

Ector County Independent School District

Zavala Elementary

2019-2020 Campus Improvement Plan

Mission Statement

Zavala Elementary Magnet School provides technology-rich, stimulating environments, which actively engages students in solving engineering problems using project based learning. Through investigation, understanding, and application of ideas from all curriculum areas children will become life-long learners.

Vision

Courageous Leaders Saving Lives

We believe that education empowers the individual and benefits our entire community.

We have a vision of high quality lifelong learning, accessible to all.

We will put the learner at the heart of everything we do, raise expectations and work together with mutual trust and respect.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Type: Magnet Elementary

Campus Size: 553

Students Grade Span: Pre-K-2nd

Percent Economically Disadvantaged: 85%

Percent LEP: 31%

Mobility Rate: 14.5%

Demographics Strengths

Pre-K -2 classrooms meet the required student/teacher ratio.

Student Achievement

Student Achievement Summary

Zavala Pre-K students are assessed 3 times per year with CIRCLE Assessment. We saw growth in all areas from BOY to EOY.

School Progress Academic Growth 2018 and beyond
Percent Met or Exceeded Progress years 2017-2019

Student Success Initiative – Percent Passing or
5th Reading

Reading									Year	S
Year	State	District	H	W	AA	Asian	2 or More	Special Ed		
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2018	7'
2018	46	31	21	*	*	*	*	*	2017	n.
2017	61	57	56	60	60	69	56	53		

Math									5th Math	Year	S
Year	State	District	H	W	AA	Asian	2 or More				
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2019	n.	
2018	50	30	26	*	*	*	*	*	2018	8.	
2017	59	56	54	60	60	62	51	*	2017	n.	

2015 – new Math TEKS n.

State Assessment Results-Approaches

Passing standard increased in 2016

3rd Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

State Assessment Results-Approaches

2018	77	69	*	*	*	*	*	*	*	*
2017	72	63	44	*	*	*	*	41	*	55

4th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	72	59	40	*	*	*	*	36	*	39
2017	69	55	39	*	*	*	*	33	*	*

5th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	83	70	52	*	*	*	*	*	*	*
2017	81	68	55	*	*	*	*	56	*	*

State Assessment Results-Meets

Grade 3 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	43	31	*	*	*	*	*	*	*	*
2017	44	34	15	*	*	*	*	15	*	28

Grade 4 Reading Meets Grade Level

State Assessment Results-Meets

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	45	33	16	*	*	*	*	14	*	29
2017	43	30	16	*	*	*	*	13	*	*

Grade 5 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	53	37	25	*	*	*	*	*	*	*
2017	47	32	28	*	*	*	*	27	*	*

State Assessment Results-Masters

STAAR Percent at Masters (previously advanced level III)

All Subjects

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	22	11	9	15	6	34	22	8	4	8
2017	20	10	9	15	6	34	15	7	3	8

Grade 4 Writing Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	39	29	*	*	*	*	*	*	*	*
2017	34	23	*	*	*	*	*	*	*	*

Grade 3 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	47	36	18	*	*	*	*	*	*	*
2017	49	37	15	*	*	*	*	15	*	28

Grade 4 Math Meets Grade Level

Grade 3 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	49	36	23	*	*	*	*	15	*	30
2017	47	32	17	*	*	*	*	*	*	*

Grade 5 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	58	42	34	*	*	*	*	30	*	*
2017	50	35	*	*	*	*	*	*	*	*

4th Grade STAAR Writing Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	62	52	*	*	*	*	*	*	*	*
2017	64	50	*	**	*	*	*	*	*	*

5th Grade STAAR Science Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	75	65	52	*	*	*	*	*	*	*
2017	73	60	*	*	*	*	*	*	*	*

Grade 5 Science Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	41	28	20	*	*	*	*	*	*	*
2017	42	29	*	*	*	*	*	*	*	*

3-Math Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	22	15	7	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2017	25	17	6	n/a	n/a	n/a	n/a	7	n/a	20

2015 – Algebra I only

n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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4 Writing Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	11	6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2017	10	6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

5- Science Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	16	9	5	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2017	17	10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

State Assessment Results-Masters

STAAR Percent at Masters (previously advanced level III)

All Subjects

State Assessment Results-Masters

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	22	11	9	15	6	34	22	8	4	8
2017	20	10	9	15	6	34	15	7	3	8

3-EOC Reading Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2018	24	16	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2017	28	20	10	n/a	n/a	n/a	n/a	11	n/a	24

Student Achievement Strengths

Zavala's bilingual students showed improvement on IStation in May 2019 from 40% to 68% .

