

Killeen Independent School District

Cavazos Elementary School

2023-2024



Mission Statement

Richard E. Cavazos Elementary School is a diverse community of learners who strives for excellence, values individuality, fosters a passion for learning, promotes the balanced development of mind, body, and character, encourages service, and instills a respect for others.

Vision

Richard E. Cavazos Elementary School will strive to continue to develop life-long learners in a global community. Here, our students will be challenged and taught to their maximum potential for the development of their success.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 15
 - Perceptions 20
- Goals 30
 - Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students. 31
 - Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care. 54
 - Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community. 61
 - Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment. 66
 - Goal 5: Killeen ISD will maximize learning opportunities for students through innovation and the efficient management and allocation of resources. 72
- 2023-2024 SBDM & Title I Stakeholders (ES) 77

Comprehensive Needs Assessment

Demographics

Demographics Summary

Richard E. Cavazos Elementary School is a Title I campus located at 1200 North 10th Street in Nolanville.

Students

During the 2022-2023 school year we served a total of 690 students.

The student mobility rate at Richard E. Cavazos is lower than the district average at 22.5% in 2021-2022. This is higher than the state average of 13.6%. There is a need to utilize restorative practices across campus, to ensure all students feel welcome, seen and heard.

Richard E. Cavazos serves a community of diverse learners. An analysis of ethnicity information for the 2022-2023 school year revealed that 33.77% of the students were identified as white, 38.41% identified as Hispanic (the largest student group), and 15.83% were identified as African American.

Richard E. Cavazos has an increasing percentage of students who qualify as Economically Disadvantaged. 62.50% of students were identified as Economically Disadvantaged in the 2022-2023 school year. This is a decrease from 2021-2022.

While the attendance rate for the 2022-2023 school year increased from 92.3 in 2021-2022 to 93%, student absences continue to be an area of concern for our campus as they directly affect student achievement.

As of March 30, 2023 the number of students attending Richard E. Cavazos with a special education indicator for the 2022-2023 school year was 135 of the total student population of 600. The number of students with an LEP indicator was 13.5% of the total student population. Languages represented on our campus include 7 languages other than English. The number of students with an At-Risk indicator decreased in the 2022-2023 school year from 327 to 268 students of the total population. There is a need to continue providing strategies to address areas where students are at risk. There are 18 students identified as Gifted and Talented; this is an increase from 15 in 2021-2022. 50 students on campus are identified as students with Dyslexia.

Staff

The professional faculty of Cavazos Elementary School meets Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act.

Cavazos had a full-time Librarian during the 2022-2023 school year. The librarian supported the TEKS in all content areas through providing exploration and research opportunities for students, curating books to support literacy instruction in the classroom, and developing monthly STEM and STREAM activities to support problem solving and innovative thinking. The librarian implements literacy lessons for classes during their class visits to the library and emphasizes the importance of digital literacy. Additionally, she maintains the makerspace located inside the library, organizes 3 book fairs each year, supports diversity celebrations during district and federal holidays, and promotes a lifelong love of reading with families through the 40 book reading challenge. During the 2023-2024 School year, the district has reduced the librarian allocation to a part time position. In order to continue providing students with innovative experiences across the content areas, there is a need to fund a full-time library position.

Demographics Strengths

Cavazos has a diverse community of students from varied ethnic backgrounds.

Community members are aware of the poverty that exists in our area and readily participate in activities to help their community. The local church collaborates with the counselors to ensure that students have jackets, and even food. This year 10 families were selected to get a turkey from KISD, and 20 families were adopted through a local organization for Christmas.

With the decrease in COVID-19 cases this year, Parent and community involvement increased and we were able to host family events again.

The expertise, commitment, and collaboration of the Cavazos staff is a strength that has moved the campus to high levels of student learning. The faculty and staff have a strong work ethic and are willing to step into leadership roles and strive to make the best decisions for students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While the attendance rate for the 2022-2023 school year increased from 92.3 in 2021-2022 to 93%, student absences continue to be an area of concern for our campus as they directly affect student achievement.

Problem Statement 2: For the 2023-2024 School year, our enrollment has reduced the librarian allocation to a part time position. In order to continue providing students with innovative experiences that support reading, writing, math and science across the content areas, there is a need for a full time library position.

Problem Statement 3: While the number of students with an At-Risk indicator decreased in the 2022-2023 school year from 327 to 268 students of the total population, there is a need to continue providing strategies to address areas where students are at-risk.

Problem Statement 4: Due to the increase in students being Identified as GT, there is a need to provide PD to educators around differentiation and continue enrichment activities for GT students to include the TPSP project.

Student Learning

Student Learning Summary

Interim assessment data from February 2022-2023

	STAAR Interim Results February 2023				STAAR 2022 Approaches
	Total Tests	Approaches or Above	Meets or Above	Masters	
3rd Grade Math	82	56 (68%)	35	14	76%
4th Grade Math	72	66 (91%)	51	18	72%
5th Grade Math	80	70 (87%)	32	9	93%
3rd Grade Reading	85	71(83%)	40	23	71%
4th Grade Reading	72	68 (94%)	49	32	90%
5th Grade Reading	73	67(91%)	46	24	97%
5th Grade Science	79	37(46%)	9	2	84%

Strengths:

Interim scores in 4th grade reading were 4% higher than STAAR 2022.

Interim scores in 4th grade Math scored 19% higher than STAAR 2022.

Interim scores in 3rd grade reading were 12% higher than STAAR 2022.

Needs:

Interim scores in 5th grade science scored 38% lower than STAAR 2022.

Interim Scores in 5th grade Math were 10% lower than STAAR 2022.

Interim scores in 3rd grade math scored 8% lower than STAAR 2022.

There is a need to increase tier 1 instructional effectiveness in Science and Math across all grade levels, and work on differentiation to support student needs.

Achievement Comparison NWEA MAP Math		
	Spring 2021-22 Achievement	Spring 2022-23 Achievement
Grade	Median Percentile	Median Percentile
Grade 1	63 rd	64 th
Grade 2	52 nd	49 th
Grade 3	63 rd	78 th
Grade 4	53 rd	66 th
Grade 5	61 st	65 th

- When comparing the median percentile for students on MAP Math, the median percentile increased in grades 1,3,4 and 5 from 2021-2022.
- The median percentile decreased in 2nd grade from from the 52nd percentile in 2021-2022 to to 49thile.

Achievement Comparison NWEA MAP Reading		
	Spring 2021-22 Achievement	Spring 2022-23 Achievement
Grade	Median Percentile	Median Percentile
Grade 1	60 th	57 th
Grade 2	45 th	60 th
Grade 3	71 st	70 th
Grade 4	59 th	62 nd
Grade 5	69 th	70 th

- When comparing the median percentile for students on MAP Math, the median percentile increased in grades 2,4 and 5 from 2021-2022.

- The median percentile decreased in grades 1 from the 60th percentile in 2021-2022 to to 57th percentile in 2022-23.
- The median percentile decreased in grade 3 from the 71st percentile in 2021-22 to the 70th percentile in 2022-23

Percent of students that met projected growth in all subjects on NWEA MAP Math, Reading and Science.		
Grade	Spring 2021-22 % met projected growth.	Spring 2022-23 % met projected growth.
PK	64%	68%
K	51%	63%
Grade 1	49.4%	50%
Grade 2	73.4%	70%
Grade 3	50.9%	67%
Grade 4	59%	56%
Grade 5	73%	58%

- There was an increase in the percent of students meeting their projected growth in Pre-Kindergarten, Kindergarten, 1st grade, and 3rd grade.
- There was a decrease in the percent of students meeting their projected growth in 2nd grade, 4th grade, and 5th grade.

Comparison of District and Campus Average Math CUA scores by Grade Level		
Grade	District	Campus
Grade 2	75	75
Grade 3	67	68
Grade 4	64	60
Grade 5	71	82

- The campus scored higher than the district on CUAs in grades 2,3, and 5.
- 4th grade math CUA Scores were consistently lower than the district average.

Comparison of District and Campus Average Literacy CUA scores by Grade Level		
Grade	District	Campus
Grade 2	68	68
Grade 3	62	64
Grade 4	63	64
Grade 5	67	73

- The campus consistently scored at or above the district on literacy CUAs in all grade levels.
- The campus average for literacy CUA's was lower than 70% in grades 2-5. There is a need to increase Tier I instructional effectiveness in literacy across all grade levels and work on differentiation to support students needs.

Comparison of District and Campus Average Science CUA scores by Grade Level		
Grade	District	Campus
Grade 3	73	71
Grade 4	77	77
Grade 5	76	79

- The campus scored at or above the district on Science CUAs in grades 4 and 5.
- The campus scored lower than the district on 3rd grade science CUAs.

Raw Score Data From STAAR 2022-2023

STAAR Math Average Points Earned out of Points Possible			
	Campus	District	State
Grade 3	22/37 (59%)	19/37	19/37
Grade 4	24/40 (60%)	20/40	22/40
Grade 5	27/42 (64%)	22/42	24/42

The campus average points scored above the district and state in grades 3-5 math.

The average points earned on STAAR Math was 64% or less.

STAAR Math Average Percent Correct by Reporting Category						
	Grade 3		Grade 4		Grade 5	
	Campus	District	Campus	District	Campus	District
Numerical Representations and Relationships	60%	50%	58%	51%	66%	58%
Computations and Algebraic Relationships	59%	46%	58%	47%	64%	51%
Geometry and Measurement	55%	47%	58%	49%	57%	45%
Data Analysis and Personal Financial Literacy	74%	69%	67%	63%	70%	59%

STAAR Literacy Average Points Earned out of Points Possible			
	Campus	District	State
Grade 3	30/52 (58%)	26/52	27/52
Grade 4	30/52 (58%)	25/52	26/52
Grade 5	35/52 (67%)	30/52	31/52

The average points earned on STAAR Literacy was 67% or less.

STAAR Literacy Average Percent Correct by Subject						
	Grade 3		Grade 4		Grade 5	
	Campus	District	Campus	District	Campus	District
Reading	66%	60%	62%	54%	72%	63%
Writing	51%	40%	53%	42%	63%	52%

Students scored significantly lower on the writing portion of the STAAR Literacy assessment than on the reading portion.

STAAR Science Average Points Earned out of Points Possible			
	Campus	District	State
Grade 5	23/39 (59%)	19/39	21/39

The average points earned on STAAR Science was 59%.

STAAR Science Average Percent Correct by Reporting Category		
	Grade 5	
	Campus	District
Matter and Energy	54%	46%
Force, Motion, and Energy	56%	48%
Earth and Space	43%	39%
Organisms and Environment	70%	61%

The table below shows the percent of students who "approached grade-level standards" as measured by STAAR in 2020-2021 and 2021-2022.

Content	Campus 2021-2022	District 2021-2022	Campus 2022-2023	District 2022-2023
3rd Grade Literacy	67	73	83%	75%
Sped Students	35	46	70%	
3rd Grade Math	70	66	78%	70%
Sped Students	43	38	70%	
4th Grade Reading	89	73	91%	78%
Sped Students	68	42	83%	
4th Grade Math	71	60	83%	64% %
Sped Students	50	28	83%	
5th Grade Reading	92	78	95%	81%
Sped Students	69	49	77%	
5th Grade Math	90	72	94%	76%
Sped Students	63	40	85%	
5th Grade Science	79	55	74%	57%
Sped Students	47	27	62%	

Third Grade literacy scores increased from 67% in 2022 to 83% in 2023 and showed an 8% increase in 3rd grade students meeting standard on 3rd Grade STAAR Math.

There was an increase in SPED students approaching standard on STAAR in all subject areas from 2022 to 2023.

4th Grade Math scores increased from 71% in 2022 to 83% in 2023.

Combined STAAR Scores for the 2022-2023 SY:

Content	Overall STAAR Score 21/22	Overall STAAR Score
		22/23
ELA/Reading	83	89.6 %
ELA/Reading - EB (ESL)	86	79%
ELA/Reading - Sped	57	76.6%
Math	77	85%
Math - EB (ESL)	80	80%
Math - Sped	52	79.3%
Science	79	74%
Science - EB (ESL)	80	78%
Science - Sped	47	62%

There was a 7% drop in ELL students scoring approaches in on STAAR RLA in 2023.

The percentage of SPED students scoring increased between 15 and 24% across all STAAR Subject area tests.

Combined GT STAAR Scores for the 2021-2022 SY:

Content	Mastery Score	Mastery Score 2022-2023
	2021-2022	
Reading	94% of GT students scored Masters	100 ***
Math	83% of GT students scored Masters	100 ***
Science	66.6% of GT student scored Masters	***

*** Fewer than 5 Gifted students took the STAAR Math and Reading in 3rd and 5th Grade, therefore there was no data reported from the state for these grade levels. 100% of Gifted Students in 4th grade scored Masters on the STAAR reading and math.

We want to increase the number of students who meet or exceed progress. As such, the campus meet the board goals for 3rd-5th Grade in all subject areas during the 2023 school year. The meet or masters progress in math and reading are as follows:

Percent of Students Meeting and Exceeding Standard as Determined by STAAR			
	Math	Reading	Science

Percent of Students Meeting and Exceeding Standard as Determined by STAAR									
	Board Goal	Meets	Masters	Board Goal	Meets	Masters	Board Goal	Meets	Masters
3 rd Grade	42%	57%	32%	52%	62%	34%			
4 th Grade	41%	54%	20%	54%	61%	33%			
5 th Grade	47%	68%	22%	57%	72%	37%	37%	39%	5%

Writing was not assessed in the 2021-22 school year, however the writing component was embedded in the in the Reading Language Arts assessment in 2023. Data supports the need for continued growth in constructed response questions and writing across genres.

Student Learning Strengths

The strengths of Richard E. Cavazos Elementary School reflect strong instructional practices.

