

Goose Creek Consolidated Independent School District
Lorenzo De Zavala Elementary
2017-2018 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, physical, 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	6
Curriculum, Instruction, and Assessment	9
Family and Community Involvement	10
School Context and Organization	11
Technology	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
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.	15
Goal 2: Lorenzo De Zavala Elementary will provide a well balanced and appropriate curriculum to all students.	17
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.	19
Goal 4: Lorenzo De Zavala Elementary will provide and maintain a safe, positive learning environment.	21
Goal 5: Lorenzo De Zavala Elementary will recruit, develop, and retain highly qualified and highly effective personnel.	22
Goal 6: Lorenzo De Zavala Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.	23
Goal 7: Lorenzo De Zavala Elementary will provide the technology infrastructure and tools to maximize student achievement.	25
Campus Funding Summary	26

Comprehensive Needs Assessment

Demographics

Demographics Summary

The ethnic make-up of DeZavala Elementary has not significantly changed over the last three years. The campus has a 53% mobility rate which is significant and correlates to the 56% at-risk population. We are a Title I School with over 80% of the students being economically disadvantaged.

Demographics Strengths

The ethnicity breakdown of DeZavala's population does not change significantly over time.

Problem Statements Identifying Demographics Needs

Problem Statement 1: DeZavala Elementary school has an attendance rate of 92.71% **Root Cause:** Coordination of SST, Attendance Clerk, and teacher attendance coordination.

Student Achievement

Student Achievement Summary

Although the campus decreased in percentage of met standard on STAAR, the campus increased its standing with regards to other elementary schools in the district. Our TELPAS data indicates growth at all grade levels, and a composite growth of 18% from the previous year. STAAR writing declined from 55% to 47%. STAAR Reading showed decline in every grade level. STAAR math showed increase in grades 3 and 4, but a decrease in grade 5.

Student Achievement Strengths

TELPAS Composite Growth from 44%(unacceptable) to 62% (Recognized). 3rd Grade STAAR math increased from 66% to 73%, and every subpop increased from the previous year! 4th Grade STAAR Math increased from 58% to 69%, and every subpop increased from the previous year! Our African-American sub-pop increased on the STAAR in 3rd grade reading, 3rd grade math, 4th grade math, 5th grade reading, and 5th grade math. Our Special Education population increased on the STAAR in 3rd grade math, 4th grade math, 5th grade reading, 5th grade math, and 5th grade science. Our LEP population increased on the STAAR in 3rd grade math, 4th grade reading, math and writing, and 5th grade science.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 47% of fourth grade students approached the standard on the writing STAAR. The majority of students earned a rating of 2 or 3 on the essay. **Root Cause:** We do not have a systemic writing program that ensures students are writing in all grade levels.

Problem Statement 2: 57% of 3rd, 4th, and 5th graders approached the standard on the STAAR Reading assessment. **Root Cause:** A large number of students in K-5 are not all reading at the grade level expectation.

Problem Statement 3: 50% of all 4th and 5th grade students met or exceeded progress on STAAR Math and Reading. **Root Cause:** At least half of students are not making at least one years' growth in reading and math.

Problem Statement 4: Although we have made gains with our African American Subpop, there is still at least a 10 point achievement gap in 3rd grade Math, 4th grade Writing, and 5th grade Science. **Root Cause:** Our RtI process, although improving, still under-serves our African American population.

Problem Statement 5: 55% of 5th grade students approached the standard on the Science STAAR. **Root Cause:** We do not have a systemic science program that ensures science is taught with depth and rigor in all grade levels.

Problem Statement 6: Among our LEP population, 43% of 3rd Graders, 33% of 4th Graders, and 18% of 5th Graders approached the standard on the

Reading STAAR **Root Cause:** LEP are not reaching Advanced High within 3 years of beginning the bilingual/ESL program.

School Culture and Climate

School Culture and Climate Summary

86% of students think teachers care about them. 92% of students feel like they are treated with respect. 1/3 of students still feel like they need more help. Overall staff moral is at an all time low.

School Culture and Climate Strengths

Academic improvement across all core content. Parent communication has increased. ILT is a viable and working committee on the campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students are unaware of opportunities beyond school **Root Cause:** Lack of continued systematic focus on "why" an education is important

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of teachers are HQ, 14 are ESL Certified, and staff are encouraged to become ESL and G/T certified. 18 staff members have resigned or transferred. Staff survey indicates that behavior management, and lack of principal support with behavior is a deterrent to retention of teachers.

