

# Goose Creek Consolidated Independent School District

## Lorenzo De Zavala Elementary

### Campus Improvement Plan

**2020-2021**



**Board Approval Date:** November 2, 2020  
**Public Presentation Date:** November 2, 2020

# 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

De Zavala has a student enrollment of 654.

19.15% AA

19.03% Anglo

12% Asian

58.95% Hispanic

The percentage of Economically Disadvantaged is approximately 82%.

### Demographics Strengths

We are developing plans to provide interventions/enrichment for all students attending De Zavala.

Will work with the many different district departments to help us with training, incorporating strategies/interventions to meet the needs of ALL learners.

Tracking student progress through portfolios (SeeSaw) that will allow us to make better academic decisions regarding the interventions/enrichment.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Appropriate professional development opportunities are needed to support the teachers with providing highly effective instructional support to students. **Root Cause:** Review of needs indicates scheduling issues and staff transition.

# Student Learning

## Student Learning Summary

### 3<sup>rd</sup> grade Reading

<b>Reading Benchmark 1</b>	<b>2018</b>	<b>33%</b>	<b>Rank 15</b>
Reading Benchmark 1	2019	70%	Rank 1

### 3<sup>rd</sup> grade Math

<b>Math Benchmark 1</b>	<b>2018</b>	<b>57%</b>	<b>Rank 14</b>
Math Benchmark 1	2019	76%	Rank 4

### 4<sup>th</sup> grade Reading

<b>Reading Benchmark 1</b>	<b>2018</b>	<b>43%</b>	<b>Rank 15</b>
Reading Benchmark 1	2019	62%	Rank 8

### 4<sup>th</sup> grade Writing

<b>Writing Benchmark 2</b>	<b>2018</b>	<b>33%</b>	<b>Rank 15</b>
Writing Benchmark 1	2020	51%	Rank 10

### 4<sup>th</sup> grade Math

<b>Math Benchmark 1</b>	<b>2018</b>	<b>56%</b>	<b>Rank 14</b>
Math Benchmark 1	2019	52%	Rank 15

### 5<sup>th</sup> grade Reading

<b>Reading Benchmark 2</b>	<b>2019</b>	<b>52%</b>	<b>Rank 15</b>
Reading Benchmark 2	2020	65%	Rank 11

### 5<sup>th</sup> grade Math

<b>Math Benchmark 2</b>	<b>2019</b>	<b>62%</b>	<b>Rank 15</b>
Math Benchmark 1	2020	70%	Rank 8

### **Student Learning Strengths**

2019-2020 was the first year for the leadership team. We changed student/teacher behavior expectations regarding discipline and academics. As you can see with the Student Achievement Summary data, students made significant growth in 6 out of 7 grade level/subject areas. The Rank # has been included to show how we compared to all schools in the district from the 2018-2019 school year to 2019-2020.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The state accountability information from the 2018-2019 school year indicated students were not successful. Although we made significant progress in 2019-2020, there is still a lot of work to do with student and teacher expectations. **Root Cause:** There has been ineffective practices/procedures regarding student academic and behavior expectations prior to the new leadership established for 2019-2020.

# School Processes & Programs

## School Processes & Programs Summary

- De Zavala has numerous specialists:
  - Two CISs, Reading Intervention teacher, SSA, etc.
- Specialists coach, model, review data, conduct PLC meetings to implement appropriate prescriptive academic plan for all.
- SuccessMaker, Study Island, Education Galaxy, Headsprout are all needed programs to support student growth
- The staff and parent survey results from 2018-2019 indicated significant perception problems so the lack of success in the building was a significant need that is beginning to improve.
- Establishing processes that promote growth for all students -identified as a “prescriptive” process that looks at small assessment data we give throughout each lesson cycle.
- Creating assessments and tracking student progress takes time.
- We will continue to require these “prescriptive” processes to increase familiarity.
- Teachers not familiar with PLC process and tracking student growth.
- Establishing weekly planning expectations and participating in these meetings
- Reviewing teacher data to help teachers make academic growth decision
- Teachers planning together and successfully using strategies to meet the needs of all learners
- Some staff members still need to become more proficient with tracking, making assessments, etc.
- Some staff members do not have enough experience and/or desire to do so without supervision.
- Long and short term technology interventions for all students (above, on, and below grade level)
- Providing extra practice time for these interventions/enrichment
- Need additional devices to service all students

