

# **Ector County Independent School District**

## **Cavazos Elementary**

### **2023-2024 Campus Improvement Plan**



# Board Goals

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

**Performance Objective 1:** By May 2024 75% of students will meet or exceed the STAAR Reading progress measure, specifically Hispanic, Eco-Dis, and Emergent Bilingual students.





**High Priority**

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** Unit SCA assessment data, monthly Istation data, monthly running records, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle &amp; end of the year for MAP assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples &amp; exit tickets to assess curricular rigor and the impact of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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





**Performance Objective 2:** By the end of the school year, the percentage of students in K-5 achieving or exceeding their Math RIT goal will increase from 58% to 65% student end of year RIT score will be at meets or exceeds based on individual growth projections based upon MATH MAP; special pops closely monitored will be Hispanic, Eco-Dis, and Emergent Bilingual students.

**Indicators of Success:**

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

**Evaluation Data Sources:** Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for math and after the middle &amp; end of the year for MAP assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coaching and support of teachers will be informed by short cycle assessment data, Imagine Math lessons passed by student, including an analysis of student work samples &amp; exit tickets to assess curricular rigor and the impact of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use a corrective instruction action planning process, write tier 1 lesson exemplars, and internalize lesson plans individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
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**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 3:** By the end of the school year, the percentage of students in K-5 achieving or exceeding their Reading RIT goal will increase from 50% to 60% student end of year RIT score will be at meets or exceeds based on individual growth projections based upon Reading MAP; special pops closely monitored will be Hispanic, Eco-Dis, and Emergent Bilingual students.





**High Priority**

**Indicators of Success:**

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

**Evaluation Data Sources:** Unit SCA assessment data, monthly Istation data, monthly running records, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle &amp; end of the year for MAP assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples &amp; exit tickets to assess curricular rigor and the impact of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
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<p><b>Strategy 3:</b> Teachers will use a corrective instruction action planning process, write tier 1 exemplars and internalize lesson plans individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
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**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 4:** By May of 2024, 75% of students will perform at the Meets level in grades 3rd-5th Math STAAR and Cavazos will provide differentiated processes for our all sub-populations with specific focus on Hispanic, Eco-Dis, and Emergent Bilingual students.

**High Priority**





**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** SCA test, Exit Tickets, reassessment data, Independent Student Work, Interim Assessments, STAAR 2024

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide differentiated coaching, modeling, and wrap around services for all teachers - MCLs, MTRT, and the school administration will on a daily basis as reflected in our master schedule and individual work plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved practice and implementation of core and data-driven practices, fidelity to the core</p> <p><b>Staff Responsible for Monitoring:</b> teachers, MCLs, MTRTs, admin, ILT, and grade level leads</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Opportunity Culture - Title One School-wide - \$75,000</p>	Formative			Summative
	Oct	Jan	Mar	May



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The MCLs, MRTs, and grade level leads will run daily PLC and will participate in disaggregate data, discuss gaps, and model best practices strategies to meet the Eco-Dis, Hispanic, Emergent Bilingual sub-populations.</p> <p><b>Strategy's Expected Result/Impact:</b> development of high functioning team guided by data driven best practices that result in significant student growth in the areas of reading/math as measured by MAP, IStation, Imagine Math, running records, and SCA.</p> <p><b>Staff Responsible for Monitoring:</b> ILT, admin, instructional coach, and grade level leads</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Title I Grade Level Leads - Title One School-wide - 6117 - \$24,000</p>	Formative			Summative
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**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 5:** By May 2024, Cavazos STAAR Math goal for the domain 2A value is 75, which will score the campus a C rating. In order to do this, we intend to target students that did not make growth or went backwards, specifically closely monitor Emergent Bilingual, Eco-Dis, and Hispanic students.





