Ector County Independent School District

Cavazos Elementary

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Subgroups Break Down by Ethnicity

Subgroups	Overall #	White #	Hispanic #	African American #	Two or More Races	Native Hawaiian	Male #	Female #
SPED	62	8	50	3	1	0	36	26
EL/ESL	276	0	276	0	0	0	148	128
Economically Disadvantaged	510	54	448	5	2	1	?	?
504	12	2	10	0	0	0	7	5
Gifted/Talented	18	1	16	1	0	0	12	6

Category	Percentage
English Learners	42.20%
Special Ed	9.50%
Gifted and Talented	3.0%
Section 504	2.0%

Fall English Learner Year Comparison Percentages - Number of Years Displayed: 5 Possible Years																
County-District Number: 068901 District Name: ECTOR COUNTY ISD																
Fall English Learner Year Comparison Percentages - Number of Years Displayed: 5 Possible Years																
	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022				
	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent		
068901130 - Lauro Cavazos EL	298	764	39.0052	310	807	38.4139	344	873	39.4044	297	719	41.3074	271	658	41.1854		

Fall English Learner Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

County-District Number: 068901 District Name: ECTOR COUNTY ISD

Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022		
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
068901130 - Lauro Cavazos EL	569	764	74.4764	582	807	72.119	612	873	70.1031	529	719	73.5744	503	658	76.4438

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

County-District Number: 068901 District Name: ECTOR COUNTY ISD

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022		
	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent
068901130 - Lauro Cavazos EL	52	764	6.8063	50	807	6.1958	58	873	6.6438	65	719	9.0403	60	658	9.1185

Staff Retention Rate

County-District Number: 068901 District Name: ECTOR COUNTY ISD

Staff Retention Rate

087 Retention Rates	2020 - 2021	2021 - 2022
District / Campus	[--] = No Data	
(068901130) - Lauro Cavazos EL	65.12%	60.98%

Student Mobility Rate Report for All Campuses

County-District Number: 068901 District Name: ECTOR COUNTY ISD

Student Mobility Rate Report for All Campuses

Fall English Learner Year Comparison Percentages - Number of Years Displayed: 5 Possible Years																
	2021 - 2022			2020 - 2021			2019 - 2020			2018 - 2019			2017 - 2018			2016 - 2017	
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Stud
Lauro Cavazos EL	142	653	21.75%	157	699	22.46%	164	812	20.20%	131	745	17.58%	179	738	24.25%	109	632

Student Retention Rate by Campus/Grade for Years: 2018, 2019, 2020, 2021, 2022 for Grades K-5

Campus	Grade	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022		
		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate
068901130 - Lauro Cavazos EL	KG	5	152	3.29%	2	141	1.42%	1	149	0.67%	2	115	1.74%	0	91	0.00%
068901130 - Lauro Cavazos EL	1	12	131	9.16%	2	153	1.31%	9	173	5.20%	2	122	1.64%	1	102	0.98%
068901130 - Lauro Cavazos EL	2	1	119	0.84%	5	135	3.70%	7	161	4.35%	0	139	0.00%	1	120	0.83%
068901130 - Lauro Cavazos EL	3	2	124	1.61%	0	123	0.00%	0	124	0.00%	2	137	1.46%	1	126	0.79%
068901130 - Lauro Cavazos EL	4	5	120	4.17%	0	129	0.00%	1	132	0.76%	0	99	0.00%	2	136	1.47%
068901130 - Lauro Cavazos EL	5	3	118	2.54%	1	126	0.79%	2	134	1.49%	0	107	0.00%	0	83	0.00%
068901130 - Lauro Cavazos EL	All	28	764	3.66%	10	807	1.24%	20	873	2.29%	6	719	0.83%	5	658	0.76%

Discipline Action Reason 2021-2022

(068901130) - Lauro Cavazos EL

	All Students						Hispanic Latino						American Indian-Alaskan Native				
	Male			Female			Male			Female			Male			Female	
	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA
Total	5	11	11	2	5	5	5	11	11	1	3	3	0	0	0	0	0
Special Education	3	7	7	0	0	0	3	7	7	0	0	0	0	0	0	0	0
Emergent Bilingual	2	5	5	0	0	0	2	5	5	0	0	0	0	0	0	0	0
Eco Dis	5	11	11	1	3	3	5	11	11	1	3	3	0	0	0	0	0
GT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Section 504	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Fall English Learner Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

Teacher Years of Experience for Lauro Cavazos EL for Multiple Years

County-District Number: 068901 District Name: ECTOR COUNTY ISD

Teacher Years of Experience for Lauro Cavazos EL for Multiple Years

Years of Experience by Subject	2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	3	6.7%	3	6.9%	8	17.0%	12.6	29.9%	2	5.5%
All Core Subjects	1.7	58.3	2.6	86.2	6.3	79.3	11.4	91	0.5	27.4
Reading / ELA	0.7	22	1.1	37.7	1.8	22.2	2.9	23.1	0	0
Mathematics	0.5	15.9	0.6	21.2	1.9	24.3	4	32.1	0.3	14.4
Science	0.3	10.2	0.4	13.8	1.4	17.4	3	24.2	0.1	6.5
Social Studies	0.3	10.2	0.4	13.5	1.2	15.4	1.5	11.7	0.1	6.5
1 - 5 Years Experience	13.8	30.7	14.9	34.1	14	29.8	8	19	10	27.4
All Core Subjects	11.9	86.2	13.8	92.5	11.8	84.7	7.3	91.8	6.5	65.2
Reading / ELA	5.9	42.3	6.8	45.7	6.6	47	2.7	33.3	0	0
Mathematics	3.3	24	3.9	26	2.7	19.3	2.7	33.6	3.8	37.6
Science	1.5	10.6	1.7	11.2	1.4	10.1	1	12.9	1.6	16.3
Social Studies	1.3	9.2	1.4	9.6	1.2	8.2	1	12.1	1.1	11.3
6 - 10 Years Experience	10.9	24.2	7.9	18.1	8.5	18.1	8	19	8.9	24.4
All Core Subjects	8.7	79.7	6	76.6	6.3	74.9	5.5	68.2	3.3	37.7
Reading / ELA	4	37	2.4	30.7	1.9	22.6	2.6	33.1	0	0
Mathematics	2	18	1.6	19.6	2.5	29.5	1.4	17.8	2.2	24.5
Science	1.6	14.5	1.3	16.1	1.1	12.4	0.8	10.1	0.7	7.6
Social Studies	1.1	10.2	0.8	10.1	0.9	10.4	0.6	7.3	0.5	5.6
11 - 20 Years Experience	12.3	27.3	14.4	33	13.1	27.9	10.6	25.1	12.4	34
All Core Subjects	8	65.2	9.9	68.6	9.6	73.5	7.1	67.3	6.5	52.6

