

Killeen Independent School District

Cavazos Elementary School

Comprehensive Needs Assessment

2020-2021



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Richard E. Cavazos Elementary School is a Title I campus located at 1200 North 10th Street in Nolanville. At the end of the 2019-2020 school year, the school served 650 students.

The student mobility rate at Richard E. Cavazos is lower than the district average. The school report card information reveals that the mobility rate in 2017-2018 was 22.5 %. The 2019-2020 data was not used due to school closure in response to Covid-19.

Students attending Richard E. Cavazos are predominately white. Hispanic and African Americans comprise the next largest groups. An analysis of ethnicity information for the 2019-2020 school year revealed that 38.6% of the students were identified as white, 34.7% were identified as Hispanic, and 15.5% were identified as African American.

Richard E. Cavazos has an increasing percentage of students who qualify as Economically Disadvantaged. 65.3% of students were identified as Economically Disadvantaged in the 2019-2020 school year.

The attendance rate for the 2019-2020 school year is 95.76%. Student absences continue to be a concern for our campus. This is an area of focus for 2020-20201SY.

The number of students attending Richard E. Cavazos with a special education indicator for the 2019-2020 school year was 117 or 18.0% of the total student population of 650. The number of students with an LEP indicator was 56 or 8.62% of the total student population. The campus had a high percentage of students with an At-Risk Indicator for the 2019-2020 school year, 271 students or 41.69%.

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

The campus provides monthly faculty meetings to keep staff updated with information related to their job assignment and provide professional development based on administration observations and teacher input. Walkthroughs and instructional rounds are used as tools to gather information about the implementation of professional development topics.

Teachers are evaluated using T-TESS. Walkthroughs, observations, and data to determine the effectiveness and provide feedback to teachers. Through the collaborative process, teachers are also given the opportunity to provide input into areas where they would like to improve. Performance data is used to guide conversations with teachers and plan professional development. Teachers who are not performing well are selected to engage in learning opportunities to help improve performance.

Demographics Strengths

The community surrounding Richard E. Cavazos is comprised of hardworking families with a strong sense of pride and support for the military families who live in the community. Members are aware of the poverty that exists in our area and readily participate in activities to help their community, such as the local food bank, the volunteer fire department, and other community events. Parent and community response to any fund-raising need to support school activities was exceptional during the 2019-2020 school year.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: The attendance rate for all students increased from 95.4% in 2018-2019 to 95.76% in 2019-2020.

Student Learning

Student Learning Summary

Accountability data is taken from the 2018-2019 school year due to school closure during the 2019-2020 school year in response to Covid-19.

Increased opportunities for gap filling will be provided to allow students to catch up on missed learning.

Under the accountability system, student achievement at Cavazos Elementary School earned a rating of "*met standard*" in all domains.

	Scale Score	Rating	Letter Grade
Domain I: Student Achievement	77	Met Standard	C
Domain II: School Progress	81	Met Standard	B
Domain IIA: Academic Growth	77	Met Standard	C
Domain IIB: Relative Performance	81	Met Standard	B
Domain III: Closing the Gap	77	Met Standard	C
<u>Overall Score:</u>	80	Met Standard	B

The table below shows the percent of students who "approached grade-level standards" as measured by STAAR in 2018-2019.

Content	Campus	District
3rd Grade Reading	74	74
Sped Students	53	
3rd Grade Math	81	80
Sped Students	67	

Content	Campus	District
4th Grade Reading	64	68
Sped Students	45	
4th Grade Math	82	69
Sped Students	64	
4th Grade Writing	64	59
Sped Students	36	
5th Grade Reading	93	
Sped Students	57	
5th Grade Math	99	
Sped Students	86	
5th Grade Science	77	65
Sped Students	29	

Combined STAAR Scores for the 2018-2019 SY:

<u>Content</u>	<u>Overall STAAR Score</u> <u>18/19</u>
ELA/Reading	79
ELA/Reading - ELL	85
ELA/Reading - Sped	61
Math	88
Math - ELL	81
Math - Sped	76
Writing	66
Writing - ELL	75

<u>Content</u>	<u>Overall STAAR Score</u> <u>18/19</u>
Writing - Sped	46
Science	78
Science - ELL	64
Science - Sped	50

Combined GT STAAR Scores for the 2017-2018 SY:

<u>Content</u>	<u>Mastery Score</u>
Reading	90%
Math	100%
Writing	60%
Science	100%

STAAR 2018-2019 SY

STAAR	Masters
3rd Grade Reading	25%
3rd Grade Math	22%
4th Grade Reading	8%
4th Grade Math	28%
4th Grade Writing	6%
5th Grade Reading	24%
5th Grade Math	38%
5th Grade Science	22%

Data from STAAR Summary Reports 2018/2019 and Eduphoria (Data will be updated as reports are released from TEA)

Upon closer examination, the special education student group achieved at lower levels than other student groups in reading (64%). The white student group achieved at lower levels than other student groups in reading (74%) and the white student group in writing (61%). The Special Education student group achieved lower in science (50%). The African American student group achieved at higher levels in science (85%). The achievement of the Special education student group falls behind in all content areas. There was a 17% gap between the overall averages of the special education student group and the all-student group in reading there is an 18% gap, in math, there is a 12% gap, in science.

