Ector County Independent School District

Zavala Elementary

Improvement Plan

2020-2021

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: Choice School

Campus Size: 499

PreK-2nd

Economically Disadvantaged: 74.35%

African American: 4.41%

Hispanic: 89.18%

White: 4.81%

American Indian/Alaskan: 0.20%

More than 2 races: .80%

Pacific Islander: .40%

LEP: 37.27%

ENROLLMENT BY GRADE		Count	%Enroll
EARLY EDUCATION		0	0.00%
PRE-KINDERGARTEN		91	18.24%
KINDERGARTEN		146	29.26%
GRADE 1		117	23.45%
GRADE 2		145	29.06%
GRADE 3		0	0.00%
GRADE 4		0	0.00%
GRADE 5		0	0.00%
GRADE 6		0	0.00%
GRADE 7		0	0.00%
GRADE 8		0	0.00%
GRADE 9		0	0.00%
GRADE 10		0	0.00%
GRADE 11		0	0.00%
GRADE 12		0	0.00%
	TOTAL	499	100.00%

ENROLLMENT BY SEX		Count	%Enroll
MALE		263	52.71%
FEMALE		236	47.29%
	TOTAL	499	100.00%

ADA ELIGIBILITY		Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP		0	0.00%
"1" ELIGIBLE FOR FULL DAY		406	81.36%
"2" ELIGIBLE FOR HALF DAY		85	17.03%
"3" TRANSFER FOR FULL DAY		2	0.40%
"4" INELIGIBLE FOR FULL DAY		0	0.00%
"5" INELIGIBLE FOR HALF DAY		6	1.20%
"6" TRANSFER FOR HALF DAY		0	0.00%
"7" ELIGIBLE FLEX ATND		0	0.00%
"8" INELIGIBLE FLEX ATND		0	0.00%
	TOTAL	499	100.00%

	Count	%Enroll
LEP	186	37.27%
IMMIGRANT	5	1.00%
ECONOMIC DISADVANTAGE	371	74.35%
MILITARY CONNECTED	3	0.60%
FOSTER CARE	4	0.80%
DYSLEXIA	0	0.00%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY		Count	%Group	%Enroll
AMER. INDIAN/ALASKAN		1	0.20%	0.20%
ASIAN		1	0.20%	0.20%
BLACK/AFRICAN AMER.		22	4.41%	4.41%
HISPANIC/LATINO		445	89.18%	89.18%
WHITE		24	4.81%	4.81%
HAWAIIAN/PAC ISLAND		2	0.40%	0.40%
TWO OR MORE		4	0.80%	0.80%
	TOTAL	499	100.00%	100.00%

MIGRANTS		Count	%Group	%Enroll
AMER. INDIAN/ALASKAN		0	0.00%	0.00%
ASIAN		0	0.00%	0.00%
BLACK/AFRICAN AMER.		0	0.00%	0.00%
HISPANIC/LATINO		0	0.00%	0.00%
WHITE		0	0.00%	0.00%
HAWAIIAN/PAC ISLAND		0	0.00%	0.00%
TWO OR MORE		0	0.00%	0.00%
	TOTAL	0	0.00%	0.00%

OTHER ECON DISADV		Count	%Group	%Enroll
AMER. INDIAN/ALASKAN		0	0.00%	0.00%
ASIAN		0	0.00%	0.00%
BLACK/AFRICAN AMER.		5	9.43%	1.00%
HISPANIC/LATINO		46	86.79%	9.22%
WHITE		2	3.77%	0.40%
HAWAIIAN/PAC ISLAND		0	0.00%	0.00%
TWO OR MORE		0	0.00%	0.00%
	TOTAL	53	100.00%	10.62%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	16	5.03%	3.21%
HISPANIC/LATINO	285	89.62%	57.11%
WHITE	13	4.09%	2.61%
HAWAIIAN/PAC ISLAND	2	0.63%	0.40%
TWO OR MORE	2	0.63%	0.40%
TOTAL	318	100.00%	63.73%

BILINGUAL		Count	%Group	%Enroll
AMER. INDIAN/ALASKAN		0	0.00%	0.00%
ASIAN		0	0.00%	0.00%
BLACK/AFRICAN AMER.		0	0.00%	0.00%
HISPANIC/LATINO		182	100.00%	36.47%
WHITE		0	0.00%	0.00%
HAWAIIAN/PAC ISLAND		0	0.00%	0.00%
TWO OR MORE		0	0.00%	0.00%
	TOTAL	182	100.00%	36.47%

ESL		Count	%Group	%Enroll
AMER. INDIAN/ALASKAN		0	0.00%	0.00%
ASIAN		0	0.00%	0.00%
BLACK/AFRICAN AMER.		0	0.00%	0.00%
HISPANIC/LATINO		1	100.00%	0.20%
WHITE		0	0.00%	0.00%
HAWAIIAN/PAC ISLAND		0	0.00%	0.00%
TWO OR MORE		0	0.00%	0.00%
	TOTAL	1	100.00%	0.20%

Alternative Language Program		Count	%Group	%Enroll
AMER. INDIAN/ALASKAN		0	0.00%	0.00%
ASIAN		0	0.00%	0.00%
BLACK/AFRICAN AMER.		0	0.00%	0.00%
HISPANIC/LATINO		1	50.00%	0.20%
WHITE		0	0.00%	0.00%
HAWAIIAN/PAC ISLAND		1	50.00%	0.20%
TWO OR MORE		0	0.00%	0.00%
	TOTAL	2	100.00%	0.40%

GIFTED & TALENTED		Count	%Group	%Enroll
AMER. INDIAN/ALASKAN		0	0.00%	0.00%
ASIAN		0	0.00%	0.00%
BLACK/AFRICAN AMER.		0	0.00%	0.00%
HISPANIC/LATINO		2	66.67%	0.40%
WHITE		1	33.33%	0.20%
HAWAIIAN/PAC ISLAND		0	0.00%	0.00%
TWO OR MORE		0	0.00%	0.00%
	TOTAL	3	100.00%	0.60%

This report displays the data for the FALL 2019 - 2020 collection that was accepted by the ESC on 01/16/2020 02:22 PM.

Texas Education Agency
PDM1-120-009
v20.1.2
Zavala Elementary
Generated by Plan4Learning.com

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
Campus-level Data
Campuses: All Campuses

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Tuesday 07/21/2020 2:2
Page 66
Campus #068701123
August 21, 2020 10:07 AM

LEA: 068901 - ECTOR COUNTY ISD

Campus: 068901123 - EL MAGNET AT ZAVALA

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	499	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	499	100.00%

CAREER & TECHNICAL	Count	%Group	%E
AMER. INDIAN/ALASKAN	0	0.00%	0
ASIAN	0	0.00%	0
BLACK/AFRICAN AMER.	0	0.00%	0
HISPANIC/LATINO	0	0.00%	0
WHITE	0	0.00%	0
HAWAIIAN/PAC ISLAND	0	0.00%	0
TWO OR MORE	0	0.00%	0
TOTAL	0	0.00%	0

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	42	8.42%
UNACCOMPANIED YOUTH CODE 3	42	8.42%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	42	8.42%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.28%	0.20%
ASIAN	1	0.28%	0.20%
BLACK/AFRICAN AMER.	12	3.42%	2.40%
HISPANIC/LATINO	321	91.45%	64.33%
WHITE	12	3.42%	2.40%
HAWAIIAN/PAC ISLAND	2	0.57%	0.40%
TWO OR MORE	2	0.57%	0.40%
TOTAL	351	100.00%	70.34%

SPECIAL EDUCATION	Count	%Group	%E
AMER. INDIAN/ALASKAN	0	0.00%	0
ASIAN	0	0.00%	0
BLACK/AFRICAN AMER.	1	2.44%	0
HISPANIC/LATINO	37	90.24%	7
WHITE	3	7.32%	0
HAWAIIAN/PAC ISLAND	0	0.00%	0
TWO OR MORE	0	0.00%	0
TOTAL	41	100.00%	8

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	85	93.41%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	6	6.59%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	91	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	6	100.00%	1.20%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EDARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	6	100.00%	1.20%

SECONDARY PK FUNDING SOURCE	Count	%Group	%E
"1" TUITION FEES	0	0.00%	0
"2" LOCAL DIST SHARE	0	0.00%	0
"3" STATE GRANT	0	0.00%	0
"4" FEDERAL	0	0.00%	0
"5" EDARLY ED ALLOTMENT	0	0.00%	0
"9" OTHER	0	0.00%	0
TOTAL	0	0.00%	0

Demographics Strengths

The PreK-2 classrooms meet the required student/teacher ratio 22:1.

