

**Grand Prairie Independent School District
De Zavala Environmental Science Academy
2023-2024 Campus Improvement Plan**



Mission Statement

Lorenzo de Zavala empowers students to excel by providing an environment that is safe, supportive, nurturing, and engaging while maintaining rigorous academic standards. Our goal is to inspire and educate students to improve our world by respecting themselves, others and natural resources. Lorenzo de Zavala boasts of both inside and outside special features that give students real-life experiences and encourages the pursuit of environmental science careers.

Vision

The vision of Lorenzo de Zavala Environmental Science Academy is to provide our students with safe, nurturing and engaging learning environment where they become creative inquirers and communicators. Through collaboration with parents, community and district high schools we leverage available resources to offer students an opportunity to flourish in the environmental sciences arena.

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Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)	27
Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/ school events.(Local Strategic Priority 7)	29
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lorenzo de Zavala Environmental Science Academy is a choice school. Our ethnic distribution is 70% Hispanic, 6% White, 17.9% African American, .8% American Indian, 1.4% Asian and 3.% reporting two or more races. At-risk data shows Limited English Proficiency (LEP) with 195 student designations. **At-risk data shows 210 Reading Readiness designations with many double designations with LEP. At-risk data shows 12 students previously retained; 45 with STAAR failures and 13 homeless students.** There are approximately 702 students being served this year.

Lorenzo de Zavala ESA is committed to supporting the district's focus for improved coordination of programs and services for students at risk of dropping out of school. Lorenzo de Zavala ESA is a Title I Schoolwide Program campus and receives State Compensatory Education (SCE) funds.

Demographics Strengths

Mobility rate is a 10.9%. This is down from 12.3% last year.

At-risk numbers and categories remain somewhat constant..

The instructional personnel represents a ethnically diverse staff

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate is at 96.19% with is in the 3 quartile of our comparison group in the state. The minimum for a distinction is 97.2% **Root Cause:** Chronic absenteeism from several students accounts for a large number of absences.

Problem Statement 2: Supplemental instructional materials are needed to address the multifaceted needs of economically disadvantaged students student population **Root Cause:** Economically disadvantaged student population increased from 80% to 86%.

Student Learning

Student Learning Summary

De Zavala ESA's 2022 STAAR Data is as follows:

Component Score	Scaled Score	Rating	
Overall	87	B	Met Standard
Student Achievement	74	C	Met Standard
STAAR Performance			
College, Career and Military Readiness			
Graduation Rate			
School Progress			
Academic Growth	91	A	Met Standard
Relative Performance (Eco Dis: 83%)	82	B	Met Standard
Closing the Gaps	77	C	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Student Learning Strengths

DeZavala ESA met the state standard for the 2022 STAAR administration. Our overall scale score was 87.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR Math scores showed minimal growth compared to Reading. **Root Cause:** Interventions were focused on Reading skills.

Problem Statement 2: Science continues to score at the district average despite numerous opportunities students have to engage in additional science lessons through the science related electives or specials, such as REEL and Environmental Science Classes. We have lost the science distinction we held two or three years ago. **Root Cause:** Concerted effort to focus in on students' target scores, meets and masters level during interim data meetings was not as focused as it needs to be in science. Vocabulary is not taught explicitly enough.

Problem Statement 3: Special education students and other at risk populations lag behind in achievement. **Root Cause:** Targeted resources and materials, including personnel, is needed on a daily consistent basis to address and rectify the inherit gap in special education population growth.

School Processes & Programs

School Processes & Programs Summary

Teachers and administrators always focus on Tier I instruction by providing professional development to ensure the delivery of instruction with fidelity from the TRS using the IFD. We will look at each component of the daily schedule at each grade level to ensure the allocated minutes in each subject area is implemented with fidelity and professional learning communities.

This school year:

- Math, ELA, Science planning before school started with communicated Non-Negotiables for the classroom
- The use of Paul Bambrick's Weekly Data Meetings Protocol for interim assessments.
- The use of video clips of Great Habits, Great Readers book, and veteran teachers to enhance new educators' craft
- Videotaping of select walk-throughs and all observations using face to face feedback and follow-up sessions.
- Unpacking PA's in content areas and planning assistance from Teaching and Learning Staff
- PLC time during the school day weekly and unpacking of state standards
- Google document used for Lesson Frames/Plans and progress monitoring in math and science
- Hands-on activities, station ideas, assistance with lesson planning by instructional coach and Teaching and Learning Staff
- Modeling of lessons by instructional coach
- Use of region 10 question stems and district documents on the web page and Edmodo
- Use of the Comprehension Toolkit in all grade levels for ELAR (Comprehension Strategies)

We will continue to mentor, support, and provide professional development opportunities in the areas of need:

- restorative discipline
- trauma informed teaching
- social emotional learning
- DRA2/EDL2
- TPRI/Tejas Lee
- guided reading
- guided math
- TX-KEA
- ELL strategies
- TAMU-KAT Strategies
- Individual needs with District/Campus Non-Negotiables

Current campus efforts are in compliance with GPISD guidelines. Data analysis is slated to include a review of safe schools data. This analysis will also review efforts to better coordinate special funding to maximize instruction and services to at-risk students.