Richard E. Cavazos Elementary School is a diverse community of learners who strive for excellence, values individuality, fosters a passion for learning, promotes the balanced development of mind, body, and character, encourages service, and instills a respect for others. We want to increase the number of students who meet or exceed progress. The meet or exceeds progress in math is 55% and reading is 42%.

8.33% of our GT students did not achieve mastery on the STAAR test.

The student achievement at Cavazos Elementary earned one TEA Distinction Designations for Comparative Closing the Gaps. This reflects our continued focus on teaching and learning, implementation of the curriculum, and expert instruction -- every day, in every classroom, for every child.

No State testing results are available for the 2019-2020 school year due to school closure in response to Covid-19. Continuous learning opportunities were offered but we are prepared to acknowledge that there will be some learning gaps due to student's missing 30% or more of the school year.

Student Learning Strengths

The strengths of Richard E. Cavazos Elementary School reflect strong instructional practices. In all areas, the scores reflect -4%% to 13% increase over district averages.

Areas of Strength include:

- 5th Grade Reading - 93%
- 5th Grade Math - 99%
- 4th Grade Math - 82%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Overall reading scores are at 79% across the campus.

Problem Statement 2: Writing Scores for the 2018/2019 School year moved from 56% to 66%.

Problem Statement 3: Math STAAR scores approaching grade level standards is 88%.

Problem Statement 4: Science scores approaching grade level standards is 78%.

Problem Statement 5: We struggle to approach grade level standards for special education and EL identified students to meet expectations on STAAR.

Problem Statement 6: 100% of GT identified students did not meet mastery on all STAAR tests.

Problem Statement 7: Lack of educational opportunity for students who were unable to attend school due to Covid-19. Virtual and face to face instruction and tutoring to assist in closing the gaps in learning for our students.

School Processes & Programs

School Processes & Programs Summary

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

The TEKS Resource System unit assessments are used as one measure of student achievement. We spend time during PLCs analyzing assessments prior to instruction and administration to make sure the quality, depth, and rigor are aligned to the IFD and TEKS. After each assessment is given, the data is reviewed to analyze both the effectiveness of instruction and the needs of students. Student needs are also addressed through Cheetah Pride Time (CPT) and the Response to Intervention (RtI) process. CPT is an hour of intensive interventions for all students in kindergarten through fifth grades. Based on needs and MAP scores students are placed into appropriate intervention groups or enrichment groups. Our RtI committee meets twice a month to discuss the progress of students that are placed in Tier 2/3. The committee reviews progress monitoring data which classroom teachers document on a weekly basis. This data and teacher observations form the basis for individual recommendations from the RtI committee. In the 2019-2020 school year, Cavazos served 11% of the students in RTI. Of those students served in RTI 1.7% of student were retained in their current grade at the end of the 2019-2020SY.

During the 2019-2020 school year, grade level PLCs will focus on, Balanced Literacy, Gradual Release of Responsibility, Learning Targets, Hess's Cognitive Rigor Matrix, common assessments, Webb's DOK, cohesive team planning, and support teacher's professional growth to increase the instructional capacity of our teaching staff.

During the 2019-2020 school year, our instructional rounds data revealed that 80% of the lesson taught was at DOK 1 and 2. 20% were at DOK 3 and 0% were at DOK 4.

Cavazos will have a full-time Librarian for the 2020-2021 school year. The librarian will support the TEKS, provide exploration and research, and utilize the makerspace located inside the library as well as instill a lifelong love of reading.

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

Cavazos staff members participate in the Killeen ISD annual job fair in search of highly qualified, effective, and talented teachers to support the educational needs of our students. Personnel is selected only after an extensive screening and interview process. A representative of the grade level team is selected to sit in the interviews and help make the best decision for the team and campus. We keep in mind the personalities of the teams when looking for a new team member. Once hired, the new teachers are required to participate in the mentor program, which provides support from an experienced teacher on campus. The campus turnover rate is low for being in such a mobile community.

