

Goose Creek Consolidated Independent School District
Lorenzo De Zavala Elementary
2023-2024 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 Elementary is a diverse K-5 Title 1 campus with an approximate enrollment of 600 students.
- The average class size is 19:1 kindergarten, 18:1 for 1st grade; 16:1 for 2nd grade, 19:1 for 3rd grade; 20:1 for 4th grade; and 21:1 for 5th grade.
- De Zavala employs 38 teachers and 2 Teaching and learning coaches. Approximately 80% of teaching staff are highly effective, with approximately 20% of teaching staff composed of adjunct educators who are seeking full certification through teacher preparation programs.
- Instructional support for teachers is provided by 2 Teaching and Learning Coaches (TLC) housed on campus. They are available 4 days per week for coaching, modeling, lesson planning support, facilitating data discussions and more

Student Enrollment Information:

- Asian Indian/Alaskan- .17%
- Asian- .67%
- Black/African American- 25%
- Hispanic/Latino- 55%
- White- 14%
- Pacific Islander- 0
- Two or More- 5%

Program Information:

- Emergent Bilingual/ESL Program- 20%
- Economically Disadvantaged Students- 89%
- Gifted and Talented- 3%
- At-Risk Students- 45%
- Special Education Students- 13%
- Dyslexia- 5%

Demographics Strengths

Wrap-around supports such as an on site Depelchin counselor assisting families in crisis, backpack buddies, CATCH, and free breakfast for all students help to provide additional services.

Student Learning

Student Learning Summary

The district is in its 2nd year of HB 3's Reading Academies for K-3 teachers with goals to increase knowledge and implementation of evidence-based practices to positively impact student literacy achievement. All students received accelerated instruction through De Zavala's daily intervention block to individually differentiate for student needs. The campus utilizes many formative and summative assessment types to gauge learning and adjust instruction accordingly; (CUO/CUA, MAPS, CLI, TxKea, Interims, and teacher made tests). In the 2023-2024 school year, NWEA MAPS will be in its 2nd year of implementation as a district wide universal screener used to target and address student needs. MAPS' normed referenced student levels at beginning, middle, and end of year to predict future STAAR performance, allowing teachers insight to be used toward adjusting instructional focus. Progress monitoring in Math and Reading through MAPS helps target student groups and facilitates scaffolding according to subject specific instructional areas.

Data from 2022-2023 Interim STAAR predicted about 50% of our student populations would not meet standards on the Math and Reading STAAR assessments. In 2022-2023, some 3rd grade teachers were new to the grade level and subjects taught. 5th grade teachers were all new to the grade level because the team looped from 4th grade with students.

To support instruction, collaboration in our PLC, walkthroughs, and campus instructional walks focused on Teacher Clarity with feedback to teachers. The PLCs followed the 4 question agenda, discussed data, such as artifacts, and assessment results, to guide our next instructional steps. In school tutorial efforts began in November with 2 tutors in K-2 and 2 tutors in 3-5. The campus' daily Accelerated Intervention time focused on Tier 2 and Tier 3 student needs as highlighted in data meetings. Teachers began after school tutorials at the end of November to support student mastery efforts. Intervention time consisted of small group instruction, Progress Learning program, Khan Academy resources, LLI kits, and teacher made resources. During the 2022-2023 school year, teachers who were unfamiliar with scaffolding at their grade level were tasked with intervening for student weaknesses received support through coaching, and walkthrough feedback.

Student Learning Strengths

De Zavala's instructional focus will continue on Teacher Clarity; Learning Intentions and Success Criteria, to enhance tier I instructional practices. Teachers are crafting and posting learning intentions and success criteria elements with fidelity. The PLC focus will be to dive deeper into checks for understanding /student questioning in order to increase rigor levels. For the 2023-2024 school year, Teaching and Learning Coaches will be full time at De Zavala to support teachers in the areas of Reading, Math and Science. De Zavala's master schedule has increased teacher planning time from 45 minutes to 60 minutes to assist teachers with additional time for collaboration, and discussion of research based instructional strategies. Another increase in support comes in the form of additional allotted time for DATA talks through a second weekly PLC. During this PLC data meeting, NWEA MAPS universal screeners will support teachers and students in tracking growth normatively throughout the year, as well as evaluation of other formal and informal assessments. Teaching and Learning coaches will be full-time on campus, making them available for more classroom support outside of PLC meetings.

School Processes & Programs

School Processes & Programs Summary

De Zavala aims to serve the whole child academically, socially and emotionally. Character Strong is a social program taught by all teachers daily, building social emotional capacity within our student body. At the end of each 9 weeks, families are invited to celebrate students who are recognized for their demonstration of character traits. The campus highlights Dolphins Of The Month for each grade level, nominated by teacher teams. Dolphin Dollars, the campus token system, are also used to help to promote and encourage respect and teamwork through positive behaviors. De Zavala's monthly focus on target character traits creates a unified vocabulary campus wide.

