Ector County Independent School District

Cavazos Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: C

Mission Statement

Mission Statement:

The staff of Cavazos Elementary believes that all children can learn and strive to become successful and productive citizens for tomorrow.

We are committed to the development and growth of each child and to the recognition of each child as an individual. We value the opportunity to respond to each child's needs.

At Cavazos, we also believe all teachers should maintain high expectations and positive attitude necessary to promote success for each child.

EXPLORING - ENGAGING - EMPOWERING

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student enrollment:

15-16	16-17	17-18	18-19
666	665	764	

Student attendance rate:

15-16 Overall Percentage	16-17 Overall Percentage	17-18 Overall Percentage	18-19 Overall Percentage
95.2	95.1	93.7	93.8

Student demographics 2017-2018		
African American	3	0.04%
Hispanic	659	86.30%
White	97	12.70%
American Indian	0	0%
Asian	0	0%
Pacific Islander	0	0%
Two or More Races	5	0.70%

Demographics Strengths

-The student population at Cavazos is welcoming to new students regardless of ethnicity, race or diverse abilities.

-Cavazos Elementary has a caring committed teaching staff that strives to put the needs of our students first.

-Cavazos teachers attend professional development and share new learning with colleagues on a regular basis.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Academic achievement in reading and math for EL's and Economically disadvantaged sub-populations **Root Cause**: Lack of sufficient resources for English learners and economically disadvantaged students to attend after school tutorials due to transportation

Problem Statement 2: Enrollment at Cavazos has continuosly increased each year due to being the "overflow" campus. **Root Cause**: Although our enrollment increases, funding and resources remain stagnant making it difficult to support the needs of all teachers and students at Cavazos

Student Achievement

Student Achievement Summary

State Assessment Results-Approaches

Passing standard increased in 2016

3rd Grade STAAR Reading Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			73	74	68	*	*	*	69	25	80
2018	77	69	63	62	*	*	*	*	59	*	67
2017	73	63	56	55	*	*	*	*	53	*	

4th Grade STAAR Reading Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			58	57	63	*	*	*	57	0	53
2018	73	60	52	52	*	*	*	*	50	*	*
2017	70	55	45	45	*	*	*	*	*	*	*

5th Grade STAAR Reading Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			76	74	83				74	25	65
2018	84	70	67	65	*	*	*	*	67	*	*
2017	82	59	68	69	*	*	*	*	66	*	*

4th Grade STAAR Writing Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			43	42	47	*	*	*	39	11	36
2018	63	53									

5th Grade STAAR Science Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			56	54	65	*	*	*	49	14	42
2018	76	66	68	68	*	*	*	*	67	*	*
2017	74	61	68	66	*	*	*	*	68	*	*

3rd Grade STAAR Math Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			66	68	58	*	*	*	61	25	63
2018	78	69	64	63	*	*	*	*	63	*	64
2017	78	66	63	64	*	*	*	*	60	*	

4th Grade STAAR Math Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			62	59	79	*	*	*	58	33	53
2018	78	68	57	57	*	*	*	*	59	*	
2017	76	61	54	55	*	*	*	*	57	*	50

5th Grade STAAR Math Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			80	79	89	*	*	*	79	13	69
2018	91	82	84	85	*	*	*	*	81	*	79
2017	87	77	80	80	*	*	*	*	77	*	*

State Assessment Results-Meets

Grade 3 Reading Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			35	34	42	*	*	*	69	25	39
2018	43	32	30	29	*	*	*	*	29	*	38
2017	45	34	27	27	*	*	*	*	25	*	

Grade 4 Reading Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			24	21	37	*	*	*	22	*	21
2018	46	33	25	22	*	*	*	*	21	*	*
2017	44	30	25	23	*	*	*	*	*	*	*

Grade 5 Reading Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			34	31	39				30		21
2018	54	38	41	41	*	*	*	*	39	*	*
2017	48	32	29	29	*	*	*	*	25	*	*

Grade 4 Writing Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			10	9	16				7	0	14
2018	39	29									
2017	34	23									

Grade 3 Math Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			31	31	32	*	*	*	30	13	28

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2018	47	36	26	23	*	*	*	*	22	*	24
2017	49	37	29	31	*	*	*	*	29	*	