The district offers a wide variety of professional development free to all teachers to provide the knowledge and support to allow success for staff and students. The campus provides monthly faculty meetings to keep staff updated with information related to their job assignment and provide professional development based on administration observations and teacher input. Paraprofessionals are invited to attend if they choose. Walkthroughs and instructional rounds are used as tools to gather information about the implementation of professional development topics.

Absences of staff members are a concern for our campus. Our highest reason for absence is personal illness/doctor appointments with personal days coming in second. This is an area of focus for 2020-2021 SY. Staff absences during the 1st -3rd nine week periods of 2019-2020 totaled 547 absences of 4 hours or more.

Teachers are evaluated using the T-TESS system. Walkthroughs, observations, coaching walks, and data are used to determine the effectiveness and provide feedback to teachers. Through the collaborative process, teachers are also given the opportunity to provide input into areas where they would like to improve. Performance data is used to guide conversations with teachers and plan professional development. Teachers in need of assistance are provided the opportunity to engage in professional development to increase teaching capacity..

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

Our campus will ensure that a viable curriculum is implemented in every classroom, and goals are set that align with our district. This is done through the implementation of the KISD LEARN Model which begins with the district curriculum and is followed by expert instructional delivery, ongoing assessments, and responding to the needs of all students. Student progress is tracked so that interventions can be put in place to maximize student learning. Grade level teams will meet weekly in PLCs to learn about Better Learning Through Structured Teaching and how it should be implemented in the classroom. Learning targets will be posted in every classroom, and students will be able to articulate the learning targets and tasks. The goal is for students in every classroom to learn and interact at high cognitive levels. Cavazos will also participate in Collaborative Teaching in select classrooms.

PLCs will focus on student needs, how those needs drive instruction, and instructional strategies to meet those needs. Administrative and procedural tasks will no longer be addressed during PLCs, which will enable PLCs to focus on teaching and learning 100% of the time. From the data that was produced during instructional rounds, increasing the depth and complexity of the learning tasks and questions asked will be a focus for the 2019-2020 SY. Currently, a majority of our task and question are DOK 1-2. Professional learning communities meet every week for an hour, and they include grade level teams, campus administration, and the campus instructional specialist. During this learning block, collaboration is evident, and needs assessments for the grade level are developed based on current universal screenings and student data. Student assessments are also reviewed to ensure that there is a direct correlation between the rigor of the instruction and the assessment that will be given. Students that are not showing progress on these universal screenings and classroom assessments are monitored, tracked and grouped so that interventions can be put in place.

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

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

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

1. Kindergarten-2nd-grade classrooms participate in the iLearn initiative by using mini iPads and iPods in some classrooms.
2. Every classroom is equipped with technology to utilize an interactive whiteboard maximize instruction and increase student learning.

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

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

At Cavazos Elementary School, we have two computer labs, a mobile cart for each grade level, iPads, Smart projectors, interactive whiteboards, and document cameras that are used daily to supplement instruction and engage students using the latest technology to develop concepts that are essential to enhanced learning.

Currently, we have several pieces of technology that are no longer supported by KISD. This means that if the technology breaks down, it will not be repaired.

School Processes & Programs Strengths

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

- Deep study and consistent implementation of the TEKS Resource System curriculum
- The implementation of learning goals and numerous progress tracking rubrics as a result of PLC studies and conversations. Through this process, students are getting better at understanding what they are learning and how the activity or task helps them reach that learning expectation.
- The designated hour of Cheetah Pride Time guarantees students are provided intentional interventions using data and teacher input to meet students academic needs. The CPT schedule maximizes instructional time.
- Continued implementation of learning targets throughout all classrooms and unpacking the standards throughout grade levels.
- Intervention paraprofessionals to provide intentional interventions during Cheetah Pride time and other times throughout the day.

- A deep study of the Guided Reading book by Fountas and Pinnell.

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

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

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

- Teachers use technology every day in the classroom for teaching, enrichment of learning, and to provide interventions for struggling students.
- Our campus utilizes new tools to help students be successful in learning.
- We utilize rich campus resources where technology is available to enhance learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2019-2020 school year, there were 547 staff absences of 4 or more hours.

Problem Statement 2: 11% of students did not respond to Tier I interventions and are in danger of not meeting standards for the grade level.

Problem Statement 3: All students struggle to think at high cognitive levels during academic tasks in all subject areas.

Problem Statement 4: 1.7% of students were retained in grades 1-5.