De Zavala continually aspires to improve efforts toward becoming a true community school. The Title I Family and Community Involvement program hosts academic nights to engage, enrich and inform families and community members of school happenings, and shares how we can support each other in our goal to educate students. Each semester the campus family nights showcases classroom and student activities. Many events hosted invite parent participation such as CATCH, Family Nights, Trunk or Treat, GT Showcase, Semester Award Ceremonies, and daily lunches.

Instruction is the backbone of our purpose. To support those efforts, full time Teaching and Learning Coaches support teachers in planning, reviewing data, coaching cycles, instructional strategies and facilitating interventions. Coaching and model lessons provided to teachers are available to sharpen their skills. The use of Swivl recording; a new aspect of coaching the district has provided; tracks and records teachers using ipads for teacher self reflection. This has been beneficial in providing teachers an introspective look at their practices. Due to a grant awarded to the campus Spring 2023, De Zavala will retain a Swivl on campus permanently. In school, and after school tutorials begin late November with 2 part time tutors in Kindergarten through 2nd for 3 to 4 days per week; and 2 part time tutors in 3rd grade through 5th grade for 3 to 4 days per week. In school tutorials will pull students during accelerated instructional time to work on targeted SEs. In school tutors also pushed into classrooms during instruction to support the general education teacher. After school tutorials are hosted by classroom teachers and focus on target SEs that were identified for support by various assessments. During class, teachers utilized the computer program Progress Learning to support Reading and Math TEKS.

Ending 2023-2024, attendance for DeZavala averaged 93%, with the campus goal set at 97%. Student Support Team (SST) partners with the Community Youth Service Specialist (CYS) during weekly meetings to investigate concerns in student trends, and often conducts home visits to support consistent attendance and the wellbeing of our students. Rawee is used for documentation purposes and tracking student concerns being addressed. Attendance incentives will continue to be an area of focus with our rate not recovering to pre-covid percentages. Visible tracking systems for attendance within the classroom will help us reach our goal of 97% or higher. All teachers will host attendance races within their classrooms to celebrate perfect attendance for the day. The Positive Behavioral Intervention and Support (PBIS) committee meets monthly to tackle concerns around behavior and attendance .

Consistent campus wide communication and implementation of behavioral expectations is important to a healthy climate and culture. De Zavala's PBIS committee plans activities each 9 weeks for students with good attendance and behavior during our Dolphin Fest celebration. A Dolphin Fest revamp will increase the program from jump houses during PE to interactive games in a carnival like atmosphere. Teachers will utilize access to PBIS.org for intervention ideas and behavioral strategies for the classroom. The data collection will be required during meetings as support for tier movement. Data requirements will add cohesion and consistency to De Zavala's behavior program. Behavior conferences each 9 weeks are a part of the Multi Tiered System of Supports (MTSS) where teachers collaboratively discuss a student's behavior and academic standing. The committee will increase the structure and formality of this process from the previous year where data requirements were not standardized.

School Processes & Programs Strengths

Teachers and administrators consistently attend PLC meetings each Wednesday, and teacher clarity elements are displayed daily with fidelity in the classroom and lesson plans. Students are able to locate and communicate the learning intention and success criteria during classroom lessons. A school wide system is in place to support improved behavior with school tokens, a school store, and school wide celebrations. Our district's Behavior Management Specialist, along with

administration, is available to support teachers and students alike with behavior strategies and skills during instruction and planning.

Administration is on hand daily to greet parents and students during arrival and dismissal. These social emotional check-ins are an important part of the school's culture. Administration's accessibility communicates a team theme to stakeholders.

Perceptions

Perceptions Summary

The end of the year Spring student survey revealed a lack of student pride, revealing 46% of students do not speak about our school in a proud and positive manner. An increase in student focused activities is a priority for the upcoming year to create more school pride within families and students. Positively, student surveys report 86% satisfaction in our welcoming environment for parents and students. However, 43% of parents report not being made aware of volunteer opportunities at school. To remedy this disparity, creation and notification of more volunteer opportunities are a priority. Flyers and sign up sheets will be used to gain volunteers for opportunities such as library support, mentoring, holiday decoration, club sponsors, career day and more.

The Spring staff survey indicates that 55% of staff believe that we do not have a consistent approach to address behavior and discipline management. During the second semester, professional development efforts toward teacher clarity over consequence equity, and effective strategy began. Campus professional development will continue for the 2023-2024 school year including calibration of understanding in use of effective behavior support strategies. ILT and grade level team discovery meetings will further uncover weak areas in our discipline program for undergirding.