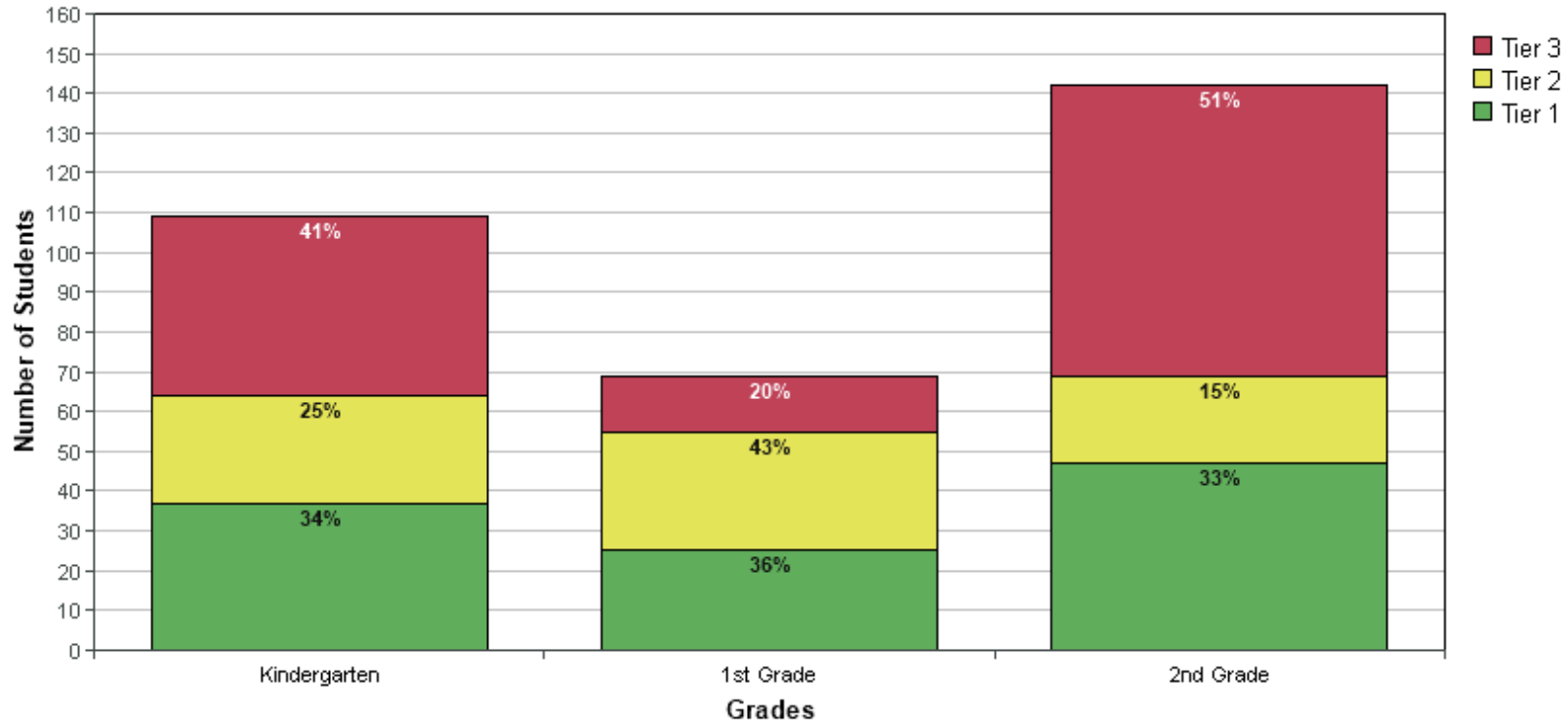All classrooms have highly qualified teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 40% Economically Disadvantaged and EL students performed at Level 2 and Level 3 in IStation in February 2020. **Root Cause:** Lack of quality Tier 1 instruction and small group intervention.
