

Ector County Independent School District
Cavazos Elementary

2024-2025



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 areas.

Performance Objective 1: By May of 2025, the percent of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 18% to 50%.

High Priority

HB3 Board Goal





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%, 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%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Cavazos will use district and campus data to monitor student progress, NWEA MAP growth, and iReady lessons passed.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will incorporate the content and learning objectives in each lesson and refer to the academic language in the TEKS throughout the lesson as well as invite the students to respond using sentence stems with the academic language.</p> <p>Strategy's Expected Result/Impact: Student comprehension of the objective will increase which will contribute to NWEA MAP, STAAR, Short Cycle Assessments, and TELPAS.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal and MCLs (Multi-Classroom Leaders).</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Cavazos teachers will engage in PLC (Professional Learning Communities) and DDI (Data-Driven Instruction) to identify specific gaps in foundational skills.</p> <p>Strategy's Expected Result/Impact: Student foundational skills will increase as evidenced by NWEA MAP, STAAR, and Short Cycle Assessments (SCAs).</p> <p>Staff Responsible for Monitoring: Multi-Classroom Leader (MCLs) and principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Tutors will provide individualized small group instruction during the school and after school using district approved resources.</p> <p>Strategy's Expected Result/Impact: Increase in student growth as reflected on NWEA MAP, STAAR, and Short Cycle Assessments.</p> <p>Staff Responsible for Monitoring: Principal and teachers and teacher leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3, 4</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will utilize research based digital instructional resources to extend their learning and target learning gaps.</p> <p>Strategy's Expected Result/Impact: Students will use research based strategies to support their digital base instructional learning through iReady resources and NWEA MAP MATH.</p> <p>Staff Responsible for Monitoring: Principal, AP, MCLs.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: - Title One School-wide</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 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 areas.

Performance Objective 2: By May of 2025, the percent of students performing at the MEETS level on 3rd-5th Reading STAAR will increase from 21% to 50%.

High Priority





HB3 Board Goal

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%, 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%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Cavazos will monitor student growth through the use of iReady lesson passed, NWEA MAP, and district and campus assessment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Cavazos teachers will engage in PLC (Professional Learning Communities) and DDI (Data-Driven Instruction) to identify specific gaps in foundational skills.</p> <p>Strategy's Expected Result/Impact: Student foundational skills will increase as evidenced by NWEA MAP, STAAR, and Short Cycle Assessments (SCAs).</p> <p>Staff Responsible for Monitoring: MCL (Multi-Classroom Leaders) and principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Tutors will provide individualized small group instruction during the school and after school using district approved resources.</p> <p>Strategy's Expected Result/Impact: Increase in student growth as reflected on NWEA MAP, STAAR, and Short Cycle Assessments.</p> <p>Staff Responsible for Monitoring: Principal, classroom teachers, lead teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will receive professional staff development to enhance their repertoire of strategies for delivering effective instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to deliver Tier I instruction which in turn will increase teacher confidence and student academic performance.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, and MCL (Multi-Classroom Leaders).</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Achievement 1</p> <p>Funding Sources: - Title One School-wide</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 areas.

Performance Objective 3: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 4% to 50%.

High Priority

HB3 Board Goal





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%, 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: NWEA MAP SCIENCE, STAAR science, and Short Cycle Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in professional growth opportunities through district supports, MCL modeling, and participation in PLC in order to build their teaching tools to enhance their Tier I instruction.</p> <p>Strategy's Expected Result/Impact: Teacher confidence and sense of belonging will increase due to receiving quality feedback, modeling, and coaching.</p> <p>Staff Responsible for Monitoring: Principal, APs, professional development representatives, and MCLs (Multi-Classroom Leaders).</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Achievement 4</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in PLC (Professional Learning Communities) weekly decompose the student learning standards in order to deliver rigorous instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to deliver rigorous instruction which will be revealed in student increased learning via NWEA MAP Science, STAAR, and Short Cycle Assessments.</p> <p>Staff Responsible for Monitoring: Principal and AP.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Achievement 4</p>	Formative			Summative
	Oct	Jan	Mar	May


 No Progress
  Accomplished
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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 60% by May 2024.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 33 percentile to 50 percentile.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use mClass, iReady Reading, iStation, and short cycle assessments to monitor student growth. Strategy's Expected Result/Impact: Increased student achievement will be reflected in NWEA MAP READING, iReady, and iStation. Staff Responsible for Monitoring: Classroom teachers, MCLs, and principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Tutors will work in small groups with students who are not making progress according to iReady, NWEA MAP Reading, mClass, and iStation. Strategy's Expected Result/Impact: Students in K-3 will demonstrated increased reading skills via NWEA MAP Reading, mClass, and iStation. Staff Responsible for Monitoring: Classroom teachers and principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 Funding Sources: - Title One School- Improvement</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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 60% by May 2024.