Staff Quality, Recruitment, and Retention Strengths

100% of staff are HQ.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: New Teacher mentoring program does not adequately support 1st year teachers or new to the district teachers. **Root Cause:** Campus Leadership has not developed a systematic mentoring process

Problem Statement 2: DZ needs highly effective Bilingual/ESL HQ teachers **Root Cause:** Not all teachers teaching our Bilingual students are Bilingual Certified.

Problem Statement 3: DZ has a high staff turnover rate, including administrative **Root Cause:** Campus Leadership has not been consistent, and teachers view behavior support as a weakness.

Problem Statement 4: DZE has 38% new staff members for the 2017-2018 school year **Root Cause:** High turnover rate due to change in leadership, behavior supports, and insufficient mentoring.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus has not made significant growth in accountability. Reading continues to be the gap which holds campus success back.

Curriculum, Instruction, and Assessment Strengths

We have addressed language arts needs with professional development with district personnel and outside support. Schedules are flexible to give teachers and students more support. Content and language objectives are communicated with students. The PLC process has allowed for a closer look at data to act on.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Grade levels need more effective team planning with sufficient materials to meet the depth and rigor of the TEKS **Root Cause:** Team planning is a new process for teachers and CIS

Problem Statement 2: Teams need personnel to effectively intervene **Root Cause:** Master Schedule

Family and Community Involvement

Family and Community Involvement Summary

This year, we hosted less events, but had more parent involvement from the prior year. Parents were notified of events via multiple outlets. The majority of teachers and parents believe communication is sufficient.

Family and Community Involvement Strengths

DZE held 55 events for parental involvement and engaged 45% more stakeholders from the year prior. There was an 80% increase in visitation to the school from the prior school year..

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: DZE data reflects low participation in the use of parent portal, low participation in PTO, and a low number of volunteer opportunities

Root Cause: Lack of consistent planning and implementation of parent opportunities.

Problem Statement 2: DZE needs to increase campus volunteers to support the campus, the PTO, and other activities. **Root Cause:** The data indicates that there is a disorganized campus volunteer process.

School Context and Organization

School Context and Organization Summary

Campus goals and objectives were unclear for 2016-2017. There is a need for clear goals and objectives, both academic and behavior, with measurable outcomes. Attendance continues to fall short of the 96% expectation.

School Context and Organization Strengths

The Professional Learning Community Process has improved. The Response to Intervention process is clearer.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: DZE needs measurable academic and behavior goals, supported by a plan of improvement. **Root Cause:** Multiple changes in leadership over the last 8 years

Problem Statement 2: RtI process, although improving, does not serve all students who are below grade level or a behavior problem. **Root Cause:** RtI process needs to be driven by data, not by teacher referral.

Technology

Technology Summary

DeZavala students have access to multiple types of devices (iPad, laptop, desktop). Students use the iPad apps to enrich learning, such as Think Through Math, IStation, Classflow, Edmodo, and Google Classroom. Interactive Promethian boards are used in every classroom to promote a student centered classroom. Laptops and computer labs are also available for student use.

Technology Strengths

A variety of technology is available for teachers to integrate into instruction. Campus Instructional Technology specialists are available from off-campus to assist with integration, and Campus Technology Specialists are available for troubleshooting and fixing computers.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals


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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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.	1	Campus Administrators, Teachers, Campus Instructional Specialists	Individual student growth and overall campus improvement in relation to district and state averages.			
	Problem Statements: Curriculum, Instruction, and Assessment 1					
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.	3	Campus Instructional Specialists, Campus Administrators, Teachers	Lesson Plans, Walk Through data, Observation data, campus improvement data in relation to district and state averages.			
	Problem Statements: Curriculum, Instruction, and Assessment 1					
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.	2	Campus Administrators, Campus Instructional Specialists, Teachers	STAAR Mastery data, CFA, Benchmark, and CBA data showing mastery			
	Problem Statements: Curriculum, Instruction, and Assessment 2					
4) Through the RtI process, ensure that all students receive academic intervention, both in the regular classroom and through ALT, to close their instructional gaps.	9	Campus Instructional Specialists, Campus Administrators, Campus RtI Team, Teachers	RtI data indicating increase in "monitoring" status. Increase in CBA, CFA, Benchmark and STAAR success.			
	Problem Statements: School Context and Organization 2 Funding Sources: Local Funds - \$500.00					

5) Monitor the African- American and Hispanic groups to ensure students are making progress, and target struggling students for academic intervention through the regular classroom and ALT.	8	Campus Instructional Specialists, Campus Administrators, Campus RtI Team, Teachers	Closure of the achievement gap between our AA and Hisp vs White			
	Problem Statements: Student Achievement 4					
						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 4: Although we have made gains with our African American Subpop, there is still at least a 10 point achievement gap in 3rd grade Math, 4th grade Writing, and 5th grade Science. Root Cause 4: Our RtI process, although improving, still under-serves our African American population.
Curriculum, Instruction, and Assessment
Problem Statement 1: Grade levels need more effective team planning with sufficient materials to meet the depth and rigor of the TEKS Root Cause 1: Team planning is a new process for teachers and CIS
Problem Statement 2: Teams need personnel to effectively intervene Root Cause 2: Master Schedule
School Context and Organization
Problem Statement 2: RtI process, although improving, does not serve all students who are below grade level or a behavior problem. Root Cause 2: RtI process needs to be driven by data, not by teacher referral.