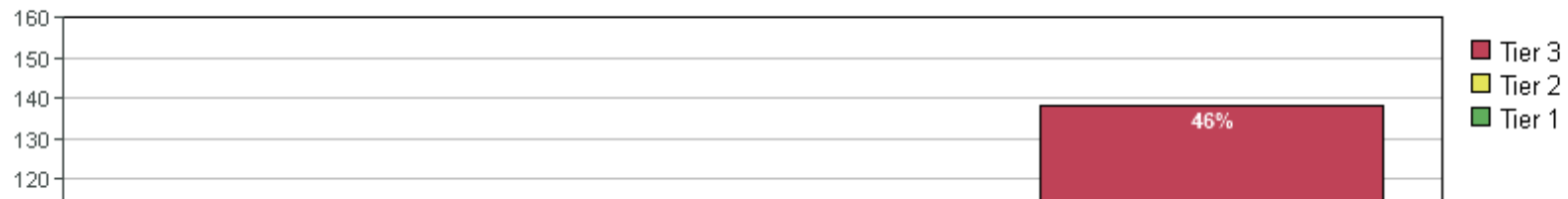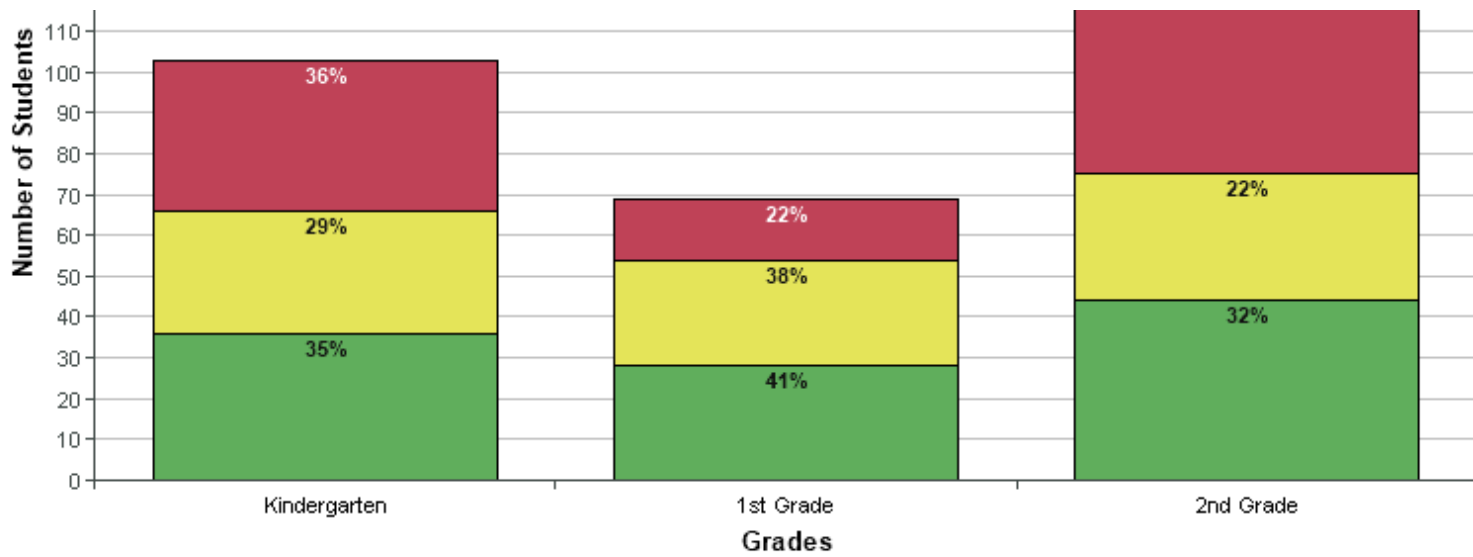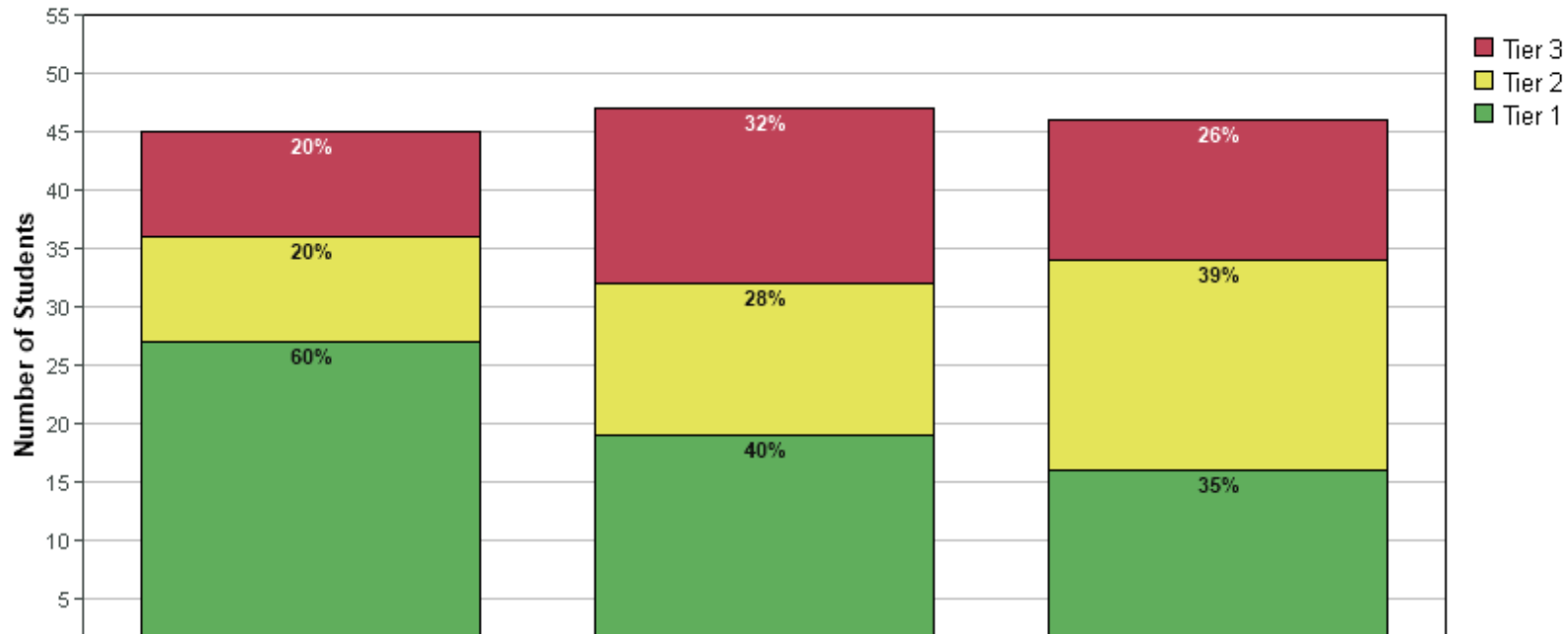
Student Achievement
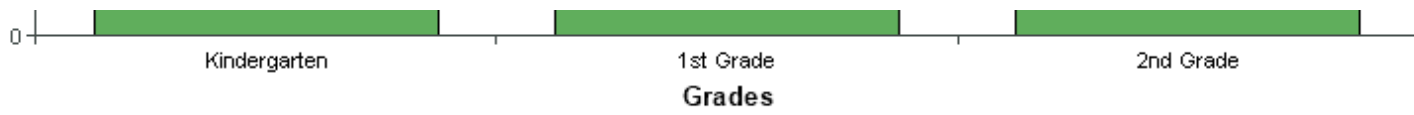
Student Achievement Summary
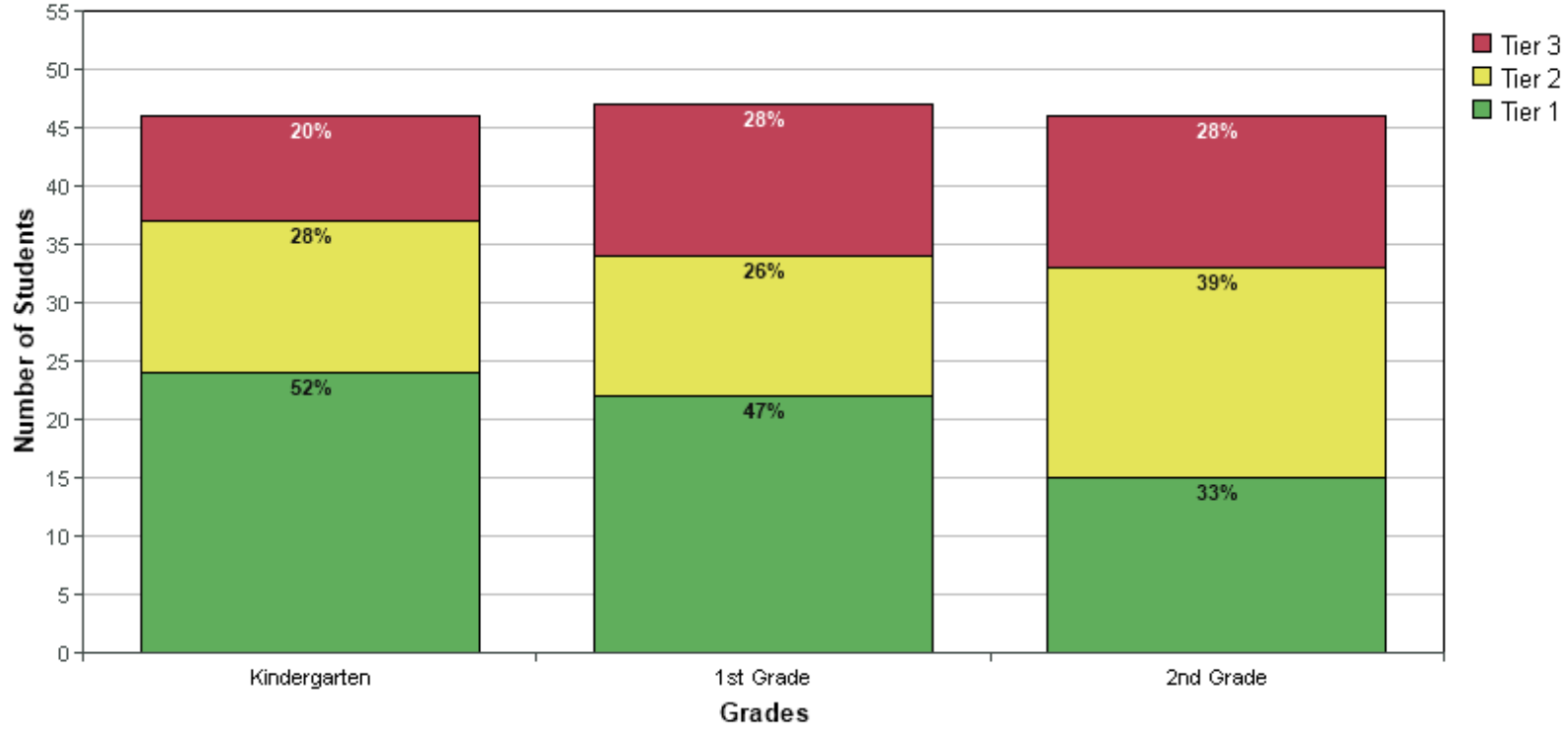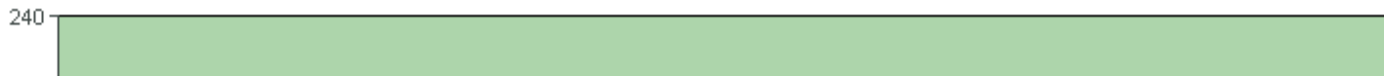
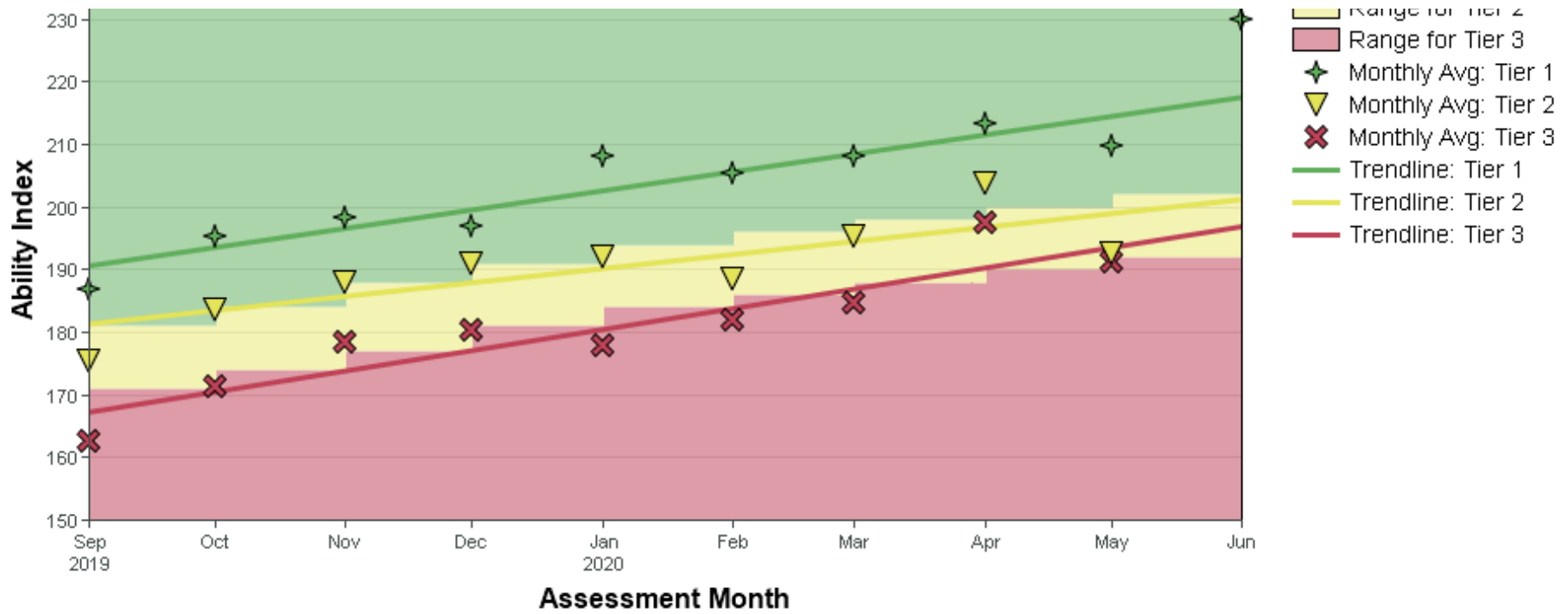

