

**Goose Creek Consolidated Independent School District**  
**Lorenzo De Zavala Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

The mission of Lorenzo De Zavala Elementary is to provide a safe, positive learning environment where all students develop intellectually, physically, creatively, and socially in order to become responsible citizens that meet the challenges of the future.

# Vision

Lorenzo De Zavala is a diverse school community, committed to academic excellence through rigor and relevance. We encourage creativity and provide instruction in a caring, safe and positive learning environment, responsive to each student, in collaboration with families and the community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Snapshot Enrollment 10/27/2017 -- 804 students

- 1 Native Hawaiian or Other Pacific Islander, 0.12%
- 154 Black or African-American, 19.15%
- 2 American Indian or Alaska Native, 0.25%
- 1 Asian, 0.12%
- 474 Hispanic/Latino, 58.95%
- 153 White, 19.03%
- 19 Two or More Races, 2.36%
- 514 At-Risk Students, 64%
- 170 LEP, 21%
- 630 Economically Disadvantaged, 78%
- 32% Mobility Rate
- 38 Special Education (not counting Speech), 5%
- 39 504, 5%

### Demographics Strengths

DeZavala has a diverse population which allows for students and teachers to be exposed to different cultures.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 32% Mobility Rate impacts student success due to the lack of educational opportunity. **Root Cause:** Economically Disadvantaged rate contributes to our high mobility rate due to housing/income instability.

# Student Academic Achievement

## Student Academic Achievement Summary

### STAR 360 Math Data:

- Grade 3 Snapshot students began the year with 16% on the Pathway to achieving "Meets" on the STAAR assessment. At the end of the year, 23% were on the Pathway to achieving "Meets." STAAR results were 30% Meets Expectations. State average for "Meets" is 46%.
- Grade 4 Snapshot students began the year with 7% on the Pathway to achieving "Meets" on the STAAR assessment. At the end of the year, 19% were on the Pathway to achieving "Meets." STAAR results were 22% Meets Expectations. State average for "Meets" is 47%.
- Grade 5 Snapshot students began the year with 31% on the Pathway to achieving "Meets" on the STAAR assessment. At the end of the year, 32% were on the Pathway to achieving "Meets." STAAR results were 47% Meets Expectations. State average for "Meets" is 57%.
- Grade 2 snapshot students made 9 months math growth
- Grade 3 snapshot students made 1 year math growth
- Grade 4 snapshot students made 8 months math growth
- Grade 5 snapshot students made 9 months math growth

### STAR 360 Reading Data:

- Grade 3 Snapshot students began the year with 24% on the Pathway to achieving "Meets" on the STAAR assessment. At the end of the year, 29% were on the Pathway to achieving "Meets." STAAR results were 26% Meets Expectations. State average for "Meets" is 42%.
- Grade 4 Snapshot students began the year with 19% on the Pathway to achieving "Meets" on the STAAR assessment. At the end of the year, 23% were on the Pathway to achieving "Meets." STAAR results were 17% Meets Expectations. State average for "Meets" is 45%.
- Grade 5 Snapshot students began the year with 32% on the Pathway to achieving "Meets" on the STAAR assessment. At the end of the year, 30% were on the Pathway to achieving "Meets." STAAR results were 38% Meets Expectations. State average for "Meets" is 51%.
- Grade 2 snapshot students made 7 months reading growth
- Grade 3 snapshot students made 7 months reading growth
- Grade 4 snapshot students made 7 months reading growth
- Grade 5 snapshot students made 4 months reading growth

### STAAR Snapshot Math Results:

#### 3rd Grade

#### May 2018 STAAR Math, Grade 3

All Students	57%	30%	7%
SpEd 2018	13%	13%	0%
2018 AA	53%	11%	5%

2018 White	55%	41%	9%
2018-Hisp	62%	34%	6%

May 2018 STAAR Math, Grade 4

All Students	57%	22%	9%
SpEd 2018	25%	0%	0%
2018 AA	50%	18%	5%
2018 White	55%	9%	0%
2018-Hisp	57%	27%	13%
2018-2 or More	80%	0%	0%

