

Goose Creek Consolidated Independent School District
Lorenzo De Zavala Elementary
2016-2017 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- De Zavala Elementary is one of 28 campuses in Goose Creek CISD Independent School District. De Zavala Elementary opened its doors in 1992 and serves predominantly low income families. De Zavala serves 841 students in grades Pre-Kindergarten to 5th grade. Five years ago, 740 students were served by the campus, which in an increase of 12%. The campus includes: Pre-Kindergarten, Kindergarten, and First Grade teams that are self-contained with the remaining grade levels departmentalized. De Zavala has Gifted and Talented as well as Bilingual classes. Our campus also houses the PPCD and Focus Programs.
- The student population is 17 % African-American, 24 % Anglo, 0 % Asian, 53% Hispanic, 52 % male and 47% female with a low socioeconomic status of 68%. The staff population is 23% African-American, 57% Anglo, 0% Asian, 18% Hispanic, 2% male and 98% female with an average of 9.86 years of experience. De Zavala Elementary serves 134 English Language Learner students, 44 students in the Gifted and Talented program and 64 students served through special education services.
- The overall mobility rate for the campus is approximately 27.3. The average daily attendance rate for students is 96%. There are a total of 1,268 discipline referrals this year.
- The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: Benchmarks, STAAR, I-Station, Guided Reading levels, surveys and Attendance. Committees were formed to look for areas of weaknesses and strengths.

Student Achievement

Student Achievement Strengths

- Grades 3-5 ALT time
- Computers in 5th grade and 4th grade ipads
- Computer time during ALT
- Increase in reading levels/independent reading
- SIL in Bilingual classes
- Team work to group students in grade levels
- Tutorial help in Kinder and First Grade
- Imagine Learning/Waterford/IStation/TT Math

Student Achievement Needs

- Small group time for Kinder, First, and Second
- Computer lab time for Kinder, First, and Second
- After school tutorials started in the Fall
- More Saturday School Academies
- Lack of parent involvement
- Difficult to keep students focused
- Discipline/Behavior gets in the way
- ALT time cancellation
- Students don't attend morning tutorials because parents will not bring them

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- New teachers all Highly Qualified
- NCLB certified paraprofessionals
- New teacher support
- Professional development and summer staff development for all teachers
- Faculty supportive of one another

Staff Quality, Recruitment, and Retention Needs

- Teachers need classroom management PD
- Need collaboration between teams
- District support for LA
- K-2 need more academic support
- Need more teachers to become ESL certified

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

- Extended planning
- Training sessions with district staff
- Breaking down the TEKS and placing them in categories
- Use of student data binders
- Data walls
- Kagan activities and materials
- Use of technology in the classroom
- District tech support

Curriculum, Instruction, and Assessment Needs

- Inexperienced teachers
- Teachers new to a grade level or subject area.
- Time constraints
- Time to focus on power standards
- Lack of daily computer time for programs such as Istation and Waterford
- Teachers not responsible for their own data
- All teachers need data binder
- Lack of regular PLCs focused on data and student needs
- ALT schedule and instructional focus
- More interactive instruction
- Discipline issues

Technology

Technology Summary

- All teachers have access to interactive response devices, Promethean boards, slate, (2) student desktop computers, (1) teacher desktop computer, and (1) teacher laptop. Fifth graders have one to one laptops and fourth graders have one to one Ipads. The CIS's have (1) teacher Ipad and (5) student Ipads.
- Technology is used in the following ways: presentations, interactive lessons, response clickers, fact practice, vocabulary lessons, MS Office, Edmodo, IStation, Think Through Math, Waterford, Class Flow, etc.

Technology Strengths

- Makes learning more accessible to students
- Easier to assign and collect assignments
- Students have tools available that would be difficult to access in the classroom
- Helps with student engagement and minimizes off task behavior

Technology Needs

- Not all grades have one to one technology
- Need more training/modeling during instruction
- Need more bandwidth, slows down when several students are using the network

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data

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
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Highly qualified staff data
- Professional development needs assessment data

- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices




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.

