

Ector County Independent School District

Cavazos Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: D



Mission Statement

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

Vision

Students first, inspire, educate, and celebrate

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	15
Participation & Demographics	21
Performance Levels	21
Key Observations	21
Math	27
RLA	28
Opportunities for Growth	29
Math	29
RLA	29
Strategic Focus for Improvement	29
School Culture and Climate	32
Staff Quality, Recruitment, and Retention	33
Curriculum, Instruction, and Assessment	34
Family and Community Engagement	35
School Organization	36
Technology	37
Priority Problem Statements	38
Comprehensive Needs Assessment Data Documentation	39
Board Goals	41
Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.	41
Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.	56
Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.	63
Board Goal 4: Classroom Excellence	69
Board Goal 5: Culture of Excellence	74
RDA Strategies	79
Targeted Support Strategies	83
Additional Targeted Support Strategies	87
Site Based Decision Making Committee	89
Campus Funding Summary	90

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus serves a vibrant community of learners, each bringing unique strengths, backgrounds, and aspirations. With an enrollment of approximately 596 in grades PK-5, we are committed to ensuring that every child feels seen, supported, and challenged to reach their full potential. Our leadership team dedicated countless hours in rewriting the campus vision and mission to make it meaning and impactful in the work we do every single day.

Campus Vision: *Students first—Inspire, Educate, and Celebrate.*

Campus Mission: *United with families and community, we ignite every student’s potential to grow and achieve greatness in a safe learning environment.*

Our culturally diverse teachers bring a wealth of talents to the classroom, including deep content knowledge, creative instructional strategies, cultural awareness, and a dedication to building strong relationships with students and families. They are passionate educators who embrace innovative teaching practices, integrate technology effectively, and differentiate instruction to meet the needs of all learners.

We uphold high standards of excellence in every classroom, with a focus on academic achievement and character development. Expectations for student engagement, respectful behavior, and consistent effort are clear and consistent. By fostering a culture of collaboration, innovation, and celebration, we ensure that learning is both challenging and rewarding.

As indicated above our campus currently serves 596 students; of these 48% are female and 52% are male. Our scholars demographic backgrounds includes the following:

Total	Hispanic	White	Black	Multiracial	Eco Disc.
596	92%	7%	<1%	1%	62%

FALL ECONOMIC 5 YEAR COMPARISON

Over the past five years, our campus has consistently served a high percentage of economically disadvantaged students, with a steady increase in this population. In 2020–2021, 529 of 719 students (74%) were identified as economically disadvantaged. This percentage rose to 76% in 2021–2022, 83% in 2022–2023, and 84% in 2023–2024. For the 2024–2025 school year, 533 of 614 students are economically disadvantaged, representing our highest percentage to date at 86%. This upward trend underscores the importance of continuing to provide targeted resources, support programs, and strong community partnerships to meet the needs of our students and families.

2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Eco Dis Pop:	529	Eco Dis Pop:	503	Eco Dis Pop:	566	Eco Dis Pop:	564	Eco Dis Pop:	533
Total Pop:	719	Total Pop:	658	Total Pop:	680	Total Pop:	674	Total Pop:	614
Percent:	74%	Percent:	76%	Percent:	83%	Percent:	84%	Percent:	86%

FALL EMERGENT BILINGUAL (EB) 5 YEAR COMPARISON

Over the past five years, the Emergent Bilingual population has shown both stability and recent growth. From 2020–2021 through 2022–2023, EB students consistently represented 41% of the total student population. In 2023–2024, the percentage increased slightly to 43%, followed by a more significant rise to 48% in 2024–2025. This shift means that nearly one in every two students on campus is now identified as an Emergent Bilingual, reflecting a diverse and linguistically rich learning community.

2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
EB Pop:	297	EB Pop:	271	EB Pop:	278	EB Pop:	291	EB Pop:	294
Total Pop:	719	Total Pop:	658	Total Pop:	680	Total Pop:	674	Total Pop:	614
Percent:	41%	Percent:	41%	Percent:	41%	Percent:	43%	Percent:	48%

STUDENT SPECIAL EDUCATION COMPARISON

The school's special education population has declined steadily over the last five years, both in absolute numbers and as a share of the total student body. In 2020/2021, there were 65 sped students out of 719 students ($\approx 9.04\%$). This number fell to 60 sped students in 2021/2022 ($\approx 9.12\%$ of 658 students) and 55 in 2022/2023 ($\approx 8.09\%$ of 680 students). The downward trend continued in 2023/2024, with 48 sped students comprising $\approx 7.12\%$ of the school population. By 2024/2025, the sped enrollment dropped to 47 students, and although this was just one fewer sped student than the previous year, the overall student population declined to 614, so the special education percentage edged up slightly to $\approx 7.65\%$.

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses															
	2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	SPED Pop	Total Pop	Percent												
0689011 - Lauro Cavazos EL	65	719	9.0403	60	658	9.1185	55	680	8.0882	48	674	7.1217	47	614	7.6547

STUDENT MOBILITY FIVE YEAR COMPARISON

Over the last five years, the student mobility rate has remained relatively steady, with only minor fluctuations. In 2020–2021 and 2021–2022, during the COVID-19 remote learning period, mobility was at its highest at 22%, representing 156 and 142 students, respectively. The rate decreased slightly to 20% in 2022–2023 (127 students) and then rose marginally to 21% in both 2023–2024 (129 students) and 2024–2025 (119 students).

Overall, while the mobility rate has not shifted dramatically, it continues to represent about one-fifth of the student population annually, signaling a consistent need for strong transition supports, effective onboarding processes, and academic continuity plans to ensure mobile students can successfully integrate and thrive

	2020-2021 Covid -19 Remote	2021-2022 Covid -19 Remote	2022-2023	2023-2024	2024-2025
Mobile Pop:	156	142	127	129	119
All Students:	699	653	640	610	558
Mobility Rate:	22%	22%	20%	21%	21%

STUDENT ATTENDANCE

From August 12, 2024, to May 22, 2025, Cavazos Elementary achieved a year-to-date attendance rate of 92%, showing a slight decrease of 0.2% compared to the 92.2% recorded during the same timeframe last year. This is consistent with the 2022–2023 final ADA of 91.9%, indicating stable attendance performance over recent years.

For the week of May 19–22, 2025, attendance dropped to 88.1%, likely due to end-of-year absences. The campus had a membership of 621 students at the time.

Truancy-related concerns included 39 students with one or more court filings and 227 truancy contacts submitted.

Overall, attendance remained steady year-over-year, but late-year dips and truancy cases highlight the need for sustained monitoring and proactive engagement strategies.

ECISD Weekly A												
							5/19/25 - 5/22/25					
Schools	Weekly Attendance % 5/19/25 through 5/22/25	Year to Date % 8/12/24 through 5/22/25	Year to Date ADA Last Year Through Same Time Frame	ADA Year to Date Difference comparing this year to last year	2022-2023 Final ADA	Membership on 5/22/25	Number of Students with 1 or more Truancy Court Filings	Total Number of Truancy Contacts Submitted by Campus	Number of Students with 10 Unexcused Absences Who have an active CONTRACT	Number of Students with 10 Unexcused Absences Who NEED a CONTRACT	Dropouts on 5/22/2025 (This Year's Drop Outs, Next Year's PEIMS)	
130 - CAVAZOS ELEM SCHOOL	88.1	92	92.2	-0.2	91.9	621	39	227				

STUDENT RETENTION FIVE YEAR COMPARISON

Across the five years, the campus retained relatively few students. The overall retention rate was under 1% in 202021 (6 of 719 students) and 202122 (5 of 658 students). It rose to 1.91% in 202223 (13 of 680 students) and peaked at 2.83% in 202324 (18 of 635 students) before falling sharply to 0.35% in 202425 (2 of 572 students). These figures show that retention, while always a small proportion of the student body, spiked in 202223 and 202324 but dropped back to near zero the following year.

The data indicate that retention decisions were uncommon and often concentrated in early elementary grades, particularly kindergarten. The surge in retention in 202223 and 202324 may reflect stricter promotion standards or pandemic-related academic disruptions, while the sharp drop in 202425 suggests that interventions may have reduced the need to hold students back.

Overall, Cavazos campus maintained low gradelevel retention rates, with fluctuations reflecting specific cohort needs rather than a sustained pattern. Understanding these trends helps educators focus resources on earlygrade intervention and ensure that students receive the support necessary to progress through elementary school.

Campu Cavaz	Grade	2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
		Retained	Fall Enrollm	Retenti Rate	Retain	Fall Enrollm	Retenti Rate									
	KG	2	115	1.74%	0	91	0.00%	5	114	4.39%	4	96	4.17%	0	90	0.00%
	1	2	122	1.64%	1	102	0.98%	2	93	2.15%	3	107	2.80%	0	87	0.00%
	2	0	139	0.00%	1	120	0.83%	3	99	3.03%	1	102	0.98%	1	102	0.98%
	3	2	137	1.46%	1	126	0.79%	2	119	1.68%	1	101	0.99%	1	88	1.14%
	4	0	99	0.00%	2	136	1.47%	0	119	0.00%	6	115	5.22%	0	93	0.00%
	5	0	107	0.00%	0	83	0.00%	1	136	0.74%	3	114	2.63%	0	112	0.00%
	All	6	719	0.83%	5	658	0.76%	13	680	1.91%	18	635	2.83%	2	572	0.35%

STUDENT DISCIPLINE CODES

Overall, discipline requiring action was rare and confined to a small demographic group. The campus utilized both temporary alternative placements and removals to address serious infractions, while other student subgroups (White, Black, two or more races, emergent bilingual) had no disciplinary incidents. Out of the entire student body, three students required disciplinary action during the year. All three were Hispanic/Latino and economically disadvantaged. One of the students was also identified as receiving special education services. There were no discipline cases among White, Black, or multiracial students, nor among emergent bilingual students. Overall, discipline requiring action was rare and confined to a small demographic group.

	All Students						Hispanic Latino					
	Male			Female			Male			Female		
	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS
Total	1	2	2	2	2	2	1	2	2	2	2	2
Special Education	0	0	0	1	1	1	0	0	0	1	1	1
Emergent Bilingual	0	0	0	0	0	0	0	0	0	0	0	0
CTE Attendance	0	0	0	0	0	0	0	0	0	0	0	0
Eco Dis	1	2	2	2	2	2	1	2	2	2	2	2
GT	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

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STAFF RETENTION RATE

- The campus retained about two-thirds of its staff in 2022–2023 (**≈66%**), but the rate fell sharply to 56% in 2023–2024, meaning nearly half of employees left during that year. In 2024–2025, retention rebounded to around 67%, slightly above its 2022–2023 level. The drop of ten percentage points between 2022–2023 and 2023–2024 indicates a substantial turnover spike, while the recovery in 2024–2025 suggests that the campus made progress stabilizing its workforce, though overall turnover remains high.

087 Retention Rates	2022 - 2023	2023 - 2024	2024-2025
District / Campus	[--] = No Data		
Lauro Cavazos EL	65.79%	56.10%	67%

TEACHER YEARS OF EXPERIENCE

Total teacher FTEs have decreased from 42.2 in 2020-2021 to 27.1 in 2024-2025, representing a 36% reduction in teaching staff over the five-year period.

Experience Distribution Patterns: The teaching force shows a consistent pattern across years, with beginning teachers (0-5 years) comprising approximately 31-37% of staff, mid-career teachers (6-20 years) making up about 55-65%, and veteran teachers (21+ years) representing 24-33% of the workforce.

Subject-Specific Observations: All Core Subjects teachers represent the largest group across all experience levels, while specialized positions like English Language Arts, Mathematics, Science, and Social Studies show smaller but relatively stable numbers. The data reveals some positions have been eliminated or consolidated in recent years, particularly in specialized subject areas, likely reflecting the overall staffing reduction and budget constraints affecting the school's teaching capacity.

Total Years Professional Experience by Subject	2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024
	FTE Count	Percentage	FTE Count						
Beginning Teachers	12.6	29.9%	2	5.5%	5.9	16.2%	6	18.3%	1
All Core Subjects	11.4	91	0.9	44.8	3.6	60.8	2.4	40	0.8
English Language Arts	2.9	23.1	0.3	17.3	1	17.4	0.2	3.1	0.8
Mathematics	4	32.1	0.3	14.4	1.7	29.3	0.6	9.8	0
Science	3	24.2	0.1	6.5	0.5	8.4	1	16.9	0
Social Studies	1.5	11.7	0.1	6.5	0.3	5.8	0.6	10.2	0
1 - 5 Years Professional Experience	8	19	10	27.4	6	16.5	7.2	22	8.4
All Core Subjects	7.3	91.8	8.7	87	4.4	74	4.5	62.9	4.3
English Language Arts	2.7	33.3	2.2	21.8	2.2	36.4	0.6	8.4	0.8
Mathematics	2.7	33.6	3.8	37.6	1.2	20.8	1.4	18.8	1.2
Science	1	12.9	1.6	16.3	0.4	7	1.5	21.3	1.4

Social Studies	1	12.1	1.1	11.3	0.6	9.8	1	14.4	1
6 - 10 Years Professional Experience	8	19	8.9	24.4	7.6	20.9	7	21.3	6.4
All Core Subjects	5.5	68.2	5.8	65	5.6	74.6	5.5	78.3	4.3
English Language Arts	2.6	33.1	2.4	27.3	2.5	33.4	1.8	25.2	1
Mathematics	1.4	17.8	2.2	24.5	1.4	18.4	1.7	23.7	1.5
Science	0.8	10.1	0.7	7.6	1	13.1	1	14.4	0.8
Social Studies	0.6	7.3	0.5	5.6	0.7	9.8	1.1	15.1	1
11 - 20 Years Professional Experience	10.6	25.1	12.4	34	12.9	35.4	9.3	28.4	6.7
All Core Subjects	7.1	67.3	10.5	84.6	10	77	6.3	67.9	4.8
English Language Arts	3	28.4	4	32	3.1	23.8	1.7	17.7	1.4
Mathematics	2	18.6	2.7	21.8	3.1	24.2	1.4	14.7	1.4
Science	1.2	11.5	2.5	20	2.3	18.1	1.7	17.7	0.9
Social Studies	0.9	8.8	1.4	10.9	1.4	10.9	1.7	17.7	0.9
21 - 30 Years Professional Experience	3	7.1	3.1	8.5	4	11			3.6
All Core Subjects	1.9	61.8	2	62.3	2.8	69.2			2.4
English Language Arts	0.7	23.2	0.9	28.7	1	26			0.6
Mathematics	0.6	19.3	0.3	9.7	0.9	21.6			0.6
Science	0.3	11.6	0.5	14.4	0.5	13			0.6
Social Studies	0.2	7.7	0.3	9.6	0.3	8.7			0.6
Over 30 Years Professional Experience							1.3	4	1
All Core Subjects							0.8	62.2	0.8
English Language Arts							0.2	15.6	0.2
Mathematics							0.2	15.6	0.2
Science							0.2	15.6	0.2
Social Studies							0.2	15.6	0.2
Total Teacher FTEs	42.2	100	36.5	100	36.4	100	32.8	100	27.1

Demographics Strengths

Demographic Strengths

Cavazos Elementary serves 596 students, roughly 48% female and 52% male, with a predominantly Hispanic demographic (92%). The campus has few students from other racial groups, reflecting limited racial diversity but a strong cultural identity. Economically disadvantaged students comprise 62% of enrollment, and 62% are classified as at-risk, indicating a need for continued academic support. About 6% of students receive special education services, and 3.5% are identified as gifted and talented. The large proportion of bilingual and emergent bilingual learners is a strength, providing an opportunity to leverage culturally responsive instruction and bilingual education practices that research shows benefit student achievement.