April/May 2018 STAAR Math, Grade 5

	Appr GL	Meets GL	Masters GL
All Students	81%	47%	23%
SpEd 2018	47%	13%	7%
2018 AA	82%	59%	27%
2018 White	92%	42%	23%
2018-Hisp	76%	43%	21%

STAAR Snapshot Reading Results:

May 2018 STAAR Read, Grade 3

All Students	58%	26%	7%
SpEd 2018	13%	13%	0%
2018 AA	58%	26%	5%
2018 White	59%	41%	14%
2018-Hisp	57%	19%	4%

May 2018 STAAR Read, Grade 4

All Students	54%	17%	6%
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SpEd 2018	17%	0%	0%
2018 AA	52%	19%	5%
2018 White	55%	9%	0%
2018-Hisp	59%	28%	14%
2018-2 or More	80%	0%	0%

#### May 2018 STAAR Read, Grade 3

All Students	58%	26%	7%
SpEd 2018	13%	13%	0%
2018 AA	58%	26%	5%
2018 White	59%	41%	14%
2018-Hisp	57%	19%	4%

### Student Academic Achievement Strengths

#### Math STAAR

- 4th Grade Cohort African-American Students "Achieves" increased by 5% from prior year.
- 4th Grade Cohort 2 or More Races "Achieves" increased by 20% from prior year. (
- 5th Grade Cohort ALL subpops Students "Achieves" increased by 7%-34% from prior year
- 5th Grade Cohort in all subpops except Hispanic Students "Meets" increased by 10%-30% from prior year.
- 5th Grade Cohort in all subpops except White and Hispanic Students "Masters" increased by 1%-13%.
- 5th Grade Math All Students "Achieves" increased by 7% from 2017 5th Grade Math scores.

#### Reading STAAR

- 4th Grade Cohort All Students, SpEd, White, and Hispanic students "Achieves" increased by 3%-17% from prior year.
- 4th Grade Cohort for African-American and Hispanic students "Masters" increased by 2%-5%.
- 5th Grade Cohort ALL subpops Students "Achieves" increased by 7%-16% from prior year
- 5th Grade Cohort in ALL subpops Students "Meets" increased by 7%-14% from prior year.
- 5th Grade Cohort in African-American and Hispanic Students "Masters" increased by 1%-4%
- 5th Grade Reading All Students "Achieves" increased by 16% from 2017 5th Grade Reading Scores

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Math STAAR test results are 10%-25% below the State Average. **Root Cause:** Students began the school year, on average 4 months below grade level, and growth was average, so they end the year, still below grade level. Missing 2 weeks of school due to Hurricane Harvey had an impact as well.

**Problem Statement 2:** Overall, 3rd and 4th Grade Math STAAR scores declined by 16% and 12% respectively from 2017 3rd Grade Scores. **Root Cause:** In 3rd Grade, only 12% of students who did not "Achieve" on Math STAAR were in RtI. Only 10% of the lowest 15% Scale Score were in RtI. 29% of the students in RtI scored "achieves" or higher. In 4th Grade, only 11% of student who did not achieve were in RtI, and only 13% of the lowest 15% scale score were in RtI. 25% of 4th grade Math RtI students achieved success.

**Problem Statement 3:** STAAR Reading results were 13%-28% below the State Average. **Root Cause:** Students began the school year, on average, 5 months below grade level, and growth was below average. Students completed the year, on average, 6 months below grade level.

**Problem Statement 4:** Overall, 3rd Grade Reading STAAR scores declined by 2% and 1% respectively from 2017 3rd Grade Scores. **Root Cause:** In 3rd Grade, 45% of students who did not "Achieve" on Reading STAAR were in RtI. 28% of the students in RtI scored "achieves" or higher. In 4th Grade, only 22% of student who did not achieve were in RtI. 25% of 4th grade Reading RtI students achieved success.

**Problem Statement 5:** On average, DZ has 13% of its 3rd-5th grade students in RtI. Of the students in RtI, on average 1 out of 3 close the gap to pass the STAAR. **Root Cause:** Teacher feedback indicates lack of resources and assistance for effective intervention.