Teacher Years of Experience for Lauro Cavazos EL for Multiple Years										
Reading / ELA	3.8	31.1	5	34.6	4.9	37.6	3	28.4	0	0
Mathematics	2.3	18.4	2.5	17.5	2.2	16.7	2	18.6	2.7	21.8
Science	1	8.1	1.2	8.6	1.3	10.2	1.2	11.5	2.5	20
Social Studies	0.9	7.5	1.1	7.9	1.2	8.9	0.9	8.8	1.4	10.9
Over 20 Years Experience	5	11.1	3.5	8	3.5	7.4	3	7.1	3.1	8.5
All Core Subjects	4.6	91	2.7	78.5	2.8	78.8	1.9	61.8	1.1	33.6
Reading / ELA	2.1	42.1	1.3	36.7	1.3	36.6	0.7	23.2	0	0
Mathematics	1.3	25.1	0.7	21.2	0.7	21.3	0.6	19.3	0.3	9.7
Science	0.7	13.4	0.4	11.5	0.4	11.7	0.3	11.6	0.5	14.4
Social Studies	0.5	10.4	0.3	9.2	0.3	9.3	0.2	7.7	0.3	9.6
Total Teacher FTEs	45	100	43.7	100	47	100	42.2	100	36.5	100

Student Attendance

SPED %/#	EL %/#	Eco Dis. %/#	Migrant	504	GT

	Attendance by Gender		Attendance by Ethnicity				
Campus Overall Attendance (%)	Female %/#	Male %/#	White %/#	Hispanic %/#	African American %/#	Native Hawaiian	Two or More Races
90.75%	91.39%	90.46%	88.91%	91.05%	92.31%	94.12%	83.34%

Number of Unexcused Absences by Grade Level
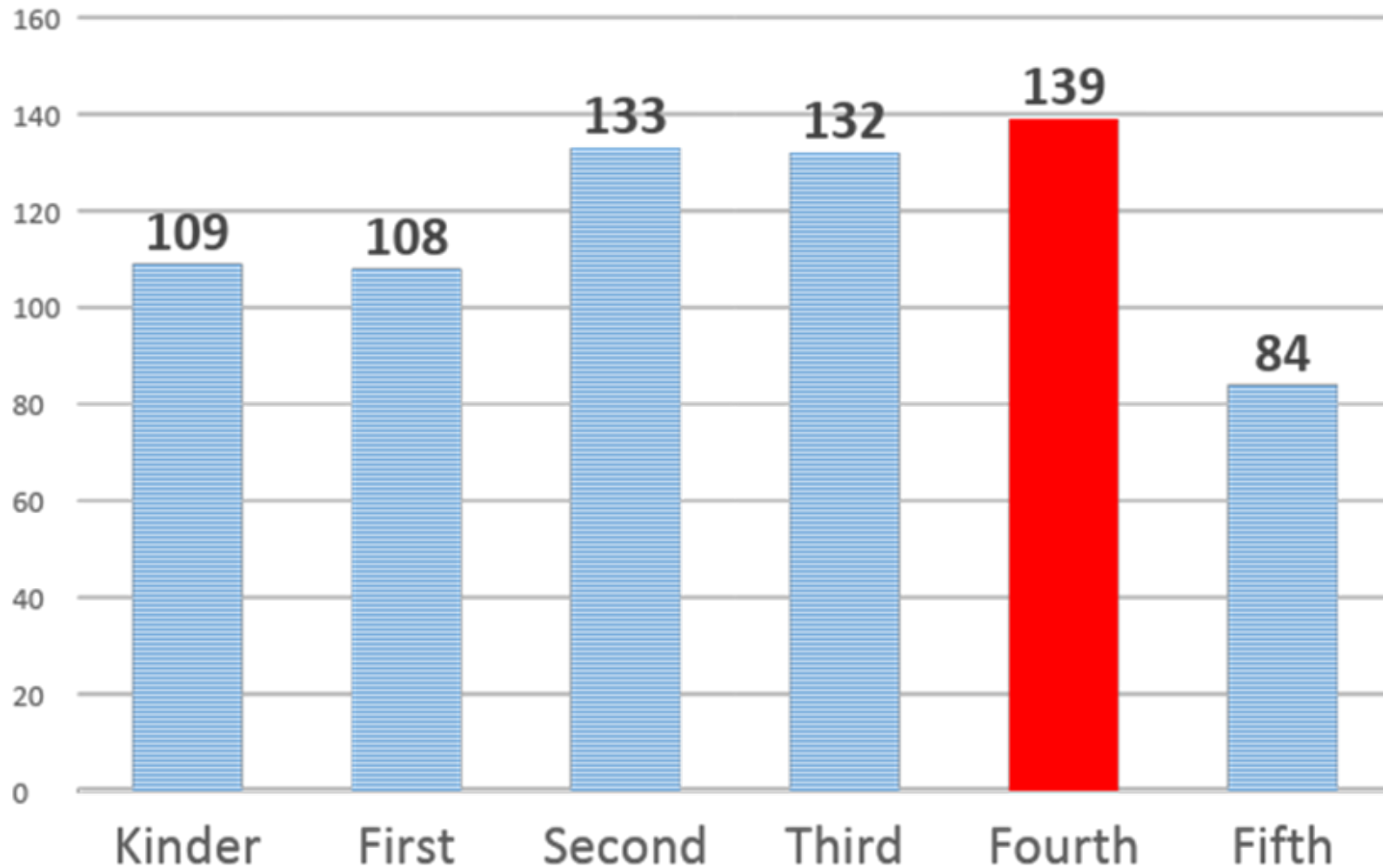
Attendance Percentages by Grade Level

-The student population at Cavazos is welcoming to new students regardless of ethnicity, race or diversive abilities. THey are enthusiastic and have a strong desire to be connect with loving and caring staff members. Cavazos students have a deep need to have leadership opportunities.-Cavazos Elementary has a caring committed faculuty, dedicated teaching staff with a strong willingness to come to the aide of any of their peers and students. . -Cavazos teachers regularly attend professional development, engage in monthly instructional focus clinics, and they are taking a stronger and more focal role in leading their PLCs, grade level teams, and taking an active role in collective decision-making process.   Their willingness to share new learning with colleagues on a regular basis is evident in their daily interaction with each other.

