific action or deliverable will be completed?

Teachers will implement Tier 1 instruction that includes clear, standards-aligned lesson objectives; precise academic language; rigorous tasks and questioning; AVID WICOR engagement strategies; frequent checks for understanding; and academic monitoring that informs immediate instructional adjustments. Campus leaders will use walkthrough findings to identify teachers needing additional support and provide targeted modeling, coaching, practice, and follow-up observations.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

At least 80% of randomly sampled classrooms score 3 or higher on each applicable district observation-tool component related to these instructional practices. Walkthrough summaries, lesson artifacts, and coaching records document implementation and improvement in identified areas.

Support Needed – What training, coaching, resources, or tools are required?

EduHub resources and unit overviews, AVID WICOR resources and training, Darryl Williams/ Teach Like a Champion resources, and targeted coaching for teachers who do not meet expectations.

Milestone 14

Description – What specific action or deliverable will be completed?

Campus leadership will review student growth, student-group performance, PLC decisions, intervention progress, and walkthrough findings after each district assessment checkpoint. Leadership will participate in Superintendent data reviews using district-provided and district-reported data, evaluate whether instructional responses are producing improvement, and adjust coaching, intervention, enrichment, and campus support priorities based on the findings.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, PLC Leads, Intervention Staff.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Campus and Superintendent data-review artifacts document findings, decisions, responsible staff, and follow-up dates. Subsequent reviews show whether prior actions improved student outcomes and identify adjustments when progress was insufficient. The end-of-year evaluation summarizes implementation, student growth, student-group results, and priorities for the following year.

Support Needed – What training, coaching, resources, or tools are required?

District data reports, Superintendent data-review protocols, student progress-monitoring records, and support from EDLs and Accountability & School Improvement.

Milestone 15

Description – What specific action or deliverable will be completed?

Building on the pilot implementation in milestone 11, the campus will train and support all content-area teachers in implementing Emergent Tree Tier 1 practices. The campus team will use pilot findings to refine implementation supports, establish consistent expectations across classrooms, and provide coaching to teachers whose fidelity checks identify gaps.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

80% of randomly sampled classrooms will: manage instructional time effectively including transitions, routines, and procedures, in ways that maximize instructional time AND implement district, campus and/or campus behavior systems . Teacher address mishehaviors with minimal distruption to the classroom and students follow teacher expectations with positive reinforcment.

On Emergent Tree Year 2 Campuses: 80% of randomly sampled classrooms will show evidence of Emergent Tree Tier 1 Fidelity. (Temperture checks, frayer models, feedback boards, aligned feedback)

Support Needed – What training, coaching, resources, or tools are required?

Emergent Tree Training, Tier 1 Fidelity Checklist

Milestone 16

Description – What specific action or deliverable will be completed?

The campus will continue the observation and feedback cycles established in Year 1 and refine support based on current teacher needs. Campus administrators will review and update the teacher tiering roster at the beginning of the year and at least each grading period, using walkthrough evidence, progress on prior action steps, and student learning evidence. Observation frequency and coaching intensity will reflect teacher tiering, and follow-up observations will determine whether teachers have implemented their action steps.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

At least 85% of core-content walkthroughs include a documented action step in the Campus Action Step Tracker. Updated teacher tiering rosters, observation schedules, coaching records, and follow-up observations demonstrate differentiated support and progress on action steps.

Support Needed – What training, coaching, resources, or tools are required?

District walkthrough form, EduHub Access

Milestone 17

Description – What specific action or deliverable will be completed?

The campus will review RBIS training records annually and ensure newly hired or newly assigned RLA and Math teachers in applicable grade levels complete the appropriate training. Teachers with outstanding training needs will be scheduled for the next available session and receive interim support applying research-based instructional strategies through PLCs and coaching.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

A current staff training roster verifies that all applicable RLA and Math teachers have completed RBIS training by the checkpoint. Registration and completion records document training for new staff and teachers with previously identified gaps.

Support Needed – What training, coaching, resources, or tools are required?

Funding for training ($250 for RLA per teacher, $500 for Math per teacher)

Milestone 18

Description – What specific action or deliverable will be completed?

The campus will protect recurring PLC time in the master schedule and implement a consistent lesson internalization process using district-adopted HQIM. Teams will unpack upcoming standards and lesson objectives, complete key student tasks, develop exemplars, anticipate misconceptions, plan academic language and questioning, and identify checks for understanding and necessary scaffolds.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

The master schedule identifies protected PLC time. Weekly PLC artifact submissions include lesson internalization documentation, completed exemplars, anticipated misconceptions, and planned checks for understanding. Campus leaders review artifacts and classroom implementation to provide feedback on planning quality.

Support Needed – What training, coaching, resources, or tools are required?