All Grades - Feb 2020

All Grades - Mar 2020

All Grades - Feb 2020

Legend:
- Tier 3
- Tier 2
- Tier 1

All Grades - Mar 2020

Tier 3
Tier 2
Tier 1

	Kindergarten	1st Grade	2nd Grade
Tier 3	20%	28%	28%
Tier 2	28%	26%	39%
Tier 1	52%	47%	33%

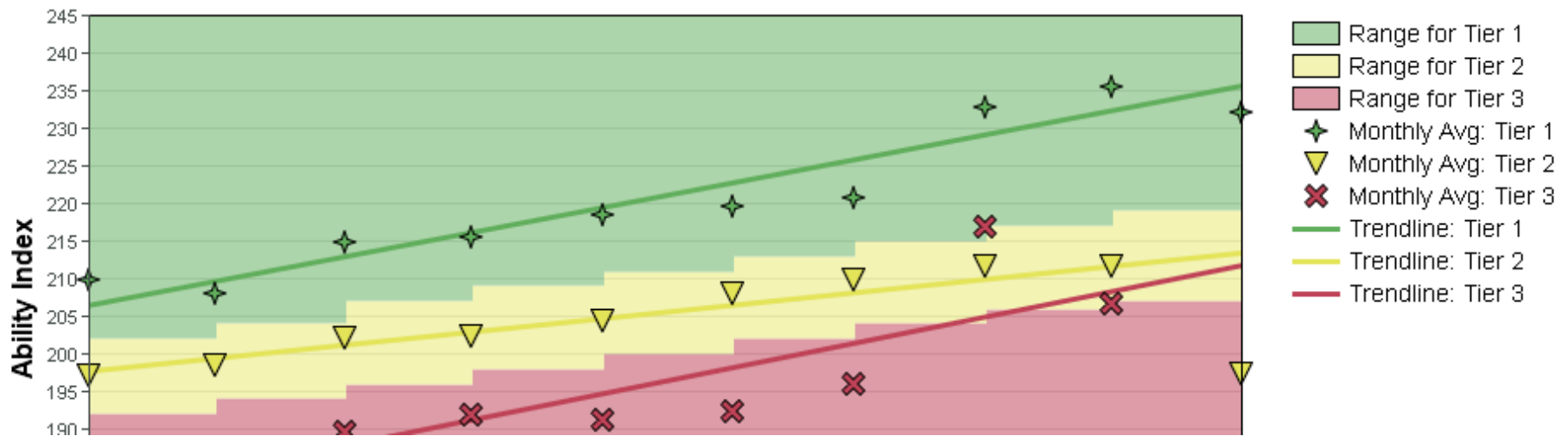**Number of Students**

Grades

Kindergarten - Overall Reading

240

Range for Tier 1
Range for Tier 2

- [

1st Grade - Overall Reading

1st Grade - Overall Reading

Legend:
- Range for Tier 1
- Range for Tier 2
- Range for Tier 3
- Monthly Avg: Tier 1
- Monthly Avg: Tier 2
- Monthly Avg: Tier 3
- Trendline: Tier 1
- Trendline: Tier 2
- Trendline: Tier 3