## School Processes & Programs

### School Processes & Programs Summary

- Of the 2017-2018 57 Contract Personnel, 16 are not returning to DZ for the 2018-2019 school year. Of the 16, 6 were directly related to DeZavala "Staff Quality, Recruitment, and Retention," 4 left for career advancement, and 5 were to move closer to home. This equates to 89% Staff Retention, and the prior year goal was 90%.
- In 2017, There were 22 new hires -- 39% of staff. DZ retained 77% of the new hires.
- Survey Feedback indicates lack of support for new teachers and efficacy of Principal's leadership.
- Survey also indicates lack of positive feedback to staff from Principal.
- Of the 14, 1st year, new to the profession teachers, DZ retained 79%. State Average for 16-17 School year was 91%.

### School Processes & Programs Strengths

- 2 staff members were promoted in GCCISD.
- Strong mentor program to help retain teachers
- Strong Professional Development Opportunities for veteran and new teachers
- New Teacher Pod developed in 2017-2018

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Survey Feedback indicates there is a lack of support for new teachers and efficacy of Principal's leadership. **Root Cause:** A positive culture and climate, although increasing, is still a cause for teachers leaving.

**Problem Statement 2:** Teacher feedback indicates that the difficult student population weighs in on their decisions to leave. **Root Cause:** High student risk factors cause unusually high pressure and stress on teacher population.

## Perceptions

### Perceptions Summary

De Zavala Elementary is a school that meets the needs of students, regardless of where they are at -- academically, socially/emotionally, and behaviorally. We strive to develop them by one or more years growth. We are a Professional Learning Community Campus, which means that our decisions about children are made collaboratively through clear processes and programs:

- Academically
  - RtI
  - ALT
  - Special Education
  - 504
  - ESL/Bilingual
  - Kagan
- Socially/Emotionally
  - SST
  - DePelchin
  - Keystone
  - Olweus
- Behaviorally
  - PBIS
  - Win-Win Discipline
  - Special Education
  - 504

Many of these areas are still not executed with efficacy. The communication for expectation, based on the staff and parent surveys is not always clear or purposeful. The administration needs to clarify the vision through a collaborative effort with the leadership team.

### Perceptions Strengths

Two years ago, these district-wide programs, although present in the school, were not utilized. Now, the teachers and staff are aware of each program, and improvements have been made.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Teachers and staff are not clear about the expectations of each program. **Root Cause:** Team and Administrative communication is not as effective as it could be.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: August 03, 2018






**Goal 1: Lorenzo De Zavala Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.**

**Performance Objective 1:** Lorenzo De Zavala Elementary will implement a well-balanced instructional program in which all students will meet or exceed the district average on district grade level and curriculum assessments and meet or exceed the state average on STAAR.

**Evaluation Data Source(s) 1:** District Assessments, TELPAS Results, and STAAR Results

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Each team will keep a digital notebook on Google Drive to review student data, (student profiles, test data, reading levels, and cumulative folders) and through the PLC process determine targeted instructional needs and strategies that will increase student achievement.</p>	2.4	Campus Administrators Teachers Campus Instructional Specialists	Increase STAAR results by 5%			
Problem Statements: Student Academic Achievement 5 - Perceptions 1						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Grade-level teams will plan with the CIS weekly to prepare rigorous, relevant, and motivating lessons in order to provide effective TEKS instruction in all content areas.</p>	2.4	Campus Instructional Specialists Teachers	Increase STAAR results by 5%			
Problem Statements: School Processes & Programs 1, 2 - Perceptions 1						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) All teachers will, through targeted intervention during ALT time, ensure that G/T and high achieving students are provided with accelerated and exceptional instruction to ensure achieving "Masters" on STAAR.</p>	2.5	Campus Administrators Campus Instructional Specialists Teachers	STAAR Mastery data, CFA, Benchmark, and CBA data showing mastery			
Problem Statements: Student Academic Achievement 2, 4						
Funding Sources: Coordination of Local and State Funds - 1000.00						

