Goose Creek Consolidated Independent School District

Lorenzo De Zavala Elementary

2022-2023 Campus Improvement Plan

Public Presentation Date: November 3, 2022

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%.
- The staffing dynamics have had considerable changes over the last five years.
- The campus has had three principal changes in the last four years.

Demographics Strengths

The campus strengths are:

- Continuously developing plans to provide interventions/enrichment for all students attending De Zavala.
- Work with the many different district departments that provide us with continuing support in the areas of training, incorporating strategies/interventions to meet the needs of ALL learners, and other identified needs.
- 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

The DeZavala needs assessment indicates:

- The campus continues to make significant progress with out student data.
- Progress Monitoring with instruction and interventions is crucial.
- Training attended provides needed support with improving instructional strategies.
- Our accelerated instruction plan is moving students to make academic gains.

Student Learning Strengths

- Student Achievement Summary data indicates that students made significant growth in all areas and we are continuing to assist students with making gains.
- While we continue to make progress, there is still a lot of work to do with student and teacher expectations.
- We continue to improve our district ranking and are not on the bottom.
- We changed student/teacher behavior expectations regarding discipline and academics and saw improvement with student behavior.
- Our Instructional Specialists are crucial to implementing progress monitoring and coaching teachers that have instructional strategy needs.
- The Fueling Brains component for Prekindergarten students indicated significant gains in functional competencies.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Due to a variety of reasons, not all students have the mindset for success. **Root Cause:** Not all stakeholders have a clear understanding of the importance of the need for all students to be successful.

School Processes & Programs

School Processes & Programs Summary

Summary of Needs Assessment discussion:

- 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.
- Education Galaxy, Headsprout are all needed programs to support student growth
- 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.
- Establishing weekly planning expectations and participating in PLC 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.
- Parents are unable to review data and consistently understand a growth mindset.
- 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

Summary of Strengths discussion:

- Additional staff positions to support teachers has been the most significant strength.
- High number of staff returning 2021-2022.
- 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.
- 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

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 due to ineffective processes in place leading to low turn over rate.

Perceptions Strengths

Additional staff to support our efforts to improve student/teacher behaviors.

Priority Problem Statements

Problem Statement 1: Due to a variety of reasons, not all students have the mindset for success.

Root Cause 1: Not all stakeholders have a clear understanding of the importance of the need for all students to be successful.

Problem Statement 1 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
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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 Emergent Bilingual (EB) progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Emergent Bilingual (EB) /non-EB 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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures 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		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: All students receive a rigorous curriculum based upon best practice options on a daily basis. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach **Title I:** 2.5			

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase student academic performance **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach **Title I:** 2.5			

Strategy 3 Details	Formative Reviews		

Strategy 3: Grade-level teams will plan 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.
 	
    Strategy's Expected Result/Impact: Increase STAAR results by 5%
 	
    Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coach
 	
    Title I:
2.4
	Formative		

	Nov	Feb	June

Strategy 4 Details	Formative Reviews		

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.
 	
    Strategy's Expected Result/Impact: All staff is familiar with goals of the campus and the direction needed for student growth in all areas.
 	
    Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coach
	Formative		

	Nov	Feb	June

Strategy 5 Details	Formative Reviews		

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.
 	
    Strategy's Expected Result/Impact: Students will be on grade level or make significant growth toward the goal
 	
    Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coach
	Formative		

	Nov	Feb	June

Strategy 6 Details	Formative Reviews		

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.
 	
    Strategy's Expected Result/Impact: Student data from end of year assessments will reflect on level and/or significant growth.
 	
    Staff Responsible for Monitoring: Campus Administrators
Teaching and Learning Coach
	Formative		

	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Teaching and Learning Coaches will provide coaching, modeling, and support to identified teachers.	Formative		
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 **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** Costs of Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A Funds - $140,000	**Nov**	**Feb**	**June**

Strategy 8 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: Teachers will become familiar with tracking and progression goals on a individualized student by students basis **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach	**Nov**	**Feb**	**June**

Strategy 9 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: Closure of the achievement gap with "snapshot" students **Staff Responsible for Monitoring:** Campus Administrators Counselor **Title I:** 2.6	**Nov**	**Feb**	**June**

Strategy 10 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: RtI data indicating increase in "monitoring" status Increase in CBA, CFA, Benchmark and STAAR success **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach **Title I:** 2.4	**Nov**	**Feb**	**June**

Strategy 11 Details	Formative Reviews		
Strategy 11: Provide strategic interventions to identified At-risk, African- American, and Hispanic students in order to increase academic improvements needed.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Closure of the achievement gap between our AA and Hisp vs White **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 12 Details	Formative Reviews		
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.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: STAAR Mastery data, CFA, Benchmark, and CBA data showing mastery **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.5 **Funding Sources:** 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, Supplemental materials to support student academic improvement - Coordination of Local and State Funds - Bilingual/ESL Funds - $500			