T	TO TAI STI	F	M	BLACK	HISPANIC	MULTI RACIAL	PACIFIC ISLAND ER	WHITE	ECO DIS	GT	EB	BIL	ESL	DENIAL	SPED	SPEECH	504	AT- RISK 2024
PK	37	13	24	0	34	2	0	1	0	0	0	0	0	0	0	0	0	1
KG	75	33	42	0	71	0	0	4	55	0	27	27	0	0	4	4	0	27
01	91	48	43	1	86	1	0	3	56	0	42	42	0	0	1	1	1	58
02	96	45	51	0	87	1	0	8	68	0	48	48	0	0	4	4	0	66
03	98	52	46	0	91	0	0	7	63	5	37	35	1	1	8	7	0	69
04	91	42	49	0	82	0	0	9	61	11	32	32	1	0	8	7	0	67
05	108	52	56	0	99	0	1	8	68	5	49	50	1	1	10	3	2	82
	596	285	311	1	550	4	1	40	371	21	235	234	3	2	35	26	3	370
To	596	285	311	1	550	4	1	40	371	21	235	234	3	2	35	26	3	370

3rd - 5th Grade Spring 2025 Panorama Survey

Based on the Spring 2025 Panorama Survey, students score increased by 3% scoring at 69% in Rigorous Expectations.

School Safety increased by 9% scoring at 54%.

These areas increased but are still below ECISD.

Topic Description	Results	Comparison
Connectedness Indicator How attentive and invested students are in class.	52% ▼ 4 since last survey	57% ELEMENTARY 57% ECTOR COUNTY ISD
Engagement How attentive and invested students are in class.	45% ▼ 7 since last survey	48% ELEMENTARY 48% ECTOR COUNTY ISD
Rigorous Expectations How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.	69% ▲ 3 since last survey	73% ELEMENTARY 73% ECTOR COUNTY ISD
School Climate Perceptions of the overall social and learning climate of the school.	46% ▼ 6 since last survey	53% ELEMENTARY 53% ECTOR COUNTY ISD
School Safety Perceptions of student physical and psychological safety at school.	54% ▲ 9 since last survey	62% ELEMENTARY 62% ECTOR COUNTY ISD
School Safety (ECISD)	65% ▼ 2 since last survey	74% ELEMENTARY 74% ECTOR COUNTY ISD
Sense of Belonging How much students feel that they are valued members of the school community.	47% ▼ 7 since last survey	55% ELEMENTARY 56% ECTOR COUNTY ISD



Connectedness Indicator

Your average

52%

264 responses

Change

▼ 4

since last survey

School Type average: **57%** ELEMENTARY

District average: **57%** ECTOR COUNTY ISD

Staff Spring 2025 Panorama Survey

Based on the Spring 2025 Panorama Survey, Staff Panorama survey increased by 4% to 63% in the topic of Belonging.

Another topic that increased by 7% to 67% in the Cultural Awareness and Action (Adult Focus).

Belonging

How much faculty and staff feel that they are valued members of the school community.

63%

▲ 4

since last survey

71% ECTOR COUNTY ISD

Cultural Awareness and Action (Adult Focus)

How well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture.

67%

▲ 7

since last survey

43% ECTOR COUNTY ISD

Feedback and Coaching

Perceptions of the amount and quality of feedback faculty and staff receive.

27%

▼ 37

since last survey

61% ECTOR COUNTY ISD

Professional Learning

<p>Professional Learning</p> <p>Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.</p>	<p>31%</p> <p>▼ 24</p> <p>since last survey</p>	<p>64%</p> <p>ECTOR COUNTY ISD</p>
<p>Professional Learning About Equity</p> <p>Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.</p>	<p>33%</p> <p>▼ 22</p> <p>since last survey</p>	<p>66%</p> <p>ECTOR COUNTY ISD</p>
<p>School Climate</p> <p>Perceptions of the overall social and learning climate of the school.</p>	<p>35%</p> <p>▼ 10</p> <p>since last survey</p>	<p>67%</p> <p>ECTOR COUNTY ISD</p>
<p>School Leadership</p> <p>Perceptions of the school leadership's effectiveness.</p>	<p>31%</p> <p>▼ 25</p> <p>since last survey</p>	<p>70%</p> <p>ECTOR COUNTY ISD</p>

CAVAZOS ELEM SCHOOL
 "Spring 2025 School-Based Climate Survey (SY 24-25), Staff Survey"



<p>Well-being</p> <p>Faculty and staff perceptions of their own professional well-being.</p>	<p>46%</p> <p>▼ 10</p> <p>since last survey</p>	<p>66%</p> <p>ECTOR COUNTY ISD</p>
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Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on the data regarding attendance, the campus attendance declined by .2 from 92.2% in 2024 to 92% in 2025. The grade level with the lowest overall attendance was PK.

Root Cause: The PK families do not sign Truancy Prevention Measures Contracts as often as other grades.

Problem Statement 2 (Prioritized): The overall attendance for the campus was at 92% which means we did not meet the campus goal of reaching 95%.

Root Cause: Many of our families face transportation challenges especially those who miss the bus and live in Pleasant Farms. Other families have limited transportation options.

Problem Statement 3: The Panorama Survey indicated that 3rd - 5th grade scholars rated low on the Engagement topic.

Root Cause: There is a need for more culturally responsive instructional strategies that actively engage students in their learning.

Student Achievement

Student Achievement Summary

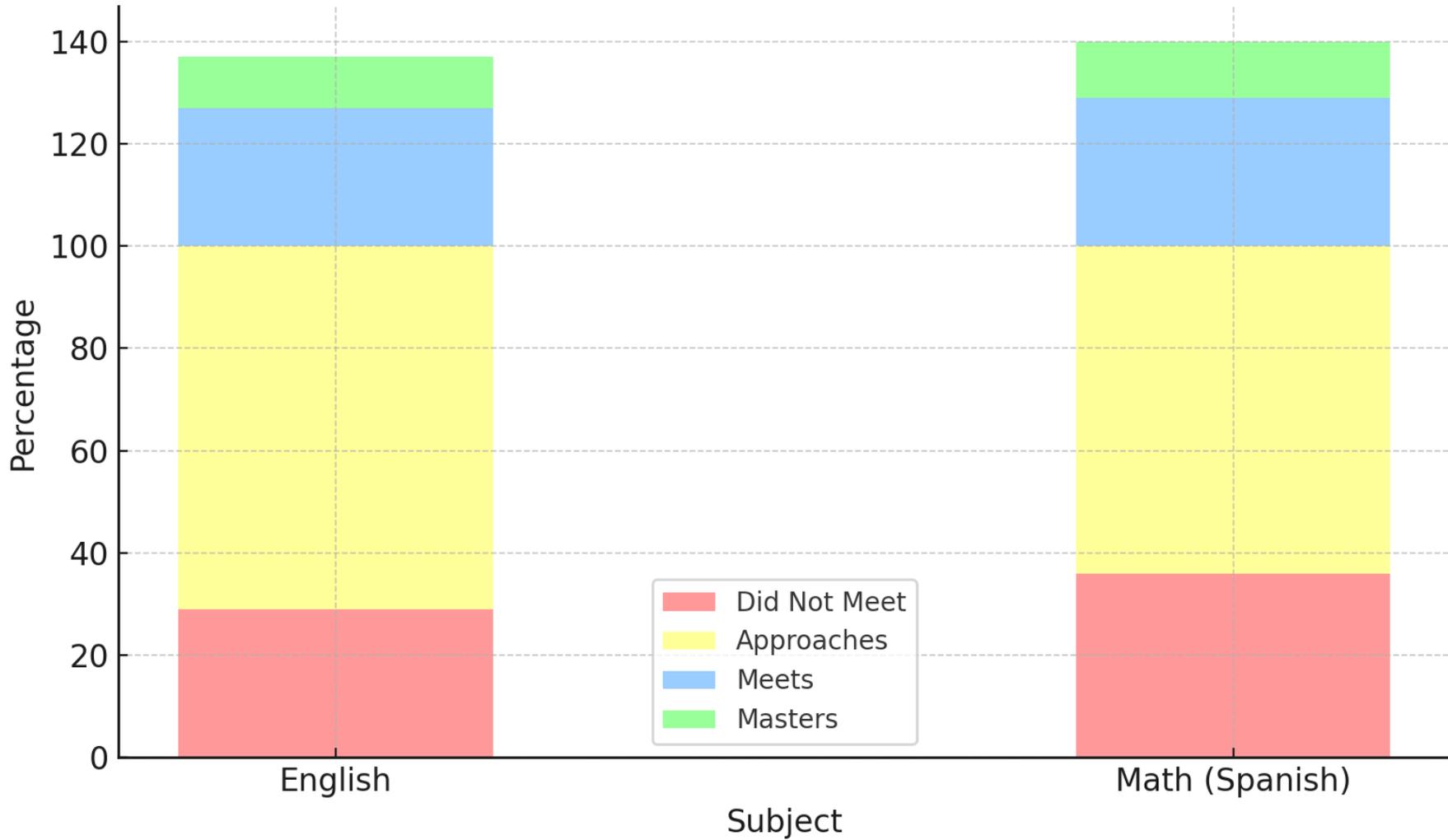
Texas Education Agency has not released the campus ratings as of the writing of this campus plan but the preliminary data indicate some progress when compared to STAAR Spring 2024.

ENGLISH	MATH							
3rd Grade	Total Test	Percent	Hispanics No.	Hisp %	White	White %	EcoDis No.	EcoDis %
	62		52		10		61	
DNM	18	29%	15	29%	3	30%	18	30%
Approaches	44	71%	37	71%	7	70%	43	70%
Meets	17	27%	14	27%	3	30%	17	28%
Masters	6	10%	5	10%	1	10%	6	10%

The Spanish Preliminary Data also indicate some growth when compared to last year.

ENGLISH	MATH SPANISH					
3rd Grade	Total Test	Percent	Hispanics No.	Hisp %	EcoDis No.	EcoDis %
	28		28		28	
DNM	10	36%	10	36%	10	36%
Approaches	18	64%	18	64%	18	64%
Meets	8	29%	8	29%	8	29%
Masters	3	11%	3	11%	3	11%

3rd Grade STAAR Performance: English vs Math (Spanish)



The 3rd grade STAAR results indicate that overall performance in Math English is slightly stronger than in Math Spanish.

- English:**
 - 71% of students scored at the *Approaches* level or higher, with 27% meeting and 10% mastering the grade-level standard.
 - 29% of students scored *Did Not Meet* (DNM) expectations.
 - Performance patterns are consistent across Hispanic, White, and Economically Disadvantaged (EcoDis) student groups, with only minor variations (e.g., White students meeting at a slightly higher rate of 30%).
- Math (Spanish):**
 - 64% of students scored *Approaches* or higher, with 29% meeting and 11% mastering.

- 36% of students fell into the *Did Not Meet* category, a 7-point increase compared to English.
- All reported subgroups (Hispanic, EcoDis) reflect the same percentages as the overall Math performance, suggesting a uniform trend across populations.

Key Observations:

- English scores show a higher percentage of students reaching at least Approaches, but Math has slightly higher rates at the *Meets* and *Masters* levels among those who pass.
- The Math DNM rate is notably higher, indicating a greater need for foundational skill reinforcement.
- Subgroup performance is closely aligned to the overall campus averages, meaning interventions could be implemented schoolwide rather than targeted to a single group.

Implications:

Targeted instructional support in Math, particularly for students close to the Approaches threshold, could significantly reduce the DNM percentage. Continued emphasis on reading comprehension strategies will help sustain English performance, with a focus on moving more students from Approaches to Meets/Masters.

4TH GRADE MATH PRELIMINARY STAAR

In Math English, 60 students were assessed, with 75% meeting the *Approaches Grade Level* standard, 50% meeting the *Meets Grade Level* standard, and 15% achieving *Masters Grade Level*. Hispanic students, who represented the majority of the group, performed slightly above the overall average in *Approaches* (77%) and matched it in *Meets* (50%). White students showed 63% at *Approaches* and 50% at *Meets*. Economically Disadvantaged students performed on par with the overall averages in all performance categories.

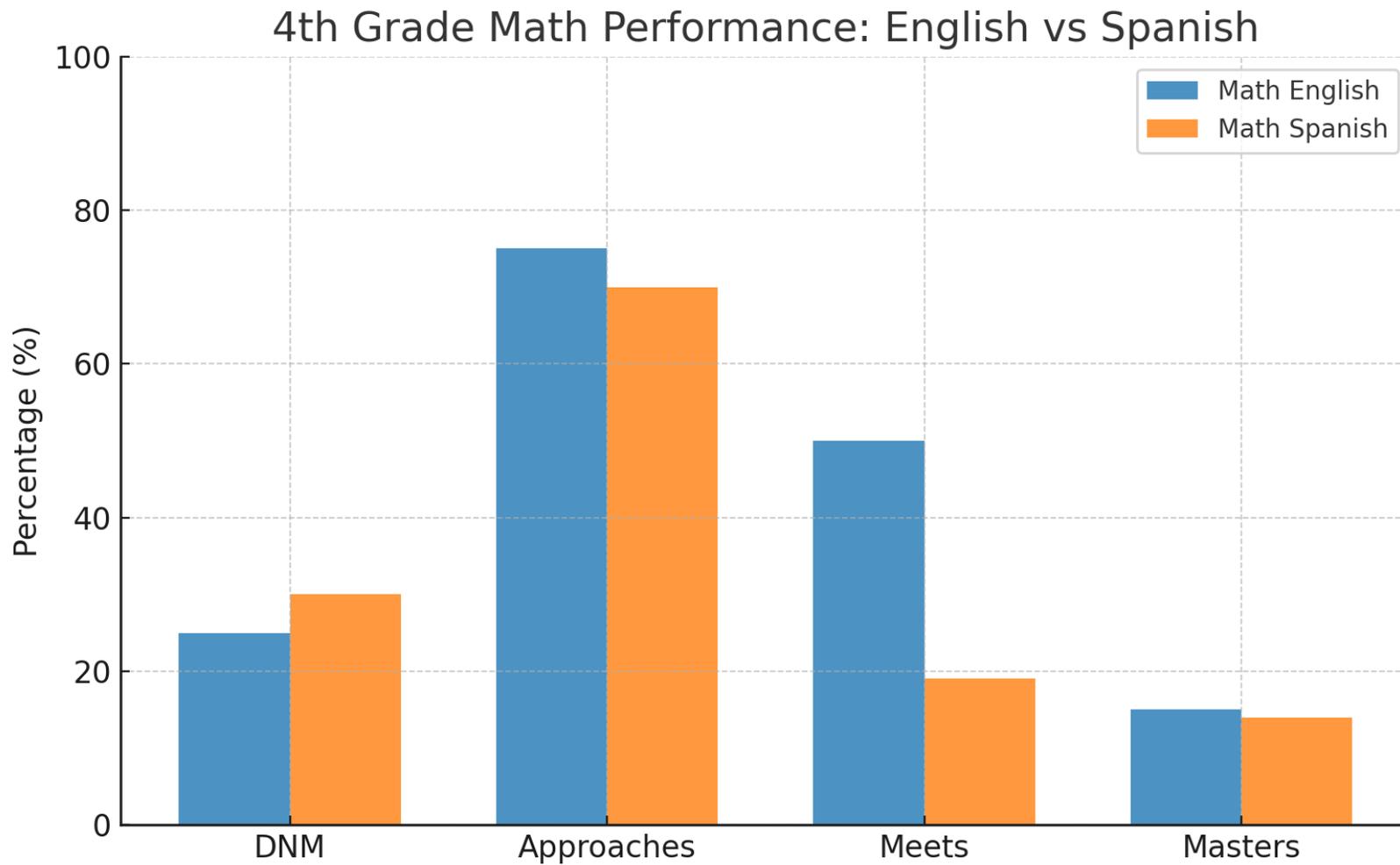
In Math Spanish, 37 students were assessed, with 70% reaching *Approaches*, 19% at *Meets*, and 14% at *Masters*. All students in this group were both Hispanic and Economically Disadvantaged, and their performance at the *Meets* and *Masters* levels was notably lower than their English-test peers (19% vs. 50% *Meets*; 14% vs. 15% *Masters*).

