Ector County Independent School District

Cavazos Elementary

Improvement Plan

2020-2021

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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Priority Problem Statements

Problem Statement 1: Low academic achievement in reading and math for EL's and economically disadvantaged sub-populations

Root Cause 1: Lack of sufficient resources for English learners and economically disadvantaged students to attend after school tutorials due to transportation.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Cavazos met 0 of 14 target indicators in areas of academic achievement in the 2018 STAAR Assessment data.

Root Cause 2: Ineffective teaching strategies.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Provide a positive school environment for students and staff in a virtual, hybrid, and/or on-campus instructional environment.

Root Cause 3: School closures and adapting to a change of instructional environment, new staff members, different student population.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: All lessons are not implemented as stated on lesson plans or focused on student outcomes.

Root Cause 4: Inconsistent implementation of Instructional Coaching and an observation/feedback model.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Teacher planning has not been done efficiently.

Root Cause 5: Lack of teacher content knowledge and collaboration with all team members during a common planning period.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Insufficient parent engagement.

Root Cause 6: Lack of consistent communication between parent and teachers.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Focused intervention does not occur in all classrooms

Root Cause 7: Teachers find it difficult to follow the built in time on their teacher created schedule.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: Lack of technology resources available for students and teachers.

Root Cause 8: Funding, connectivity issues in West Odessa, and need for more teacher training for proper implementation.

Problem Statement 8 Areas: Technology

Goals

Goal 1: Foundational Excellence: Cavazos will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Cavazos Elementary's annual student attendance will increase from 93.1 % in March 2020 to 94.7% in May 2021. (Attendance Distinction target set by district)

Evaluation Data Sources: District/Campus Weekly Attendance Reports
Truancy Contracts

Summative Evaluation: None

Strategy 1: Encourage / motivate to attend school on a daily basis by implementing incentive activities. -Class/Campus Newsletters - Class Charts - Counsel parents on the importance of education. - Reward students with Perfect Attendance -Rewards students with academic achievement -Other incentives		Formative
Strategy's Expected Result/Impact: Increase daily attendance rate		**Oct**
Staff Responsible for Monitoring: All staff and parents		
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Strategy 2: Enhance Parental Engagement by communicating with parents through phone calls, notes, visits, and conferences, when student is absent.

	Formative
Strategy's Expected Result/Impact: Teachers will document on Eduphoria all truancy contacts to Increase daily attendance rate	**Oct**
Staff Responsible for Monitoring: Administration, Attendance clerk, and teachers	**Jan**
Title I Schoolwide Elements: 2.5, 2.6 **Problem Statements:** None	**Mar**
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	**Summative**
	May

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

Performance Objective 2: Cavazos will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Evaluation Data Sources: Student culture plans and student academic performance

Summative Evaluation: None

Strategy 1: Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track student progress over time.	
Strategy's Expected Result/Impact: Provide feedback to teachers and improve instructional strategies to promote student achievement.	**Formative**
Staff Responsible for Monitoring: Administration, teachers, leadership team	**Oct**
Title I Schoolwide Elements: 2.4, 2.5 **Problem Statements:** None	**Jan**
TEA Priorities: None **Funding Sources:** None	**Mar**
ESF Levers: None	**Summative**
	May

Strategy 2: Cavazos will continue to focus on student /staff safety on the school campus and functions through active, preventative measures, Emergency Operations plan, and Safety Drills	
Strategy's Expected Result/Impact: Staff and students will understand and follow proper fire, tornado, lock-down and evacuation procedures.	**Formative**
	Oct
Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselor	**Jan**
Title I Schoolwide Elements: None **Problem Statements:** None	**Mar**
TEA Priorities: None **Funding Sources:** None	**Summative**
ESF Levers: Lever 3: Positive School Culture	**May**

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

Performance Objective 3: Cavazos will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Google classroom use, Seesaw use, PLC's

Summative Evaluation: None

Strategy 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 (virtually if necessary) *Flocabulary (assigned by teachers for students to complete virtually) *Accelerated Reader *Hands-on Activities *Creation and posting of colored Anchor Charts in the classroom/to be shared virtually with students (using poster maker/colored ink) *Creation and posting of cut outs and manipulatives to engage student lessons (use of die cut machine)		
Strategy's Expected Result/Impact: Increase student achievement in all areas.		**Formative**
Staff Responsible for Monitoring: Leadership team and Library Media Specialist for training and monitoring, teachers for implementation.		**Oct**
		Jan
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	**Mar**
TEA Priorities: Build a foundation of reading and math	**Funding Sources:** Accelerated Reader Title One School-wide 211 $10,000 Flocabulary subscription Title One School-wide 211 $2,500	**Summative**
ESF Levers: None		**May**

Strategy 2: Campus staff will utilize Google Classroom platform and the campus will provide teacher resources for effective implementation of instruction.		
Strategy's Expected Result/Impact: Increase understanding of using technology platforms.		**Formative**
Staff Responsible for Monitoring: Administrators for supervision and teachers for implementation		**Oct**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Strategy 3: Teachers will utilize Eduphoria and other district technology programs to analyze formative and summative student assessments	
Strategy's Expected Result/Impact: By providing teachers with technology they will be able to support students in the classroom to improve student achievement.	**Formative**
	Oct
Staff Responsible for Monitoring: Administration and teachers	**Jan**
Title I Schoolwide Elements: 2.4 ⎪ **Problem Statements:** None	**Mar**
TEA Priorities: Improve low-performing schools ⎪ **Funding Sources:** None	**Summative**
ESF Levers: None	**May**

Strategy 4: Teachers will implement K-12 to assist with moving student up a language proficiency score in TELPAS.	
Strategy's Expected Result/Impact: Through the use of the K-12 summit program, students can practice the proficiency levels in listening, speaking, reading and writing.	**Formative**
	Oct
Staff Responsible for Monitoring: Bilingual Teachers, campus administration	**Jan**
Title I Schoolwide Elements: 2.4, 2.6 ⎪ **Problem Statements:** None	**Mar**
TEA Priorities: Build a foundation of reading and math ⎪ **Funding Sources:** None	**Summative**
ESF Levers: None	**May**

Strategy 5: Cavazos will purchase technology to be used on campus by staff for implementation of web tools and programs.	
Strategy's Expected Result/Impact: To improve student outcomes and promote engaging student lessons.	**Formative**
	Oct
Staff Responsible for Monitoring: Teachers, administration	**Jan**
Title I Schoolwide Elements: 2.4, 2.5 ⎪ **Problem Statements:** None	**Mar**
TEA Priorities: Build a foundation of reading and math ⎪ **Funding Sources:** Technology purchases Title One School-wide	**Summative**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	**May**

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

Performance Objective 4: Cavazos will build a campus-wide awareness and commitment to develop, implement and integrate SEL initiatives.

Evaluation Data Sources: Staff and parent surveys

Summative Evaluation: None

Strategy 1: Implementation of CHAMPS protocol and Counselor character education lessons embedded monthly.		
Strategy's Expected Result/Impact: Create a positive campus culture.		**Formative**
Staff Responsible for Monitoring: Counselor and leadership team.		**Oct**
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: Lever 3: Positive School Culture		**Summative**
		May
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue		

Performance Objective 5: Cavazos will provide a safe and supportive school environment

Evaluation Data Sources: CHAMPS implementation, discipline reports

Summative Evaluation: None

Strategy 1: All staff will complete required Ethics training, Safe School's training and Trauma and Sexual Harassment training.		
Strategy's Expected Result/Impact: Promote a safe and supportive environment		**Formative**
Staff Responsible for Monitoring: Administrators, and all staff		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May
⊘ No Progress ⊘ Accomplished ➡ Continue/Modify ✖ Discontinue		

Goal 2: Invest in Talent: Cavazos will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, Cavazos will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: Campus administrators will strategically conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week.		
Strategy's Expected Result/Impact: Improve student outcomes and teacher growth.		**Formative**
Staff Responsible for Monitoring: Campus administrators and instructional specialists.		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Strategy 2: Administrators and instructional coaches will attend RELAY training and implement strategies to support teachers.		
Strategy's Expected Result/Impact: Data-drive instruction implementation, improved student achievement.		**Formative**
Staff Responsible for Monitoring: Campus administrators and instructional specialists		**Oct**
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Goal 3: Learning Journey: Cavazos will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Cavazos will equip students to be adaptable in an ever-changing society.

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 75%, in Meets from 34% to 40% and in Masters from 14% to a 20% by the end of the 2020-2021 school year.

Evaluation Data Sources: MAP Growth Assessment, State Accountability 2019, 2020

Summative Evaluation: None

Strategy 1: PLCs will focus on student learning outcomes by focusing on creating Know and Show charts.		Formative
Strategy's Expected Result/Impact: Increase teacher capacity and content knowledge.		Oct
Staff Responsible for Monitoring: Admin team and teachers		
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	Mar
ESF Levers: None		Summative
		May
Strategy 2: 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.		Formative
Strategy's Expected Result/Impact: Promote data-driven instruction		Oct
Staff Responsible for Monitoring: Teachers, instructional specialists, admin team		
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	Mar
ESF Levers: None		Summative
		May

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

Performance Objective 2: Cavazos will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Cavazos will create and implement a unique class schedule in all K-5th grade classrooms to optimize the virtual learning experience for students.		
Strategy's Expected Result/Impact: Successful virtual instruction implementation.		**Formative**
Staff Responsible for Monitoring: Teachers and admin team		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Strategy 2: Strategy: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring		
Strategy's Expected Result/Impact: Increase student outcomes		**Formative**
Staff Responsible for Monitoring: All teachers, admin, and instructional sepciallists.		**Oct**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Strategy 3: Cavazos will furnish teachers with the necessary supplies, materials and technology for personalized instruction for students.		
Strategy's Expected Result/Impact: Improved student outcomes.		**Formative**
Staff Responsible for Monitoring: Teachers, Instructional specialists, and Adminstration.		**Oct**
Title I Schoolwide Elements: 2.6	**Problem Statements:** Student Achievement 1 School Culture and Climate 1 Technology 1	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		**Mar**
		Summative
ESF Levers: Lever 5: Effective Instruction	**Funding Sources:** Title Funds for materials Title One School-wide	**May**

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

Student Achievement

Problem Statement 1: Cavazos met 0 of 14 target indicators in areas of academic achievement in the 2018 STAAR Assessment data. **Root Cause:** Ineffective teaching strategies.

School Culture and Climate

Problem Statement 1: Provide a positive school environment for students and staff in a virtual, hybrid, and/or on-campus instructional environment. **Root Cause:** School closures and adapting to a change of instructional environment, new staff members, different student population.

Technology

Problem Statement 1: Lack of technology resources available for students and teachers. **Root Cause:** Funding, connectivity issues in West Odessa, and need for more teacher training for proper implementation.

Performance Objective 3: Cavaozs will promote SEL for all students across the campus.

Performance Objective 4: The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP Growth Assessment

Summative Evaluation: None

	Formative
Strategy 1: Cavazos will follow all district guidelines and recommended minutes in literacy.	
Strategy's Expected Result/Impact: Improved student literacy scores.	**Oct**
Staff Responsible for Monitoring: Teachers in checking progress and individualizing instruction, admin team	
Title I Schoolwide Elements: 2.4, 2.6 **Problem Statements:** None	**Jan**
TEA Priorities: None **Funding Sources:** None	**Mar**
ESF Levers: None	**Summative**
	May
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue	

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Texas Education Agency
PDM3-130-005
v20.3.2

TSDS PEIMS COMPARISON OF CURRENT AND PRIOR YEAR ATTENDANCE
Campus-level Data
Campuses: All
2019 - 2020 Summer Collection, Resubmission

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LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901130 - LAURO CAVAZOS EL

		2018-2019	2019-2020	Change	% Change
Total Refined ADA (includes EE-12)		757.598 *	803.709 *	46.111	6.086
Career & Technical Education FTE		0.000	0.000	0.000	0.000
Total Special Education FTE		5.924	8.678	2.754	46.489
Speech Therapy FTE	(00)	1.588	1.444	-0.144	-9.068
Homebound FTE	(01)	0.000	0.000	0.000	0.000
Hospital Class FTE	(02)	0.000	0.000	0.000	0.000
Resource Room FTE	**	4.324	5.795	1.471	34.019
VAC FTE	(08)	0.000	0.000	0.000	0.000
Off Home Campus FTE	***	0.000	0.000	0.000	0.000
State School FTE	(30)	0.000	0.000	0.000	0.000
Residential Care/Treat FTE	****	0.000	0.000	0.000	0.000
Self-Contained Mild/Mod FTE	*****	0.012	1.439	1.427	11,891.667
Full-Time Early Spec Ed	(45)	0.000	0.000	0.000	0.000
Special Education Mainstream Refined ADA		9.123	8.480	-0.643	-7.048
Bilingual/ESL Refined ADA		278.252	299.034	20.782	7.469
BE - Bilingual/ESL Refined ADA		0.000	193.418	193.418	100.000
D1 - Bil Dual Lang Refined ADA		0.000	105.616	105.616	100.000
D2 (EL) - Bil Dual Lang Refined ADA		0.000	0.000	0.000	0.000
D2 (EP) - Bil Dual Lang Refined ADA		0.000	0.000	0.000	0.000
Res Facility Refined ADA		0.000	0.000	0.000	0.000
Early Ed Eco Dis Refined ADA		0.000	395.491	395.491	100.000
Early Ed Lang Refined ADA		0.000	217.223	217.223	100.000
Early Ed Eco Dis & Lang Refined ADA		0.000	152.766	152.766	100.000
Pregnancy Related Services FTE		0.000	0.000	0.000	0.000
Gifted & Talented Enrollment #		38	26	-12	-31.579
LEP Counts #		360	384	24	6.667

LEP Counts # 300 384 24 0.007

* Calculated using 6 six-weeks. LEA has < 5% migrant students or LEA has => 5% migrant students and 4 six-weeks > 6 six-weeks plus migrant.
** Instructional Setting Code = 41, 42.
*** Instructional Setting Code = 91, 92, 93, 94, 95, 96, 97, 98.
**** Instructional Setting Code = 81, 82, 83, 84, 85, 86, 87, 88, 89.
***** Instructional Setting Code = 43, 44.
\# G&T and LEP students are counted once per LEA.
Note: Detail may not add to totals due to rounding.

Texas Education Agency
PDM3-130-010
v20.3.1

TSDS PEIMS ATTENDANCE RATES COMPARISON BY ETHNICITY, GENDER, AND SPECIAL POPULATION
Campus-level Data
Campuses: ALL
2019 - 2020 Summer Collection, Resubmission

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LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901130 - LAURO CAVAZOS EL

		Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
		2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020
Campus		133,004.0	142,268.0	7,919.0	7,009.0	125,085.0	135,259.0	0.0	0.0	125,085.0	135,259.0	94.0%	95.1%
Ethnicity													
Hispanic/Latino		113,838.0	123,512.0	6,931.0	6,006.0	106,907.0	117,506.0	0.0	0.0	106,907.0	117,506.0	93.9%	95.1%
American Indian or Alaska		165.0	235.0	3.0	8.0	162.0	227.0	0.0	0.0	162.0	227.0	98.2%	96.6%
Asian		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Black or African American		664.0	1,255.0	20.0	88.0	644.0	1,167.0	0.0	0.0	644.0	1,167.0	97.0%	93.0%
Hawaiian or Other Pacific		88.0	829.0	7.0	44.0	81.0	785.0	0.0	0.0	81.0	785.0	92.0%	94.7%
White		17,754.0	15,539.0	951.0	821.0	16,803.0	14,718.0	0.0	0.0	16,803.0	14,718.0	94.6%	94.7%
Two or More Races		495.0	898.0	7.0	42.0	488.0	856.0	0.0	0.0	488.0	856.0	96.6%	95.3%
	Total	133,004.0	142,268.0	7,919.0	7,009.0	125,085.0	135,259.0	0.0	0.0	125,085.0	135,259.0	94.0%	95.1%
Gender													
Male		67,181.0	76,554.0	4,124.0	3,835.0	63,057.0	72,719.0	0.0	0.0	63,057.0	72,719.0	93.9%	95.0%
Female		65,823.0	65,714.0	3,795.0	3,174.0	62,028.0	62,540.0	0.0	0.0	62,028.0	62,540.0	94.2%	95.2%
	Total	133,004.0	142,268.0	7,919.0	7,009.0	125,085.0	135,259.0	0.0	0.0	125,085.0	135,259.0	94.0%	95.1%
Special Population													
Special Education		11,957.0	11,973.0	737.0	676.0	11,220.0	11,297.0	0.0	0.0	11,220.0	11,297.0	93.8%	94.4%
Economic Disadvantage		101,042.0	102,374.0	6,208.0	5,127.0	94,834.0	97,247.0	0.0	0.0	94,834.0	97,247.0	93.9%	95.0%
LEP		51,637.0	57,318.0	3,063.0	2,747.0	48,574.0	54,571.0	0.0	0.0	48,574.0	54,571.0	94.1%	95.2%
At Risk		96,829.0	105,277.0	5,936.0	5,240.0	90,893.0	100,037.0	0.0	0.0	90,893.0	100,037.0	93.9%	95.0%
Gifted and Talented		6,114.0	4,114.0	209.0	99.0	5,905.0	4,015.0	0.0	0.0	5,905.0	4,015.0	96.6%	97.6%
Migrant		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Homeless Status		11,603.0	14,043.0	912.0	1,010.0	10,691.0	13,033.0	0.0	0.0	10,691.0	13,033.0	92.1%	92.8%
Unaccompanied Youth		9.0	0.0	3.0	0.0	6.0	0.0	0.0	0.0	6.0	0.0	66.7%	0.0%
Early Reading Indicator		33,954.0	45,951.0	2,587.0	2,590.0	31,367.0	43,361.0	0.0	0.0	31,367.0	43,361.0	92.4%	94.4%
Military Connected		0.0	1,694.0	0.0	80.0	0.0	1,614.0	0.0	0.0	0.0	1,614.0	0.0%	95.3%
Foster Care		162.0	1,168.0	1.0	64.0	161.0	1,104.0	0.0	0.0	161.0	1,104.0	99.4%	94.5%
RDSPD		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
	Total	216,808.0	238,635.0	19,656.0	12,393.0	203,083.0	226,242.0	0.0	0.0	203,083.0	226,242.0	93.7%	94.8%

Texas Education Agency
PDM1-120-009
v20.1.2

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
Campus-level Data
Campuses: All Campuses
2019 - 2020 Fall Collection, Accepted Submission

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LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901130 - LAURO CAVAZOS EL

TOTAL ENROLLMENT	873

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	149	17.07%
GRADE 1	173	19.82%
GRADE 2	161	18.44%
GRADE 3	124	14.20%
GRADE 4	132	15.12%
GRADE 5	134	15.35%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	873	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	472	54.07%
FEMALE	401	45.93%
TOTAL	873	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	872	99.89%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	1	0.11%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
TOTAL	873	100.00%

	Count	%Enroll
LEP	344	39.40%
IMMIGRANT	38	4.35%
ECONOMIC DISADVANTAGE	612	70.10%
MILITARY CONNECTED	12	1.37%
FOSTER CARE	7	0.80%
DYSLEXIA	17	1.95%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.11%	0.11%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	9	1.03%	1.03%
HISPANIC/LATINO	762	87.29%	87.29%
WHITE	91	10.42%	10.42%
HAWAIIAN/PAC ISLAND	5	0.57%	0.57%
TWO OR MORE	5	0.57%	0.57%
TOTAL	873	100.00%	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	5	83.33%	0.57%
WHITE	1	16.67%	0.11%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	6	100.00%	0.69%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.17%	0.11%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	8	1.32%	0.92%
HISPANIC/LATINO	533	87.95%	61.05%
WHITE	55	9.08%	6.30%
HAWAIIAN/PAC ISLAND	5	0.83%	0.57%
TWO OR MORE	4	0.66%	0.46%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	329	99.70%	37.69%
WHITE	1	0.30%	0.11%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	330	100.00%	37.80%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	7	100.00%	0.80%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	7	100.00%	0.80%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	1	4.00%	0.11%
HISPANIC/LATINO	20	80.00%	2.29%
WHITE	4	16.00%	0.46%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%

This report displays the data for the FALL 2019 - 2020 collection that was accepted by the ESC on 01/16/2020 02:22 PM.

Texas Education Agency
PDM1-120-009
v20.1.2

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
Campus-level Data
Campuses: All Campuses
2019 - 2020 Fall Collection, Accepted Submission

Tuesday 07/21/2020 2:20 PM
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LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901130 - LAURO CAVAZOS EL

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	873	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	873	100.00%

CAREER & TECHNICAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	78	8.93%
UNACCOMPANIED YOUTH CODE 3	78	8.93%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	78	8.93%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.15%	0.11%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	6	0.90%	0.69%
HISPANIC/LATINO	601	90.51%	68.84%
WHITE	52	7.83%	5.96%
HAWAIIAN/PAC ISLAND	2	0.30%	0.23%
TWO OR MORE	2	0.30%	0.23%
TOTAL	664	100.00%	76.06%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	4	6.90%	0.46%
HISPANIC/LATINO	46	79.31%	5.27%
WHITE	8	13.79%	0.92%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	58	100.00%	6.64%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	0	0.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EDARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EDARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

Information for Comprehensive Needs Assessment for Campus 130-Cavazos Elementary

EMPLOYEES			
	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15	2	45	1
15/16	2	44	3
16/17	2	43	3
17/18	2	44	3
18/19	2	44	0
19/20	3	43	3

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	50.00%	65.00%	0.00%
15/16 to 16/17	100.00%	81.82%	0.00%
16/17 to 17/18	0.00%	90.70%	66.67%
17/18 to 18/19	100.00%	79.55%	0.00%
18/19 to 19/20	50.00%	75.00%	0.00%

TEACHER EXPERIENCE				
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	4.35%	23.91%	36.96%	34.78%	26.09%
15/16	8.89%	24.44%	28.89%	37.78%	31.11%
16/17	2.27%	25.00%	34.09%	38.64%	34.09%
17/18	2.27%	31.82%	22.73%	43.18%	36.36%

18/19	4.55%	34.09%	18.18%	43.18%	38.64%
19/20	4.65%	32.56%	20.93%	41.86%	32.56%

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

			Title One School-wide		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Accelerated Reader	211	$10,000.00
1	3	1	Flocabulary subscription	211	$2,500.00
1	3	5	Technology purchases		$0.00
3	2	3	Title Funds for materials		$0.00
				Sub-Total	$12,500.00
				Grand Total	$12,500.00

Addendums