Ector County Independent School District

Cavazos Elementary

2025-2026 Board Goals/Performance Objectives/Strategies

Mission Statement

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

Vision

Students first, inspire, educate, and celebrate

Table of Contents

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2026, the percent of students performing at the MEETS level in 3rd - 5th grade Math STAAR will increase from 26% to 34% by May 2026. Specifically, 3rd grade STAAR English and Spanish MEETS level will increase from 28% to 36%; 4th grade STAAR English and Spanish MEETS level will increase from 38% to 46%; and 5th grade STAAR English and Spanish MEETS level will increase from 14% to 22%.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3rd grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR, Campus Based Assessments, Short Cycle Assessment, iReady, NWEA MAP, My Math Academy.

Strategy 1 Details	Reviews			
Strategy 1: Students will use hands-on manipulatives to build conceptual understanding and engage student in concrete learning experiences. Students will also use journals to build their knowledge and document strategies on problem solving skills. Students will also participate in targeted small-group math instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student engagement will increase and better understanding of skills will be developed based on student work and growth on assessment data. **Staff Responsible for Monitoring:** Classroom teachers, lead teachers, MCLs, MRTs, Mentors, Assistant Principal, and Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **- 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Provide targeted math vocabulary and concept-building lessons for At-Risk and Emergent Bilingual (EB) students using LoneStar Math and scaffolded instructional supports in both English and Spanish.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will gain an understanding of vocabulary concepts and will be able read and comprehend the math questions . **Staff Responsible for Monitoring:** Classroom teachers, lead teachers, assistant principal, MCL, MTRT, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534 **- 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Provide teachers with regular opportunities to practice math lesson delivery through Professional Learning Community (PLC) sessions and structured coaching cycles. The coaching sessions will focus on modeling research-based instructional strategies, refining questioning techniques that promote mathematical discourse, and ensuring tight alignment between teaching practices and lesson objectives. Feedback gathered from instructional rounds will be systematically analyzed and used to strengthen individual lesson delivery while promoting consistent, high-quality math instruction across all classrooms.	**Oct**	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: This strategy is expected to increase teacher confidence and competency in math instruction, leading to more engaging and effective classroom practices. Teachers will demonstrate improved use of mathematical language, higher-order questioning, and differentiated instruction techniques. As instructional quality becomes more consistent across classrooms, students will experience fewer learning gaps when transitioning between grade levels or teachers. The collaborative nature of PLCs will foster a culture of continuous improvement, with teachers sharing successful strategies and supporting one another's growth. Ultimately, these improvements in instructional delivery are anticipated to result in measurable gains in student math achievement, increased student engagement in mathematical thinking, and stronger foundational skills that prepare students for advanced mathematical concepts.

Staff Responsible for Monitoring: Classroom teachers, lead teachers, MCL, MTRT, assistant principal, and principal

Title I:
2.51, 2.52, 2.53, 2.531, 2.533, 2.534
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Results Driven Accountability**

Funding Sources: Opportunity Culture Positions - Title One School-wide - $75,000, 4 grade level lead teachers - Title One School-wide - $14,000

Strategy 4 Details	Reviews			
Strategy 4: All grade levels will dedicate 10 minutes daily to targeted, systematic practice of basic math facts, including addition, subtraction, multiplication, and division as developmentally appropriate for each grade level. This structured, consistent practice will be seamlessly embedded into the daily math routine using research-based fluency activities and progress monitoring tools to build automaticity, accuracy, and confidence in foundational math skills.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Students will develop computational fluency and faster recall of basic math facts, reducing cognitive load during complex problem-solving tasks. This foundation will lead to increased confidence in math lessons, improved performance on assessments, and better preparation for advanced mathematical concepts. The consistent school-wide implementation will create cumulative achievement gains and a stronger mathematical culture.
 	