Overall, while *Approaches* percentages are relatively high across both language assessments, there is a significant gap in higher-level performance (*Meets* and *Masters*) between students tested in English and those tested in Spanish, indicating a potential need for targeted instructional support in advanced problem-solving skills for Spanish-tested students.

MATH English								
4th Grade	Total Test	Percent	Hispanics No.	Hisp %	White	White %	EcoDis No.	EcoDis %
	60		52		8		60	
DNM	15	25%	12	23%	3	38%	15	25%
Approaches	45	75%	40	77%	5	63%	45	75%
Meets	30	50%	26	50%	4	50%	30	50%
Masters	9	15%	8	15%	1	13%	9	15%

MATH Spanish						
4th Grade	Total Test	Percent	Hispanics No.	Hisp %	EcoDis No.	EcoDis %
	37		37		37	
DNM	11	30%	11	30%	11	30%

MATH Spanish						
Approaches	26	70%	26	70%	26	70%
Meets	7	19%	7	19%	7	19%
Masters	5	14%	5	14%	5	14%



The side-by-side above compares 4th grade Math performance in English and Spanish. It visually highlights that while Approaches percentages are close, Math English has higher

Meets performance, whereas Math Spanish has slightly higher DNM (Did Not Meet) rates

5TH GRADE ENGLISH MATH PRELIMINARY STAAR

The 5th grade Math English assessment included 91 students. Among them, 79 were Hispanic and 10 were White, with 80% identified as Economically Disadvantaged.

- 55% of students did not meet grade level (DNM), including 54% of Hispanic students and 70% of White students.
- 45% achieved at least the *Approaches* level, with 46% of Hispanic students and 30% of White students meeting this benchmark.
- At the *Meets* standard, 19% of students reached proficiency, with similar performance among Hispanics (19%) and 20% of White students.
- Only 5% of all students achieved the *Masters* level.

Overall, the data reflects a high percentage of students not meeting grade-level expectations and a need for targeted interventions to improve math proficiency, particularly in moving students from *Approaches* to *Meets* and *Masters* levels.

MATH English								
5th Grade	Total Test	Percent	Hispanics No.	Hisp %	White	White %	EcoDis No.	EcoDis %
	91		79		10		80	
DNM	50	55%	43	54%	7	70%	43	54%
Approaches	41	45%	36	46%	3	30%	37	46%
Meets	17	19%	15	19%	2	20%	14	18%
Masters	5	5%	4	5%	1	10%	4	5%

5TH GRADE SPANISH MATH PRELIMINARY STAAR

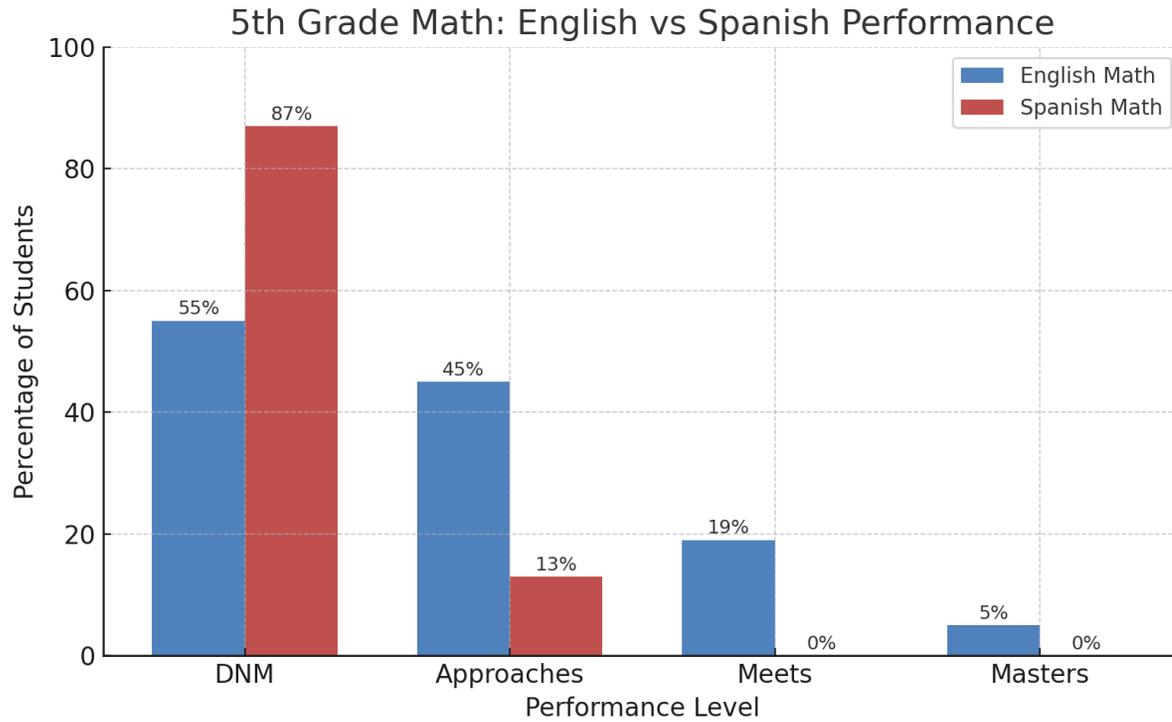
The 5th grade Math Spanish assessment included 30 students, all Hispanic, with 27 students (90%) identified as Economically Disadvantaged.

- A significant 87% of students did not meet grade-level expectations (DNM), including 87% of Hispanic students and 85% of Economically Disadvantaged students.
- Only 13% of students reached the *Approaches* level, and no students achieved *Meets* or *Masters* proficiency.

This data indicates critical academic gaps in the Spanish math cohort, with an urgent need for intensive, targeted intervention and support to build foundational skills, as nearly all students are performing below grade level.

MATH Spanish						
5th Grade	Total Test	Percent	Hispanics No.	Hisp %	EcoDis No.	EcoDis %
	30		30		27	

MATH Spanish						
DNM	26	87%	26	87%	23	85%
Approaches	4	13%	4	13%	4	15%
Meets	0	0%	0	0%	0	0%
Masters	0	0%	0	0%	0	0%



Performance Levels

Level	English Math	Spanish Math
DNM (Did Not Meet)	55% (50 students)	87% (26 students)
Approaches	45% (41 students)	13% (4 students)
Meets	19% (17 students)	0% (0 students)
Masters	5% (5 students)	0% (0 students)

Participation & Demographics

- **English Math:** 91 total students tested — 79 Hispanic, 10 White, 80 Economically Disadvantaged (EcoDis).
- **Spanish Math:** 30 total students tested — 100% Hispanic, 27 EcoDis.

Performance Levels

Level	English Math	Spanish Math
DNM (Did Not Meet)	55% (50 students)	87% (26 students)
Approaches	45% (41 students)	13% (4 students)
Meets	19% (17 students)	0% (0 students)
Masters	5% (5 students)	0% (0 students)

Key Observations

1. Higher Achievement in English Math:
 - Nearly half of English-tested students (45%) achieved *Approaches* or higher, compared to only 13% in Spanish.

- 19% of English-tested students reached *Meets* and 5% achieved *Masters*, while Spanish-tested students had none in these categories.

2. Significant Gap at Meets/Masters Levels:

- The lack of *Meets* or *Masters* performance in Spanish Math shows a proficiency gap and a need for accelerated learning strategies.

3. High At-Risk Population:

- Both groups have a high percentage of Economically Disadvantaged students, with EcoDis performance gaps closely mirroring overall performance.
- Spanish Math EcoDis students had 85% DNM, while English Math EcoDis students had 54% DNM.

4. Urgent Intervention Need for Spanish Math Cohort:

- Spanish group requires intensive foundational math skills support and increased opportunities for problem-solving practice.

5TH GRADE SPANISH SCIENCE PRELIMINARY STAAR

Based on the 5th Grade Science STAAR English test data, 91 students were assessed, with the majority being Hispanic (79 students) and economically disadvantaged (80 students). Overall, 69% of students did not meet grade-level expectations, with similar rates among Hispanic and White students (70%). Only 31% of students reached the Approaches level, 5% achieved the Meets standard, and just 1% earned Masters. The data indicates significant performance gaps, with a high percentage of students struggling to demonstrate mastery of science concepts, signaling a strong need for targeted instructional support, intervention strategies, and enrichment opportunities to improve science proficiency across all student groups.

SCIENCE English								
5th Grade	Total Test	Percent	Hispanics No.	Hisp %	White	White %	EcoDis No.	EcoDis %
	91		79		10		80	
DNM	63	69%	55	70%	7	70%	56	70%
Approaches	28	31%	24	30%	3	30%	24	30%
Meets	5	5%	4	5%	1	10%	3	4%
Masters	1	1%	0	0%	1	10%	1	1%

5TH GRADE SPANISH SCIENCE PRELIMINARY STAAR

Based on the 5th Grade Science STAAR Spanish test data, 29 students were assessed, all of whom were Hispanic, with 26 identified as economically disadvantaged. The results reveal that 97% of students did not meet grade-level expectations, while only 3% reached the Approaches level. No students achieved the Meets or Masters performance levels. This indicates a critical need for intensive science instruction, targeted language support, and bilingual academic interventions to address both content knowledge and language barriers, ensuring Spanish-speaking students have equitable opportunities to succeed in science.

SCIENCE Spanish						
5th Grade	Total Test	Percent	Hispanics No.	Hisp %	EcoDis No.	EcoDis %
	29		29		26	
DNM	28	97%	28	97%	25	96%
Approaches	1	3%	1	3%	1	4%
Meets	0	0%	0	0%	0	0%
Masters	0	0%	0	0%	0	0%

3rd GRADE ENGLISH READING STAAR

In 3rd grade Reading Language Arts (RLA) English, 62 students were tested, including 52 Hispanic and 10 White students, with 52 students identified as economically disadvantaged.

- Did Not Meet: 26% of students did not meet grade-level expectations, with Hispanic students at 29% and White students at 10%.
- Approaches: 74% of students reached at least the Approaches level, with 71% of Hispanic students and 90% of White students meeting this standard.
- Meets: 29% of students met grade-level expectations, including 27% of Hispanic and 40% of White students.
- Masters: Only 5% achieved Masters level, with 6% of Hispanic students and no White students attaining this highest performance category.

The data reflects relatively strong performance in Approaches but indicates a need to increase the number of students reaching the Meets and Masters levels, especially among economically disadvantaged and Hispanic students.

RLA English								
3th Grade	Total Test	Percent	Hispanics No.	Hisp %	White	White %	EcoDis No.	EcoDis %
	62		52		10		52	
DNM	16	26%	15	29%	1	10%	15	29%
Approaches	46	74%	37	71%	9	90%	37	71%
Meets	18	29%	14	27%	4	40%	14	27%
Masters	3	5%	3	6%	0	0%	3	6%

3rd GRADE SPANISH READING STAAR

In 3rd grade Reading Language Arts (RLA) Spanish, 28 students were tested, all Hispanic, with 26 identified as economically disadvantaged.

- Did Not Meet: 54% of students did not meet grade-level expectations, including 54% of economically disadvantaged students.
- Approaches: 46% achieved at least the Approaches level.

- Meets: 14% met grade-level expectations, with similar rates for all student groups.
- Masters: 14% reached the Masters level, also consistent across groups.

The data shows that over half of the students did not meet expectations, highlighting a significant need for targeted literacy interventions and language development support, particularly for economically disadvantaged students, to increase achievement at the Meets and Masters levels.

RLA Spanish						
3th Grade	Total Test	Percent	Hispanics No.	Hisp %	EcoDis No.	EcoDis %
	28		28		26	
DNM	15	54%	15	54%	14	54%
Approaches	13	46%	13	46%	12	46%
Meets	4	14%	4	14%	4	15%
Masters	4	14%	4	14%	4	15%

4th GRADE ENGLISH RLA STAAR

The 4th grade English RLA STAAR results show that out of 60 students tested, 52 were Hispanic, 8 were White, and 50 were economically disadvantaged. Overall, 70% of students reached the *Approaches* level, with higher performance among Hispanic students (73%) compared to White students (50%). At the *Meets* level, 27% of students demonstrated proficiency, with all students meeting this level being Hispanic (31%), while no White students reached this benchmark. For the *Masters* level, 12% of students achieved advanced performance, all of whom were Hispanic (13%). Meanwhile, 30% of students did not meet grade level, with a notably higher proportion among White students (50%) compared to Hispanic students (27%). Economically disadvantaged students had 66% at *Approaches*, 26% at *Meets*, and 10% at *Masters*, indicating a need for targeted support to increase mastery and reduce the percentage of students not meeting expectations.

RLA English								
4th Grade	Total Test	Percent	Hispanics No.	Hisp %	White	White %	EcoDis No.	EcoDis %
	60		52		8		50	
DNM	18	30%	14	27%	4	50%	17	34%
Approaches	42	70%	38	73%	4	50%	33	66%
Meets	16	27%	16	31%	0	0%	13	26%
Masters	7	12%	7	13%	0	0%	5	10%

4th GRADE SPANISH RLA STAAR

The 4th grade Spanish RLA STAAR results show that all 37 students tested were Hispanic, with 35 identified as economically disadvantaged. Overall, 59% of students achieved the *Approaches* level, while 49% reached *Meets*, indicating nearly half of the students demonstrated solid grade-level proficiency. However, only 5% attained the *Masters* level, showing limited advanced performance. At the same time, 41% of students did not meet grade-level expectations, highlighting a significant need for foundational skill support. Economically disadvantaged students performed closely to the overall group, with 60% at *Approaches*, 49% at *Meets*, and 6% at *Masters*. These results suggest strengths in moving students toward proficiency but indicate a need for targeted interventions to reduce the high percentage of students in the *Did Not Meet* category and to increase the number reaching advanced mastery.

RLA Spanish						
4th Grade	Total Test	Percent	Hispanics No.	Hisp %	EcoDis No.	EcoDis %
	37		37		35	
DNM	15	41%	15	41%	14	40%
Approaches	22	59%	22	59%	21	60%
Meets	18	49%	18	49%	17	49%
Masters	2	5%	2	5%	2	6%

5th GRADE ENGLISH RLA STAAR

The 5th grade English RLA STAAR results show that 91 students tested, with 79 Hispanic, 10 White, and 80 identified as economically disadvantaged. Overall, 44% of students reached the *Approaches* level, while 19% achieved *Meets*, and 8% reached the *Masters* level. More than half of the students (56%) scored in the *Did Not Meet* category, indicating significant gaps in meeting grade-level expectations. Performance patterns were similar across subgroups, with economically disadvantaged students performing on par with the overall group. These results highlight a need for targeted instructional support to strengthen foundational reading and language arts skills, reduce the percentage of students not meeting expectations, and increase the proportion achieving higher performance levels.

RLA English								
5th Grade	Total Test	Percent	Hispanics No.	Hisp %	White	White %	EcoDis No.	EcoDis %
	91		79		10		80	
DNM	51	56%	44	56%	5	50%	45	56%
Approaches	40	44%	35	44%	5	50%	35	44%
Meets	17	19%	15	19%	2	20%	15	19%
Masters	7	8%	6	8%	1	10%	7	9%

5th GRADE SPANISH RLA STAAR

The 5th grade Spanish RLA STAAR results show that 29 students tested, all Hispanic, with 26 identified as economically disadvantaged. Overall, 72% of students scored in the *Did Not Meet* category, while 28% reached *Approaches*, 10% achieved *Meets*, and 0% reached the *Masters* level. Performance among economically disadvantaged students closely mirrored the overall results. The data reflects a significant need for targeted reading and language development interventions in Spanish, with a focus on improving comprehension, vocabulary, and writing skills to reduce the high percentage of students not meeting grade-level expectations and to move more students into the higher performance bands.