School Processes & Programs Strengths

- De Zavala ESA has fully implemented Connection Counts
- De Zavala ESA's CIC participates in campus climate and culture development and maintenance

- De Zavala ESA's teachers are utilizing a classroom management and parent communication system (Remind 101)
- De Zavala's Teachers, staff, and grade level teams are recognized for achievements and attendance with ALL Passes and Attendance Points
- De Zavala ESA's Counselors have developed a College and Career Awareness program that encompasses kinder-5th grade students.
- DeZavala ESA's Students are recognized for achievements in grades, scores and attendance as well as exhibiting positive character traits.
- De Zavala ESA has trained teaching and administrative staff in addressing the discipline challenges that some students may exhibit.
- After school clubs offer enrichment to students with usually serve about 250 students each semester.
- Field experiences that focus on the environment are scheduled and participated in by each grade level at least once a year.
- All ELAR teaching staff use KAT strategies and have been trained in the Reading Academies
- Campus based training plan is well planned and implemented.
- Training is aligned with individual, team and campus instructional needs.
- Edugence is utilized to track teachers' participation in District training and some campus training
- Training specific to DeZavala ESA: instructional coaches provide regular support through PLC's, staff meetings, team planning
- Administrators provide real-time feedback through calibration walkthroughs as part of a Teacher Incentive Allotment program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students have not demonstrated adequate mastery of writing skill post pandemic. **Root Cause:** Heavy use of technology has hindered student penmanship and other writing skills

Problem Statement 2 (Prioritized): 2022 data shows an increase in discipline referrals and risk assessments **Root Cause:** Student inability to regulate their emotions and lack of resources and tools for staff to help them navigate their emotions

Perceptions

Perceptions Summary

De Zavala is a well-sought after school of choice which focuses heavily on the environmental sciences. Student Ambassadors are eager to share the core value of the school and take potential families on tours. Integration of the environmental sciences is not a forced situation but a natural blending of what we do as a school. From the Environmental Science classroom to the REEL Classroom, to hands-on Science lab activities, our students are exposed to real life challenges that help them become strong problem-solvers and great communicators. At De Zavala ESA, we believe that there is a scientist in every student.

Perceptions Strengths

- Large majority of families participate in family nights.
- Large number of families participate in fund raising activities.
- SouthPark Baptist provides school supplies and support for families in need.
- Counselor facilitates the Food 4 Kids Program.
- Implementation of Connections Count
- CIC participation in campus climate, culture development and maintenance
- After school clubs offered in a variety of areas for student exploration.

Current strengths of curriculum, instruction and assessment include:

- students set goals according to their data and strive to meet them
- weekly PLCs benefit student achievement

Our school context and organization strengths include:

- dedicated weekly PLC time

- clear expectations and communication
- maximization of master schedule to allow for advanced student growth and achievement

Technology strengths include:

- all teachers are compliant with GPISD technology requirements, including Apple Badges for iPad
- Full-time professional staff Instructional Media Specialist and an IMA
- teachers actively seek out technology training opportunities
- teachers have iPads and laptops

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We are not utilizing the special features on our campus. **Root Cause:** Hands on activities were limited due to Zoom and social distancing.

Problem Statement 2: Parental volunteerism is very low **Root Cause:** Communication efforts to get parents involved is not adequate.

Priority Problem Statements

Problem Statement 1: 2022 data shows an increase in discipline referrals and risk assessments

Root Cause 1: Student inability to regulate their emotions and lack of resources and tools for staff to help them navigate their emotions

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students have not demonstrated adequate mastery of writing skill post pandemic.

Root Cause 2: Heavy use of technology has hindered student penmanship and other writing skills

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Running Records results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals


Revised/Approved: September 14, 2023





Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 1: Increase the academic achievement for all students as measured by district and state assessment performance and growth.