Areas of Strength include:

- Interim scores in 4th grade reading were 4% higher than STAAR 2022.
- Interim scores in 4th grade Math scored 19% higher than STAAR 2022.
- Interim scores in 3rd grade reading were 12% higher than STAAR 2022.
- When comparing the median percentile for students on MAP Math, the median percentile increased in grades 1,3,4 and 5 from 2021-2022.
- When comparing the median percentile for students on MAP Math, the median percentile increased in grades 2,4 and 5 from 2021-2022.
- There was an increase in the percent of students meeting their projected growth in Pre-Kindergarten, Kindergarten, 1st grade, and 3rd grade.
- The campus scored higher than the district on CUAs in grades 2,3, and 5.
- The campus consistently scored at or above the district on literacy CUAs in all grade levels.
- The campus scored at or above the district on Science CUAs in grades 4 and 5.

The campus average points scored above the district and state in grades 3-5 math.

- 4th Grade Math scores increased from 71% in 2022 to 83% in 2023.
- There was an increase in SPED students approaching standard on STAAR in all subject areas from 2022 to 2023.
- The percentage of SPED students scoring increased between 15 and 24% across all STAAR Subject area tests.
- The campus meet the board goals for 3rd-5th Grade in all subject areas during the 2023 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Problem Statement 2: Interim Scores in 5th and 3rd grade Math were 10% and 8% lower than STAAR 2022. The median percentile decreased in 2nd grade, and 4th grade math CUA Scores were consistently lower than the district average. There is a need to increase tier 1 instructional effectiveness in Math across all grade levels, and work on differentiation to support student needs.

Problem Statement 3: Interim scores in 5th grade science scored 38% lower than STAAR 2022, and the campus scored lower than the district on 3rd grade science CUAs. There is a need to increase tier 1 instructional effectiveness in Science across all grade levels, and work on differentiation to support student needs.

Problem Statement 4: The campus average on Literacy CUAs was lower than 70% in grades 2-5. There is a need to increase tier 1 instructional effectiveness in Literacy across all grade levels, and work on differentiation to support student needs.

Problem Statement 5: There was a decrease in the percent of students meeting their projected growth in 2nd grade, 4th grade, and 5th grade in Math, Science and Reading as measured by the MAP test. There is a need to increase teacher capacity for implementation of differentiation in Tier I, Interventions, and Enrichment to meet the needs of all students.

Problem Statement 6: Students scored significantly lower on the writing portion of the STAAR Literacy assessment than on the reading portion. There is a need to increase tier 1 instructional effectiveness in writing across all grade levels and work on differentiation to support student need.

Problem Statement 7: The average points earned on STAAR Science was 59%. The average points earned on STAAR Literacy was 67% or less. The average points earned on STAAR Math was 64% or less. There is a need to continue our work with task/target alignment, increasing the depth and complexity of learning tasks and questions asked while closing student learning gaps.

Problem Statement 8: There was a 7% drop in EB students scoring approaches in on STAAR RLA in 2023.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

Our district curriculum is the TEKS Resource System. Cavazos Elementary teachers use the Year at a Glance (YAG), Instructional Focus Documents (IFD's), and Lead4ward Snapshots to guide our instruction and guarantee TEKS alignment through collaborative planning in which the state standards are unpacked. Teachers work together to develop progression charts which guide instruction. The implementation of the curriculum is monitored and ensured through extensive review of progression charts, lesson plans, the quality of conversations during our grade level Professional Learning Communities (PLC), data review from the unit assessments, and district assessments.

During the 2022-2023 school year there was a focus on curriculum, instruction and assessment. Our focus in the area of curriculum was on planning and implementing standards-based, aligned curriculum through the unit planning process, effective use of bridge days, and the development of unit learning progression charts.

Our focus in the area of instruction was on delivering, monitoring and coaching standards based aligned curriculum through the gradual release of responsibility instructional model. This was supported in PLCs and through the use of coaching walks and walkthroughs.

PLCs also focused on assessments; both leaders and teachers monitored student progress, and the CUA protocol was utilized with grade level teams, interventions and remediation were developed as a PLC. In the 2023-24 school year it is necessary to continue our work around curriculum, instruction and assessment; in particular, literacy instruction (supporting the reading and writing connections). The District CUAs are used as one measure of student achievement, and TRS Performance assessments are used in grades K-1. PLCs analyze the assessment prior to instruction and analyze data after the administration of the assessment. Areas of need are addressed on bridge days, during small group instruction and Cheetah Pride.

Cheetah Pride Time

CPT is an hour of intensive interventions for all students in 1st through fifth grades. Students in Kindergarten receive 45 minutes of intervention. The Campus Instructional Specialist (CIS) guides discussions about student needs and MAP scores; students are placed into appropriate intervention groups or enrichment groups. Our CIS schedules regular meetings for RTI and leads the committee to discuss the progress of students that are placed in Tier 2/3. The CIS meets each week with the RTI committee to reviews progress monitoring data with classroom teachers. Students in RTI are revisited each month. This data and teacher observations form the basis for individual recommendations from the RTI committee.

In the 2022-23 school year 34 students were recommended for retention by the classroom teachers. In order to limit the number of students recommended for retention; and decrease the number of students in RTI, there is a need to continue strengthening the instructional core through model lessons, 1 on 1 coaching, job embedded professional development, and after school opportunities for PD.

Staff Qualification and Retention

The professional faculty of Cavazos Elementary School meets Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act.

Cavazos staff members participate in the Killeen ISD annual job fair in search of highly qualified, effective, and talented teachers to support the educational needs of our students. Personnel are selected only after an extensive screening and interview process. We keep in mind the personalities of the teams when looking for a new team member. Once hired, the new teachers are required to participate in the mentor program, which provides support from an experienced teacher on campus.

Professional Development

The campus provides monthly faculty meetings to keep staff updated with information related to their job assignment and provide professional development based on administration observations and teacher input. Paraprofessionals have a separate meeting following the monthly faculty meeting. Walkthroughs and coaching walks are used as tools to gather

information about the implementation of professional development topics.

During the 2022-23 school year, the campus provided job-embedded professional development for all 3rd, 4th, and 5th grade teachers through literacy coaching, modeling, and unit design with a private coach from Empowering Writers. Other campus based professional development included PLC visits from district dyslexia and pre-kindergarten specialists, balanced literacy, and gifted education. The campus also hosted professional development designed by the district instructional specialists.

The campus did fund the attendance of teachers at regional and state professional conferences in areas such as ELL, science, math, and instructional strategies.

Campus based professional development in 2023-24 will include the Empower Writers coaching for grades 1 through 5, gifted education, restorative practices, and targeted math TEKS. Opportunities for regional and state professional development will continue.

Leadership and Decision Making

Over 1000 staff absences were submitted during the 2021-2022 school year. During the 2022-2023 school year, Absences continue to be an area of concern with 1270 absences submitted between August 1 and April 30. Our highest reasons for absence are personal illness at 544 absences and family illness/doctor appointments with a total of 534 absences. 171 days of personal leave were submitted; this is a 27% decrease from 2021-2022. Absences of staff members are a concern for our campus as they affect student achievement. High staff absenteeism causes administration to split classes and aides are asked to cover other aide positions. Due to the high number of staff absences, there is a need for the campus to enforce attendance policies and provide staff recognition for acceptable attendance.

Teachers are evaluated using the T-TESS system. Walkthroughs, observations, coaching walks, and data are used to determine the effectiveness and provide feedback to teachers. Through the collaborative process, teachers are also given the opportunity to provide input into areas where they would like to improve. Performance data is used to guide conversations with teachers and plan professional development. Teachers in need of assistance are provided the opportunity to engage in professional development to increase teaching capacity. Teachers may have the opportunity to engage in the Teacher Incentive Allotment. Because of this shift in the evaluation system, there is an ongoing need for the instructional leadership team to calibrate on their walkthrough and coaching practices, and clearly provide staff with information regarding these changes, and be systematic in the implementation of the evaluation system to guarantee that all staff receive the correct number of walkthroughs and coaching walks..

Communication

The campus sends out a monthly newsletter to parents. To keep them abreast of the on-goings in the school. Events are additionally promoted on the maintained campus Facebook page.

Organization and Context

Cavazos Elementary organization maintains a focus on teaching, learning, and a student-centered collective mindset. For example, Cavazos schedules are developed to maximize instruction. The unique design of the master schedule allows teachers/ paraprofessionals to cover classes and provide interventions while classroom teachers attend PLCs and collaborate on specific students and campus needs. Feedback and instructional updates are shared between interventionists and classroom teachers so everyone is aware of student needs and academic abilities.

Our campus will ensure a viable curriculum is implemented in every classroom, and goals are set that align with our district. This is done through the implementation of the KISD 3 Essentials +1 model which includes high quality curriculum; effect, well-supported teachers; strong school leadership and planning; and a positive school culture.

Student progress is tracked and interventions care put in place to maximize student learning. Grade level teams meet weekly in PLCs. Learning targets are posted in every classroom and students should be able to articulate the learning targets and tasks. The goal is for students in every classroom to learn and interact at high cognitive levels. Cavazos also participates in Collaborative Teaching in select classrooms.

Scheduling and Support Services

The campus schedule is designed to increase the instruction time. Students receive 120 minutes of literacy & 90 minutes of math daily. The campus allows for 1 hour of

interventions in grades 1-5 and a 45 minute intervention block in Kindergarten. The special education schedule is planned in May for the upcoming school year, using the most recent IEP for students who receive special education services.

Professional Learning Communities

Weekly, one-hour PLCs include grade level teams (Kinder-45 minutes), campus administration, and the campus instructional specialist and focus on student needs, how those needs drive instruction, and instructional strategies to meet those needs. Administrative and procedural tasks are not addressed during PLCs, which enable PLCs to focus on teaching and learning 100% of the time. During this learning block, collaboration is evident, and needs assessments for the grade level are developed based on current universal screenings, student data, and walkthrough data. Student assessments are also reviewed to ensure that there is a direct correlation between the rigor of the instruction and the assessment that will be given. Students that are not showing progress on these universal screenings and classroom assessments are grouped so that interventions can be put in place.

There is a need to continue our work with increasing the depth and complexity of learning tasks and questions asked while closing student learning gaps.

Campus-Based Committees

2023-23 Cavazos campus-based committees include Reading, Math, Science, SBDM, and Campus Conduct which includes the core response team. In 2023-24 Campus climate committee was added. It is the purpose of these committees to align the curriculum and campus instruction vertically so that we are crystal clear with student learning goals across the campus. This will ensure that students receive expert instruction in every classroom, for every student, every day. The subject-specific and culture committees will meet the 3rd Wednesday of every month. The SBDM committee will meet a minimum of six times during the school year. Campus committee's meet monthly.

Extracurricular Opportunities

In 2022-23, Cavazos hosted extracurricular opportunities for students including Marimba band, choir, corn-hole club, chess club, science Olympiad, drone club, and Good News club. These clubs will continue into the 2023-24 school year and newly proposed clubs such as TEDed and Speak Up Speak Out will be welcomed.

Technology Integration

At Cavazos Elementary School, it is the expectation that technology is integrated daily into lessons and used by staff and students for the improvement of all academics. Technology will be utilized in such a way to ensure that students are engaged in an interactive classroom in which they can learn at high cognitive levels.

Cavazos has many forms of technology that are integrated into lessons:

1. Every classroom is equipped with technology to utilize an interactive whiteboard which will maximize instruction and increase student learning.
2. Every classroom has an assigned Ipad Cart, with 1:1 student access.
3. Every classroom has a document camera to allow for live demonstrations of skills and strategies modeled by teachers.
4. Two computer labs provide students with 1:1 access for specialized lessons and programs use.

Technology will support teachers and students in all phases of education. District goals will be supported in the following manner:

1. Provide teachers with technology resources to prepare rigorous lessons for expert instructional delivery
2. Participate in district initiatives – life cycle deployment, career and college readiness,
3. Staff training
4. Student assessments
5. Implement and support research-based, integrated technology systems and solutions
6. Ensure access to reliable and well-supported technology that meets current and emerging needs
7. Provide resources needed for the daily use of technology

Currently, the interactive projectors and document cameras on campus are at least 10 years old and should be replaced. With new staff members on campus, there is a need for professional development on how to use the interactive projectors and document cameras during instruction time. 53 of the iMacs were removed from the campus due to their age and were not replaced, additionally, Headphones continue to be needed for interventions, and can be easily broken. There is a need to replace old technology as it ages out.

School Processes & Programs Strengths

The curriculum, instruction, and assessment strengths at Cavazos Elementary are listed below:

- PLCS participate in a deep study and consistent implementation of the Unit MAPS, IFDs and Priority Standards.
- Learning targets are posted in every classroom and students are able to articulate the learning targets.
- The designated hour of Cheetah Pride Time guarantees students are provided intentional interventions using data and teacher input to meet students academic needs. The CPT schedule maximizes instructional time.
- The expertise, commitment, and collaboration of the Cavazos staff is a strength that has moved the campus to high levels of student learning. The faculty and staff have a strong work ethic and are willing to step into leadership roles and strive to make the best decisions for students.

The overarching strength of the context and organization of Cavazos Elementary is the agreement among all faculty and staff that student achievement is our number one priority. Our teachers work together during PLCs and outside the school day to provide quality instruction with targeted interventions which allow our students to be successful academically. Each staff member values and protects instructional time.

The strengths of the technology program at Cavazos are listed below:

- 1. Every classroom is equipped with technology to utilize an interactive whiteboard which will maximize instruction and increase student learning.
 2. Every classroom has an assigned Ipad Cart, with 1:1 student access.
 3. Every classroom has a document camera to allow for live demonstrations of skills and strategies modeled by teachers.
 4. Two computer labs provide students with 1:1 access for specialized lessons and programs use.
 5. Teachers are able to integrate technology into learning every day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Post-pandemic increases in staff absences, continue to be an area of concern for the campus, with over 1200 absences entered for the school year, over 1000 of those were due to personal and family illness. Due to the high number of staff absences, there is a need for the campus to enforce attendance policies and provide staff recognition for acceptable attendance.