RLA Spanish						
5th Grade	Total Test	Percent	Hispanics No.	Hisp %	EcoDis No.	EcoDis %
	29		29		26	
DNM	21	72%	21	72%	18	69%
Approaches	8	28%	8	28%	8	31%
Meets	3	10%	3	10%	3	12%

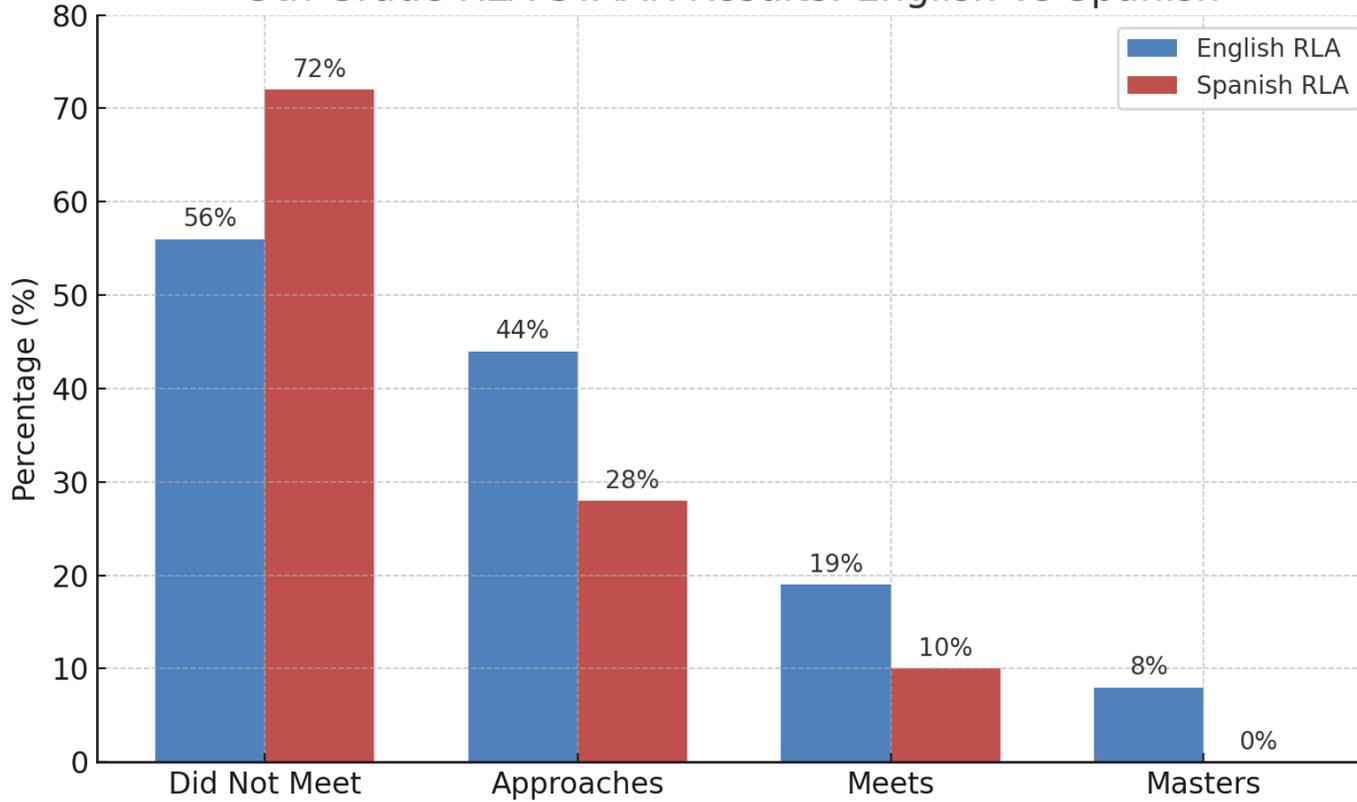
RLA Spanish						
Masters	0	0%	0	0%	0	0%

Performance Level	English RLA	Spanish RLA	Difference (English – Spanish)
Did Not Meet	56%	72%	-16 (Spanish higher)
Approaches	44%	28%	+16
Meets	19%	10%	+9
Masters	8%	0%	+8

Visual Summary:

- **English RLA** students outperform **Spanish RLA** students in *Approaches*, *Meets*, and *Masters*.
- **Spanish RLA** has a significantly higher percentage of students in the *Did Not Meet* category (+16 points).
- No Spanish RLA students reached the *Masters* level.

5th Grade RLA STAAR Results: English vs Spanish



Students assessed in English RLA overall outperformed those tested in Spanish across all performance levels except *Did Not Meet*, where Spanish students had a higher percentage. The largest gap is seen at the Masters level, where no Spanish RLA students reached mastery, and in the Approaches category, where English RLA students were significantly more likely to meet basic grade-level expectations. This data highlights the need for intensified literacy interventions in Spanish, especially for advancing students beyond basic proficiency.

Student Achievement Strengths

Areas of Strength

Math

3rd Grade Math (English)

- **Approaches** at 71% shows most students are meeting basic grade-level expectations.
- Equity between Hispanic and White student performance at Approaches level.

3rd Grade Math (Spanish)

- **Approaches** at 64% indicates more than half of Spanish testers meet minimum expectations.
- **Meets** at 29% and **Masters** at 11% show a good foundation of higher-level achievement within this group.

4th Grade Math (English)

- **Approaches** at 75% is strong overall, with Hispanic students slightly higher at 77%.
- **Meets** at 50% reflects solid conceptual understanding for half the students.
- **Masters** at 15% offers a foundation for pushing more students to advanced levels.

4th Grade Math (Spanish)

- **Approaches** at 70% demonstrates majority baseline mastery.
 - Consistent results between Hispanic and EcoDis students suggest equity.
-

RLA

3rd Grade RLA (English)

- **Approaches** at 74% shows most students are meeting basic comprehension expectations.
- DNM rate at 26% is lower compared to upper grades, showing a stronger base.

3rd Grade RLA (Spanish)

- **Meets** and **Masters** both at 14% indicate a notable group achieving higher comprehension skills.

4th Grade RLA (Spanish)

- **Meets** at 49% is one of the strongest proficiency levels across all grade/subject groups.
- Minimal performance gap between EcoDis and overall results.

5th Grade RLA (English)

- **Masters** at 8% is higher than the Spanish test group, showing some advanced proficiency.
- Consistency across subgroups at each performance level.

Opportunities for Growth

Math

- **3rd Grade English & Spanish:** Increase percentage of students at **Meets** and **Masters** levels by focusing on problem-solving strategies and multi-step reasoning.
- **4th Grade Spanish:** While Approaches is 70%, **Meets** is only 19% — targeted interventions could help move more students into higher performance tiers.
- **5th Grade Math (English & Spanish):** Both groups have low Meets and Masters percentages; Spanish testers especially need intensive support, as 87% are at DNM.

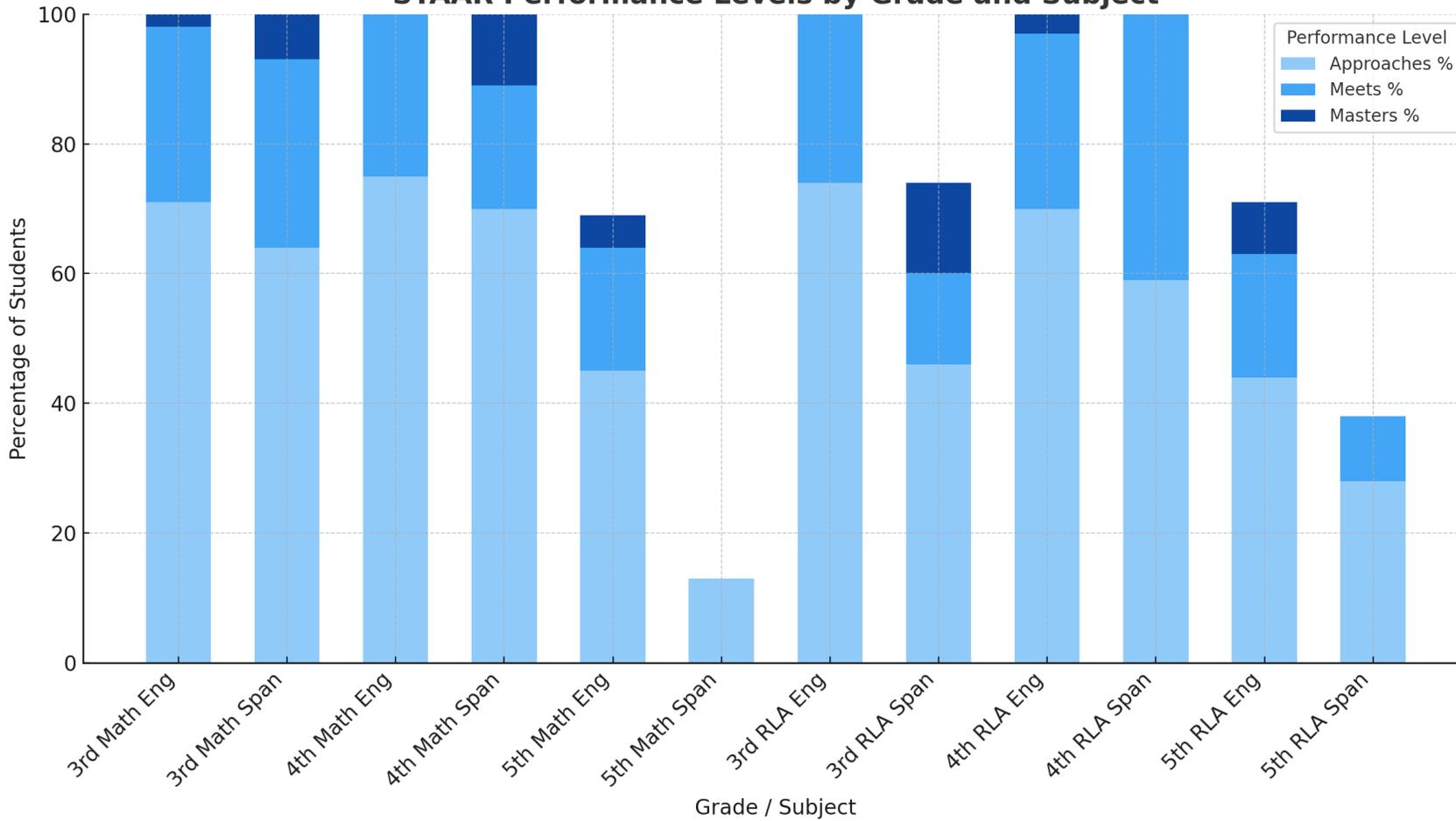
RLA

- **5th Grade Spanish:** 72% at DNM indicates urgent need for foundational reading interventions and language support.
- **4th Grade English:** Meets at 27% and Masters at 12% can be improved through targeted comprehension and vocabulary development.
- **3rd Grade Spanish:** Meets and Masters combined (28%) leaves room for enrichment opportunities to build advanced comprehension skills.
- Writing integration across grades can help boost higher-level RLA scores.

Strategic Focus for Improvement

1. **Increase Meets & Masters:** Implement enrichment and small-group acceleration for students already at Approaches to move them up.
2. **Bilingual/Spanish Test Support:** Provide targeted language development, academic vocabulary instruction, and comprehension strategies for Spanish testers.
3. **Data-Driven Interventions:** Use formative assessments to identify gaps early and adjust instruction accordingly.
4. **Math Problem-Solving:** Incorporate daily multi-step problem-solving practice across grades.
5. **Reading Across Content:** Integrate literacy strategies in science, social studies, and math to support comprehension growth.

STAAR Performance Levels by Grade and Subject



Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Across grades 3-5, Math STAAR results in both English and Spanish show low performance in the Meets and Masters levels, particularly in Spanish assessments where fewer students reach proficiency. Achievement gaps exist between English and Spanish math performance, limiting students' readiness for the next grade level.

Root Cause: Inconsistent emphasis on conceptual understanding and problem-solving strategies across grades and languages. Limited integration of academic math vocabulary into instruction, especially in Spanish. Intervention structures are present but lack consistent frequency, targeted skill focus, and progress monitoring.

Problem Statement 2: Across grades 3-5, RLA STAAR results in both English and Spanish show persistent performance gaps, with low percentages of students achieving Meets and Masters, especially in Spanish assessments. Students demonstrate limited proficiency in comprehension, inference, and author's craft skills, impacting their ability to access grade-

level texts and succeed across content areas.

Root Cause: Limited explicit instruction and practice in higher-order comprehension skills and academic language. Inconsistent use of targeted reading strategies that address the needs of bilingual learners. Intervention practices are not consistently aligned with specific TEKS gaps, and progress monitoring is insufficiently frequent to inform timely instructional adjustments.

Problem Statement 3: In 5th grade Science STAAR, both English and Spanish test results reveal significant performance concerns, with a high percentage of students in Does Not Meet (69% in English, 97% in Spanish). Meets and Masters levels are extremely low, indicating that many students lack mastery of grade-level science concepts and skills necessary for success in middle school.

Root Cause: Limited integration of science vocabulary and concepts into daily instruction, especially for bilingual learners. Insufficient use of hands-on, inquiry-based science activities and experiments to reinforce learning. Gaps in alignment between classroom instruction, intervention, and tested TEKS, particularly in readiness standards. Science instruction is often compressed due to prioritization of ma

School Culture and Climate

School Culture and Climate Summary

The recent survey results indicate both strengths and opportunities for growth in our campus culture and climate. Our **Rigorous Expectations** score of **69%** reflects that the majority of students recognize their teachers set and maintain high expectations for effort, understanding, and persistence. This is a positive foundation for academic growth and aligns closely with district and elementary averages. **School Safety** also shows progress, increasing by 9 percentage points since the last survey to **54%**, suggesting that efforts to strengthen physical and psychological safety are having an impact.

However, several key areas are performing below district and elementary averages. **Connectedness** is at **52%**, 5 points below the district and elementary score of 57%, indicating a need to strengthen student relationships and sense of community. **Engagement** is at **45%**, trailing district and elementary averages by 3 points, suggesting that more work is needed to foster active participation and investment in learning. **School Climate** is at **46%**, which is 7 points below the comparison group, showing a need to address overall social and learning environment perceptions. Additionally, **Sense of Belonging** is at **47%**, indicating that over half of students may not consistently feel valued or included in the school community.

The data suggests a dual focus moving forward: continue building on our strengths in maintaining high academic expectations and improving safety, while prioritizing strategies to deepen relationships, increase student engagement, and create a more inclusive, welcoming environment. By intentionally addressing these areas, we can create a school culture where students feel connected, engaged, safe, and inspired to reach their full potential.

School Culture and Climate Strengths

Rigorous Expectations (69%) – Students report that teachers maintain high expectations for effort, understanding, and persistence. This score is close to the district and elementary average (73%), demonstrating a strong academic culture.

School Safety – Increased by **9 points** since the last survey, now at **54%**, showing progress in both physical and psychological safety initiatives.

3. Commitment to Improvement – Gains in School Safety and Rigorous Expectations indicate that implemented strategies are moving the needle in the right direction and can be leveraged for other focus areas

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students recognize high academic expectations and improving safety, survey results reveal lower levels of connectedness (52%), engagement (45%), school climate (46%), and sense of belonging (47%), all of which fall below district and elementary averages. This suggests that a significant portion of students do not consistently feel connected, engaged, or included in the school community.

