Lubbock Independent School District

Cavazos Middle School

2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Support All Students

Support All Students Summary

Cavazos Middle School serves approximately 390 students across 6th, 7th, and 8th grades, representing a highly diverse and resilient community. Of the student population, 96% are economically disadvantaged, with an ethnic composition of 88% Hispanic, 8% African American, 3% White, and 0.26% Asian. Additionally, 14% of students are classified as Emergent Bilinguals, requiring targeted support for English language acquisition, and 20% receive Special Education services. The school maintains an average attendance rate of 92%, despite a high mobility rate of 27%, reflecting a need for strong systems to support transitions and continuity in learning.

Beginning in the 2025–26 school year, Cavazos will also host a Social Emotional and Behavioral Support Services (SEBSS) program, enhancing its capacity to meet the needs of students requiring more intensive behavioral and emotional supports.

The teaching staff includes one core content teacher per grade level, ensuring manageable class sizes and a personalized instructional approach. Staff demographics include 49% White, 43% Hispanic, and 8.5% African American educators, contributing to a culturally responsive and inclusive school climate.

Overall, Cavazos Middle School demonstrates a strong commitment to equity and excellence by serving a richly diverse student population with dedicated staff who are responsive to the academic, linguistic, behavioral, and social-emotional needs of every learner.

Support All Students Strengths

Located in a generational neighborhood known for strong family ties and a supportive community, Cavazos Middle School is part of the Lubbock High School feeder pattern and offers a wide range of enriching programs that extend learning beyond the classroom. Students have access to opportunities such as Mariachi, Orchestra, Choir, Audio & Visual Productions, Creative Writing, Robotics, UIL, Digital Photography, E-Sports, and Athletics. Beginning in the 2025–26 school year, Cavazos will also house a Social Emotional and Behavioral Support Services (SEBSS) program, further enhancing the campus's ability to meet the needs of students requiring more intensive behavioral and emotional support. These offerings empower students to explore their interests, build confidence, and develop essential skills that support both academic growth and future success.

Problem Statements Identifying Support All Students Needs

Problem Statement 1 (Prioritized): Meets percentage combined all subjects and grade levels is below 60%
Root Cause: Inconsistent implementation of Tier 1 instruction and limited access to targeted interventions for students performing below grade level, particularly in a high-needs population with elevated mobility, language acquisition needs, and behavioral support requirements.

Problem Statement 2 (Prioritized): Inconsistencies in vertical alignment and instructional rigor in all content levels have contributed to uneven academic progress and low Meets performance across grade levels.

Root Cause: Limited cross-grade level collaboration in PLCs has resulted in gaps in foundational skills and instructional expectations.

Problem Statement 3 (Prioritized): New and early-career teachers often require more structured support to build confidence and effectiveness in classroom management and instructional delivery.
Root Cause: Lack of a formalized mentoring or coaching system to support new staff in developing classroom systems, instructional planning, and data-driven instruction.

Recruit/Develop Teachers

Recruit/Develop Teachers Summary

Cavazos Middle School is dedicated to fostering a culture of continuous improvement and professional growth for our staff, ensuring the highest quality of education for our students. Central to our approach are the following key components:

1. Professional Learning Communities (PLCs):

- **Collaborative Planning:** Our teachers engage in regular PLC meetings where they collaboratively plan, analyze student data, and share best practices. This structured time allows educators to focus on student outcomes and instructional strategies.
- **Data-Driven Instruction:** Through the PLC process, teachers use data to inform their teaching, identify student needs, and implement targeted interventions. This continuous cycle of improvement is vital for addressing academic challenges and promoting student success.

2. District Positive Behavioral Interventions and Supports (PBIS) Model:

- **Behavioral Framework:** We implement the district PBIS model to create a positive school climate. This framework promotes consistent expectations, reinforces positive behavior, and provides supports to students needing additional help.
- **Proactive Strategies:** By focusing on prevention and proactive strategies, we aim to reduce disciplinary issues and create a supportive environment conducive to learning.