Grade 4 Math Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			33	31	47	*	*	*	28	22	23
2018	49	36	22	22	*	*	*	*	21	*	
2017	47	32	27	27	*	*	*	*	25	*	21

Grade 5 Math Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			44	45	39	*	*	*	42	*	35
2018	58	42	44	45	*	*	*	*	40	*	36
2017	50	35	33	34	*	*	*	*	31	*	*

STAAR Percent at Masters (previously advanced level III)

All Subjects

Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			11	10	12	*	*	*	10	2	9
2018	22	11	11	11	11	*	*	*	9	*	8
2017	20	10	10	11	9	*	*	*	9		3

IStation Data showed a drop in Tier 3 level performance from the first assessment given in September of 2018 to the May 2019 assessment. *See addendum section for data.*

Domain 2a demonstrates the signifcant growth made at Cavazos the prior year. S*ee addendums section for data.*

Domain 3 indicates the areas of weakness that Cavazos will work to improve in academic achievement indicators for special populations. *See addendum section for data.*

TELPAS DATA: S*ee addendums section for TELPAS data.*

Student Achievement Strengths

Growth in Domain 2A. *In Addendums section.*

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Cavazos met 0 of 14 target indicators in areas of academic achievement. **Root Cause**: Ineffective teaching strategies to boost student achievement.

Problem Statement 2: 35.78 % of EL's are improving one level higher in the yearly progress indicator for TELPAS **Root Cause**: Lack of tracking and monitoring EL's prior TELPAS proficiency levels to improve

Problem Statement 3: Short 5% points of meeting the English language proficiency status ELP target. **Root Cause**: Implementation of intervention, enrichment and language support with fidelity.

School Culture and Climate

School Culture and Climate Summary

-Continue to improve parent communication and interaction.

-Approve attendance for students who are chronically absent/tardy and continuously disrupt instruction.

-Encourage parent volunteers and engagement through use of a PTA and VIPS team.

School Culture and Climate Strengths

Parent involvement, VIPS visit campus on a weekly basis to assist teachers and staff.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Providing a positive school environment for students and staff. **Root Cause**: Change of administration, increase in student population, addition of a behavior unit, and new staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Cavazos Elementary is a campus with Kinder - 5th grade levels.

Kinder	7 Teachers
1st	7 Teachers
2nd	7 Teachers
3rd	6 Teachers
4th	6 Teachers
5th	6 Teachers

Staff Quality, Recruitment, and Retention Strengths

Cavazos is fully staffed with 5 Long term substitutes

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Mentoring and coaching of first year teachers due to 9 vacancies before the beginning of the school year. **Root Cause**: Staffing crisis and loss of prior year 5th grade team due to relocation or work in a non-education field.

Parent and Community Engagement

Parent and Community Engagement Summary

Cavazos Elementary provides a safe and supportive learning enviroment for both parents and students. We have ongoing engaging community sponsorships and events such as Math/Reading Nights, Bookfair, Family Nights, Music Programs, AVID Night, Parent Teacher Association, Field Day, Food 2 Kids, Bookworms, Volunteers in Public Schools,and parent teacher conferences.

Parent and Community Engagement Strengths

Cavazos Elementary conducts Bilingual Parent Meetings, Reading and Math night activities,and PTA/VIPS as opportunities for parent's to be involved. All events are posted to our campus website and calendars of the month. We also utilize ParentLink to inform parents of upcoming events.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents engagement is limited to a handful of parents. **Root Cause**: Opportunities for engagement are ineffectively communicated.

School Context and Organization

School Context and Organization Summary

-Consistent campus decision making amongst campus committees.

-Timely and consistent RTI Meetings

-Implementation of Character Ed program once.s month.

-Timely and consistent RTI Meetings.

School Context and Organization Strengths

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Inconsistent RTI and SPED procedures. **Root Cause**: Lack of communication among departments

Technology

Technology Summary

Cavazos Elementary does not have updated technology throughout the building, computers are old and slow making it difficult for teachers to integrate technology on a smart board and from their teacher computers. We have iPads in each of the K-2 classrooms and chromebook carts that are shared amongst the grade levels in 3-5.

Technology Strengths

Campus budget for the 2017-18 and 2018-2019 school year was utilized to purchase Chromebooks for each grade level. For the 2019-2020 school we have purchased a poster maker to assist with parent communication and teacher created anchor charts.