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Zavala students lack emergent literacy skills and have large literacy gaps according to IStation data. **Root Cause:** Lack of rigorous Tier 1 instruction including low level questioning, student accountability and teachers with less than 3 years experience in need of ongoing training.

School Culture and Climate

School Culture and Climate Summary

Zavala has an average student number of 553 students, 25 classroom teachers, 1 Fine Arts teacher, 1 Physical Education teacher and an aide and 2 Special Education teachers. We have 7 classrooms per grade level with 3 being bilinual in Kinder and 1st grade, 2nd grade has 5 regular teachers and 2 bilingual teachers. Zavala has a counselor, a media specialist clerk and a Dyslexia Interventionist.

School Culture and Climate Strengths

Zavala participates in all distict parental involvement initiatives such as VIPS, PTA, Magnet Showcase, Family Math and Reading Nights. All Title One parental involvement activities are also completed, such as parent compact meetings, parent surveys and report cards, as well as Meet the Teacher, Open House, Parent Orientation Meetings and Parent Conferences by all classroom teachers.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Limited feedback from teachers and parents to improve the school environment. **Root Cause:** Lack of structures in place to obtain stakeholders feedback.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All Zavala students will be taught by highly qualified teachers and instructional paraprofessionals.

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, and Odessa Pathways. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

Staff Quality, Recruitment, and Retention Strengths

Zavala's teacher retention rate is 86%.

Teachers with 0 years experience is 0%; 1-5 years 32%; 6-10 years 16%, more than 10 years 44% and 13% have a Masters Degree.

Monthly Birthday Lunches, Teacher of the week, jeans passes, positive notes in teacher boxes, postcards home, recognition of staff members, book studies, team building events and other activities to keep morale high on the campus

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There are limited applicants applying for positions within ECISD. Only 4 applicants applied at Zavala, 4 were interviewed, 4 were offered positions and only 1 accepted a position. **Root Cause:** The cost of living deters applicants from accepting positions in ECISD.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, balanced literacy, guided math, Istation, Brainchild, reading services and Frog Street Press to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, dyslexia teachers, tutors and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, CLI, short cycle assessments, IStation, and TELPAS assessments allow for early identification of need and potential targets for intervention.

Curriculum, Instruction, and Assessment Strengths

Zavala will focus on following the District adopted textbook Scope and Sequence with fidelity. We will utilize district strategies such as KNOW SHOW when planning lessons. All teachers will utilize district planning template. All Pre-K teachers will utilize Frog Street Press and the CLI to test students.

Parent and Community Engagement

Parent and Community Engagement Summary

Meet the teacher, Open House, grade level programs, Pumpkin decorating with parents, muffins with mom, donuts with dad, empanadas with grandparents, Fall festival, gingerbread house decorating with parents, book fair, Christmas store, PS I Love You, Dr. Seuss Day, Egg Drop, Talent Show, Book Parade, Kite Day, Transportation Parade, Airplane Day, Bookworms for Literacy

Parent and Community Engagement Strengths

Zavala Magnet Elementary will continue to increased family and community involvement through Volunteers in Public Schools, PTA and committee involvement at the campus level. School staff, parents, families, and surrounding communities will be provided with opportunities to work together to improve family and community involvement and to support academic achievement.

Meet the Teacher Night, Parent Orientation, Open House, Parent meetings for special area activities, Two face-to-face meetings with parents, AVID parent involvement activities, Parent Utility training for Title 1 school, Parent Compact, Magnet Contract, PTA Board will meet and set goals, Zavala Twitter, Zavala Facebook, VIPS Recruiting event, Magnet Showcase, and Book Fair.

School Context and Organization

School Context and Organization Summary

The staff at Zavala work hand in hand to meet the needs of every student. The teachers are provided professional development and resources that will help close the achievement gap. All teachers are included in campus decisions during PLCs, faculty meetings, and committee meetings.

School Context and Organization Strengths

Zavala staff focus on student growth and meeting the needs of each individual student.