Implementation and Impact:

- **Integrated Professional Development:** Our job-embedded professional development model ensures that learning is relevant and immediately applicable. Teachers receive ongoing support and coaching, which enhances their instructional practices and directly benefits student learning.
- **Community and Consistency:** The integration of the PLC process and the district PBIS model creates a cohesive approach to professional growth and school improvement. This consistency helps build a strong community of practice among educators and a stable, positive environment for students.

In summary, Cavazos Middle School's commitment to job-embedded professional development through the PLC process, and district PBIS model is instrumental in creating an environment where both teachers and students can thrive. This holistic approach not only enhances teaching effectiveness but also ensures a positive and supportive school culture.

Recruit/Develop Teachers Strengths

Cavazos Middle School cultivates a professional culture that supports teacher collaboration, growth, and effectiveness through strong systems and supportive structures.

- Professional Learning Communities (PLCs) meet regularly to plan instruction, analyze data, and refine teaching practices, promoting collective efficacy and consistent instructional delivery.
- The implementation of a campus-wide PBIS model contributes to a safe and positive school climate, allowing teachers to focus on instruction and relationship-building.
- Teachers are empowered to integrate enrichment opportunities—such as Mariachi, robotics, UIL, and e-sports—into their classrooms, creating engaging learning environments.

- Additionally, 100% student access to technology enables teachers to implement digital tools that enhance instruction and personalize learning.

Problem Statements Identifying Recruit/Develop Teachers Needs

Problem Statement 1 (Prioritized): Meets percentage combined all subjects and grade levels is below 60%
Root Cause: Inconsistent implementation of Tier 1 instruction and limited access to targeted interventions for students performing below grade level, particularly in a high-needs population with elevated mobility, language acquisition needs, and behavioral support requirements.

Problem Statement 2 (Prioritized): Inconsistencies in vertical alignment and instructional rigor in all content levels have contributed to uneven academic progress and low Meets performance across grade levels.
Root Cause: Limited cross-grade level collaboration in PLCs has resulted in gaps in foundational skills and instructional expectations.

Problem Statement 3 (Prioritized): New and early-career teachers often require more structured support to build confidence and effectiveness in classroom management and instructional delivery.
Root Cause: Lack of a formalized mentoring or coaching system to support new staff in developing classroom systems, instructional planning, and data-driven instruction.

Financial Stewardship

Financial Stewardship Summary

Cavazos Middle School is committed to the responsible and strategic use of financial resources to support student achievement, teacher development, and campus improvement initiatives. All budgeting decisions are guided by student performance data, campus needs, and district priorities to ensure funds are allocated in a manner that maximizes impact. Title I funds are primarily used to support instructional materials, targeted professional development, tutoring, intervention resources, and parent engagement initiatives. The campus leadership team collaborates to align expenditures with Campus Improvement Plan goals, ensuring that fiscal decisions are transparent, equitable, and data-informed.

Financial Stewardship Strengths

- **Aligned Budgeting:** Title I funds are directly tied to Campus Improvement Plan goals, with a focus on instructional support, intervention, and professional development.
- **Technology Oversight:** Technology repair and replacement costs have been significantly reduced over the past three years, demonstrating improved device management and student accountability.
- **Collaborative Decision-Making:** Budget decisions are made through collaboration between administration, academic leadership, and instructional teams, ensuring funds support both student learning and teacher capacity.
- **Resource Prioritization:** Funding is prioritized to meet the academic and behavioral needs of students, including supports for tutoring, RTI, and PBIS.
- **Equity-Focused Spending:** Financial decisions consider the needs of high-priority student groups, including economically disadvantaged students, Emergent Bilinguals, and students receiving Special Education services.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: Declining student enrollment has reduced the campus budget, limiting flexibility in funding supplemental instructional supports and staffing.
Root Cause: Fewer enrolled students have resulted in decreased per-pupil funding, impacting the campus's ability to sustain or grow interventions, enrichment programs, and personnel support structures.

Problem Statement 2 (Prioritized): Campus financial planning and resource allocation systems are still being developed and refined under new leadership.
Root Cause: This is the first year of budget oversight for current campus leadership, and foundational knowledge, systems, and collaborative structures for strategic financial planning are still in progress.

