

**Fort Worth Independent School District**  
**121 DeZavala Elementary School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

## Mission

The mission of De Zavala Elementary is to ensure a safe, nurturing, and engaging learning environment where students of all backgrounds and abilities will be provided the tools to succeed and become a conscious global citizen.

## Misión

La misión de la Primaria De Zavala es garantizar un entorno de aprendizaje seguro, enriquecedor y atractivo donde los estudiantes de todos los orígenes y habilidades recibirán las herramientas para tener éxito y convertirse en un ciudadano global consciente.

## Vision

## Vision

Our Vision is for De Zavala Elementary to prepare students for success in a rapidly changing world and empower students to reach their maximum potential.

## Visión

Nuestra Visión es que la Primaria De Zavala prepare a los estudiantes para el éxito en un mundo que cambia rápidamente y capacite a los estudiantes para que alcancen su máximo potencial.

## **Value Statement**

### **EAGLES**

**E-Excellence in Effort**

**A-Academic Achievement and Excellence**

**G-Growth Mindset**

**L-Leadership**

**E-Eager to Learn**

**S- Supportive**

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# Comprehensive Needs Assessment

Revised/Approved: April 8, 2024

## Demographics

### Demographics Summary

De Zavala Elementary is coined the "Small School with A Big Heart" and is located in the Fairmount Historical District in Fort Worth, Texas. De Zavala was founded in 1914 and is named after Lorenzo De Zavala, who was the interim vice president of the Republic of Texas. De Zavala is a 109-year old building, Prekindergarten-5th grade 2-way Dual Language Title 1 campus in Fort Worth ISD located in Fort Worth, Texas. De Zavala Elementary is experiencing a gradual gentrification in the area that it resides (Fairmount Historical District). Improved housing and attractive new businesses are emerging currently which have caused some displacement in current inhabitants. The Fairmount Historical District has been reported by residents that is a great place to live and raise families. The campus is considered a "neighborhood school." De Zavala is located in Fort Worth's Near Southside and is best known as the hub of the city's hospitals and medical centers. There are currently 3 bus stops that bring students in grades from K-5th who live the majority if not all in government housing. Student enrollment at De Zavala Elementary is one that has decreased over the past years and has stayed consistently small between the 270-310 range in the past 4 years. De Zavala is projected to have an enrollment of 273 students for the 2024-2025 school year. The small enrollment of students while it is a strength to our campus can also become a threat if it gets dangerously too low. Surrounding FWISD schools (Montessori school of choice and other neighborhood nearby schools) are our main competitors for students as well as the large influx of charter schools that have moved in to the city aggressively recruiting students. This decline can also be attributed to the city of Fort Worth having a declining birth rate for several years now. This means that there are fewer students to attend our schools each year. De Zavala is considered a diverse school and community with Hispanics making up about 63.2%, African Americans making up about 19.9%, Whites making up about 10.9%, Asian making up 3% and 2 or More Races making up 2.6%.

The last published mobility rate of 17.7.1% falls well below the District at 21.9% and slightly above the state at 16.8%; however, we anticipate the campus mobility rate is now lower due to the gradual gentrification of the area our school is currently experiencing. While the neighborhood gentrification process is ongoing the growth of the campus homeless population has significantly grown with the expansion of the Broadway Night shelter. Second semester of 2023-2024 has seen an increase of multiple families with multiple siblings that is having a dramatic impact on daily attendance rates. Attendance rates are better when compared to the past three school years, yet the new populations surge is concerning. The 2022-2023 Attendance rate for the second semester of the school year was at 92% and the current MOY attendance rate is 95% which is 1% above the district. The improvement in attendance rates is most likely the school having effective systematic support systems to ensure students are on time and present at school. The SART process has been refined and supported by district Attendance Control Specialist and Campus Family Engagement Specialist. De Zavala's student groups include 37.9% English Learners (ELs), 14.7% Gifted and Talented, and 3% Dyslexia. Additionally, 81% are economically disadvantaged and 59.5% are identified as at-risk.

De Zavala Elementary employs a high-quality, talented staff. For the 2023-2024 school year there were no new classroom teachers. New staff members consisted of Assistant Principal, Clerk, PreK TA, Resource teacher, Family Engagement Specialist, and Title 1 teacher. The turnover rate among De Zavala is low because people love to work here. Many of our teachers and staff members have had their own children in our school which speaks volumes in the confidence the educators have among each other to instruct and nurture their children. Currently we have 3 staff members that have their children and or family members enrolled at De Zavala.

De Zavala is a school that is filled with numerous local partnerships that are a key contribution to the success of the school. Academy 4 is a 4th grade mentoring program that is ran through the Southside Church of Christ. Junior League of Fort Worth-Mints are also extremely supportive in engaging with our staff year-round and helping out with school projects inside and outside of the building. All Pro Dads is a program offered through the community for our Dads to build relationships each month with their children. De Zavala received a new student designed playground in 2023 in a collaboration with the community through the KABOOM! program. Other stakeholders include parents, community members, school board members, teachers, administrators, and students. De Zavala involves stakeholders in the decision making process through campus committees.

## Demographics Strengths

De Zavala has many strengths. Some of the most notable demographic strengths include:

1. Many families are attracted to De Zavala's 2-way Dual Language Immersion program. A bilingual/biliteracy program model in which students identified as English Learners are integrated with students proficient in English and are served in both English and Spanish. The goal is for all students in this program to become biliterate, bilingual, and bicultural.
2. De Zavala has other programs that meet the varying needs of our students. We provide services in Dual Language Two-Way, ESL, gifted and talented, special education, dyslexia, and fine arts. All of these programs align with our belief that all students can learn when their differentiating needs and interests are considered.
3. De Zavala is coined the "small school with a big heart" because of its small classroom sizes. There is a small student to teacher ratio which allows for more individualized student academic and emotional support. The small school with small class sizes gives the feel of a family tight-community.
4. Based on the Ron Clark House System, De Zavala implemented its own teacher led House System to support building a student and staff climate of support for all. Activities have included can food drives, house rallies, and community/campus moral building opportunities.
5. Diverse and numerous opportunities for extracurricular and enrichment programs during the school year such as University Interscholastic League (UIL-student winners across categories), Battle of the Books District Consecutive Champions (2018, 2019, 2021), Math and Spelling Bee, All Pro Dads, Inaugural Spanish Spelling Bee, and Readers are Leaders Program.
6. School and community partnerships such as the Parents and Teachers Association (PTA) that provide continued support throughout the school year. Other major partnerships include Academy 4, Southside Church of Christ, Junior League of Fort Worth-MINTS, KABOOM!, Reading Partners, and Readers are Leaders. De Zavala also provides our families with an on-site PreK-5th grade Fort Worth After School Program where students can participate in various activities such as: homework support, sports, STEM activities, running club, and crafts.
7. De Zavala's Site Based Decision Making Committee consists of various stakeholders such as parents, staff members, district members, community and business members. The committee meets a minimum of six times per year to create, monitor, and adjust the Campus Improvement Plan.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Chronic Absenteeism is 1% below the district average, yet from BOY 2023 to MOY 2024 the DeZavala chronic absenteeism trend increased overall by 3% and specifically in all sub areas except for SPED. **Root Cause:** Root cause of this increase is an influx of families living in the Broadway Shelter expansion. This has therefore increased our number of students considered homeless. This is also due to an increase in communicable diseases like flu and RSV for students.

**Problem Statement 2 (Prioritized):** 27% of African American students met their MOY projected growth as evidenced by NWEA Math English compared to their Hispanic peers at 46% **Root Cause:** Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students math growth. This includes tailored instruction to meet their specific needs and research-based instructional strategies (differentiation).