District PLC facilitator guide, HQIM and unit overviews, EduHub resources, protected collaborative planning time, and facilitator training and coaching.

Milestone 19

Description – What specific action or deliverable will be completed?

PLC teams will maintain student data trackers and review assessment results, student work, and progress-monitoring evidence to evaluate growth and mastery for individual students and applicable student groups. Teachers will update trackers before data-analysis meetings so PLC time focuses on explaining learning patterns, identifying misconceptions and instructional needs, and selecting specific responses. Through Closing the Loop, teams will identify students needing intervention or enrichment and document the instructional response, responsible teacher, and follow-up assessment.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, PLC Leads

Evidence of Completion – What artifact, data, or observable action will verify completion?

Weekly PLC artifact submissions include updated student trackers and documented analysis, instructional decisions, and follow-up results. Completed Closing the Loop documents show how teams respond to individual and student-group needs and adjust instruction when students do not demonstrate expected progress.

Support Needed – What training, coaching, resources, or tools are required?

District student data trackers and reports, Closing the Loop protocols, assessment-platform access, and coaching on facilitating analysis and instructional decision-making.

Milestone 20

Description – What specific action or deliverable will be completed?

The campus will prepare applicable Math teachers to implement the newly adopted district Math curriculum through initial training, ongoing professional learning, and unit and lesson internalization during PLCs. Campus leaders and instructional coaches will monitor implementation, identify challenges, and provide targeted modeling and coaching to strengthen the use of curriculum tasks, representations, questioning, and assessments.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Math Teachers, PLC Leads, Instructional Coaches/MCLs.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Training records verify participation by all applicable Math teachers. PLC artifacts document unit and lesson internalization. Walkthroughs demonstrate implementation of the adopted curriculum and pacing, and coaching records document follow-up support for identified gaps.

Support Needed – What training, coaching, resources, or tools are required?

District Academics training, adopted Math curriculum and assessments, EduHub resources, implementation guidance, and ongoing content-specific coaching.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

The principal from Cavazos will meet with Executive Directors of Leadership weekly for coaching, support, and weekly data reviews. This campus will also participate in a monthly meeting after each District Checkpoint assessment with Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief Academic Officer Dr. Trejo, to review campus data, campus PLC artifacts, attendance and discipline reports, and fidelity of implementation of academic interventions. Campuses will monitor the progress of the TIP at least monthly to review with Executive Directors of Leadership. If this campus is struggling to meet milestones of the TAP, additional support and monitoring will be provided.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Cheryl Wilson (DCSI) will review monthly updates on the implementation of the Targeted Improvement Plan.
Executive Directors will review data and documentation weekly with principals.
Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief of Academics, Dr. Trejo will review campus data with principals during monthly superintendent data reviews.
The principal at Cavazos will monitor milestones and campus implementation, including through the use of Campus Leadership Team meetings and calibration with her assistant principal.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress will be collected monthly and uploaded to campus TIP folders hosted by the Accountability and School Improvement Team. Campuses will also provide artifacts during superintendent data reviews 3x per semester.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

All Milestone progress data and artifacts will be shared with Executive Directors of Leadership and cabinet level leadership for review utilizing the TIP folder for data collection in Microsoft TEAMS / One Drive, as well as the superintendent data review process.
Data for milestones related to observation / feedback cycles will be pulled from Eduphoria (Strive) from the district observation tool. Assessment data is also maintained in Eduphoria and will be pulled from that location. Emergent Tree data is collected and maintained by the behavior team who will provide this information for the milestones (beginning year 2).

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	71
Meets Grade Level	45
Masters Grade Level	16

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	46
Masters Grade Level	16

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	69
Meets Grade Level	40
Masters Grade Level	15

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

16

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

3

Not applicable: ELP Component goal (SY 26-27)

No

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	73
Meets Grade Level	46
Masters Grade Level	20

Not applicable: RLA STAAR goals (SY 27-28)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	49
Masters Grade Level	20

Not applicable: Math STAAR goals (SY 27-28)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	45
Masters Grade Level	20

Not applicable: overall STAAR goals (SY 27-28)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

16

Not applicable: Academic Achievement goal (SY 27-28)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

3

Not applicable: ELP Component goal (SY 27-28)

No

Will this campus have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

16

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

8

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

16

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

8

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

In the assurances section regarding stakeholder feedback, we were only able to share one of the stakeholder feedback documents. Please find additional documentation for the stakeholder feedback process attached here.

Upload additional documents (optional):

Phase 1 - Raw Data - Lauro Cavazos Elementary - Request for Stakeholder Input (Responses) (2).xlsx
Phase 1 - Lauro_Cavazos_Stakeholder_Feedback_Executive_Summary.pdf.pdf