Demographics Strengths

-The student population at Cavazos is welcoming to new students regardless of ethnicity, race or diverse abilities. They are enthusiastic and have a strong desire to be connect with loving and caring staff members. Cavazos students have a deep need to have leadership opportunities.-Cavazos Elementary has a caring committed faculty, dedicated teaching staff with a strong willingness to come to the aide of any of their peers and students. . -Cavazos teachers regularly attend professional development, engage in monthly instructional focus

clinics, and they are taking a stronger and more focal role in leading their PLCs, grade level teams, and taking an active role in collective decision-making process.   Their willingness to share new learning with colleagues on a regular basis is evident in their daily interaction with each other.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Data chats are not held regularly with teachers to identify data-driven practices to adjust instruction and practice. **Root Cause:** There's not a data culture at the school.

Student Learning

Student Learning Summary

3-5 All Subj Eng & Span STAAR 2022 Domain 1	Summarized Results				
Current Campus	Total Students	Approaches	Meets	Masters	Domain 1
CAVAZOS ELEM SCHOOL	347	41.55%	17.76%	7.45%	22.25%

3-5 Reading STAAR 2022 Eng & Span	Reading/ELA				
Current Campus	Total Students	Approaches	Meets	Masters	Domain 1
CAVAZOS ELEM SCHOOL	347	46.97%	23.05%	11.24%	27.09%

3-5 Math STAAR 2022 Eng & Span	Mathematics				
Current Campus	Total Students	Approaches	Meets	Masters	Domain 1
CAVAZOS ELEM SCHOOL	347	36.31%	12.68%	3.75%	17.58%

5 Science STAAR 2022 Eng & Span	5th Grade STAAR 2022 Science				
Current Campus	Total Students	Approaches	Meets	Masters	Domain 1
CAVAZOS ELEM SCHOOL	88	45.45%	15.91%	2.27%	21.21%

STAAR 2022 3rd Eng & Span	Mathematics				Reading/ELA				Summarized Results			
Current Campus	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
CAVAZOS ELEM SCHOOL	122	45.90%	17.21%	3.28%	122	56.56%	25.41%	13.11%	122	51.23%	21.31%	8.20%

STAAR 2022 4th Eng & Span	Mathematics				Reading/ELA				Summarized Results			
Current Campus	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
CAVAZOS ELEM SCHOOL	137	21.90%	5.11%	2.19%	137	35.04%	18.25%	8.76%	137	28.47%	11.68%	5.47%

STAAR 2022 5th Eng & Span	Mathematics				Reading/ELA				Science				Summarized Results			
Current Campus	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
CAVAZOS ELEM SCHOOL	88	45.45%	18.18%	6.82%	88	52.27%	27.27%	12.50%	88	45.45%	15.91%	2.27%	88	47.73%	20.45%	7.20%

CAVAZOS Percentage of Students who Met or Exceeded their Projected RIT Score EOY MAY 2022 By Student Group								
Reading/ELA					Mathematics			
	Total Students	RIT Score	Fall to Spring Projected Growth Met			Total Students	RIT Score	Fall to Spring Projected Growth Met
KINDER								
CAVAZOS ELEM SCHOOL	91	157.71	74.68%		CAVAZOS ELEM SCHOOL	90	163.26	85.33%
Economic Disadvantage	58	156.53	74.00%		Economic Disadvantage	58	161.5	79.16%
Hispanic	81	158.42	75.34%		Hispanic	80	164.16	85.71%
White	10	152	66.67%		White	10	156	80.00%
Gifted Talented	3	168.33	100.00%		Gifted Talented	3	176.33	100.00%
Currently Emergent Bilingual	33	161.85	78.57%		Currently Emergent Bilingual	33	168.12	92.85%
Special Ed Indicator	4	156.5	50.00%		Special Ed Indicator	4	155.5	66.67%
FIRST								
CAVAZOS ELEM SCHOOL	97	170.25	55.32%		CAVAZOS ELEM SCHOOL	95	179.75	71.43%
Economic Disadvantage	71	171	57.14%		Economic Disadvantage	71	179.21	65.71%
Hispanic	84	169.44	50.00%		Hispanic	82	178.94	69.62%
Native Hawaiian/Pacific Islander	1	187	0.00%		Native Hawaiian/Pacific Islander	1	206	0.00%
White	12	174.5	91.67%		White	12	183.08	83.33%
Gifted Talented	1	180	0.00%		Gifted Talented	1	180	0.00%
Currently Emergent Bilingual	43	163.95	39.02%		Currently Emergent Bilingual	42	173.12	57.50%
Special Ed Indicator	9	159.22	44.44%		Special Ed Indicator	9	168.56	55.55%
SECOND								
CAVAZOS ELEM SCHOOL	120	174.56	45%		CAVAZOS ELEM SCHOOL	120	183.19	58%