    Staff Responsible for Monitoring: Classroom teacher, lead teacher, TOR, assistant principal, MTRT, MCL, and principal
 	
    Title I:
2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535
  - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
  - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
  - Targeted Support Strategy - Results Driven Accountability				

Strategy 5 Details	Reviews			
Strategy 5: All students in 4th & 5th grade who did not make progress on STAAR the previous year will receive targeted tutoring before or after school.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Students will make progress.
    Staff Responsible for Monitoring: teachers and administrators
 	
    Title I:
2.51, 2.52, 2.53, 2.533, 2.534, 2.535
  - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
  - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
  - Targeted Support Strategy - Results Driven Accountability
    Problem Statements: Student Achievement 1
    Funding Sources: Teacher tutoring pay - Title One Homeless - $10,000				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Across grades 3-5, Math STAAR results in both English and Spanish show low performance in the Meets and Masters levels, particularly in Spanish assessments where fewer students reach proficiency. Achievement gaps exist between English and Spanish math performance, limiting students' readiness for the next grade level.   **Root Cause**: Inconsistent emphasis on conceptual understanding and problem-solving strategies across grades and languages. Limited integration of academic math vocabulary into instruction, especially in Spanish. Intervention structures are present but lack consistent frequency, targeted skill focus, and progress monitoring.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2026, the percent of students performing at the MEETS level in 3rd - 5th grade READING STAAR English and Spanish will increase from 25% to 33% by May 2026. Specifically, 3rd grade STAAR English and Spanish MEETS level will increase from 28% to 36%; 4th grade STAAR English and Spanish MEETS level will increase from 38% to 46%; and 5th grade STAAR English and Spanish MEETS level will increase from 14% to 22%.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3rd grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3rd grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: STAAR, Campus Based Assessment, Short Cycle Assessments, iReady Diagnostics.

Strategy 1 Details	Reviews			
Strategy 1: During small group instruction, all students will engage with texts that are 0.5 to 1.0 grade level above their iReady diagnostic reading placement. This practice will promote academic rigor, strengthen reading stamina, and accelerate growth toward grade-level proficiency.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will demonstrate increased reading stamina by sustaining engagement with more complex texts during small group lessons. **Staff Responsible for Monitoring:** Classroom teacher, lead teacher, MCL, MTRT, assistant principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Mindyplay - Title One School-wide - $7,000				

Strategy 2 Details	Reviews			
Strategy 2: All K-5 students will engage in daily writing tasks integrated across all content areas (RLA, math, science, social studies, etc.). To monitor growth, bi-monthly writing samples will be collected from each grade level and subject. Teachers will also conduct at least one writing conference with one student during each bi-monthly period to provide individualized feedback, support skill development, and promote writing growth.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will develop greater writing fluency and the ability to express ideas clearly across multiple subjects. **Staff Responsible for Monitoring:** Classroom teacher, lead teacher, MCL, MTRT, assistant principal, principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** LoneStar RLA - Title One School-wide - $9,000				

Strategy 3 Details	Reviews			
Strategy 3: All K-5 students performing below grade level in reading will participate in daily targeted interventions using resources such as Mindplay digital reading selections five times per week to enhance fluency, comprehension, and critical thinking skills necessary for success in reading.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The targeted intervention will help close gaps in foundational literacy skills and support more students in reaching grade-level expectation in reading. **Staff Responsible for Monitoring:** Classroom teachers, lead teachers, MCL, MTRT, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Classroom aide to support RLA - Title One School-wide - $30,000				

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: All K-5 reading teachers will participate in ongoing professional development focused on evidence-based literacy practices, including guided reading, differentiated small-group instruction, and explicit vocabulary instruction. During PLC meetings, instructional coaches and administrators will model best practices using student work and lesson exemplars. Teachers will actively participate in PLC discussions and practice activities, sharing lesson plans, modeling strategies, and engaging in peer feedback to strengthen instructional delivery.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By strengthening teacher capacity through professional development and collaborative modeling during PLCs, teachers will increase consistency and rigor in reading instruction. As a result, K-5 students, particularly those performing below grade level, will demonstrate improved reading fluency, comprehension, and stamina. This will be reflected in higher student growth on iReady diagnostics, classroom assessments, and an increase in the percentage of students meeting or exceeding grade-level expectations on STAAR Reading.				
Staff Responsible for Monitoring: Classroom teachers, lead teachers, MCL, MTRT, assistant principal, and principal				
Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - **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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**				

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2026, the percentage of 5th grade students performing at the MEETS leve on SCIENCE STAAR English and Spanish will increase from 5% to 13% as measured by standardized state assessments.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: STAAR, STAAR Release, Campus Based Assessments, Short Cycle Assessments, iReady Diagnostics, NWEA MAP SCIENCE.