Problem Statement 2: There is a need to replace aged out technologies, and provide professional development to staff around the use of technology in the context of the four core subject areas.

Problem Statement 3: In order to limit the number of students recommended for retention; and decrease the number of students in RTI, there is a need to continue strengthening the instructional core through model lessons, 1 on 1 coaching, job embedded professional development and after school opportunities for PD.

Problem Statement 4: There is an ongoing need for the instructional leadership team to calibrate on their walkthrough and coaching practices, and clearly provide staff with information regarding these changes, and be systematic in the implementation of the evaluation system to guarantee that all staff receive the correct number of walkthroughs and coaching walks..

Perceptions

Perceptions Summary

Richard E. Cavazos Elementary School is a positive learning environment with high expectations for students both academically and behaviorally. Cavazos' staff is on duty starting at 7:00 a.m. to greet students and provide students with positive school experience.

Attendance / Late Arrivals

The attendance rate this year is 93.33%

Data from the campus Tardy Report shows that 503 student accumulated a total of 5539 late arrivals in the 2022-2023 school year.

In an effort to decrease the number of late arrivals and increase instruction time for individual students, the tardy policy was enforced this school year. Persistent late arrivals are being addressed with disciplinary action. 228 of the discipline referrals this school year resulted from late arrivals.

Grade Level	Number of Discipline Entries coded as Tardy
Prekindergarten	34
Kindergarten	31
First Grade	41
Second Grade	57
Third Grade	30
Fourth Grade	8
Fifth Grade	27
Total Discipline Referrals	228

Safety

Student safety is the #1 priority at our school. We participate in fire safety drills monthly, and lockout, lockdown, hold, and shelter drills are conducted each semester. Teachers are highly encouraged to practice with their class on safety drills as often as needed. Killeen ISD requires all classroom doors to be locked at all times. The random door checking sweeps are conducted daily to check for compliance in this area. All teachers have a key to their classroom for access to the locked doors. Door stops are not permitted. Safety reminders are provided each morning during the announcements to reinforce new safety practices. All visitors are required to sign in through the office using the TPASS sex-offender registry system; ID cards are collected and a visitor sticker is provided to be worn throughout the building. Stickers are collected as visitors leave the building.

The campus passed the TEA Safety Audit conducted through Region 12 without any findings. There is a need to address staff late arrivals as some staff members are tardy on a daily basis which leaves duty areas without supervision.

Discipline/Restorative Practices

The high expectations for student behavior are evident in our school discipline data. 164 individual students received a discipline referral during the 2022-2023 school year. The table below provides the number of discipline entries by grade level.

Grade Level	Number of Discipline Entries
Prekindergarten	91
Kindergarten	94
First Grade	94
Second Grade	73
Third Grade	54
Fourth Grade	60
Fifth Grade	70
Total Discipline Referrals	563

During the 2022-2023 school year students accumulated a total of 563 Discipline referrals. This is an increase from the 2021-2022 school year (368 incidents). 81.22% of discipline incidents resulted from Male students, and 50.28% of the discipline incidents originated from students who are identified as economically disadvantaged. Our largest number of discipline referrals came from our PK, Kinder and 1st grade student populations. There were no instances of bullying during the 2022-2023 school year. We had 1 assignment to DAEP which was a decrease from the previous school year. Treatment agreements are posted in the classrooms. Bathroom expectations are posted which promotes appropriate behavior choices. There was a 30% decrease in African Americans receiving discipline referrals. Of the 563 discipline incidents during the 2022-23 school year, 228 discipline referrals were due to discipline referrals related to late arrivals (tardies). During the 2012-2022 school year, persistent late arrivals (tardies) were not addressed with a discipline referral; the steep increase in discipline referrals is due to the implementation of the campus tardy policy. Regardless, There is a need for the campus to address relationship building and meeting the social emotional needs of students through the full implementation of restorative practices across campus.

After School Clubs

There was an increase in campus clubs this year. Depending on the grade level, students had a Drone Club, Percussion Ensemble, Cheetah Choir, Science Olympiad, Chess Club, and Corn Hole Club during the year. These clubs were not active during the 2022-2023 school year. These clubs encourage better attendance, behavior, and higher achievement as student membership can be denied due to failing grades, attendance concerns, and discipline referrals. Our Science Olympians were able to compete in the district wide event.

Cavazos has a PE department that is dedicated to fitness and healthy living. The PE department actively seeks out activities to teach students about healthy living. There is currently an obesity epidemic among today's youth. The PE coaches can lead the Corn Hole club as part of this initiative. Members of the Corn Hole Club were able to challenge staff members in a competitive tournament.

Parent Involvement

R.E. Cavazos Elementary School had an increase in parent and community involvement during the 2022-2023 school year. Research clearly connects family and community involvement to student success and shows that active, meaningful engagement from parents and others helps schools boost student achievement and produce graduates who are prepared to be productive, globally-competitive citizens. If we are to achieve our goal of graduating every Killeen ISD student from high school prepared for college and a career, we must stop viewing schools as the only responsible source of student success. Young people have so many influences in their lives — at home, in school, and in their communities. Failure to establish a home-school-community collaboration aimed at increasing student success puts our children’s futures at stake. Richard E. Cavazos is dedicated to providing a rich learning environment for students by encouraging and emphasizing the role of families and communities as a critical component of this process. This year Richard E. Cavazos held family nights for reading, math, science, the second annual family game night. The 3rd grade musical, and Percussion Club concert (marimba band) were also held. These events encourage and facilitate the interaction of our families with teachers, administrators, and community members.

In addition to family nights, we conduct an annual Title 1 parent information night to partner with parents in the requirements of Title 1 and to invite the parents to participate in the decision-making process by attending SBDM meetings that take place the 4th Wednesday of each month. This year the district initiative to establish a PULSE Committee was a goal. Several meetings were scheduled, but only one parent participated throughout the year. As a result, there is a need to advertise the PULSE and Title 1 Meeting requirements in more attractive ways, to increase parent involvement.

Also, we provide to parents of under school age students the opportunity to attend our "Cheetah Cub Club" where our future Cheetahs are acclimated to the school environment. The parent liaison coordinates and teaches the Cheetah Cub Club. During the 2021-2022 school year, "Cheetah Cub Club", was available for families and volunteers were able to participate in campus events for the first time since the Pandemic began.

Due to stressors associated with the aftermath of COVID 19 and the teacher shortage, there is still a need for the campus to address relationship building, wellness, and meeting the social emotional needs of staff and students.

Survey Results

Parent Engagement Survey

133 parents responded to the Parent Engagement Survey.

The following table displays the percent of parents who selected "strongly agree" or "agree" for each statement. 80% or higher is typically used as the benchmark for these questions.

Percent Agreement By Statement (Parents)	
I am happy with the quality of instruction at this school.	96%
Teachers at this school set expectations that are appropriate for my child.	95%
I am happy with my child’s experience at this school.	95%
Teachers at this school provide a nurturing environment for my child’s talents, gifts, and special needs.	94%
This school provides quality programs for my child’s talents.	92%
The use of technology in the classroom at this school is appropriate	91%
This school provides quality programs for my child’s talents, gifts, and special needs.	91%

Percent Agreement By Statement (Parents)	
The school provides a safe campus for students, parents, and staff.	98%
This school promptly responds to my phone calls, messages, or emails.	97%
As a parent, I feel welcomed and respected at this school.	97%
This school sends regular communications that keep me informed of campus events and activities.	95%
Overall, I have confidence in the campus administration at this school.	95%
I feel connected to other families/parents at this school.	75%
I am pleased with the food choices available to my child in the school cafeteria.	71%

Parents rated the campus at "strongly agree" or "agree" at 80% or higher on 12 out of 14 indicators.

Student Engagement Survey

137 students participated in the 2022-2023 Student Engagement Survey.

The following table displays the percent of students who selected "strongly agree" or "agree" for each statement. 80% or higher is typically used as the benchmark for these questions.

Percent Agreement By Statement (Students)	
In my school adults believe I can learn.	96%
The adults in my school care about me.	94%
I enjoy going to school.	85%
I can talk to a teacher or other adult at this school about something that is bothering me.	84%
I feel safe at my school.	82%
The adults in my school greet me by name everyday.	82%
It's easy to talk with teachers at this school.	80%
I know the expectations and understand there are consequences for my choices.	96%
I believe I can learn	95%
I feel welcome in my classroom	93%
Adults at school treat all students with respect.	91%
My teachers make it clear to me when I have misbehaved in class	91%
My teachers give me individual attention when I need it.	87%
I am happy to be at school	84%

Students rated the campus at "strongly agree" or "agree" at 80% or higher on 14 out of 14 indicators.

Staff Engagement Survey

58 Staff members participated in the Staff Engagement Survey. The following table displays the percent of staff who selected "strongly agree" or "agree" for each statement. 80% or higher is typically used as the benchmark for these questions.

Percent Agreement By Statement (Staff)	
My principal/supervisor is accessible within a reasonable amount of time	98%
My evaluator provides me with feedback I need to learn and grow professionally.	91%
I receive information from my principal/department supervisor that is timely and relevant	91%
I receive information from the district that is timely and relevant.	91%
At work, I clearly understand what is expected of me.	90%
I feel supported by my principal/ supervisor in my efforts to adapt to change	90%
I have access to the resources I need to do my job effectively	90%
My principal/supervisor encourages and supports collaboration within our building or department.	90%
My principal/supervisor cares about my development/career goals.	95%
I understand how my work directly contributes to the overall success of the district.	90%
I am comfortable voicing my ideas and opinions, even if they are different than others.	84%
I receive recognition from my principal/supervisor for excellent work.	79%
I can see a clear link between my work and the district's continuous improvement work.	76%
The district administrator/superintendent establishes a clear vision of where our district is headed.	74%

Staff rated the campus at "strongly agree" or "agree at 80% or higher on 11 out of 14 indicators.

Only 79% of staff feel that the principal/supervisor provides recognition for excellent work. There is a need to increase staff recognition initiatives on campus.

Title 1 Evaluation – Parent Engagement Survey					
Did you attend a meeting this school year where the goals and activities of the Title 1 program were discussed with parents?	Yes – 28%	No-69%	Unsure- 3%		
How would you like to see the parental engagement funds used at your child's school?	Parent Engagement Activities – 31%	Parent Workshops- 8%	Educational materials for Parent use- 44%	Parent Resource center – 11%	Other-6%

Title 1 Evaluation – Parent Engagement Survey

<p>Please specify how you would like to see parental engagement funds being used.</p>	<p>In an email</p> <p>Classes to improve communication with teachers, as well as seminars to teach educators. Many “teachers” today struggle speaking and writing clearly and concisely. The lack of mastery shows in the performance of students.</p>				
<p>What would help you participate more in decision making and overall academic achievement in your child's school? (check all that apply)</p>	<p>More encouragement from the school to get involved – 5%</p>	<p>More information on how to get involved. 56%</p>	<p>More information about school issues to be addressed 24%.</p>	<p>More opportunities to share my opinion about school 11%</p>	<p>Other- 3%</p>
<p>Please Specify what would help you participate more in decision making and overall academic achievement in your child's school.</p>		<p>Better trained school staff. There’s far too many illiterate teachers.</p>			
<p>In the past year, did you participate in the development and review of the following? (check all that apply)</p>	<p>Parent Engagement Policy – 33%</p>	<p>Home School Compact 13%</p>	<p>Title 1 Program Services – 33%</p>	<p>Campus Improvement plan – 20%</p>	
<p>How well does your child's school provide information that is easy to understand?</p>	<p>Extremely well 33%</p>	<p>Quite well</p>	<p>Minimally well 11% 47%</p>	<p>Not well 8%</p>	

Title 1 Evaluation – Parent Engagement Survey

If I have a question or concern, I feel confident reaching out to my child’s teacher, counselor, and/or principal.	Strongly agree – 50%	Agree- 28%	Neutral- 11%	Disagree 11%	
How would you prefer to receive information from your child’s school? (check all that apply)	Email – 64%	Text message – 27%	Letters/ flyers- 5%	Website, phone call, social media – 0%	
How well does school leadership foster an environment in which staff, parents, and the community work together to improve student achievement?	Extremely well- 29.7%	Quite well- 40%	Minimally well- 13.5%	Not well- 10%	
What type of informational programs would you like the school to provide for parents? (Check all that apply)	Reading strategies – 48%	Homework Help – 51%	Math skills—37.8%	Navigating the campus Website- 10.8%	Other – 21.6%
Which of the following would enable you to participate in parent meetings and school activities? (Check all that apply)	Childcare Assistance – 27%	Morning Meetings- 24%	Evening Meetings – 27%	Access to information online- 54%	Other – 0%

Title 1 Evaluation – Parent Engagement Survey

What would you like teachers, administrators, and other school staff to know about the value and contribution of parents in the education of their child?

There's no PTO!

Learning from the parents about their child enables teachers and etc to know how the child learns.

Be understanding of the parents and that is our kids.

parents want to help sometimes it is hard, especially if they are working full-time, such as a teacher.

Parents should have an idea as to what their children are learning in school. Instead the campus seems adamant in their efforts to separate children from their caregivers.

Keeping our children safe.

I feel if a teacher and parents come together as a united front the progress of the child's learning is a better experience.

Parents are a child's first teacher, and a parents conservative view points should be respected and honored in the education system.

There are many parents who believe in the education system, not only to teach their child the subjects but also to assist the child in growth. These parents are the ones who want to be involved in the school. When you have parents who provide the information to run their background, attend meetings (even when they are the only ones there), offer to assist in any way that they can, use them, stay in contact. My husband and I had a good relationship with Ms. Godoy at the beginning of the year, then contact fell off and we never heard back from her on how we could be of assistance.

Its very important. More so just to make sure things that are being taught are in alignment with our families core values. In other words not political values but life principles.