**High Priority**

**Indicators of Success:**

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

**Evaluation Data Sources:** Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for math and after the middle &amp; end of the year for MAP assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments and interim assessments for math by the end of the year to close academic gaps for special pops, and ensure that all students make at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Teaching Materials: Think it Up! - Title One School-wide - 6396 - \$16,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coaching and support of teachers will be informed by short cycle assessment data, Imagine Math lessons passed by student, including an analysis of student work samples &amp; exit tickets to assess curricular rigor and the impact of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments and district benchmark assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments and district benchmark assessments for math by the end of the year to close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Travel: Teacher - Title One School-wide - 6411 - \$12,000</p>	Formative			Summative
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**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.





**Performance Objective 6:** Monitors the effectiveness of team outcomes for staff and student performance.

**Indicators of Success:**

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

**Evaluation Data Sources:** PLC, ILT, and committee notes, agendas, norms, goals/outcomes.

Committees: Culture and Climate, Safety Committee, CIP/SBDM, Student Activities/CHAMPS, ILT, RTI/MTSS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Incorporates written protocols and processes that are consistently used to lead and manage various leadership teams and other instructional functions.</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure scholars have a safe school environment, to ensure teachers are implementing data-driven instruction that is student - centered.</p> <p><b>Staff Responsible for Monitoring:</b> ILT, Admin, instructional coach, grade level leads, MCL</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.





**Performance Objective 7:** Implementation of student reading and math goals for MOY & EOY through individual student goal setting conferences with specific focus on MAP ELAR/SLAR and Math.

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** classroom data wall, PLC data dives, 1:1 data chats, RTI referrals, tier 2 and tier 3 student data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensures student diagnostics and data are used to consistently provide timely, targeted, and data-driven interventions from highly effective teachers and address learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> meet/exceed MOY/EOY goals on MAP and other district/state assessments</p> <p><b>Staff Responsible for Monitoring:</b> ILT, IC, teachers, admin, CIP/SBDM, and grade level leads</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Furniture: Headphones for Intervention Time - Title One School-wide - 6398 - \$10,000, Salaries/Wages Professional: Part Time Reading Tutors - Title One School-wide - 6119 - \$36,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through monthly Data Dives and grade level planning we will be able to intentionally identify growth trends and instructional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Populations ( 504,Dyslexia, SPED, EL, Homeless, Migrant, Military, and Foster) will make adequate growth and meet end of the year goals.</p> <p><b>Staff Responsible for Monitoring:</b> Multi-Class Leaders, MTRTs, Grade level leads, ILT, admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

**Performance Objective 1:** The percentage of Kinder through 2nd grade students meeting the growth standard on Reading MAP will increase from 54% to 60% by the end of May 2024.





**High Priority**

**Indicators of Success:**

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle &amp; end of the year for MAP assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, MCLs, MTRTs, grade level leaders, classroom teachers</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples &amp; exit tickets to assess curricular rigor and the impact of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, MCLs, MTRTs, grade level leaders, classroom teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> 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</p> <p><b>Funding Sources:</b> Extra Duty Pay: ASP Tutoring, SLC parent data chats - Title One School-wide - 6117 - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, MCLs, MTRTs, grade level leaders, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Contracted Services: Region 18: New Teacher PL: GBF/TLaC - Title One School-wide - 6299 - \$9,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



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

**Performance Objective 2:** The percentage of Kinder through 2nd grade students meeting the growth standard on Reading MAP will increase from 54% to 60% by the end of May 2024.





**High Priority**

**Indicators of Success:**

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle &amp; end of the year for MAP assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> 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</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples &amp; exit tickets to assess curricular rigor and the impact of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.6, 4.1</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> General Supplies: Parent Data Chat folders and supplies - Title One School-wide - 6399 - \$1,199</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use a corrective instruction action planning process, write tier 1 exemplars, and internalize lesson plans individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 3:** The percentage of Kinder through 2nd grade students meeting the growth standard on Reading MAP will increase from 54% to 60% by the end of May 2024.