Strategy 1 Details	Reviews			
Strategy 1: Integrating weekly hands-on labs and inquiry-based science activities in grades will ensure that 100% of students engage in at least one structured investigation per week. Each lab will include pre-lab vocabulary instruction, data collection, and post-lab journaling that explicitly connects the activity to the STAAR Reporting Category TEKS for that grade level. Teachers will track student participation using lab logs, and student journals will be reviewed bi-weekly during PLCs to monitor progress.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By engaging in consistent, inquiry-based labs tied to grade level standards, students will strengthen their ability to apply scientific concepts, analyze data, and use academic vocabulary in context. This will result in measurable improvement in critical thinking and problem-solving skills. **Staff Responsible for Monitoring:** Classroom teacher, lead teacher, MCL, MTRT, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement daily, 10-minute science vocabulary routines using strategies such as word walls, Frayer models, and interactive notebooks. Students will apply new terms in sentence frames, lab journals, and class discussions at least three times per week. During PLCs, teachers will model and share vocabulary strategies, and administrators will monitor fidelity through walkthroughs and student work checks.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Strengthening science academic vocabulary will improve students' ability to comprehend test items, engage in scientific reasoning, and explain their learning in both English and Spanish. Students will increase their science vocabulary accuracy, as measured by writing samples. **Staff Responsible for Monitoring:** classroom teacher, lead teacher, MCL, MTRT, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
Strategy 3: During PLC teachers will participate in ongoing professional development on best practices for science instruction, including using inquiry-based labs, scaffolding for bilingual students, and integrating journaling into instruction. Teachers will produce students journals during PLC and examine science academic vocabulary.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will increase their capacity to deliver rigorous, engaging, and language-rich science instruction, resulting in improved student outcomes across both English and Spanish Science assessments. **Staff Responsible for Monitoring:** classroom teachers, lead teachers, MCLs, MTRTs, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**				

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 1: By May 2026, at least 55% of K-3 students will meet or exceed their individual NWEA MAP Reading RIT growth goal, resulting in the campus performance rising from the 26th percentile in kindergarten to the 40th-60th percentile range across K-3.

Kindergarten: Increase from 26th - 40th percentile in the EOY NWEA MAP READING RIT (about 45% of students meeting/exceeding goals).

1st Grade: Target 45th to 50th percentile in the EOY NWEA MAP READING RIT (about 50-55% meeting/exceeding goals).

2nd Grade: Target 50th-55th percentile in the EOY NWEA MAP READING RIT (about 55-60% meeting/exceeding goals).

3rd Grade: Target 55th-60th percentile in the EOY NWEA MAP READING RIT (about 60% meeting/exceeding goals).

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: EOY NWEA MAP READING RIT, 3rd Grade STAAR, campus based assessment, short cycle assessments

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Kindergarten, 1st, and 2nd grade teachers will implement Saxon Phonics with fidelity, ensuring consistent and systematic instruction. Teachers will adhere to the program's scope and sequence, deliver daily, explicit phonics lessons, and use ongoing progress monitoring (weekly checks and formative assessments) to guide instruction and provide targeted small-group support for students not meeting benchmarks.	**Oct**	**Jan**	**Mar**	**May**

Strategy 1: Kindergarten, 1st, and 2nd grade teachers will implement Saxon Phonics with fidelity, ensuring consistent and systematic instruction. Teachers will adhere to the program's scope and sequence, deliver daily, explicit phonics lessons, and use ongoing progress monitoring (weekly checks and formative assessments) to guide instruction and provide targeted small-group support for students not meeting benchmarks.

In grade 3, teachers will integrate the HMH Phonics section into daily instruction, reinforcing foundational decoding, word recognition, and fluency skills. Teachers will embed phonics practice into reading and writing activities, and collect bi-weekly progress data to adjust instruction and provide interventions for struggling readers.

Strategy's Expected Result/Impact: By May 2026, K-2 students will demonstrate measurable growth in foundational literacy skills, as evidenced by increased accuracy and fluency in phonics assessments and a reduction in students performing below grade-level benchmarks. In grade 3, students will show improved decoding and fluency, resulting in higher performance on reading screeners (iReady, MAP, or campus-selected measures) and increased percentages of students meeting or exceeding grade-level RLA standards.