<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7 4) Through the RtI process, ensure that all students receive academic interventions, both in the regular classroom and through ALT, to close their instructional gaps.	2.4	Principal Campus RtI Team Teachers	RtI data indicating increase in "monitoring" status Increase in CBA, CFA, Benchmark and STAAR success			
	Problem Statements: Student Academic Achievement 2, 4, 5 Funding Sources: Local Funds - 500.00					
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7 5) Monitor at-risk, African- American, and Hispanic groups to ensure students are making progress, and target struggling students for academic intervention through the regular classroom, ALT, and tutorials.	2.6	Campus Instructional Specialists Campus Administrators Teachers	Closure of the achievement gap between our AA and Hisp vs White			
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Coordination of Local and State Funds - 18000.00					
<b>Critical Success Factors</b> CSF 1 CSF 6 6) Implement a "New Dolphin" process for students new to the school with an emphasis on at-risk and highly mobile students to ensure academic success.	2.6	Principal Counselor CSSS	Closure of the achievement gap with "snapshot" students			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

### Performance Objective 1 Problem Statements:

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Math STAAR test results are 10%-25% below the State Average. <b>Root Cause 1:</b> Students began the school year, on average 4 months below grade level, and growth was average, so they end the year, still below grade level. Missing 2 weeks of school due to Hurricane Harvey had an impact as well.
<b>Problem Statement 2:</b> Overall, 3rd and 4th Grade Math STAAR scores declined by 16% and 12% respectively from 2017 3rd Grade Scores. <b>Root Cause 2:</b> In 3rd Grade, only 12% of students who did not "Achieve" on Math STAAR were in RtI. Only 10% of the lowest 15% Scale Score were in RtI. 29% of the students in RtI scored "achieves" or higher. In 4th Grade, only 11% of student who did not achieve were in RtI, and only 13% of the lowest 15% scale score were in RtI. 25% of 4th grade Math RtI students achieved success.
<b>Problem Statement 4:</b> Overall, 3rd Grade Reading STAAR scores declined by 2% and 1% respectively from 2017 3rd Grade Scores. <b>Root Cause 4:</b> In 3rd Grade, 45% of students who did not "Achieve" on Reading STAAR were in RtI. 28% of the students in RtI scored "achieves" or higher. In 4th Grade, only 22% of student who did not achieve were in RtI. 25% of 4th grade Reading RtI students achieved success.
<b>Problem Statement 5:</b> On average, DZ has 13% of its 3rd-5th grade students in RtI. Of the students in RtI, on average 1 out of 3 close the gap to pass the STAAR. <b>Root Cause 5:</b> Teacher feedback indicates lack of resources and assistance for effective intervention.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Survey Feedback indicates there is a lack of support for new teachers and efficacy of Principal's leadership. <b>Root Cause 1:</b> A positive culture and climate, although increasing, is still a cause for teachers leaving.

**Problem Statement 2:** Teacher feedback indicates that the difficult student population weighs in on their decisions to leave. **Root Cause 2:** High student risk factors cause unusually high pressure and stress on teacher population.

### Perceptions

**Problem Statement 1:** Teachers and staff are not clear about the expectations of each program. **Root Cause 1:** Team and Administrative communication is not as effective as it could be.








**Goal 2: Lorenzo De Zavala Elementary will provide a well balanced and appropriate curriculum to all students.**

**Performance Objective 1:** Lorenzo De Zavala Elementary will provide teachers and instructional staff the guidance, planning time, and professional development to effectively and rigorously teach using the district scope and sequence to ensure student success.

**Evaluation Data Source(s) 1:** Lesson Plans, Walk Throughs, Observations, PLC meeting data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Comprehensive Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 7</p> <p>1) Facilitate and provide resources for a well-balanced literacy program that ensures fluency and comprehension in Kindergarten-5th grade. Provide training to teachers who have not been trained in balance literacy to help focus instruction in the classroom. Introduce book talks via GCTV.</p>	2.4	Teachers Campus Instructional Specialists Media Specialist	5% increase in STAAR Reading and Writing Scores At least one year average growth in DRA levels			
Problem Statements: Student Academic Achievement 3, 4						
<p><b>Critical Success Factors</b>                      CSF 1 CSF 7</p> <p>2) Using effective writing strategies, teachers will teach writing within all content areas, and students will use response journals and WACA strategies to build and develop successful writing in all grade levels. Student writing samples will be displayed each six weeks to model effective writing at each grade level.</p>	2.4	Campus Instructional Specialists Teachers	Writing samples displayed Increase in 4th grade writing STAAR scores by 30% from the prior year			
Problem Statements: Student Academic Achievement 3, 4 Funding Sources: Local Funds - 500.00						