# Student Learning

## Student Learning Summary

De Zavala has made significant academic gains in the past 8 years resulting now in being an "A" TEA rated campus, based on the most recent STAAR in Spring of 2022. The A rating was based on School Progress using Relative Performance which scored at 93. Closing the Gaps scored at 88 and Academic Growth at 93, and Student Achievement was 80. De Zavala earned 5 out of the possible 6 distinction designations available to elementary schools and those are: Academic Achievement in English/Language Arts/Reading, Academic Achievement in Science, Top 25% Comparative Academic Growth, Postsecondary Readiness, and Top 25% Comparative Closing the Gaps. Even though we did not get state ratings this year based on the data we have, it is anticipated that DeZavala would have remained and A rated campus.

Fort Worth ISD is using NWEA MAP to assess progress in Reading and Math. The 2023-2024 BOY and MOY comparative data for Math Growth had a slight decrease from 50% at BOY to 44% at MOY. All student groups dropped with the exception of White. The SPED population showed the largest regression. In Reading MAP Growth data demonstrated students took a slight dip overall from 50% to 45%, with the drops in the areas of SPED, Hispanic, and EB populations. The 23-24 end of year Math and Reading MAP Growth data will be available at the end of May 2023.

During this school year 2023-2024, the campus has continued looking for ways to strengthen the assessment/data analysis/instructional planning process. This year a strict PLC and Data Driven Instruction protocols were implemented and the campus has confidently grown in its ability to provide ongoing weekly progress monitoring of students. The campus along with the administrators have sought training and information through high-quality professional development that has started to ensure the administration team to guide all teachers during this process. Based on walkthrough teacher observational data, the majority of the staff at De Zavala receive reinforcement feedback in the Learning Environment TTESS Domain 3 Classroom Culture. The Instructional TTESS Domain 2.1 Achieving Expectations has been a schoolwide focus along with TTESS Domain 2.3 Communication (Spring 2021-now). In 2023-2024 the focus was shifted to clear Habits of Discussion in order to create consistency in communication across campus for all students.

## Student Learning Strengths

### Student Learning Strengths:

- De Zavala's greatest student learning strength is the progress to a TEA "A" rating over seven school years. Targeted quality tier one instruction and intensive/intentional during and after school tutoring/intervention were key factors in that success. Teacher commitment and focus was extremely important in this process.
- Students and teachers engage in individualized data tracking conferences and goal-setting processes to analyze District Benchmarks and BOY/MOY/EOY NWEA Math and Reading data along with social emotional check-ins and attendance. Students are able to visually see and be active thought partners in their own academic progress (K-5).
- Based on NWEA MOY MAP Growth Data: 68% of the 4th graders met the grade level RIT norm in English Reading. 59% of the 5th graders met the grade level RIT norm in English Reading.
- Based on NWEA MOY MAP Growth Data: 58% of the 4th graders met the grade level RIT norm in math. 54% of the 5th graders met the grade level RIT norm in math.
- Based on NWEA MOY MAP Growth Data: 56% of the Kinder students met their BOY to MOY projected growth in math. 69% of the 3rd grade students met their BOY to MOY projected growth in math. 72% of the 5th grade students met their BOY to MOY projected growth in math.
- Based on NWEA MOY MAP Growth Data: 59% of the Kinder students met their BOY to MOY projected growth in English reading. 69% of the 3rd grade students met their BOY to MOY projected growth in English reading. 72% of the 5th grade students met their BOY to MOY projected growth in English reading.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 2023-2024 MOY MAP fluency data indicates that only 25% of our 1st grade regular program (English) students are performing at or above grade level in the areas of phonological awareness and phonics/word recognition. **Root Cause:** Reactive professional session(s) targeting phonological awareness were provided to

Kinder-2nd grade teachers as a result of MAP fluency data.

**Problem Statement 2 (Prioritized):** 15% (Winter 2024) of all 2nd-5th grade students are projected to MEET grade level on Reading STAAR (April 2024) according to NWEA.  
**Root Cause:** Quality professional learning including the implementation of the ELPS, Differentiation, & Habits of Discussion, have been prioritized, but we need to systematically/consistently go back and refer to this learning in order to support all students with their math growth year-round.



# School Processes & Programs

## School Processes & Programs Summary

The process for recruiting, selecting, assigning, inducting, and retaining high-quality educators is extremely thoughtful, involves all school stakeholders, encompasses targeted and individualized performance tasks, and interview questions based on the position being filled. When selecting an individual for a position, there is a selected committee that provides insight, feedback, and reflections on each of the candidates. The makeup of the interview panel team is composed of staff/parents from diverse cultural, ethnic, and racial backgrounds. The panel interview comes together to debrief and voting then occurs. The principal makes final decision of the recommendation of hiring of the individual based on campus needs currently and for the future. De Zavala employs teachers who are Bilingual/ESL certified and who meet all the certification requirements in their academic teaching area.

During the 2023-2024 school year, the campus has continued looking for ways to strengthen the assessment/data analysis/instructional planning process. The campus along with the administrators have sought quality training and information to best guide the school through this process. The establishment of a data-analysis protocol has been implemented. A mid-year data analysis and action plan was developed. Analysis was conducted with all staff members. Staff members identified an area of growth is that it is more difficult to find opportunities to collaborate and plan together due to having very small teacher numbers in each grade level (example: one Regular program and one Dual language teacher in Kindergarten). The campus leadership team has purposefully scheduled out planning sessions for both vertically across grade levels by content and horizontally as well in order to ensure there is consistency in strategies and best schoolwide practices from grade to grade. The implementation and alignment of Professional Learning Communities (PLC) is a focus initiative that became more focused this school year which provided support to all staff based on schoolwide walkthrough observations and areas of growth. Teachers have common planning periods which allow for collaboration with each other. The goals of PLCs are to collaborate and plan aligned lesson plans. Teachers have the opportunity to collaborate and unpack upcoming high leverage standards. During PLCs, professional learning sessions are a key focus to grow all teachers' capacity year round.

Students who are not making adequate progress are targeted through Multi-Tiered Systems of Supports (MTSS). Branching Minds is the platform utilized to monitor MTSS interventions of Tier 2 and Tier 3 students. The MTSS coordinator has provided an informational/overview session with all teachers describing the MTSS process and the procedures and stages that it might involve twice this school year (Fall 2023 and Spring 2024). The coordinator has also shown the teachers as a whole and individually how to enter interventions into Branching Minds and where to find research-based interventions in this platform. She has been meeting with teacher individually in person and over zoom to address concerns brought up in the Branching Minds platform.

Administrators conduct weekly walkthroughs and provide individualized bite-size actionable feedback to teachers along with face to face coaching sessions in order to improve student achievement and increase high quality tier one instruction. Coaching strategies such as live coaching, referencing research-based articles, modeling, and sharing/enforcing best instructional strategies are just a few examples. Weekly PLC meetings are coordinated and planned collaboratively by Instructional Coach and Administration, based on campus data, walk through trends, and individualized needs of grade levels and teachers.

## School Processes & Programs Strengths

De Zavala Elementary has identified the following strengths:

- The latest TAPR report confirms that the number of De Zavala Elementary teachers with a 11-20 years' experience (31.1%) is higher than both the state (29.7%) and district (29.3%).
- De Zavala provides free breakfast and lunch to all Prek-5<sup>th</sup> grade students to support classroom performance, attendance, and social emotional needs.
- Technology is integrated into all classrooms by using virtual platforms such as Google Meet, Google Classroom, Canvas, and Seesaw.
- De Zavala is 1-1 technology campus with new iPads for all students in 2023-2024.
- The process for recruiting, selecting, assigning, inducting, and retaining high-quality educators is extremely thoughtful, involves all school stakeholders, encompasses targeted and individualized performance tasks and interview questions based on the position being filled.