Staff Responsible for Monitoring: classroom teachers, lead teachers, MCLs, MTRT, assistant principal, and principal

Title I:
2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
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 - **Targeted Support Strategy - Results Driven Accountability**

Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in comprehensive professional development on iReady Magnetic Reading, ensuring they understand how to implement the program with fidelity. Following training, teachers will embed daily instructional time within their schedule to review iReady Magnetic Reading lessons with students. Instruction will emphasize consistent practice, differentiated small-group support, and integration of Magnetic Reading resources into guided reading and whole-class literacy instruction. **Strategy's Expected Result/Impact:** By May 2026, consistent and effective implementation of iReady Magnetic Reading will lead to increased student engagement and comprehension growth, as measured by iReady Reading diagnostics and progress monitoring. Students will demonstrate measurable improvement in vocabulary, comprehension strategies, and text analysis skills, contributing to higher performance levels on campus and district literacy benchmarks, and increasing the percentage of students achieving Meets or above on STAAR RLA. **Staff Responsible for Monitoring:** classroom teacher, lead teacher, MCL, MRTR, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 2: The percent of K-3 students will show growth from 26th percentile in kindergarten to the 40th-60th percentile range across K-3.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3rd grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: BOY, MOY, EOY NWEA MAP READING, district based assessment, campus based assessment, short cycle assessments, iReady assessments.

Strategy 1 Details	Reviews			
Strategy 1: Students in K-3 will receive Daily Targeted Small-Group Instruction and teachers will provide small-group instruction 4-5 times per week using diagnostic data from NWEA MAP Reading, iReady, and classroom-based assessments. The instruction will target phonological awareness, decoding, fluency, and comprehension based on each student's skill gap. Students performing in the 1st-20th percentile will receive an additional 30 minutes of intervention using evidence-based programs such as Saxon Phonics (K-1) and HMH Reading/Phonics (2-3).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By May 2026, at least 40% of K-3 students will move into the 41st-60th percentile range in Reading on NWEA MAP. Early literacy skills will strengthen significantly, particularly in phonics and comprehension, reducing the number of students in the lowest quartile (1st-20th percentile). Students will demonstrate stronger reading fluency, improved comprehension across content areas, and increased readiness for STAAR performance in upper grades. **Staff Responsible for Monitoring:** classroom teacher, lead teacher, MCL, MTRT, assistant principal, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Teachers in grades K-3 will participate in weekly PLC meetings to collaboratively analyze NWEA MAP, iReady, and formative assessment data while receiving modeling of targeted intervention lessons from lead teachers, MCLs, MTRTs, assistant principal and principal focused on phonics, fluency, and comprehension strategies for students in the 1st-40th percentile range. Monthly professional development sessions will provide teachers with evidence-based literacy practices including guided reading, close reading, and explicit phonics instruction, which will then be practiced and refined during PLC meetings with peer and coach feedback. This systematic approach combines regular data review with hands-on strategy practice to strengthen instructional delivery across all K-3 classrooms.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will demonstrate improved data analysis skills and more precise implementation of targeted reading interventions, creating consistent, high-quality instruction that directly addresses individual student needs. The collaborative PLC structure will accelerate professional growth and establish shared accountability for student outcomes, ultimately leading to measurable reading achievement gains for struggling students in the targeted percentile range.				
Staff Responsible for Monitoring: Classroom teachers, lead teachers, MCLs, MTRT, assistant principal, and principal				
Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 3: The percent of 3rd grade students performing at the MEETS level on their READING STAAR will increase from 28% to 36% by the end of May 2026.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: STAAR, NWEA MAP READING, campus based assessments, short cycle assessments, check points