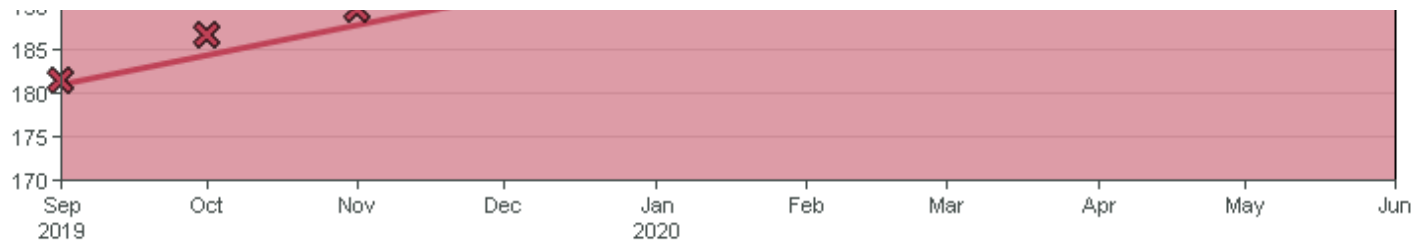**Assessment Month**

-

2nd Grade - Overall Reading

Legend:
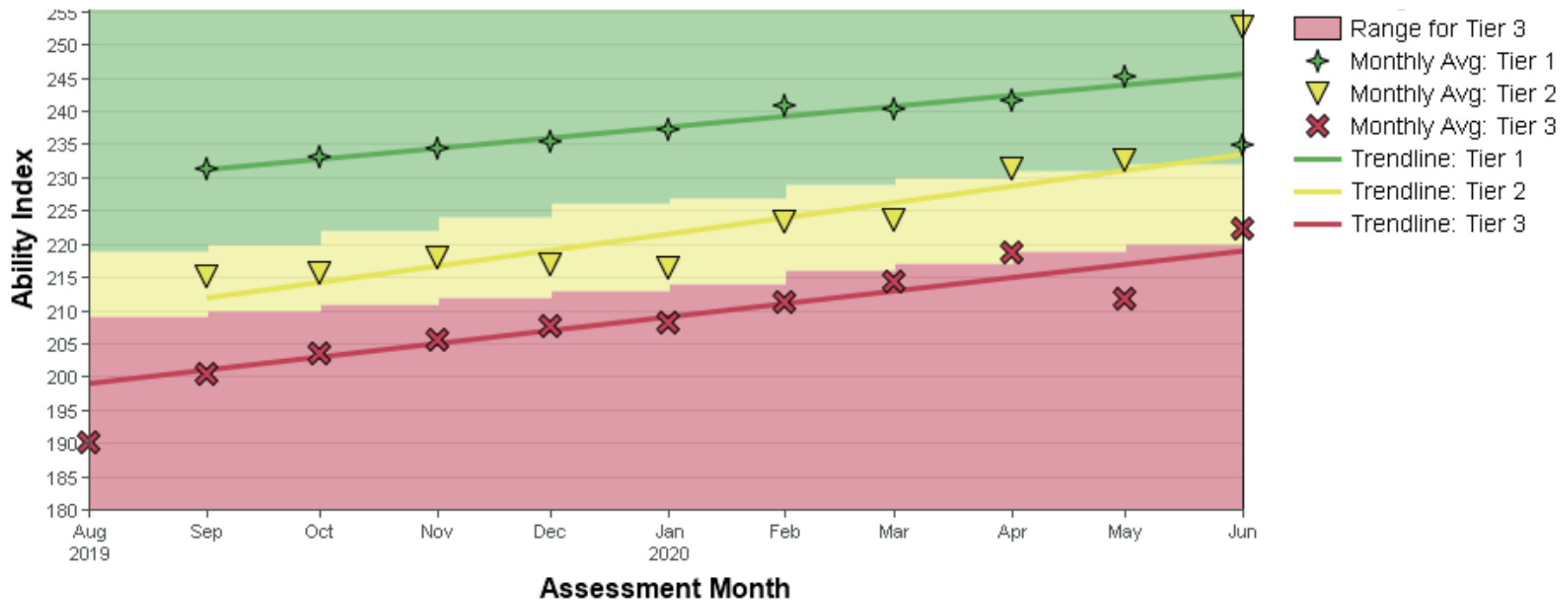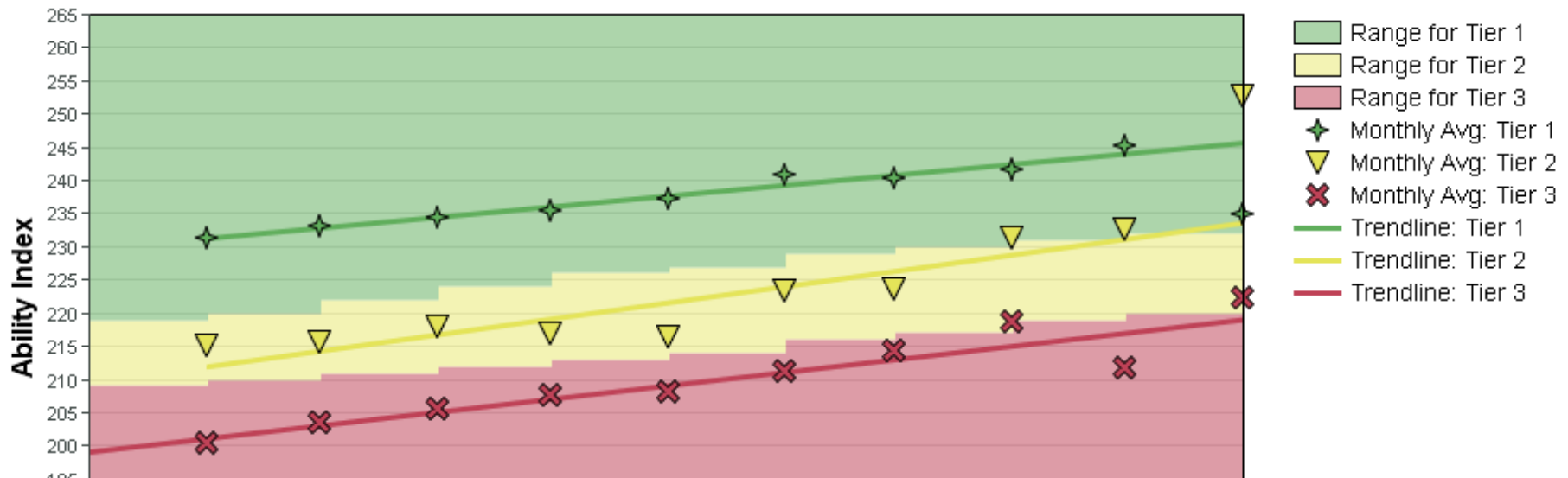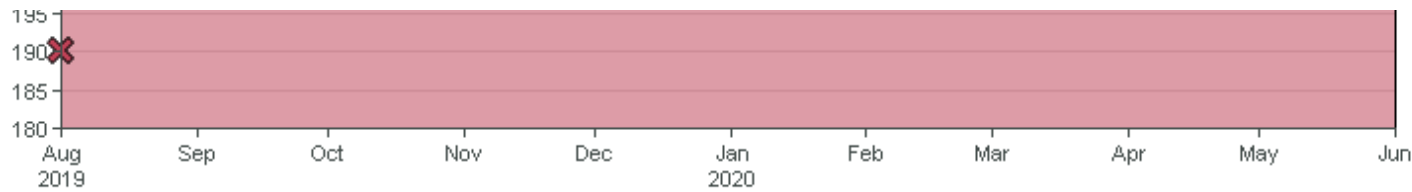- Range for Tier 1
- Range for Tier 2

2nd Grade - Overall Reading

Assessment Month

Zavala Pre-K stude4nts are assessed 3 times per year with CLI Assessment. We saw growth in all areas from BOY to MOY.

TSDS PEIMS ATTENDANCE RATES COMPARISON BY ETHNICITY, GENDER, AND SPECIAL POPULATION
Campus-level Data
Campuses: ALL
2019 - 2020 Summer Collection, Resubmission

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901123 - EL MAGNET AT ZAVALA

		Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
		2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 202
Campus		77,482.0	73,259.0	5,770.0	3,474.5	71,712.0	69,784.5	1,383.0	498.5	70,329.0	69,286.0	92.6%	95.3
Ethnicity													
Hispanic/Latino		67,391.5	65,461.5	4,965.0	3,076.0	62,426.5	62,385.5	1,036.5	338.0	61,390.0	62,047.5	92.6%	95.3
American Indian or Alaska		209.5	162.0	37.0	9.0	172.5	153.0	0.0	0.0	172.5	153.0	82.3%	94.4
Asian		0.0	162.0	0.0	4.0	0.0	158.0	0.0	0.0	0.0	158.0	0.0%	97.5
Black or African American		4,620.5	2,942.0	351.5	141.5	4,269.0	2,800.5	69.0	0.0	4,200.0	2,800.5	92.4%	95.2
Hawaiian or Other Pacific		658.0	324.0	41.0	14.0	617.0	310.0	0.0	0.0	617.0	310.0	93.8%	95.7
White		4,024.0	3,664.5	303.5	167.0	3,720.5	3,497.5	202.0	160.5	3,518.5	3,337.0	92.5%	95.4
Two or More Races		578.5	543.0	72.0	63.0	506.5	480.0	75.5	0.0	431.0	480.0	87.6%	88.4
	Total	77,482.0	73,259.0	5,770.0	3,474.5	71,712.0	69,784.5	1,383.0	498.5	70,329.0	69,286.0	92.6%	95.3
Gender													
Male		41,270.5	38,297.0	3,057.5	1,807.0	38,213.0	36,490.0	676.5	159.5	37,536.5	36,330.5	92.6%	95.3
Female		36,211.5	34,962.0	2,712.5	1,667.5	33,499.0	33,294.5	706.5	339.0	32,792.5	32,955.5	92.5%	95.2
	Total	77,482.0	73,259.0	5,770.0	3,474.5	71,712.0	69,784.5	1,383.0	498.5	70,329.0	69,286.0	92.6%	95.3
Special Population													
Special Education		6,410.0	7,382.0	458.0	394.5	5,952.0	6,987.5	0.0	0.0	5,952.0	6,987.5	92.9%	94.7

Economic Disadvantage	68,501.0	55,899.0	5,213.0	2,784.5	63,288.0	53,114.5	1,383.0	0.0	61,905.0	53,114.5	92.4%	95.0
LEP	25,568.0	26,376.5	1,782.0	1,156.5	23,786.0	25,220.0	14.5	20.0	23,771.5	25,200.0	93.0%	95.6
At Risk	41,636.5	51,115.5	2,989.5	2,387.0	38,647.0	48,728.5	92.5	0.0	38,554.5	48,728.5	92.8%	95.3
Gifted and Talented	1,359.0	1,668.0	76.0	66.0	1,283.0	1,602.0	0.0	0.0	1,283.0	1,602.0	94.4%	96.0
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0
Homeless Status	6,692.5	5,705.5	648.0	325.0	6,044.5	5,380.5	78.0	0.0	5,966.5	5,380.5	90.3%	94.3
Unaccompanied Youth	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0
Early Reading Indicator	38,080.0	40,017.0	2,843.0	2,081.0	35,237.0	37,936.0	0.0	0.0	35,237.0	37,936.0	92.5%	94.8
Military Connected	330.0	811.0	14.0	14.0	316.0	797.0	0.0	0.0	316.0	797.0	95.8%	98.3
Foster Care	560.0	909.0	53.0	22.0	507.0	887.0	0.0	0.0	507.0	887.0	90.5%	97.6
RDSPD	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0
Total	147,500.5	138,768.0	14,076.5	6,843.5	136,413.5	131,924.5	1,475.5	20.0	134,938.0	131,904.5	92.5%	95.1

NOTE: Detail may not add to totals due to rounding.