Root Cause: Instructional and extracurricular activities may not be consistently aligned to students' interests, cultural backgrounds, and real-world experiences, limiting engagement and sense of belonging.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The campus retention rate increased from 56.10% in 2023–2024 to 66.70% in 2024–2025, reflecting a 10.6 percentage point improvement. This upward trend suggests stronger stability within the teaching staff, likely contributing to greater instructional continuity and stronger relationships with students and families. Improved retention supports the development of a cohesive school culture, allows for deeper alignment with campus vision and instructional goals, and reduces the time and resources spent on new staff onboarding.

Continued focus on targeted recruitment strategies, mentorship for new teachers, and supportive professional development opportunities can help sustain and build upon this growth. Maintaining a positive school climate, recognizing teacher achievements, and providing clear pathways for career advancement will further enhance both the quality of instruction and the likelihood of retaining high-performing educators.

Staff Quality, Recruitment, and Retention Strengths

- Retention Improvement – The campus retention rate increased from 56.10% in 2023–2024 to 66.70% in 2024–2025, marking a 10.6 percentage point gain.
- Increased Stability – Higher retention supports consistent instructional practices, stronger student-teacher relationships, and the preservation of campus culture.
- Potential for Long-Term Impact – Improved retention allows for sustained implementation of instructional strategies and campus initiatives without frequent staff turnover.
- Foundation for Collaboration – Maintaining a larger proportion of returning staff enhances collaboration and the sharing of effective teaching practices

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Despite improvement, the campus retention rate of 66.70% is still below the desired target for maintaining a highly stable and experienced teaching staff. This turnover impacts instructional continuity, increases the need for recruiting and onboarding new staff, and can slow progress toward long-term academic goals.

Root Cause: New hires may not receive sufficient coaching or mentoring during their first year, making it harder to transition and thrive in the campus environment.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The campus utilizes a comprehensive set of RLA resources designed to address diverse student needs, promote literacy development, and support mastery of grade-level TEKS. iStation, iReady, and Amira provide adaptive, technology-driven platforms for assessing reading skills, delivering targeted interventions, and tracking student progress over time. NWEA MAP for RLA offers benchmark and growth data, allowing teachers to monitor progress and adjust instruction based on individualized learning goals. HMH resources support core reading instruction with rigorous, standards-aligned content, while Saxon Phonics ensures systematic phonics and foundational skills instruction for early literacy. LoneStar Reading provides targeted practice for STAAR readiness, and Summit K-12 offers specialized resources to accelerate language acquisition and academic vocabulary development for Emergent Bilingual (EB) students.

This multi-faceted approach supports differentiated instruction, formative assessment, and continuous monitoring, enabling teachers to meet the needs of all learners while aligning to state standards and preparing students for academic success.

Curriculum, Instruction, and Assessment Strengths

- Comprehensive Resource Integration – The campus employs a wide range of RLA resources, ensuring multiple avenues for student engagement, skill development, and targeted intervention.
- Data-Driven Decision Making – Tools like iStation, iReady, NWEA MAP, and Amira provide real-time and benchmark assessment data to identify student strengths, gaps, and growth trends.
- Structured Literacy Approach – The inclusion of Saxon Phonics supports foundational literacy skills, ensuring early-grade students build strong decoding and phonemic awareness abilities.
- Targeted Intervention for EB Students – Summit K-12 offers dedicated support for Emergent Bilingual students, reinforcing academic language and comprehension skills aligned to STAAR.
- State-Aligned Test Preparation – LoneStar Reading offers TEKS-aligned practice, ensuring students are familiar with test structures and question types.
- Tiered Instructional Support – The combination of HMH core resources with supplemental programs like iReady and iStation allows for differentiation based on student needs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: While the campus uses a robust set of RLA resources, inconsistent integration of these programs into daily instruction limits their impact on student achievement. Some teachers may rely on certain tools more heavily than others, leading to variability in student learning experiences and progress monitoring.

Root Cause: Not all resources are utilized consistently across classrooms, reducing alignment between instruction, intervention, and assessment data.

Family and Community Engagement

Family and Community Engagement Summary

The campus offers a robust calendar of family engagement activities that foster strong school–home connections and create a welcoming, collaborative environment for all families. Events such as the Fall Festival, musical programs, awards assemblies, and end-of-year celebrations provide opportunities for families to celebrate student accomplishments and build a sense of community. Title I meetings and parent conferences ensure that parents are informed, involved, and active partners in their child’s education, while activities like the Scholastic Book Fair and “Paint Bowls” encourage literacy and creativity in fun, engaging ways. Teacher appreciation events strengthen relationships between families and staff, recognizing the dedication of educators.

Additionally, “Meet the Teacher” events at both the main campus and Pleasant Farms give families an early connection to staff and set a positive tone for the school year. This variety of activities demonstrates the school’s commitment to building trust, encouraging open communication, and creating a shared responsibility for student success.

Family and Community Engagement Strengths

Strengths from Family Engagement Activities

1. Variety of Engagement Opportunities – The campus provides a diverse range of events (academic, cultural, celebratory, and creative) that appeal to different family interests and schedules.
2. Strong Academic Partnerships – Title I meetings, parent conferences, and “Meet the Teacher” events build a foundation for parent–teacher collaboration and academic support for students.
3. Celebration of Student Success – Awards assemblies, end-of-year programs, and musical performances publicly acknowledge student achievements, fostering pride and motivation.
4. Community Building – Events like the Fall Festival and Paint Bowls strengthen the sense of belonging and connection among students, families, and staff.
5. Support for Literacy and Creativity – The Scholastic Book Fair and creative events encourage reading and artistic expression while engaging families in meaningful learning activities.
6. Staff Appreciation – Teacher appreciation events nurture positive relationships between staff and families, contributing to high morale and a supportive school culture.

If you want, I can now create a problem statement and root cause analysis from these activities to address potential gaps in engagement.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: While the campus offers a wide variety of family engagement activities throughout the year, participation levels in certain academic-focused events (e.g., Title I meetings, parent conferences) are lower compared to social or celebratory events. This imbalance limits the potential impact of parent engagement on student learning outcomes.

Root Cause: Academic-focused events may be more presentation-based rather than interactive, reducing parents' sense of ownership and involvement.

School Organization

School Organization Summary

Our campus remains steadfast in its vision: “Students First: Inspire, Educate, and Celebrate” and our mission: *United with families and community, we ignite every student’s potential to grow and achieve greatness in a safe learning environment.*

School Organization Strengths

- Staff Quality, Recruitment, and Retention: Staff retention increased from 56.1% (2023–2024) to 66.7% (2024–2025), ensuring greater instructional continuity and a stronger campus culture.
- Robust Curriculum, Instruction, and Assessment in RLA: Teachers utilize a comprehensive set of tools — iStation, iReady, Amira, NWEA MAP, HMH, Saxon Phonics, LoneStar Reading, and Summit K–12 for emergent bilinguals — to target instruction and support diverse learners.
- Strong Math Instructional Resources: The math program integrates MyMath Academy, Do the Math, LoneStar, NWEA MAP Math, and iReady to provide diagnostic insights, targeted interventions, and enrichment opportunities aligned with the TEKS.
- Family Engagement: Events like Fall Festival, Title I meetings, parent conferences, musical programs, awards assemblies, Scholastic Book Fair, and “Meet the Teacher” nights at both campus and Pleasant Farms promote a strong home-school connection.
- High Expectations for Students: With a 69% Rigorous Expectations score, students acknowledge that teachers push them toward persistence, effort, and high achievement.

Problem Statements Identifying School Organization Needs

Problem Statement 1: STAAR data shows low Meets and Masters attainment in Math, RLA, and Science, particularly among Spanish-tested students.

Root Cause: Inconsistent and uneven implementation of intervention programs and progress monitoring in both math and reading.

Technology

Technology Summary

Technology Summary – Campus Improvement Plan

Our campus provides one-to-one technology access for all students, ensuring equitable opportunities for digital learning and skill development. PK–1st grade students are equipped with iPads, while 2nd–5th grade students have Chromebooks to support instruction across all content areas.

Students regularly engage with instructional platforms that enhance personalized learning, including Kami for interactive assignments, iReady Math, MyMath Academy, Do the Math, and iReady RLA. These resources allow teachers to tailor instruction, monitor progress, and provide targeted interventions based on real-time data.

The integration of technology not only supports mastery of TEKS-aligned skills but also fosters digital literacy, collaboration, and problem-solving—essential skills for future academic and career success.

Technology Strengths

- Full 1:1 device access for all students PK–5, ensuring equity in technology availability.
- Appropriate device allocation: PK–1 use iPads for early learning apps; grades 2–5 use Chromebooks for more advanced academic tasks.
- Diverse instructional platforms (Kami, iReady Math, MyMath Academy, Do the Math, iReady RLA) support differentiation and targeted intervention.
- Access to online resources promotes personalized learning and skill reinforcement aligned to TEKS.
- Teachers can use technology to monitor student progress and adjust instruction in real time.

Problem Statements Identifying Technology Needs

Problem Statement 1: Although all students have access to technology and digital learning platforms, inconsistent usage and integration across classrooms limits the full potential of technology to improve academic outcomes and close learning gaps.

Root Cause: Insufficient ongoing, targeted professional development focused on maximizing the instructional impact of digital resources.

Priority Problem Statements

Problem Statement 1: Across grades 3-5, Math STAAR results in both English and Spanish show low performance in the Meets and Masters levels, particularly in Spanish assessments where fewer students reach proficiency. Achievement gaps exist between English and Spanish math performance, limiting students' readiness for the next grade level.

Root Cause 1: Inconsistent emphasis on conceptual understanding and problem-solving strategies across grades and languages. Limited integration of academic math vocabulary into instruction, especially in Spanish. Intervention structures are present but lack consistent frequency, targeted skill focus, and progress monitoring.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Based on the data regarding attendance, the campus attendance declined by .2 from 92.2% in 2024 to 92% in 2025. The grade level with the lowest overall attendance was PK.

Root Cause 2: The PK families do not sign Truancy Prevention Measures Contracts as often as other grades.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The overall attendance for the campus was at 92% which means we did not meet the campus goal of reaching 95%.

Root Cause 3: Many of our families face transportation challenges especially those who miss the bus and live in Pleasant Farms. Other families have limited transportation options.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Board Goals

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

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

High Priority

HB3 Board Goal

Indicators of Success:

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will use hands-on manipulatives to build conceptual understanding and engage student in concrete learning experiences. Students will also use journals to build their knowledge and document strategies on problem solving skills. Students will also participate in targeted small-group math instruction.</p> <p>Strategy's Expected Result/Impact: Student engagement will increase and better understanding of skills will be developed based on student work and growth on assessment data.</p> <p>Staff Responsible for Monitoring: Classroom teachers, lead teachers, MCLs, MRTs, Mentors, Assistant Principal, and Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide targeted math vocabulary and concept-building lessons for At-Risk and Emergent Bilingual (EB) students using LoneStar Math and scaffolded instructional supports in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: Students will gain an understanding of vocabulary concepts and will be able read and comprehend the math questions .</p> <p>Staff Responsible for Monitoring: Classroom teachers, lead teachers, assistant principal, MCL, MTRT, and principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide teachers with regular opportunities to practice math lesson delivery through Professional Learning Community (PLC) sessions and structured coaching cycles. The coaching sessions will focus on modeling research-based instructional strategies, refining questioning techniques that promote mathematical discourse, and ensuring tight alignment between teaching practices and lesson objectives. Feedback gathered from instructional rounds will be systematically analyzed and used to strengthen individual lesson delivery while promoting consistent, high-quality math instruction across all classrooms.</p> <p>Strategy's Expected Result/Impact: This strategy is expected to increase teacher confidence and competency in math instruction, leading to more engaging and effective classroom practices. Teachers will demonstrate improved use of mathematical language, higher-order questioning, and differentiated instruction techniques. As instructional quality becomes more consistent across classrooms, students will experience fewer learning gaps when transitioning between grade levels or teachers. The collaborative nature of PLCs will foster a culture of continuous improvement, with teachers sharing successful strategies and supporting one another's growth. Ultimately, these improvements in instructional delivery are anticipated to result in measurable gains in student math achievement, increased student engagement in mathematical thinking, and stronger foundational skills that prepare students for advanced mathematical concepts.</p> <p>Staff Responsible for Monitoring: Classroom teachers, lead teachers, MCL, MTRT, assistant principal, and principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- 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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Opportunity Culture Positions - Title One School-wide - \$75,000, 4 grade level lead teachers - Title One School-wide - \$14,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: All grade levels will dedicate 10 minutes daily to targeted, systematic practice of basic math facts, including addition, subtraction, multiplication, and division as developmentally appropriate for each grade level. This structured, consistent practice will be seamlessly embedded into the daily math routine using research-based fluency activities and progress monitoring tools to build automaticity, accuracy, and confidence in foundational math skills.</p> <p>Strategy's Expected Result/Impact: Students will develop computational fluency and faster recall of basic math facts, reducing cognitive load during complex problem-solving tasks. This foundation will lead to increased confidence in math lessons, improved performance on assessments, and better preparation for advanced mathematical concepts. The consistent school-wide implementation will create cumulative achievement gains and a stronger mathematical culture.</p> <p>Staff Responsible for Monitoring: Classroom teacher, lead teacher, TOR, assistant principal, MTRT, MCL, and principal</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: All students in 4th & 5th grade who did not make progress on STAAR the previous year will receive targeted tutoring before or after school.</p> <p>Strategy's Expected Result/Impact: Students will make progress.</p> <p>Staff Responsible for Monitoring: teachers and administrators</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1 Funding Sources: Teacher tutoring pay - Title One Homeless - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 6 Details				Reviews											
<p>Strategy 6: This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support Academic Achievement in MATH.</p> <p>The data that will be reviewed and monitored includes: NWEA MATH, iReady MATH, Checkpoints, attendance rates, or teacher feedback, as identified through a campus needs assessment.</p> <p>The student performance goal for this area is</p> <p>Special Education Currently Enrolled: 22% at the Meets Level Continuously Enrolled: 38% at the Meets Level</p> <p>The data will be monitored on a monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include grade-level leads, teachers, MCLs, and principal. The educational interventions that will be implemented include TEKS Specific Interventions, professional development sessions.</p> <p>Additional reallocation of resources to address this include iReady MATH. Additional reallocation of resources to address this include NWEA MAP MATH. Additional reallocation of resources to address this include Lead4Ward. Additional reallocation of resources to address this include after school tutoring.</p> <p>If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.</p> <p>District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Dr. Maggie Aguilar. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p> <p>Strategy's Expected Result/Impact: Special Education Currently Enrolled: 22% at the Meets Level Continuously Enrolled: 38% at the Meets Level</p> <p>Staff Responsible for Monitoring: Grade-level leads, teachers, MCLs, and principal.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Additional reallocation of resources to address this include iReady MATH. Additional reallocation of resources to address this include NWEA MAP MATH. Additional reallocation of resources to address this include Lead4Ward. Additional reallocation of resources to address this include after school tutoring.</td> <td>Grade-level leads, teachers, MCLs, and principal.</td> <td>NWEA MAP MATH-September 2025 Lead4Ward - September 2025 PD - October 2025</td> </tr> </tbody> </table> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Additional reallocation of resources to address this include iReady MATH. Additional reallocation of resources to address this include NWEA MAP MATH. Additional reallocation of resources to address this include Lead4Ward. Additional reallocation of resources to address this include after school tutoring.	Grade-level leads, teachers, MCLs, and principal.	NWEA MAP MATH-September 2025 Lead4Ward - September 2025 PD - October 2025	Formative			Summative
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Oct	Jan	Mar	May												
 <p>Some Progress</p>															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Across grades 3-5, Math STAAR results in both English and Spanish show low performance in the Meets and Masters levels, particularly in Spanish assessments where fewer students reach proficiency. Achievement gaps exist between English and Spanish math performance, limiting students' readiness for the next grade level.