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Systematic Phonics and Decoding Intervention Program	**Formative**			**Summative**
Implementation: Implement a daily 20-minute small-group phonics intervention targeting students currently performing below the MEETS level, focusing on advanced phonics patterns, multisyllabic word decoding, and sight word recognition using research-based programs like MindyPlay and iReady. Students will be grouped by specific skill deficits identified through diagnostic assessments and receive targeted instruction three times per week, with progress monitored bi-weekly through curriculum-based measures. Teachers will receive professional development on explicit phonics instruction and will use structured lesson plans that include modeling, guided practice, and independent application of decoding strategies.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will demonstrate improved decoding accuracy and reading fluency, enabling better comprehension of grade-level texts. The targeted intervention will address foundational reading gaps that prevent students from accessing complex passages on the STAAR assessment, directly contributing to the 8-percentage point increase in MEETS performance.				
Staff Responsible for Monitoring: classroom teacher, lead teachers, MCLs, MTRT, assistant principal, and principal				
Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Close Reading and Text Evidence Protocol	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Implementation: Establish a structured close reading routine where students engage with STAAR-formatted passages three times per week, practicing annotation strategies, vocabulary in context, and textual evidence identification through a consistent four-step process: read for gist, reread for details, analyze author's craft, and respond with evidence. Teachers will use anchor charts displaying question stems and evidence sentence starters, while students maintain reading journals to track their thinking and practice written responses that mirror STAAR constructed response expectations.

Strategy's Expected Result/Impact: Students will develop stronger reading comprehension skills and confidence in analyzing complex texts, leading to improved performance on both multiple-choice and written response questions. This systematic approach to text analysis will directly prepare students for the rigor and format of the STAAR reading assessment, supporting the targeted achievement goal.

Staff Responsible for Monitoring: classroom teacher, lead teachers, MCLs, MTRT, assistant principal, principal

Title I:
2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Results Driven Accountability**

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: Cavazos School Connectedness Panorama data will increase from 52% to 57% by the spring 2026.

HB3 Board Goal

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 - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey and campus surveys

Strategy 1 Details	Reviews			
Strategy 1: Establish a comprehensive monthly community building programs and recognition systems that includes school-wide "Family Fun Nights" featuring academic showcases, cultural celebrations, and interactive activities that connect students, families, and staff. Implement a peer recognition system where students nominate classmates for "Cavazos Champions" awards celebrating academic growth, kindness, and leadership, with winners announced during weekly morning assemblies and featured on hallway displays. Create grade-level "Connection Circles" where students meet bi-weekly with counselors, teachers, and principal to discuss school experiences, share concerns, and participate in team-building activities that foster belonging and peer relationships.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will report stronger emotional connections to their school community and increased sense of belonging through consistent positive recognition and peer interaction opportunities. The regular family engagement events will strengthen the home-school partnership, while the peer recognition system will create a culture of positivity and mutual support, directly contributing to improved Panorama connectedness scores and the targeted 5-percentage point increase. **Staff Responsible for Monitoring:** classroom teacher, counselor, principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	**Reviews**			
Strategy 2: Pair each student with a dedicated adult mentor (teacher, staff member, or volunteer) who meets with them individually for 15 minutes once a to discuss personal goals, celebrate achievements, and address any challenges or concerns. Students will create personalized "Connection Portfolios" that include their academic goals, interests, strengths, and photos of meaningful school experiences, which mentors will review and update during each session. Implement a student-driven goal tracking system where students set monthly personal, academic, and social goals with their mentor's support, documenting progress through reflection journals and celebrating achievements through personalized certificates and one-on-one recognition meetings with the principal.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will develop stronger individual relationships with adults on campus and feel more personally valued and supported in their educational journey. The consistent one-on-one attention and personalized goal-setting will increase students' sense of belonging and investment in their school success, as they experience individualized care and see their personal growth acknowledged. This targeted approach to building individual connections will directly improve student perceptions of school relationships and support, contributing significantly to the 5-percentage point increase in Panorama School Connectedness scores. **Staff Responsible for Monitoring:** classroom teacher, lead teachers, and princpal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**				

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: Student daily attendance will increase from 92% to 95% by the end of May 2026.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Daily attendance .