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of technology resources available for students and teachers **Root Cause**: Funding

Priority Problem Statements

Problem Statement 1: Cavazos met 0 of 14 target indicators in areas of academic achievement.

Root Cause 1: Ineffective teaching strategies to boost student achievement.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 35.78 % of EL's are improving one level higher in the yearly progress indicator for TELPAS

Root Cause 2: Lack of tracking and monitoring EL's prior TELPAS proficiency levels to improve

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Mentoring and coaching of first year teachers due to 9 vacancies before the beginning of the school year.

Root Cause 3: Staffing crisis and loss of prior year 5th grade team due to relocation or work in a non-education field.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: Academic achievement in reading and math for EL's and Economically disadvantaged sub-populations

Root Cause 4: Lack of sufficient resources for English learners and economically disadvantaged students to attend after school tutorials due to transportation

Problem Statement 4 Areas: Demographics

Problem Statement 5: Lack of technology resources available for students and teachers

Root Cause 5: Funding

Problem Statement 5 Areas: Technology

Problem Statement 6: Providing a positive school environment for students and staff.

Root Cause 6: Change of administration, increase in student population, addition of a behavior unit, and new staff.

Problem Statement 6 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Cavazos Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: The percentage of 3rd through 5th grade students who meet standard in reading and mathematics on the standard state assessment will increase in Approaches from the overall average 71% to the overall average of 80%, in Meets from 34% to 40% and in Masters from 14% to a 20% by the end of the 2019-2020 school year.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Coordinate vertical / horizontal team planning on a Scheduled basis. (PLC's) and upon administration of local / state assessments, disaggregate, analyze, and plan according to data.	2.4, 2.5, 2.6	Administration, Teachers	Promote data driven instruction				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Encourage the use of graphic organizers/student data folders in the classroom to enhance student learning.	2.4, 2.5, 2.6	Teachers, administration	Students able to discuss progress, increase overall growth in all students.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
3) Identify and address the needs of all students including ELL's, Dyslexia / 504 and Special Ed populations.	2.6	All faculty and staff	Ensure we provide accommodations according to student 504 plan or IEP.				
TEA Priorities Connect high school to career and college 4) Provide educational field trip opportunities to all at risk students to enhance learning.	2.4	All faculty and staff	Promote positive educational experiences for our students.				
	Funding Sources: Title - 1000.00						
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 5) Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track student progress over time.	2.4, 2.5	Administration, teachers, leadership team	Provide feedback to teachers and improve instructional strategies to promote student achievement.				
	Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1						
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 6) Campus instructional leaders conduct coaching meetings within 48 hours of an observation and include high-leverage, bite-sized, and actionable feedback with opportunities to practice.		Campus administrators, instructional specialists.	Immediate feedback to improve classroom instruction.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
TEA Priorities Improve low-performing schools Build a foundation of reading and math 7) Teacher teams will frequently evaluate student-facing work to identify gaps between student products and the exemplars. These gaps will drive the creation of re-teach plans.	2.5	Teachers, Administration, Instructional specialists	Provide data driven interventions and close the gaps.				
	Problem Statements: Student Achievement 1						

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Cavazos met 0 of 14 target indicators in areas of academic achievement. **Root Cause 1**: Ineffective teaching strategies to boost student achievement.

School Culture and Climate

Problem Statement 1: Providing a positive school environment for students and staff. **Root Cause 1**: Change of administration, increase in student population, addition of a behavior unit, and new staff.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Mentoring and coaching of first year teachers due to 9 vacancies before the beginning of the school year. **Root Cause 1**: Staffing crisis and loss of prior year 5th grade team due to relocation or work in a non-education field.

Goal 1: Cavazos Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Cavazos will utilize an attendance committee so student attendance rates will increase from 93.8% to 94.7% by May 2020.