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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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.		Campus Administrators, Teachers, Campus Instructional Specialists	5% increase in STAAR Reading and Writing Scores. At least one year average growth in ISIP/DRA levels.			
	Problem Statements: Student Achievement 2					
2) Using effective Abydos specialized 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.		Campus Instructional Specialists, Campus Administrators, Teachers	Writing samples displayed. Increase in 4th grade writing STAAR scores by 10% from the prior year.			
	Problem Statements: Student Achievement 1 Funding Sources: Local Funds - \$500.00					
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 A systematic common math vocabulary will be used and taught to increase student understanding.		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.			
	Problem Statements: Student Achievement 3 Funding Sources: Local Funds - \$500.00					
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.		Campus Administrators, Teachers	Science Lab utilization reports reviewed. Increase in 5th grade STAAR Science scores by 5%. Year to year comparison increase on CBA and Benchmark data.			
	Problem Statements: Student Achievement 5 Funding Sources: Local Funds - \$2,000.00					

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.		Teachers, Campus Administrators	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.			
	Problem Statements: Student Achievement 6					
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	10	Campus Administrators, Campus Instructional Specialists, Teachers, Special Ed Teachers	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%.			
	Problem Statements: Student Achievement 3					
						

Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 1: 47% of fourth grade students approached the standard on the writing STAAR. The majority of students earned a rating of 2 or 3 on the essay. Root Cause 1: We do not have a systemic writing program that ensures students are writing in all grade levels.
Problem Statement 2: 57% of 3rd, 4th, and 5th graders approached the standard on the STAAR Reading assessment. Root Cause 2: A large number of students in K-5 are not all reading at the grade level expectation.
Problem Statement 3: 50% of all 4th and 5th grade students met or exceeded progress on STAAR Math and Reading. Root Cause 3: At least half of students are not making at least one years' growth in reading and math.
Problem Statement 5: 55% of 5th grade students approached the standard on the Science STAAR. Root Cause 5: We do not have a systemic science program that ensures science it taught with depth and rigor in all grade levels.
Problem Statement 6: Among our LEP population, 43% of 3rd Graders, 33% of 4th Graders, and 18% of 5th Graders approached the standard on the Reading STAAR Root Cause 6: LEP are not reaching Advanced High within 3 years of beginning the bilingual/ESL program.

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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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.		Teachers, Counselor, Campus Administrators, CS3, Attendance Clerk	Student attendance is 96% or higher.			
Problem Statements: Demographics 1						
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 weeks. Year end incentives for perfect attendance will also be given. Provide chronic absentee students with individual incentives to attend (attendance target board)		Campus Administrators, Teachers, Counselor, PIE, CS3	Student Attendance 96% or higher			
Problem Statements: Demographics 1 Funding Sources: Local Funds - \$1,000.00						
3) Increase student knowledge about college and career planning through campus-wide and grade level activities that support and promote college and career readiness. Students will participate in College Week, wear college shirts one day a month and other opportunities in classrooms to encourage college and career goals. Use video announcements to show college and career opportunities.		Campus Administrators, Counselor	Student participation data indicates more than 50% of the student body participates.			
Problem Statements: School Culture and Climate 1						
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: DeZavala Elementary school has an attendance rate of 92.71% Root Cause 1: Coordination of SST, Attendance Clerk, and teacher attendance coordination.

School Culture and Climate


Problem Statement 1: Students are unaware of opportunities beyond school **Root Cause 1:** Lack of continued systematic focus on "why" an education is important