Strategy 1 Details	Reviews			
Strategy 1: Establish a proactive attendance tracking system that identifies students with attendance concerns after three absences, triggering immediate outreach through phone calls, home visits by attendance liaisons, and personalized attendance conferences with families to identify barriers such as transportation, health issues, or family circumstances. Create individualized attendance improvement plans and partnerships with local organizations to provide clothing, school supplies, or healthcare referrals. Implement weekly attendance celebrations where classes with 95% or higher attendance earn special privileges like extra recess, movie time, or pizza parties, while individual students reaching attendance milestones receive personalized recognition and small incentives.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Families will receive timely support to address attendance barriers before chronic absenteeism patterns develop, while early intervention will prevent minor attendance issues from escalating into significant problems. The combination of barrier removal and positive reinforcement will create a school culture that values and celebrates consistent attendance, directly contributing to the targeted 3-percentage point increase from 92% to 95% daily attendance by addressing both systemic obstacles and motivation factors. **Staff Responsible for Monitoring:** classroom teacher, attendance clerk, and principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
Strategy 2: Create engaging "Perfect Attendance Passport" challenges where students earn stamps for consecutive days of attendance and can redeem completed passports for special experiences like lunch with the principal, first choice at recess activities, or recognition at school assemblies. Establish morning "Welcome Crews" of student volunteers who greet arriving students at school entrances, help carry backpacks, and create a positive start to each school day that makes students excited to come to school.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will develop stronger peer relationships and social connections that motivate daily school attendance, while the positive morning experiences will create anticipation for coming to school each day. The peer support system will help students feel more integrated into the school community and provide natural accountability partners who notice and care when classmates are absent, fostering a culture where attendance becomes a shared value that supports achieving the 95% attendance goal. **Staff Responsible for Monitoring:** classroom teacher, attendance clerk, and assistant principal. **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**				

○ No Progress   ◯ Accomplished   �¥ Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The overall attendance for the campus was at 92% which means we did not meet the campus goal of reaching 95%. **Root Cause**: Many of our families face transportation challenges especially those who miss the bus and live in Pleasant Farms. Other families have limited transportation options.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: The percent of student referred to the office with a discipline referral will decrease 5%.

HB3 Board Goal

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 - 2026 Goal: 52%

Evaluation Data Sources: Student referrals

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) framework with clearly defined school-wide expectations taught through monthly interactive lessons and reinforced through a token economy system where students earn "Cougar Cash" for demonstrating positive behaviors. Follow the iLead lessons once a week for 20 minutes where students practice social skills.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will develop stronger self-regulation skills and emotional awareness, leading to fewer impulsive behavioral incidents and improved conflict resolution abilities. The proactive teaching of expectations and social-emotional skills will reduce the frequency of disciplinary referrals by addressing root causes of behavioral issues, while the positive reinforcement system will create a school culture focused on recognizing appropriate behavior rather than solely responding to negative incidents. **Staff Responsible for Monitoring:** classroom teachers and assistant principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Establish a comprehensive "Student of the Month" program where students are nominated by peers, teachers, and staff for demonstrating exceptional character traits such as respect, responsibility, kindness, perseverance, and leadership, with nominations collected through digital forms and suggestion boxes throughout the school. Each month, selected students from every grade level will be honored during a special recognition luncheon, receive certificates and photos displayed on the "Cougar Character Champions" hallway wall, and enjoy a celebratory lunch with the principal and previous award recipients.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will be motivated to demonstrate positive behaviors consistently as they see their peers being recognized and celebrated for character traits that contribute to a positive school environment. **Staff Responsible for Monitoring:** classroom teacher and assistant principal **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**				

○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 90% of classrooms will demonstrate excellence in instructional delivery as measured by classroom observation rubrics, showing consistent implementation of research-based teaching practices, student engagement strategies, and differentiated instruction that meets the diverse needs of all learners.

HB3 Board Goal

Evaluation Data Sources: Classroom observation feedback logs through Eduphoria and coaching feedback forms.