0% No Progress	100% 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		
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	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Through collaboration a student learning focus will drive intervention/enrichment **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Planning is geared toward proven strategies to address student needs
     Staff Responsible for Monitoring: Campus Administrators
 Teaching and Learning Coach
 	
     Title I:
 2.5			

Strategy 3 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
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. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			

Strategy 4 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
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. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			

Strategy 5 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will be on grade level or make significant growth toward the goal. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			

Strategy 6 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: This model allows teachers to provide appropriate interventions/enrichment on a daily basis. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide differentiated instruction in all classrooms: mainstream, GT, Special Education, at risk and Bilingual prek-5th grade.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: All students provided a viable curriculum regardless of levels or ability. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			

Strategy 8 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
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 **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			

Strategy 9 Details	Formative Reviews

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.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Bilingual specialists will collaborate with campus administration/LPAC to ensure all implementation and recommendations are appropriate and followed. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach Sheltered Instruction Team			

0% No Progress   100% 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		
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 for 1st-3rd.	**Formative**		
	Nov	**Feb**	**June**
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			
Staff Responsible for Monitoring: Campus Administrators			
Title I:			
2.6			
Funding Sources: Payroll, materials, and supplies for tutorials to support student interventions - Coordination of Local and State Funds - SCE Funds - $10,000			

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student attendance is 97% or higher			
Staff Responsible for Monitoring: Campus Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide student success supports to identified students that are struggling with attendance, academics, and/or behavior.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improved student success with attendance, academics, and/or behavior			
Staff Responsible for Monitoring: Campus Administrators			
Campus Student Success Specialist			
CYS			
Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I Part A Funds - $70,000			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Increased recognition of positive attendance goals for all students in mainstream, GT, Special Education, at risk and Bilingual pre-5th grade.	**Formative**		
Strategy's Expected Result/Impact: Student Attendance 97% or higher	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators Student Support Team			

Strategy 5 Details	**Formative Reviews**		
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.	**Formative**		
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.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators Counselor			

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 and other district approved materials.

Evaluation Data Sources: Discipline Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize the District approved Curriculum to develop self-esteem and provide opportunities for self-growth for all students.	**Formative**		
Strategy's Expected Result/Impact: Activities Completed **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June
Strategy 2 Details	**Formative Reviews**		
Strategy 2: 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.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: TEAMS Data Review 360 **Staff Responsible for Monitoring:** Campus Administrators PBIS Team			

0% No Progress   100% 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.	**Formative**		
Strategy's Expected Result/Impact: Increase in Highly Effective Teachers joining the DZ staff and Reduce staff turnover **Staff Responsible for Monitoring:** Campus Administrators	**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.	**Formative**		
Strategy's Expected Result/Impact: Reduced staff turnover and improved transition for new personnel **Staff Responsible for Monitoring:** Campus Administrators Campus Mentor	**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.	**Formative**		
Strategy's Expected Result/Impact: Data reflects continuous growth for students **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

0% No Progress	100% 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		
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.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increase in positive parent participation
   Staff Responsible for Monitoring: Campus Administrators
CSSS
 	
   Title I:
4.1			

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Family Night Session
Sign-In Sheets
   Staff Responsible for Monitoring: Campus Administrators
CSSS
 	
   Title I:
4.2
   Funding Sources: Materials/supplies for parent academic activities. - Coordination of Local, State, and Federal Funds - Title I Part A Funds - $500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - $4,000			

Strategy 3 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: Parent Contact Journal Sign-In Sheets Parent/Teacher Face to Face Conference (each student) time 2 a year **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: Increase in logged volunteer hours Sign-in sheets **Staff Responsible for Monitoring:** Campus Administrators Counselor CSSS	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Support our PTO by planning and creating opportunities for increased positive parent involvement.	Formative		
Strategy's Expected Result/Impact: Membership Records **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: Increased positive community, parent involvement and reduced staff turnover ("Build it and they will come") **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

0% No Progress 100% 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		
Strategy 1: Utilize district approved technology 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.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Continuous academic student growth and an increase in all local and state assessments. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			

Strategy 2 Details	Formative Reviews		
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.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased use of appropriate technology on campus **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Costs of Teaching and Learning Coaches	Title I Part A Funds	$140,000.00
3	1	3	Campus Student Success Specialist to support student success components	Title I Part A Funds	$70,000.00
6	1	2	Materials/supplies for parent academic activities.	Title I Part A Funds	$500.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	$4,000.00
				Sub-Total	$214,500.00
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 interventions	SCE Funds	$10,000.00
				Sub-Total	$11,500.00