- Identified teachers are assigned an instructional coach who meets with them a minimum of 45 minutes a week to support with lesson planning and other instructional needs.
- The master schedule is built so that grade levels have planning at the same time to facilitate collaborative common planning. Teachers meet during PLCs to discuss planning, teaching, data, student work, and engage in professional learning sessions. During this time, student data is also analyzed in order to find root causes for misconceptions, brainstorm next action steps with accountability measures, and celebrate student progress.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd). **Root Cause:** Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.

**Problem Statement 2 (Prioritized):** Growth mindset curriculum has not been consistently implemented in PreK-5th grade classrooms as evident in classroom walks. **Root Cause:** Implementation of SEL lessons has not been consistently implemented in all classrooms as a result of lack of systematic professional learning and monitoring.

**Problem Statement 3 (Prioritized):** Creating a schoolwide culture of data driven instruction is in process and growing, but continues to need refinement. Consistent processes for analyzing and tracking data based on formative and summative assessments on a weekly basis is necessary. **Root Cause:** Administrative and Coaching professional development around data driven instruction occurred throughout this first year of implementation and understanding of the processes surrounding quality data driven instruction.

# Perceptions

## Perceptions Summary

De Zavala's vision statement is to prepare students for success in a rapidly changing world and empower students to reach their maximum potential. The mission is to ensure a safe, nurturing, and engaging learning environment where students of all backgrounds and abilities will be provided the tools to succeed and become a conscious global citizen.

De Zavala Elementary places a priority on creating a family and community friendly school environment. De Zavala is coined the "small school with a big heart" that has a small but mighty Parents and Teachers Association (PTA) that is extremely caring, supportive, and involved in making De Zavala the best place for all students and their families. The PTA engages in schoolwide activities and traditions year-round such as Las Posadas and Celebrations Around the World, Valentine's Dance, End of the year Showcase Dinner, Fall Carnival, and Black History Celebration Night. We know communication is a crucial key way to engage parents and the community. In addition to the typical school social media pages and posts (Twitter, De Zavala Fort Worth ISD Facebook, De Zavala PTA Facebook), along with events and important dates posted on the school marquee, family monthly newsletters, schoolwide call-outs and emails/texts via Blackboard, and family informational flyers (Spanish and English) to all students, De Zavala staff members all have an established system and method of communication with their classroom parents (Class Dojo). The campus provides translations on the school website and also with printed materials in both English and Spanish. We also always provide interpreters for all school events, especially for events held early in the year like registration and Meet the Teacher Night. At De Zavala we make sure our routines are consistent and we take pride in the fact that parents consistently report our office staff as professional and very parent-friendly. Annual stakeholder surveys are conducted in order to receive feedback so that targeted action plans can be created and implemented to address areas of future opportunities. An active Site Based Decision Making committee is established early in the school year in order to participate in the campus decision-making process in which the ultimate goal is student achievement. The Family Engagement Specialist supports all families by making personal phone calls, making home visits, and providing resources based on family needs.

De Zavala focuses on ensuring a safe and orderly environment for all students and staff through the implementation of an Emergency Operations Plan and the Safety Committee. In addition, committees such as Student Support Team (SST) meet year round to review multiple data sources such as attendance, academics, discipline incidents, and equitable access to resources.

Last school year (22-23), our attendance rate as a campus was at 96%. For semester 1 for the 23-24 school year, the attendance rate as a campus is currently at 95%. As a campus, we are continuing to commit to ensure we engage in strategic partnerships with our families and students to ensure students are attending school everyday and on time. We also want our parents and students to understand how attendance impacts long-term academics and college and career readiness.

De Zavala is a dual language 2 way campus with one class in each grade level supporting this program. There are equivalent numbers of English speaking students in most of the dual language classrooms. The students are testing only in Spanish in Kindergarten through 3rd grade alternate the language of instruction for Reading and Math. In 4th and 5th, the students are bridged with scaffolds from teachers and then test in their dominant academic language.

One of the few positive outcomes from the pandemic (2020-2021) has been that discipline problems have greatly reduced. De Zavala School engages in the Restorative Practices framework in order to build community and for responding to challenging behaviors. Restorative Practices is based on restorative principles instead of punishment. De Zavala has strong mentoring programs such as Academy 4 that serves every 4th grade student with innovative student clubs and individual mentoring. Leaders 5 is a continuation of Academy 4 where our 5th graders take on the mentor role and make a positive impact in the lives of first graders (mentees). They meet monthly with their first grade mentees to discuss leadership traits, read a story, and build positive relationships through fun community building activities. Working with teachers to understand ways to work with challenging students has been beneficial to De Zavala staff. Additional professional development in the area of Autism in 23-24 has benefitted teachers in understanding how to work with some students that need additional supports for behavior. Sensory Pathways that have been placed in our school hallways for students and staff to use as a tool throughout the school day to relieve that extra energy.

## Perceptions Strengths

De Zavala Elementary celebrates these strengths:

- One of De Zavala's most well-known strengths is small class sizes in most of the grade levels.
- Staff retention is high, all teachers want to stay at De Zavala as we have no classroom teachers leaving our school for the 23-24 school year.
- We are the home of TEA TIA Master and Exemplary Teacher Designations (3 Master & 2 Exemplary & 2 Recognized).
- Highly involved Parents as Teachers Association (PTA) along with numerous other school partnerships such as Academy 4, Leaders 5, Southside Church of Christ, Reading Partners, Junior League of Fort Worth MINTS, KABOOM!, and local business partners.
- There are equivalent numbers of dual language opt in students and native/heritage speakers in the Dual Language 2 Way classrooms.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Non- Spanish speaking students who opt in to the dual language 2 way program are not making adequate progress in Spanish and English development. **Root Cause:** Teacher and parents are needing additional training on how to bridge 2 languages at the same time both in the classroom and home settings.

# Priority Problem Statements

**Problem Statement 1:** Chronic Absenteeism is 1% below the district average, yet from BOY 2023 to MOY 2024 the DeZavala chronic absenteeism trend increased overall by 3% and specifically in all sub areas except for SPED.

**Root Cause 1:** Root cause of this increase is an influx of families living in the Broadway Shelter expansion. This has therefore increased our number of students considered homeless. This is also due to an increase in communicable diseases like flu and RSV for students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 27% of African American students met their MOY projected growth as evidenced by NWEA Math English compared to their Hispanic peers at 46%

**Root Cause 2:** Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students math growth. This includes tailored instruction to meet their specific needs and research-based instructional strategies (differentiation).

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd).

**Root Cause 3:** Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** 2023-2024 MOY MAP fluency data indicates that only 25% of our 1st grade regular program (English) students are performing at or above grade level in the areas of phonological awareness and phonics/word recognition.

**Root Cause 4:** Reactive professional session(s) targeting phonological awareness were provided to Kinder-2nd grade teachers as a result of MAP fluency data.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** 15% (Winter 2024) of all 2nd-5th grade students are projected to MEET grade level on Reading STAAR (April 2024) according to NWEA.

**Root Cause 5:**

Quality professional learning including the implementation of the ELPS, Differentiation, & Habits of Discussion, have been prioritized, but we need to systematically/consistently go back and refer to this learning in order to support all students with their math growth year-round.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Growth mindset curriculum has not been consistently implemented in PreK-5th grade classrooms as evident in classroom walks.

**Root Cause 6:** Implementation of SEL lessons has not been consistently implemented in all classrooms as a result of lack of systematic professional learning and monitoring.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Creating a schoolwide culture of data driven instruction is in process and growing, but continues to need refinement. Consistent processes for analyzing and tracking data based on formative and summative assessments on a weekly basis is necessary.