Evaluation Data Source(s) 2: District attendance reports
ADA Reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Encourage / motivate to attend school on a daily basis by implementing incentive activities. -Class/Campus Newsletters - Class Charts - Conduct home visits by teachers to develop a good rapport with home. - Counsel parents on the importance of education. - Reward students with Perfect Attendance	2.4, 3.1, 3.2	Administration, Teachers	Increase daily attendance rate.				
2) Enhance Parental Engagement by communicating with parents through phone calls, notes, visits, and conferences, when student is absent.	2.5	Administration, Attendance clerk	Increase attendance rate.				
100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue							

Goal 1: Cavazos Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: English Learners will increase one proficiency level from a 35.78% to 50% of students moving up a proficiency level on TELPAS.

    Evaluation Data Source(s) 3: TELPAS ratings 2020

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Teachers will identify student proficiency levels and provide intervention to move students up a proficiency level by the end of the 19-20 school year.	2.4	Administration, Grade level teams, vertical teams, Instructional specialists.	Student growth in proficiency levels for Listening, speaking, reading, and writing in English				
Problem Statements: Student Achievement 2							

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

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: 35.78 % of EL's are improving one level higher in the yearly progress indicator for TELPAS **Root Cause 2**: Lack of tracking and monitoring EL's prior TELPAS proficiency levels to improve

Goal 1: Cavazos Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Cavazos will work to "close the gaps" in areas of academic achievement status and attain six of the target indicators we are eligible in for accountability.

> **Evaluation Data Source(s) 4:** Accountability report, STAAR data, interim assessment data

> **Summative Evaluation 4:**

Goal 2: Cavazos Elementary will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: Cavazos will provide faculty and staff opportunities to reflect on best practices to increase student achievement in all areas.

Evaluation Data Source(s) 1: TAPR
System Data
Exit Survey Data
Campus created surveys
PLC discussions

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) Monitor the implementation of the PLC process with fidelity.		Administration	Increase student outcomes through teacher self reflection.				
TEA Priorities Recruit, support, retain teachers and principals 2) Implement the use of instructional rounds so that teachers are holding each other accountable and learning alongside one another.	2.5	Administration, teachers	Through deep reflection on each others lessons, teachers will grow and learn from one another.				

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

Goal 2: Cavazos Elementary will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 2: Cavazos Elementary will reduce teacher vacancies from 9 in 2019-2020 to 0 in the 2020-2021 academic school year.

    Evaluation Data Source(s) 2: Survey Data
TAPR Report

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Provide teacher support and professional development opportunities to increase content knowledge.	2.5	Administration, Teachers	Increase teacher content knowledge so teachers are equipped and comfortable with teaching.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						

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

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Mentoring and coaching of first year teachers due to 9 vacancies before the beginning of the school year. **Root Cause 1**: Staffing crisis and loss of prior year 5th grade team due to relocation or work in a non-education field.

Goal 3: Cavazos Elementary will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: By promoting parental involvement with communication, active participation, and community partnerships, we expect a 10% increase in family/community participation at our campus.

Evaluation Data Source(s) 1: Parent engagement sign in sheets, Volunteer Hours, PTA membership rosters

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Provide each parent information on the level of achievement of the their child in each of the required state academic assessments (STAAR, TELPAS) through bilingual parent meetings.	3.2	Bilingual teachers, Administration	Keep parents informed and establish positive communication between home and school.				
2) School-Parent compacts outline how the parents, the entire school staff, and the students share the responsibility for improved students achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards.	3.1	All faculty and staff	Promote parental engagement				
3) The campus convenes an annual meeting to notify parents of their school's participation in the Title I Program and explain the program requirements, and of their right to be involved. Will convene 4 times throughout the 2019-2020 school year.	3.2	All faculty and staff.	Promote parental engagement				
Funding Sources: Title - 1000.00							

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

Goal 4: Cavazos Elementary will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Cavazos will use all district approved positive behavior management programs in all classrooms.

Evaluation Data Source(s) 1: Staff sign-in, archived training documents

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Train all staff in CHAMPS, ensure implementation of the CHAMPS program both in the classroom and campus wide.	2.5	Administrators, Faculty, Staff	Promote positive classroom management and decrease school wide disciplinary referrals.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 5: Cavazos Elementary will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Cavazos will conduct CIT Meetings to discuss campus needs and appropriate use of the campus budget.