CAVAZOS Percentage of Students who Met or Exceeded their Projected RIT Score EOY MAY 2022 By Student Group							
Economic Disadvantage	87	173.44	44.00%		Economic Disadvantage	87	183.37	62.00%
Black/African American	1	171	100.00%		Black/African American	1	176	0.00%
Hispanic	107	175.21	46.00%		Hispanic	107	184.02	62.00%
Two or More Races	1	157	100.00%		Two or More Races	1	156	0.00%
White	11	170.18	22.00%		White	11	178.27	33.00%
Gifted Talented	4	193.75	50.00%		Gifted Talented	4	208	50.00%
Currently Emergent Bilingual	48	174.77	48.00%		Currently Emergent Bilingual	48	181.63	67.00%
Special Ed Indicator	15	174.6	62.00%		Special Ed Indicator	15	181.4	42.00%
THIRD							
CAVAZOS ELEM SCHOOL	119	186.03	56.88%		CAVAZOS ELEM SCHOOL	122	190.51	66.36%
Economic Disadvantage	100	185.45	58.06%		Economic Disadvantage	103	190.01	63.83%
Black/African American	1	176	100.00%		Black/African American	1	140	0.00%
Hispanic	109	186.34	57.57%		Hispanic	112	190.79	66.00%
Two or More Races	1	187	0.00%		Two or More Races	1	201	100.00%
White	8	182.88	50.00%		White	8	191.63	75.00%
Gifted Talented	4	212	66.67%		Gifted Talented	4	218	100.00%
Currently Emergent Bilingual	54	181.04	56.25%		Currently Emergent Bilingual	56	188.46	72.92%
Special Ed Indicator	9	172.78	37.50%		Special Ed Indicator	10	172.8	50.00%
FOURTH							
CAVAZOS ELEM SCHOOL	138	189.01	42.19%		CAVAZOS ELEM SCHOOL	138	195.59	41.41%
Economic Disadvantage	107	190.46	45.54%		Economic Disadvantage	107	196.74	41.58%
Black/African American	1	169	0.00%		Black/African American	1	173	0.00%
Hispanic	126	188.51	39.83%		Hispanic	126	196.06	43.22%
White	11	196.55	77.77%		White	11	192.18	22.22%
Gifted Talented	2	204	0.00%		Gifted Talented	2	228	100.00%
Currently Emergent Bilingual	60	181.35	38.60%		Currently Emergent Bilingual	60	192.95	45.61%
Special Ed Indicator	15	184.73	33.34%		Special Ed Indicator	15	186.47	46.66%
FIFTH							
CAVAZOS ELEM SCHOOL	87	201.26	60.00%		CAVAZOS ELEM SCHOOL	86	206.45	63.75%
Economic Disadvantage	70	199.41	53.84%		Economic Disadvantage	69	205.8	63.08%
Black/African American	1	224	100.00%		Black/African American	1	239	100.00%
Hispanic	79	200.06	58.91%		Hispanic	78	205.87	60.28%

CAVAZOS Percentage of Students who Met or Exceeded their Projected RIT Score EOY MAY 2022 By Student Group							
Two or More Races	1	213	100.00%		Two or More Races	1	213	100.00%
White	6	211.33	60.00%		White	6	207.5	100.00%
Gifted Talented	4	227.5	100.00%		Gifted Talented	4	237.25	100.00%
Currently Emergent Bilingual	38	197.5	65.62%		Currently Emergent Bilingual	37	206.08	59.38%
Special Ed Indicator	11	182	45.45%		Special Ed Indicator	11	188.64	63.63%

Cavazos Report Cards - Prelim STAAR 7.14.22

Board Goal(s)	Indicator of Success	Measure	2019 (BL)	2021		2022	
			Baseline	Goal	Actual	Goal	Actual
1,2,3	Attendance	% student daily attendance	94.00%	94.00%	93.20%	94.50%	90.90%
1,2,3	Growth (STAAR)	% of students who meet or exceed the STAAR progress measure	70%	63%	NA	66%	58%
1,2,3	Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP	34% MOY 2021	50%	26%	52%	54%
2	Kindergarten Readiness	% of students meeting kindergarten readiness benchmark	33%	40%	24%	45%	36%
1,2,3	3rd Grade Composite (Reading & Math)	% of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR	19%	26%	9%	28%	20%
1,2,3	Academic Gaps	The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3)	37%	28%	4%	34%	TBD
1,2,3	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.	68% Fall 2020	60%	69%	61%	69%

Student Learning Strengths

Kinder students growth trajectory was constant throughout the school year; this grade level led district-wide in growth for both reading and math, including special pops such as Eco Dis in both reading/math and SPED in math.

Kinder, third, and fifth grade exceeded the EOY MAP RIT Indicator of Success goals for both reading and math: Same pattern as Kinder with special pops: Eco Dis and SPED respectively.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Learning objectives, CFU, HLSE, and minimal student talk is almost non-existent in the classrooms. **Root Cause:** School-wide instructional priorities were inconsistently implemented in grades first and fourth, with 1 specific 2nd grade teacher struggling with fidelity of implementation of core curriculum and data-driven instructional practices.

Problem Statement 2: Lack of quality Tier 1 instruction resulted in poor student performance in all sub populations in ELAR/SLAR and other key core classes in grades first, second grade general ed, and fourth grade. **Root Cause:** Lack of rigor and failure to use adopted curriculum with fidelity in grades first, second general ed, and fourth grade.

Problem Statement 3: Minimal academic growth in reading, math, and science in fourth grade and low rigor in bilingual 4th grade classes. **Root Cause:** A revolving door of subs in 3 out of the 4 general ed classes since early November of 2021 and no evidence of bilingual teachers using data driven practices from Teach Like a Champion Monthly Instructional Focus Clinics.

School Processes & Programs

School Processes & Programs Summary

Recruit, select, assign, induct, and retain a full staff of highly qualified educators

- The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates by participating in on-going job fairs, and actively engaging in "growing your own" with quality instructional facilitators and supporting them to enroll in the teacher preparation program.
- Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.
- Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff by holding monthly new teacher meetings and pairing them with strong and supporting seasoned teachers.
- Teacher placements are strategic based on student need and teacher strengths and through the equitable classroom design protocol where teacher teams strategically use a protocol to create equitable classrooms that are rich and diverse.
- Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics through the DDI process and PLC/high functioning teams model. All grade level leads are trained to support, coach, and mentor peers.
- Preferred substitutes are recruited and retained through strong relationships and effective systems.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data

Board Goals

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

Performance Objective 1: By May 2023 53% of students will meet or exceed the STAAR Reading progress measure, specifically SPED, ELLs, Eco-Dis, and Hispanic students.