**Root Cause 7:** Administrative and Coaching professional development around data driven instruction occurred throughout this first year of implementation and understanding of the processes surrounding quality data driven instruction.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Non- Spanish speaking students who opt in to the dual language 2 way program are not making adequate progress in Spanish and English development.

**Root Cause 8:** Teacher and parents are needing additional training on how to bridge 2 languages at the same time both in the classroom and home settings.

**Problem Statement 8 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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



# Goals

Revised/Approved: April 15, 2024

## Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 36% to 70% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 100% to 100% by May 2025.

Increase the percentage of the Economically Disadvantaged English student group (Gen Ed.) on our campus from 36% to 70% by May 2025.

### High Priority

**Evaluation Data Sources:** Circle Phonological Awareness PK Assessments in BOY, MOY, and EOY for the school year 24-25; teacher informal and formal progress monitoring assessments through Creative Curriculum; assessments correlating to Circle Phonological awareness.

**Strategy 1:** Ensure direct and explicit daily instruction through the implementation of the Creative Curriculum/FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 36% to 70% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 100% to 100% by May 2025.

Increase the percentage of the Economically Disadvantaged English student group (Gen Ed.) on our campus from 36% to 70% by May 2025.

**Staff Responsible for Monitoring:** Campus administrators, classroom teachers, teacher assistants, campus instructional coach, Early Learning coach support

### Title I:

2.4, 2.5, 2.6





#### - TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

#### - ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1 - School Processes & Programs 1, 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure PLCs are regularly scheduled (Weekly) to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PreK-5th grade teachers using the gradual release model and assessment aligned with FWISD curriculum.</p> <p><b>Intended Audience:</b> Teachers, Teacher Assistants, CIC, Campus Administrators</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Administrators, CIC, Teachers, Early Learning PreK Coach</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Literacy, Early Learning Department, BIL/ESL Department, ADQ</p> <p><b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> PreK teachers will attend data meetings twice a year with administration to monitor and analyze student performance on CLI Engage results.</p> <p><b>Intended Audience:</b> Teacher</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration</p> <p><b>Date(s) / Timeframe:</b> Fall Meeting (end of October); Spring Meeting (mid March)</p> <p><b>Collaborating Departments:</b> Early Learning; Bilingual/ESL; ADQ</p> <p><b>Delivery Method:</b> Face to face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Provide teachers with quality professional development on implementing weekly Data Driven Instruction within the Creative Curriculum framework. Professional Development will include implementation and progress monitoring of Pre K academic progress as it relates to Circle EOY Assessment.</p> <p><b>Intended Audience:</b> Teachers, Teacher Assistants, Campus Administrators, and CIC</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Campus Administrators, CIC, Early Learning PreK Coach</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Literacy, Early Learning Department, BIL/ESL Department, ADQ</p> <p><b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

### Student Learning

**Problem Statement 1:** 2023-2024 MOY MAP fluency data indicates that only 25% of our 1st grade regular program (English) students are performing at or above grade level in the areas of phonological awareness and phonics/word recognition. **Root Cause:** Reactive professional session(s) targeting phonological awareness were provided to Kinder-2nd grade teachers as a result of MAP fluency data.

### School Processes & Programs

**Problem Statement 1:** The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd). **Root Cause:** Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.

**Problem Statement 3:** Creating a schoolwide culture of data driven instruction is in process and growing, but continues to need refinement. Consistent processes for analyzing and tracking data based on formative and summative assessments on a weekly basis is necessary. **Root Cause:** Administrative and Coaching professional development around data driven instruction occurred throughout this first year of implementation and understanding of the processes surrounding quality data driven instruction.

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

**Performance Objective 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 61% to 70% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 42% to 50% by May 2025.

Increase the percentage of the Spanish Economically Disadvantaged student group on our campus from 35% to 45% by May 2025.

**High Priority**

**Evaluation Data Sources:** MAP fluency Meet or Exceed grade level expectations at BOY, MOY, and EOY and EOY 24-25 school year; Lexia Progress Monitoring Student Reports

**Strategy 1:** Improve the quality and alignment through a Data Driven Instruction (DDI) lens of high-quality Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** Overall improvement/growth in reading scores

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 61% to 70% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 42% to 50% by May 2025.

Increase the percentage of the Spanish Economically Disadvantaged student group on our campus from 35% to 45% by May 2025.

**Staff Responsible for Monitoring:** Campus administrators, Teachers (including SPED Teacher & TA), Campus Instructional Coach

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1 - School Processes & Programs 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Continued Professional Development around MAP FLUENCY report understanding and implementation into weekly PLC meetings and progress monitoring. Implementation will focus on using reports to drive intervention and extension of TIER 1 instruction to meet the individual needs of all students.</p> <p><b>Intended Audience:</b> Teachers, Special Education Teacher and Teacher Assistant</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Administration, CIC, ADQ, Literacy Department</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Literacy Department and ADQ</p> <p><b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Engage in targeted literacy learning walks for all grade levels to provide walkthrough feedback and engage in coaching conversations with literacy teachers.</p> <p><b>Intended Audience:</b> Teachers, SPED Teacher and TA,</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Administration, Campus Instructional Coach, Teachers</p> <p><b>Date(s) / Timeframe:</b> October 2024-March 2025</p> <p><b>Collaborating Departments:</b> Literacy Department; Early Learning; Bilingual/ESL Department; Office of Instructional Initiatives and School Supports</p> <p><b>Delivery Method:</b> Face to face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 2023-2024 MOY MAP fluency data indicates that only 25% of our 1st grade regular program (English) students are performing at or above grade level in the areas of phonological awareness and phonics/word recognition. <b>Root Cause:</b> Reactive professional session(s) targeting phonological awareness were provided to Kinder-2nd grade teachers as a result of MAP fluency data.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 3:</b> Creating a schoolwide culture of data driven instruction is in process and growing, but continues to need refinement. Consistent processes for analyzing and tracking data based on formative and summative assessments on a weekly basis is necessary. <b>Root Cause:</b> Administrative and Coaching professional development around data driven instruction occurred throughout this first year of implementation and understanding of the processes surrounding quality data driven instruction.</p>

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

**Performance Objective 3:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 51% to 60% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 63% to 68% by May 2025.

Increase the percentage of African American students on our campus from 44% to 50% by May 2025.

**High Priority**

**Evaluation Data Sources:** Kinder-5th grade Meet or Exceed grade level expectations on MAP Growth Reading in English & Spanish administered in BOY, MOY, and EOY for 24-25 school year; Lexia student progress reports

**Strategy 1:** Improve the quality and alignment through a Data Driven Instruction (DDI) lens of high-quality Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 51% to 60% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 63% to 68% by May 2025.

Increase the percentage of African American students on our campus from 44% to 50% by May 2025.