Evaluation Data Source(s) 1: Prior year budget, CIT meeting agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) CIT/Leadership team will discuss and create a budget plan that includes campus needs for the 2019-2020 school year.		Administration, CIT Team, Leadership Team	To have a plan in place to prioritize campus needs.				
TEA Priorities Recruit, support, retain teachers and principals 2) CIT/Leadership team will utilize campus surveys to ensure teacher input is provided.	2.5	Administration, CIT Team, Leadership Team	Positive campus culture that is respects staff input.				

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

Goal 6: Cavazos Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Improve math fluency for all students at Cavazos.

Evaluation Data Source(s) 1: Formative Loop Data analysis

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools Build a foundation of reading and math 1) Use of formative loop to increase numeracy amongst all students	2.4, 2.6	Teachers, Technology Aide, Administrators	Increase math fluency				
	Funding Sources: Title - 6900.00						
TEA Priorities Recruit, support, retain teachers and principals 2) Provide funding for a technology aide to ensure proper implementation of formative loop.		Administrators	Assist in the input of data so teachers can track and plan accordingly based on student results.				
	Funding Sources: Title - 15000.00						

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

Goal 6: Cavazos Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: Target low performance in vocabulary and reading comprehension for all students.

    Evaluation Data Source(s) 2: Accelerated Reader program, iStation, Flocabulary

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Provide students with research based intervention programs/ strategies that will help ensure student success and help them acquire proficient and advanced levels of academic STAAR. Furnish necessary materials. *Before/After School Targeted Tutorials *Istation *Flocabulary *Accelerated Reader *Technology *Hands-on Activities	2.4	All Faculty and Staff	Increase student achievement in all areas.				
	Funding Sources: Title - 10000.00						

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

Campus Improvement Team 2019-2020

Committee Role	Name	Position
Administrator	Amanda Montelongo	Principal
Administrator	LaLonnie King	Assistant Principal
Classroom Teacher	Angelia Foster	Dyslexia Teacher
Classroom Teacher	Johanna Sotelo	Kinder Teacher
Classroom Teacher	Anna Garcia	Teacher- 3rd Gd.
Classroom Teacher	Shelby Prince	Teacher-1st Gd.
Classroom Teacher	Sylvia Ponce	Teacher-2nd Gd.
Classroom Teacher	Adriana Renteria	Teacher-4th Gd
Classroom Teacher	Erik Mendoza	Teacher-5th Gd
Classroom Teacher	Leslie Foster	Inclusion Teacher
Administrator	Omar Mongen	Assistant Principal
Counselor	Zealia Jenkins	Counselor

Campus Funding Summary

Title					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$1,000.00
3	1	3	Parent Engagement		$1,000.00
6	1	1	Formative Loop Licenses		$6,900.00
6	1	2	Part time Technology Aide		$15,000.00
6	2	1	AR/Flocabulary Licensing Fees		$10,000.00
				Sub-Total	$33,900.00
				Grand Total	$33,900.00

Addendums

ISIP™ Early Reading results for Lauro Cavazos Elementary Sch

at Ector County ISD - 2018/2019 School Year

All Grades - September 2018
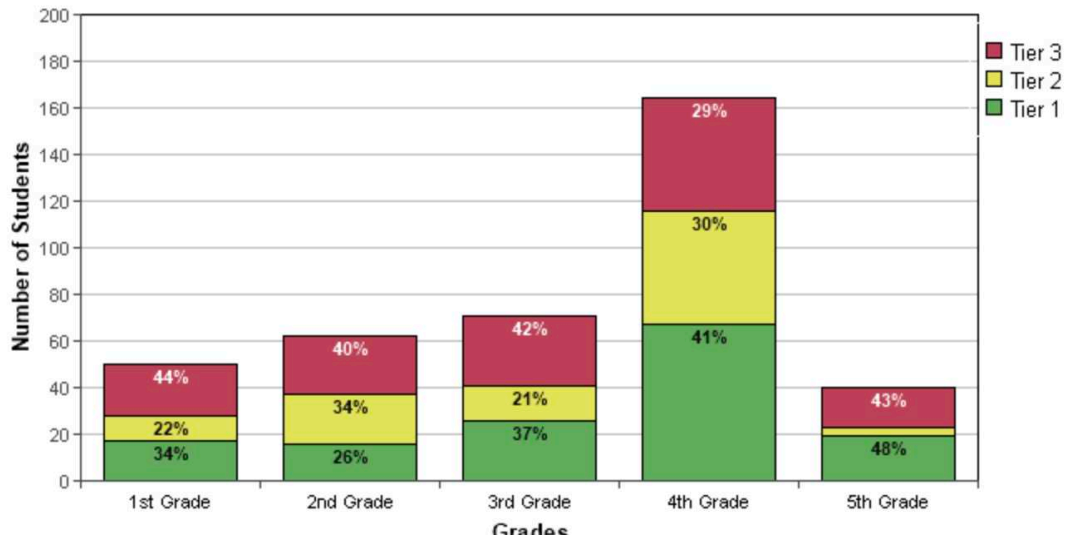
ISIP™ Early Reading results for Lauro Cavazos Elementary Sch