<p align="center"><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Through the use of TEKS-based hands-on activities and the use of manipulatives, teachers will teach the math TEKS and scope and sequence with rigor and depth to ensure student success. K-5 will incorporate Animal Math Facts to build foundation skills, and student Animals will be publicly posted to celebrate growth. A systematic common math vocabulary will be used and taught to increase student understanding.</p>	2.4	Campus Instructional Specialists Campus Administrators Teachers	Animal Facts Display at least one-year growth average per student Increase in STAAR math scores in grades 3, 4, and 5 by 5% Year to year comparison increase on CBA and Benchmark data			
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Local Funds - 500.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Teachers will incorporate hands-on science activities during systematically scheduled Science Lab time, and teach a common Science Vocabulary in grades K-5 in order to increase student understanding and comprehension.</p>	2.4	Campus Instructional Specialist Teachers	Science Lab utilization increase to at least one day a week in the lab. Increase in 5th grade STAAR Science scores by 5%. Year to year comparison increase on CBA and Benchmark data.			
<p>Funding Sources: Local Funds - 2000.00</p>						
<p align="center"><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>5) Teachers will use Sheltered Instruction Strategies to ensure that English Language Learners progress at least one proficiency level each year and exit within 3-5 years. ELL students will receive interventions through small group support, in-class paraprofessional support, and support through Imagine Learning program.</p>	2.4	Teachers Campus Administrators Sheltered Instruction Team	TELPAS results will indicate a 5% increase in students moving up one or more ratings Imagine Learning data indicates all ELL students grow at least one year			
<p>Problem Statements: Perceptions 1 Funding Sources: Coordination of Local and State Funds - 1000.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) Provide effective focused differentiated academic interventions for all students through RtI and the use of ALT, reading/dyslexia intervention and/or inclusion/resource to minimize the achievement gap</p>	2.5	Campus Administrators Campus Instructional Specialists Teachers Special Ed Teachers Instructional aides Reading Interventionists	Increase in number of students who show one or more years growth on STAAR progress measure by 10% Decrease in the achievement gap for African-American and At-Risk students by 10%			
<p>Problem Statements: Perceptions 1</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

## Performance Objective 1 Problem Statements:

### Student Academic Achievement

**Problem Statement 1:** Math STAAR test results are 10%-25% below the State Average. **Root Cause 1:** Students began the school year, on average 4 months below grade level, and growth was average, so they end the year, still below grade level. Missing 2 weeks of school due to Hurricane Harvey had an impact as well.

**Problem Statement 2:** Overall, 3rd and 4th Grade Math STAAR scores declined by 16% and 12% respectively from 2017 3rd Grade Scores. **Root Cause 2:** In 3rd Grade, only 12% of students who did not "Achieve" on Math STAAR were in RtI. Only 10% of the lowest 15% Scale Score were in RtI. 29% of the students in RtI scored "achieves" or higher. In 4th Grade, only 11% of student who did not achieve were in RtI, and only 13% of the lowest 15% scale score were in RtI. 25% of 4th grade Math RtI students achieved success.

**Problem Statement 3:** STAAR Reading results were 13%-28% below the State Average. **Root Cause 3:** Students began the school year, on average, 5 months below grade level, and growth was below average. Students completed the year, on average, 6 months below grade level.

**Problem Statement 4:** Overall, 3rd Grade Reading STAAR scores declined by 2% and 1% respectively from 2017 3rd Grade Scores. **Root Cause 4:** In 3rd Grade, 45% of students who did not "Achieve" on Reading STAAR were in RtI. 28% of the students in RtI scored "achieves" or higher. In 4th Grade, only 22% of student who did not achieve were in RtI. 25% of 4th grade Reading RtI students achieved success.

### Perceptions

**Problem Statement 1:** Teachers and staff are not clear about the expectations of each program. **Root Cause 1:** Team and Administrative communication is not as effective as it could be.