Root Cause: Inconsistent emphasis on conceptual understanding and problem-solving strategies across grades and languages. Limited integration of academic math vocabulary into instruction, especially in Spanish. Intervention structures are present but lack consistent frequency, targeted skill focus, and progress monitoring.

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

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

High Priority

HB3 Board Goal

Indicators of Success:

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: During small group instruction, all students will engage with texts that are 0.5 to 1.0 grade level above their iReady diagnostic reading placement. This practice will promote academic rigor, strengthen reading stamina, and accelerate growth toward grade-level proficiency.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate increased reading stamina by sustaining engagement with more complex texts during small group lessons.</p> <p>Staff Responsible for Monitoring: Classroom teacher, lead teacher, MCL, MTRT, assistant principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Mindyplay - Title One School-wide - \$7,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: All K-5 students will engage in daily writing tasks integrated across all content areas (RLA, math, science, social studies, etc.). To monitor growth, bi-monthly writing samples will be collected from each grade level and subject. Teachers will also conduct at least one writing conference with one student bi-monthly to provide individualized feedback, support skill development, and promote writing growth.</p> <p>Strategy's Expected Result/Impact: Students will develop greater writing fluency and the ability to express ideas clearly across multiple subjects.</p> <p>Staff Responsible for Monitoring: Classroom teacher, lead teacher, MCL, MTRT, assistant principal, principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- 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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: LoneStar RLA - Title One School-wide - \$9,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: All K-5 students performing below grade level in reading will participate in daily targeted interventions using resources such as Mindplay digital reading selections five times per week to enhance fluency, comprehension, and critical thinking skills necessary for success in reading.</p> <p>Strategy's Expected Result/Impact: The targeted intervention will help close gaps in foundational literacy skills and support more students in reaching grade-level expectation in reading.</p> <p>Staff Responsible for Monitoring: Classroom teachers, lead teachers, MCL, MTRT, assistant principal, and principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- 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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Classroom aide to support RLA - Title One School-wide - \$30,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: All K-5 reading teachers will participate in ongoing professional development focused on evidence-based literacy practices, including guided reading, differentiated small-group instruction, and explicit vocabulary instruction. During PLC meetings, instructional coaches and administrators will model best practices using student work and lesson exemplars. Teachers will actively participate in PLC discussions and practice activities, sharing lesson plans, modeling strategies, and engaging in peer feedback to strengthen instructional delivery.</p> <p>Strategy's Expected Result/Impact: By strengthening teacher capacity through professional development and collaborative modeling during PLCs, teachers will increase consistency and rigor in reading instruction. As a result, K-5 students, particularly those performing below grade level, will demonstrate improved reading fluency, comprehension, and stamina. This will be reflected in higher student growth on iReady diagnostics, classroom assessments, and an increase in the percentage of students meeting or exceeding grade-level expectations on STAAR Reading.</p> <p>Staff Responsible for Monitoring: Classroom teachers, lead teachers, MCL, MTRT, assistant principal, and principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 5 Details	Reviews			
<p>Strategy 5: This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support Academic Achievement in RLA. The data that will be reviewed and monitored includes: NWEA RLA, iReady RLA, Read180, Checkpoints, attendance rates, or teacher feedback, as identified through a campus needs assessment. The student performance goal for this area is</p> <p>Hispanic: 33% at the Meets Level Economically Disadvantaged: 32% at the Meets Level Special Education Currently Enrolled: 15% at the Meets Level Continuously Enrolled: 36% at the Meets Level</p> <p>The data will be monitored on a monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include grade-level leads, teachers, MCLs, and principal. The educational interventions that will be implemented include Read180, TEKS Specific Interventions, professional development sessions. Additional reallocation of resources to address this include Read180. Additional reallocation of resources to address this include iReady RLA. Additional reallocation of resources to address this include NWEA MAP RLA. Additional reallocation of resources to address this include Lead4Ward. Additional reallocation of resources to address this include after school tutoring. Additional reallocation of resources to address this include MCL to 4th grade RLA. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Dr. Maggie Aguilar. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p> <p>Strategy's Expected Result/Impact: Hispanic: 33% at the Meets Level Economically Disadvantaged: 32% at the Meets Level Special Education Currently Enrolled: 15% at the Meets Level Continuously Enrolled: 36% at the Meets Level</p> <p>Staff Responsible for Monitoring: Grade Level Leads Teachers MCL Principal</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Additional reallocation of resources to address this include Read180. Additional reallocation of resources to address this include iReady RLA. Additional reallocation of resources to address this include NWEA MAP RLA. Additional reallocation of resources to address this include Lead4Ward. Additional reallocation of resources to address this include after school tutoring. Additional reallocation of resources to address this include MCL to 4th grade RLA.	Grade Level Leads Teachers MCL Principal	Read180 - September 2025 iReady - September 2025 Lead4Ward - September 2025 PD - October 2025

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

- Additional Targeted Support Strategy

Strategy 6 Details

Strategy 6: This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support Academic Achievement in Academic Growth RLA. The data that will be reviewed and monitored includes: NWEA RLA, iReady RLA, Checkpoints, attendance rates, or teacher feedback, as identified through a campus needs assessment. The student performance goal for this area is

Hispanic: 61% at the Meets Level
Economically Disadvantaged: 58% at the Meets Level

The data will be monitored on a monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include grade-level leads, teachers, MCLs, and principal. The educational interventions that will be implemented include TEKS Specific Interventions, professional development sessions.

Additional reallocation of resources to address this include iReady RLA.
Additional reallocation of resources to address this include Read180.
Additional reallocation of resources to address this include NWEA MAP RLA.
Additional reallocation of resources to address this include Lead4Ward.
Additional reallocation of resources to address this include after school tutoring.

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

Reviews

Formative

Summative

Oct

Jan

Mar

May


No Progress

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Dr. Maggie Aguilar. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

Strategy's Expected Result/Impact: Hispanic: 61% at the Meets Level
Economically Disadvantaged: 58% at the Meets Level

Staff Responsible for Monitoring: Grade-level leads
Teachers
MCLs
Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Additional reallocation of resources to address this include iReady RLA. Additional reallocation of resources to address this include Read180. Additional reallocation of resources to address this include NWEA MAP RLA. Additional reallocation of resources to address this include Lead4Ward. Additional reallocation of resources to address this include after school tutoring.	Grade-level leads Teachers MCLs Principal	NWEA MAP RLA - September iReady - September Lead4ward - September PD - September

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

- Additional Targeted Support Strategy



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

High Priority

HB3 Board Goal

Indicators of Success:

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

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

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement daily, 10-minute science vocabulary routines using strategies such as word walls, Frayer models, and interactive notebooks. Students will apply new terms in sentence frames, lab journals, and class discussions at least three times per week. During PLCs, teachers will model and share vocabulary strategies, and administrators will monitor fidelity through walkthroughs and student work checks.</p> <p>Strategy's Expected Result/Impact: Strengthening science academic vocabulary will improve students' ability to comprehend test items, engage in scientific reasoning, and explain their learning in both English and Spanish. Students will increase their science vocabulary accuracy, as measured by writing samples.</p> <p>Staff Responsible for Monitoring: classroom teacher, lead teacher, MCL, MTRT, assistant principal, and principal</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: During PLC teachers will participate in ongoing professional development on best practices for science instruction, including using inquiry-based labs, scaffolding for bilingual students, and integrating journaling into instruction. Teachers will produce students journals during PLC and examine science academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Teachers will increase their capacity to deliver rigorous, engaging, and language-rich science instruction, resulting in improved student outcomes across both English and Spanish Science assessments.</p> <p>Staff Responsible for Monitoring: classroom teachers, lead teachers, MCLs, MTRTs, assistant principal, and principal</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

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

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

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

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

High Priority

HB3 Board Goal

Indicators of Success:

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten, 1st, and 2nd grade teachers will implement Saxon Phonics with fidelity, ensuring consistent and systematic instruction. Teachers will adhere to the program's scope and sequence, deliver daily, explicit phonics lessons, and use ongoing progress monitoring (weekly checks and formative assessments) to guide instruction and provide targeted small-group support for students not meeting benchmarks.</p> <p>In grade 3, teachers will integrate the HMH Phonics section into daily instruction, reinforcing foundational decoding, word recognition, and fluency skills. Teachers will embed phonics practice into reading and writing activities, and collect bi-weekly progress data to adjust instruction and provide interventions for struggling readers.</p> <p>Strategy's Expected Result/Impact: By May 2026, K-2 students will demonstrate measurable growth in foundational literacy skills, as evidenced by increased accuracy and fluency in phonics assessments and a reduction in students performing below grade-level benchmarks. In grade 3, students will show improved decoding and fluency, resulting in higher performance on reading screeners (iReady, MAP, or campus-selected measures) and increased percentages of students meeting or exceeding grade-level RLA standards.</p> <p>Staff Responsible for Monitoring: classroom teachers, lead teachers, MCLs, MTRT, assistant principal, and principal</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in comprehensive professional development on iReady Magnetic Reading, ensuring they understand how to implement the program with fidelity. Following training, teachers will embed daily instructional time within their schedule to review iReady Magnetic Reading lessons with students. Instruction will emphasize consistent practice, differentiated small-group support, and integration of Magnetic Reading resources into guided reading and whole-class literacy instruction.</p> <p>Strategy's Expected Result/Impact: By May 2026, consistent and effective implementation of iReady Magnetic Reading will lead to increased student engagement and comprehension growth, as measured by iReady Reading diagnostics and progress monitoring. Students will demonstrate measurable improvement in vocabulary, comprehension strategies, and text analysis skills, contributing to higher performance levels on campus and district literacy benchmarks, and increasing the percentage of students achieving Meets or above on STAAR RLA.</p> <p>Staff Responsible for Monitoring: classroom teacher, lead teacher, MCL, MRTR, assistant principal, and principal</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	<div data-bbox="1444 207 1549 310" style="text-align: center;"> </div> <p data-bbox="1444 329 1549 391" style="text-align: center;">Some Progress</p>			

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

High Priority

HB3 Board Goal

Indicators of Success:

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

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

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

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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

High Priority

HB3 Board Goal

Indicators of Success:

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

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

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 2: Close Reading and Text Evidence Protocol</p> <p>Implementation: Establish a structured close reading routine where students engage with STAAR-formatted passages three times per week, practicing annotation strategies, vocabulary in context, and textual evidence identification through a consistent four-step process: read for gist, reread for details, analyze author's craft, and respond with evidence. Teachers will use anchor charts displaying question stems and evidence sentence starters, while students maintain reading journals to track their thinking and practice written responses that mirror STAAR constructed response expectations.</p> <p>Strategy's Expected Result/Impact: Students will develop stronger reading comprehension skills and confidence in analyzing complex texts, leading to improved performance on both multiple-choice and written response questions. This systematic approach to text analysis will directly prepare students for the rigor and format of the STAAR reading assessment, supporting the targeted achievement goal.</p> <p>Staff Responsible for Monitoring: classroom teacher, lead teachers, MCLs, MTRT, assistant principal, principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- 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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

High Priority

HB3 Board Goal

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey and campus surveys

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

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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

High Priority

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: Daily attendance .

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Create a "Perfect Attendance" display where students are celebrated for perfect attendance.</p> <p>Strategy's Expected Result/Impact: Students will develop stronger peer relationships and social connections that motivate daily school attendance, while the positive morning experiences will create anticipation for coming to school each day. The peer support system will help students feel more integrated into the school community and provide natural accountability partners who notice and care when classmates are absent, fostering a culture where attendance becomes a shared value that supports achieving the 95% attendance goal.</p> <p>Staff Responsible for Monitoring: classroom teacher, attendance clerk, and assistant principal.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- 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</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

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

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

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

High Priority

HB3 Board Goal

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Student referrals

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

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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 4: Classroom Excellence

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

High Priority

HB3 Board Goal

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

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Assign lead teachers, MCLs, MTRT, assistant principal, and principal to conduct monthly classroom observations using standardized rubrics that measure lesson planning, instructional delivery, student engagement, and classroom management, followed by feedback conferences and collaborative action planning sessions.</p> <p>Strategy's Expected Result/Impact: Teachers will demonstrate measurable improvement in instructional practices through consistent coaching support and peer collaboration, leading to more engaging and effective lesson delivery. The systematic observation and feedback cycle will create a culture of continuous improvement where teachers feel supported in their professional growth, resulting in higher-quality instruction that directly impacts student learning outcomes and classroom excellence ratings.</p> <p>Staff Responsible for Monitoring: lead teachers, MCLs, MTRTs, and administrators.</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support Academic Achievement in Student Success (Student Achievement Domain Score STAAR (Component Only)).</p> <p>The data that will be reviewed and monitored includes:NWEA RLA & MATH, iReady RLA & MATH, Checkpoints, attendance rates, or teacher feedback, as identified through a campus needs assessment.</p> <p>The student performance goal for this area is</p> <p>Hispanic: 36% at the Meets Level Economically Disadvantaged: 34% at the Meets Level Special Education Currently Enrolled: 19% at the Meets Level Continuously Enrolled: 39% at the Meets Level</p> <p>The data will be monitored on a monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include grade-level leads, teachers, MCLs, and principal. The educational interventions that will be implemented include TEKS Specific Interventions, professional development sessions.</p> <p>Additional reallocation of resources to address this include iReady RLA. Additional reallocation of resources to address this include Read180. Additional reallocation of resources to address this include NWEA MAP MATH. Additional reallocation of resources to address this include NWEA MAP RLA. Additional reallocation of resources to address this include Lead4Ward.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			

Additional reallocation of resources to address this include after school tutoring.
 If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.
 District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Dr. Maggie Aguilar. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

Strategy's Expected Result/Impact: Hispanic: 36% at the Meets Level
 Economically Disadvantaged: 34% at the Meets Level
 Special Education Currently Enrolled: 19% at the Meets Level
 Continuously Enrolled: 39% at the Meets Level

Staff Responsible for Monitoring: Grade-level leads,
 Teachers
 MCLs
 Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Additional reallocation of resources to address this include iReady RLA. Additional reallocation of resources to address this include Read180. Additional reallocation of resources to address this include NWEA MAP MATH. Additional reallocation of resources to address this include NWEA MAP RLA. Additional reallocation of resources to address this include Lead4Ward. Additional reallocation of resources to address this include after school tutoring.	Grade-level leads, Teachers MCLs Principal.	NWEA MAP - September 2025 Lead4ward - September 2025 iReady - October 2025 PD - October 2025

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

- **Additional Targeted Support Strategy**



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

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

High Priority

HB3 Board Goal

Metrics:

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

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

Strategy 1 Details				Reviews											
<p>Strategy 1: The campus will engage in vertical planning once a month to ensure that the grade levels are in alignment with the pacing scope and sequence.</p> <p>Strategy's Expected Result/Impact: Teachers will gain knowledge of the scope and sequence for the vertical grade levels in the designated subjects.</p> <p>Staff Responsible for Monitoring: Assistant principal, lead teachers, MCLs, MTRT.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Use the google form to conduct the biweekly learning walks. https://docs.google.com/forms/d/1rKH-ilBsYweN0k3AO3vprSzBdn10_Ci4228s51C4FNk/preview</td> <td>Assistant principal, lead teachers, MCLs, MTRT.</td> <td>October 2025 - May 2025</td> </tr> </tbody> </table>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Use the google form to conduct the biweekly learning walks. https://docs.google.com/forms/d/1rKH-ilBsYweN0k3AO3vprSzBdn10_Ci4228s51C4FNk/preview	Assistant principal, lead teachers, MCLs, MTRT.	October 2025 - May 2025	Formative		Summative	
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Oct	Jan	Mar	May												
 <p>Some Progress</p>															