HB3 Goal

Evaluation Data Sources: District Data Sources and State Accountability Ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: RTI Committee will meet a minimum of 5 times annually to address interventions needed for struggling student in K-5.</p> <p>Strategy's Expected Result/Impact: RTI plans for interventions Classroom lesson plans Case managers reviews Increased STAAR results Improvement in DRA reading</p> <p>Staff Responsible for Monitoring: Assistant Principal Principal Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 2 Details	Reviews			
<p>Strategy 2: Our campus will focus on academic growth of our SPED population in reading and math by implementing the following practices: co-teaching, station implementation, PLC discussion on best practices. Provide ongoing technical assistance and professional development to teachers and staff for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, 504, EL, GT, Migrant and At-Risk students, as identified) in all subject areas. (ESSA Requirement)</p> <p>Strategy's Expected Result/Impact: Improvement on common assessments. Teachers will provide documentation of attendance. Walk-through data will show implementation of newly acquired content skills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, iCoaches</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 - SCE - \$11,000, - 211 - Title 1 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide prescriptive interventions through after school tutoring, extended day tutoring and during the school day interventions based on district assessment data.</p> <p>Strategy's Expected Result/Impact: Tutorial sign-in sheets with SE's performance data for individual student progress District 3, 6 and 9 week assessment data STAAR Results</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal & iCoaches</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 4 Details	Reviews			
<p>Strategy 4: Improve Math problem-solving and numeracy with GPISD Problem-solving Mat Daily</p> <p>Strategy's Expected Result/Impact: Walk-through data with evidence of use documented</p> <p>Staff Responsible for Monitoring: iCoach, Teachers and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 5 Details	Reviews			
<p>Strategy 5: Continued implementation of Readers' and Writers Workshop and Literacy Stations during literacy blocks.</p> <p>Strategy's Expected Result/Impact: Walk-through data, Guided Reading Notebook checks</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and iCoaches</p> <p>Funding Sources: - 199 - General Fund - \$5,000, - 211 - Title 1 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		



No Progress



Accomplished



Continue/Modify






Discontinue

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Performance Objective 2: Provide initiatives and programs to increase student attendance.

HB3 Goal

Evaluation Data Sources: Enrollment data, GPISD assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a school-wide incentive program called "Chips and Jammers" in which students color in a letter for everyday that 100% of the students in their classroom are present. A chips & jammers party is given when all letters are colored in.</p> <p>Strategy's Expected Result/Impact: Colored-in Jammers sheets</p> <p>Staff Responsible for Monitoring: Classroom teachers and PEIMS clerk</p> <p>Title I: 2.4, 2.5</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 - General Fund - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly delivery of attendance tickets for students who are present every day during the week. The tickets will be collected at the end of the week and students' names will be entered for a drawing to receive a prize.</p> <p>Strategy's Expected Result/Impact: Increase in school attendance across the board</p> <p>Daily absence report</p> <p>Staff Responsible for Monitoring: Counselors, Classroom teachers & Paraprofessionals</p> <p>Funding Sources: Paper for printing dollars - 199 - General Fund - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 3 Details	Reviews			
<p>Strategy 3: Identify, conference and build targeted relationships with chronically absent families.</p> <p>Strategy's Expected Result/Impact: Lessen chronic absenteeism.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS Clerk and Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		



No Progress



Accomplished



Continue/Modify





Discontinue






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Performance Objective 3: Continue to implement, expand, and monitor college/career and military readiness initiatives through Programs and Schools of Choice, with annual increases in completion rates, graduation rates, STAAR post- secondary rates, advanced academics, dual credit/college credit offerings, and work-based learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

HB3 Goal

Evaluation Data Sources: PLC Rosters, training agendas, intervention documentation, tutoring records. College acceptance, AP course data, completion rates, FAFSA/TAFSA percentages, Programs of Study completion, Licenses and Certifications.

Strategy 1 Details	Reviews			
<p>Strategy 1: Use Xello to determine student's career interests and complete career stations in Career Town.</p> <p>Strategy's Expected Result/Impact: Students build self-knowledge, explore post-secondary options, and continually reassess as they take in new knowledge, skills, and experiences.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
<p>Strategy 2: Deliver lessons that introduce/highlight and allow students to see real life applications for a variety of careers aligned with skill(s) students are currently learning in class; as well as introduce students to CCMR vocabulary ie major, career, military.</p> <p>Strategy's Expected Result/Impact: Students will develop essential readiness skills and improve their chances for postsecondary success.</p> <p>Staff Responsible for Monitoring: Admin Team, iCoaches</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		






Strategy 3 Details	Reviews			
<p>Strategy 3: Participate and continually inform and encourage families to participate in district initiatives to highlight CCMR events i.e. HBCU Month, College Night, College and Career Hub.</p> <p>Strategy's Expected Result/Impact: Students will develop essential readiness skills and improve their chances for postsecondary success.</p> <p>Staff Responsible for Monitoring: Admin Team and Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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Performance Objective 4: Provide prescriptive instructional services and interventions to address identified student needs that include specific groups of students as required and at risk of dropping out of school by TEA definitions (SPED, EL, 504, homeless, GT, migrant, foster care and at-risk). (ESSA requirement)