Community Engagement

Community Engagement Summary

Cavazos Middle School is deeply rooted in a generational neighborhood where relationships, tradition, and community pride are evident. Our campus is committed to fostering strong connections with families and the broader community through meaningful engagement, celebration, and partnership. We host a variety of family-centered events throughout the year, including our Back to School Open House, Deciseis de Septiembre Celebration, Cav Calls every nine weeks to recognize student growth, Goals Day in October, and a Thanksgiving Lunch that brings families and staff together.

We are proud to partner with organizations such as Communities in Schools and Aldersgate Church, which support student success and well-being. Our staff is present, accessible, and responsive to families, and we actively collaborate with our feeder pattern, participating in key events such as Future Westerner Night and Homecoming celebrations.

Communication with families is supported through social media platforms like Facebook and Instagram, as well as campus-wide messaging through Thrillshare. These tools help us share important information, celebrate student accomplishments, and promote upcoming events.

Cavazos Middle School values every opportunity to celebrate our students, engage with families, and strengthen community ties. Our continued focus on building authentic relationships with our school community reflects our commitment to ensuring that every student is supported through meaningful partnerships.

Community Engagement Strengths

- Cavazos Middle School has established strong relationships within a generational neighborhood, creating a sense of trust and familiarity between families and staff.
- The campus hosts recurring family engagement events, including Open House, Deciseis de Septiembre, Cav Calls, Goals Day, and Thanksgiving Lunch, fostering a welcoming school environment.
- Partnerships with Communities in Schools and Aldersgate Church provide meaningful support for students and contribute to a positive campus culture.
- Staff are consistently visible and accessible to families, demonstrating a commitment to building authentic, supportive relationships.
- Effective use of social media (Facebook and Instagram) and the Thrillshare platform allows for timely communication and celebration of student success.
- Collaboration with the Lubbock High School feeder pattern, including participation in events such as Future Westerner Night and Homecoming, reinforces continuity and strengthens community ties.

Problem Statements Identifying Community Engagement Needs

Problem Statement 1 (Prioritized): Communication methods do not consistently reach all families, particularly those who are Spanish-speaking or without regular access to digital tools.
Root Cause: The school relies heavily on social media and mass notification systems, but lacks differentiated communication strategies to meet the needs of all families.

Problem Statement 2: Family attendance at campus events is inconsistent and does not reflect the full diversity of the student population.
Root Cause: Strengthen the partnership with Community in Schools so that events are aligned and designed with consideration for working families, transportation needs, or

language accessibility.

Priority Problem Statements

Problem Statement 1: Meets percentage combined all subjects and grade levels is below 60%

Root Cause 1: Inconsistent implementation of Tier 1 instruction and limited access to targeted interventions for students performing below grade level, particularly in a high-needs population with elevated mobility, language acquisition needs, and behavioral support requirements.

Problem Statement 1 Areas: Support All Students - Recruit/Develop Teachers

Problem Statement 2: Inconsistencies in vertical alignment and instructional rigor in all content levels have contributed to uneven academic progress and low Meets performance across grade levels.

Root Cause 2: Limited cross-grade level collaboration in PLCs has resulted in gaps in foundational skills and instructional expectations.

Problem Statement 2 Areas: Support All Students - Recruit/Develop Teachers

Problem Statement 3: New and early-career teachers often require more structured support to build confidence and effectiveness in classroom management and instructional delivery.

Root Cause 3: Lack of a formalized mentoring or coaching system to support new staff in developing classroom systems, instructional planning, and data-driven instruction.

Problem Statement 3 Areas: Support All Students - Recruit/Develop Teachers

Problem Statement 4: Communication methods do not consistently reach all families, particularly those who are Spanish-speaking or without regular access to digital tools.

Root Cause 4: The school relies heavily on social media and mass notification systems, but lacks differentiated communication strategies to meet the needs of all families.

Problem Statement 4 Areas: Community Engagement

Problem Statement 5: Campus financial planning and resource allocation systems are still being developed and refined under new leadership.

Root Cause 5: This is the first year of budget oversight for current campus leadership, and foundational knowledge, systems, and collaborative structures for strategic financial planning are still in progress.

Problem Statement 5 Areas: Financial Stewardship

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Lubbock ISD will support and equip all students through caring professionals delivering high-quality programming and sound educational experiences for all students.

