

Wichita Falls Independent School District

Zundy Elementary

2024-2025 Campus Improvement Plan



Mission Statement

The mission of Zundy is to foster academic excellence in a safe and caring environment through a partnership of family, staff, and community.

Vision

We, Zundy Eagles, will create an equitable environment by building a strong academic, social, and emotional foundation that will prepare all students for a successful future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Currently Zundy has 509 students enrolled in K-5. 23% are Bilingual/EL and 23% are Special Education students.

53.3% of the population is At Risk.

Hispanic 52.9%

White 25.7%

African American 12.8%

Asian 5.1%

Two or More races 3%

5 teachers retired from Zundy in 22-23. Five more teachers resigned creating the need to hire a total of 10 teachers for the 24-25 school year. To date there are still 4 vacancies.

Demographics Strengths

Attendance rate is consistently at 92%. 100% of the population participates in STAAR assessment in grades 3-5.

53% of Bilingual/EL students scored Approaches or above grade level in all subjects on STAAR in 22-23 school year. (STAAR Results have been made available to date for 23-24 school year.)

55% of Hispanic students scored Approaches or above grade level in all subjects on STAAR in 22-23. (STAAR Results have been made available to date for 23-24 school year.)

43% of African American scored Approaches or above grade level in all subjects on STAAR in 22-23. (STAAR Results have been made available to date for 23-24 school year.)

57% of White students scored Approaches or above grade level in all subjects on STAAR in 22-23. (STAAR Results have been made available to date for 23-24 school year.)

44% of Two or more races scored Approaches or above grade level in all subjects on STAAR in 22-23. (STAAR Results have been made available to date for 23-24 school year.)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The amount of students that are not able to read or write, especially in 4th and 5th grade, leads to teachers trying to fill the gaps when they are already too far behind.

Root Cause: Long term subs or alternative certification employees working on certificates are not invested in the school or the students. The students do not get rules/procedures and instruction in the same way. The students miss out on high quality instruction.

Problem Statement 2 (Prioritized): Finding and retaining good quality teachers is a challenge.

Root Cause: There are limited to no applicants for teaching. Those that apply are not trained. They also choose schools with different socio economic populations and different areas of town.

Student Learning

Student Learning Summary

KG 14% (65%) of students met 46% of their MAP goal in Reading on EOY and 38% of students met 85% of their goal in MATH.

1st grade 55% (41%) of students met 132% of their MAP goal in Reading on EOY and 55% of students met 109% of their goal in MATH.

2nd grade 39% (44%) of students met 91% of their MAP goal in Reading on EOY and 56% of students met 163% of their goal in MATH

3rd grade 22% of students met 50% of their MAP goal in Reading on EOY and 30% of students met 55% of their goal in MATH

4th grade 58% of students met 122% of their MAP goal in Reading on EOY and 73% of students met 140% of their goal in MATH

5th grade 40% of students met 72% of their MAP goal in Reading on EOY and 35% of students met 79% of their goal in MATH

5th grade 61% of students met 125% of their MAP goal in Science

Student Learning Strengths

1st grade 55% (41%) of students met 132% of their MAP goal in Reading on EOY and 55% of students met 109% of their goal in MATH.

4th grade 58% of students met 122% of their MAP goal in Reading on EOY and 73% of students met 140% of their goal in MATH

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The "right" interventions were not put in place until the end of the year when teachers and staff really began understanding the data.

Root Cause: Trial and error changed the structure of intervention multiple times before the right structure showed progress. Tutors were not incorporated into that structure until "Crunch Time" right before testing.

Problem Statement 2 (Prioritized): Students and teachers are not always held accountable for learning and instruction. Tier 1 instruction is still not as strong as it should be.

Root Cause: Discipline problems increased due to lack of instructional engagement.

School Processes & Programs

School Processes & Programs Summary

A mentoring program assists new teachers with the day to day routines of Zundy Elementary.

Amplify Curriculum is being implemented this school year. A new science curriculum is being implemented this school year. And we are looking forward to implementing Eureka Math next school year.

R9 and District Curriculum specialists will be working with teachers on internalization of lessons for Amplify. UFLI training will be provided for interventions.

School Processes & Programs Strengths

The new curriculum in Reading and Science will be a strength for our school. It will give teachers a much better direction for what to teach and how to teach it. R9 and Curriculum specialists will be working with Zundy's instructional coach to support teachers in learning the content and delivery of instruction. Technology is integrated throughout the content areas and Essentials teachers support content through fine arts and pe.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Discipline interferes with learning when it is not dealt with consistently in every classroom.

Root Cause: The disrespect shown is not always addressed by parents. Student apathy and lack of motivation are factors that increase the discipline.

Problem Statement 2 (Prioritized): Students are not taking ownership for their learning.

Root Cause: We need more incentives for performing well and behaving well.

Perceptions

Perceptions Summary

Teachers follow a staff social contract as norms for group meetings.

Culture/Climate Survey results: Family 3.4 / 4 ; Student 3.5 / 4 ; Teacher and staff 4.3 / 4.5 ; Teacher 3.7 / 4.1; Leader 4.8 / 4.5

Parent sign in sheets and evaluations are submitted on Title I Crate for Parent Engagement Activities.

Mentor and Read2Learn volunteer hours are tracked by coordinators.

Perceptions Strengths

Goal for CKH: Intentionally implement the CKH Process into the first days and weeks of school to start the school year strong.

Zundy is an inner city school with high poverty rate. Achievement is low but growth is positive. The culture of the school is welcoming to families and community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents do not always know how to help their children but they do want to help the school and the teachers.

Root Cause: We need more opportunities to share student progress with parents so they can help with discipline and practicing skills at home.

Problem Statement 2 (Prioritized): We need more mentors and readers for our students.

