

Goose Creek Consolidated Independent School District

Lorenzo De Zavala Elementary

2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

De Zavala has a student enrollment of 600.

19.15% AA

19.03% Anglo

12% Asian

58.95% Hispanic

The percentage of Economically Disadvantaged is approximately 84%.

Demographics Strengths

We are continuously 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) and tracking charts that will allow us to make better academic decisions regarding the interventions/enrichment.

Student Learning

Student Learning Summary

De Zavala STAAR Comparison 2019 to 2021

3rd STAAR

	Reading		Math	
2019	56.86	Rank 15	63.73	Rank 13
2021	61.29	Rank 10	64.13	Rank 3

4th STAAR

	Reading		Math		Writing	
2019	52.13	Rank 15	46.81	Rank 15	36.46	Rank 15
2021	68	Rank 2	70	Rank 1	64	Rank 2

5th STAAR

	Reading		Math		Science	
2019	54.7	Rank 15	57.63	Rank 15	58.97	Rank 15
2021	68	Rank 8	61	Rank 10	65	Rank 7

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. We made growth in EVERY 20-21 STAAR grade/subject. Based upon data, De Zavala went from a Rank 15 school to a Rank 5-6 in 20-21.

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. Students did well on STAAR in 20-21. We improved from a bottom district rank to the top 20% in the district. **Root Cause:** There has been ineffective practices/procedures regarding student academic and behavior expectations prior to the new leadership established for 2019-2020. We are continuing these processes and look forward to additional gains in 21-22.

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. Very few parent survey comments 20-21 due to pandemic.
- 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 2021-2022.
- 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.
- Most of our Teachers now have had two years of learning these expectations and will enter the 2021-2022 year with higher expectations than ever before.
- Technology programs purchased are used before, during, and after school hours.
- Technology training provided to staff members.
- Defined our 15 Day PLC Challenge schedule to better review data

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Creating buy-in for all stakeholders **Root Cause:** Many staff members, students, and parents are unable to review data and consistently make growth minded decisions. This has improved this year with 2020-21 data will be used to support 2021-22 goals and objectives.

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. Low turnover rate leading in to 21-22 school year

Perceptions Strengths

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

Priority Problem Statements

Problem Statement 1: 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. Students did well on STAAR in 20-21. We improved from a bottom district rank to the top 20% in the district.

Root Cause 1: There has been ineffective practices/procedures regarding student academic and behavior expectations prior to the new leadership established for 2019-2020. We are continuing these processes and look forward to additional gains in 21-22.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Creating buy-in for all stakeholders

Root Cause 2: Many staff members, students, and parents are unable to review data and consistently make growth minded decisions. This has improved this year with 2020-21 data will be used to support 2021-22 goals and objectives.

Problem Statement 2 Areas: School Processes & Programs

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/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