Performance Objective 1: In the area of Mathematics, Reading, Science, and Social Studies the summed student performance on each nine week district assessment will reach the goals for grades 6-8:

1st 9 Weeks: Approaches: 75%, Meets: 45%, and Masters 15%

2nd 9 Weeks: Approaches: 80%, Meets: 50%, and Masters 20%

3rd 9 Weeks: Approaches: 85%, Meets: 55%, and Masters 25%

4th 9. Weeks (STAAR): Approaches: 90%, Meets: 60%, and Masters: 30%

Evaluation Data Sources: Weekly CFAs, 9 Weeks District Assessments, and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement and consistently uphold high yield Tier 1 behavior and instructional expectations for every student. The master schedule is designed to allow for a common grade level time where teachers can collaborate and problem solve to refine systems and structures. **Strategy's Expected Result/Impact:** Teachers are allotted time to collaborate about how to best handle student behaviors that may occur inconsistently resulting in behavior referrals to decrease by 50%. **Staff Responsible for Monitoring:** All Staff. **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Support All Students 1, 2, 3 - Recruit/Develop Teachers 1, 2, 3 **Funding Sources:** - 211 - Title 1	 Moderate Progress	 Moderate Progress	 Moderate Progress	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Intervention will be implemented based on weekly CFAs in all core content areas by: *Small group instruction and RTI in 6-8 Math, Science, Social Studies, and RLA minimum of 3 days per week. *All tested subjects utilizing tutorial times for small groups in response to CFA data at least 2 days per week. **Strategy's Expected Result/Impact:** District Assessment data will increase each 9 weeks and progress monitoring will show student growth. **Staff Responsible for Monitoring:** All Staff. **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Support All Students 1 - Recruit/Develop Teachers 1 **Funding Sources:** - 211 - Title 1	 Moderate Progress	 Moderate Progress	 Moderate Progress	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: A 7 period schedule will be implemented for all grade levels in Math, Science, Social Studies, and RLA (approximately 60 minutes in order to maximize instructional minutes in all core content areas. **Strategy's Expected Result/Impact:** All tested content areas will increase in Approaches, Meets, and Masters. **Staff Responsible for Monitoring:** Administrators. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Support All Students 1, 2, 3 - Recruit/Develop Teachers 1, 2, 3 **Funding Sources:** - 211 - Title 1	Moderate Progress	Moderate Progress	Moderate Progress	

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Support All Students
Problem Statement 1: Meets percentage combined all subjects and grade levels is below 60% **Root Cause**: Inconsistent implementation of Tier 1 instruction and limited access to targeted interventions for students performing below grade level, particularly in a high-needs population with elevated mobility, language acquisition needs, and behavioral support requirements.
Problem Statement 2: Inconsistencies in vertical alignment and instructional rigor in all content levels have contributed to uneven academic progress and low Meets performance across grade levels. **Root Cause**: Limited cross-grade level collaboration in PLCs has resulted in gaps in foundational skills and instructional expectations.
Problem Statement 3: New and early-career teachers often require more structured support to build confidence and effectiveness in classroom management and instructional delivery. **Root Cause**: Lack of a formalized mentoring or coaching system to support new staff in developing classroom systems, instructional planning, and data-driven instruction.
Recruit/Develop Teachers
Problem Statement 1: Meets percentage combined all subjects and grade levels is below 60% **Root Cause**: Inconsistent implementation of Tier 1 instruction and limited access to targeted interventions for students performing below grade level, particularly in a high-needs population with elevated mobility, language acquisition needs, and behavioral support requirements.
Problem Statement 2: Inconsistencies in vertical alignment and instructional rigor in all content levels have contributed to uneven academic progress and low Meets performance across grade levels. **Root Cause**: Limited cross-grade level collaboration in PLCs has resulted in gaps in foundational skills and instructional expectations.

Recruit/Develop Teachers

Problem Statement 3: New and early-career teachers often require more structured support to build confidence and effectiveness in classroom management and instructional delivery. **Root Cause**: Lack of a formalized mentoring or coaching system to support new staff in developing classroom systems, instructional planning, and data-driven instruction.

Goal 2: Lubbock ISD will attract, develop, retain, and reward highly effective teachers in an environment where talented staff and students can feel safe, supported, valued, and motivated.