**Goal 3: Lorenzo De Zavala Elementary through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.**

**Performance Objective 1:** Ensure students are enrolled in school and coming to school on a daily basis.

**Evaluation Data Source(s) 1:** Daily attendance data.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 4 CSF 5</p> <p>1) Increase student attendance by reviewing the attendance policy with parents at the Parent Orientation/Title 1 meeting and during parent conferences throughout the year, calling parents of students that are absent two consecutive days, use the district attendance contracts, and referring attendance concerns to the Student Support Team.</p>		Teachers Student Support Team	Student attendance is 97% or higher			
Problem Statements: Demographics 1						
<p><b>Critical Success Factors</b> CSF 4 CSF 5 CSF 6</p> <p>2) Promote daily attendance by implementing incentives such as: ongoing class rewards when spelling out ATTENDANCE, individual rewards for six weeks perfect attendance, grade level class rewards at the end of each 6 weeks, and weekly attendance rewards. Year end incentives for perfect attendance will also be given.</p>		Core Team Student Support Team PIE	Student Attendance 97% or higher			
Problem Statements: Perceptions 1 Funding Sources: Local Funds - 1000.00						
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) We will increase student knowledge about college and career planning through campus-wide and grade-level activities that support and promote college and career readiness, such as: *Students will participate in College Week *Wear college shirts one day a month *Other opportunities in classrooms to encourage college and career goals *Use GCTV announcements to show college and career opportunities</p>		Core Team	Student participation data indicates more than 50% of the student body participates			
Funding Sources: Local Funds - 1000.00						

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Performance Objective 1 Problem Statements:**






<b>Demographics</b>
<b>Problem Statement 1:</b> 32% Mobility Rate impacts student success due to the lack of educational opportunity. <b>Root Cause 1:</b> Economically Disadvantaged rate contributes to our high mobility rate due to housing/income instability.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Teachers and staff are not clear about the expectations of each program. <b>Root Cause 1:</b> Team and Administrative communication is not as effective as it could be.

## Goal 4: Lorenzo De Zavala Elementary will provide and maintain a safe, positive learning environment.

**Performance Objective 1:** Provide a safe and secure learning environment through utilizing the Positive Behavior Academic Support model, Keystone Program and Olweus Program.

### Evaluation Data Source(s) 1: Discipline Data

#### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Utilize the Keystone Curriculum to develop self-esteem and provide opportunities for self-growth for at-risk students. Recognize "Keystone Student of the Week" each week during GCTV announcements. Establish an Ambassador's program for 5th grade students to demonstrate leadership skills throughout the school year. Celebrate Keystone kids each six weeks with a Character Breakfast.</p>	2.6	Campus Administrators Teachers Counselor Media Specialist	Keystone Activities Completed and Ambassador's Program Conducted			
Funding Sources: Local Funds - 500.00						
<p><b>Critical Success Factors</b> CSF 4 CSF 6 CSF 7</p> <p>2) Train all staff in Win-Win Discipline. Focused SWIM check program, including SWIM expectations during video announcements.</p>		Teachers Campus Administrators Counselor Media Specialist	Decrease in discipline incidents by 25%			
Funding Sources: Local Funds - 750.00						
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Using the Olweus curriculum, increase schoolwide positive culture behaviors.</p>		Teachers Campus Administrators Counselor	Decrease in discipline incidents by 25%			
<p><b>Critical Success Factors</b> CSF 4 CSF 6 CSF 7</p> <p>4) Continue to implement a school-wide Positive Behavior Support Program. PBIS Team will meet monthly to discuss student data from Review 360 and ways to improve behavior on campus. Work with RSS to implement the PALS mentoring program to provide mentors to at-risk students.</p>	2.6	Campus Administrators Counselor Teachers	TEAMS Data Review 360			
Funding Sources: Local Funds - 2000.00						
<p style="text-align: center;">  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

## Goal 5: Lorenzo De Zavala Elementary will recruit, develop, and retain highly qualified and highly effective personnel.