Technology

Technology Summary

All classrooms have In Focus projectors, Smart boards, and document cameras. Each grade level has 1 Chromebook Carts and 1-IPad cart to be used by teachers on that grade level. The equipment was used to teach interactive lessons and reinforce skills and points of interest in preparation for grade level TEKS and for IStation. There are 5 ipads in all grade level classrooms.

Students have district access to IStation and Brainchild. Teachers are provided with laptops and are trained on how to use them to enhance instruction.

Technology Strengths

The instructional technology department works with campuses to replace classroom and computer lab computer systems on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices.

The technology specialist are readily available and provide monthly assistance for teachers on campus as needed.

Priority Problem Statements

Problem Statement 1: Zavala students lack emergent literacy skills and have large literacy gaps according to IStation data.

Root Cause 1: Lack of rigorous Tier 1 instruction including low level questioning, student accountability and teachers with less than 3 years experience in need of ongoing training.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Goals





Goal 1: Zavala will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: The percentage of Kindergarten, 1st and 2nd grade students reading at or above grade level as measured by IStation will increase from 58% to 70% by May 2020.

Evaluation Data Source(s) 1: IStation (BOY, MOY, EOY)
 IStation monthly assessments
 IStation lessons

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math 1) All students will be assessed using iStation. All classroom teachers will implement the First 21 Days. All staff members will be trained on iStation intervention tools. During PLCS, we will disaggregate iStation data to form intervention groups. Teachers will be given the opportunity to observe high quality literacy implementation on campus. Zavala will also use check-out literacy backpacks for students and parents. Focus on student performance on iStation and running records to develop a plan of intervention in order to target students needs. Students will receive small group intervention.</p>	2.4, 2.5, 2.6	Administrators Classroom teachers Instructional Specialist Dylexia Teacher Bilingual Specialist	Students will show steady improvement throughout the year and receive intervention as needed. Balanced Literacy walk through rubrics RTI Intervention and progress Monitoring data Running records				
Problem Statements: Student Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Zavala students lack emergent literacy skills and have large literacy gaps according to IStation data. Root Cause 1: Lack of rigorous Tier 1 instruction including low level questioning, student accountability and teachers with less than 3 years experience in need of ongoing training.</p>

Goal 1: Zavala will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Zavala Pre-kindergarten students recognizing 20 or more letter sounds will increase from 75% to 80% by May 2020.

Evaluation Data Source(s) 2: CLI BOY and EOY data

Report Card data

Teacher data sheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) TSR/Circle strategies through CLI Engage will be used in conjunction with Frog Street Press, Handwriting Without Tears, and Conscious Discipline to increase student performance and build a strong foundation for Kindergarten.</p> <p>2. Frog Street Press Morning Message will be used with fidelity in all Pre-K classrooms.</p> <p>3. Monthly PLC meetings to discuss student progress and share effective strategies.</p> <p>4. Classroom centers will support the acquisition of letter sounds.</p>	2.4, 2.5, 2.6	PK Teachers Administrators	MOY EOY				
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) Implementation of Handwriting Without Tears in all PK-2 grade classrooms.</p>	2.4, 2.5, 2.6	Teachers Administrators	Use of Handwriting Without Tears in every classroom using resources purchased Improvement in use of materials and the results of HWT instruction.				
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Summer remediation for bilingual students leaving Pre-K going to Kindergarten.</p>	2.4, 2.5, 2.6	Bilingual Department Bilingual Teachers Parents Administrators	Students attending summer classes and showing improvement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

Goal 1: Zavala will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Zavala will implement research-based best practice district curriculum in reading, math, science, writing and social studies at appropriate grade levels by May 2020.

Evaluation Data Source(s) 3: IStation, TELPAS, Brain Child, Teacher observations/rubrics