Strategy 1 Details	Reviews			
Strategy 1: Require all teachers to submit detailed weekly lesson plans that include clear learning objectives aligned to state standards, differentiated activities for diverse learners, formative assessment strategies, and evidence-based instructional methods, with plans reviewed and approved by lead teachers, MCLs, MTRTS, and administration. Implement mandatory use of student performance data from formative assessments, benchmark tests, and classroom observations to inform instructional decisions, requiring teachers to document how they modify instruction based on student needs and maintain data tracking sheets showing student progress toward mastery. Provide monthly professional development sessions focused on backward design lesson planning, assessment creation, and data analysis techniques, with teachers required to demonstrate competency through lesson plan portfolios and student achievement evidence.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will create more purposeful and targeted lessons that directly address student learning needs through systematic planning and data analysis, leading to improved student mastery of standards and learning objectives. The consistent focus on standards alignment and data-driven decision making will ensure that instruction is responsive to student needs and grounded in evidence-based practices, ultimately resulting in measurable improvements in both teaching quality and student academic achievement across all classrooms. **Staff Responsible for Monitoring:** lead teachers, MCLs, MRTRs, and administration **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Assign lead teachers, MCLs, MTRT, assistant principal, and principal to conduct monthly classroom observations using standardized rubrics that measure lesson planning, instructional delivery, student engagement, and classroom management, followed by immediate feedback conferences and collaborative action planning sessions. Establish a structured peer observation protocol where teachers visit exemplary classrooms monthly to observe best practices, participate in post-observation reflection discussions, and implement observed strategies in their own teaching with coach support. Create professional learning communities focused on instructional excellence where teachers analyze video recordings of their own lessons, share successful strategies, and collaboratively problem-solve instructional challenges using protocols that promote reflective practice and continuous improvement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will demonstrate measurable improvement in instructional practices through consistent coaching support and peer collaboration, leading to more engaging and effective lesson delivery. The systematic observation and feedback cycle will create a culture of continuous improvement where teachers feel supported in their professional growth, resulting in higher-quality instruction that directly impacts student learning outcomes and classroom excellence ratings. **Staff Responsible for Monitoring:** lead teachers, MCLs, MTRTs, and administrators. **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

No Progress　　　Accomplished　　　Continue/Modify　　　Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, 90% of the classrooms will demonstrate evidence of student-centered learning environments as evidenced by student ownership of learning through student journals, student performance on checkpoints, and district assessments.

HB3 Board Goal

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
October 2025	Walkthroughs, student work, student assessment data	90%	TBD

Evaluation Data Sources: Teachers will engage in campus-wide instructional rounds where teachers observe peers once every two weeks using a common observation rubric and take a new strategy to their classroom.

Strategy 1 Details				Reviews			
Strategy 1: The campus will engage in vertical planning once a month to ensure that the grade levels are in alignment with the pacing scope and sequence.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will gain knowledge of the scope and sequence for the vertical grade levels in the designated subjects. **Staff Responsible for Monitoring:** Assistant principal, lead teachers, MCLs, MTRT.							
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**				
1	Use the google form to conduct the biweekly learning walks. https://docs.google.com/forms/d/1rKH-ilBsYweN0k3AO3vprSzBdn10_CI4228s51C4FNk/preview	Assistant principal, lead teachers, MCLs, MTRT.	October 2025 - May 2025				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in quarterly professional development focused on specific domains of instructional delivery (e.g., student discourse, higher-order questioning, culturally responsive teaching, small-group differentiation.)	**Formative**			**Summative**

Strategy 2 Details	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Teachers will strengthen instructional delivery, ensuring 90% of classrooms meet the campus definition of instructional excellence. **Staff Responsible for Monitoring:** Assistant principal, lead teachers, MCLs, MTRT.				

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Campus leadership will generate a PD agenda focused on instructional delivery.	Assistant principal, lead teachers, MCLs, MTRT.	October 2025 - May 2026

Title I:
2.51, 2.52, 2.53, 2.533, 2.534, 2.535
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Results Driven Accountability**
Problem Statements: Student Achievement 1

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Across grades 3-5, Math STAAR results in both English and Spanish show low performance in the Meets and Masters levels, particularly in Spanish assessments where fewer students reach proficiency. Achievement gaps exist between English and Spanish math performance, limiting students' readiness for the next grade level. **Root Cause**: Inconsistent emphasis on conceptual understanding and problem-solving strategies across grades and languages. Limited integration of academic math vocabulary into instruction, especially in Spanish. Intervention structures are present but lack consistent frequency, targeted skill focus, and progress monitoring.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, Cavazos Elementary will establish a culture of excellence as evidenced by 85% of staff and students demonstrating consistent commitment to high expectations, continuous improvement, and shared accountability for academic and behavioral success across all school programs and activities.

HB3 Board Goal

Evaluation Data Sources: Classroom walkthroughs and student performance on assessments.