## School Processes & Programs Strengths

- Additional staff positions to support teachers has been the most significant strength.
- High number of staff returning 2020-2021.
- There were a number of teachers from other campuses that sought to be here for the next school year thus reflecting a positive shift in thinking regarding De Zavala.
- Many staff members quickly learned these “prescriptive” processes which reflected better data outcomes.
- Teachers now have had a full year of learning these expectations and will enter the 2020-2021 year with higher expectations than ever before.
- Technology programs purchased are used before, during, and after school hours.
- Technology training provided to staff members.

# Perceptions

## Perceptions Summary

- Promote respect and team work through positive rewards such as De Zavala Dolphin dollars.
- Work closely with parents, teachers, and students to promote/improve classroom behaviors.
- Elevated staff turnover and student discipline incidents from 2018-2019 due to ineffective processes in place.

## Perceptions Strengths

The district has provided additional staff to support our efforts to improve student/teacher behaviors.

# Priority Problem Statements

**Problem Statement 1:** Appropriate professional development opportunities are needed to support the teachers with providing highly effective instructional support to students.

**Root Cause 1:** Review of needs indicates scheduling issues and staff transition.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The state accountability information from the 2018-2019 school year indicated students were not successful. Although we made significant progress in 2019-2020, there is still a lot of work to do with student and teacher expectations.

**Root Cause 2:** There has been ineffective practices/procedures regarding student academic and behavior expectations prior to the new leadership established for 2019-2020.

**Problem Statement 2 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Federal Report Card Data
- RDA data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

### **Parent/Community Data**

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

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

- Processes and procedures for teaching and learning, including program implementation
- Communications 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 provide an 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 Sources:** District Assessments, TELPAS Results, and STAAR Results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Collaborate in Professional Learning Communities and cross grade level meetings to study student data, plan coaching sessions, and plan instruction to ensure implementation of a rigorous curriculum for mainstream, GT, Special Education, at risk and Bilingual students prek-5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> All students receive a rigorous curriculum based upon best practice options on a daily basis.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Campus Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Plan and development best practices in the area of Reading literacy, Writing, Science, Math, and inclusion practices to service our mainstream, GT, Special Education, at risk and Bilingual students prek-5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists Principal Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>

<p><b>Strategy 3:</b> 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. Coaching will also be provided to support effective instructional lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR results by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Campus Instructional Specialist focused instructional coaching - Coordination of Local, State, and Federal Funds - Title I Part A - \$200,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> Grade level Professional Learning Communities (PLC) meetings along with Instructional Leadership Team (ILT) meetings to monitor the data of targeted student populations and the implementation of the CIP.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff is familiar with goals of the campus and the direction needed for student growth in all areas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists Campus Administrators Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 5:</b> Teachers will utilize the Guided Reading model provided by district training. Strategies from training will be incorporated into the classroom for all mainstream, GT, Special Education, at risk, and Bilingual students pre-5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be on grade level or make significant growth toward the goal</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists Campus Administration Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 6:</b> Teachers will utilize the Guided Math model provided by district training. Strategies from training will be incorporated into the classroom for all mainstream, GT, Special Education, at risk and Bilingual students prek-5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Student data from end of year assessments will reflect on level and/or significant growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Instructional Specialists Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 7:</b> Campus Instructional Specialists will provide coaching, modeling, and support to identified teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress/growth Highly prescriptive plans created due to the data from evaluative data sources Teachers regularly checking to ensure these goals have been achieved and creating new goals as needed</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>