Summative Evaluation: Results from District Assessments, TELPAS and STAAR

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---------|--|--|-------------------|-----|------|
| | | | | Nov | Feb | June |
| 1) From the comprehensive needs assessment process completed, each teacher will keep a notebook to review student data, (student profiles, test data, reading levels, and cumulative folders to gather achievement data to determine instructional needs and strategies that will increase student achievement. | 1 | Campus Administrators, Teachers, Campus Instructional Specialists, Counselor | Team meetings | | | |
| 2) Monitor student progress by analyzing student data and tracking student growth through the use of student data binders, and meet bi weekly in PLC meetings to determine interventions and small group support for intense instruction. Provide additional tutorial support throughout the day by hiring certified teachers to assist with interventions during the school day. | | Campus Instructional Specialists, Campus Administrators, Teachers | PLC Meetings, grades, assessment results, reading levels, Eduphoria | | | |
| 3) Teachers will use data binders with student achievement data (STAAR, TELPAS, EOY, CBA/Benchmarks) to determine appropriate instructional interventions to provide effective TEKS instruction in all content areas. | | Campus Instructional Specialists, Campus Administrators, Teachers | Lesson Plans, Walk Through, Formative Assessments, grades, and report cards. | | | |
| 4) Utilize student data to identify successful strategies and targeted student expectations. Identify GT and high achieving students to ensure students are performing at the commended level. Monitor the African- American and Hispanic groups to ensure students are making progress. | 2 | Campus Administrators, Campus Instructional Specialists, Teachers | Lesson Plans, Walk through, Formative Assessments | | | |
| 5) Collaborate in Professional Learning Communities weekly to problem solve and discuss student assessment data to plan effectively for small group and classroom instruction. | | Campus Instructional Specialists, Campus Administrators, Campus Rtl Team, Teachers | Lesson Plans, Walk through, Formative Assessments | | | |






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

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

Performance Objective 1: Provide staff members with the district scope and sequence, materials, and training necessary to ensure student success - academically and behaviorally. Teachers will implement rigorous instruction to ensure students are academically successful.

Summative Evaluation: Lesson Plans, Walk Throughs, Observations, PLC meetings


| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | 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. Lessons will include academic vocabulary, Kilgo strategies and Kagan Strategies. | | Campus Administrators, Teachers, District Specialists, Campus Instructional Specialists, Counselor | Purchase of Balanced Literacy materials; Walk Through, Formative Assessments | | | |
| 2) Provide opportunities for students in grades K - 5 to learn science concepts through hands-on activities provided during Science Lab time. Implement Science Vocabulary instruction to directly teach vocabulary included in the district scope and sequence in grades K-5 in order to increase student understanding and comprehension. | | Campus Administrators, Teachers, Family Involvement Coordinator | Student Schedules; Attendance Rosters, Formative Assessments, Walk Throughs, , Science Lab schedule | | | |
| 3) Showcase student writing for all content areas in hallways and through the use of response journals and WACA strategies which builds and develop successful writers in all grade levels by communicating ideas and by writing information for a specific purpose. Campus Abydos specialist will lead the writing team utilizing specialized strategies. | | Campus Instructional Specialists, Campus Administrators, Teachers | Formative Assessments, Walk Through | | | |
| 4) Incorporate hands-on activities through the use of manipulatives and differentiated instruction to ensure students are understanding the concept. Utilize Kim Sutton (fact practice) strategies. Meet with teachers during PLC and planning time to ensure teachers understand the new TEKS. Incorporate academic vocabulary included in the district scope and sequence in grades K-5 in order to increase student understanding and comprehension. Utilize Kagan strategies during instruction. | 8 | Campus Instructional Specialists, Campus Administrators, Teachers | Formative Assessments, Walk Through | | | |
| 5) Implement Sheltered Instruction Strategies so that English Language Learners progress one proficiency level each year and reach proficiency levels in English within 3-5 years. Provide ELL students with interventions through small group support and in-school tutorials. ELL students will participate in the Imagine Learning program. | 9 | Teachers, Campus Administrators | List of students, Pre/Post Test Results, Imagine Learning Records | | | |