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement comprehensive "Excellence Standards" that define specific behavioral and academic expectations for students, staff, and families, with visual displays throughout the school and monthly teaching lessons that reinforce these standards in age-appropriate ways. Create a multi-tiered recognition system including daily "Excellence Spotlights" where teachers nominate students and colleagues demonstrating exceptional effort or achievement, celebrating classroom and individual accomplishments, and quarterly "Excellence Awards" honoring sustained commitment to high standards with special recognition celebrations. Establish "Excellence Teams" comprised of students, teachers, and parents who monitor progress toward school goals, provide feedback on programs, and lead initiatives that promote continuous improvement and shared ownership of school success.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students and staff will internalize high expectations and develop intrinsic motivation to pursue excellence in all aspects of school life, creating a shared culture where mediocrity is not acceptable and continuous growth is celebrated. The systematic recognition and accountability structures will foster pride in achievements while encouraging risk-taking and perseverance, ultimately leading to improved academic performance, positive behavior choices, and a school environment where everyone feels empowered to reach their highest potential. **Staff Responsible for Monitoring:** classroom teachers and leadership team **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Implement monthly "Excellence in Practice" professional development sessions where teachers research, present, and model innovative instructional strategies to colleagues, creating a culture of shared expertise and continuous learning among staff members. Establish teacher leadership roles including "Excellence Coaches" who mentor new teachers, "Data Champions" who lead grade-level data analysis meetings, and "Innovation Leaders" who pilot new programs and share results with the faculty, providing career advancement opportunities while building internal capacity for sustained improvement. Create structured reflection protocols where all staff members set quarterly professional goals aligned to school excellence standards, document progress through evidence portfolios, and participate in peer feedback sessions that promote accountability and collaborative growth.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will develop stronger professional identities as educational leaders and continuous learners, modeling excellence for students while building collective capacity for school-wide improvement. The leadership development opportunities will increase teacher retention and job satisfaction while creating sustainable systems for maintaining high standards, ultimately resulting in more effective instruction, stronger school culture, and improved outcomes for all students as staff members embrace their roles as champions of excellence. **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**				

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: 100% of the teachers will post and review the daily learning objectives and success criteria, ensuring students understand what excellence looks like in both behavior and academics. Growth mindset language (e.g., "yet," "challenge helps our brain grow") will be consistently modeled. Student work that demonstrates mastery and effort will be displayed in hallways and classrooms to celebrate excellence.

HB3 Board Goal

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
October 2025	Walkthrough data	100%	

Evaluation Data Sources: Walkthrough data, student journals, and student checkpoint data and district assessment data.

Strategy 1 Details				Reviews			
Strategy 1: 100% of the teachers will post daily learning objectives (LOs) and success criteria (SC) in student-friendly language, ensuring alignment with TEKS. At the beginning, midpoint, and closure of the lesson, teachers will review the LOs and SC with students.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will be able to articulate the lesson's purpose and what mastery looks like. This will lead to improved student focus, accountability, and an increase of at least 10% in students achieving "Meets" or higher on interim/common assessments. **Staff Responsible for Monitoring:** Principal, assistant principal, lead teachers.							

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Leadership will conduct walkthroughs and focus on LO and SC.	Principal, assistant principal, lead teachers.	October 2025- May 2026

Title I:
2.51, 2.52, 2.53, 2.533, 2.534, 2.535
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1

Strategy 2 Details	Reviews			
Strategy 2: 100% of the classrooms will display student work samples that demonstrate mastery, effort, and perseverance. Teachers will facilitate "student voice" by inviting students to explain how they achieved their results and overcame challenges. Administrators will highlight exemplary displays and mindset practices during PLCs to model expectations.	**Formative**			**Summative**

	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will develop resilience, see mistakes as part of learning, and take ownership of their academic growth. This will foster a schoolwide culture of excellence and result in higher student engagement and confidence, directly impacting achievement and classroom behavior positively. **Staff Responsible for Monitoring:** Principal, assistant principal, leadership team.				

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Classroom walkthroughs with administrators and leadership team	Principal, assistant principal, leadership team.	October 2025

Title I:
2.51, 2.52, 2.53, 2.533, 2.534, 2.535
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy - Results Driven Accountability**
Problem Statements: Demographics 1

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Based on the data regarding attendance, the campus attendance declined by .2 from 92.2% in 2024 to 92% in 2025. The grade level with the lowest overall attendance was PK.   **Root Cause**: The PK families do not sign Truancy Prevention Measures Contracts as often as other grades.