Perceptions Strengths

DeZavala's community partner, Baytown Rotary Club, partners with us to assist in building culture and provide experiences that enhance our presence as a community school. Monthly woot wagon teacher treats, chili contest prizes, teacher appreciation gifts, trunk or treat contest, and beginning of the year staff breakfast are just some of the culture & climate building incentives provided by our partner to enhance teacher satisfaction through tokens of appreciation.

Student Surveys

- 80% of students feel that teachers have high expectations for ALL students.
- 75% of adult interactions are viewed as respectful
- 86% of teachers make learning fun and engaging
- 90% of teachers enjoy teaching me and care about me

Parent & Staff Survey

- 85% of parents feel comfortable communicating with administrators
- 73% of parents feel conferences with teachers have met their needs
- 81% of parents feel they were adequately informed about special programs and curricular offerings
- 81% of parents feel they were made aware of disciplinary policies and procedures

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 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 K-5th grade.</p> <p>Strategy's Expected Result/Impact: All students receive a rigorous curriculum based upon best practice options on a daily basis to increase student success on administered assessments. (classroom exit tickets, quick checks, CUA/CUO, Benchmark, Interim, MAP, CLI, Guided Reading Levels, Running Records, TxKea, STAAR)</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.5</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Plan and develop 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 K-5th grade.</p> <p>Strategy's Expected Result/Impact: Increase student academic performance on campus and district assessments (classroom exit tickets, quick checks, CUA/CUO, Benchmark, Interim, MAP, CLI, Guided Reading Levels, Running Records, TxKea, STAAR)</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.5</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase STAAR results by 5%</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Grade level (PLC), Professional Learning Communities, along with (ILT), Instructional Leadership Team, will meet 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. (classroom exit tickets, quick checks, CUA/CUO, Benchmark, Interim, MAP, CLI, Guided Reading Levels, Running Records, TxKea, STAAR)</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will utilize the Guided Reading model provided by campus TLC. Strategies from training will be incorporated into the classroom for all mainstream, GT, Special Education, at risk, and Bilingual students K-5th grade.</p> <p>Strategy's Expected Result/Impact: Students will be on grade level or make projected MAP growth toward their individualized goal.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers will utilize the Guided Math model provided by the campus TLC. 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 individualized projected MAP growth.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teaching and Learning Coaches 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 MAP projected growth measure. 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>Funding Sources: Costs of Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$140,000</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Teachers will utilize a checklist to track progress (tracking chart, SeeSaw) in the mainstream, GT, Special Education, at risk and Bilingual students K-5th grade.</p> <p>Strategy's Expected Result/Impact: Teachers will become familiar with MAP progress goal tracking individually based on Map projected growth measures.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Through the RtI process, ensure that all students receive academic interventions, both in the regular classroom and through accelerated instruction, to close their instructional gaps.</p> <p>Strategy's Expected Result/Impact: RtI data indicating decrease in needed tiered supports. Increase in CUA, CUO, Benchmark, MAPS, and STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: 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 evidenced by increased mastery on assessments (classroom exit tickets, quick checks, CUA/CUO, Interim, MAP, CLI, Guided Reading Levels, Running Records, TxKea, STAAR)</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June





Strategy 11 Details	Formative Reviews		
<p>Strategy 11: During AI time, all teachers will 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: Positive growth of STAAR progress measures, Benchmark, CUO/CUA, data demonstrating MAP projected growth, progress toward individual goals set in collaboration with teacher</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.5</p> <p>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</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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, MAPS