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|--|--|--|--|--|--|
| <p>6) Utilize inclusion and co-teaching strategies to increase the amount of time SPED students receive instruction in the mainstream classroom. Provide opportunity for interventions in all content areas through in-school tutorials. Students will also participate in the Cog Med and Fast Forward computer programs as needed.</p> | <p>Campus Administrators, Campus Instructional Specialists, Teachers, Special Ed Teacher</p> | <p>Lesson Plans, Walk Through, Formative Assessments, Cog Med, and Fast Forward records.</p> | | | |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | |

Goal 3: Lorenzo De Zavala Elementary through enhanced and 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.






Summative Evaluation: Daily attendance data.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | 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. | 6 | Teachers, Counselor, Campus Administrators | Attendance Rosters | | | |
| 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. | | Campus Administrators, Teachers, Communities In School, Counselor | Student Attendance 95% or higher | | | |
| 3) Provide support to students in need utilizing the Student Support Services with the help of the Family Involvement Coordinator, and social worker. | 7 | Campus Administrators, Teachers, Counselor, Family Involvement Coordinator | Support Services Data | | | |
| 4) 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. | | Campus Administrators, Counselor | Lesson Plans Counselor notes | | | |
|  | | | | | | |

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.

Summative Evaluation: Discipline Data



| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | 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. | 10 | Campus Administrators, Campus Instructional Specialists, Teachers, Counselor | Teacher Lesson Plans, Journals, Keystone Activities and Ambassador's Program | | | |
| 2) Implement the campus PBIS plan to support positive student behavior and decrease office referrals. Incorporate Keystone time each day, announce Keystone Thoughts for the Day, S.W.I.M. Lessons, Lunch Bunch and/or guidance lessons/videos to encourage appropriate behaviors. | | Teachers, Campus Administrators, Counselor, Family Involvement Coordinator | Lesson Plans; School Calendar | | | |
| 3) Implement violence prevention/bullying awareness in order to have a positive and safe campus. | | Teachers, Campus Administrators, Counselor | School Calendar | | | |
| 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, FIC, Teachers | TEAMS Data, Review 360 | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

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.

Summative Evaluation: Roster of HQ Teachers

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | 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. Incorporate Sheltered Instruction strategies in all subject areas. | 4 | Campus Administrators, Campus Instructional Specialists, Teachers, Director of Bilingual/ESL and Migrant Education Program | 90% mastery on appropriate assessments. SIOP Strategies seen in classrooms/binders. DZ Instructional Binders and Lesson Plans | | | |
| 2) Select only HQ teachers from the applicant pool. | | Principal, Director of Personnel | HQ Audit Report | | | |
| 3) Implement a HQ Teacher Intervention Plan for all non-HQ teachers | 5 | Campus Administrators, Director of Personnel | Intervention Plan on file and submitted to personnel within 6 weeks of hire. | | | |
| 4) Ensure campus personnel decision-makers are available during peak recruiting/hiring times. | | Campus Administrators | Campus submits staffing assignments by June 30 | | | |
| 5) Terminate teachers who have not met NCLB requirement by the end of the year. | | Campus Administrators, Director of Personnel | Teacher who are not HQ in their subject will not be recommended for renewal | | | |
| 6) Encourage all teachers to become ESL and GT Certified | 3 | Campus Administrators, Director of Personnel | Increase number of Teachers that are ESL and GT Certified | | | |
| 7) Encourage teachers to add subject area certification | | Campus Administrators, Director of Personnel, Director of Bilingual/ESL and Migrant Education Program | Additional HQ teachers with additional subject area certification | | | |






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

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.