Performance Objective 1: Increase teacher capacity through ongoing professional development and improvement in school culture as evidenced by increased student achievement as shown below:

In the area of Mathematics, Reading, Science, and Social Studies the summed student performance on each nine week district assessment will reach the goals for grades 6-8:

1st 9 Weeks: Approaches: 75%, Meets: 45%, and Masters: 15%

2nd 9 Weeks: Approaches: 80%, Meets: 50%, and Masters: 20%

3rd 9 Weeks: Approaches: 85%, Meets: 55%, and Masters: 25%

4th 9. Weeks (STAAR): Approaches: 90%, Meets: 60%, and Masters: 30%

Evaluation Data Sources: Lesson Plans, Data Trackers, Weekly CFAs, 9 Weeks District Assessment, and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Intentionally designing and scheduling opportunities for weekly grade level and content level meetings to increase teacher capacity in instructional strategies and delivery. **Strategy's Expected Result/Impact:** Utilization of exit tickets, CFA and district assessment data. Teachers will analyze data weekly to determine student growth and identify standards and students to prioritize as evdienced by classroom data trackers and lesson plans. This will result in a more prescriptive instruction for students. **Staff Responsible for Monitoring:** Administration, 50/50 Teacher Leader, and classroom teachers of record. **Problem Statements:** Support All Students 1, 2, 3 - Recruit/Develop Teachers 1, 2, 3 **Funding Sources:** - 211 - Title 1	 Considerable	 Considerable	 Considerable	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus will continue to execute Cav Calls once a nine weeks, to celebrate student and faculty performance achievements. Achievements will be monitored and measured in growth and goal attainment. 9 week targets can be referenced above. **Strategy's Expected Result/Impact:** Increase teacher collaboration while growing their instructional tool kits. **Staff Responsible for Monitoring:** Administration, 50/50 Teacher Leaders, and teachers of record. **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Support All Students 1 - Recruit/Develop Teachers 1 - Community Engagement 1 **Funding Sources:** - 211 - Title 1	Considerable	Considerable	Considerable	

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Support All Students
Problem Statement 1: Meets percentage combined all subjects and grade levels is below 60% **Root Cause**: Inconsistent implementation of Tier 1 instruction and limited access to targeted interventions for students performing below grade level, particularly in a high-needs population with elevated mobility, language acquisition needs, and behavioral support requirements.
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Problem Statement 3: New and early-career teachers often require more structured support to build confidence and effectiveness in classroom management and instructional delivery. **Root Cause**: Lack of a formalized mentoring or coaching system to support new staff in developing classroom systems, instructional planning, and data-driven instruction.

Recruit/Develop Teachers
Problem Statement 1: Meets percentage combined all subjects and grade levels is below 60% **Root Cause**: Inconsistent implementation of Tier 1 instruction and limited access to targeted interventions for students performing below grade level, particularly in a high-needs population with elevated mobility, language acquisition needs, and behavioral support requirements.
Problem Statement 2: Inconsistencies in vertical alignment and instructional rigor in all content levels have contributed to uneven academic progress and low Meets performance across grade levels. **Root Cause**: Limited cross-grade level collaboration in PLCs has resulted in gaps in foundational skills and instructional expectations.

Recruit/Develop Teachers

Problem Statement 3: New and early-career teachers often require more structured support to build confidence and effectiveness in classroom management and instructional delivery. **Root Cause**: Lack of a formalized mentoring or coaching system to support new staff in developing classroom systems, instructional planning, and data-driven instruction.

Community Engagement

Problem Statement 1: Communication methods do not consistently reach all families, particularly those who are Spanish-speaking or without regular access to digital tools. **Root Cause**: The school relies heavily on social media and mass notification systems, but lacks differentiated communication strategies to meet the needs of all families.

Goal 3: Lubbock ISD will be a responsible steward of resources provided for the public and allocate the community's resources responsibly.

Performance Objective 1: Cavazos Middle School will implement fiscally responsible practices by aligning 100% of Title I and campus funds to identified needs in the Campus Improvement Plan, while establishing clear systems for budget planning, monitoring, and resource prioritization to maximize student achievement and staff support.