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

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
- Action research results
- Other additional 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 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: All students receive a rigorous curriculum based upon best practice options on a daily basis.</p> <p>Staff Responsible for Monitoring: Principal Teachers Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Increase student academic performance</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Increase STAAR results by 5%</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists and Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Campus Instructional Specialist focused instructional coaching - Coordination of Local, State, and Federal Funds - Title I Part A - \$200,000</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: All staff is familiar with goals of the campus and the direction needed for student growth in all areas.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Campus Administrators Teachers</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>Strategy's Expected Result/Impact: Students will be on grade level or make significant growth toward the goal</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Campus Administration Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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>Strategy's Expected Result/Impact: Student data from end of year assessments will reflect on level and/or significant growth.</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administration</p>	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Campus Instructional Specialists will provide coaching, modeling, and support to identified teachers.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 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>Strategy's Expected Result/Impact: Teachers will become familiar with tracking and progression goals on a individualized student by students basis</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration Campus Instruction Specialists</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: 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>Strategy's Expected Result/Impact: Closure of the achievement gap with "snapshot" students</p> <p>Staff Responsible for Monitoring: Principal Counselor CSSS</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Through the RtI process, ensure that all students receive academic interventions, both in the regular classroom and through ALT, to close their instructional gaps.</p> <p>Strategy's Expected Result/Impact: RtI data indicating increase in "monitoring" status Increase in CBA, CFA, Benchmark and STAAR success</p> <p>Staff Responsible for Monitoring: Principal Campus RtI Team Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide strategic interventions to identified At-risk, African- American, and Hispanic students in order to increase academic improvements needed.</p> <p>Strategy's Expected Result/Impact: Closure of the achievement gap between our AA and Hisp vs White</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: 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>Strategy's Expected Result/Impact: STAAR Mastery data, CFA, Benchmark, and CBA data showing mastery</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: 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>	Formative		
	Nov	Feb	June
 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Through collaboration a student learning focus will drive intervention/enrichment</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Campus Administration Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Planning is geared toward proven strategies to address student needs</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Media Specialist</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Instructional Specialist and Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Instructional Specialists Campus Administration Teachers</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>Strategy's Expected Result/Impact: Students will be on grade level or make significant growth toward the goal.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Teachers Campus Administration</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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>Strategy's Expected Result/Impact: This model allows teachers to provide appropriate interventions/enrichment on a daily basis.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Campus Administration Teachers</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide differentiated instruction in all classrooms: mainstream, GT, Special Education, at risk and Bilingual prek-5th grade.</p> <p>Strategy's Expected Result/Impact: All students provided a viable curriculum regardless of levels or ability.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists and Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Instructional Specialists Campus Administrators Teachers District Bilingual Specialist</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: 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>Strategy's Expected Result/Impact: Bilingual specialists will collaborate with campus administration/LPAC to ensure all implementation and recommendations are appropriate and followed.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators Sheltered Instruction Team</p>	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Bilingual specialists will collaborate with campus administration to ensure all implementation and recommendations adhered to.</p> <p>Staff Responsible for Monitoring: LPAC parent Teachers Campus Administration</p>	Formative		
	Nov	Feb	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,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Administrators Teachers Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Payroll, materials, and supplies for tutorials to support student academic interventions - Coordination of Local and State Funds - SCE Funds - \$14,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Student attendance is 97% or higher</p> <p>Staff Responsible for Monitoring: Teachers Student Support Team Attendance clerk or assistant</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide student success supports to identified students that are struggling with attendance, academics, and/or behavior.</p> <p>Strategy's Expected Result/Impact: Improved student success with attendance, academics, and/or behavior</p> <p>Staff Responsible for Monitoring: Principal Campus Student Success Specialist CYS</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I Part A - \$70,000</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increased recognition of positive attendance goals for all students in mainstream, GT, Special Education, at risk and Bilingual pre-5th grade.</p> <p>Strategy's Expected Result/Impact: Student Attendance 97% or higher</p> <p>Staff Responsible for Monitoring: Campus Admin Student Support Team PIE</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Teacher Campus Administration</p>	Formative		
	Nov	Feb	June

 0% No Progress

 100% 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Keystone Activities Completed</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor Media Specialist</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Using the Olweus curriculum, increase schoolwide positive culture behaviors.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline incidents</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: TEAMS Data Review 360</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor, and Teachers</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Feb	June
 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





Strategy 1 Details	Formative Reviews		
Strategy 1: Establish a "Build it and They will come" belief system. Strategy's Expected Result/Impact: Increase in Highly Effective Teachers joining the DZ staff and Reduce staff turnover Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Campus Mentor to work with new teachers and help with the transitions needed to perform all De Zavala expectations effectively. Strategy's Expected Result/Impact: Reduced staff turnover and improved transition for new personnel Staff Responsible for Monitoring: Campus Administrators Campus Mentor	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to recruit highly effective staff to ensure all students are educated using research based or data proven strategies. Strategy's Expected Result/Impact: Data reflects continuous growth for students Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	June
 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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p> <p>Strategy's Expected Result/Impact: Increase in positive parent participation</p> <p>Staff Responsible for Monitoring: Campus Administration CSSS</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p>Strategy's Expected Result/Impact: Family Night Session Sign-In Sheets</p> <p>Staff Responsible for Monitoring: Campus Administrators and CSSS</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: 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>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Parent Contact Journal Sign-In Sheets Parent/Teacher Face to Face Conference (each student) time 2 a year</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Campus Instructional Specialists</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Increase in logged volunteer hours Sign-in sheets</p> <p>Staff Responsible for Monitoring: Counselor CSSS</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Support our PTO by planning and creating opportunities for increased positive parent involvement.</p> <p>Strategy's Expected Result/Impact: Membership Records</p> <p>Staff Responsible for Monitoring: CSSS</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Rebuild all forms of relationship: community, parents, teachers, students, etc. We want to have a "Build it and they will come" belief system.</p> <p>Strategy's Expected Result/Impact: Increased positive community, parent involvement and reduced staff turnover ("Build it and they will come")</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p>	Formative		
	Nov	Feb	June
 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.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Continuous academic student growth and an increase in all local and state assessments.</p> <p>Staff Responsible for Monitoring: CTS Campus Instructional Specialists Teachers Campus Administration</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Increased use of appropriate technology on campus</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators Campus Instructional Specialists</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
Sub-Total					\$274,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
Sub-Total					\$15,500.00
Grand Total					\$290,000.00