**Staff Responsible for Monitoring:** Campus administrators, Teachers (including SPED Teacher & TA), Campus Instructional Coach

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2 - School Processes & Programs 1, 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Continued Professional Development around MAP GROWTH and LEXIA reports understanding and implementation into weekly PLC meetings and progress monitoring. Implementation will focus on using reports to drive intervention and extension of TIER 1 instruction to meet the individual needs of all students.</p> <p><b>Intended Audience:</b> Teachers, Special Education Teacher and Teacher Assistant</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Administration, CIC, ADQ, Literacy Department</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Literacy Department and ADQ</p> <p><b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Purchase instructional materials and resources in order to further support District professional learning best practices and programs for literacy/math/science for students and staff.</p> <p><b>Intended Audience:</b> Students (all student populations-Bilingual-ESL/SPED/GT Teachers Students participating in Battle of the Books</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration</p> <p><b>Date(s) / Timeframe:</b> September 2024-February 2025</p> <p><b>Collaborating Departments:</b> Literacy Department; Bilingual/ESL Department; GT Department; SPED Department</p> <p><b>Delivery Method:</b> N/A</p> <p><b>Funding Sources:</b> Supplies and materials for instructional use - BEA (199 PIC 25) - 199-11-6399-001-121-25-313-000000 - \$683, Battle of the Books - BASIC (199 PIC 11) - 199-11-6329-XXX-121-11-313-000000- - \$500, - BASIC (199 PIC 11) - 199-11-6399-XXX-121-11-313-000000- - \$5,412</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Engage in targeted literacy learning walks for all grade levels to provide walkthrough feedback and engage in coaching conversations with literacy teachers.</p> <p><b>Intended Audience:</b> Teachers, SPED Teacher and TA,</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Administration, Campus Instructional Coach, Teachers</p> <p><b>Date(s) / Timeframe:</b> October 2024-March 2025</p> <p><b>Collaborating Departments:</b> Literacy Department; Bilingual/ESL Department; Office of Instructional Initiatives and School Supports</p> <p><b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Provide students with a variety of books (including audio books) for the library in order to increase reading interest, fluency, reading skills, and comprehension.</p> <p><b>Intended Audience:</b> Students</p> <p><b>Provider / Presenter / Person Responsible:</b> Librarian</p> <p><b>Date(s) / Timeframe:</b> August 2024-January 2025</p> <p><b>Collaborating Departments:</b> Library Media Services Dept</p> <p><b>Delivery Method:</b> Face to face</p> <p><b>Funding Sources:</b> Library/audio books - BASIC (199 PIC 11) - 199-11-6329-XXX-121-11-313-000000- - \$1,968</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> 15% (Winter 2024) of all 2nd-5th grade students are projected to MEET grade level on Reading STAAR (April 2024) according to NWEA. <b>Root Cause:</b> Quality professional learning including the implementation of the ELPS, Differentiation, &amp; Habits of Discussion, have been prioritized, but we need to systematically/consistently go back and refer to this learning in order to support all students with their math growth year-round.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd). <b>Root Cause:</b> Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.</p>
<p><b>Problem Statement 3:</b> Creating a schoolwide culture of data driven instruction is in process and growing, but continues to need refinement. Consistent processes for analyzing and tracking data based on formative and summative assessments on a weekly basis is necessary. <b>Root Cause:</b> Administrative and Coaching professional development around data driven instruction occurred throughout this first year of implementation and understanding of the processes surrounding quality data driven instruction.</p>



**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle English Math from 78% to 85% by May 2025.

Increase the percentage of PK students who score On Track on Circle English Math from 93% to 95% by May 2025.

Increase the percentage of Economically Disadvantaged students on our campus from 72% to 80% by May 2025.

**High Priority**

**Evaluation Data Sources:** Circle Math PK Assessments in May 2025; Creative Curriculum Year-Round Progress Monitoring aligned to Circle Math

**Strategy 1:** Ensure direct and explicit daily instruction through the implementation of the Creative Curriculum/FWISD Bilingual Framework/FWISD Math Framework to improve mathematical fluency and problem-solving skills in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle English Math from 78% to 85% by May 2025.

Increase the percentage of PK students who score On Track on Circle English Math from 93% to 95% by May 2025.

Increase the percentage of Economically Disadvantaged students on our campus from 72% to 80% by May 2025.

Improvement from BOY to MOY to EOY Circle Math Scores.

**Staff Responsible for Monitoring:** Administration, Teachers, Teacher Assistants, Campus Instructional Coach

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - School Processes & Programs 1, 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Classroom teachers will have to opportunity to engage in targeted math learning walks to visit TIA teachers from the school or from other schools to see model classrooms and effective mathematics instruction.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Instructional Coach, Administration</p> <p><b>Date(s) / Timeframe:</b> October 2024-February 2025</p> <p><b>Collaborating Departments:</b> Mathematics Department; Office of Instructional Initiatives, Other FWISD Schools</p> <p><b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure PLCS are regularly scheduled to actively develop engaging and rigorous Math lessons based upon student needs with district approved resources and data with Prek-5th grade teachers using the gradual release model and assessment aligned with FWISD curriculum.</p> <p><b>Intended Audience:</b> Teachers and Teacher Assistants</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, Campus Administration, CIC, Early Learning PreK Coach</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Early Learning, District Math, Bilingual/ESL</p> <p><b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Purchase instructional materials and supplies to enhance teacher delivery in the area of mathematics and for student classroom use.</p> <p><b>Intended Audience:</b> Teachers and Students (all student populations)</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration</p> <p><b>Date(s) / Timeframe:</b> August 2024-April 2025</p> <p><b>Collaborating Departments:</b> Mathematics Department, Bilingual/ESL Department, GT Department, SPED Department (all student populations)</p> <p><b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 2:** 27% of African American students met their MOY projected growth as evidenced by NWEA Math English compared to their Hispanic peers at 46% **Root Cause:** Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students math growth. This includes tailored instruction to meet their specific needs and research-based instructional strategies (differentiation).

### School Processes & Programs

**Problem Statement 1:** The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd). **Root Cause:** Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.

**Problem Statement 3:** Creating a schoolwide culture of data driven instruction is in process and growing, but continues to need refinement. Consistent processes for analyzing and tracking data based on formative and summative assessments on a weekly basis is necessary. **Root Cause:** Administrative and Coaching professional development around data driven instruction occurred throughout this first year of implementation and understanding of the processes surrounding quality data driven instruction.

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 28% to 40% by May 2025.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus from 28% to 40% by May 2025.

**Evaluation Data Sources:** TX-KEA Math

**Strategy 1:** Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC Framework, DDI, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Increase in TX KEA Math from BOY 2023 to BOY 2024

**Staff Responsible for Monitoring:** Teachers, Administration

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**


Build a foundation of reading and math, Improve low-performing schools


**- ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


**Problem Statements:** Demographics 2 - School Processes & Programs 1, 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure focus of math PLCs on lesson internalization and TEKS alignment, planning, analyzing student work, and practice for Eureka teachers. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Administration, Campus Instructional Coach, Teachers <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> Mathematics Department, Bilingual/ESL Department <b>Delivery Method:</b> Face to Face	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 2:** 27% of African American students met their MOY projected growth as evidenced by NWEA Math English compared to their Hispanic peers at 46% **Root Cause:** Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students math growth. This includes tailored instruction to meet their specific needs and research-based instructional strategies (differentiation).

### School Processes & Programs

**Problem Statement 1:** The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd). **Root Cause:** Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.

**Problem Statement 3:** Creating a schoolwide culture of data driven instruction is in process and growing, but continues to need refinement. Consistent processes for analyzing and tracking data based on formative and summative assessments on a weekly basis is necessary. **Root Cause:** Administrative and Coaching professional development around data driven instruction occurred throughout this first year of implementation and understanding of the processes surrounding quality data driven instruction.

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

**Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 49% to 60% by May 2025.

Increase the percentage of African American students on our campus from 47% to 55% by May 2025.

**Evaluation Data Sources:** MAP MATH BOY to EOY

Meet or Exceed on NWEA MAP Math Growth in BOY, MOY, and EOY for school year 24-25.

**Strategy 1:** Ensure daily Math instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention, and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 49% to 60% by May 2025.

Increase the percentage of African American students on our campus from 47% to 55% by May 2025.