Parents are educators in a sense too. Teachers should work with parents not allow themselves to be weaponized by the government to

	meet financial and department of education quotas.				
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Perceptions Strengths

The strengths of Family and Community Involvement at Cavazos include the following:

- High attendance at family nights.
- Cheetah Cub club for non-school age children
- The Two year Old Cheetah Cub Club was added this school year
- Parent Teacher Conferences are conducted twice a year
- We celebrate students during Character Trait Award Ceremonies
- Parents rated the campus at "strongly agree" or "agree" at 80% or higher on 12 out of 14 indicators
- Students rated the campus at "strongly agree" or "agree" at 80% or higher on 14 out of 14 indicators
- Staff rated the campus at "strongly agree" or "agree at 80% or higher on 11 out of 14 indicators

- The campus passed the TEA Safety Audit conducted through Region 12 without any findings.

- 19 staff members participated in the After School Learning Academy throughout the year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There were 563 Discipline referrals during the 2022-2023 school year. This was an increase from the previous year. There is a need for the campus to address relationship building and meeting the social emotional needs of students through the full implementation of restorative practices across campus.

Problem Statement 2: While hundreds of families attend family nights, There were a limited number of parent volunteers, and a limited number of parents were in attendance at parenting activities. Limited numbers of parents were engaged in the development of campus improvement activities. There is a need for the campus to promote activities in a variety of ways and provide incentives for parental attendance.

Problem Statement 3: Due to stressors associated with the aftermath of COVID 19 and the teacher shortage, there is still a need for the campus to address relationship building, wellness, and meeting the social emotional needs of staff and students.

Problem Statement 4: Data shows that there is a need to improve student relationships where students feel safe, welcome, differences are honored, cared about, and treated with kindness and respect.

Problem Statement 5: Data shows that 79% of staff feel that the principal/supervisor provides recognition for excellent work. There is a need to increase staff recognition initiatives on campus.

Problem Statement 6: There is a need to address staff late arrivals as some staff members are tardy on a daily basis, which leaves duty areas without supervision.

Problem Statement 7: Data from the campus Tardy Report shows that 503 student accumulated a total of 5539 late arrivals in the 2022-2023 school year, and 228 of the discipline referrals this school year resulted from late arrivals. There is a need to reinforce the Tardy Policy and develop incentives to promote on time attendance at school.

Goals

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 1: Through the implementation of consistent instructional practices that engage learners and provide support through interventions, Cavazos staff will ensure the academic success of all students with the goal of increasing STAAR scores across all content areas by at least 3% by the end of the 2023-2024 school year.

Evaluation Data Sources: CUA's, STAAR, MAPS Data, Writing Samples, Lesson Plans, and Walk-throughs.

Strategy 1 Details

Strategy 1: The Campus will administer benchmarks and common assessments throughout the school year in state assessed subject areas using a variety of resources and develop intervention and remediation groups based on the data.

Strategy's Expected Result/Impact: Increased scores from initial benchmark to final benchmark

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialist

Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 3, 4, 6, 7

Strategy 2 Details

Strategy 2: Teachers will develop, display and reference learning targets and language objectives as aligned to the TEKS and ELPS throughout the lesson cycle.

Strategy's Expected Result/Impact: Increase in 100% alignment between the curriculum, instruction, and assessment.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialist

Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 7

Strategy 3 Details

Strategy 3: Teachers will use the PLC Unit Planning Process to design learning progression charts that are aligned to standards, and include the elements of GRR, high impact evidenced based strategies, and district resources while maximizing student instruction time for all subject areas.

Strategy's Expected Result/Impact: Increase in alignment between the assessment and instruction.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialist

Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 3, 4, 5, 6, 7

Strategy 4 Details

Strategy 4: During the PLC Unit Planning Process teachers will use backwards design and curriculum documents to include Unit Maps, IFDs and CUAs to provide teacher clarity on the curriculum expectations so teachers can plan for real world connections, differentiation, and enrichment activities.

Strategy's Expected Result/Impact: Unit Maps for each grade level.

Staff Responsible for Monitoring: Principal

Assistant Principals

Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 5, 7 - School Processes & Programs 3

Strategy 5 Details

Strategy 5: The Librarian will support all content areas standards through completing Phase III of the genrefication of the library, Easy Non-Fiction Section. Genrefication of the library will support students as they discover new literature, conduct genre studies, and engage in research activities throughout the content areas. The librarian will use language from the standards in interacting with students as they discover new literature.

Strategy's Expected Result/Impact: Students and staff will locate library materials more efficiently

Students will explore a greater variety of genres

Increased MAP and STAAR scores across all grade levels

Staff Responsible for Monitoring: Librarian

Principal

Assistant Principals

Campus Instructional Specialist

TEA Priorities:

Build a foundation of reading and math

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Problem Statements: Student Learning 2, 3, 4, 6

Strategy 6 Details

Strategy 6: Campus Leadership will conduct regular classroom walk-through observations and coaching observations across all content areas to monitor the implementation of the PLC Unit Planning Process as it relates to instruction.

Strategy's Expected Result/Impact: Walk-through Evidence

Coaching Walk Evidence

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialist

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 3

Strategy 7 Details

Strategy 7: Through the use of one to one devices, students will engage in a variety of technology based lessons and interventions to support learning across the 4 core content areas in particular.

The librarian will develop and share Schoology Book Club Templates for grades 3-5.

The Librarian will provide Tech Tips for teaching in the monthly newsletter.

Strategy's Expected Result/Impact: maximize student learning through the use of technology experiences.

Staff Responsible for Monitoring: Classroom Teachers

Campus Technologist

Campus Instructional Specialist

Librarian

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 3, 4, 6

Funding Sources: Headphones for ipads to be used across content areas and interventions - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$1,000

Strategy 8 Details

Strategy 8: Teachers will engage students in spiral review through daily, weekly and monthly practices through the use of district provided resources and campus provided resources.

Strategy's Expected Result/Impact: Increased student achievement in Literacy, Math, and Science Benchmark assessments and STAAR.

Staff Responsible for Monitoring: Teachers

CIS

Administrators

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7

Funding Sources: Spiral Review resources to support Literacy, Math and Science - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$12,151

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Student Learning

Problem Statement 2: Interim Scores in 5th and 3rd grade Math were 10% and 8% lower than STAAR 2022. The median percentile decreased in 2nd grade, and 4th grade math CUA Scores were consistently lower than the district average. There is a need to increase tier 1 instructional effectiveness in Math across all grade levels, and work on differentiation to support student needs.

Problem Statement 3: Interim scores in 5th grade science scored 38% lower than STAAR 2022, and the campus scored lower than the district on 3rd grade science CUAs. There is a need to increase tier 1 instructional effectiveness in Science across all grade levels, and work on differentiation to support student needs.

Problem Statement 4: The campus average on Literacy CUAs was lower than 70% in grades 2-5. There is a need to increase tier 1 instructional effectiveness in Literacy across all grade levels, and work on differentiation to support student needs.

Problem Statement 5: There was a decrease in the percent of students meeting their projected growth in 2nd grade, 4th grade, and 5th grade in Math, Science and Reading as measured by the MAP test. There is a need to increase teacher capacity for implementation of differentiation in Tier I, Interventions, and Enrichment to meet the needs of all students.

Problem Statement 6: Students scored significantly lower on the writing portion of the STAAR Literacy assessment than on the reading portion. There is a need to increase tier 1 instructional effectiveness in writing across all grade levels and work on differentiation to support student need.

Problem Statement 7: The average points earned on STAAR Science was 59%. The average points earned on STAAR Literacy was 67% or less. The average points earned on STAAR Math was 64% or less. There is a need to continue our work with task/target alignment, increasing the depth and complexity of learning tasks and questions asked while closing student learning gaps.

School Processes & Programs

Problem Statement 3: In order to limit the number of students recommended for retention; and decrease the number of students in RTI, there is a need to continue strengthening the instructional core through model lessons, 1 on 1 coaching, job embedded professional development and after school opportunities for PD.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 2: Cavazos staff will increase academic success of all students as measured by STAAR Literacy (reading and writing), where 3rd - 5th grade students meeting standard will increase performance by 3%, where 3rd and 4th grade meets at 65% and 5th grade meets standard at 75%.

Evaluation Data Sources: End of Year STAAR results

Strategy 1 Details

Strategy 1: Cavazos Elementary will plan and deliver instruction in writing through campus Initiatives in Grades PK-5. -Revising and editing will be taught in grades K-5. In kindergarten, teachers will model and share revising and editing. In 1st and 2nd grade, students will revise and edit sentences. In 3rd to 5th grade, students will revise and edit sentences, paragraphs, an passages.

PK and K students will engage in multiple modalities to increase fine motor skills that assist with handwriting.

Strategy's Expected Result/Impact: Increase in literacy STAAR Scores across all grade levels.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialist

Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 4, 5, 6, 7

Funding Sources: Instructional supplies for writing - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$3,000, Hands on Materials for Fine Motor Skills - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$9,000

Strategy 2 Details

Strategy 2: With the support of the CIS, The Campus will utilize the PLC Unit Planning Process for developing literacy lesson plans using the literacy CUA's to guide instruction. Teachers will utilize a balanced approach to literacy instruction at all grade levels through whole group, small group, and digital formats.

Strategy's Expected Result/Impact: Increased scores on local and state assessment.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialist

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 4, 6, 7

Funding Sources: Instructional Supplies for the implementation of literacy - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$3,000

Strategy 3 Details

Strategy 3: Campus Leadership will monitor that benchmark assessments are completed with fidelity and used to guide instructional groupings for literacy and reviewed during PLC meetings.

Strategy's Expected Result/Impact: Increased scores on RLA, Math, and Science STAAR scores
Increased percentage of students who meet EOY projected growth measures on NWEA MAP Math and Reading

Staff Responsible for Monitoring: Principal
Assistant Principals
Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 4, 5, 6

Strategy 4 Details

Strategy 4: Teachers in Grades K-5 will utilize reading and writing across the content areas through the use of the empowering writers resources.

Strategy's Expected Result/Impact: Teachers will meet students individual needs.
CUA data will reflect student increases in writing proficiency.

Staff Responsible for Monitoring: Principal
Assistant Principals
Curriculum Instructional Specialist
Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 4, 5, 6

Strategy 5 Details

Strategy 5: Cavazos Teachers will plan effective lessons that include differentiation and interventions (Tier 1) for struggling readers (Tier 2&3), and enrichment as needed.

*skills-based and/or small group reading will be taught in grades k-5

*Research based intervention strategies and/or programs for struggling readers

(Istation, LLI, F&P Phonics)

*Benchmark assessments will be used to form reading groups

Strategy's Expected Result/Impact: Increase in student achievement due to rigorous first time instruction, accurately leveled student groups, and student specific targeted interventions.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialist

Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 5

Strategy 6 Details

Strategy 6: The librarian will support the development of a mentor text library in the literacy library complete with guided lessons and multiple text to use to teach the reading strategies.

During PLCs, teachers will engage with the lessons and the texts as they plan for literacy instruction; Intentional connections will be made to Benchmark Phonics, Empowering Writers and Comprehension Toolkit.

Strategy's Expected Result/Impact: Increased STAAR and CUA scores

Staff Responsible for Monitoring: Librarian

Campus Instructional Specialist

TEA Priorities:

Build a foundation of reading and math

-

Problem Statements: Demographics 2 - Student Learning 4, 6

Funding Sources: Purchase Books for the Literacy Library - 211 - ESEA, Title I Part A - 211.11.6329.00.137.30.000 - \$1,500

Strategy 7 Details

Strategy 7: Campus leadership, the Librarian, and Teachers will encourage a literacy rich environment at school and in the home by providing students with access to literature in both physical and virtual formats.

Activities such as:

- Reading Contests through the library such as "Reader Zone" 40 book reading challenge, the 2x2 book challenge, and Bluebonnet challenge will encourage students and families to read.
- The Librarian will create Campus Story Walks.
- The Librarian will collaborate with "Keep Nolanville Beautiful" to create a Community Story Walk at the local park.
- The campus will celebrate World Read Aloud Day, DEAR Day, Read Across America, and Poem in My Pocket Day.
- Teachers will create a literacy rich environment through the use of various forms of literature during literacy instruction.
- Teachers will encourage students to complete research using both physical and virtual forms of literacy.

Strategy's Expected Result/Impact: Increase in STAAR scores, CUAs and MAP scores

Reader Zone book logs

Staff Responsible for Monitoring: Librarian

Principal

Assistant Principals

TEA Priorities:

Build a foundation of reading and math

-

Problem Statements: Demographics 2 - Student Learning 4, 5, 6

Funding Sources: Subscription to online reading library with fiction and nonfiction titles accessible at home and school - 211 - ESEA, Title I Part A -

211.11.6299.OL.137.30.000 - \$6,530, Online subscriptions that support and encourage reading, literacy development, and research - 211 - ESEA, Title I Part A -

211.11.6299.OL.137.30.000 - \$4,500, Magazine subscription for classroom instruction - 211 - ESEA, Title I Part A - 211.11.6329.00.137.30.000 - \$3,700, Fund a 0.5

Librarian - 211 - ESEA, Title I Part A - 211.12.6119.00.137.30.000 - \$40,178

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: For the 2023-2024 School year, our enrollment has reduced the librarian allocation to a part time position. In order to continue providing students with innovative experiences that support reading, writing, math and science across the content areas, there is a need for a full time library position.

Student Learning

Problem Statement 1: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Problem Statement 4: The campus average on Literacy CUAs was lower than 70% in grades 2-5. There is a need to increase tier 1 instructional effectiveness in Literacy across all grade levels, and work on differentiation to support student needs.

Problem Statement 5: There was a decrease in the percent of students meeting their projected growth in 2nd grade, 4th grade, and 5th grade in Math, Science and Reading as measured by the MAP test. There is a need to increase teacher capacity for implementation of differentiation in Tier I, Interventions, and Enrichment to meet the needs of all students.

Problem Statement 6: Students scored significantly lower on the writing portion of the STAAR Literacy assessment than on the reading portion. There is a need to increase tier 1 instructional effectiveness in writing across all grade levels and work on differentiation to support student need.