HB3 Goal

Evaluation Data Sources: Tutoring records, prescriptive interventions documentation



Strategy 1 Details	Reviews			
Strategy 1: All De Zavala classroom teachers will obtain 30 GT hours for differentiating instruction for GT students in the classroom Strategy's Expected Result/Impact: Staff Development printout reports Staff Responsible for Monitoring: Principal, GT Specialist	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<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: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 1: Continue to support district's leadership mission and goals through leadership development initiatives and professional development for teachers and staff to improve student learning.

HB3 Goal

Evaluation Data Sources: Classroom walkthrough data, teacher evaluation system data

Strategy 1 Details	Reviews			
<p>Strategy 1: Calendar invites for weekly calibration walk-throughs and weekly administrator and iCoach walk-throughs. Strategy's Expected Result/Impact: Walkthroughs will allow admin and coaches to identify areas of strengths and weaknesses and will also help build trust between administrators and teachers while improving communication. Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
<p>Strategy 2: iCoaches and administrators will ensure a system for training staff and scheduling for training support with follow-up and technical assistance in the classroom is in place and is revisited systematically. Strategy's Expected Result/Impact: iCoach schedule, formative walkthrough data, T-TESS data Staff Responsible for Monitoring: Principal iCoaches</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and staff will be empowered to take leadership roles by presenting during training and faculty meetings and leading in campus activities. Strategy's Expected Result/Impact: Teacher leaders will significantly impacts our campus' culture and climate. Teacher leaders model high standards of conduct and ensure the vision and values are supported through their work.</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 3: Parent/Community Engagement: By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4; Local Strategic Priority 6)






Performance Objective 1: Provide effective programs and initiatives to promote and support parent and family engagement to strengthen the home and school connection. (ESSA requirement)

High Priority

HB3 Goal

Evaluation Data Sources: Numbers of parents/family/ community members served, in attendance. Feedback forms.

Strategy 1 Details	Reviews			
<p>Strategy 1: De Zavala will encourage and promote online parent surveys bi-annually to measure and increase parent/community satisfaction.</p> <p>Strategy's Expected Result/Impact: Returned Survey information</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
<p>Strategy 2: De Zavala will host parent and student academic nights on campus. The academic nights will showcase content that students are learning and provide parents with information and strategies to help their children at home.</p> <p>Strategy's Expected Result/Impact: Flyers for content nights, parent signature/attendance sheets, add marquee notification, website</p> <p>Staff Responsible for Monitoring: ESA Coordinator, Principal, Counselor</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 3 Details	Reviews			
<p>Strategy 3: Develop a system of parent trainings throughout the year (Parent volunteer trainings, chaperone trainings)</p> <p>Strategy's Expected Result/Impact: Parents are aware of how to support students/staff while helping in classrooms and during school field trips.</p> <p>Staff Responsible for Monitoring: Admin team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<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>				

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Performance Objective 2: Build targeted relationship with chronic absentee families.

3.

Evaluation Data Sources: A2A, PEIMS data







Strategy 1 Details	Reviews			
Strategy 1: Monitor A2A and make contact with families before students chronically absent. Strategy's Expected Result/Impact: Improve attendance of students who are regularly absent. Staff Responsible for Monitoring: A2A Coordinator, PEIMS Clerk	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<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 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)

Performance Objective 1: Continue to update, expand, and improve technology hardware and software applications for teaching and learning (i.e. Flocabulary, iReady and RAZ kids) data retention as defined in the needs assessment.

High Priority






Evaluation Data Sources: Campus inventory, purchase orders, usage data from technology and learning assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Require all purchases of new instructional technology to have CIP strategy connection, documentation of rigor and effectiveness, and system for teacher training and support for implementation.</p> <p>Strategy's Expected Result/Impact: Purchase order documentation, ICoach notes, Instructional Media Specialist notes</p> <p>Staff Responsible for Monitoring: iCoaches, Instructional Media Specialist, Principal, Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
<p>Strategy 2: The Digital Integration committee will be used to collaboratively formulate a campus comprehensive digital intergration plan along with the CIC.</p> <p>Strategy's Expected Result/Impact: Meeting agendas, Meeting attendance rosters</p> <p>Staff Responsible for Monitoring: Instructional Media Specialist, Classroom Teachers, Principal</p> <p>Funding Sources: - 199 - General Fund - \$150</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<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>				

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Performance Objective 2: GPISD will continue to design, implement, and monitor a comprehensive 1-to-1 student/device integration plan to increase student and staff learning.