TSDS PEIMS COMPARISON OF CURRENT AND PRIOR YEAR ATTENDANCE
Campus-level Data
Campuses: All
2019 - 2020 Summer Collection, Resubmission

LEA: 068901 - ECTOR COUNTY ISD

Campus: 068901123 - EL MAGNET AT ZAVALA

|	2018-2019	2019-2020	Change	% Change
Total Refined ADA (includes EE-12)	425.750*	421.798*	-3.952	-0.928
Career & Technical Education FTE	0.000	0.000	0.000	0.000
Total Special Education FTE	6.232	6.168	-0.064	-1.027
Speech Therapy FTE (00)	1.309	1.468	0.159	12.147
Homebound FTE (01)	0.000	0.000	0.000	0.000
Hospital Class FTE (02)	0.000	0.000	0.000	0.000
Resource Room FTE **	0.000	0.656	0.656	100.000
VAC FTE (08)	0.000	0.000	0.000	0.000
Off Home Campus FTE ***	0.000	0.000	0.000	0.000
State School FTE (30)	0.000	0.000	0.000	0.000
Residential Care/Treat FTE ****	0.000	0.000	0.000	0.000
Self-Contained Mild/Mod FTE *****	4.923	4.044	-0.879	-17.855
Full-Time Early Spec Ed (45)	0.000	0.000	0.000	0.000
Special Education Mainstream Refined ADA	6.948	6.897	-0.051	-0.734
Bilingual/ESL Refined ADA	130.864	143.331	12.467	9.527
BE - Bilingual/ESL Refined ADA	0.000	2.084	2.084	100.000
D1 - Bil Dual Lang Refined ADA	0.000	141.248	141.248	100.000
D2 (EL) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000
D2 (EP) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000

|			
Res Facility Refined ADA	0.000	0.000	0.000	0.000
Early Ed Eco Dis Refined ADA	0.000	292.947	292.947	100.000
Early Ed Lang Refined ADA	0.000	133.373	133.373	100.000
Early Ed Eco Dis & Lang Refined ADA	0.000	101.473	101.473	100.000
Pregnancy Related Services FTE	0.000	0.000	0.000	0.000
Gifted & Talented Enrollment #	9	12	3	33.333
LEP Counts #	202	210	8	3.960

*   Calculated using 6 six-weeks. LEA has < 5% migrant students or LEA has => 5% migrant students and 4 six-weeks > 6 six-weeks plus migrant.
**   Instructional Setting Code = 41, 42.
***   Instructional Setting Code = 91, 92, 93, 94, 95, 96, 97, 98.
****   Instructional Setting Code = 81, 82, 83, 84, 85, 86, 87, 88, 89.
***** Instructional Setting Code = 43, 44.
#   G&T and LEP students are counted once per LEA.
Note: Detail may not add to totals due to rounding.

Student Achievement Strengths

Zavala's bilingual students showed improvement on IStation in February 2020 from 60% to 74%.

All Grades - Feb 2020
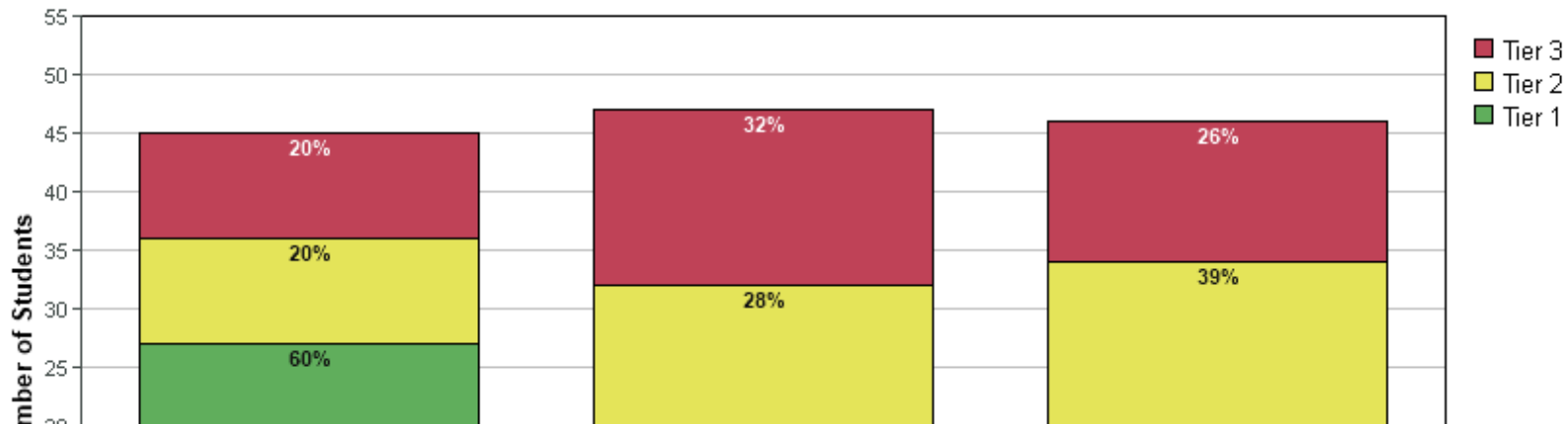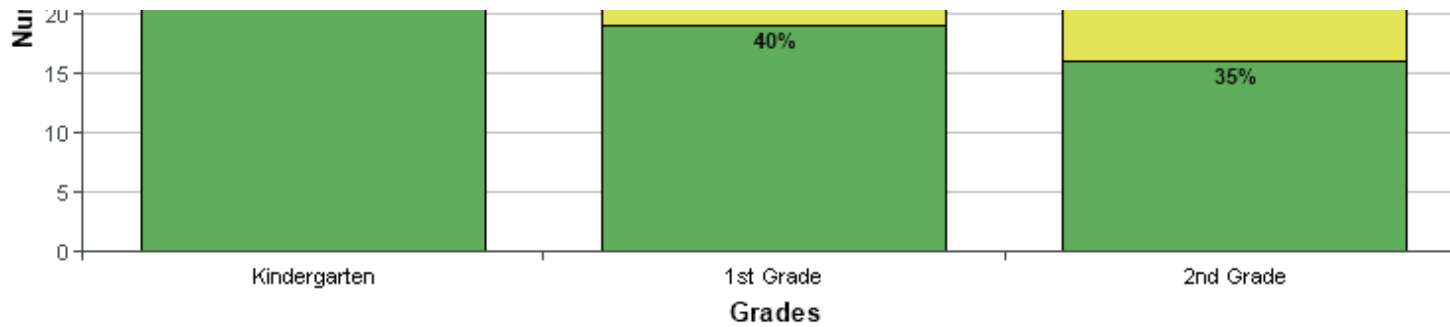
In 2020-2021, Zavala will implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning. Teachers will use Brain Pop/Brain Pop Jr., Formative Loop, math manipulatives and balanced literacy resources/supplies will be purchased for each individual child.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 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 5 years experience in need of ongoing training.

Problem Statement 2 (Prioritized): Zavala's attendance rate will increase from 92%-95%. **Root Cause:** Student illness (flu, strep throat, stomach bug) and unable to contact parents.

School Culture and Climate

School Culture and Climate Summary

School culture is of great importance at Zavala. The first experience in school must be positive and one where students feel safe. The school climate is centered around Concious Discipline and CHAMPS, building relationships and safety for all.

All students and staff members will follow CDC guidelines for COVID-19. Each classroom with tables will have sneeze guards in between the tables to provide extra protection for students. All guided reading tables will have social distancing sneeze guards as added protection for the students and teacher.

All staff members communicate to parents and students the importance of safety, relationships and independence. Parental involvement is important at Zavala. Zavala offers many family activities that encourage parent and student engagement.

Zavala has an average student number of 488 students.

23 classroom teachers

1 Fine Arts teacher

1 Physical Education teacher; 1 aide

2 Special Education teachers,

1 Magnet teacher

1 Counselor

1 Media specialist clerk

1 Instructional Specialist

1 Dyslexia Interventionist

2 flex aides

PK: 4 teachers (2 monolingual/2 bilingual); 4 aides

Kinder: 4 monolingual teachers, 2 bilingual teachers

1st: 4 monolingual teachers, 2 bilingual teachers

2nd: 4 monolingual teachers, 2 bilingual teachers

Zavala will continue working to strengthen our VIPS program, community engagement and parent involvement.