Student Learning

Problem Statement 7: The average points earned on STAAR Science was 59%. The average points earned on STAAR Literacy was 67% or less. The average points earned on STAAR Math was 64% or less. There is a need to continue our work with task/target alignment, increasing the depth and complexity of learning tasks and questions asked while closing student learning gaps.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 3: Cavazos staff will increase academic success of all students as measured by STAAR Math, where 3rd - 5th grade students meeting standard will increase performance by 3%, where 3rd 60% and 4th grade meets at 57% and 5th grade meets standard at 72%.

Evaluation Data Sources: End of year STAAR results grade 3-5, CUAs

Strategy 1 Details

Strategy 1: Teachers will implement with consistency and fidelity math components as strategies that include: focused reasoning, problem solving, mathematical representations, and conceptual understanding.

Strategy's Expected Result/Impact: Increased STAAR, MAP scores. Consistent improvement of CUA scores.

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Instructional Specialist

Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 5, 7

Funding Sources: Instructional supplies for on math instruction - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$5,000, Teacher Resource books for hard to teach math concepts - 211 - ESEA, Title I Part A - 211.13.6329.00.137.30.000 - \$3,000

Strategy 2 Details

Strategy 2: With the support of the CIS, Math teachers will integrate literacy as appropriate to support the integration of varied response strategies.

Strategy's Expected Result/Impact: Increase in Math CUA, Map, and STAAR scores

Staff Responsible for Monitoring: Teachers

Campus Instructional Specialist

Principal

Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 5, 7

Strategy 3 Details

Strategy 3: Teachers across all grade levels will design and deliver lessons that require students to use manipulatives to create concrete models prior to moving to visual representations, then move to abstract representations.

Strategy's Expected Result/Impact: Increase in students' foundational math skills

Increase in CUA, Map, and STAAR Math scores

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Instructional Specialist

Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 5, 7

Strategy 4 Details

Strategy 4: Through the PLC, opportunities to embed process standards within lessons will be determined.

Strategy's Expected Result/Impact: Increased ability of students to show mathematical understanding in problem solving situations.

Increased scores on Math CUA, MAP, and STAAR assessments

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Instructional Specialist

Classroom Teachers

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 4, 5, 6, 7

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Interim Scores in 5th and 3rd grade Math were 10% and 8% lower than STAAR 2022. The median percentile decreased in 2nd grade, and 4th grade math CUA Scores were consistently lower than the district average. There is a need to increase tier 1 instructional effectiveness in Math across all grade levels, and work on differentiation to support student needs.

Problem Statement 4: The campus average on Literacy CUAs was lower than 70% in grades 2-5. There is a need to increase tier 1 instructional effectiveness in Literacy across all grade levels, and work on differentiation to support student needs.

Problem Statement 5: There was a decrease in the percent of students meeting their projected growth in 2nd grade, 4th grade, and 5th grade in Math, Science and Reading as measured by the MAP test. There is a need to increase teacher capacity for implementation of differentiation in Tier I, Interventions, and Enrichment to meet the needs of all students.

Student Learning

Problem Statement 6: Students scored significantly lower on the writing portion of the STAAR Literacy assessment than on the reading portion. There is a need to increase tier 1 instructional effectiveness in writing across all grade levels and work on differentiation to support student need.

Problem Statement 7: The average points earned on STAAR Science was 59%. The average points earned on STAAR Literacy was 67% or less. The average points earned on STAAR Math was 64% or less. There is a need to continue our work with task/target alignment, increasing the depth and complexity of learning tasks and questions asked while closing student learning gaps.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 4: Cavazos staff will increase academic success of all students as measured by STAAR Science, where student scores in 5th grade will increase by 10% by the end of the 2023-2024 school year.

Evaluation Data Sources: CUA's, MAP scores, and end of the year 5th Grade STAAR results.

Strategy 1 Details

Strategy 1: Cavazos Elementary will provide hands on experiments in science to support the TEKS in Grades PK-5. In an effort to provide more hands on experiments for all students, grade level teams will have the opportunity to use the second lab or traveling labs. A digital sign up will be implemented across campus to facilitate use. This will allow administrators to monitor instruction in the lab through walkthroughs and coaching visits.

Strategy's Expected Result/Impact: Participation in Science Olympiad Event and increased science scores on STAAR

Staff Responsible for Monitoring: Principal

Assistant Principals
Science Committee

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 3, 5, 7

Funding Sources: Instructional Supplies for hands on Science Lessons - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$5,000

Strategy 2 Details

Strategy 2: Teachers will implement critical thinking in all science lessons. Teachers will embed literacy TEKS into science to support cross curricular student content knowledge and to support integration of varied response strategies.

Strategy's Expected Result/Impact: Increased scores in STAAR Science and science benchmark assessments in all grade levels.

Staff Responsible for Monitoring: Classroom Teachers

Campus instructional Specialist
Principal
Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 3, 5, 7

Strategy 3 Details

Strategy 3: Teachers will plan science lessons that include field based instruction and provide opportunities for students to reflect on their learning from those experiences. Learning locations are selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.

Strategy's Expected Result/Impact: Increase STAAR Scores in science

Staff Responsible for Monitoring: Teachers

CIS

Principal

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 3, 7

Funding Sources: Transportation for Field Based instruction - 166 - State Comp Ed - 166.11.6494.00.137.30.AR0 - \$4,000, Entrance Fees for Students - 166 - State Comp Ed - 166.11.6412.00.137.30.AR0 - \$849

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 3: Interim scores in 5th grade science scored 38% lower than STAAR 2022, and the campus scored lower than the district on 3rd grade science CUAs. There is a need to increase tier 1 instructional effectiveness in Science across all grade levels, and work on differentiation to support student needs.

Problem Statement 5: There was a decrease in the percent of students meeting their projected growth in 2nd grade, 4th grade, and 5th grade in Math, Science and Reading as measured by the MAP test. There is a need to increase teacher capacity for implementation of differentiation in Tier I, Interventions, and Enrichment to meet the needs of all students.

Problem Statement 7: The average points earned on STAAR Science was 59%. The average points earned on STAAR Literacy was 67% or less. The average points earned on STAAR Math was 64% or less. There is a need to continue our work with task/target alignment, increasing the depth and complexity of learning tasks and questions asked while closing student learning gaps.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 5: By the end of the 2023-2024 school year, Cavazos' provide appropriate interventions to all students so special education, At-Risk, economically disadvantaged, and Emergent Bilingual (EB or EL) students scores will increase by 10% a year over the next 3 years.

Evaluation Data Sources: Common assessments, CUA's, end of year STAAR results in grades 3-5 and MAPS scores.

Strategy 1 Details

Strategy 1: The campus will provide Tier I, II, and III interventions during Cheetah Pride Time for Kinder to 5th grade students identified as in need of assistance in all content areas. Intervention aides will provide intervention services for at risk students under the direct supervision of a certified teacher.

Strategy's Expected Result/Impact: Increase in learning for those students who struggle as evidenced in MAP scores and student meeting projected growth.

Staff Responsible for Monitoring: Principal

Assistant Principals

Dyslexia Teacher

English as a Second Language Teacher

Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Student Learning 4, 5, 6, 7

Funding Sources: Interventionist Aides - 211 - ESEA, Title I Part A - 211.11.6129.00.137.30.000 - \$78,165, Instructional Supplies for Interventions - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$6,000, At risk instructional assistant salaries - 166 - State Comp Ed - 166.11.6129.00.137.30.AR0 - \$47,487, Instructional supplies for small group interventions - 166 - State Comp Ed - 166.11.6399.00.137.30.AR0 - \$2,000, Decodable books for small group interventions - 166 - State Comp Ed - 166.11.6329.00.137.30.AR0 - \$1,000

Strategy 2 Details

Strategy 2: With the support of the campus instructional specialist, The RtI team will meet to design intervention plans, monitor progress, and implement the RtI continuum of interventions. The RTI team will develop goals for individual student needs as part of the RTI process. (October)

Strategy's Expected Result/Impact: SSP documentation will support academic growth and fidelity of implementation of the interventions.

Staff Responsible for Monitoring: Principal

Assistant Principals

Curriculum Instructional Specialist

Counselor

Social Emotional Learning Specialist

Intervention Team

Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Student Learning 5

Strategy 3 Details

Strategy 3: EL teacher will participate in quarterly PLCs to assist classroom teachers in the full implementation of the ELPS while providing students with English language learning opportunities. As Emergent Bilingual students learn to speak, read and write English, the EL teacher will assist classroom teachers to increase the rigor of student work.

Strategy's Expected Result/Impact: Increased local and state assessment scores. (MAPS, TELPAS, STAAR)

Staff Responsible for Monitoring: Principal

Assistant Principals

Curriculum Instructional Specialist

English as a Second Language Teacher

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Results Driven Accountability**

Problem Statements: Demographics 3

Strategy 4 Details

Strategy 4: The English as a Second Language teacher will provide Emergent Bilingual students with small group instruction. The teacher will provide explicit instruction the four language domains - reading, writing, speaking, and listening - through the use of small group instruction, the SummitK12 online platform, explicit vocabulary instruction, and the implementation of Language Objectives based on the English Language Proficiency Standards.

Strategy's Expected Result/Impact: Increased scores on local and state assessments.

Staff Responsible for Monitoring: Principal
Assistant Principals
English as a Second Language Teacher

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Results Driven Accountability

Problem Statements: Demographics 3

Funding Sources: EB instructional supplies for the development of speaking, listening, reading and writing in English - 165/ES0 - ELL - 165.11.6399.00.137.25.ES0 - \$3,310 , Books for ELL Program - 165/ES0 - ELL - 165.11.6329.00.137.25.ES0 - \$550, Staff Professional Development Books for ELL Program - 165/ES0 - ELL - 165.13.6329.00.137.25.ES0 - \$200

Strategy 5 Details

Strategy 5: Intervention and special education teams will meet each progress report and report card reporting period to monitor student progress.

Strategy's Expected Result/Impact: Increased student progress as documented in intervention folders

Staff Responsible for Monitoring: Principal
Assistant Principals
Curriculum Instructional Specialist
Intervention Staff
Special Education Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 3

Strategy 6 Details

Strategy 6: The campus will hold classes for parents of Emergent Bilingual students that provide them with the skills needed to help their students succeed academically.

- Vocabulary and story telling

Strategy's Expected Result/Impact: Increase in TELPAS scores in the four assessed domains.

Staff Responsible for Monitoring: Principal

Assistant Principals

English as a Second Language Teachers

Parent Liaison

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Results Driven Accountability**

Problem Statements: Perceptions 2

Funding Sources: Purchase supplies and consumables for ESL parenting Classes - 263 - ESEA, Title III Part A - 263.61.6399.LE.137.25.000 - \$300

Strategy 7 Details

Strategy 7: The campus will advertise the contact information of Spanish speaking staff members that parents can reach out to when they have questions. Opportunities for parents to engage with content/homework support in a risk free environment will be provided.

Strategy's Expected Result/Impact: Increased participation in Parent Engagement activities

Staff Responsible for Monitoring: Principal

Assistant Principals

Parent Liaison

Campus Instructional Specialist

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Strategy 8 Details

Strategy 8: Teachers and Aides will provide tutoring and instructional support to struggling students and to those experiencing learning gaps.

Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Instructional Specialist

Problem Statements: Student Learning 1

Funding Sources: Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.137.30.000 - \$2,000, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$4,000

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 3: While the number of students with an At-Risk indicator decreased in the 2022-2023 school year from 327 to 268 students of the total population, there is a need to continue providing strategies to address areas where students are at-risk.

Student Learning

Problem Statement 1: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Problem Statement 4: The campus average on Literacy CUAs was lower than 70% in grades 2-5. There is a need to increase tier 1 instructional effectiveness in Literacy across all grade levels, and work on differentiation to support student needs.

Problem Statement 5: There was a decrease in the percent of students meeting their projected growth in 2nd grade, 4th grade, and 5th grade in Math, Science and Reading as measured by the MAP test. There is a need to increase teacher capacity for implementation of differentiation in Tier I, Interventions, and Enrichment to meet the needs of all students.

Problem Statement 6: Students scored significantly lower on the writing portion of the STAAR Literacy assessment than on the reading portion. There is a need to increase tier 1 instructional effectiveness in writing across all grade levels and work on differentiation to support student need.

Problem Statement 7: The average points earned on STAAR Science was 59%. The average points earned on STAAR Literacy was 67% or less. The average points earned on STAAR Math was 64% or less. There is a need to continue our work with task/target alignment, increasing the depth and complexity of learning tasks and questions asked while closing student learning gaps.

Perceptions

Problem Statement 2: While hundreds of families attend family nights, There were a limited number of parent volunteers, and a limited number of parents were in attendance at parenting activities. Limited numbers of parents were engaged in the development of campus improvement activities. There is a need for the campus to promote activities in a variety of ways and provide incentives for parental attendance.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 6: By the end of the 2023-2024 school year, Cavazos' GT students will achieve 100% passing score on the Science STAAR tests and increase Literacy and Math scores to 100% mastery.

Evaluation Data Sources: All STAAR results

Strategy 1 Details

Strategy 1: The Campus CIS will provide professional development to teachers on the nature and needs of gifted students and differentiated activities/strategies to support gifted students (a minimum of Once each 9 weeks).

Strategy's Expected Result/Impact: All GT students will score in the 90th percentile on MAPS and Mastery on the STARR test.

Staff Responsible for Monitoring: Curriculum Instructional Specialist
Gifted and Talented Certified Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 4

Funding Sources: Teacher resource/reference books - 177 - Gifted/Talented - 177.13.6329.00.137.21.000

Strategy 2 Details

Strategy 2: Teachers will provide differentiated activities/strategies during intervention time for GT students to include the completion of the TPSP. Enrichment and accelerated materials will be purchased to support the needs of students in the GT classroom / Enrichment Lab.

Strategy's Expected Result/Impact: All GT students will score in the 90th percentile on MAPS and Mastery on the STARR test.