Evaluation Data Sources: Classroom walk-throughs, teacher feedback, and technology and learning assessment.






Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Media Coach will attend PLC's to facilitate digital integration, and provide professional development for all staff.</p> <p>Strategy's Expected Result/Impact: Classroom walkthrough data, digital exit tickets</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Media Coach, Principal and Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 2 Details	Reviews			
<p>Strategy 2: Apple TVs (mirroring devices) will be utilized in all grade-level classrooms to facilitate differentiation by allowing students to interact with information that is reflective of their individual needs. Additionally, the Apple TVs will be used to effectively facilitate professional development for all staff.</p> <p>Strategy's Expected Result/Impact: Student and teacher feedback/surveys that will detail how the devices have transformed their learning/teaching.</p> <p>Staff Responsible for Monitoring: Principal, IMS</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 1: Encourage protocols for health and the well-being of students, staff, and parents, and community members.

High Priority






Evaluation Data Sources: Incident reports, BOE report format.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus wide safety protocols will be implemented. All students will be encouraged to hand wash and hand sanitize often.</p> <p>Strategy's Expected Result/Impact: Reduce the spread of communicable illnesses.</p> <p>Staff Responsible for Monitoring: Administrator and Nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 2: Provide an effective student management framework to reduce discipline referrals.








Evaluation Data Sources: Incident and Attendance reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Classes will implement the Red and Green Circles Restorative practice every Friday.</p> <p>Strategy's Expected Result/Impact: Build relationships between students to reduce conflict and foster conflict resolution strategies in students.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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Performance Objective 3: Continue to expand and provide counseling services to provide structure, support, and training for social and emotional learning (trauma-informed care) for staff and students.







Evaluation Data Sources: Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

Strategy 1 Details	Reviews			
Strategy 1: De Zavala will utilize the 3 C's to build relationships among students and staff. Strategy's Expected Result/Impact: Community Contracts, School wide reward system Staff Responsible for Monitoring: Assistant Principal, Discipline Committee, Principal, Classroom Teachers, Counselor	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
Strategy 2: Implementation of Calm Down Centers and the continuation of the Kindness Crew. Strategy's Expected Result/Impact: Counselor guidance lesson records Staff Responsible for Monitoring: Counselor, Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 3 Details	Reviews			
Strategy 3: Comprehensive guidance lessons will be conducted throughout the year that focus on Bullying, Building relationships, Sharing, and the Character traits. Strategy's Expected Result/Impact: Guidance lesson documentation Staff Responsible for Monitoring: Counselor, Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<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>				

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Performance Objective 4: Provide continuous training, initiatives, and support to address bullying, suicide, teen dating violence, human trafficking, and drug prevention.

Evaluation Data Sources: Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide continuous training, initiatives, and support to address bullying, suicide, and drug prevention.</p> <p>Strategy's Expected Result/Impact: Reduced incidents of bullying and drug instances</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
<p>Strategy 2: Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment & Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence.</p> <p>Strategy's Expected Result/Impact: Decrease in behavioral and discipline referrals. Support students' overall wellbeing.</p> <p>Staff Responsible for Monitoring: Student Mental Health & Safety Advisor, Principals, Counseling Services</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for De Zavala Environmental Science Academy

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

--

Personnel for De Zavala Environmental Science Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Pacanins, Kelly A	Teacher	1
Powell, Jaclyn L	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Fabiola Contreras	iCoach	Title I	1
Jesse Hernandez	ES Aide	Title 1	1
Kelly Pacanins	iCoach	Title 1	

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Chaem Arriaga	Principal
Parent	Stephanie Sanders	AP
Non-classroom Professional	Nedin Glover	Counselor
Classroom Teacher	Caitlin Derrick	1st Grade Teacher
Classroom Teacher	Brandi Johnson	Parent
Classroom Teacher	Maria Chacon	3rd Grade Teacher
Classroom Teacher	Michelle Bowers	4th Grade Teacher
Classroom Teacher	Antwanette Coleman	5th Grade Teacher
Classroom Teacher	Wilma Chapman	2nd Grade Teacher
District-level Professional	Patricia Calahan	Director of Academic Records & Systems Integrity
Business Representative	Joseph Rodriguez	
Classroom Teacher	Jaclyn Mitchell	Classroom Teacher
Parent	Fabiola Contreras	Parent

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$5,000.00
1	2	1			\$1,000.00
1	2	2	Paper for printing dollars		\$500.00
4	1	2			\$150.00
Sub-Total					\$6,650.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$11,000.00
Sub-Total					\$11,000.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$2,000.00
1	1	5			\$10,000.00
Sub-Total					\$12,000.00