**High Priority**





**Indicators of Success:**

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle &amp; end of the year for MAP assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples &amp; exit tickets to assess curricular rigor and the impact of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use a corrective instruction action planning process, write tier 1 exemplars and internalize lesson plans individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers implement Saxon Phonics with fidelity as reflected on the daily schedule and master schedule to ensure foundational skills are explicitly taught.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase of EOY MAP RIT scores from 50% students meeting/exceeding their projected RIT to 60% by the end of the academic year.</p> <p><b>Staff Responsible for Monitoring:</b> administration, instructional leadership team, MCLs, MTRTs, grade level leads</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Cavazos will implement daily sustained silent reading in order to provide students ample of opportunities to read at school and increase their reading fluency and comprehension through a variety of selection of leveled books.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase of EOY MAP RIT scores from 50% students meeting/exceeding their projected RIT to 60% by the end of the academic year.</p> <p><b>Staff Responsible for Monitoring:</b> administration, instructional leadership team, MCLs, MTRTs, grade level leads</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 4:** The percentage of third grade students meeting the growth standard on Reading MAP will increase from 54% to 60% by the end of May 2024.





**High Priority**

**Indicators of Success:**

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

**Evaluation Data Sources:** Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle &amp; end of the year for MAP assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, MCLs, MTRTs, grade level leaders, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples &amp; exit tickets to assess curricular rigor and the impact of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use a corrective instruction action planning process, write tier 1 exemplars, internalize lesson plans individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 5:** The percentage of third grade students achieving the meets standard on Reading STAAR will 31% to 35% by the end of May 2024.

**High Priority**

**Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle &amp; end of the year for MAP assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples &amp; exit tickets to assess curricular rigor and the impact of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use a corrective instruction action planning process, write tier 1 exemplars, and internalize lesson plans individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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

**Performance Objective 1:** Panorama data on school connectedness will increase from 67% to 70% in grades 3-5.





**Indicators of Success:**

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Panorama survey, increased attendance, failure reduction rate, reduction of truancy

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of CHAMPS and the Get-Better-Fast Management Trajectory Scope and Sequence and counselor character education lessons embedded monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> create a positive campus culture</p> <p><b>Staff Responsible for Monitoring:</b> counselor, CHAMPS committee members, instructional leadership team, campus improvement team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All students will have the opportunity to engage in SEL and behavior skills through Seven Mindsets on a daily basis through their homeroom classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a sense of belonging at Cavazos as reflected in school engagement through participation of extended learning opportunities and reflected in the Spring Panorama Survey of 69% -70% school connectedness.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, counselor, instructional leadership team, administration, campus improvement team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Cavazos will have a school-wide approach to teach students the use of "I Messages" for conflict resolution, impulse control, and setting healthy limits with peers.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction of physical altercations, bullying, and an increase of students using language to set healthy boundaries with each other.</p> <p><b>Staff Responsible for Monitoring:</b> all staff, teachers, counselor, admin, CHAMPS committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Cavazos will implement an incentive matrix to recognize and connect student's have a deeper connection to their school and engage in their learning in meaningful ways.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a sense of belonging at Cavazos as reflected in school engagement through participation of extended learning opportunities and reflected in the Spring Panorama Survey of 69% -70% school connectedness.</p> <p><b>Staff Responsible for Monitoring:</b> all staff, teachers, counselor, admin, CHAMPS committee, grade level leads, Culture/Climate Committee</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Cavazos will focus on trauma-informed practices by providing teachers and staff monthly professional learning through a book-study, "Help for Billy".</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have the necessary tools and strategies to identify, support, and address students with trauma and students will feel safe and connected to school community and peers. Panorama safety data will increase from 50% of students feeling safe to 60%.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leadership team, counselor, administration, teachers, grade level leads</p> <p><b>Title I:</b> 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 3: Positive School Culture</li> <li>- <b>Targeted Support Strategy</b></li> </ul>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





**Performance Objective 2:** Cavazos will grow its AVID program for grade first through fifth for the 2023-2024 school year; 100% of 3rd through 5th grade teachers will implement one AVID strategy each month for students.