Zavala schedules PTA meetings and programs every month, we offer 9 week Magnet Showcases, Family Reading Night, Family Math Night, Family Science Night, Fall Festival, Polar Express Night, Meet the teacher, Open House, family projects (pumpkin decorating, gingerbread house decorating, egg drop)

School Culture and Climate Strengths

The staff at Zavala works diligently to ensure parents are welcomed to the school and the staff ensures they have a working relationship with all parents. Our Zavala students are excited to come to school. All students are greeted when they walk in the building as are parents.

Zavala participates in all district 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, report cards, as well as Meet the Teacher, Open House, Parent Orientation Meetings and Parent Conferences by all classroom teachers.

School Climate Survey (ESF Survey)from parents show that parents are happy with school and their students feel safe. Teachers are also happy and feel safe.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Conscious Discipline and CHAMPS are not being implemented and practiced with fidelity by all staff members. **Root Cause:** Additional Conscious Discipline and CHAMPS training are needed.

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.

Information for Comprehensive Needs Assessment for Campus 123-Zavala Elementary

EMPLOYEES	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15	2	40	8
15/16	2	42	9
16/17	2	41	9
17/18	3	42	9
18/19	3	31	7
19/20	2	30	7

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	0.00%	43.59%	87.50%
15/16 to 16/17	50.00%	69.05%	66.67%
16/17 to 17/18	100.00%	53.66%	77.78%
17/18 to 18/19	0.00%	38.71%	28.57%
18/19 to 19/20	100.00%	67.74%	85.71%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6-10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree

14/15	12.50%	32.50%	20.00%	35.00%	37.05%
15/16	2.38%	38.10%	19.05%	40.48%	33.33%
16/17	14.63%	36.59%	17.07%	31.71%	31.71%
17/18	14.29%	38.10%	16.67%	30.95%	19.05%
18/19	0.00%	29.03%	19.35%	51.61%	19.35%
19/20	3.33%	30.00%	13.33%	53.33%	20.00%

* Data for each school year is from the Fall PEIMS Data

Staff Quality, Recruitment, and Retention Strengths

Zavala's teacher retention rate is 86%.

Teachers with 0 years experience is 3%; 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 (Prioritized): There are limited applicants applying for positions within ECISD. **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.

Team level planning, PLCs and campus leadership team work to continue creating TEKS mastery and understanding. All staff members follow the scope and sequence and plan as a grade level.

Grade level meetings and PLCs discuss assessments, data, interventions and needs to stay aligned with curriculum, drive instruction, plan RTI and structure small groups, guided reading and guided math.

Curriculum, Instruction, and Assessment Strengths

Zavala will focus on following the District adopted textbook, and 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.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There is a lack of consistent progress in the area of student achievement in reading levels and math from classrooms and grade levels. **Root Cause:** Lack of effective data monitoring that lead to adjustments in Tier 1 whole group, small group and individual instruction.

Problem Statement 2 (Prioritized): Lack of consistent documented data monitoring in all classrooms and grade level-student performance, progress and intervention. **Root Cause:** Lack of campus wide data monitoring tool being implemented continually and monitored with fidelity.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent involvement and engagement is important to a child's success in school. Zavala offers many activities for parents, students and staff members:

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. Zavala will purchase planners and take home folders to use as a form of communication with parents.

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.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Zavala needs to increase parent, community and PTA involvement from 5% to 10%. **Root Cause:** Lack of communication and promotion of PTA.

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 staff members are included in campus decisions during PLCs, faculty meetings, and committee meetings.

School Context and Organization Strengths

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

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The achievement gaps varied between classrooms and grade levels. **Root Cause:** Lack of training, understanding and COVID.

Technology

Technology Summary

All classrooms have In Focus projectors, Smart boards, document cameras and computers. Each grade level has 1Chromebook 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 Imagine Learning, Discovery Education, Unique Learning (Special Education), Brainchild and MAP Assessment. Teachers are provided with laptops and are trained on how to use them to enhance instruction.

The district will ensure that every students will have access to a device for the 2020-2021 school year.

Technology Strengths

The instructional technology department works with campuses to replace classroom and computer lab computer systems (computers, document cameras, Infocus) 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 avaliable and provide monthly assistance for teachers on campus as needed.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Technology was not effectively utilized to enhance the quality of Tier 1 whole group and small group instruction. **Root Cause:** Lack of teacher training in technology implementation and lack of monitoring from leadership of technology use in the classrooms during whole group and small group instruction.

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 5 years experience in need of ongoing training.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: There is a lack of consistent progress in the area of student achievement in reading levels and math from classrooms and grade levels.

Root Cause 2: Lack of effective data monitoring that lead to adjustments in Tier 1 whole group, small group and individual instruction.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Zavala needs to increase parent, community and PTA involvement from 5% to 10%.

Root Cause 3: Lack of communication and promotion of PTA.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Conscious Discipline and CHAMPS are not being implemented and practiced with fidelity by all staff members.

Root Cause 4: Additional Conscious Discipline and CHAMPS training are needed.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: There are limited applicants applying for positions within ECISD.

Root Cause 5: The cost of living deters applicants from accepting positions in ECISD.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Lack of consistent documented data monitoring in all classrooms and grade level-student performance, progress and intervention.

Root Cause 6: Lack of campus wide data monitoring tool being implemented continually and monitored with fidelity.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: The achievement gaps varied between classrooms and grade levels.

Root Cause 7: Lack of training, understanding and COVID.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: Technology was not effectively utilized to enhance the quality of Tier 1 whole group and small group instruction.

Root Cause 8: Lack of teacher training in technology implementation and lack of monitoring from leadership of technology use in the classrooms during whole group and small group instruction.

Problem Statement 8 Areas: Technology

Problem Statement 9: Zavala's attendance rate will increase from 92%-95%.

Root Cause 9: Student illness (flu, strep throat, stomach bug) and unable to contact parents.

Problem Statement 9 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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- 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
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- 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
- TTESS data

Goals

Goal 1: Foundational Excellence: Zavala will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 93.5% in 2020 to 95.0% in 2021.

Evaluation Data Sources: Weekly Attendance Reports

Summative Evaluation: None

Strategy 1: School wide incentives offered to students. (Perfect attendance, grade level competitions, classroom competitions)		
Strategy's Expected Result/Impact: Student attendance will increase to 95% by May 2021.		**Formative**
Staff Responsible for Monitoring: Administrators, classroom teachers, counselor, attendance clerk		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Student Achievement 2	**Jan**
TEA Priorities: Improve low-performing schools		**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Funding Sources:** Title One School-wide	**Summative**
		May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		
Student Achievement		
Problem Statement 2: Zavala's attendance rate will increase from 92%-95%. **Root Cause:** Student illness (flu, strep throat, stomach bug) and unable to contact parents.		

Performance Objective 2: Zavala will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Zavala will strive to have one to one technology access for teachers and students.

Summative Evaluation: None

Strategy 1: Working to provide one to one technology will enable students, teachers and leaders to implement and monitor personalized learning for all.		
Strategy's Expected Result/Impact: 100% of Zavala students and staff will have personalized access to one to one technology.		**Formative**
Staff Responsible for Monitoring: Central Office, Campus Administration, classroom teachers		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Technology 1	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Mar**
	Funding Sources: Title One School-wide	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		**May**

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

Technology

Problem Statement 1: Technology was not effectively utilized to enhance the quality of Tier 1 whole group and small group instruction. **Root Cause:** Lack of teacher training in technology implementation and lack of monitoring from leadership of technology use in the classrooms during whole group and small group instruction.

Performance Objective 3: Zavala will provide differentiated processes for priority classrooms and students.

Strategy 1: Effective transitions will be planned and implemented for Pre-K and 2nd grades to maintain academic learning and support the social-emotional learning of students.		**Formative**
Strategy's Expected Result/Impact: The students will receive results before, during and after a transition.		**Oct**
Staff Responsible for Monitoring: Campus Administrators Executive Directors		**Jan**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Curriculum, Instruction, and Assessment 1	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** Title One School-wide	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		**May**

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

Curriculum, Instruction, and Assessment

Problem Statement 1: There is a lack of consistent progress in the area of student achievement in reading levels and math from classrooms and grade levels. **Root Cause:** Lack of effective data monitoring that lead to adjustments in Tier 1 whole group, small group and individual instruction.

Performance Objective 4: Zavala will provide a safe and supportive learning environment.