**Staff Responsible for Monitoring:** Teachers, Campus Administration, CIC

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - School Processes & Programs 1, 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure there is an aligned understanding of best mathematical practices that should be evident in a De Zavala classroom and that is communicated and modeled to all staff year round. <b>Intended Audience:</b> Teachers, Administration, Campus Instructional Coach <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team, Administration, Campus Coach, Math Lead Teachers <b>Date(s) / Timeframe:</b> August 2024-May 2025 <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> Face to Face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure focus of math PLCS on lesson internalization and TEKS alignment, planning, analyzing student work, and practice for Eureka teachers.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration, Campus Instructional Coach, Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Mathematics Department, Bilingual/ESL Department</p> <p><b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Monitor the use of Dreambox (2 times per month reports/emails with staff) for improved teacher use, student engagement, and overall student and school mathematical growth.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration, DreamBox District Rep, Campus Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Mathematics Department</p> <p><b>Delivery Method:</b> Face to Face; Online delivery through student devices</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> 27% of African American students met their MOY projected growth as evidenced by NWEA Math English compared to their Hispanic peers at 46% <b>Root Cause:</b> Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students math growth. This includes tailored instruction to meet their specific needs and research-based instructional strategies (differentiation).</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd). <b>Root Cause:</b> Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.</p> <p><b>Problem Statement 3:</b> Creating a schoolwide culture of data driven instruction is in process and growing, but continues to need refinement. Consistent processes for analyzing and tracking data based on formative and summative assessments on a weekly basis is necessary. <b>Root Cause:</b> Administrative and Coaching professional development around data driven instruction occurred throughout this first year of implementation and understanding of the processes surrounding quality data driven instruction.</p>

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

**Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 64% to % 70 by May 2025. Increase the percentage of Economically Disadvantaged student group on our campus from 60% to 67% by May 2025.

**Evaluation Data Sources:** Meets or Above on STAAR Reading in May 2025 for ED students and the overall 3-5 student population; Benchmark district and school created formal assessments year-round

**Strategy 1:** Ensure daily instruction TEKS aligned and delivered at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 64% to % 70 by May 2025. Increase the percentage of Economically Disadvantaged student group on our campus from 60% to 67% by May 2025.

**Staff Responsible for Monitoring:** Administrators, CIC, and teachers

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools





**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - School Processes & Programs 1, 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Begin intervention and or acceleration tutorial services during, after, or on Saturday school for 1st-5th grade targeted students based on May 2024 STAAR/MAP Growth Data. Permission slips will be provided and signed by parents. Attendance and student academic progress will be monitored and recorded. Supplies and instructional materials for instructional use will be purchased.</p> <p><b>Intended Audience:</b> Targeted student groups, Teachers, Families,  <b>Provider / Presenter / Person Responsible:</b> Administration, Teachers, Campus Instructional Coach  <b>Date(s) / Timeframe:</b> October 2024-March 2025  <b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-121-24-313-000000- - \$2,805, - BASIC (199 PIC 11) - 199-11-6116-XXX-121-11-313-000000- - \$800, - TITLE I (211) - 211-11-6116-04E-121-30-510-000000-25F10 - \$13,184</p>	Formative		Summative	
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Continued Professional Development around MAP GROWTH and LEXIA reports understanding and implementation into weekly PLC meetings and progress monitoring. Implementation will focus on using reports to drive intervention and extension of TIER 1 instruction to meet the individual needs of all students.</p> <p><b>Intended Audience:</b> Teachers, Special Education Teacher and Teacher Assistant  <b>Provider / Presenter / Person Responsible:</b> Campus Administration, CIC, ADQ, Literacy Department  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Literacy Department and ADQ  <b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Administration will revise with teachers the campus wide data sheets for STAAR/Benchmark assessments. These data sheets will be utilized to discuss student progress or lack of. Kinder-5th grade students and teachers will engage in goal setting conferences. track MAP Growth, and STAAR aligned benchmark data. This information will be shared with parents twice per year.</p> <p><b>Intended Audience:</b> Teachers, Campus Instructional Coach, Administration  <b>Provider / Presenter / Person Responsible:</b> Administrators, Teachers  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Engage in targeted literacy learning walks for all grade levels to provide walkthrough feedback and engage in coaching conversations with literacy teachers.</p> <p><b>Intended Audience:</b> Teachers, SPED Teacher and TA,  <b>Provider / Presenter / Person Responsible:</b> Campus Administration, Campus Instructional Coach, Teachers  <b>Date(s) / Timeframe:</b> October 2024-March 2025  <b>Collaborating Departments:</b> Literacy Department; Bilingual/ESL Department; Office of Instructional Initiatives and School Supports  <b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 2:** 27% of African American students met their MOY projected growth as evidenced by NWEA Math English compared to their Hispanic peers at 46% **Root Cause:** Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students math growth. This includes tailored instruction to meet their specific needs and research-based instructional strategies (differentiation).

### School Processes & Programs

**Problem Statement 1:** The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd). **Root Cause:** Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.

**Problem Statement 3:** Creating a schoolwide culture of data driven instruction is in process and growing, but continues to need refinement. Consistent processes for analyzing and tracking data based on formative and summative assessments on a weekly basis is necessary. **Root Cause:** Administrative and Coaching professional development around data driven instruction occurred throughout this first year of implementation and understanding of the processes surrounding quality data driven instruction.

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 61% to 70% by May 2025. Increase the percentage of the Economically Disadvantaged student group from 59% to 65% by May 2025.

**Evaluation Data Sources:** Meets or Above on STAAR Math in May 2025 for ED students and the overall 3-5 student population

**Strategy 1:** Ensure daily instruction is TEKS aligned and delivered at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 61% to 70% by May 2025. Increase the percentage of the Economically Disadvantaged student group from 59% to 65% by May 2025.

**Staff Responsible for Monitoring:** Administration, CIC, and Teachers

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - School Processes & Programs 1, 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure there is an aligned understanding of best mathematical practices that should be evident in a De Zavala classroom and that is communicated and modeled to all staff year round.</p> <p><b>Intended Audience:</b> Teachers, Administration, Campus Instructional Coach</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team, Administration, Campus Coach, Math Lead Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Math Department</p> <p><b>Delivery Method:</b> Face to Face</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure focus of math PLCS on lesson internalization and TEKS alignment, planning, analyzing student work, and practice for Eureka teachers.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration, Campus Instructional Coach, Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Mathematics Department, Bilingual/ESL Department</p> <p><b>Delivery Method:</b> Face to Face</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Monitor the use of Dreambox (2 times per month reports/emails with staff) for improved teacher use, student engagement, and overall student and school mathematical growth.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration, DreamBox District Rep, Campus Instructional Coach</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Mathematics Department</p> <p><b>Delivery Method:</b> Face to Face; Online delivery through student devices</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Purchase instructional materials and resources in order to further support targeted group of students at high risk that have struggled academically this school year and in past years and for those who are on or above grade level who need accelerated support.</p> <p><b>Intended Audience:</b> Students, Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration</p> <p><b>Date(s) / Timeframe:</b> Sept 2024-January 2025</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> General supplies for SPED students - SPED (199 PIC 23) - \$1,970, General supplies and materials for enrichment/acceleration - GT (199 PIC 21) - \$672, - BASIC (199 PIC 11) - 199-11-6398-XXX-121-11-313-000000- - \$412</p>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 2:** 27% of African American students met their MOY projected growth as evidenced by NWEA Math English compared to their Hispanic peers at 46% **Root Cause:** Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students math growth. This includes tailored instruction to meet their specific needs and research-based instructional strategies (differentiation).

### School Processes & Programs

**Problem Statement 1:** The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd). **Root Cause:** Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.