at Ector County ISD - 2018/2019 School Year

All Grades - May 2019

Comparison of IStation data for Cavazos Elementary from September 2018 to May 2019.

TELPAS DATA for 2018-2019 school year indicated students only had a 35.78% gain in proficiency levels from the year prior who tested in TELPAS. And only 8% of students who tested were able to attain an Advanced High composite rating.
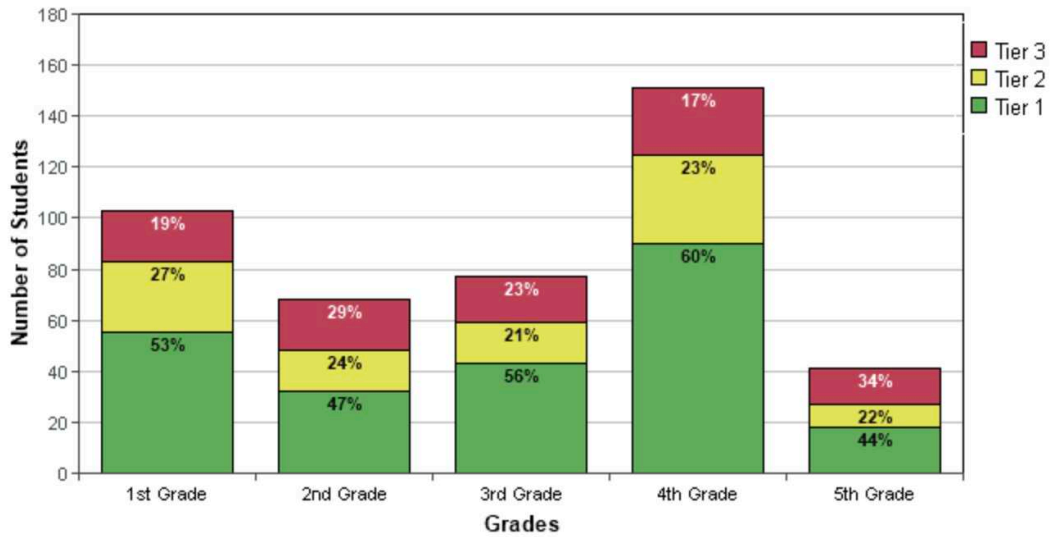
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Summarized Results Yearly Progress Indicator			TELPAS Composite Rating			
						1 Level Higher	2 Levels Higher	3 Levels Higher	Beginning	Intermediate	Advanced	Advanced High
	313	11	935	27.63%	03/01/19	35.78%	0.86%	0.43%	30.03%	38.66%	22.36%	8.31%
Eco Dis	240	10	881	26.23%	03/01/19	37.36%	0.57%	0%	29.58%	38.75%	24.17%	7.08%
Hispanic	312	11	938	27.72%	03/01/19	35.93%	0.87%	0.43%	29.81%	38.78%	22.44%	8.33%
White	1	0	0	0%	03/01/19	0%	0%	0%	100%	0%	0%	0%
Female	149	11	937	28.10%	03/01/19	36.84%	1.75%	0.88%	26.85%	40.94%	23.49%	8.72%
Male	164	11	933	27.21%	03/01/19	34.75%	0%	0%	32.93%	36.59%	21.34%	7.93%
LEP	311	11	937	27.74%	03/01/19	35.78%	0.86%	0.43%	29.58%	38.91%	22.51%	8.36%
SpEd Indicator	21	6	812	14.71%	03/01/19	25%	0%	0%	47.62%	38.10%	14.29%	0%