Staff Responsible for Monitoring: Principal

Assistant Principals

Curriculum Instructional Specialist

Counselor

Social Emotional Learning Specialist

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 4

Funding Sources: Instructional supplies for GT students - 177 - Gifted/Talented - 177.11.6399.00.137.21.000 - \$2,400, Online subscription for enrichment and acceleration - 177 - Gifted/Talented - 177.11.6299.OL.137.21.000 - \$400

Strategy 3 Details

Strategy 3: The counselors will support GT students with social emotional learning needs through monthly lessons.

Strategy's Expected Result/Impact: All GT students will score in the 90th percentile on MAPS and Mastery on the STARR test.

Staff Responsible for Monitoring: Principal

Counselor

Social Emotional Learning Specialist

Campus Instructional Specialist

Assistant Principals

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 4 - Perceptions 1

Funding Sources: Trade book for GT lessons - 177 - Gifted/Talented - 177.11.6329.00.137.21.000 - \$500

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 4: Due to the increase in students being Identified as GT, there is a need to provide PD to educators around differentiation and continue enrichment activities for GT students to include the TPSP project.

Perceptions

Problem Statement 1: There were 563 Discipline referrals during the 2022-2023 school year. This was an increase from the previous year. There is a need for the campus to address relationship building and meeting the social emotional needs of students through the full implementation of restorative practices across campus.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 7: Cavazos staff will develop engaging learning opportunities to foster future-ready students, with the goal of increasing STAAR scores across all content areas by at least 3% by the end of the 2023-2024 school year.

Evaluation Data Sources: All STAAR results, retention rates

Strategy 1 Details

Strategy 1: The campus will schedule a school-wide "No Child Left Inside Day" at which students will participate in hands-on academic activities involving the 4 core subjects. A majority of instruction will take place outside of the school. (spring)

Strategy's Expected Result/Impact: Increased staff and student engagement.

Staff Responsible for Monitoring: Principal

Assistant Principals

Counselor

Social Emotional Learning Specialist

Curriculum Instructional Specialist

Classroom Teachers

Instructional Aides

ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 3, 4

Funding Sources: No Child Left Inside Activities - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$500

Strategy 2 Details

Strategy 2: The campus will host a Campus wide science fair in conjunction with family science night in the fall.

PK-1st grade student will complete one science fair project as a class.

2nd grade students will complete science fair projects in small groups of 3-5 students.

Grades 3-5 will complete science fair projects individually.

Strategy's Expected Result/Impact: Increased MAP growth and Science Scores across campus.

Staff Responsible for Monitoring: Campus Instructional Specialist

Classroom Teachers

Science Committee

Problem Statements: Student Learning 3, 5, 7

Funding Sources: science fair boards - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$3,000, Awards for Science Fair Participants - 211 - ESEA, Title I Part A - 211.11.6498.00.137.30.000 - \$300

Strategy 3 Details

Strategy 3: Through the use of one-on-one devices and updated classroom devices, students will engage in enrichment, extension and differentiated learning activities across the core content areas to prepare them to use technology as a learning tool for future readiness.

Strategy's Expected Result/Impact: Increased student engagement
increased student achievement

Staff Responsible for Monitoring: Classroom Teachers
Campus Technologist

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 2

Funding Sources: Technology equipment such as charging stations - 211 - ESEA, Title I Part A - 211.11.6394.00.137.30.000 - \$2,000

Performance Objective 7 Problem Statements:

Student Learning

Problem Statement 1: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Problem Statement 2: Interim Scores in 5th and 3rd grade grade Math were 10% and 8% lower than STAAR 2022. The median percentile decreased in 2nd grade, and 4th grade math CUA Scores were consistently lower than the district average. There is a need to increase tier 1 instructional effectiveness in Math across all grade levels, and work on differentiation to support student needs.

Problem Statement 3: Interim scores in 5th grade science scored 38% lower than STAAR 2022, and the campus scored lower than the district on 3rd grade science CUAs. There is a need to increase tier 1 instructional effectiveness in Science across all grade levels, and work on differentiation to support student needs.

Problem Statement 4: The campus average on Literacy CUAs was lower than 70% in grades 2-5. There is a need to increase tier 1 instructional effectiveness in Literacy across all grade levels, and work on differentiation to support student needs.

Problem Statement 5: There was a decrease in the percent of students meeting their projected growth in 2nd grade, 4th grade, and 5th grade in Math, Science and Reading as measured by the MAP test. There is a need to increase teacher capacity for implementation of differentiation in Tier I, Interventions, and Enrichment to meet the needs of all students.

Problem Statement 6: Students scored significantly lower on the writing portion of the STAAR Literacy assessment than on the reading portion. There is a need to increase tier 1 instructional effectiveness in writing across all grade levels and work on differentiation to support student need.

Problem Statement 7: The average points earned on STAAR Science was 59%. The average points earned on STAAR Literacy was 67% or less. The average points earned on STAAR Math was 64% or less. There is a need to continue our work with task/target alignment, increasing the depth and complexity of learning tasks and questions asked while closing student learning gaps.

School Processes & Programs

Problem Statement 2: There is a need to replace aged out technologies, and provide professional development to staff around the use of technology in the context of the four core subject areas.

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: By the end of the 2023-2024 school year, 100% of the professional staff will attend a minimum of 5 professional development sessions on or off-campus to build teacher clarity and collective teacher efficacy.

Evaluation Data Sources: Teachers present their learning to the campus as documented within staff meeting or early out agendas. professional development transcripts.

Strategy 1 Details

Strategy 1: The campus will increase instructional capacity of staff by attending professional development activities that focus on ELAR, ELPS, Math, Science, Social Studies, Interventions and Technology. The professional development will focus on brain-based learning, academic language, effective curriculum delivery, effective interventions, and cultural connections.

Strategy's Expected Result/Impact: Staff members will present the learning gained from the professional development that was attended at staff meetings to benefit other members of the learning community.

Staff Responsible for Monitoring: Principal
Campus Instructional Specialist
Assistant Principals
Site Based Decision Making Committee
Classroom Teachers
Instructional Assistants

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Student Learning 2, 3, 4, 5, 6

Funding Sources: Job embedded Professional Development and coaching for teachers - Effective curriculum delivery in literacy and writing - 211 - ESEA, Title I Part A - 211.13.6299.00.137.30.000 - \$30,000, Teacher Conference fees and Travel - brain-based learning, academic language, and effective curriculum delivery through interventions. - 166 - State Comp Ed - 166.13.6411.00.137.30.AR0 - \$9,709, Substitutes for Teachers to attend PD - 166 - State Comp Ed - 166.11.6116.00.137.30.AR0 - \$1,000, Materials for Campus Based Professional Development on effective curriculum delivery through interventions - 166 - State Comp Ed - 166.13.6399.00.137.30.AR0, Books for Campus Based Professional Development on effective curriculum delivery through interventions - 166 - State Comp Ed - 166.13.6329.00.137.30.AR0, Substitutes for teachers to attend job embedded professional development and coaching - 211 - ESEA, Title I Part A - 211.11.6116.00.137.30.000 - \$4,000

Strategy 2 Details

Strategy 2: The campus technologist will provide professional, as needed, training on the use of technology to assist the reinforcement, enrichment, and expansion of student learning in the four core subjects during monthly staff meetings.

Strategy's Expected Result/Impact: Increased effective use of technology by teachers and students

Staff Responsible for Monitoring: Principal

Assistant Principals

Campus Technologist

Classroom Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Problem Statements: School Processes & Programs 2

Strategy 3 Details

Strategy 3: The campus technologist will provide professional development for teachers in the use of interactive whiteboards, online resources, iPads etc. to support instruction.

Strategy's Expected Result/Impact: Maximize student learning and teacher effectiveness.

Staff Responsible for Monitoring: Principal, Site Based Decision Making Committee

TEA Priorities:

Recruit, support, retain teachers and principals

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Problem Statements: School Processes & Programs 2

Strategy 4 Details

Strategy 4: The librarian will provide campus professional development on the use of online resources that support instruction and provide teachers with quarterly after school professional development during staff meetings.

Strategy's Expected Result/Impact: Increased use of online learning resources.

Staff Responsible for Monitoring: Librarian

Campus Technologist

Principal

Assistant Principals

TEA Priorities:

Recruit, support, retain teachers and principals

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Problem Statements: Demographics 2 - Student Learning 4, 6 - School Processes & Programs 3

Strategy 5 Details

Strategy 5: Teachers will use full day PLCs to plan standards-based aligned instruction utilizing district designed processes to build teacher clarity about the TEKS, develop Gradual Release of Responsibility lessons and assessments in reading, math, writing, and science.

Strategy's Expected Result/Impact: Increased STAAR and CUA Scores in all assessed content areas and increased percentage of students meeting their NWEA MAP projected growth measure at EOY on all assessed content areas

Staff Responsible for Monitoring: Principal
Assistant Principals

TEA Priorities:

Recruit, support, retain teachers and principals

-

Problem Statements: Demographics 3 - Student Learning 4, 6, 7

Funding Sources: Substitutes for planning days - 211 - ESEA, Title I Part A - 211.11.6112.00.137.30.000 - \$5,433

Strategy 6 Details

Strategy 6: Teachers with 1-3 years of experience will be invited to monthly new teacher meetings. They will be provided with professional development by the campus instructional specialist. Fund a .5 FTE Campus Instructional Specialist to ensure new teachers are provided with support.

Strategy's Expected Result/Impact: 90% Teacher retention at the end of the school year.

Staff Responsible for Monitoring: Curriculum Instructional Specialist
Principal

TEA Priorities:

Recruit, support, retain teachers and principals

-

Problem Statements: Perceptions 3, 5

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: For the 2023-2024 School year, our enrollment has reduced the librarian allocation to a part time position. In order to continue providing students with innovative experiences that support reading, writing, math and science across the content areas, there is a need for a full time library position.

Problem Statement 3: While the number of students with an At-Risk indicator decreased in the 2022-2023 school year from 327 to 268 students of the total population, there is a need to continue providing strategies to address areas where students are at-risk.

Student Learning

Problem Statement 2: Interim Scores in 5th and 3rd grade grade Math were 10% and 8% lower than STAAR 2022. The median percentile decreased in 2nd grade, and 4th grade math CUA Scores were consistently lower than the district average. There is a need to increase tier 1 instructional effectiveness in Math across all grade levels, and work on differentiation to support student needs.

Student Learning

Problem Statement 3: Interim scores in 5th grade science scored 38% lower than STAAR 2022, and the campus scored lower than the district on 3rd grade science CUAs. There is a need to increase tier 1 instructional effectiveness in Science across all grade levels, and work on differentiation to support student needs.

Problem Statement 4: The campus average on Literacy CUAs was lower than 70% in grades 2-5. There is a need to increase tier 1 instructional effectiveness in Literacy across all grade levels, and work on differentiation to support student needs.

Problem Statement 5: There was a decrease in the percent of students meeting their projected growth in 2nd grade, 4th grade, and 5th grade in Math, Science and Reading as measured by the MAP test. There is a need to increase teacher capacity for implementation of differentiation in Tier I, Interventions, and Enrichment to meet the needs of all students.

Problem Statement 6: Students scored significantly lower on the writing portion of the STAAR Literacy assessment than on the reading portion. There is a need to increase tier 1 instructional effectiveness in writing across all grade levels and work on differentiation to support student need.

Problem Statement 7: The average points earned on STAAR Science was 59%. The average points earned on STAAR Literacy was 67% or less. The average points earned on STAAR Math was 64% or less. There is a need to continue our work with task/target alignment, increasing the depth and complexity of learning tasks and questions asked while closing student learning gaps.

School Processes & Programs

Problem Statement 2: There is a need to replace aged out technologies, and provide professional development to staff around the use of technology in the context of the four core subject areas.

Problem Statement 3: In order to limit the number of students recommended for retention; and decrease the number of students in RTI, there is a need to continue strengthening the instructional core through model lessons, 1 on 1 coaching, job embedded professional development and after school opportunities for PD.

Perceptions

Problem Statement 3: Due to stressors associated with the aftermath of COVID 19 and the teacher shortage, there is still a need for the campus to address relationship building, wellness, and meeting the social emotional needs of staff and students.

Problem Statement 5: Data shows that 79% of staff feel that the principal/supervisor provides recognition for excellent work. There is a need to increase staff recognition initiatives on campus.

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 2: By the end of the 2023-2024 school year, EOY Staff Survey results will reflect a positive culture and climate with responses scoring Agree and Strongly Agree 90% of the time, thus showing employee wellness and self-care is supported and all members of the campus take responsibility for creating and maintaining the positive environment.

Evaluation Data Sources: Mid year and EOY Staff Survey

Strategy 1 Details

Strategy 1: The campus will develop a teacher/staff member of the month recognition program. The staff member(s) of the month will be highlighted on the campus social media platform.

Strategy's Expected Result/Impact: Increase in positive campus climate and teacher motivation.

Reduction in staff absences.

Retention of staff members.

Staff Responsible for Monitoring: Principal

Assistant Principals

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1 - Perceptions 5, 6

Strategy 2 Details

Strategy 2: The campus Staff Climate Club will develop monthly activities to promote a positive climate, encourage wellness, and showing gratitude for the work staff members do.

Strategy's Expected Result/Impact: Increase in positive campus climate and teacher motivation.

Reduction in staff absences.

Retention of staff members.

Staff Responsible for Monitoring: Staff Climate Club

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1 - Perceptions 3, 5

Strategy 3 Details

Strategy 3: The campus will establish a wellness room "The Purple Cheetah" for staff as a staff retreat before school, during lunch, conference period or after school.

Strategy's Expected Result/Impact: Increase in positive campus climate and teacher motivation.

Reduction in staff absences.

Retention of staff members.