**Problem Statement 3:** Creating a schoolwide culture of data driven instruction is in process and growing, but continues to need refinement. Consistent processes for analyzing and tracking data based on formative and summative assessments on a weekly basis is necessary. **Root Cause:** Administrative and Coaching professional development around data driven instruction occurred throughout this first year of implementation and understanding of the processes surrounding quality data driven instruction.

**Goal 4: Learning Environment (based on the BOE constraints)**

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 1:** Decrease the number and percentage of students who have excessive absences from 19% to 10% by May 2025.  
Decrease the number and percentage of Economically Disadvantaged students on our campus from 22% to 12% by May 2025.

**Evaluation Data Sources:** FOCUS student absence system reports by demographics reviewed twice a month; teachers reporting of daily attendance

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** Decrease the number and percentage of students who have excessive absences from 19% to 10% by May 2025.  
Decrease the number and percentage of Economically Disadvantaged students on our campus from 22% to 12% by May 2025.

**Staff Responsible for Monitoring:** Counselor, Administration, Teachers, FES, Data Clerk, Parents, Attendance Committee, Attendance Control Specialist

**Title I:**

2.4, 2.5, 2.6, 4.1, 4.2

**- TEA Priorities:**





Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - School Processes & Programs 2, 3

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Develop the capacity in teachers and the Attendance committee by implementing schoolwide and individualized systems and protocols targeting students who have been identified as chronically absent.</p> <p><b>Intended Audience:</b> Teachers and Staff, Families, Students, FES, Administration</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team, Attendance Committee, Classroom Teachers, Students, Parents, FES, Secretary and Data Clerk</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> Parent Partnerships, Student and Support Services</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> - UNDISTRIBUTED (199 PIC 99) - 199-23-6121-XXX-121-99-313-000000- - \$500, - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-121-99-313-000000- - \$2,368</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> House Leaders and administration who attended the Ron Clarke Academy professional learning will continue to lead schoolwide implementation on various strategies (House System) that will enhance our school community culture, student engagement, and sense of belonging.</p> <p><b>Intended Audience:</b> Teachers, Students, All Staff, De Zavala school community</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration, House Leaders</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Delivery Method:</b> Face to Face</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Chronic Absenteeism is 1% below the district average, yet from BOY 2023 to MOY 2024 the DeZavala chronic absenteeism trend increased overall by 3% and specifically in all sub areas except for SPED. <b>Root Cause:</b> Root cause of this increase is an influx of families living in the Broadway Shelter expansion. This has therefore increased our number of students considered homeless. This is also due to an increase in communicable diseases like flu and RSV for students.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Growth mindset curriculum has not been consistently implemented in PreK-5th grade classrooms as evident in classroom walks. <b>Root Cause:</b> Implementation of SEL lessons has not been consistently implemented in all classrooms as a result of lack of systematic professional learning and monitoring.</p> <p><b>Problem Statement 3:</b> Creating a schoolwide culture of data driven instruction is in process and growing, but continues to need refinement. Consistent processes for analyzing and tracking data based on formative and summative assessments on a weekly basis is necessary. <b>Root Cause:</b> Administrative and Coaching professional development around data driven instruction occurred throughout this first year of implementation and understanding of the processes surrounding quality data driven instruction.</p>

**Goal 4: Learning Environment** (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 2:** Increase positive response by students to the learning environment on the district's climate survey from \_\_\_% to \_\_\_% by May 2025.

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2025.

**Strategy 1:** Implementation of counselor-led SEL lessons in all classrooms to improve school culture with a strong growth mindset.

**Strategy's Expected Result/Impact:** Counselor consistently delivers individualized SEL lessons that result in an overall improved student culture.

**Staff Responsible for Monitoring:** Counselor and Administration

**Title I:**

2.4, 2.5, 2.6, 4.1, 4.2

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools





**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Students are chosen based on identified character traits/skills presented in monthly counselor SEL lessons and recognized throughout the building and community on a bimonthly basis.</p> <p><b>Intended Audience:</b> Teachers, Students, Parents, and Community</p> <p><b>Provider / Presenter / Person Responsible:</b> Administration and Counselor</p> <p><b>Date(s) / Timeframe:</b> September 2024 to May 2025</p> <p><b>Collaborating Departments:</b> Counseling</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Counseling Services General supplies needed - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-121-99-313-000000- - \$600</p>	Formative		Summative	
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> House Leaders will lead year-round House Meetings that focus on different skills/goals in order to improve school culture and connectedness to the school and community.</p> <p><b>Intended Audience:</b> Students, Teachers, All Staff, Parents and Community</p> <p><b>Provider / Presenter / Person Responsible:</b> House Leaders and Administration</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Delivery Method:</b> Face to Face</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd). <b>Root Cause:</b> Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.</p> <p><b>Problem Statement 2:</b> Growth mindset curriculum has not been consistently implemented in PreK-5th grade classrooms as evident in classroom walks. <b>Root Cause:</b> Implementation of SEL lessons has not been consistently implemented in all classrooms as a result of lack of systematic professional learning and monitoring.</p>

**Goal 4: Learning Environment** (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 3:** Decrease the number of out of school suspensions for male students on our campus from 3 to 0 by May 2025.

**Evaluation Data Sources:** 24-25 BOY, MOY, and EOY FWISD referral and out of school suspension reports by subgroups; Branching Minds Behavioral reports

**Strategy 1:** Cultivate a safe, supportive, and equitable learning environment grounded in a growth mindset so that increased opportunity, trust, and respect is felt and practiced at our school.

**Strategy's Expected Result/Impact:** Decrease the number of out of school suspensions for our entire school but specifically target the male student population.

**Staff Responsible for Monitoring:** Counselor; Administration

**Title I:**

2.4, 2.5, 2.6, 4.1, 4.2





**- TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Admin., teachers, counselor, and all other staff, will engage in continuous professional learning which may include: Restorative Practices, PBIS, TBRI, Branching Minds, Growth Mindset during the school day and after school. Professional learning for all to improve the quality of tier 1 SEL instruction for all students.</p> <p><b>Intended Audience:</b> Teachers, students, all staff, campus coach, administration</p> <p><b>Provider / Presenter / Person Responsible:</b> Counselor; Administration; Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2024-May 2025</p> <p><b>Collaborating Departments:</b> FWISD Counseling Dept.; Restorative Practices Dept.; Psychological Services Dept.; FWISD Student Support Services</p> <p><b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> TEPSA Yearly Dues - UNDISTRIBUTED (199 PIC 99) - 199-23-6495-XXX-121-99-313-000000- - \$400</p>	Formative		Summative	
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Chronic Absenteeism is 1% below the district average, yet from BOY 2023 to MOY 2024 the DeZavala chronic absenteeism trend increased overall by 3% and specifically in all sub areas except for SPED. <b>Root Cause:</b> Root cause of this increase is an influx of families living in the Broadway Shelter expansion. This has therefore increased our number of students considered homeless. This is also due to an increase in communicable diseases like flu and RSV for students.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Growth mindset curriculum has not been consistently implemented in PreK-5th grade classrooms as evident in classroom walks. <b>Root Cause:</b> Implementation of SEL lessons has not been consistently implemented in all classrooms as a result of lack of systematic professional learning and monitoring.

**Goal 4: Learning Environment** (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 2 to 4 by May 2025.

**Evaluation Data Sources:** Tracking family/student attendance at events; Increased opportunities with parents to engage with teachers and students regarding their academic progress

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parental/school engagement, decrease behavior and discipline incidents and improve school climate and culture.