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math 1) Zavala will monitor implementation of curriculum through walk-throughs and lesson plans. PLCs will occur weekly and grade level meetings will also take place weekly to ensure the implementation of curriculum documents, differentiation to meet students needs and formative evaluations. 2. Zavala will focus on guided reading, guided math and phonics. 3. Principal, AP, IS, special education teacher and Dyslexia teacher will provide support for curriculum implementation through model lessons, observations, and interventions as needed for reading and understanding the scope and sequence and module maps and facilitating lesson materials and manipulatives. 4. RtI procedures will be implemented and followed to meet needs on individual student. Instruction will be adjusted through the use of formative assessments. Zavala staff will implement AVID strategies. Handwriting without Tears (PK-2) will be implemented, Brain Pop/Brain Pop Jr. will be implemented campus-wide as well as Starfall . Zavala administrators and 4 teachers will attend the Get Your Teach On conference this summer.</p>	2.4, 2.5, 2.6	Administrators Teachers Dyslexia Teacher Special Ed. Teacher Instructional Specialist	Teacher created assessments, teacher observation, teacher data talks, IStation, Brainchild, TELPAS, LAS LINKS, RTI, LLI, guided reading, guided math, running records, interventions				
<p>Funding Sources: Title One School-wide - 45862.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

Goal 1: Zavala will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Zavala attendance rate will increase from 90% to 95% by May 2020.

Evaluation Data Source(s) 4: District attendance reports

Teacher communication Logs


Campus attendance reports

Parent contracts


Truancy Checklist

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Classroom teachers will call parents after two absences. Classroom teachers will keep in constant communication with parents.	2.4, 2.5, 2.6	Teachers Administrators	Students and parents will know that they are missed when they do not attend school. Teachers will build relationships with parents.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: Zavala will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: ECISD retention rates will be 0.1% below state average in all grade levels K-8 by 2020.

Evaluation Data Source(s) 5: District PEIMS Retention Report

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) Before a student is retained in grades K-8, the teacher and campus administrator will work collaboratively to complete the Light's Retention Scale. This scale will serve as another data point in the decision-making process. (Other data points will include: attendance records, student work samples, current RtI documentation, instructional services, parent communication logs, and report card grades.)</p>	2.4, 2.6	Campus Administrators	Teacher and administrator will collaboratively evaluate multiple data points to make a decision that is in the best interest of each individual student. Early targeted intervention will increase student learning which will minimize or eliminate the need for retention.				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) At minimum, all K-8 students reading one full grade level below expectations (as measured by the December Istation assessment) will be supported with an RtI intervention plan.</p>	2.4, 2.6	Campus Administrators	Early targeted intervention will increase student learning which will minimize or eliminate the need for retention.				
<p>3) Early targeted intervention will increase student learning which will minimize or eliminate the need for retention.</p>	2.6	Campus Administrators	K-2 summer school will be used to increase academic proficiency and decrease summer regression.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Goal 2: Zavala will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: By May 2021, the ECISD teacher turnover rate will decrease from 18.6% to 16% (state turnover rate is 16.6%).

Evaluation Data Source(s) 1: TAPR

System Data

Exit Survey Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Recruit, support, retain teachers and principals. Instructional Support Specialist and Curriculum Facilitators will work with teachers and campus leaders to provide job embedded training on instructional best practices.	2.5, 2.6	Administrators	2% decrease in teachers leaving the district.				

Goal 2: Zavala will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 2: ECISD will reduce teacher vacancies from an average of 220 in 2018-19 to less than 100 by the start of the 2020-21 school year. ECISD will also reduce vacancies in all other areas from an average of 150 in 2018-19 to less than 50 by the start of the 2020-21 school year.

Evaluation Data Source(s) 2: Entry Survey Data

Exit Survey Data

TAPR Report - Retention



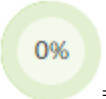

Summative Evaluation 2:

Goal 3: Zavala will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Improve customer service and community perceptions of ECISD from XX to an 80% as measured by a district created Customer Service Survey by 2024.

Evaluation Data Source(s) 1: Pre and Post Surveys
District/Campus Customer Satisfaction Feedback

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Leverage Campus Improvement Teams by ensuring proper membership and consistent meeting times to improve community engagement.	3.1	Campus Administrators	Increasing parent and community voice in campus decision making				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							


Goal 4: Zavala will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Source(s) 1: Program rosters, attendance data, completion and graduation rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>1) Suicide prevention education and support will be offered through School Guidance and SAS counseling services. Counselors will collaborate with ECISD police as needed.</p> <p>Parent/guardian notification procedures will be reviewed and updated.</p> <p>All school and Student Assistance Services counselors will be trained yearly in ECISD crisis response procedures .</p> <p>All campus staff will be trained yearly during campus Professional Development concerning ECISD suicide prevention response procedures.</p>	2.4	Campus Administrators and Counselor	100% of campus students and staff will be trained in suicide prevention				
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>2) Second grade students at Zavala will participate in a transition celebration at their sister campus.</p>	2.4	Campus Administrators Executive Directors of Elementary Education	Second grade students will have a smooth transition to their third grade sister campus.				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 4: Zavala will provide and promote a safe climate that is conducive to learning.