High Priority

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

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

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

Strategy 2 Details		Reviews			
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**					

Strategy 3 Details		Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: By the end of the school year, 60% student end of year RIT score will be at meets or exceeds based on individual growth projections based upon MATH MAP; special pops closely monitored will be SPED, ELLs, Eco-Dis, and Hispanic students.

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

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

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

Strategy 2 Details	**Reviews**			
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, Imagine Math lessons passed by student, including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.				
Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				
Title I: 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	**Reviews**			
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year.				
Staff Responsible for Monitoring: Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				
Title I: 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 3: By the end of the school year, 60% student end of year RIT score will be at meets or exceeds based on individual growth projections based upon Reading MAP; special pops closely monitored will be SPED, ELLs, Eco-Dis, and Hispanic students.

High Priority

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

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

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

Strategy 2 Details	Reviews			
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

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

Performance Objective 4: Cavazos will provide differentiated processes for our all subpopulations to increase STAAR Math and STAAR Reading score by more than 10% in both Math & Reading.

High Priority

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

Evaluation Data Sources: SCA test, Exit Tickets, Independent Student Work, Interim Assessments, STAAR 2023

Strategy 1 Details		Reviews			
Strategy 1: Provide differentiated coaching, modeling, and wrap around services for all teachers - instructional coach will support teachers between the hours of 7:45-10:30 am on a daily basis as reflected in our master schedule.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improved practice and implementation of core and data-driven practices, fidelity to the core **Staff Responsible for Monitoring:** teachers, instructional coach, admin, ILT, and grade level leads **Funding Sources:** Instructional Coach - Title One School-wide - $80,000					

Strategy 2 Details		Reviews			
Strategy 2: The instructional coach will run daily PLC and will participate in disaggregate data, discuss gaps, and model best practices strategies to meet the Eco-Dis, SPED, Hispanic, English Learner subpopulations.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: development of high functioning team guided by data driven best practices that result in significant student growth in the areas of reading/math as measured by MAP, IStation, Imagine Math, running records, and SCA. **Staff Responsible for Monitoring:** ILT, admin, instructional coach, and grade level leads **TEA Priorities:** Improve low-performing schools **Funding Sources:** Title I Grade Level Leads - Title One School-wide - 6117 - $35,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 5: Cavazos Elementary annual student attendance will increase from 90.3% in April 2022 to 95% in May 2023.

High Priority

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

Evaluation Data Sources: District/Campus Weekly Attendance Reports, Truancy Contracts, Weekly Attendance Committee Meetings data reviews.

Strategy 1 Details	Reviews			
Strategy 1: Cavazos will incentivize and recognize students/classes weekly, monthly, quarterly/yearly and provide RTI/MTSS wrap around services to tier 2 and tier 3 students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: daily attendance increase, reduction of RTI truancy referrals **Staff Responsible for Monitoring:** AP, counselor, teachers, attendance clerk, grade level leads				
Strategy 2 Details	Reviews			
Strategy 2: In partnership with Community In Schools Site Coordinator and district attendance director, Cavazos will conduct home visits & provide differentiated wrap around services for tier 2 and tier 3 students/families with chronic/truant tendencies.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: increase of daily attendance, reduction of truancy, expected results will be higher attendance, and students will be receiving daily instruction on a consistent basis. **Staff Responsible for Monitoring:** admin, AP, counselor, teacher, and grade level leads, CIS site coordinator **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Enhance parent engagement and involvement by effectively communicating with parents through a variety of differentiated sources: phone calls, home visits, MTSS/RTI meetings, parent conferences, notes, visits when students is absent/truant.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: increase of daily attendance, reduction of truancy, expected results will be higher attendance, and students will be receiving daily instruction on a consistent basis. **Staff Responsible for Monitoring:** Admin, AP, counselor, teacher, PEIMS clerk				

Strategy 4 Details	Reviews			
Strategy 4: Attendance committee will meet weekly to review attendance weekly trends to identify tier 2 and tier 3 students for wrap around supports and incentives.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Reduce tardies and absences and increase perfect attendance **Staff Responsible for Monitoring:** PEIMS clerk, admin, counselor, and grade level leads				

	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 6: By May 2023, Cavazos STAAR Math goal for the domain 2A value is 69, which will score the campus a C rating. In order to do this, we intend to target students that did not make growth or went backwards, specifically closely monitor SPED, ELLs, Eco-Dis, and Hispanic students.

High Priority

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

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

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

Strategy 2 Details	Reviews			
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, Imagine Math lessons passed by student, including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments and district benchmark assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments and district benchmark assessments for math by the end of the year to close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 7: Monitors the effectiveness of team outcomes for staff and student performance.

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

Evaluation Data Sources: PLC, ILT, and committee notes, agendas, norms, goals/outcomes.
Committees: Culture and Climate, Safety Committee, CIP/SBDM, Student Activities/CHAMPS, ILT, RTI/MTSS

Strategy 1 Details		Reviews			
Strategy 1: Incorporates written protocols and processes that are consistently used to lead and manage various leadership teams and other instructional functions.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: To ensure scholars have a save school environment, to ensure teachers are implementing data-driven instruction that is student - centered.					
Staff Responsible for Monitoring: ILT, Admin, instructional coach, grade level leads, MCL					
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

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

Performance Objective 8: Implementation of student reading and math goals for MOY & EOY through individual student goal setting conferences with specific focus on MAP ELAR/SLAR and Math.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Ensures student diagnostics and data are used to consistently provide timely, targeted, and data-driven interventions from highly effective teachers and address learning needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: meet/exceed MOY/EOY goals on MAP and other district/state assessments				
Staff Responsible for Monitoring: ILT, IC, teachers, admin, CIP/SBDM, and grade level leads				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Through monthly Data Dives and grade level planning we will be able to intentionally identify growth trends and instructional needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Special Populations (504,Dyslexia, SPED, EL, Homeless, Migrant, Military, and Foster) will make adequate growth and meet end of the year goals.				
Staff Responsible for Monitoring: Master Class Leaders, Grade level leads, Instructional Coach, ILT, admin				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress   100% 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 45% by May 2024.