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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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 announcements. Establish an Ambassador's program for 5th grade students to demonstrate leadership skills throughout the school year.		Campus Administrators, Campus Instructional Specialists, Teachers, Counselor	Keystone Activities Completed and Ambassador's Program Conducted			
	Problem Statements: School Context and Organization 1					
2) Train all staff in Win-Win Discipline. Focused SWIM check program, including SWIM expectations during video announcements.		Teachers, Campus Administrators, Counselor	Decrease in discipline incidents by 25%.			
	Problem Statements: School Context and Organization 1					
3) Using the Olweus curriculum, increase schoolwide positive culture behaviors		Teachers, Campus Administrators, Counselor	Decrease in discipline incidents by 25%			
	Problem Statements: School Context and Organization 1					
4) Continue to implement a school-wide Positive Behavior Support Program. Teachers will meet monthly to discuss student data from 360 and ways to improve behavior on campus. Work with RSS to implement the PALS mentoring program to provide mentors to at-risk students.		Campus Administrators, Counselor, Teachers	TEAMS Data, Review 360			
	Problem Statements: School Context and Organization 1 Funding Sources: Local Funds - \$2,000.00					
						

Performance Objective 1 Problem Statements:


School Context and Organization
Problem Statement 1: DZE needs measurable academic and behavior goals, supported by a plan of improvement. Root Cause 1: Multiple changes in leadership over the last 8 years

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

Performance Objective 1: Recruit and retain Highly Qualified personnel.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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.	5	Campus Administrators, Campus Instructional Specialists, Teachers	Less than 5% teacher turnover for the 2018-2019 school year.			
				Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3 Funding Sources: Local Funds - \$5,000.00		
2) Encourage all teachers to become ESL and GT Certified	4	Campus Administrators	Increase number of Teachers that are ESL and GT Certified			
				Problem Statements: Staff Quality, Recruitment, and Retention 2 Funding Sources: Local Funds - \$500.00		
3) Develop highly focused teacher mentoring program		Campus Administrators	Less than 5% teacher turnover for the 2018-2019 school year			
				Problem Statements: Staff Quality, Recruitment, and Retention 4		
						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: New Teacher mentoring program does not adequately support 1st year teachers or new to the district teachers. Root Cause 1: Campus Leadership has not developed a systematic mentoring process
Problem Statement 2: DZ needs highly effective Bilingual/ESL HQ teachers Root Cause 2: Not all teachers teaching our Bilingual students are Bilingual Certified.
Problem Statement 3: DZ has a high staff turnover rate, including administrative Root Cause 3: Campus Leadership has not been consistent, and teachers view behavior support as a weakness.
Problem Statement 4: DZE has 38% new staff members for the 2017-2018 school year Root Cause 4: High turnover rate due to change in leadership, behavior supports, and insufficient mentoring.

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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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.		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)			
	Problem Statements: Family and Community Involvement 1 Funding Sources: Local Funds - \$500.00					
2) Conduct Parent/Family engagement opportunities and awareness of higher education through activities like Family Nights, Library Open House, Book Fairs, and parent sessions and well as incorporate college career readiness activities for students and parents.	6, 7	Campus Administrators, Teachers	Family Night Session, Sign In Sheets			
	Problem Statements: Family and Community Involvement 1 Funding Sources: Coordination of Local, State, and Federal Funds - \$1,000.00					
3) Increase knowledge about various cultures such as Black History, Hispanic Heritage and other international cultures through assemblies and celebrations.		Campus Administrators, Teachers	Increase parent involvement and increase awareness of various cultures			
	Problem Statements: Family and Community Involvement 1					
4) 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.		Campus Administrators	Increase in Logged volunteer hours, Sign-in sheets			
	Problem Statements: Family and Community Involvement 2					
5) Plan and provide a minimum of (1) parent session and (1) community outreach session per year.		Campus Administrators, Teachers	Increase in parent participation in the school			
	Problem Statements: Family and Community Involvement 2					
6) Support our PTO by helping re-organize the process of elections, the executive board, and recruiting of volunteers.		Campus Administrators	Membership Records			
	Problem Statements: Family and Community Involvement 2					



= Accomplished



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Family and Community Involvement

Problem Statement 1: DZE data reflects low participation in the use of parent portal, low participation in PTO, and a low number of volunteer opportunities **Root Cause 1:** Lack of consistent planning and implementation of parent opportunities.


Problem Statement 2: DZE needs to increase campus volunteers to support the campus, the PTO, and other activities. **Root Cause 2:** The data indicates that there is a disorganized campus volunteer process.

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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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 and clickers.		Campus Administrators, Campus Instructional Specialists, Teachers	Increase in student success on all state assessments.			
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.		Teachers, Campus Administrators, Campus Instructional Specialists	Increase in student success on all state assessments.			
Funding Sources: Local Funds - \$1,000.00						
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.		Teachers, Campus Administrators	Increased Use of Technology on campus. Training Sign In			
Funding Sources: Local Funds - \$1,000.00						
						

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
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
6	1	1	Newsletter		\$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
Sub-Total					\$14,500.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Materials/supplies for parent academic activities.	Title I Part A	\$1,000.00
Sub-Total					\$1,000.00
Grand Total					\$15,500.00