<p><b>Strategy 8:</b> Teachers will utilize a TEKS Mastery Target Board checklist to track progress (tracking chart, SeeSaw) in the mainstream, GT, Special Education, at risk and Bilingual students prek-5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will become familiar with tracking and progression goals on a individualized student by students basis</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Administration Campus Instruction Specialists</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 9:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Closure of the achievement gap with "snapshot" students</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor CSSS</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 10:</b> Through the Rtl process, ensure that all students receive academic interventions, both in the regular classroom and through ALT, to close their instructional gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Rtl data indicating increase in "monitoring" status Increase in CBA, CFA, Benchmark and STAAR success</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus Rtl Team Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 11:</b> Provide strategic interventions to identified At-risk, African- American, and Hispanic students in order to increase academic improvements needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Closure of the achievement gap between our AA and Hisp vs White</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 12:</b> All teachers will, during ALT time, ensure that students including identified G/T, Bilingual/ESL, and Special Education students are provided with accelerated instruction to increase student performance level on STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Mastery data, CFA, Benchmark, and CBA data showing mastery</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Supplemental materials to support student academic improvement - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500, Supplemental materials to support student academic improvement - Coordination of Local and State Funds - GT Funds - \$500, Supplemental materials to support student academic improvement - Coordination of Local and State Funds - Special Education Funds - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 1:** Ensure that 100% of the teachers receive high quality professional development each year.

**Evaluation Data Sources:** STAAR scores, Benchmark scores, Lesson Plans, Eduphoria, walkthroughs, TELPAS

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Grade level Professional Learning Communities (PLC), team meetings will be held on a weekly basis along with ILT (once a month) to monitor the data of targeted student populations</p> <p><b>Strategy's Expected Result/Impact:</b> Through collaboration a student learning focus will drive intervention/enrichment</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists Campus Administration Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> To ensure all essential standards are met at the highest levels, data will be reviewed 2-3 times each lesson cycle to determine interventions/enrichment for all students. Data driven instruction at all grade levels derived from best practice with a focus on vocabulary content and rigorous instruction for all mainstream, GT, Special Education, at risk and Bilingual students prek-5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Planning is geared toward proven strategies to address student needs</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Instructional Specialists Media Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> 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> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialist and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> Teachers will utilize the Guided Reading model provided by district training. Strategies from training will be incorporated into the classroom for all mainstream, GT, Special Education, at risk and Bilingual students pre-5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be on grade level or make significant growth. Reading levels will be tracked and goals set for each month. Teachers k-2 will send their tracking charts to campus admin via SeeSaw.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists Campus Administration Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>

<p><b>Strategy 5:</b> Using the Literacy Coaching model teachers will have the opportunity to observe, collaborate, and apply the strategies modeled to improve student performance by all mainstream, GT, Special Education, at risk and Bilingual prek-5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be on grade level or make significant growth toward the goal.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists Teachers Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 6:</b> Teachers will be trained using Guided Math instruction and work stations. Teachers will incorporate these strategies into their classrooms of all mainstream, GT, Special Education, at risk and Bilingual prek-5th students.</p> <p><b>Strategy's Expected Result/Impact:</b> This model allows teachers to provide appropriate interventions/enrichment on a daily basis.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists Campus Administration Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 7:</b> Provide differentiated instruction in all classrooms: mainstream, GT, Special Education, at risk and Bilingual prek-5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> All students provided a viable curriculum regardless of levels or ability.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 8:</b> Implementation of the GCCISD Primary Bilingual Transition flowchart, provide ESL strategies, phonological practice during class and AI time, use of SeeSaw in order to increase TELPAS scores and transition them to the monolingual classrooms utilizing Title III staff. Goal setting meetings with K-2 Bilingual teachers to facilitate appropriate interventions/enrichment to comply with the model.</p> <p><b>Strategy's Expected Result/Impact:</b> Due to these regular transitional checks, more students will be able to transition as per District transitional flowchart and those in needs of interventions will be quickly</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists Campus Administrators Teachers District Bilingual Specialist</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 9:</b> Implement the ESL program requirements as outlined in the GCCISD Bilingual/ESL Program Guidelines and follow all recommendations made by the Region 4 Bilingual/ESL Program Evaluation Report.</p> <p><b>Strategy's Expected Result/Impact:</b> Bilingual specialists will collaborate with campus administration/LPAC to ensure all implementation and recommendations are appropriate and followed.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Sheltered Instruction Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>