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 measured by (classroom exit tickets, quick checks, CUA/CUO, Interim, MAP, CLI, Guided Reading Levels, Running Records, TxKea, STAAR)</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will utilize the Guided Reading model provided by campus TLC. Strategies from training will be incorporated into the classroom for all mainstream, GT, Special Education, at risk and Bilingual students K-5th grade.</p> <p>Strategy's Expected Result/Impact: Students will be on grade level or make progress toward their individualized goals set in collaboration with teacher. Reading levels will be tracked and goals set for each month. Teachers K-2 will submit their tracking charts that include individual students' monthly projected growth to campus administration via google shared documents.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Using the Literacy Coaching model utilized by campus TLC, 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 K-5th grade.</p> <p>Strategy's Expected Result/Impact: Students will be on grade level or make growth toward the MAPs projected growth measure.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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 K-5th students.</p> <p>Strategy's Expected Result/Impact: This model allows teachers to provide appropriate interventions/enrichment on a daily basis. Students will demonstrate on level performance, or progress toward MAPs individualized projected growth measure.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Dual Language teachers will be trained through Ensemble Learning pilot on researched based language strategies to increase the Emergent Bilingual (EB) population's transition through TELPAS proficiency levels, while cultivating bilingualism and bi-literacy.</p> <p>Strategy's Expected Result/Impact: Students will progress through TELPAS proficiency levels meeting expected yearly growth projected by individualized student goal setting.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 for 1st-3rd.</p> <p>Strategy's Expected Result/Impact: Student will meet individualized MAPs projected progress growth measure Highly prescriptive plans created due to the data from evaluative data sources (artifacts, quick checks, CUA, CUO, Benchmark, Interim, TxKea, CLI, Guided Reading Levels, MAP, STAAR) 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: 2.6</p> <p>Funding Sources: Payroll, materials, and supplies for tutorials to support student interventions - Coordination of Local and State Funds - SCE Funds - \$10,000</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: Campus Administrators</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 (artifacts, quick checks, CUA, CUO, Benchmark, Interim, TxKea, CLI, Guided Reading Levels, MAP, STAAR) Discipline Data from 360 program / SST reports / Counselor anecdotal notes / TEAMS report on daily attendance</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist CYS</p> <p>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</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 Administrators Student Support Team</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 (Monday) 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. Counselor focus plans during College week Announcement focus Mondays College corner in each class room Increased student presence on Xello reports- Once biweekly</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
 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 and other district approved materials.





Evaluation Data Sources: Discipline Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the District approved Character Strong to develop self-esteem and provide opportunities for self-growth for all students. Strategy's Expected Result/Impact: Activities Completed- Walk-through evidence classroom character strong lessons daily Announcements focus on monthly highlighted behavior characteristic Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>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. Dolphin Dollars will be given to students exhibiting appropriate, positive behaviors which can, in turn, be turned in for incentives. Strategy's Expected Result/Impact: TEAMS Data demonstrate a downward trend on targeted behaviors Review 360 data demonstrate decrease in referrals PBIS Monthly agendas PBIS FEST attendance % increase and prohibited student % decrease Staff Responsible for Monitoring: Campus Administrators PBIS Team</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		
<p>Strategy 1: Utilize Campus Mentor to work with new teachers and help with the transitions needed to teach student for demonstration of 1 year's growth.</p> <p>Strategy's Expected Result/Impact: Reduced staff turnover percentages (10% or less), and improved transition for new personnel resulting in students meeting individualized student growth measures on the following assessments: CUA, CUO, Benchmark, Interim, TxKea, CLI, Guided Reading Levels, MAP, STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Mentor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to recruit highly effective staff to ensure all students are educated using research based or data proven strategies.</p> <p>Strategy's Expected Result/Impact: Data reflects continuous growth for students measured by artifacts, quick checks, CUA, CUO, Benchmark, Interim, TxKea, CLI, Guided Reading Levels, MAP, STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	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, Parent Monthly Newsletter, Website updates, Social Media Posts





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 evidenced by an increase of monthly volunteers/mentors on volunteer sign in sheets Title I meeting Agendas Title I sign in sheets</p> <p>Staff Responsible for Monitoring: Campus Administrators CSSS</p> <p>Title I: 4.1</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- Anecdotal feedback from parents added to agenda Sign-In Sheets demonstrating increased parent participation amounts Post survey sent for additional feedback Increase in volunteering evidenced by monthly sign-in log</p> <p>Staff Responsible for Monitoring: Campus Administrators CSSS</p> <p>Title I: 4.2</p> <p>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</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: Teacher communication logs/contact journal entries increase from previous year by 10% from previous year. Participation at events increase by 10% from previous year (sign in sheets) Parent/Teacher Face to Face Conference (each student) time 2 a year is met or exceeded.</p> <p>Staff Responsible for Monitoring: Campus Administrators</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.</p> <p>Strategy's Expected Result/Impact: Increase in logged volunteer hours Sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Administrators 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: PTO Membership Records demonstrate increased parent participation to 8-10 parents year 1. PTO board meetings held monthly with increasing participation (sign-in sheet) Calendared events - Calendar/flyer and social media advertisement monthly.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Rebuild relationships with all stakeholders; community, parents, teachers, students, etc.</p> <p>Strategy's Expected Result/Impact: Increased positive community reputation- Increased volunteerism 8-10 parents semester 1; 10-15 parents semester 2. parent involvement -PTO Membership of 8-10 parents year 1 reduced staff turnover- Less than 5%</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 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.</p> <p>Strategy's Expected Result/Impact: Continuous academic student growth and an increase on all local and state assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</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- percentage of monthly targeted walk-through data demonstrating technology enhancing the lesson equalling 70% or higher</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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	11	Supplemental materials to support student academic improvement	Bilingual/ESL Funds	\$500.00
1	1	11	Supplemental materials to support student academic improvement	GT Funds	\$500.00
1	1	11	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