Staff Responsible for Monitoring: Staff Climate Club

Counselor

Social Emotional Learning Specialist

Principal

Assistant Principals

TEA Priorities:

Recruit, support, retain teachers and principals

-

Problem Statements: Perceptions 3, 5

Strategy 4 Details

Strategy 4: Optional staff outings will be scheduled quarterly to build positive relationships and increase a positive culture across campus.

Strategy's Expected Result/Impact: Increase in positive campus climate and teacher motivation.

Reduction in staff absences.

Retention of staff members.

Staff Responsible for Monitoring: Staff Climate Club

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 3

Strategy 5 Details

Strategy 5: Staff birthdays will be recognized with a birthday card from the campus principal and a cupcake at the end of the month. Happy birthday song will be sung at each Star Assembly to recognize staff.

Strategy's Expected Result/Impact: Increased positive climate
Increased Staff attendance rates

Staff Responsible for Monitoring: APs
Principal

TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1 - Perceptions 5

Strategy 6 Details

Strategy 6: Perfect Attendance for staff members will be recognized at each staff meeting and IA meeting. Staff members will receive perfect attendance awards. Attendance / tardy concerns will be addressed with individual staff members.

Strategy's Expected Result/Impact: Reduce late arrivals and high absence rates among staff members.

Staff Responsible for Monitoring: APs
Principal

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1 - Perceptions 5, 6

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Post-pandemic increases in staff absences, continue to be an area of concern for the campus, with over 1200 absences entered for the school year, over 1000 of those were due to personal and family illness. Due to the high number of staff absences, there is a need for the campus to enforce attendance policies and provide staff recognition for acceptable attendance.

Perceptions

Problem Statement 3: Due to stressors associated with the aftermath of COVID 19 and the teacher shortage, there is still a need for the campus to address relationship building, wellness, and meeting the social emotional needs of staff and students.

Problem Statement 5: Data shows that 79% of staff feel that the principal/supervisor provides recognition for excellent work. There is a need to increase staff recognition initiatives on campus.

Problem Statement 6: There is a need to address staff late arrivals as some staff members are tardy on a daily basis, which leaves duty areas without supervision.

Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 1: By the end of the 2023-2024 school year, the Staff at Cavazos will work to increase the parents' perceptions of our school's effectiveness as measured by a Parent Engagement Survey measuring transparent, timely communication, supportive relationships with the community, and opportunities for involvement so that Parent Engagement Scores reflect Positive scores (Agree and Strongly Agree) 90% of the time.

Evaluation Data Sources: Parent Engagement Survey

Strategy 1 Details

Strategy 1: The campus Parent Liaison will assist in coordinating/managing/presenting volunteer participation and engagement opportunities to all parents and school community.

Strategy's Expected Result/Impact: Parent Engagement Survey scores will reflect positive scores 90% of the time

Staff Responsible for Monitoring: Administration
Parent Liaison

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Funding Sources: Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.137.30.000 - \$32,003

Strategy 2 Details

Strategy 2: The campus will encourage 100% attendance at parent/teacher conferences and family engagement opportunities. This is done through phone calls, mass-com calls, and flyers. 100% participation is also stressed during the Title I parent awareness meeting. Parent/teacher conferences will be held face to face, with rare instances where parents participate via zoom.

Strategy's Expected Result/Impact: Increased community involvement.

While face to face parent teacher conferences increased in the 2022-23 school year, there is a need to continue encouraging parents' attendance to parent/teacher conferences and strengthened their commitment with their kid's education and the school community.

Staff Responsible for Monitoring: Administration
CIS
Teachers

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Funding Sources: Refreshments to encourage attendance at the Annual Title 1 meeting, Parent Trainings, Parent involvement Policy and Home School Compact - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.137.24.PAR - \$300

Strategy 3 Details

Strategy 3: The campus will deliver instruction and plan activities that develop early literacy skills for 2, 3 and 4 year old children and their parents in our weekly Cheetah Cub Club.

Strategy's Expected Result/Impact: Student enter school with an increased readiness.

Staff Responsible for Monitoring: Administration
Parent Liaison

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Student Learning 4 - Perceptions 2, 4

Funding Sources: Refreshments for Cheetah Cub Club - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.137.24.PAR - \$292, Parenting supplies for Cheetah Cub Club - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.137.24.PAR - \$600

Strategy 4 Details

Strategy 4: The campus will provide a Volunteer Appreciation Celebration honoring the volunteers with certificates of volunteer hours completed.

Strategy's Expected Result/Impact: Celebrating the efforts of volunteers will promote and encourage continued support.

Staff Responsible for Monitoring: Administration
Parent Liaison

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Strategy 5 Details

Strategy 5: The campus will host an open house where students will display their work. Parents will be provided with digital information about their child's grade level about available resources and study strategies for use at home. The parent involvement policy and home school compact will be distributed. Home school compacts will be signed by teachers and parents and kept on file.

Strategy's Expected Result/Impact: Increased access to online resources by students and parents. Increased scores on local and state assessments

Staff Responsible for Monitoring: Administration
CIS
Teachers

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Strategy 6 Details

Strategy 6: The campus will host subject specific family nights to include math night, science night, and reading night.

Strategy's Expected Result/Impact: Increased attendance as evidenced by sign in sheets.

Staff Responsible for Monitoring: Administration

CIS

Teachers

Committee members

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 3, 4, 5, 7 - Perceptions 2

Funding Sources: Supplies to support Reading, Math, and Science Nights - 211 - ESEA, Title I Part A - 211.61.6399.00.137.30.000 - \$1,410, Snacks to support reading, math and science nights. - 211 - ESEA, Title I Part A - 211.61.6499.00.137.30.000 - \$600

Strategy 7 Details

Strategy 7: The campus leadership will hold the annual Title I meeting in the fall and will be offered at various times and dates. Parents will be notified in advance of the meetings so that they are able to attend at the time that is most convenient for them. The agenda for the meetings will include information about Title I programs, a description/explanation of the curriculum, and an opportunity for parents to provide suggestions relating to the education of their children.

Strategy's Expected Result/Impact: Parents and family members will have a better understanding of Title I and will provide feedback about Title I programs.

Staff Responsible for Monitoring: Administration

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Funding Sources: snacks to encourage parent attendance - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.137.24.PAR - \$100

Strategy 8 Details

Strategy 8: Counselors will provide a flyer of outside resources to share with families that need assistance to help with specific situations.

Strategy's Expected Result/Impact: Community awareness of program available for assistance with their needs.

Staff Responsible for Monitoring: Counselors

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 4

Strategy 9 Details

Strategy 9: The EL teachers will provide parents with training on best practices to support Emergent bilingual students in Literacy development and Math Development each semester.

Strategy's Expected Result/Impact: Increase EL parent engagement, and ultimately increase student achievement

Staff Responsible for Monitoring: ESL teachers

Parent Liaison

Administrators

Problem Statements: Demographics 3 - Student Learning 4, 6

Funding Sources: Materials for Parenting training in literacy best practices for EB students - 263 - ESEA, Title III Part A - 263.61.6399.LE.137.25.000 - \$200, Reading Materials for parent training in literacy best practice for EB students - 263 - ESEA, Title III Part A - 263.61.6329.LE.137.25.000 - \$370

Strategy 10 Details

Strategy 10: The campus will implement parent trainings 4 times a year in order to increase parent capacity in helping students in grade 3-5 meet grade level expectations for Math and K-2 expectations for literacy.

Strategy's Expected Result/Impact: Improvement in student STAAR scores
increased positive perceptions of the campus.

Staff Responsible for Monitoring: Teachers

Parent Liaison

CIS

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 3 - Perceptions 2

Funding Sources: Supplies for hands on Parent Training - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.137.24.PAR - \$1,500, Food to encourage parent attendance - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.137.24.PAR - \$200

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: While the attendance rate for the 2022-2023 school year increased from 92.3 in 2021-2022 to 93%, student absences continue to be an area of concern for our campus as they directly affect student achievement.

Problem Statement 3: While the number of students with an At-Risk indicator decreased in the 2022-2023 school year from 327 to 268 students of the total population, there is a need to continue providing strategies to address areas where students are at-risk.

Student Learning

Problem Statement 2: Interim Scores in 5th and 3rd grade Math were 10% and 8% lower than STAAR 2022. The median percentile decreased in 2nd grade, and 4th grade math CUA Scores were consistently lower than the district average. There is a need to increase tier 1 instructional effectiveness in Math across all grade levels, and work on differentiation to support student needs.

Problem Statement 3: Interim scores in 5th grade science scored 38% lower than STAAR 2022, and the campus scored lower than the district on 3rd grade science CUAs. There is a need to increase tier 1 instructional effectiveness in Science across all grade levels, and work on differentiation to support student needs.

Problem Statement 4: The campus average on Literacy CUAs was lower than 70% in grades 2-5. There is a need to increase tier 1 instructional effectiveness in Literacy across all grade levels, and work on differentiation to support student needs.

Problem Statement 5: There was a decrease in the percent of students meeting their projected growth in 2nd grade, 4th grade, and 5th grade in Math, Science and Reading as measured by the MAP test. There is a need to increase teacher capacity for implementation of differentiation in Tier I, Interventions, and Enrichment to meet the needs of all students.

Problem Statement 6: Students scored significantly lower on the writing portion of the STAAR Literacy assessment than on the reading portion. There is a need to increase tier 1 instructional effectiveness in writing across all grade levels and work on differentiation to support student need.

Problem Statement 7: The average points earned on STAAR Science was 59%. The average points earned on STAAR Literacy was 67% or less. The average points earned on STAAR Math was 64% or less. There is a need to continue our work with task/target alignment, increasing the depth and complexity of learning tasks and questions asked while closing student learning gaps.

Perceptions

Problem Statement 1: There were 563 Discipline referrals during the 2022-2023 school year. This was an increase from the previous year. There is a need for the campus to address relationship building and meeting the social emotional needs of students through the full implementation of restorative practices across campus.

Problem Statement 2: While hundreds of families attend family nights, There were a limited number of parent volunteers, and a limited number of parents were in attendance at parenting activities. Limited numbers of parents were engaged in the development of campus improvement activities. There is a need for the campus to promote activities in a variety of ways and provide incentives for parental attendance.

Problem Statement 4: Data shows that there is a need to improve student relationships where students feel safe, welcome, differences are honored, cared about, and treated with kindness and respect.

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: By meeting the social emotional needs of all students through the implementation of restorative practices and by creating a safe and orderly environment, we expect our referrals to decrease by 10% in the 2023-2024 school year

Evaluation Data Sources: End of the year count of schoolwide referrals for the 2022-2023 school year.
End of year student panel results

Strategy 1 Details

Strategy 1: The counselors will engage pre-kindergarten to 5th-grade students in classroom guidance lessons that focus on social skills, character traits, and school appropriate behaviors.

Strategy's Expected Result/Impact: Number of discipline reduced by 10% from 532.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselor
Social Emotional Learning Specialist

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 4

Funding Sources: Instructional supplies for guidance lessons - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$500

Strategy 2 Details

Strategy 2: The counselors will provide professional development on bullying, child abuse, suicide, and trauma informed care, will be provided for and completed by all staff members. HB 1942

Strategy's Expected Result/Impact: Staff can identify signs of bullying, child abuse, and signs of suicide.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselor
Social Emotional Learning Specialist

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 4

Strategy 3 Details

Strategy 3: In an effort to increase student academic achievement and engagement, the campus staff will support social emotional health by providing students with opportunities to participate in weekly physical activity. Additional opportunities may include yoga club, corn hole club, jump rope for heart, kite day, and field day.

Strategy's Expected Result/Impact: Fitness Gram
Club Participation

Staff Responsible for Monitoring: PE Teachers
Club Sponsors

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 4, 7

Strategy 4 Details

Strategy 4: In an effort to increase student achievement, The Social Emotional Learning Specialist will provide students with supplemental guidance lessons in whole group and small group.

In addition to these lessons, the SELS will support campus efforts around attendance by addressing as needed with individual students, developing an attendance flier to send home to parents during attendance awareness month, and by making contact with parents of persistent tardy students.

Strategy's Expected Result/Impact: Decrease in discipline referrals
Decrease the number of bullying incidents to 0.

Staff Responsible for Monitoring: Principal
Assistant Principals
Social Emotional Learning Specialist
Campus Instructional Specialist

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 3

Funding Sources: Instructional supplies for supplemental guidance lessons - 211 - ESEA, Title I Part A - 211.31.6399.00.137.30.000 - \$180

Strategy 5 Details

Strategy 5: In an effort to keep more students engaged in classroom instruction, The Campus Instructional Specialist, General Education teacher and At-Risk Counselor will participate and assist in the development of behavior intervention plans during behavior RTI meetings.

Strategy's Expected Result/Impact: Increased collaboration between campus teachers, counselor, social emotional learning specialist, and leadership
a decrease in repeated discipline referrals

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselor
Social Emotional Learning Specialist
Campus Instructional Specialist

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1, 3 - Perceptions 1, 4

Strategy 6 Details

Strategy 6: The campus will provide students with sensory room, to help students sensitive to certain stimuli better regulate their emotional responses, and therefore helping improve academic outcomes in class. The sensory room will be a low-stress, fun environment to help students train their brains to overcome sensitivity to certain issues and helping them react with logic instead of emotion.

The room will include a sensory wall, and other sensory activities for at-Risk students, students who have the strategy included as part of their behavior intervention plan and special education self-contained classes. Training will be provided to teachers on the "why" behind this space and the distinction will be made between sensory room, cool down room, and play space. Materials in the sensory room will be labeled with the purpose for the activity. An organized and orderly environment will be maintained.

The At-Risk counselor and special education teachers will teach students how to use the space.

Strategy's Expected Result/Impact: Reduced number of discipline referrals
Reduce number of students receiving duplicate referrals

Staff Responsible for Monitoring: Social Emotional Learning Specialist
Counselor

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 4

Strategy 7 Details

Strategy 7: The librarian will host an annual Digital Wellness Training for parents in 4th and 5th grade or provide monthly digital wellness tips in the library ledger for parents.