**Strategy 10:** The campus LPAC will implement state program requirements and a district Bilingual/ESL specialist and/or campus administrator will be present during all LPACs.

**Strategy's Expected Result/Impact:** Bilingual specialists will collaborate with campus administration to ensure all implementation and recommendations adhered to.

**Staff Responsible for Monitoring:** LPAC parent  
Teachers  
Campus Administration

Reviews			
Formative			Summative
Nov	Feb	June	June



No Progress



Accomplished



Continue/Modify



Discontinue

**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 activities are engaging and provide on level activities for all those working below grade level to create opportunities for growth and reduce frustration in order to create a stronger desire to attend daily.

**Evaluation Data Sources:** Daily attendance data, PLC review data,

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide interventions/enrichment for all students to meet (and exceed) campus, district, and state expectations as needed in Math, Reading, Writing, and Science with an emphasis on Accelerated Instruction (AI). Extended day tutoring K-5th, in school tutoring utilizing two retired teachers for 1st-3rd. Consistent CIS Coaching modeling, and supporting mainstream, GT, Special Education, at-risk, and Bilingual students pre-5th.</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress/growth Highly prescriptive plans created due to the data from evaluative data sources Teachers regularly checking to ensure these goals have been achieved and creating new goals as needed</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Campus Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Payroll, materials, and supplies for tutorials to support student academic interventions - Coordination of Local and State Funds - SCE Funds - \$14,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p><b>Strategy 2:</b> Comply with state and local guidelines in regards to daily student attendance, completing paperwork, working with district attendance staff to ensure proper documentation can be used in parent conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance is 97% or higher</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Student Support Team Attendance clerk or assistant</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p><b>Strategy 3:</b> Provide student success supports to identified students that are struggling with attendance, academics, and/or behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student success with attendance, academics, and/or behavior</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus Student Success Specialist CYS</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I Part A - \$70,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p><b>Strategy 4:</b> Increased recognition of positive attendance goals for all students in mainstream, GT, Special Education, at risk and Bilingual pre-5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Attendance 97% or higher</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Student Support Team PIE</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 5:</b> Provide college/career planning and increase access to activities involving continued long term educational experiences. There will be a weekly College Shirt Day (Thursday) to promote our spirit and attempt to instill in students a desire to continue their education.</p> <p><b>Strategy's Expected Result/Impact:</b> Students have increased opportunities to be exposed to College names, vocabulary associated with post secondary, and a more narrowed vision which has attending a university as a real possibility.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 Sources:** Discipline Data

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Utilize the Keystone Curriculum to develop self-esteem and provide opportunities for self-growth for all students. Celebrate Keystone kids each six weeks with a Character Breakfast.</p> <p><b>Strategy's Expected Result/Impact:</b> Keystone Activities Completed</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Counselor Media Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Using the Olweus curriculum, increase schoolwide positive culture behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline incidents</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> 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. Tickets will be given to students exhibiting appropriate, positive behaviors which can, in turn, be turned in for incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> TEAMS Data Review 360</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