Addendums



Lorenzo de Zavala E.S.A.
CIC Meeting
May 31, 2016
4:00

Snacks and sign-in

Good Things

Review of the CIP for summary of 2015-2016 by Sub-committee

Formative Goals check in Plan 4 learning

Closing



Lorenzo de Zavala E.S.A.
CIC Meeting
May 31, 2016
4:00

Snacks and sign-in

Good things

Members shared good things

Review of the CIP for summary of 2015-2016 by Sub-committee
Each sub-committee had a summary form. Sub-committee members looked over their goal and reported out on their activities that should be continued and those that should be discontinued. Most members believe that strategies that are in place are good ones that will add to the success of students or the academic program. Many initiatives take longer than a year to realize the growth we want to see. For instance, Raz kids used in guided reading will take longer because students will grow at varying degrees and the average student move one level every three weeks.

Formative Goals check in Plan 4 learning

Ms. Lisa Howell and Mrs. Smith will update the CIC formative check in Plan for learning.

Closing

Mrs. Smith thanked everyone for serving on the committee this year.

Campus Improvement Committee Roster
2015-2016 School Year

Campus: De Zavala

Principal: Mary Smith

5/31/16

ROLE (BOB Designation)	NAME	Position <small>(3rd Grade teacher, Counselor, PTA Parent, XYZ Business, etc.)</small>	TERM <small>(2014-2015)(2015-2016</small>
Sample: District Professional			
Sample: Parent			
Parent	Belly Paeonins	i Coach	2015-2016
Principal	Shabonda Walker	Kindergarten teacher	2015-2016
	Mary Smith	Principal	
	Wendy G. Mathis	Assistant Principal	
	Marleth Zamanga	Asst. Principal	15-16
teacher	JANANTH	I Coach	2015-2016
	Amanda Rodriguez	ESA Coordinator	2015-2016
	Lissa Hilbert	Teacher	2015-2016

CAMPUS IMPROVEMENT PLAN SUMMATIVE REVIEW/EVALUATION
SCHOOL YEAR: 2015-2016: COMPLETION DATE, MAY 31

Campus: De Zavala ESA

Principal: Mary Smith

Area Reviewed	Data Sources Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	PEIMS Data, TAPR	Student demographics have continued to remain consistent. There are no significant gaps in achievement in our demographic groups.	Continued focus on delivering targeted instruction to our at-risk students.	Continued purchase of Raz Kids In-school tutoring services Extended Day services Supplemental materials for 3 rd -5 th preparation of STAAR Professional Development training supplies Guided Reading/Guided math training
Student Achievement	STAAR data, STAR Diagnostic data for reading and math, DRA/EDL Data, and district assessment data	5 th grade reading- 79% / 5 th grade math- 88% K- DRA/EDL -25% not on level 1 st DRA/EDL - 20% not on level 2 nd DRA/EDL- 26% not on level 1 st -5 th math has been a strength on district assessments this year	Tutoring Extended Day 2- At-Risk Tutors K-2 Reading Interventionist Continued Guided reading staff development Continued Guided math staff dev. Istation & Raz Kids Continuation Empowering Writers	Continued purchase of Raz Kids In-school tutoring services Extended Day services Supplemental materials for 3 rd -5 th preparation of STAAR Professional Development training supplies Guided Reading/Guided Math training
School Culture and Climate	CKH Training log PTA Membership Field Trips Family Content Night Attendance	Large parent turnouts for: Family content nights; Chaperone Meetings; PTA Meetings; Open House; Meet the Teacher Many parent volunteers this year during field trips Record numbers all school activities and events	Continued training of new staff in CKH Continue to promote PTA and Dads' Club	PTA is working to recruit more parents on the Executive board The AP is continuing to recruit fathers for the Dads' Club
Staff Quality/ Professional Development	Eduphoria training records, classroom walkthrough data, campus sign in sheets for trainings held throughout the year	Staff members attended and participated in most all mandatory trainings offered this school year.	More science geared training will be needed in the coming years with an Environmental Science focus.	We will have staff development on campus to address Environmental Science needs