Strategy 2 Details				Reviews											
<p>Strategy 2: Teachers will participate in quarterly professional development focused on specific domains of instructional delivery (e.g., student discourse, higher-order questioning, culturally responsive teaching, small-group differentiation.)</p> <p>Strategy's Expected Result/Impact: Teachers will strengthen instructional delivery, ensuring 90% of classrooms meet the campus definition of instructional excellence.</p> <p>Staff Responsible for Monitoring: Assistant principal, lead teachers, MCLs, MTRT.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Campus leadership will generate a PD agenda focused on instructional delivery.</td> <td>Assistant principal, lead teachers, MCLs, MTRT.</td> <td>October 2025 - May 2026</td> </tr> </tbody> </table> <p>Title I: 2.51, 2.52, 2.53</p> <p>- 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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Campus leadership will generate a PD agenda focused on instructional delivery.	Assistant principal, lead teachers, MCLs, MTRT.	October 2025 - May 2026	Formative			Summative
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Oct	Jan	Mar	May												
 <p>Some Progress</p>															

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

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

Board Goal 5: Culture of Excellence

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

High Priority

HB3 Board Goal

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

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

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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 5: Culture of Excellence

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

High Priority

HB3 Board Goal

Metrics:

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

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

Strategy 1 Details				Reviews											
<p>Strategy 1: 100% of the teachers will post daily learning objectives (LOs) and success criteria (SC) in student-friendly language, ensuring alignment with TEKS. At the beginning, midpoint, and closure of the lesson, teachers will review the LOs and SC with students.</p> <p>Strategy's Expected Result/Impact: Students will be able to articulate the lesson's purpose and what mastery looks like. This will lead to improved student focus, accountability, and an increase of at least 10% in students achieving "Meets" or higher on interim/common assessments.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, lead teachers.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Leadership will conduct walkthroughs and focus on LO and SC.</td> <td>Principal, assistant principal, lead teachers.</td> <td>October 2025-May 2026</td> </tr> </tbody> </table> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Leadership will conduct walkthroughs and focus on LO and SC.	Principal, assistant principal, lead teachers.	October 2025-May 2026	Formative			Summative
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Strategy 2 Details				Reviews											
<p>Strategy 2: 100% of the classrooms will display student work samples that demonstrate mastery, effort, and perseverance. Teachers will facilitate "student voice" by inviting students to explain how they achieved their results and overcame challenges. Administrators will highlight exemplary displays and mindset practices during PLCs to model expectations.</p> <p>Strategy's Expected Result/Impact: Students will develop resilience, see mistakes as part of learning, and take ownership of their academic growth. This will foster a schoolwide culture of excellence and result in higher student engagement and confidence, directly impacting achievement and classroom behavior positively.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, leadership team.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Classroom walkthroughs with administrators and leadership team</td> <td>Principal, assistant principal, leadership team.</td> <td>October 2025</td> </tr> </tbody> </table> <p>Title I: 2.51, 2.52, 2.53</p> <p>- 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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Classroom walkthroughs with administrators and leadership team	Principal, assistant principal, leadership team.	October 2025	Formative			Summative
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 Some Progress															

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

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

RDA Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Students will use hands-on manipulatives to build conceptual understanding and engage student in concrete learning experiences. Students will also use journals to build their knowledge and document strategies on problem solving skills. Students will also participate in targeted small-group math instruction.
1	1	2	Provide targeted math vocabulary and concept-building lessons for At-Risk and Emergent Bilingual (EB) students using LoneStar Math and scaffolded instructional supports in both English and Spanish.
1	1	3	Provide teachers with regular opportunities to practice math lesson delivery through Professional Learning Community (PLC) sessions and structured coaching cycles. The coaching sessions will focus on modeling research-based instructional strategies, refining questioning techniques that promote mathematical discourse, and ensuring tight alignment between teaching practices and lesson objectives. Feedback gathered from instructional rounds will be systematically analyzed and used to strengthen individual lesson delivery while promoting consistent, high-quality math instruction across all classrooms.
1	1	4	All grade levels will dedicate 10 minutes daily to targeted, systematic practice of basic math facts, including addition, subtraction, multiplication, and division as developmentally appropriate for each grade level. This structured, consistent practice will be seamlessly embedded into the daily math routine using research-based fluency activities and progress monitoring tools to build automaticity, accuracy, and confidence in foundational math skills.
1	1	5	All students in 4th & 5th grade who did not make progress on STAAR the previous year will receive targeted tutoring before or after school.
1	2	1	During small group instruction, all students will engage with texts that are 0.5 to 1.0 grade level above their iReady diagnostic reading placement. This practice will promote academic rigor, strengthen reading stamina, and accelerate growth toward grade-level proficiency.
1	2	2	All K-5 students will engage in daily writing tasks integrated across all content areas (RLA, math, science, social studies, etc.). To monitor growth, bi-monthly writing samples will be collected from each grade level and subject. Teachers will also conduct at least one writing conference with one student bi-monthly to provide individualized feedback, support skill development, and promote writing growth.
1	2	3	All K-5 students performing below grade level in reading will participate in daily targeted interventions using resources such as Mindplay digital reading selections five times per week to enhance fluency, comprehension, and critical thinking skills necessary for success in reading.
1	2	4	All K-5 reading teachers will participate in ongoing professional development focused on evidence-based literacy practices, including guided reading, differentiated small-group instruction, and explicit vocabulary instruction. During PLC meetings, instructional coaches and administrators will model best practices using student work and lesson exemplars. Teachers will actively participate in PLC discussions and practice activities, sharing lesson plans, modeling strategies, and engaging in peer feedback to strengthen instructional delivery.
1	3	1	Integrating weekly hands-on labs and inquiry-based science activities in grades will ensure that 100% of students engage in at least one structured investigation per week. Each lab will include pre-lab vocabulary instruction, data collection, and post-lab journaling that explicitly connects the activity to the STAAR Reporting Category TEKS for that grade level. Teachers will track student participation using lab logs, and student journals will be reviewed bi-weekly during PLCs to monitor progress.

Board Goal	Objective	Strategy	Description
1	3	2	Teachers will implement daily, 10-minute science vocabulary routines using strategies such as word walls, Frayer models, and interactive notebooks. Students will apply new terms in sentence frames, lab journals, and class discussions at least three times per week. During PLCs, teachers will model and share vocabulary strategies, and administrators will monitor fidelity through walkthroughs and student work checks.
1	3	3	During PLC teachers will participate in ongoing professional development on best practices for science instruction, including using inquiry-based labs, scaffolding for bilingual students, and integrating journaling into instruction. Teachers will produce students journals during PLC and examine science academic vocabulary.
2	1	1	Kindergarten, 1st, and 2nd grade teachers will implement Saxon Phonics with fidelity, ensuring consistent and systematic instruction. Teachers will adhere to the program's scope and sequence, deliver daily, explicit phonics lessons, and use ongoing progress monitoring (weekly checks and formative assessments) to guide instruction and provide targeted small-group support for students not meeting benchmarks. In grade 3, teachers will integrate the HMH Phonics section into daily instruction, reinforcing foundational decoding, word recognition, and fluency skills. Teachers will embed phonics practice into reading and writing activities, and collect bi-weekly progress data to adjust instruction and provide interventions for struggling readers.
2	1	2	Teachers will participate in comprehensive professional development on iReady Magnetic Reading, ensuring they understand how to implement the program with fidelity. Following training, teachers will embed daily instructional time within their schedule to review iReady Magnetic Reading lessons with students. Instruction will emphasize consistent practice, differentiated small-group support, and integration of Magnetic Reading resources into guided reading and whole-class literacy instruction.
2	2	1	Students in K-3 will receive Daily Targeted Small-Group Instruction and teachers will provide small-group instruction 4-5 times per week using diagnostic data from NWEA MAP Reading, iReady, and classroom-based assessments. The instruction will target phonological awareness, decoding, fluency, and comprehension based on each student's skill gap. Students performing in the 1st-20th percentile will receive an additional 30 minutes of intervention using evidence-based programs such as Saxon Phonics (K-1) and HMH Reading/Phonics (2-3).
2	2	2	Teachers in grades K-3 will participate in weekly PLC meetings to collaboratively analyze NWEA MAP, iReady, and formative assessment data while receiving modeling of targeted intervention lessons from lead teachers, MCLs, MTRTs, assistant principal and principal focused on phonics, fluency, and comprehension strategies for students in the 1st-40th percentile range. Monthly professional development sessions will provide teachers with evidence-based literacy practices including guided reading, close reading, and explicit phonics instruction, which will then be practiced and refined during PLC meetings with peer and coach feedback. This systematic approach combines regular data review with hands-on strategy practice to strengthen instructional delivery across all K-3 classrooms.
2	3	1	Strategy 1: Systematic Phonics and Decoding Intervention Program Implementation: Implement a daily 20-minute small-group phonics intervention targeting students currently performing below the MEETS level, focusing on advanced phonics patterns, multisyllabic word decoding, and sight word recognition using research-based programs like MindyPlay and iReady. Students will be grouped by specific skill deficits identified through diagnostic assessments and receive targeted instruction three times per week, with progress monitored bi-weekly through curriculum-based measures. Teachers will receive professional development on explicit phonics instruction and will use structured lesson plans that include modeling, guided practice, and independent application of decoding strategies.

Board Goal	Objective	Strategy	Description
2	3	2	Strategy 2: Close Reading and Text Evidence Protocol Implementation: Establish a structured close reading routine where students engage with STAAR-formatted passages three times per week, practicing annotation strategies, vocabulary in context, and textual evidence identification through a consistent four-step process: read for gist, reread for details, analyze author's craft, and respond with evidence. Teachers will use anchor charts displaying question stems and evidence sentence starters, while students maintain reading journals to track their thinking and practice written responses that mirror STAAR constructed response expectations.
3	1	1	Establish a comprehensive monthly community building programs and recognition systems that includes school-wide "Family Fun Nights" featuring academic showcases, cultural celebrations, and interactive activities that connect students, families, and staff. Implement a peer recognition system where students nominate classmates for "Cavazos Champions" awards celebrating academic growth, kindness, and leadership, with winners announced during weekly morning assemblies and featured on hallway displays. Create grade-level "Connection Circles" where students meet bi-weekly with counselors, teachers, and principal to discuss school experiences, share concerns, and participate in team-building activities that foster belonging and peer relationships.
3	1	2	Pair some students with a dedicated adult mentor (teacher, staff member, or volunteer) who meets with them individually for 15 minutes once a to discuss personal goals, celebrate achievements, and address any challenges or concerns. Students will create personalized "Connection Portfolios" that include their academic goals, interests, strengths, and photos of meaningful school experiences, which mentors will review and update during each session. Implement a student-driven goal tracking system where students set monthly personal, academic, and social goals with their mentor's support, documenting progress through reflection journals and celebrating achievements through personalized certificates and one-on-one recognition meetings with the principal.
3	2	1	Establish a proactive attendance tracking system that identifies students with attendance concerns after three absences, triggering immediate outreach through phone calls, home visits by attendance liaisons, and personalized attendance conferences with families to identify barriers such as transportation, health issues, or family circumstances. Create individualized attendance improvement plans and partnerships with local organizations to provide clothing, school supplies, or healthcare referrals. Implement weekly attendance celebrations where classes with 95% or higher attendance earn special privileges like extra recess, movie time, or pizza parties, while individual students reaching attendance milestones receive personalized recognition and small incentives.
3	2	2	Create a "Perfect Attendance" display where students are celebrated for perfect attendance.
3	3	1	Implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) framework with clearly defined school-wide expectations taught through monthly interactive lessons and reinforced through a token economy system where students earn "Cougar Cash" for demonstrating positive behaviors. Follow the iLead lessons once a week for 20 minutes where students practice social skills.
3	3	2	Establish a comprehensive "Student of the Month" program where students are nominated by peers, teachers, and staff for demonstrating exceptional character traits such as respect, responsibility, kindness, perseverance, and leadership, with nominations collected through digital forms and suggestion boxes throughout the school. Each month, selected students from every grade level will be honored during a special recognition luncheon, receive certificates and photos displayed on the "Cougar Character Champions" hallway wall, and enjoy a celebratory lunch with the principal and previous award recipients.

Board Goal	Objective	Strategy	Description
4	1	1	Require all teachers to submit detailed weekly lesson plans that include clear learning objectives aligned to state standards, differentiated activities for diverse learners, formative assessment strategies, and evidence-based instructional methods, with plans reviewed and approved by lead teachers, MCLs, MTRTS, and administration. Implement mandatory use of student performance data from formative assessments, benchmark tests, and classroom observations to inform instructional decisions, requiring teachers to document how they modify instruction based on student needs and maintain data tracking sheets showing student progress toward mastery. Provide monthly professional development sessions focused on backward design lesson planning, assessment creation, and data analysis techniques, with teachers required to demonstrate competency through lesson plan portfolios and student achievement evidence.
4	1	2	Assign lead teachers, MCLs, MTRT, assistant principal, and principal to conduct monthly classroom observations using standardized rubrics that measure lesson planning, instructional delivery, student engagement, and classroom management, followed by feedback conferences and collaborative action planning sessions.
4	2	2	Teachers will participate in quarterly professional development focused on specific domains of instructional delivery (e.g., student discourse, higher-order questioning, culturally responsive teaching, small-group differentiation.)
5	1	1	Develop and implement comprehensive "Excellence Standards" that define specific behavioral and academic expectations for students, staff, and families, with visual displays throughout the school and monthly teaching lessons that reinforce these standards in age-appropriate ways. Create a multi-tiered recognition system including daily "Excellence Spotlights" where teachers nominate students and colleagues demonstrating exceptional effort or achievement, celebrating classroom and individual accomplishments, and quarterly "Excellence Awards" honoring sustained commitment to high standards with special recognition celebrations. Establish "Excellence Teams" comprised of students, teachers, and parents who monitor progress toward school goals, provide feedback on programs, and lead initiatives that promote continuous improvement and shared ownership of school success.
5	1	2	Implement monthly "Excellence in Practice" professional development sessions where teachers research, present, and model innovative instructional strategies to colleagues, creating a culture of shared expertise and continuous learning among staff members. Establish teacher leadership roles including "Excellence Coaches" who mentor new teachers, "Data Champions" who lead grade-level data analysis meetings, and "Innovation Leaders" who pilot new programs and share results with the faculty, providing career advancement opportunities while building internal capacity for sustained improvement. Create structured reflection protocols where all staff members set quarterly professional goals aligned to school excellence standards, document progress through evidence portfolios, and participate in peer feedback sessions that promote accountability and collaborative growth.
5	2	1	100% of the teachers will post daily learning objectives (LOs) and success criteria (SC) in student-friendly language, ensuring alignment with TEKS. At the beginning, midpoint, and closure of the lesson, teachers will review the LOs and SC with students.
5	2	2	100% of the classrooms will display student work samples that demonstrate mastery, effort, and perseverance. Teachers will facilitate "student voice" by inviting students to explain how they achieved their results and overcame challenges. Administrators will highlight exemplary displays and mindset practices during PLCs to model expectations.