Performance Objective 1: The percentage of kindergarten students meeting the growth standard on Reading MAP will increase from 52% to 60% by the end of May 2023.

High Priority

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

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

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **TEA Priorities:** 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 3: Positive School Culture				

Strategy 2 Details	Reviews			

Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **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 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			

Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

0% No Progress	100% 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 45% by May 2024.

Performance Objective 2: The percetnage of first grade students meeting the growth standard on Reading MAP will increase from 52% to 65% by the end of May 2023.

High Priority

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

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

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment.	**Formative**			**Summative**
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Strategy 2 Details	Reviews			
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.	Formative			Summative
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Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

0% No Progress	100% 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 45% by May 2024.

Performance Objective 3: The percentage of second grade students meeting the growth standard on Reading MAP will increase from 54% to 65% by the end of May 2023.

High Priority

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

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

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

Strategy 2 Details	Reviews			
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.	Formative			Summative
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

0% No Progress   100% 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 45% by May 2024.

Performance Objective 4: The percentage of third grade students meeting the growth standard on Reading MAP will increase from 52% to 60% by the end of May 2023.

High Priority

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

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

Strategy 1 Details		Reviews			
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers					

Strategy 2 Details		Reviews			
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers					

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

0% No Progress   100% 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 45% by May 2024.

Performance Objective 5: The percentage of third grade students achieving the meets standard on Reading STAAR will 28% to 31% by the end of May 2023.

High Priority

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

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

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

Strategy 2 Details	Reviews			
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Implementation of CHAMPS protocols and counselor character education lessons embedded monthly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: create a positive campus culture	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: counselor, CHAMPS committee members, instructional leadership team, campus improvement team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: All students will have the opportunity to engage in SEL and behavior skills through Seven Mindsets on a daily basis through their homeroom classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have a sense of belonging at Cavazos as reflected in school engagement through participation of extended learning opportunities and reflected in the Spring Panorama Survey of 69% -70% school connectedness.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: teachers, counselor, instructional leadership team, administration, campus improvement team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Cavazos will have a school-wide approach to teach students the use of "I Messages" for conflict resolution, impulse control, and setting healthy limits with peers.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Reduction of physical altercations, bullying, and an increase of students using language to set healthy boundaries with each other. **Staff Responsible for Monitoring:** all staff, teachers, counselor, admin, CHAMPS committee **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Cavazos will implement an incentive matrix to recognize and connect student's have a deeper connection to their school and engage in their learning in meaningful ways.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will have a sense of belonging at Cavazos as reflected in school engagement through participation of extended learning opportunities and reflected in the Spring Panorama Survey of 69% -70% school connectedness. **Staff Responsible for Monitoring:** all staff, teachers, counselor, admin, CHAMPS committee, grade level leads, Culture/Climate Committee **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: Cavazos will grow it's AVID program for grade first through fifth for the 2022-2023 school year; 100% of 4th & 5th grade teachers will implement one AVID strategy each month for students in grades 4-5.

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

Evaluation Data Sources: Full implementation of AVID strategies in grade 1st through 5th.
Student portfolios, PLCs AVID agendas/trainings, AVID strategies visibly used by all students.

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

Strategy 2 Details	Reviews			
Strategy 2: All first through fifth grade teachers will be trained through out the school year with AVID strategies and embed in their daily lesson plans.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: An increase of student engagement and organizational skills will be evident practices in grades first through fifth. **Staff Responsible for Monitoring:** AVID lead, instructional leadership team, all teachers in grade first through 5th, grade level leads, AP **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 3: Cavazos will systematically and explicit teach and reinforce behavior expectations that promote the school's mission, vision, values, and goals.

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: reduction of tier 3 referrals, counselor referrals, attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Cavazos will implement a Multi-tiered Systems of Support (MTSS)/Response to Intervention (RTI) for tier 2 and tier 3 students in the area of attendance, behavior, SEL, and academics.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: attendance report, reduction of chronic absences/truancy, reduction of discipline referrals for tier 3 infractions **Staff Responsible for Monitoring:** admin, ILT, counselor, campus improvement team, CHAMPS committee, grade level leads **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: The the coordination of services team, students will be able to be referred for attendance, behavior, SEL, and academic supports to develop individualized plans as a pre-RTI approach.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students with COST individualized plans will see an increase in supports to interrupt high truancy rates, increase student sense of belonging, see an increase of academic gains, and/or reduction of discipline referrals. **Staff Responsible for Monitoring:** teachers, COST/SST Team, admin, counselor, campus improvement team **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

RDA Strategies

Board Goal	Objective	Strategy	Description
1	2	3	Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment.
1	1	2	Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.
1	1	3	Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.
1	2	1	Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for math and after the middle & end of the year for MAP assessment.
1	2	2	Coaching and support of teachers will be informed by short cycle assessment data, Imagine Math lessons passed by student, including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.
1	2	3	Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.
1	3	1	Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment.
1	3	2	Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.
1	3	3	Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.
1	5	2	In partnership with Community In Schools Site Coordinator and district attendance director, Cavazos will conduct home visits & provide differentiated wrap around services for tier 2 and tier 3 students/families with chronic/truant tendencies.
1	6	1	Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for math and after the middle & end of the year for MAP assessment.
1	6	2	Coaching and support of teachers will be informed by short cycle assessment data, Imagine Math lessons passed by student, including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.
1	6	3	Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.

Additional Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment.
1	1	2	Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.
1	1	3	Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.
1	2	1	Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for math and after the middle & end of the year for MAP assessment.
1	2	2	Coaching and support of teachers will be informed by short cycle assessment data, Imagine Math lessons passed by student, including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.
1	2	3	Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.
1	3	1	Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment.
1	3	2	Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.
1	3	3	Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.
1	6	1	Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for math and after the middle & end of the year for MAP assessment.
1	6	2	Coaching and support of teachers will be informed by short cycle assessment data, Imagine Math lessons passed by student, including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction.
1	6	3	Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments.