Curriculum, Instruction, Assessment	Edugence District Assessments STAR Diagnostic reading/math DRA/EDL	Teachers attended PLC meetings to address unit needs. Teachers attended DRA/EDL follow-up trainings to meet student instructional needs. The iCoach worked with teachers to ensure that teachers in K-2 were successful with utilizing the focus for instruction document.	Reading, Writing, math and Science are areas that need continued improvement. 69% of 5 th Grade students passed reading on the first opportunity. 79% have passed as of the 2 nd opportunity. Writing continues to be an area of concern for the campus. A comprehensive school-wide program for writing is needed.	Certified Tutors will be utilized to address at-risk student needs. STEMScope will be purchased for Science & Math iStation for reading Mentoring mind resources Measuring up resources
Family and Community Involvement	Volunteer records, Family night sign in sheets, participation in community events such as Cinco de Mayo, MLK parade, GPISD Experience, and Adopt a street	We had lots of parent participation in family night events and in community events this year.	Parents have expressed concern for how to help students meet achievement in reading.	We will hold 5 parent nights with a focus on math, reading, science and writing. Snacks with Mrs. Smith will be offered four times a year to provide parents with ways to assist students at home.
School Context and Organization	PTA Enrollment and participation Student Academic Incentives	Student academic incentives such as; VIPs have been a success this year. Many students reached their goals.	Continued emphasis on student academic achievement and incentives that mark reaching goals	We will continue to emphasize student goals and the completion of those goals.
Technology	Student multimedia projects submitted for contests and assignments; Library computer check-out usage	Library research with technology as a main resource was about 10% higher this year than last year. Our students also used iStation and TTM more frequently	Students need to create more using technology/resources. Increase products by 20% on each grade level.	Professional development will focus on additional apps that can be used in the classroom to help students produce products.
Dropout Prevention	PEIMS data, RTI information and number of students in RTI program, attendance, and failure reports each nine week grading period	We have met with parents of students with attendance problems. Students are being identified earlier through the RTI program and interventions are in place.	Student attendance will continue to an emphasis. More parent communication will be distributed to emphasize the importance of daily attendance.	100% Daily attendance posters will be posted outside of classroom doors for each classroom Attendance by grade level graph will give an incentive for the classroom on each grade level that has 5 weeks in which 98% of the students are in attendance.

ATTACH THE COMPLETED DOCUMENT TO YOUR 2015-2016 CAMPUS IMPROVEMENT PLAN.

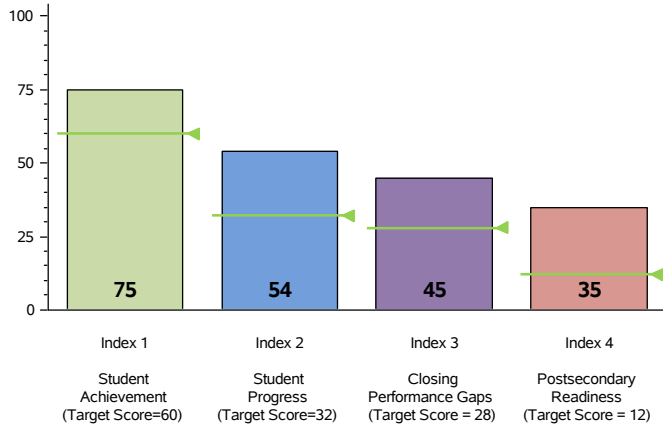
Texas Education Agency
2015-16 School Report Card
LORENZO DE ZAVALA ENVIRONMENTAL SC (057910119)

District Name: **GRAND PRAIRIE ISD**
 Campus Type: **Elementary**

Total Students: **943**
 Grade Span: **EE - 05**

2016 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2016, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2016 Accountability Rating

Met Standard

For 2016 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Top 25% Student Progress

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps, and Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2014-15)	96.3%	95.3%	95.7%
Enrollment by Race/Ethnicity			
African American	15.3%	18.2%	12.6%
Hispanic	69.2%	64.3%	52.2%
White	10.0%	12.1%	28.5%
American Indian	0.3%	0.4%	0.4%
Asian	3.4%	3.1%	4.0%
Pacific Islander	0.2%	0.1%	0.1%
Two or More Races	1.6%	1.7%	2.1%
Enrollment by Student Group			
Economically Disadvantaged	76.5%	73.3%	59.0%
English Language Learners	31.3%	28.1%	18.5%
Special Education	7.2%	8.7%	8.6%
Mobility Rate (2014-15)	12.2%	18.0%	16.5%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	20.5	17.6	18.9
Grade 1	21.1	19.1	19.1
Grade 2	20.3	18.8	19.1
Grade 3	21.6	18.6	19.1
Grade 4	19.1	19.7	19.0
Grade 5	21.1	20.5	20.8

School Financial Information (2014-15)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State		Campus	District	State
Instructional Staff Percent	n/a	64.5%	64.5%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	65.3%	63.8%	Total Operating Expenditures	\$5,806	\$9,139	\$9,065
				Instruction	\$4,617	\$5,202	\$5,158
				Instructional Leadership	\$74	\$132	\$138
				School Leadership	\$411	\$580	\$522