Strategy's Expected Result/Impact: Increased parent involvement

Staff Responsible for Monitoring: Librarian

Principal

Assistant Principals

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2, 4

Strategy 8 Details

Strategy 8: The special education team will provide the staff with Acceptance Training that focuses on the social emotional needs and behaviors of student with characteristics of Autism and other disabilities.

Strategy's Expected Result/Impact: Increased STAAR Scores for special education population

Decreased discipline referrals for special education students

Staff Responsible for Monitoring: Campus Facilitator

Principal

Assistant Principals

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 3 - School Processes & Programs 3

Strategy 9 Details

Strategy 9: The campus will recognize students for positive character traits and invite parents to attend the "Star Student" Assembly. The Librarian will collaborate with counselors to integrate FB postings of monthly "Star" students.

Strategy's Expected Result/Impact: Increase community involvement

Decrease in discipline referrals and increase in positive student-student interactions.

Staff Responsible for Monitoring: Counselor

Social Emotional Learning Specialist

Librarian

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 4

Strategy 10 Details

Strategy 10: Counselors will support the implementation of Restorative Practices through monthly meetings with the campus principal, providing staff with monthly prompt calendars, and through implementation of grey circle strategies. Strategies and campus data will be shared with staff at the monthly staff meeting.

Strategy's Expected Result/Impact: Decrease in discipline incidents
Increase in EOY student panel survey results

Staff Responsible for Monitoring: Counselor
Social Emotional Learning Specialist

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 4

Strategy 11 Details

Strategy 11: Teachers will implement restorative practices through the use of green circle strategies, with the support of campus admin and counselors.

Strategy's Expected Result/Impact: Increase in EOY student panel survey results
Decrease in discipline incidents

Staff Responsible for Monitoring: Principal
Assistant Principals
Campus Instructional Specialist
Classroom Teachers
Counselor
Social Emotional Learning Specialist

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 4

Strategy 12 Details

Strategy 12: The counselor and Social Emotional Learning Specialist will host a PALS program assist in welcoming new students and providing them with a buddy during their first weeks of school.

Strategy's Expected Result/Impact: Increase student feelings of belonging and connectedness to the school community.
Decrease Discipline referrals
Promote good attendance

Staff Responsible for Monitoring: Counselor
Social Emotional Learning Specialist

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 4

Strategy 13 Details

Strategy 13: The counselor and Social Emotional Learning Specialist will collaborate to develop activities for Bullying Prevention Month, Red Ribbon Week, Kindness Week, College and Career Readiness Week, Month of the Military Child, Earth Day, Mental Health Awareness Month,

Strategy's Expected Result/Impact: Increase student feelings of belonging and connectedness to the school community.

Decrease Discipline referrals

Promote good attendance

Promote healthy habits and wellness.

Staff Responsible for Monitoring: Counselor

Social Emotional Learning Specialist

Problem Statements: Demographics 1 - Perceptions 1, 4, 7

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: While the attendance rate for the 2022-2023 school year increased from 92.3 in 2021-2022 to 93%, student absences continue to be an area of concern for our campus as they directly affect student achievement.

Problem Statement 3: While the number of students with an At-Risk indicator decreased in the 2022-2023 school year from 327 to 268 students of the total population, there is a need to continue providing strategies to address areas where students are at-risk.

School Processes & Programs

Problem Statement 3: In order to limit the number of students recommended for retention; and decrease the number of students in RTI, there is a need to continue strengthening the instructional core through model lessons, 1 on 1 coaching, job embedded professional development and after school opportunities for PD.

Perceptions

Problem Statement 1: There were 563 Discipline referrals during the 2022-2023 school year. This was an increase from the previous year. There is a need for the campus to address relationship building and meeting the social emotional needs of students through the full implementation of restorative practices across campus.

Problem Statement 2: While hundreds of families attend family nights, There were a limited number of parent volunteers, and a limited number of parents were in attendance at parenting activities. Limited numbers of parents were engaged in the development of campus improvement activities. There is a need for the campus to promote activities in a variety of ways and provide incentives for parental attendance.

Problem Statement 3: Due to stressors associated with the aftermath of COVID 19 and the teacher shortage, there is still a need for the campus to address relationship building, wellness, and meeting the social emotional needs of staff and students.

Problem Statement 4: Data shows that there is a need to improve student relationships where students feel safe, welcome, differences are honored, cared about, and treated with kindness and respect.

Problem Statement 7: Data from the campus Tardy Report shows that 503 student accumulated a total of 5539 late arrivals in the 2022-2023 school year, and 228 of the discipline referrals this school year resulted from late arrivals. There is a need to reinforce the Tardy Policy and develop incentives to promote on time attendance at school.

Goal 5: Killeen ISD will maximize learning opportunities for students through innovation and the efficient management and allocation of resources.

Performance Objective 1: Cavazos staff will maximize learning opportunities for students through the implementation of innovative practices, with the goal of increasing STAAR scores across all content areas by at least 3% by the end of the 2023-2024 school year.

Strategy 1 Details

Strategy 1: The library will enrich the science curriculum by providing STEM challenges for grades K-5 each month (August-April).

Strategy's Expected Result/Impact: Increase in critical and design thinking

Staff Responsible for Monitoring: Librarian

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 3, 7

Funding Sources: instructional supplies for stem challenges - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$1,500

Strategy 2 Details

Strategy 2: The campus will continue to host a physical maker-space in the library, and a fleet of mobile maker-space carts where students can use creativity to explore and apply their knowledge of STEM, using high tech and no tech tools. This space will provide hands on learning and help with critical thinking skills.

Morning Maker-space Explorers (Before school) and Flexibly scheduled daily maker-space will be available to students in grades 1-5.

Strategy's Expected Result/Impact: Increase the number of students scoring mastery on the STAAR test

Staff Responsible for Monitoring: Administration

Librarian

Teachers

ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 2, 4 - Student Learning 3, 7

Funding Sources: Materials for the maker-space - 211 - ESEA, Title I Part A - 211.11.6399.00.137.30.000 - \$2,000

Strategy 3 Details

Strategy 3: The Counselor, Social Emotional Learning Specialist, and the Librarian will develop a volunteer program for students that includes student recognition for hours volunteered.

Strategy's Expected Result/Impact: Decrease in disciplinary referrals and promote good attendance.
Increased feelings of belonging and connectedness to the school.

Staff Responsible for Monitoring: Librarian
Counselor
Social Emotional Learning Specialist

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1, 2 - Perceptions 1, 4, 7

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: While the attendance rate for the 2022-2023 school year increased from 92.3 in 2021-2022 to 93%, student absences continue to be an area of concern for our campus as they directly affect student achievement.

Problem Statement 2: For the 2023-2024 School year, our enrollment has reduced the librarian allocation to a part time position. In order to continue providing students with innovative experiences that support reading, writing, math and science across the content areas, there is a need for a full time library position.

Problem Statement 4: Due to the increase in students being Identified as GT, there is a need to provide PD to educators around differentiation and continue enrichment activities for GT students to include the TPSP project.

Student Learning

Problem Statement 3: Interim scores in 5th grade science scored 38% lower than STAAR 2022, and the campus scored lower than the district on 3rd grade science CUAs. There is a need to increase tier 1 instructional effectiveness in Science across all grade levels, and work on differentiation to support student needs.

Problem Statement 7: The average points earned on STAAR Science was 59%. The average points earned on STAAR Literacy was 67% or less. The average points earned on STAAR Math was 64% or less. There is a need to continue our work with task/target alignment, increasing the depth and complexity of learning tasks and questions asked while closing student learning gaps.

Perceptions

Problem Statement 1: There were 563 Discipline referrals during the 2022-2023 school year. This was an increase from the previous year. There is a need for the campus to address relationship building and meeting the social emotional needs of students through the full implementation of restorative practices across campus.

Problem Statement 4: Data shows that there is a need to improve student relationships where students feel safe, welcome, differences are honored, cared about, and treated with kindness and respect.

Problem Statement 7: Data from the campus Tardy Report shows that 503 student accumulated a total of 5539 late arrivals in the 2022-2023 school year, and 228 of the discipline referrals this school year resulted from late arrivals. There is a need to reinforce the Tardy Policy and develop incentives to promote on time attendance at school.

Goal 5: Killeen ISD will maximize learning opportunities for students through innovation and the efficient management and allocation of resources.

Performance Objective 2: By June 2024, Cavazos staff will effectively manage resources and operations 100% of the time so that student and staff learning is maximized.

Evaluation Data Sources: STAAR scores and favorable financial audit

Strategy 1 Details

Strategy 1: Through monthly scheduled meetings, our SBDM team will be provided a transparent view of campus goals and funding issues by being stakeholders in creating and monitoring campus goals and the allocation of campus funds. This includes adjusting the CIP as needed, completing formative and summative reviews.

Strategy's Expected Result/Impact: Maximize student learning and teacher effectiveness.

Staff Responsible for Monitoring: Principal
Site Based Decision Making Committee

Problem Statements: Demographics 3 - Perceptions 2

Strategy 2 Details

Strategy 2: Campus administration will communicate with staff and parents using a variety of methods (Weekly "Cheetah Chronicles" for staff, Monthly parent newsletter "Running with the Cheetahs", Mass Communication efforts, parent conferences)

Strategy's Expected Result/Impact: There will be clarity in communicating with campus staff as evidenced by parent and teacher survey

Staff Responsible for Monitoring: Principal
Assistant Principals
Campus Instructional Specialist

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 2, 4

Strategy 3 Details

Strategy 3: The librarian will send a monthly newsletter, "Library Ledger" to families and staff.

Strategy's Expected Result/Impact: Increase parent engagement
Increase participation in Reading and STEM activities.

Staff Responsible for Monitoring: Library

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 2

Strategy 4 Details

Strategy 4: The Campus Principal participates in district sponsored recruiting trips and attends mix and mingle events as requested. The Campus Leadership team participate in district Job Fairs thought the year. The campus has a system for reviewing applications and conducting interviews.

Strategy's Expected Result/Impact: Recruit highly qualified teachers

Staff Responsible for Monitoring: Principal
Assistant Principals

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Strategic Staffing

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: For the 2023-2024 School year, our enrollment has reduced the librarian allocation to a part time position. In order to continue providing students with innovative experiences that support reading, writing, math and science across the content areas, there is a need for a full time library position.

Problem Statement 3: While the number of students with an At-Risk indicator decreased in the 2022-2023 school year from 327 to 268 students of the total population, there is a need to continue providing strategies to address areas where students are at-risk.

Student Learning

Problem Statement 1: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Problem Statement 2: Interim Scores in 5th and 3rd grade Math were 10% and 8% lower than STAAR 2022. The median percentile decreased in 2nd grade, and 4th grade math CUA Scores were consistently lower than the district average. There is a need to increase tier 1 instructional effectiveness in Math across all grade levels, and work on differentiation to support student needs.

Problem Statement 3: Interim scores in 5th grade science scored 38% lower than STAAR 2022, and the campus scored lower than the district on 3rd grade science CUAs. There is a need to increase tier 1 instructional effectiveness in Science across all grade levels, and work on differentiation to support student needs.

Problem Statement 4: The campus average on Literacy CUAs was lower than 70% in grades 2-5. There is a need to increase tier 1 instructional effectiveness in Literacy across all grade levels, and work on differentiation to support student needs.

Problem Statement 5: There was a decrease in the percent of students meeting their projected growth in 2nd grade, 4th grade, and 5th grade in Math, Science and Reading as measured by the MAP test. There is a need to increase teacher capacity for implementation of differentiation in Tier I, Interventions, and Enrichment to meet the needs of all students.

Problem Statement 6: Students scored significantly lower on the writing portion of the STAAR Literacy assessment than on the reading portion. There is a need to increase tier 1 instructional effectiveness in writing across all grade levels and work on differentiation to support student need.

Problem Statement 7: The average points earned on STAAR Science was 59%. The average points earned on STAAR Literacy was 67% or less. The average points earned on STAAR Math was 64% or less. There is a need to continue our work with task/target alignment, increasing the depth and complexity of learning tasks and questions asked while closing student learning gaps.

Perceptions

Problem Statement 2: While hundreds of families attend family nights, There were a limited number of parent volunteers, and a limited number of parents were in attendance at parenting activities. Limited numbers of parents were engaged in the development of campus improvement activities. There is a need for the campus to promote activities in a variety of ways and provide incentives for parental attendance.

Problem Statement 4: Data shows that there is a need to improve student relationships where students feel safe, welcome, differences are honored, cared about, and treated with kindness and respect.

2023-2024 SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Yanitzie Oquendo	Principal
Classroom Teacher	Stephanie Maulolo	PK4 Teacher
Classroom Teacher	Danielle Czeszynski	Kindergarten Teacher
Classroom Teacher	Tammy Peterson	1st Grade Teacher
Classroom Teacher	Angela Howell	2nd Grade Teacher
Classroom Teacher	Nichelle Brewton	3rd Grade Teacher
Classroom Teacher	Kim Smith	4th Grade Teacher
Classroom Teacher	Jennifer Arey	5th Grade Teacher
Classroom Teacher	Jeannine Loar	SPED Teacher
Business Representative	Davonica France	Business Representative
Community Representative	Kara Escajeda	Community Member
District-level Professional	Kristina Carter	District-Level Professional
Parent	Jerry Richardson	Parent
Parent	x x	Parent
Paraprofessional	Rocio Godoy	Paraprofessional (Title I)
Paraprofessional	x x	Paraprofessional (Title I)
Non-classroom Professional	Tasha Laboy	Other Appropriate Personnel (Title I)
Campus Instructional Specialist	Katie Drake	Other School Leader (Title I)
Campus Administrator	Elizabeth Barragan	Other School Leader (Title I)
Social Emotional Learning Specialist	Tracy Smith	Specialized Instructional Support (Title I)
Classroom Teacher	Samantha Jones	ESL Teacher
Classroom Teacher	Jennifer Ivicic	PE Teacher
Administrator	Wanda Torres-Colon	Assistant Principal