**Performance Objective 1:** Recruit and retain highly effective personnel.

**Evaluation Data Source(s) 1:** Staff HQ Reports, Staff Retention Report

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<b>Critical Success Factors</b> CSF 3 CSF 6  1) Utilize and provide teachers with training and resources for effective instructional practices to meet the academic and social needs of special populations so that all students are successful.		Campus Administrators Campus Instructional Specialists Teachers	Less than 5% teacher turnover for the 2019-2020 school year			
	Funding Sources: Local Funds - 5000.00					
<b>Critical Success Factors</b> CSF 1 CSF 7  2) Encourage all teachers to become ESL and GT Certified		Campus Administrators	Increase number of Teachers that are ESL certified to 100% and GT Certified to 50%			
	Funding Sources: Local Funds - 500.00					
<b>Critical Success Factors</b> CSF 6 CSF 7  3) Utilize New Teacher Pod to provide specific skills based on needs of new teachers.		Campus Administrators	Less than 5% teacher turnover for the 2018-2019 school year			
	Funding Sources: Local Funds - 500.00					
<b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7  4) Increase teacher retention through positive feedback, wellness activities, community building activities.		Core Team Sunshine Committee Catch committee	Less than 5% teacher turnover for the 2019-2020 school year			
	Funding Sources: Local Funds - 500.00					
						

**Goal 6: Lorenzo De Zavala Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.**






**Performance Objective 1:** Lorenzo De Zavala will establish and maintain communication between home, school and community that will foster in an active Parent Teacher Organization (PTO) to establish a family connection between the school and home.

**Evaluation Data Source(s) 1:** Parent Surveys, Parent Event Report, Volunteer Report, Tuesday folders, DZ Happenings Distribution, Website updated

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p>	3.1	Principal CSSS	Increase in parent participation			
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p>	3.2	Campus Administrators Teachers CSSS	Family Night Session Sign-In Sheets			
Funding Sources: Coordination of Local, State, and Federal Funds - 1000.00						
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Facilitate communication between school and home through home visits, Tuesday Folder communication, phone calls, parent conferences and volunteers. Provide a campus-wide "DZ Happenings" newsletter each month, through the campus website/Tuesday Folder.</p>		Campus Administrators Teachers Campus Instructional Specialists	Parent Contact Journal Tuesday Folder Post Cards (Fall & Spring) Sign-In Sheets Parent/Teacher Face to Face Conference (each student)			
<p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Local Funds - 500.00</p>						



<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Increase knowledge about various cultures such as Black History, Hispanic Heritage and other international cultures through assemblies and celebrations. Continue Talent Show to showcase diversity.</p>		<p>Student Support Administrator Specials Teachers</p>	<p>Increase parent involvement Increase awareness of various cultures</p>			
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Solicit parent/community volunteers. Implement a volunteer program that encourages parents to be a part of the school community through school events and family nights. Invite all volunteers and P.I.E. representatives to the End of Year Recognition social.</p>		<p>Counselor CSSS</p>	<p>Increase in logged volunteer hours Sign-in sheets</p>			
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>6) Execute a social event at the James Street Apartments. Provide 2 family fun nights (Fall/Spring). Bring in DePelchin for Parenting Strategies event. Encourage participation in PTO.</p>		<p>Core Team</p>	<p>Increase in parent participation in the school</p>			
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>7) Support our PTO by helping re-organize the process of elections, the executive board, and recruiting of volunteers.</p>		<p>CSSS</p>	<p>Membership Records</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

**Performance Objective 1 Problem Statements:**






<p><b>Perceptions</b></p>
<p><b>Problem Statement 1:</b> Teachers and staff are not clear about the expectations of each program. <b>Root Cause 1:</b> Team and Administrative communication is not as effective as it could be.</p>

**Goal 7: Lorenzo De Zavala Elementary will provide the technology infrastructure and tools to maximize student achievement.**