State Compensatory

Budget for Cavazos Elementary

Total SCE Funds: $187,957.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

TITLE I 22/23 BUDGET $81,448.00- Salary for Instructional Coach $2,559.00- Parent Engagement $27,000.00- 6 Teacher Lead Stipends including benefits $35,090.00- Teacher extra pay for ASP & ELO (extended learning opportunities) instructional services. $64,000 - Title I Reading Tutors (2) .5 FTE

Title I Personnel

Name	Position	Program	FTE
IMELDA BERZOSA	READING TUTOR	TITLE I	.5
JOANN HERONEMA	READING TUTOR	TITLE I	.5
VANESSA MARTINEZ	INSTRUCTIONAL COACH	TITLE I	1.0

Campus Funding Summary

			Title One School-wide		
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Instructional Coach		$80,000.00
1	4	2	Title I Grade Level Leads	6117	$35,000.00
				Sub-Total	$115,000.00

Addendums

Texas Education Agency
2022 Closing the Gaps
LAURO CAVAZOS EL (068901130) - ECTOR COUNTY ISD - ECTOR COUNTY

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	0	14	0%	30%	0.0
Growth Status	5	14	36%	50%	18.0
ELP Status	0	1	0%	10%	0.0
Student Success Status	0	8	0%	10%	0.0
Closing the Gaps Score					**18**

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
							Academic Achievement Status									
ELA/Reading Target	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**	**36%**	**46%**	**42%**		
Target Met	No		No						No	No	No		No	No		
% at Meets GL Standard or Above	23%	*	23%	23%	-	-	-	*	23%	13%	8%	83%	25%	17%		
# at Meets GL Standard or Above	75	*	68	5	-	-	-	*	58	18	3	5	66	9		
Total Tests (Adjusted)	321	*	292	22	-	-	-	*	257	141	36	6	268	53		
Mathematics Target	**46%**	**31%**	**40%**	**59%**	**45%**	**82%**	**50%**	**54%**	**36%**	**40%**	**23%**	**44%**	**47%**	**45%**		
Target Met	No		No						No	No	No		No	No		
% at Meets GL Standard or Above	13%	*	13%	14%	-	-	-	*	12%	10%	3%	17%	13%	11%		
# at Meets GL Standard or Above	41	*	37	3	-	-	-	*	32	14	1	1	35	6		
Total Tests (Adjusted)	321	*	292	22	-	-	-	*	257	141	36	6	268	53		
Total Indicators															**0**	**14**
							Growth Status									
ELA/Reading Target	**66%**	**62%**	**65%**	**69%**	**67%**	**77%**	**67%**	**68%**	**64%**	**64%**	**59%**	**65%**	**66%**	**67%**		
Target Met	Yes		Yes						Yes	No	Yes		Yes	No		
Academic Growth Score	67%	*	67%	50%	-	-	-	*	66%	57%	60%	83%	70%	52%		
Growth Points	104.0	*	95.0	6.0	-	-	-	*	81.0	27.5	15.0	5.0	89.5	14.5		
Total Tests	156	*	141	12	-	-	-	*	122	48	25	6	128	28		
Mathematics Target	**71%**	**67%**	**69%**	**74%**	**71%**	**86%**	**74%**	**73%**	**68%**	**68%**	**61%**	**70%**	**71%**	**70%**		
Target Met	No		No						No	No	No		No	No		
Academic Growth Score	54%	*	53%	67%	-	-	-	*	55%	48%	44%	83%	54%	54%		
Growth Points	105.5	*	94.5	8.0	-	-	-	*	83.5	41.0	11.5	5.0	86.0	19.5		
Total Tests	194	*	178	12	-	-	-	*	151	86	26	6	158	36		
Total Indicators															**5**	**14**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										No						
TELPAS Progress Rate										33%						
TELPAS Progress										68						
TELPAS Total										209						
Total Indicators															0	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No		No	No					No	No	No		No	No		
STAAR Component Score	23	38	22	25	-	-	-	33	22	17	9	44	23	19		
% at Approaches GL Standard or Above	43%	43%	43%	46%	-	-	-	80%	42%	35%	22%	69%	44%	37%		
% at Meets GL Standard or Above	18%	43%	18%	18%	-	-	-	20%	17%	12%	5%	44%	19%	15%		
% at Masters GL Standard	7%	29%	6%	12%	-	-	-	0%	7%	4%	1%	19%	7%	5%		
Total Tests	721	7	655	50	-	-	-	5	576	313	83	16	605	116		
Total Indicators															0	8
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	98%	100%	98%	93%	-	-	-	*	99%	99%	100%	*	97%	100%		
# Participants	339	**	308	25	-	-	-	*	259	151	36	*	253	86		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Total Tests	346	**	313	27	-	-	-	*	261	153	36	*	260	86		
Mathematics																
% Participation	98%	80%	98%	93%	-	-	-	*	99%	99%	97%	*	97%	100%		
# Participants	337	**	307	25	-	-	-	*	257	150	35	*	252	85		
Total Tests	345	**	312	27	-	-	-	*	260	152	36	*	260	85		
						Participation 2021-22										
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%		
# Participants	350	*	305	25	-	-	-	*	271	151	37	8	274	76		
Total Tests	350	*	305	25	-	-	-	*	271	151	37	8	274	76		
Mathematics																
% Participation	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%		
# Participants	349	*	305	25	-	-	-	*	271	151	37	8	274	75		
Total Tests	349	*	305	25	-	-	-	*	271	151	37	8	274	75		

*   Indicates results are masked due to small numbers to protect student confidentiality.

**   When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

\+   Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

\-   Indicates there are no students in the group.

Texas Education Agency
2022 Identification of Schools for Improvement
LAURO CAVAZOS EL (068901130) - ECTOR COUNTY ISD - ECTOR COUNTY

This campus is identified for comprehensive support and improvement.
The targeted support and improvement data table is provided for informational purposes.

Closing the Gaps scaled score for comprehensive support

	Bottom 5% CTG Score Cut Point	CTG Score	Overall Score Cut Point	Overall Score	Identification
2018	47	67	-	-	-
2019	42	72	-	-	-
2022	63	54	66	57	CS

To exit comprehensive support and improvement, a campus must not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that does not fall within the lowest percentile.