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2016	75%	72%	75%	68%	76%	81%	*	68%	-	75%	74%
Reading	2016	73%	69%	71%	66%	71%	79%	*	64%	-	75%	68%
Mathematics	2016	76%	75%	77%	69%	78%	87%	*	73%	-	75%	77%
Writing	2016	69%	62%	73%	65%	76%	64%	*	*	-	*	73%
Science	2016	79%	79%	83%	74%	85%	87%	-	*	-	*	80%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2016	45%	41%	34%	26%	35%	45%	*	*	-	*	31%
Reading	2016	46%	40%	38%	41%	35%	50%	*	45%	-	*	34%
Mathematics	2016	43%	41%	40%	26%	43%	45%	*	45%	-	*	36%
Writing	2016	41%	31%	34%	*	39%	*	*	*	-	*	33%
Science	2016	47%	45%	48%	42%	46%	73%	-	*	-	*	43%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2016	18%	15%	19%	10%	19%	30%	*	29%	-	*	17%
Reading	2016	17%	13%	19%	11%	18%	34%	*	*	-	*	16%
Mathematics	2016	19%	17%	23%	8%	24%	32%	*	*	-	*	21%
Writing	2016	15%	10%	13%	*	15%	*	*	*	-	*	12%
Science	2016	16%	14%	14%	*	11%	40%	-	*	-	*	12%
STAAR Percent Met or Exceeded Progress												
All Subjects	2016	62%	62%	79%	83%	79%	74%	*	83%	-	*	78%
Reading	2016	60%	59%	72%	76%	72%	68%	*	*	-	*	71%
Mathematics	2016	63%	64%	85%	89%	85%	80%	*	*	-	*	85%
STAAR Percent Exceeded Progress												
All Subjects	2016	17%	17%	32%	34%	32%	26%	*	28%	-	*	29%
Reading	2016	16%	16%	28%	29%	29%	28%	*	*	-	*	25%
Mathematics	2016	17%	18%	35%	39%	35%	24%	*	*	-	*	33%
Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)												
Reading	2016	35%	35%	34%	40%	35%	*	-	*	-	-	33%
Students Success Initiative												
Grade 5												
Students Meeting Level II Standard on First STAAR Administration												
Reading	2016	73%	69%	69%	63%	68%	80%	-	*	-	*	66%
Mathematics	2016	77%	74%	75%	58%	76%	93%	-	86%	-	*	70%
Students Requiring Accelerated Instruction												
Reading	2016	27%	31%	31%	37%	32%	*	-	*	-	*	34%
Mathematics	2016	23%	26%	25%	42%	24%	*	-	*	-	*	30%
STAAR Cumulative Met Standard												
Reading	2016	80%	77%	79%	68%	81%	87%	-	*	-	*	77%
Mathematics	2016	85%	84%	89%	74%	90%	100%	-	86%	-	*	86%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Status Report
 LORENZO DE ZAVALA ENVIRONMENTAL SC (057910119) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status ‡															
Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y		Y		6	6	100
Mathematics													0	0	
Writing	Y		Y						N		Y		3	4	75
Science	Y		Y						Y		Y		4	4	100
Social Studies													0	0	
Total													13	14	93
Participation Status ‡															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y			Y	6	6	100
Mathematics													0	0	
Total													6	6	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
Overall Total													19	20	95

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate.

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior-year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Performance and Participation Data Table
LORENZO DE ZAVALA ENVIRONMENTAL SC (057910119) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in Satisfactory Standard	270	36	194	24	-	9	*	**	202	*	91	n/a
Total Tests	344	50	250	27	-	10	*	**	263	*	121	119
% at Phase-in Satisfactory Standard	78%	72%	78%	89%	-	90%	*	100%	77%	*	75%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Phase-in Satisfactory Standard	83	6	64	8	-	*	-	*	60	*	36	n/a
Total Tests	139	17	103	12	-	*	-	*	107	*	54	52
% at Phase-in Satisfactory Standard	60%	35%	62%	67%	-	*	-	*	56%	*	67%	n/a
Science												
# at Phase-in Satisfactory Standard	95	16	67	6	-	*	*	*	69	-	27	n/a
Total Tests	118	18	86	7	-	*	*	*	88	-	38	38
% at Phase-in Satisfactory Standard	81%	89%	78%	86%	-	*	*	*	78%	-	71%	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	370	60	260	30	*	11	*	6	284	6	n/a	124
Total Students	371	60	261	30	*	11	*	6	284	6	n/a	124
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	100%	n/a	100%

Mathematics: 2014-2015 Assessments

Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Graduation Data Table
LORENZO DE ZAVALA ENVIRONMENTAL SC (057910119) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.