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Full implementation of AVID strategies in grade Kinder through 5th. Student portfolios, PLCs AVID agendas/trainings, AVID strategies visibly used by all students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kinder through fifth grade students will be provided AVID strategies and study habits in order to increase rigor and engagement through student ownership, accountability, and critical thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> Kinder through fifth grade students will attain college and career organizational skills and critical thinking skills through their educational experience at Cavazos.</p> <p><b>Staff Responsible for Monitoring:</b> AVID lead, instructional leadership team, all teachers in grade first through 5th, grade level leads, AP</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All kinder through fifth grade teachers will be trained throughout the school year with AVID strategies and embed in their daily lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase of student engagement and organizational skills will be evident practices in grades first through fifth.</p> <p><b>Staff Responsible for Monitoring:</b> AVID lead, instructional leadership team, all teachers in grade kinder through 5th, grade level leads, AP</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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**Board Goal 3:** Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

**Performance Objective 3:** Cavazos Elementary annual student attendance will increase from 90.6% in April 2023 to 95% in May 2024.

**High Priority**

**Indicators of Success:**

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

**Evaluation Data Sources:** District/Campus Weekly Attendance Reports, weekly check-in/check-outs, Truancy Contracts, Weekly Attendance Committee Meetings data reviews.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance committee will meet weekly to review attendance weekly trends to identify tier 2 and tier 3 students for wrap around supports and incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce tardies and absences and increase perfect attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, counselor, attendance clerk, teachers, community in schools coordinator, grade level leads, and attendance specialist</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Enhance parent engagement and involvement by effectively communicating with parents through a variety of differentiated sources: phone calls, home visits, MTSS/RTI meetings, student-led conference, Student-Support Team Parent meetings, parent conferences, notes, home-visits when students are absent/truant.</p> <p><b>Strategy's Expected Result/Impact:</b> increase of daily attendance, reduction of truancy, expected results will be higher attendance, and students will be receiving daily instruction on a consistent basis</p> <p><b>Staff Responsible for Monitoring:</b> Admin, counselor, attendance clerk, teachers, community in schools coordinator, grade level leads, and attendance specialist</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> General Supplies Parent Data Chat folders and supplies - Title One School-wide - 6399 - \$1,199</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Cavazos will incentivize and recognize students/classes weekly, monthly, quarterly/yearly and provide RTI/ MTSS wrap around services to tier 2 and tier 3 students.</p> <p><b>Strategy's Expected Result/Impact:</b> daily attendance increase, reduction of RTI truancy referrals</p> <p><b>Staff Responsible for Monitoring:</b> Admin, counselor, attendance clerk, teachers, community in schools coordinator, grade level leads, and attendance specialist</p> <p><b>Title I:</b> 2.6</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> In partnership with Community In Schools Site Coordinator and district attendance specialist, Cavazos will conduct home visits, 1:1 parent consultations, and provide differentiated wrap around services for tier 2 and tier 3 students/families with chronic/truant tendencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase daily attendance, reduction of truancy, expected results will be higher attendance, and students will receive daily instruction on a consistent basis.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, counselor, attendance clerk, teachers, community in schools coordinator, grade level leads, and attendance specialist</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> General Supplies To support attendance and parent outreach - Title One School-wide - 6399 - \$1,495</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Cavazos will continue to provide Home Club After School Services for all students displaying chronic/truant tendencies in order for certified teachers to provide them differentiated and small group individualized academic support so they can catch up on their assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> students with chronic absenteeism will decrease their failure rate, attend school regularly, and build relationships at school through differentiated supports</p> <p><b>Staff Responsible for Monitoring:</b> Admin, counselor, attendance clerk, teachers, community in schools coordinator, grade level leads, and attendance specialist</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue