

Ector County Independent School District

Cavazos Elementary

Campus 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.







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







<p>Strategy 1: Encourage / motivate to attend school on a daily basis by implementing incentive activities.</p> <ul style="list-style-type: none"> -Class/Campus Newsletters - Class Charts - Counsel parents on the importance of education. - Reward students with Perfect Attendance -Rewards students with academic achievement -Other incentives <p>Strategy's Expected Result/Impact: Increase daily attendance rate</p> <p>Staff Responsible for Monitoring: All staff and parents</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
<p>Strategy 2: Enhance Parental Engagement by communicating with parents through phone calls, notes, visits, and conferences, when student is absent.</p> <p>Strategy's Expected Result/Impact: Teachers will document on Eduphoria all truancy contacts to Increase daily attendance rate</p> <p>Staff Responsible for Monitoring: Administration, Attendance clerk, and teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative		Summative	
	Oct 	Jan	Mar	May
	Oct 	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 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

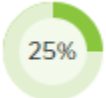


<p>Strategy 1: Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track student progress over time.</p> <p>Strategy's Expected Result/Impact: Provide feedback to teachers and improve instructional strategies to promote student achievement.</p> <p>Staff Responsible for Monitoring: Administration, teachers, leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>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</p> <p>Strategy's Expected Result/Impact: Staff and students will understand and follow proper fire, tornado, lock-down and evacuation procedures.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				


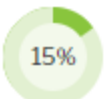





Goal 1: Foundational Excellence: Cavazos will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

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

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

Summative Evaluation: None

<p>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.</p> <p>*Before/After School Targeted Tutorials (virtually if necessary)</p> <p>*Flocabulary (assigned by teachers for students to complete virtually)</p> <p>*Accelerated Reader</p> <p>*Hands-on Activities</p> <p>*Creation and posting of colored Anchor Charts in the classroom/to be shared virtually with students (using poster maker/colored ink)</p> <p>*Creation and posting of cut outs and manipulatives to engage student lessons (use of die cut machine)</p> <p>Strategy's Expected Result/Impact: Increase student achievement in all areas.</p> <p>Staff Responsible for Monitoring: Leadership team and Library Media Specialist for training and monitoring, teachers for implementation.</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Accelerated Reader - Title One School-wide - 211 - \$10,000, Flocabulary subscription - Title One School-wide - 211 - \$2,500</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
				
<p>Strategy 2: Campus staff will utilize Google Classroom platform and the campus will provide teacher resources for effective implementation of instruction.</p> <p>Strategy's Expected Result/Impact: Increase understanding of using technology platforms.</p> <p>Staff Responsible for Monitoring: Administrators for supervision and teachers for implementation</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
				
<p>Strategy 3: Teachers will utilize Eduphoria and other district technology programs to analyze formative and summative student assessments</p> <p>Strategy's Expected Result/Impact: By providing teachers with technology they will be able to support students in the classroom to improve student achievement.</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
				

<p>Strategy 4: Teachers will implement K-12 to assist with moving student up a language proficiency score in TELPAS.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Bilingual Teachers, campus administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 5: Cavazos will purchase technology to be used on campus by staff for implementation of web tools and programs.</p> <p>Strategy's Expected Result/Impact: To improve student outcomes and promote engaging student lessons.</p> <p>Staff Responsible for Monitoring: Teachers, administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Technology purchases - Title One School-wide</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 6: Cavazos will implement introductory coding and typing programs to support student needs in refining their technology skills.</p> <p>Strategy's Expected Result/Impact: Students will improve their technology skills in coding (critical thinking) and typing (to transfer skills for all online testing).</p> <p>Staff Responsible for Monitoring: Teachers, Flex Aides, Administrators</p> <p>Problem Statements: Technology 1</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:









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.

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 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

<p>Strategy 1: Implementation of CHAMPS protocol and Counselor character education lessons embedded monthly. Strategy's Expected Result/Impact: Create a positive campus culture. Staff Responsible for Monitoring: Counselor and leadership team. Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 2: Cavazos will provide funding to meet student needs for a Student Assistance Services (SAS) Counselor on campus once weekly. Strategy's Expected Result/Impact: SEL implementation and students feel supported on campus when needed. Staff Responsible for Monitoring: Administration, School Counselor, and SAS Counselor Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: Salary for SAS Counselor - State Comp Ed - 211 - \$15,000</p>	Reviews			
	Formative			Summative
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Performance Objective 4 Problem Statements:

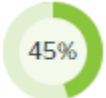




School Culture and Climate
<p>Problem Statement 1: Provide a positive school environment for students and staff in a virtual, hybrid, and/or on-campus instructional environment. Root Cause: School closures and adapting to a change of instructional environment, new staff members, different student population.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

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 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 Staff Responsible for Monitoring: Administrators, and all staff TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	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

<p>Strategy 1: Campus administrators will strategically conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week.</p> <p>Strategy's Expected Result/Impact: Improve student outcomes and teacher growth.</p> <p>Staff Responsible for Monitoring: Campus administrators and instructional specialists.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 2: Administrators and instructional coaches will attend RELAY training and implement strategies to support teachers.</p> <p>Strategy's Expected Result/Impact: Data-drive instruction implementation, improved student achievement.</p> <p>Staff Responsible for Monitoring: Campus administrators and instructional specialists</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	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 2: Cavazos Elementary will utilize Title 1 funding with the hiring of staff members to improve student growth.

Evaluation Data Sources: Employee Performance Evaluations

Eduphoria STRIVE

Staff Exit Survey Data

Staff Retention Rates

Student Achievement Data

Summative Evaluation: None

<p>Strategy 1: Cavazos will provide materials, funding, and resources to support the need for a dyslexia teacher on campus.</p> <p>Strategy's Expected Result/Impact: Students requiring dyslexia services will be supported on campus leading to growth in reading proficiency.</p> <p>Staff Responsible for Monitoring: Administration, dyslexia teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Salary for Dyslexia Teacher - State Comp Ed - \$75,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 2: Cavazos will provide materials, funding, and resources to support the need for three instructional facilitators on campus.</p> <p>Strategy's Expected Result/Impact: Teachers will be coached and supported by instructional facilitators in best practices.</p> <p>Staff Responsible for Monitoring: Administration, teachers, instructional facilitators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p> <p>Funding Sources: Funding of salaries for three instructional facilitators - State Comp Ed - 211 - \$225,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Low 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.</p>
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.

Curriculum, Instruction, and Assessment

Problem Statement 1: Teacher planning has not been done efficiently. **Root Cause:** Lack of teacher content knowledge and collaboration with all team members during a common planning period.

School Context and Organization

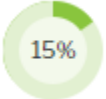





Problem Statement 1: Focused intervention does not occur in all classrooms **Root Cause:** Teachers find it difficult to follow the built in time on their teacher created schedule.

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

<p>Strategy 1: PLCs will focus on student learning outcomes by focusing on creating Know and Show charts. Strategy's Expected Result/Impact: Increase teacher capacity and content knowledge. Staff Responsible for Monitoring: Admin team and teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>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. Strategy's Expected Result/Impact: Promote data-driven instruction Staff Responsible for Monitoring: Teachers, instructional specialists, admin team Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				


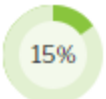





Goal 3: Learning Journey: Cavazos will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Cavazos will equip students to be adaptable in an ever-changing society.

Performance Objective 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

<p>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.</p> <p>Strategy's Expected Result/Impact: Successful virtual instruction implementation.</p> <p>Staff Responsible for Monitoring: Teachers and admin team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>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</p> <p>Strategy's Expected Result/Impact: Increase student outcomes</p> <p>Staff Responsible for Monitoring: All teachers, admin, and instructional specialists.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
<p>Strategy 3: Cavazos will furnish teachers with the necessary supplies, materials, furniture, and technology for personalized instruction for students.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes and allow for flexible seating in the rooms to change classroom arrangements to improve student engagement.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional specialists, and Administration.</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Technology 1</p> <p>Funding Sources: Title Funds for materials - Title One School-wide</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

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

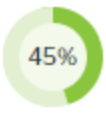




Problem Statement 1: Lack of technology resources available for students and teachers. **Root Cause:** Funding, connectivity issues in West Odessa, and need for more teacher training for proper implementation.

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 3: 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

<p>Strategy 1: Cavazos will follow all district guidelines and recommended minutes in literacy. Strategy's Expected Result/Impact: Improved student literacy scores. Staff Responsible for Monitoring: Teachers in checking progress and individualizing instruction, admin team Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	May
 No Progress  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

	<u>2018-2019</u>	<u>2019-2020</u>	<u>Change</u>	<u>% Change</u>
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

* 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

Tuesday 07/21/2020 1:58 PM
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Campus-level Data
 Campuses: ALL

2019 - 2020 Summer Collection, Resubmission

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	113,638.0	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	98.6%	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%

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

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

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%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

TOTAL ENROLLMENT 873			
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%
TOTAL	606	100.00%	69.42%

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%
TOTAL	25	100.00%	2.86%

Texas Education Agency
PDM1-120-009
v20.1.2

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

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Campus-level Data
Campuses: All Campuses

2019 - 2020 Fall Collection, Accepted Submission

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%

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%	0.89%
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%

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%

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%

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%

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%

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

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

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Salary for SAS Counselor	211	\$15,000.00
2	2	1	Salary for Dyslexia Teacher		\$75,000.00
2	2	2	Funding of salaries for three instructional facilitators	211	\$225,000.00
Sub-Total					\$315,000.00
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					\$327,500.00

Addendums