**Performance Objective 1:** Maximize student achievement through integrating technology in all content areas.

**Evaluation Data Source(s) 1:** Lesson Plans, observations, and walk throughs.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>1) Integrate technology in all content areas by using available resources in order to enhance the curriculum and reduce the achievement gap for at-risk students. Utilize integrated technology through the daily use of new Promethean Boards, slates, and clickers.</p>	2.6	CTS Campus Instructional Specialists Teachers	Increase in student success on all state assessments			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>2) Utilize iPads and laptops in 4th and 5th grade to maximize the learning through the use of projects, presentations and collaborative work that will enhance student learning.</p>	2.4	Teachers Campus Administrators Campus Instructional Specialists	Increase in student success on all state assessments			
Funding Sources: Local Funds - 1000.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Provide opportunities for staff develop that will enhance the effective use of technology in the classroom. Utilize district specialist to model lesson and provide instructional resources to teachers. Teachers will be encouraged to attend district sponsored staff development on technology.</p>		Teachers Campus Administrators	Increased Use of Technology on campus			
Funding Sources: Local Funds - 1000.00						
<p style="text-align: center;">  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	4	Through the RtI process, ensure that all students receive academic interventions, both in the regular classroom and through ALT, to close their instructional gaps.
1	1	5	Monitor at-risk, African- American, and Hispanic groups to ensure students are making progress, and target struggling students for academic intervention through the regular classroom, ALT, and tutorials.
2	1	1	Facilitate and provide resources for a well-balanced literacy program that ensures fluency and comprehension in Kindergarten-5th grade. Provide training to teachers who have not been trained in balance literacy to help focus instruction in the classroom. Introduce book talks via GCTV.
2	1	3	Through the use of TEKS-based hands-on activities and the use of manipulatives, teachers will teach the math TEKS and scope and sequence with rigor and depth to ensure student success. K-5 will incorporate Animal Math Facts to build foundation skills, and student Animals will be publicly posted to celebrate growth. A systematic common math vocabulary will be used and taught to increase student understanding.
2	1	5	Teachers will use Sheltered Instruction Strategies to ensure that English Language Learners progress at least one proficiency level each year and exit within 3-5 years. ELL students will receive interventions through small group support, in-class paraprofessional support, and support through Imagine Learning program.

## Instructional Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Theresa Keel	Principal
Parent	Kirsten Deshotel	Parent
Classroom Teacher	Kelsey Riggs	2nd Grade Representative
Classroom Teacher	Adrian Jackson	5th Grade Representative
Classroom Teacher	Roslyn Johnson	Specials Representative
Classroom Teacher	Emily Amozurrutia	1st Grade Representative
Classroom Teacher	Angie Shuttlesworth	4th Grade Representative
Classroom Teacher	Jacquelyn Crawford	PK Representative
Classroom Teacher	Adriana Cienfuegos	Kinder Representative

# Campus Funding Summary

<b>Local Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4	Training on effective Academic Intervention Strategies.		\$500.00
2	1	2	Writing Journals materials		\$500.00
2	1	3	Math Journal materials		\$500.00
2	1	4	Science Journal and lab materials		\$2,000.00
3	1	2	Attendance rewards and incentives		\$1,000.00
3	1	3			\$1,000.00
4	1	1			\$500.00
4	1	2			\$750.00
4	1	4	PBIS Conference		\$2,000.00
5	1	1	Professional Development		\$5,000.00
5	1	2	Professional Development in ESL and G/T		\$500.00
5	1	3			\$500.00
5	1	4			\$500.00
6	1	3	Newsletter costs		\$500.00
6	1	5			\$500.00
6	1	6			\$1,000.00
6	1	7			\$500.00
7	1	2	Professional Development on instructional implementation of iPads and Laptops		\$1,000.00
7	1	3	Professional Development on classroom technology		\$1,000.00
<b>Sub-Total</b>					\$19,750.00
<b>Coordination of Local, State, and Federal Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	1	2	Materials/supplies for parent academic activities.	Title I Part A	\$1,000.00

					<b>Sub-Total</b>	\$1,000.00
<b>Coordination of Local and State Funds</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
1	1	3	Supplemental instructional materials	GT Funds		\$500.00
1	1	3	Supplemental instructional materials	Special Education Funds		\$500.00
1	1	5	Payroll and material costs for tutorials	SCE Funds		\$18,000.00
2	1	5	Supplemental instructional materials	Bilingual/ESL Funds		\$1,000.00
					<b>Sub-Total</b>	\$20,000.00
					<b>Grand Total</b>	\$40,750.00