**Evaluation Data Sources:** Staff HQ Reports, Staff Retention Report

**Summative Evaluation:** None

<b>Strategy 1:</b> Establish a "Build it and They will come" belief system. <b>Strategy's Expected Result/Impact:</b> Increase in Highly Effective Teachers joining the DZ staff and Reduce staff turnover <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 2:</b> Utilize Campus Mentor to work with new teachers and help with the transitions needed to perform all De Zavala expectations effectively. <b>Strategy's Expected Result/Impact:</b> Reduced staff turnover and improved transition for new personnel <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Mentor	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 3:</b> Continue to recruit highly effective staff to ensure all students are educated using research based or data proven strategies. <b>Strategy's Expected Result/Impact:</b> Data reflects continuous growth for students <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 active parent, family, and community involvement in order to establish a strong connection between the school and home.

**Evaluation Data Sources:** Parent Surveys, Parent Event Report, Volunteer Report, Tuesday folders, DZ Happenings Distribution, Website updated

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration CSSS</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Family Night Session Sign-In Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and CSSS</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> Materials/supplies for parent academic activities. - Coordination of Local, State, and Federal Funds - Title I Part A - \$500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A - \$4,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> Facilitate communication between school and home through home visits, phone calls, parent conferences and volunteers. Provide a campus-wide newsletter each month, through the campus website/Tuesday Folder.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Contact Journal Sign-In Sheets Parent/Teacher Face to Face Conference (each student) time 2 a year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Campus Instructional Specialists</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>

<b>Strategy 4:</b> Continue to provide 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. <b>Strategy's Expected Result/Impact:</b> Increase in logged volunteer hours Sign-in sheets <b>Staff Responsible for Monitoring:</b> Counselor CSSS	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 5:</b> Support our PTO by planning and creating opportunities for increased positive parent involvement. <b>Strategy's Expected Result/Impact:</b> Membership Records <b>Staff Responsible for Monitoring:</b> CSSS	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<b>Strategy 6:</b> Rebuild all forms of relationship: community, parents, teachers, students, etc. We want to have a "Build it and they will come" belief system. <b>Strategy's Expected Result/Impact:</b> Increased positive community, parent involvement and reduced staff turnover ("Build it and they will come") <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 1:** We will utilize and integrate available technology, software, and websites into developmentally appropriate lessons to introduce, practice, and/or reinforce TEKS.

**Evaluation Data Sources:** Lesson Plans, observations, data, and walk throughs.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Utilize SuccessMaker, Study Island, Education Galaxy, Big Brainz, Reading A-Z (and RazzPlus), Accelerated Reader, Waterford, Imagine Learning, etc. programs in order to differentiate instruction/instructional support for our diverse and high at-risk population as well as mainstream, GT, Special Education, and Bilingual pre-5th grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Continuous academic student growth and an increase in all local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> CTS Campus Instructional Specialists Teachers Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide opportunities for staff develop that will enhance the effective use of technology in the classroom. Utilize campus and district specialists to model lesson and provide instructional resources to teachers. Teachers will be encouraged to attend district sponsored staff development on technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of appropriate technology on campus</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Campus Instructional Specialists</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Campus Funding Summary

<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>
1	1	3	Campus Instructional Specialist focused instructional coaching	Title I Part A	\$200,000.00
3	1	3	Campus Student Success Specialist to support student success components	Title I Part A	\$70,000.00
6	1	2	Materials/supplies for parent academic activities.	Title I Part A	\$500.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A	\$4,000.00
<b>Sub-Total</b>					<b>\$274,500.00</b>
<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	12	Supplemental materials to support student academic improvement	Bilingual/ESL Funds	\$500.00
1	1	12	Supplemental materials to support student academic improvement	GT Funds	\$500.00
1	1	12	Supplemental materials to support student academic improvement	Special Education Funds	\$500.00
3	1	1	Payroll, materials, and supplies for tutorials to support student academic interventions	SCE Funds	\$14,000.00
<b>Sub-Total</b>					<b>\$15,500.00</b>
<b>Grand Total</b>					<b>\$290,000.00</b>