Listening Proficiency Rating				Speaking Proficiency Rating				Writing Proficiency Rating				Reading Proficiency Rating			
Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
26.84%	38.34%	19.17%	15.66%	37.06%	41.21%	19.81%	1.92%	45.37%	25.88%	17.57%	10.54%	46.01%	24.60%	12.78%	16.61%
26.25%	39.17%	20.42%	14.17%	35.42%	43.75%	18.75%	2.08%	46.25%	25%	17.50%	10.83%	47.08%	24.17%	12.50%	16.25%
26.60%	38.46%	19.23%	15.71%	36.86%	41.35%	19.87%	1.92%	45.19%	25.96%	17.63%	10.58%	45.83%	24.68%	12.82%	16.67%
100%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%
23.49%	43.62%	21.48%	11.41%	36.24%	38.93%	22.15%	2.68%	42.28%	24.83%	17.45%	15.44%	42.28%	28.86%	13.42%	15.44%
29.88%	33.54%	17.07%	19.51%	37.80%	43.29%	17.68%	1.22%	48.17%	26.83%	17.68%	6.10%	49.39%	20.73%	12.20%	17.68%
26.37%	38.59%	19.29%	15.76%	36.66%	41.48%	19.94%	1.93%	45.02%	26.04%	17.68%	10.61%	45.66%	24.76%	12.86%	16.72%
38.10%	33.33%	19.05%	9.52%	52.38%	33.33%	14.29%	0%	76.19%	14.29%	9.52%	0%	76.19%	14.29%	9.52%	0%

2a: Academic Growth Score

Prior Year Performance	Current Year Performance	Growth Expectation Outcome	Total Assessments
No Points			
Did Not Meet	Did Not Meet	Did Not Meet	42
Approaches	Did Not Meet	Did Not Meet	26
Meets	Did Not Meet	N/A	2
Meets	Approaches	N/A	8
Masters	Did Not Meet	N/A	1
Masters	Approaches	N/A	5
Masters	Meets	N/A	9
		Total With No Points	**93**
Half Point			
Did Not Meet	Approaches	Did Not Meet	
Approaches	Approaches	Did Not Meet	31
Meets	Meets	Did Not Meet	6
		Total With Half Point	**37**
One Point			
Did Not Meet	Did Not Meet	Met or Exceeded	48
Did Not Meet	Approaches	Met or Exceeded	65
Did Not Meet	Meets	N/A	9
Did Not Meet	Masters	N/A	1
Approaches	Did Not Meet	Met or Exceeded	
Approaches	Approaches	Met or Exceeded	46
Approaches	Meets	N/A	41
Approaches	Masters	N/A	8
Meets	Meets	Met or Exceeded	20
Meets	Masters	N/A	24
Masters	Masters	N/A	28
		Total With One Point	**290**
		Domain 2a Domain Score	**73**

Domain 3: Closing the Gaps

CAVAZOS ELEM SCHOOL

Indicator	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ. Disadv.	ELL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Total Met	Total Eligible	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement Status																			
ELA/Reading Target	44%		37%	60%						33%	29%		46%	42%					
Score	30%		29%	37%						28%	26%		29%	33%					
Mathematics Target	46%		40%	59%						36%	40%		47%	45%					
Score	37%		36%	39%						34%	30%		37%	37%					
Target Indicators															0	14	0%		
Growth Status																			
ELA/Reading Target	66%		65%	69%						64%	64%		66%	67%					
Score	72%		73%	69%						74%	71%		75%	59%					
Mathematics Target	71%		69%	74%						68%	68%		71%	70%					
Score	75%		74%	80%						74%	68%		76%	70%					
Target Indicators															13	14	93%		
Graduation Rate Status																			
Graduation Target																			
Score																			
Target Indicators																			
English Language Proficiency Status																			
ELP Target											42%								
Score											37%								
Target Indicators															0	1	0%		
Student Success Status																			
STAAR Component Target	47%		41%	58%					23%	38%	37%		48%	45%					
Score	36%		35%	39%					9%	33%	31%		36%	36%					
Target Indicators															0	8	0%		
Student Quality Status																			
CCMR Target																			
Score																			
Target Indicators																			