Perceptions

Perceptions Summary

Richard E. Cavazos Elementary School is a positive learning environment with high expectations for students both academically and behaviorally. Cavazos' staff is on duty starting at 7:00 a.m. to greet students and provide students with positive school experience. It is estimated that there is an adult present every 20 feet in the building at all times during the school day to supervise students. Student safety is a #1 priority at our school. We participate in fire safety drills and lockdown drills monthly, and also tornado drills each semester. Teachers are highly encouraged to practice with their class on safety drills as often as needed. Killeen ISD requires all classroom doors to be locked at all times. The random door checking sweeps are conducted to check for compliance in this area. All teachers have a key to their classroom for access to the locked doors.

Student discipline data for the 2019-2020 school year is taken from the 1st-3rd nine week period due to school closure in response to Covid-19.

The high expectations for Discipline data for the 2019-2020 school year is for student behavior are evident in our school discipline data. There were 557 students who received **no** discipline entries for 2019-2020. The table below provides the number of discipline entries by grade level.

Grade Level	Number of Discipline Entries
Prekindergarten	48
Kindergarten	21
First Grade	51
Second Grade	21
Third Grade	21
Fourth Grade	14
Fifth Grade	16

Student discipline data reveals that 15% of our student population did not receive a discipline referral for the 2019-2020 school year. Our largest number of discipline referrals came from our Prekindergarten population. We have 0 documented accusations of bullying with 0 incidents confirmed as bullying after an investigation was conducted. We had 3 assignments to DAEP for discretionary purposes with 0 being assigned more than once. Expectations are posted in the classrooms, hallways, and voiced to students, which promotes appropriate behavior choices.

Our campus has five active student clubs: Student Council, Science Club, Run Club, Percussion Ensemble, and Cheetah Choir. All four clubs are exclusive to third through fifth graders. These clubs encourage better attendance and higher achievement as student membership can be denied due to failing grades or attendance concerns. There were a total of approximately 190 students that participated in student clubs on our campus.

Cavazos has a PE department that is dedicated to fitness and healthy living. The PE department actively seeks out activities to teach students about healthy living. There is currently an obesity epidemic among today's youth.

Cavazos Elementary School has an active and vital parent and community involvement program. Research clearly connects family and community involvement to student success and shows that active, meaningful engagement from parents and others helps schools boost student achievement and produce graduates who are prepared to be productive, globally-competitive citizens. If we are to achieve our goal of graduating every Killeen ISD student from high school prepared for college and a career, we must stop viewing schools as the only responsible source of student success. Young people have so many influences in their lives — at home, in school, and in their communities. Failure to establish a home-school-community collaboration aimed at increasing student success puts our children's futures at stake. Richard E. Cavazos is dedicated to providing a rich learning environment for students by encouraging and emphasizing the role of families and communities as a critical component of this process. At Richard E. Cavazos we have Pre-K Family Engagement, family nights for reading, math, science and Exceptional Child and Family Night, which encourage and facilitate the interaction of our families with teachers, administrators, and community members. In addition to family nights, we conduct an annual Title 1 parent information night to partner with parents in the requirements of Title 1 and to invite the parents to participate in the decision-making process by attending SBDM meetings that take place the 4th Wednesday of each month. At Cavazos, we also have a strong PTO to provide opportunities for parents to volunteer in activities that involve the school and students. Also, we provide to parents of under school age students the opportunity to attend our "Cheetah Cub Club" where our future Cheetahs are acclimated to the school environment. The Cheetah Cub Club will be taught and coordinated by the halftime counselor. During the 2019-2019 school year, 23 students attended the "Cheetah Cub Club", this is a dramatic increase from the 2017-2018 school year. During the 2019-2020 school year Cavazos accumulated 1932 volunteer hours, that number of volunteer hours decrease in relation to the 2745 hours accumulated in the 2017/18 school year.

Perceptions Strengths

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

- High attendance at family nights.
- Cheetah Cub club for non-school age children
- Active PTO
- Parent Teacher Conferences twice a year

Our campus strengths include teachers with strong classroom management and supervisory practices. Cavazos also provides opportunities to participate in clubs which helps students feel like they belong. Our staff, PTO, and parents work hard to provide activities to involve students and parents in campus life. Having strong home-school connections allows Cavazos staff the opportunity to build relationships with students and parents, which in turn promotes success for all.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: All parents and students do not participate in school wide activities that bridge the gap between school and community.

Problem Statement 2: 28.78% of students participated in after-school activities. Increase ways for students to participate in after school activities virtually and face to face.

Problem Statement 3: 15% of students at Cavazos did not receive a discipline referral.

Problem Statement 4: During the 2019-20 school year, a decrease was shown in the number of volunteer hours accumulated by the campus.