Performance Objective 2: The % K-3 students will show growth from a negative 2.48 to 10% on their READING MAP ASSESSMENT.

High Priority

HB3 Board Goal

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: Student growth will be monitored via iReady usage and lesson passes and Data Driven Instruction during PLC.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will hold student conferences and guide students to create individual growth goals and document these in their individual data folders.</p> <p>Strategy's Expected Result/Impact: Students will be able to track their growth and as a result will have increased Reading RIT on NWEA MAP when compared to BOY to MOY and EOY.</p> <p>Staff Responsible for Monitoring: Classroom teacher and Lead Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
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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 60% by May 2024.

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 18% to 50%.

High Priority

HB3 Board Goal

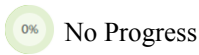
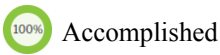
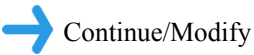

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: Spring 2025 STAAR Reading.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receiving tutoring from virtual tutor, in person tutor, and after school tutoring.</p> <p>Strategy's Expected Result/Impact: Increased student achievement will be reflected in iReady, NWEA MAP Reading, short cycle assessments, and STAAR.</p> <p>Staff Responsible for Monitoring: Classroom teacher, MCLs, principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in DDI during PLC in order to understand student growth trends and gaps. Strategy's Expected Result/Impact: Student reading skills will increase as a result of the deciphering of data. Staff Responsible for Monitoring: Classroom teacher, MCLs.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2 Funding Sources: - Title One School-wide</p>	Formative			Summative
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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: School Connectedness Panorama data in the area of student Self-efficacy will increase from 58% to 68%.

High Priority





HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey will be used to monitor student Self-Efficacy.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will track their academic growth using data tracking folders. Strategy's Expected Result/Impact: Students' self-efficacy will increase. Staff Responsible for Monitoring: AP and teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: iLead program will be used to help students build their leadership skills as well as have a positive impact on their self-management, social awareness, and self-efficacy.</p> <p>Strategy's Expected Result/Impact: Students' self-efficacy, social awareness, and self-management skills will increase based on the Panorama Survey.</p> <p>Staff Responsible for Monitoring: AP, teachers, and counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be exposed to college and career experiences via college visits and inviting visitors to campus.</p> <p>Strategy's Expected Result/Impact: Decreased student referrals especially in the areas of Hispanic and male category.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
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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 2: Student daily attendance will increase from 92% to 95%.

High Priority





HB3 Board Goal

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%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: ECISD Weekly attendance and Cavazos daily attendance will be monitored for attendance growth.

Strategy 1 Details	Reviews			
<p>Strategy 1: Student attendance will be monitored daily and made public to students and teachers. Celebrations will take place during morning assembly.</p> <p>Strategy's Expected Result/Impact: Student attendance will increase.</p> <p>Staff Responsible for Monitoring: AP and clerk</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Student recognition such as birthday celebrations, academic growth celebrations, and exhibiting positive behaviors will be recognized during morning assembly.</p> <p>Strategy's Expected Result/Impact: Student daily attendance will increase.</p> <p>Staff Responsible for Monitoring: AP and clerk</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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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: Disciplinary infractions resulting in out of school suspension, DAEP placement, and detention hall will remain below 70%.

High Priority

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Review Focus student incident reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will clearly define the school-wide expectations for behavior and communicate with the parents through a variety of methods such as principal newsletter communication and communication through Focus.</p> <p>Strategy's Expected Result/Impact: Decreased out of school suspension, DAEP placement, and detention hall.</p> <p>Staff Responsible for Monitoring: AP and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: iLead framework will be implemented in all the classrooms to ensure everyone is using a common language and students are receiving exposure to strategies that will help them contribute to a positive learning environment.</p> <p>Strategy's Expected Result/Impact: Decreased student referrals</p> <p>Staff Responsible for Monitoring: AP, counselor, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
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