Performance Objective 2: ECISD will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Teacher discipline management programs will be focused to CHAMPS, PBIS, and Conscious Discipline practices.</p> <p>Teachers and administrators will be trained annually.</p>	2.5, 2.6	Campus Administrators	A decrease in office referrals which will increase the amount of instructional time for students.				
<p>TEA Priorities Recruit, support, retain teachers and principals 2) Awareness training for staff, students, and parents will be provided in the areas of identifying sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light/Stewards of Children prevention program.</p> <p>Counselors will train all staff during on-campus professional development on prevention and reporting requirements.</p> <p>Required child abuse awareness posters for students will be displayed on all campuses.</p>	2.4	Administrators	<p>Awareness training will increase the ability of staff and students to recognize and report signs of abuse. ECISD police will investigate areas of abuse and coordinate efforts with prosecuting attorneys to maximize punishment.</p> <p>100% of staff will receive training.</p> <p>100% of campuses will display required child abuse awareness posters.</p>				
<p>TEA Priorities Recruit, support, retain teachers and principals 3) Training on Texas Behavior Support Initiative will be offered annually.</p>	2.4, 2.5	Campus Administrators	The campus administrator will ensure that the TBSI team has completed the online training and provide a certificate of completion.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
4) ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. The police department has modified its records management system to properly report criminal incidents of bullying and to facilitate information with administrators. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.	2.5, 2.6	Campus Administrators	Officers are trained in awareness, recognition and response regarding Bullying and will properly identify and report criminal incidents of bullying to the proper courts for prosecution.				
5) Professional School Counselors will train all ECISD staff on Trauma-Informed Schools before the beginning of the school year. New staff will be trained as they are hired.	2.4, 2.6	Campus Administrators	100% of all ECISD staff will receive training.				



100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 5: Zavala will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Zavala will utilize financial resources in a responsible and data-driven manner to support student learning.

Evaluation Data Source(s) 1: Equitable allocations and data driven budgeting

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Zavala will utilize financial resources in a responsible and data-driven manner to support student learning.	2.4, 2.5	Campus Administrator	Equitable allocations and data driven budgeting				

Goal 6: Zavala will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Increase student iPad and laptop ratio to a minimum of one laptop/iPad per four students.

Evaluation Data Source(s) 1: Campus inventory and student enrollment.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math 1) Zavala will purchase iPads and laptops with COWS to increase the number of technology on campus.	2.4, 2.5, 2.6	Campus Administrators	Students will have the opportunity to continue intervention on IStation. Students IStation Tiers will increase with the increased technology available in the classroom.				
Problem Statements: Student Achievement 1 Funding Sources: Title One School-wide - 33462.00							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Zavala students lack emergent literacy skills and have large literacy gaps according to IStation data. Root Cause 1: Lack of rigorous Tier 1 instruction including low level questioning, student accountability and teachers with less than 3 years experience in need of ongoing training.

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Tanya Galindo	Principal
Administrator	Erin Reddell	Assistant Principal
Classroom Teacher	Candice Rougeaux	Pre-K
Classroom Teacher	Katrina Christensen	Kinder
Classroom Teacher	Lizza Guadarrama	1st Grade
Classroom Teacher	Criselda Aguirre	2nd Grade
Paraprofessional	Angie Gonzalez	Childcare Center
Counselor	Delores Ramirez	Counselor
Classroom Teacher	Margaret Castleman	Music Teacher
Classroom Teacher	Carolina Vazquez	Bilingual Teacher
Parent	Clarie Barry	Parent
District-level Professional	Rosa Islas	Bilingual Specialist
Community Representative	Danny Campos	TESSCO

Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Handwriting Without Tears, Brain Pop, technology, Get Your Teach On Conference		\$45,862.00
6	1	1	Ipads/Laptops and COWS		\$33,462.00
Sub-Total					\$79,324.00
Grand Total					\$79,324.00