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Students will use hands-on manipulatives to build conceptual understanding and engage student in concrete learning experiences. Students will also use journals to build their knowledge and document strategies on problem solving skills. Students will also participate in targeted small-group math instruction.
1	1	2	Provide targeted math vocabulary and concept-building lessons for At-Risk and Emergent Bilingual (EB) students using LoneStar Math and scaffolded instructional supports in both English and Spanish.
1	1	3	Provide teachers with regular opportunities to practice math lesson delivery through Professional Learning Community (PLC) sessions and structured coaching cycles. The coaching sessions will focus on modeling research-based instructional strategies, refining questioning techniques that promote mathematical discourse, and ensuring tight alignment between teaching practices and lesson objectives. Feedback gathered from instructional rounds will be systematically analyzed and used to strengthen individual lesson delivery while promoting consistent, high-quality math instruction across all classrooms.
1	1	4	All grade levels will dedicate 10 minutes daily to targeted, systematic practice of basic math facts, including addition, subtraction, multiplication, and division as developmentally appropriate for each grade level. This structured, consistent practice will be seamlessly embedded into the daily math routine using research-based fluency activities and progress monitoring tools to build automaticity, accuracy, and confidence in foundational math skills.
1	1	5	All students in 4th & 5th grade who did not make progress on STAAR the previous year will receive targeted tutoring before or after school.
1	2	1	During small group instruction, all students will engage with texts that are 0.5 to 1.0 grade level above their iReady diagnostic reading placement. This practice will promote academic rigor, strengthen reading stamina, and accelerate growth toward grade-level proficiency.
1	2	2	All K-5 students will engage in daily writing tasks integrated across all content areas (RLA, math, science, social studies, etc.). To monitor growth, bi-monthly writing samples will be collected from each grade level and subject. Teachers will also conduct at least one writing conference with one student bi-monthly to provide individualized feedback, support skill development, and promote writing growth.
1	2	3	All K-5 students performing below grade level in reading will participate in daily targeted interventions using resources such as Mindplay digital reading selections five times per week to enhance fluency, comprehension, and critical thinking skills necessary for success in reading.
1	2	4	All K-5 reading teachers will participate in ongoing professional development focused on evidence-based literacy practices, including guided reading, differentiated small-group instruction, and explicit vocabulary instruction. During PLC meetings, instructional coaches and administrators will model best practices using student work and lesson exemplars. Teachers will actively participate in PLC discussions and practice activities, sharing lesson plans, modeling strategies, and engaging in peer feedback to strengthen instructional delivery.
1	3	1	Integrating weekly hands-on labs and inquiry-based science activities in grades will ensure that 100% of students engage in at least one structured investigation per week. Each lab will include pre-lab vocabulary instruction, data collection, and post-lab journaling that explicitly connects the activity to the STAAR Reporting Category TEKS for that grade level. Teachers will track student participation using lab logs, and student journals will be reviewed bi-weekly during PLCs to monitor progress.

Board Goal	Objective	Strategy	Description
1	3	2	Teachers will implement daily, 10-minute science vocabulary routines using strategies such as word walls, Frayer models, and interactive notebooks. Students will apply new terms in sentence frames, lab journals, and class discussions at least three times per week. During PLCs, teachers will model and share vocabulary strategies, and administrators will monitor fidelity through walkthroughs and student work checks.
1	3	3	During PLC teachers will participate in ongoing professional development on best practices for science instruction, including using inquiry-based labs, scaffolding for bilingual students, and integrating journaling into instruction. Teachers will produce students journals during PLC and examine science academic vocabulary.
2	1	1	Kindergarten, 1st, and 2nd grade teachers will implement Saxon Phonics with fidelity, ensuring consistent and systematic instruction. Teachers will adhere to the program's scope and sequence, deliver daily, explicit phonics lessons, and use ongoing progress monitoring (weekly checks and formative assessments) to guide instruction and provide targeted small-group support for students not meeting benchmarks. In grade 3, teachers will integrate the HMH Phonics section into daily instruction, reinforcing foundational decoding, word recognition, and fluency skills. Teachers will embed phonics practice into reading and writing activities, and collect bi-weekly progress data to adjust instruction and provide interventions for struggling readers.
2	1	2	Teachers will participate in comprehensive professional development on iReady Magnetic Reading, ensuring they understand how to implement the program with fidelity. Following training, teachers will embed daily instructional time within their schedule to review iReady Magnetic Reading lessons with students. Instruction will emphasize consistent practice, differentiated small-group support, and integration of Magnetic Reading resources into guided reading and whole-class literacy instruction.
2	2	1	Students in K-3 will receive Daily Targeted Small-Group Instruction and teachers will provide small-group instruction 4-5 times per week using diagnostic data from NWEA MAP Reading, iReady, and classroom-based assessments. The instruction will target phonological awareness, decoding, fluency, and comprehension based on each student's skill gap. Students performing in the 1st-20th percentile will receive an additional 30 minutes of intervention using evidence-based programs such as Saxon Phonics (K-1) and HMH Reading/Phonics (2-3).
2	2	2	Teachers in grades K-3 will participate in weekly PLC meetings to collaboratively analyze NWEA MAP, iReady, and formative assessment data while receiving modeling of targeted intervention lessons from lead teachers, MCLs, MTRTs, assistant principal and principal focused on phonics, fluency, and comprehension strategies for students in the 1st-40th percentile range. Monthly professional development sessions will provide teachers with evidence-based literacy practices including guided reading, close reading, and explicit phonics instruction, which will then be practiced and refined during PLC meetings with peer and coach feedback. This systematic approach combines regular data review with hands-on strategy practice to strengthen instructional delivery across all K-3 classrooms.
2	3	1	Strategy 1: Systematic Phonics and Decoding Intervention Program Implementation: Implement a daily 20-minute small-group phonics intervention targeting students currently performing below the MEETS level, focusing on advanced phonics patterns, multisyllabic word decoding, and sight word recognition using research-based programs like MindyPlay and iReady. Students will be grouped by specific skill deficits identified through diagnostic assessments and receive targeted instruction three times per week, with progress monitored bi-weekly through curriculum-based measures. Teachers will receive professional development on explicit phonics instruction and will use structured lesson plans that include modeling, guided practice, and independent application of decoding strategies.

Board Goal	Objective	Strategy	Description
2	3	2	Strategy 2: Close Reading and Text Evidence Protocol Implementation: Establish a structured close reading routine where students engage with STAAR-formatted passages three times per week, practicing annotation strategies, vocabulary in context, and textual evidence identification through a consistent four-step process: read for gist, reread for details, analyze author's craft, and respond with evidence. Teachers will use anchor charts displaying question stems and evidence sentence starters, while students maintain reading journals to track their thinking and practice written responses that mirror STAAR constructed response expectations.
3	1	1	Establish a comprehensive monthly community building programs and recognition systems that includes school-wide "Family Fun Nights" featuring academic showcases, cultural celebrations, and interactive activities that connect students, families, and staff. Implement a peer recognition system where students nominate classmates for "Cavazos Champions" awards celebrating academic growth, kindness, and leadership, with winners announced during weekly morning assemblies and featured on hallway displays. Create grade-level "Connection Circles" where students meet bi-weekly with counselors, teachers, and principal to discuss school experiences, share concerns, and participate in team-building activities that foster belonging and peer relationships.
3	1	2	Pair some students with a dedicated adult mentor (teacher, staff member, or volunteer) who meets with them individually for 15 minutes once a to discuss personal goals, celebrate achievements, and address any challenges or concerns. Students will create personalized "Connection Portfolios" that include their academic goals, interests, strengths, and photos of meaningful school experiences, which mentors will review and update during each session. Implement a student-driven goal tracking system where students set monthly personal, academic, and social goals with their mentor's support, documenting progress through reflection journals and celebrating achievements through personalized certificates and one-on-one recognition meetings with the principal.
3	2	1	Establish a proactive attendance tracking system that identifies students with attendance concerns after three absences, triggering immediate outreach through phone calls, home visits by attendance liaisons, and personalized attendance conferences with families to identify barriers such as transportation, health issues, or family circumstances. Create individualized attendance improvement plans and partnerships with local organizations to provide clothing, school supplies, or healthcare referrals. Implement weekly attendance celebrations where classes with 95% or higher attendance earn special privileges like extra recess, movie time, or pizza parties, while individual students reaching attendance milestones receive personalized recognition and small incentives.
3	2	2	Create a "Perfect Attendance" display where students are celebrated for perfect attendance.
3	3	1	Implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) framework with clearly defined school-wide expectations taught through monthly interactive lessons and reinforced through a token economy system where students earn "Cougar Cash" for demonstrating positive behaviors. Follow the iLead lessons once a week for 20 minutes where students practice social skills.
3	3	2	Establish a comprehensive "Student of the Month" program where students are nominated by peers, teachers, and staff for demonstrating exceptional character traits such as respect, responsibility, kindness, perseverance, and leadership, with nominations collected through digital forms and suggestion boxes throughout the school. Each month, selected students from every grade level will be honored during a special recognition luncheon, receive certificates and photos displayed on the "Cougar Character Champions" hallway wall, and enjoy a celebratory lunch with the principal and previous award recipients.

Board Goal	Objective	Strategy	Description
4	1	1	Require all teachers to submit detailed weekly lesson plans that include clear learning objectives aligned to state standards, differentiated activities for diverse learners, formative assessment strategies, and evidence-based instructional methods, with plans reviewed and approved by lead teachers, MCLs, MTRTS, and administration. Implement mandatory use of student performance data from formative assessments, benchmark tests, and classroom observations to inform instructional decisions, requiring teachers to document how they modify instruction based on student needs and maintain data tracking sheets showing student progress toward mastery. Provide monthly professional development sessions focused on backward design lesson planning, assessment creation, and data analysis techniques, with teachers required to demonstrate competency through lesson plan portfolios and student achievement evidence.
4	1	2	Assign lead teachers, MCLs, MTRT, assistant principal, and principal to conduct monthly classroom observations using standardized rubrics that measure lesson planning, instructional delivery, student engagement, and classroom management, followed by feedback conferences and collaborative action planning sessions.
4	2	2	Teachers will participate in quarterly professional development focused on specific domains of instructional delivery (e.g., student discourse, higher-order questioning, culturally responsive teaching, small-group differentiation.)
5	1	1	Develop and implement comprehensive "Excellence Standards" that define specific behavioral and academic expectations for students, staff, and families, with visual displays throughout the school and monthly teaching lessons that reinforce these standards in age-appropriate ways. Create a multi-tiered recognition system including daily "Excellence Spotlights" where teachers nominate students and colleagues demonstrating exceptional effort or achievement, celebrating classroom and individual accomplishments, and quarterly "Excellence Awards" honoring sustained commitment to high standards with special recognition celebrations. Establish "Excellence Teams" comprised of students, teachers, and parents who monitor progress toward school goals, provide feedback on programs, and lead initiatives that promote continuous improvement and shared ownership of school success.
5	1	2	Implement monthly "Excellence in Practice" professional development sessions where teachers research, present, and model innovative instructional strategies to colleagues, creating a culture of shared expertise and continuous learning among staff members. Establish teacher leadership roles including "Excellence Coaches" who mentor new teachers, "Data Champions" who lead grade-level data analysis meetings, and "Innovation Leaders" who pilot new programs and share results with the faculty, providing career advancement opportunities while building internal capacity for sustained improvement. Create structured reflection protocols where all staff members set quarterly professional goals aligned to school excellence standards, document progress through evidence portfolios, and participate in peer feedback sessions that promote accountability and collaborative growth.
5	2	1	100% of the teachers will post daily learning objectives (LOs) and success criteria (SC) in student-friendly language, ensuring alignment with TEKS. At the beginning, midpoint, and closure of the lesson, teachers will review the LOs and SC with students.
5	2	2	100% of the classrooms will display student work samples that demonstrate mastery, effort, and perseverance. Teachers will facilitate "student voice" by inviting students to explain how they achieved their results and overcame challenges. Administrators will highlight exemplary displays and mindset practices during PLCs to model expectations.

Additional Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	6	<p>This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support Academic Achievement in MATH. The data that will be reviewed and monitored includes: NWEA MATH, iReady MATH, Checkpoints, attendance rates, or teacher feedback, as identified through a campus needs assessment. The student performance goal for this area is Special Education Currently Enrolled: 22% at the Meets Level Continuously Enrolled: 38% at the Meets Level The data will be monitored on a monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include grade-level leads, teachers, MCLs, and principal. The educational interventions that will be implemented include TEKS Specific Interventions, professional development sessions. Additional reallocation of resources to address this include iReady MATH. Additional reallocation of resources to address this include NWEA MAP MATH. Additional reallocation of resources to address this include Lead4Ward. Additional reallocation of resources to address this include after school tutoring. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Dr. Maggie Aguilar. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p>
1	2	5	<p>This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support Academic Achievement in RLA. The data that will be reviewed and monitored includes: NWEA RLA, iReady RLA, Read180, Checkpoints, attendance rates, or teacher feedback, as identified through a campus needs assessment. The student performance goal for this area is Hispanic: 33% at the Meets Level Economically Disadvantaged: 32% at the Meets Level Special Education Currently Enrolled: 15% at the Meets Level Continuously Enrolled: 36% at the Meets Level The data will be monitored on a monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include grade-level leads, teachers, MCLs, and principal. The educational interventions that will be implemented include Read180, TEKS Specific Interventions, professional development sessions. Additional reallocation of resources to address this include Read180. Additional reallocation of resources to address this include iReady RLA. Additional reallocation of resources to address this include NWEA MAP RLA. Additional reallocation of resources to address this include Lead4Ward. Additional reallocation of resources to address this include after school tutoring. Additional reallocation of resources to address this include MCL to 4th grade RLA. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Dr. Maggie Aguilar. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p>

Board Goal	Objective	Strategy	Description
1	2	6	<p>This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support Academic Achievement in Academic Growth RLA. The data that will be reviewed and monitored includes: NWEA RLA, iReady RLA, Checkpoints, attendance rates, or teacher feedback, as identified through a campus needs assessment. The student performance goal for this area is Hispanic: 61% at the Meets Level Economically Disadvantaged: 58% at the Meets Level The data will be monitored on a monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include grade-level leads, teachers, MCLs, and principal. The educational interventions that will be implemented include TEKS Specific Interventions, professional development sessions. Additional reallocation of resources to address this include iReady RLA. Additional reallocation of resources to address this include Read180. Additional reallocation of resources to address this include Lead4Ward. Additional reallocation of resources to address this include after school tutoring. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Dr. Maggie Aguilar. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p>
4	1	3	<p>This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support Academic Achievement in Student Success (Student Achievement Domain Score STAAR (Component Only)). The data that will be reviewed and monitored includes: NWEA RLA & MATH, iReady RLA & MATH, Checkpoints, attendance rates, or teacher feedback, as identified through a campus needs assessment. The student performance goal for this area is Hispanic: 36% at the Meets Level Economically Disadvantaged: 34% at the Meets Level Special Education Currently Enrolled: 19% at the Meets Level Continuously Enrolled: 39% at the Meets Level The data will be monitored on a monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include grade-level leads, teachers, MCLs, and principal. The educational interventions that will be implemented include TEKS Specific Interventions, professional development sessions. Additional reallocation of resources to address this include iReady RLA. Additional reallocation of resources to address this include Read180. Additional reallocation of resources to address this include NWEA MAP MATH. Additional reallocation of resources to address this include NWEA MAP RLA. Additional reallocation of resources to address this include Lead4Ward. Additional reallocation of resources to address this include after school tutoring. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Dr. Maggie Aguilar. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p>

Site Based Decision Making Committee

Committee Role	Name	Position
Member	Roxanne Garibay	3rd Grade Teacher
Member	Patsy Olivas	3rd Grade Teacher
Member	Michelle Cuellar	2nd Grade Teacher
Member	Anna Garcia	1st Grade Bilingual Teacher
Member	Carole Norris	Kindergarten Teacher
Member	Maribel Hernandez	Assistant Principal
Lead	Dora Flores	Principal

Campus Funding Summary

Title One Homeless					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Teacher tutoring pay		\$10,000.00
Sub-Total					\$10,000.00
Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	4 grade level lead teachers		\$14,000.00
1	1	3	Opportunity Culture Positions		\$75,000.00
1	2	1	Mindyplay		\$7,000.00
1	2	2	LoneStar RLA		\$9,000.00
1	2	3	Classroom aide to support RLA		\$30,000.00
Sub-Total					\$135,000.00