**Strategy's Expected Result/Impact:** Increased parental/family engagement and participation in school events for both informal and academic reasons

**Staff Responsible for Monitoring:** Family Engagement Specialist; Administration; Counselor; Teachers; DZ parents/families; students

**Title I:**

2.4, 2.5, 2.6, 4.1, 4.2

**- TEA Priorities:**





Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> The teachers and Family Engagement Specialist (FES) will work together to engage parents and the community in monthly meetings to improve the positive perceptions by parents on Engagement and follow-up with the school needs identified at the start of the year. The goal is to increase the partnerships and connectedness with our parents/families.</p> <p><b>Intended Audience:</b> DZ parents/families; students; DZ community; all staff  <b>Provider / Presenter / Person Responsible:</b> Family Engagement Specialist, Administration, Teachers  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> Parent Partnerships  <b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Family Engagement Specialist - TITLE I (211) - 211-61-6129-04L-121-30-510-000000-25F10 - \$32,276.80, Snacks for parents to promote participation - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-121-30-510-000000-25F10 - \$500, Extra duty for FES for parental involvement - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-121-30-510-000000-25F10 - \$450</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Parent support group sessions are provided (2 times per year) with a focus on academic milestones their children should be reaching for their respective grade level at different times during the academic year (Fall and Spring).</p> <p><b>Intended Audience:</b> DZ parents/families; students  <b>Provider / Presenter / Person Responsible:</b> Teachers, Administration  <b>Date(s) / Timeframe:</b> October 2024 and February 2025  <b>Collaborating Departments:</b> Parent Partnerships; Literacy Dept.; Math Dept.; Early Learning  <b>Delivery Method:</b> Face to Face</p> <p><b>Funding Sources:</b> Supplies and materials for parental involvement - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-121-30-510-000000-25F10 - \$280, Substitutes for parent teacher conferences - BASIC (199 PIC 11) - 199-11-6112-XXX-121-11-313-000000- - \$1,200</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Continue with the monthly ALL-Pro Dad reunions for the 24-25 school year to increase the presence, power, and positivity of male role models in our students and overall school community.</p> <p><b>Intended Audience:</b> DZ families/male parental figures  <b>Provider / Presenter / Person Responsible:</b> PTA; Administration; Family Engagement Specialist  <b>Date(s) / Timeframe:</b> Sept 2024-May 2025  <b>Collaborating Departments:</b> Parent Partnerships  <b>Delivery Method:</b> Face to face</p> <p><b>Funding Sources:</b> - BASIC (199 PIC 11) - 199-11-6499-XXX-121-11-313-000000- - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> The school will provide positive communication for our families including shredding services to maintain confidentiality.</p> <p><b>Intended Audience:</b> De Zavala Families  <b>Provider / Presenter / Person Responsible:</b> Administration  <b>Date(s) / Timeframe:</b> August 2024-May 2025  <b>Collaborating Departments:</b> N/A  <b>Delivery Method:</b> Face to Face, Papers, Media platforms</p> <p><b>Funding Sources:</b> Shredding services - UNDISTRIBUTED (199 PIC 99) - 199-52-6299-XXX-121-99-313-000000- - \$100</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

## Performance Objective 4 Problem Statements:

### Demographics

**Problem Statement 1:** Chronic Absenteeism is 1% below the district average, yet from BOY 2023 to MOY 2024 the DeZavala chronic absenteeism trend increased overall by 3% and specifically in all sub areas except for SPED. **Root Cause:** Root cause of this increase is an influx of families living in the Broadway Shelter expansion. This has therefore increased our number of students considered homeless. This is also due to an increase in communicable diseases like flu and RSV for students.

### School Processes & Programs

**Problem Statement 1:** The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd). **Root Cause:** Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.

# Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-121-30-510-000000-25F10	\$13,184.00
4	4	1	1	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-121-30-510-000000-25F10	\$32,276.80
<b>Sub-Total</b>							\$45,460.80
<b>Budgeted Fund Source Amount</b>							\$45,460.80
<b>+/- Difference</b>							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Snacks for parents to promote participation	Snacks for parents to promote participation	211-61-6499-04L-121-30-510-000000-25F10	\$500.00
4	4	1	1	Extra duty for FES for parental involvement	Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-121-30-510-000000-25F10	\$450.00
4	4	1	2	Supplies and materials for parental involvement	Supplies and materials for parental involvement	211-61-6399-04L-121-30-510-000000-25F10	\$280.00
<b>Sub-Total</b>							\$1,230.00
<b>Budgeted Fund Source Amount</b>							\$1,230.00
<b>+/- Difference</b>							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Battle of the Books	INSTRUCTION   OTHER READING MATERIALS	199-11-6329-XXX-121-11-313-000000-	\$500.00
1	3	1	2		INSTRUCTION   GENERAL SUPPLIES	199-11-6399-XXX-121-11-313-000000-	\$5,412.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	4	Library/audio books	INSTRUCTION   OTHER READING MATERIALS	199-11-6329-XXX-121-11-313-000000-	\$1,968.00
3	1	1	1		INSTRUCTION   EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-121-11-313-000000-	\$800.00
3	2	1	4		INSTRUCTION   FURN&EQUIP < \$5000	199-11-6398-XXX-121-11-313-000000-	\$412.00
4	4	1	2	Substitutes for parent teacher conferences	INSTRUCTION   SUBS - PROFESSIONAL	199-11-6112-XXX-121-11-313-000000-	\$1,200.00
4	4	1	3		INSTRUCTION   MISC OPERATING COSTS	199-11-6499-XXX-121-11-313-000000-	\$500.00
<b>Sub-Total</b>							\$10,792.00
<b>Budgeted Fund Source Amount</b>							\$10,792.00
<b>+/- Difference</b>							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	4	General supplies and materials for enrichment/acceleration	GENERAL SUPPLIES		\$672.00
<b>Sub-Total</b>							\$672.00
<b>Budgeted Fund Source Amount</b>							\$672.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	4	General supplies for SPED students	GENERAL SUPPLIES		\$1,970.00
<b>Sub-Total</b>							\$1,970.00
<b>Budgeted Fund Source Amount</b>							\$1,970.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		Supplies and materials for instructional use	199-11-6399-001-121-24-313-000000-	\$2,805.00



SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Sub-Total</b>							\$2,805.00
<b>Budgeted Fund Source Amount</b>							\$2,805.00
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Supplies and materials for instructional use	Supplies and materials - instruction	199-11-6399-001-121-25-313-000000	\$683.00
<b>Sub-Total</b>							\$683.00
<b>Budgeted Fund Source Amount</b>							\$683.00
<b>+/- Difference</b>							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1		SCHOOL LEADERSHIP   GENERAL SUPPLIES	199-23-6399-XXX-121-99-313-000000-	\$2,368.00
4	1	1	1		SCHOOL LEADERSHIP   EXTRA DUTY/OT - SUPPORT	199-23-6121-XXX-121-99-313-000000-	\$500.00
4	2	1	1	Counseling Services General supplies needed	GUIDANCE & COUNSELING SVC   GENERAL SUPPLIES	199-31-6399-XXX-121-99-313-000000-	\$600.00
4	3	1	1	TEPSA Yearly Dues	SCHOOL LEADERSHIP   DUES	199-23-6495-XXX-121-99-313-000000-	\$400.00
4	4	1	4	Shredding services	SECURITY AND MONITORING   MISC CONTRACTED SERVICES	199-52-6299-XXX-121-99-313-000000-	\$100.00
<b>Sub-Total</b>							\$3,968.00
<b>Budgeted Fund Source Amount</b>							\$3,968.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$67,580.80
<b>Grand Total Spent</b>							\$67,580.80

**UNDISTRIBUTED (199 PIC 99)**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Action Step</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>	
							<b>+/- Difference</b>	<b>\$0.00</b>

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024