Evaluation Data Sources: Counselor referrals, discipline reports and 100% of staff members trained in Darkness to Light/Stewards of Child prevention program and reporting requirements.

Summative Evaluation: None

Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during new employee training on Darkness to Light/Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.		
Strategy's Expected Result/Impact: 100% of staff will receive training.		**Formative**
Staff Responsible for Monitoring: Administrators Counselor		**Oct**
		Jan
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** School Culture and Climate 1 Curriculum, Instruction, and Assessment 1	**Mar**
TEA Priorities: Improve low-performing schools		**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Funding Sources:** Title One School-wide	**May**

Strategy 2: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS and Conscious Discipline practices (SEL body of work)			
Strategy's Expected Result/Impact: All staff members will implement CHAMPS, PBIS, Conscious Discipline practices (SEL body of work).		**Formative**	
		Oct	
Staff Responsible for Monitoring: Administrators Teachers Paraprofessionals Counselor		**Jan**	
		Mar	
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** Curriculum, Instruction, and Assessment 1	**Summative**	
TEA Priorities: Improve low-performing schools		**May**	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Funding Sources:** Local		

Strategy 3: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities.			
Strategy's Expected Result/Impact: Discipline data and reports will reflect equity. Discipline Committee will meet and review data and reports 2 times per 9 weeks.		**Formative**	
		Oct	
Staff Responsible for Monitoring: Administrators Discipline Clerk		**Jan**	
		Mar	
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** School Culture and Climate 1 Curriculum, Instruction, and Assessment 1		
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools		**Summative**	
		May	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Funding Sources:** Local		

	Formative
Strategy 4: Campus level systems and structures will be created to build relationships with parents, have open communication and involve parents in safety plans and discipline management program.	

	Formative
Strategy's Expected Result/Impact: Constant communication with parents using school planners and take home folders, inviting parents to meetings, building a safe and welcoming environment for all parents and visitors to build relationships.	**Oct**
	Jan
Staff Responsible for Monitoring: Administrators Teachers/staff	**Mar**
Title I Schoolwide Elements: 3.1, 3.2	**Problem Statements:** Parent and Community Engagement 1
TEA Priorities: Improve low-performing schools	
	Summative
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Funding Sources:** State Comp Ed $1,891
	May

	Formative
Strategy 5: Zavala will follow CDC guidelines for COVID-19 to keep all students and safe healthy. Each classroom with tables will have sneeze guards in between the tables to provide extra protection for students. All guided reading tables will have social distancing sneeze guards as added protection for the students and teacher.	

	Formative
Strategy's Expected Result/Impact: Classes with tables will be able to have two students per table with a social distancing sneeze guard in the middle of the table to keep students safe and healthy. All guided reading tables will have social distancing sneeze guards as added protection for the students and teacher.	**Oct**
	Jan
Staff Responsible for Monitoring: Administrators Teachers/Staff	**Mar**
Title I Schoolwide Elements: 2.5, 2.6	**Problem Statements:** School Culture and Climate 1 Curriculum, Instruction, and Assessment 1
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
	Summative
	May
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Funding Sources:** State Comp Ed $1,500

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

School Culture and Climate

Problem Statement 1: Conscious Discipline and CHAMPS are not being implemented and practiced with fidelity by all staff members. **Root Cause:** Additional Conscious Discipline and CHAMPS training are needed.

Curriculum, Instruction, and Assessment

Problem Statement 1: There is a lack of consistent progress in the area of student achievement in reading levels and math from classrooms and grade levels. **Root Cause:** Lack

of effective data monitoring that lead to adjustments in Tier 1 whole group, small group and individual instruction.

Parent and Community Engagement

Problem Statement 1: Zavala needs to increase parent, community and PTA involvement from 5% to 10%. **Root Cause:** Lack of communication and promotion of PTA.

Goal 2: Invest in Talent: Zavala will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 79% in 2020 to 90% in 2021.

Evaluation Data Sources: Campus retention data

Summative Evaluation: None

Strategy 1: 100% of Zavala teachers hired are certified and highly qualified.		
Strategy's Expected Result/Impact: The campus teacher retention rate will increase to 90% in 2021.		**Formative**
Staff Responsible for Monitoring: Administrators		**Oct**
Title I Schoolwide Elements: 2.5, 2.6	**Problem Statements:** Staff Quality, Recruitment, and Retention 1	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools		**Mar**
	Funding Sources: Local	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture		**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		
Staff Quality, Recruitment, and Retention		
Problem Statement 1: There are limited applicants applying for positions within ECISD. **Root Cause:** The cost of living deters applicants from accepting positions in ECISD.		

Performance Objective 2: In 2020-2021, Zavala will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Walkthroughs and data will show implementation of job-embedded PD.

Summative Evaluation: None

Strategy 1: Campus administrators will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.	

		Formative
Strategy's Expected Result/Impact: Walkthroughs and observation will show implementation of job-embedded PD.		**Oct**
Staff Responsible for Monitoring: Campus Administrators		
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** Staff Quality, Recruitment, and Retention 1 Curriculum, Instruction, and Assessment 2	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		**Mar**
	Funding Sources: None	**Summative**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**

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

Staff Quality, Recruitment, and Retention
Problem Statement 1: There are limited applicants applying for positions within ECISD. **Root Cause:** The cost of living deters applicants from accepting positions in ECISD.

Curriculum, Instruction, and Assessment
Problem Statement 2: Lack of consistent documented data monitoring in all classrooms and grade level-student performance, progress and intervention. **Root Cause:** Lack of campus wide data monitoring tool being implemented continually and monitored with fidelity.

Goal 3: Zavala will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Zavala will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: EOY MAP assessment
Pre-K Circle Data

Summative Evaluation: None

Strategy 1: Zavala will implement the district curriculum and required literacy blocks to ensure student success.		
Strategy's Expected Result/Impact: 4% increase of students reading on grade level from BOY MAP to EOY MAP assessment		**Formative**
Staff Responsible for Monitoring: Administrators Teachers Instructional Specialist		**Oct** **Jan** **Mar**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** Student Achievement 1	
TEA Priorities: Build a foundation of reading and math		**Summative**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	**Funding Sources:** Title One School-wide	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		
Student Achievement		
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 5 years experience in need of ongoing training.		

Performance Objective 2: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Walkthroughs, lesson plans, MAP growth assessment

Summative Evaluation: None

Strategy 1: Zavala will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments and Aggressive Monitoring.		
Strategy's Expected Result/Impact: Student achievement improves as growth is monitored by both teachers and students.		**Formative**
Staff Responsible for Monitoring: Administrators Teachers Instructional Specialist		**Oct** **Jan** **Mar**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** Student Achievement 1	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Summative**
	Funding Sources: Title One School-wide	**May**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		

Strategy 2: Zavala will implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning. Teachers will use Brain Pop/Brain Pop Jr., Formative Loop, math manipulatives and balanced literacy resources/supplies will be purchased for each individual child.		
Strategy's Expected Result/Impact: Increase in student achievement on MAP assessment and guided reading level.		**Formative**
Staff Responsible for Monitoring: Administrators Teachers Instructional Specialist		**Oct** **Jan** **Mar**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Student Achievement 1 Curriculum, Instruction, and Assessment 1	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Summative**
	Funding Sources: State Comp Ed $43,340	**May**
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		

Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path.		
Strategy's Expected Result/Impact: Increase in SCAs and EOY MAP assessment		**Formative**
Staff Responsible for Monitoring: Administrators Instructional Specialist		**Oct** **Jan** **Mar**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** Curriculum, Instruction, and Assessment 1	
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** Local	**Summative** **May**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		

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

Student Achievement

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 5 years experience in need of ongoing training.

Curriculum, Instruction, and Assessment

Problem Statement 1: There is a lack of consistent progress in the area of student achievement in reading levels and math from classrooms and grade levels. **Root Cause:** Lack of effective data monitoring that lead to adjustments in Tier 1 whole group, small group and individual instruction.

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2			$0.00
1	4	3			$0.00
2	1	1			$0.00
3	2	3			$0.00
				Sub-Total	$0.00
State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	4			$1,891.00
1	4	5			$1,500.00
3	2	2			$43,340.00
				Sub-Total	$46,731.00
Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	2	1			$0.00
1	3	1			$0.00
1	4	1			$0.00
3	1	1			$0.00
3	2	1			$0.00
				Sub-Total	$0.00
				Grand Total	$46,731.00

Addendums