Campuses identified as comprehensive support and improvement last year, but not evaluated on the Closing the Gaps domain this year are identified as progress.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored) +	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*										
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.										
	-	3	-	-	-	-	-	3	2	-
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	-	30%	36%	-	-	-	-	29%	29%	-
2019	-	29%	37%	-	-	-	-	28%	26%	-
2022	-	23%	-	-	-	-	-	23%	13%	8%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	-	30%	33%	-	-	-	-	27%	26%	-
2019	-	36%	39%	-	-	-	-	35%	30%	-
2022	-	13%	-	-	-	-	-	12%	10%	3%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	-	71	-	-	-	-	-	68	73	-
2019	-	74	69	-	-	-	-	76	72	-
2022	-	67	-	-	-	-	-	66	57	60
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	-	67	-	-	-	-	-	63	69	-

Released August 2022

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored) +	Special Ed (Current)
2019	-	75	83	-	-	-	-	75	70	-
2022	-	53	-	-	-	-	-	55	48	44
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	-	33	38	-	-	-	-	32	31	13
2019	-	35	39	-	-	-	-	33	32	9
2022	-	22	25	-	-	-	-	22	17	9

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

Texas Education Agency
2022 Relative Performance
LAURO CAVAZOS EL (068901130) - ECTOR COUNTY ISD - ECTOR COUNTY

Scatter plot with Y-axis "Student Achievement STAAR Performance Components Averaged" (0 to 100) and X-axis "% Economically Disadvantaged" (0 to 100). Performance bands labeled A, B, C, NR on the left side.
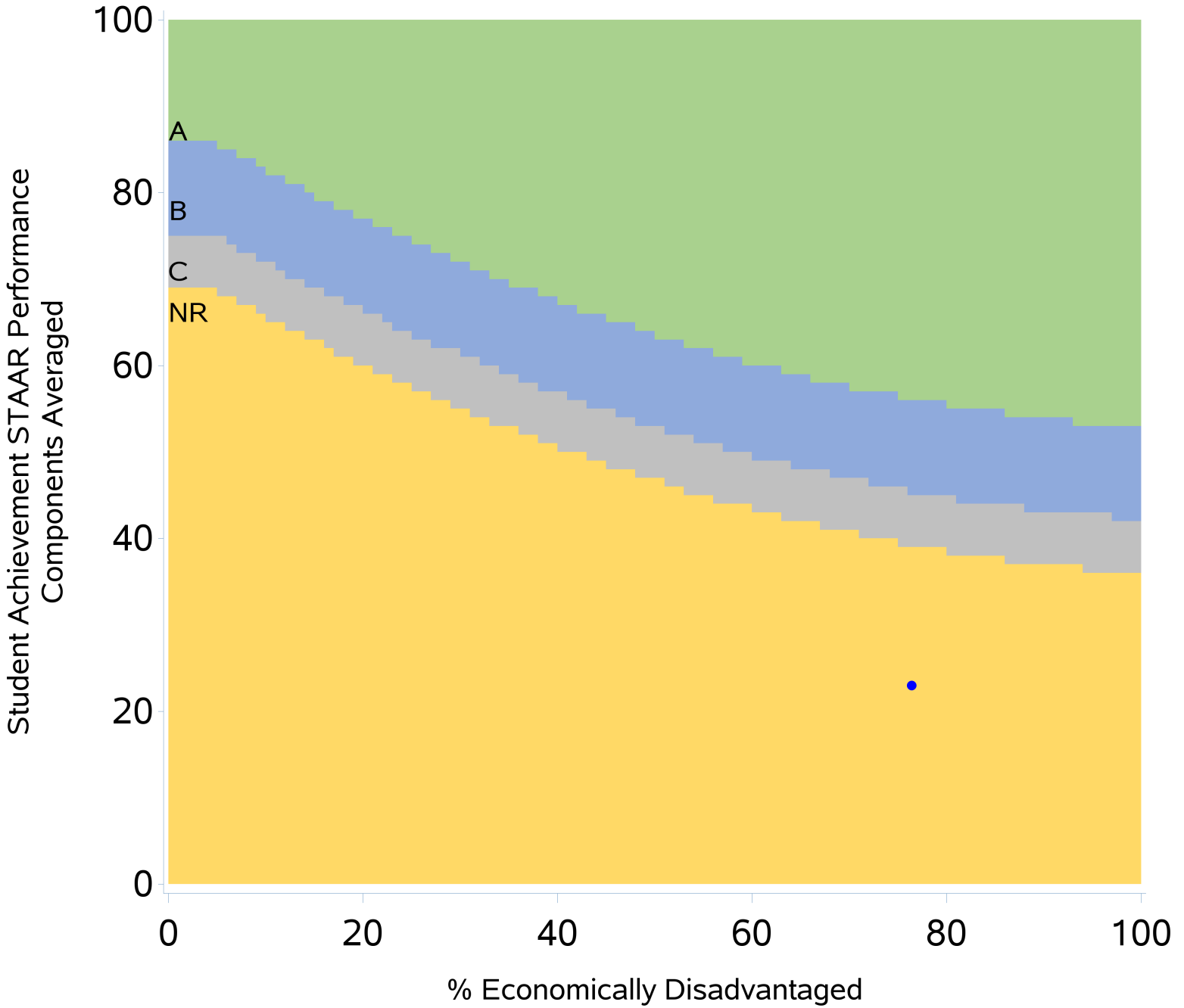
% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR Performance	Value needed for:		
				90	80	70
76.4	76.1 to 77	Elementary	23	56	45	39

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		57	**Not Rated: Senate Bill 1365**
Student Achievement		50	**Not Rated: Senate Bill 1365**
STAAR Performance	23	50	
College, Career and Military Readiness			
Graduation Rate			
School Progress		58	**Not Rated: Senate Bill 1365**
Academic Growth	60	58	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 76.4%)	23	50	Not Rated: Senate Bill 1365
Closing the Gaps	18	54	**Not Rated: Senate Bill 1365**

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

Distinction Designations

✗ **ELA/Reading**

✗ **Mathematics**

✗ **Science**

Not Eligible **Social Studies**

✗ **Comparative Academic Growth**

✗ **Postsecondary Readiness**

✗ **Comparative Closing the Gaps**