Evaluation Data Sources: Campus Improvement Plan (CIP) and budget alignment documentation
Title I expenditure reports
Campus Funding Summary
Budget planning and monitoring tools (e.g., monthly budget tracker, expense logs)
Monthly financial reviews with district finance staff
Documentation of resource allocation decisions (meeting minutes, approval forms)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a transparent budget monitoring and communication system by utilizing the monthly financial reviews already established with district finance staff. **Strategy's Expected Result/Impact:** Cavazos Middle School will ensure that all Title I and campus funds are strategically allocated to support Campus Improvement Plan priorities. **Staff Responsible for Monitoring:** Principal and Secretary. **Title I:** 2.51 **Problem Statements:** Financial Stewardship 2 **Funding Sources:** - 211 - Title 1	Considerable	Considerable	Considerable	

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Financial Stewardship
Problem Statement 2: Campus financial planning and resource allocation systems are still being developed and refined under new leadership. **Root Cause**: This is the first year of budget oversight for current campus leadership, and foundational knowledge, systems, and collaborative structures for strategic financial planning are still in progress.

Goal 4: Lubbock ISD will engage, build, and nurture strong relationships within the community.

Performance Objective 1: Cavazos Middle School will strengthen family and community engagement by increasing participation in campus events by 10% and expanding and strengthening partnerships with local organizations to support student success, as measured by sign-in sheets, partnership logs, and parent survey feedback.

Evaluation Data Sources: Event sign-in sheets and attendance logs
Parent and community surveys (pre/post event or end-of-year)
Thrillshare communication analytics (open rates, reach)
Social media engagement data (likes, shares, comments on event posts)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase opportunities for communication between families and educators through Remind101. **Strategy's Expected Result/Impact:** Improved and consistent channels of communication and access to information between families and schools. **Staff Responsible for Monitoring:** All Staff. **Title I:** 2.51 **Problem Statements:** Support All Students 1 - Recruit/Develop Teachers 1 - Community Engagement 1 **Funding Sources:** Materials for parent engagement activities - 211 - Title 1	 Some Progress	 Some Progress	 Some Progress	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Host family events in partnership with Communities in Schools that will encourage family and community participation such as Open House, Holiday Meals, Family Culture Nights, Community School Events, and Award Assemblies. **Strategy's Expected Result/Impact:** Increased community and family involvement **Staff Responsible for Monitoring:** Cavazos Leadership team and CIS **Title I:** 2.52 **Problem Statements:** Community Engagement 1 **Funding Sources:** parent engagement materials - 211 - Title 1	 Moderate Progress	 Moderate Progress	 Moderate Progress	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Invite community partners to participate in and support school events by bringing in leaders from organizations in the community to speak with student leaders and build relationships with them. **Strategy's Expected Result/Impact:** Increase the number of community partners involved in school events and investment in our students. **Staff Responsible for Monitoring:** Cavazos Leadership team. **Title I:** 2.52 **Problem Statements:** Community Engagement 1 **Funding Sources:** - 211 - Title 1	 Moderate Progress	 Considerable	 Considerable	

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Support All Students
Problem Statement 1: Meets percentage combined all subjects and grade levels is below 60% **Root Cause**: Inconsistent implementation of Tier 1 instruction and limited access to targeted interventions for students performing below grade level, particularly in a high-needs population with elevated mobility, language acquisition needs, and behavioral support requirements.
Recruit/Develop Teachers
Problem Statement 1: Meets percentage combined all subjects and grade levels is below 60% **Root Cause**: Inconsistent implementation of Tier 1 instruction and limited access to targeted interventions for students performing below grade level, particularly in a high-needs population with elevated mobility, language acquisition needs, and behavioral support requirements.
Community Engagement
Problem Statement 1: Communication methods do not consistently reach all families, particularly those who are Spanish-speaking or without regular access to digital tools. **Root Cause**: The school relies heavily on social media and mass notification systems, but lacks differentiated communication strategies to meet the needs of all families.

Campus Funding Summary

211 - Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
2	1	1			$0.00
2	1	2			$0.00
3	1	1			$0.00
4	1	1	Materials for parent engagement activities		$0.00
4	1	2	parent engagement materials		$0.00
4	1	3			$0.00
				Sub-Total	$0.00