Summative Evaluation: Attendance rosters at evening functions, volunteer hours, Tuesday folders, DZ Happenings go home each week, website updated weekly.






| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|--|---------|--|---|-------------------|-----|------|
| | | | | Nov | Feb | June |
| 1) Contact parents of absent students daily through phone calls, letters home and home visits. | | Teachers, Campus Administrators, Counselor, Family Involvement Coordinator | Teacher Contact, Journals, Hope Team | | | |
| 2) 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, Counselor, Family Involvement Coordinator | Parent Contact Journal, Tuesday Folder, Post Cards (Fall & Spring), Sign In Sheets, Parent/Teacher Face to Face Conference (each student) | | | |
| 3) Conduct Parent Orientation and Family Night Sessions. Increase parent awareness of higher education through Parent Education events such as activities like Family Nights, Library Open House, Book Fairs, and parent sessions. Plan, prepare and implement college career readiness activities for students and parents. | | Campus Administrators, Teachers, Family Involvement Coordinator | Family Night Session, Sign In Sheets | | | |
| 4) Increase knowledge about various cultures such as Black History, Hispanic Heritage and other international cultures through assemblies and celebrations. | | Campus Administrators, Teachers, Family Involvement Coordinator | Student Attendance | | | |
| 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. | | Campus Administrators, Counselor, Family Involvement Coordinator | Logged volunteer hours, Sign-in sheets | | | |

| | | | | | | |
|---|--|--|------------------------|--|--|--|
| 6) Plan and provide a minimum of (1) parent session and (1) community outreach session per year. Parent/Community sessions brings unity between the campus and home to ensure student success. | | Campus Administrators, Counselor, Family Involvement Coordinator, Teachers | Flyers, Sign In Sheets | | | |
| 7) Support our PTO by continuing to recruit active parent and teacher members. Encourage parents and teachers to attend all meetings and include student performances or recognition at all meetings. | | Campus Administrators | Membership Records | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

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.

Summative Evaluation: Lesson Plans, observations, district support, and walk throughs.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---------|---|---|-------------------|-----|------|
| | | | | Nov | Feb | June |
| 1) Integrate technology in all content areas by using available resources (EduSmart, STEM Scopes, Edmodo, Brain Pop, I Station, Think Through Math, Fast Forward, Cog Med, Imagine Learning, United Streaming, A-Z Reader, AR, Edmodo etc.) in order to enhance the curriculum and reduce the achievement gap for at-risk students. Utilize integrated technology through the use of new Promethean Boards and clickers. | | Campus Administrators, Campus Instructional Specialists, Teachers | Lesson Plans; Local and 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 | Lesson Plans, Walk Throughs | | | |
| 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 | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

2016-2017 Campus Instructional Leadership Team

| Committee Role | Name | Position |
|----------------------------|------------------------|--------------------------------|
| Administrator | | Principal |
| Administrator | Leah Abbate | Assistant Principal |
| Administrator | Rebecca Estrada | Counselor |
| Classroom Teacher | Adriana Capilla-Garcia | 1st grade Teacher |
| Classroom Teacher | Maggie Dosie | 4th grade Teacher |
| Classroom Teacher | Erin LeBrock | 3rd grade Teacher |
| Classroom Teacher | Tonia McNeil | SPED Teacher |
| Classroom Teacher | Lisa Rogers | 2nd grade Teacher |
| Classroom Teacher | Angela Rowland | PE Teacher |
| Classroom Teacher | Melissa Taylor | 5th grade Teacher |
| Classroom Teacher | Pleshette Williams | Kindergarten Teacher |
| Non-classroom Professional | Brittany Griffith | Family Involvement Coordinator |
| Non-Teacher Professional | Michelle Grimes | ELA CIS |
| Non-Teacher Professional | Tara Pohorily | Math CIS |