Root Cause: With the high schools being so far away, it will be difficult to get PALs to work with our students.

Priority Problem Statements

Problem Statement 1: The amount of students that are not able to read or write, especially in 4th and 5th grade, leads to teachers trying to fill the gaps when they are already too far behind.

Root Cause 1: Long term subs or alternative certification employees working on certificates are not invested in the school or the students. The students do not get rules/procedures and instruction in the same way. The students miss out on high quality instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Finding and retaining good quality teachers is a challenge.

Root Cause 2: There are limited to no applicants for teaching. Those that apply are not trained. They also choose schools with different socio economic populations and different areas of town.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students are not taking ownership for their learning.

Root Cause 3: We need more incentives for performing well and behaving well.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We need more mentors and readers for our students.

Root Cause 4: With the high schools being so far away, it will be difficult to get PALs to work with our students.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students and teachers are not always held accountable for learning and instruction. Tier 1 instruction is still not as strong as it should be.

Root Cause 5: Discipline problems increased due to lack of instructional engagement.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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 Prekindergarten and Kindergarten 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
- 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
- Enrollment trends

Employee Data

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 26, 2024

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: The campus will increase teacher retention rate to 90.0% or higher compared to the prior year.

Evaluation Data Sources: TAPR, Fully staffed before July 2025

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will provide new staff with opportunities to attend New Teacher Training presented by campus leadership. Ongoing campus specific staff development and targeted, small group teacher training will be provided according to their needs as identified by campus leadership. Returning staff will continue to receive training in district initiatives. Strategy's Expected Result/Impact: Collaboration on best practice, district and campus policies & procedures, classroom management, curriculum, technology integration, staff involvement, etc., that results in highly effective teaching practices and involvement at the campus and district levels. Staff Responsible for Monitoring: campus leadership team Title I: 2.4, 2.6 Problem Statements: Demographics 2	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: A teacher mentor will be assigned to each new teacher on campus. Monthly meetings will be used to meet the needs of the new teachers at Zundy. Sign in Sheets, Agendas, Mentor surveys, New teacher Surveys will be used to monitor success. Strategy's Expected Result/Impact: Campus Routines and Procedures are a lot to learn in a short period of time for new teachers on campus. Partnering with a campus veteran will help facilitate the success of each new classroom teacher with Campus and District requirements. Staff Responsible for Monitoring: campus leadership team, mentors assigned Title I: 2.4, 2.6 Problem Statements: Demographics 2	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development will be provided for all staff to support academic achievement for all students. Training includes, but is not limited to Capturing Kids' Hearts, T-TESS, Seidlitz, NASOT, and AMPLIFY. Select teachers may have opportunity to travel to teacher conferences to increase their teaching capacity and turn training around for the rest of the staff. Strategy's Expected Result/Impact: Teachers need opportunities for professional growth. Needs will be identified through a tier system for support. Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers Title I: 2.4, 2.6 Problem Statements: Demographics 1	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: *The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan. Strategy's Expected Result/Impact: Seek out and recruit the best teachers we can find to improve our student achievement. Staff Responsible for Monitoring: Admin, HR Title I: 2.4, 2.6 Problem Statements: Demographics 2	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Support Teachers with new technology and professional development related to technology integration as budget allows during the 24-25 school year. Strategy's Expected Result/Impact: Technology use integrated into lessons. Training will be provided to teachers prior to operation of new technology such as Smartboards. PLC agendas/sign in sheets Staff Responsible for Monitoring: admin Problem Statements: Student Learning 2	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The amount of students that are not able to read or write, especially in 4th and 5th grade, leads to teachers trying to fill the gaps when they are already too far behind. **Root Cause:** Long term subs or alternative certification employees working on certificates are not invested in the school or the students. The students do not get rules/procedures and instruction in the same way. The students miss out on high quality instruction.

Problem Statement 2: Finding and retaining good quality teachers is a challenge. **Root Cause:** There are limited to no applicants for teaching. Those that apply are not trained. They also choose schools with different socio economic populations and different areas of town.

Student Learning

Problem Statement 2: Students and teachers are not always held accountable for learning and instruction. Tier 1 instruction is still not as strong as it should be. **Root Cause:** Discipline problems increased due to lack of instructional engagement.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Increase the number of K students reading at grade level from 23% at BOY to 65% by EOY. Increase the number of K students performing at grade level in math from 27% at BOY to 55% by EOY.

HB3 Goal

Evaluation Data Sources: EOY MAP Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: PLC rotations will be more intentional so that teachers have better direction on intervention strategies and groups. Data digs and Data talks will guide small groups and identify skills to fill gaps. Focus on strengthening Tier 1 first with the appropriate instructional materials and supplies. Strategy's Expected Result/Impact: Targeted intervention must identify weaknesses and strengths so that all students make progress. Staff Responsible for Monitoring: Instructional Coaches, Admin, Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students and teachers are not always held accountable for learning and instruction. Tier 1 instruction is still not as strong as it should be. Root Cause: Discipline problems increased due to lack of instructional engagement.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Increase the number of 1st grade students reading at grade level from 10% at BOY to 65% by EOY. Increase the number of 1st grade students performing at grade level in math from 19% at BOY to 60% by EOY.

HB3 Goal
Evaluation Data Sources: EOY MAP Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: PLCs will be structured on an intentional rotation so that teachers can better identify the students in need and provide more targeted intervention. TIER 1, 2 and 3 will be defined so that teachers have a better understanding of how to meet the needs of the students. Strategy's Expected Result/Impact: If teachers are targeting specific skills with specific kids in need ,the gaps will close and student achievement will increase. Staff Responsible for Monitoring: Instructional Coach, teachers, admin Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Students and teachers are not always held accountable for learning and instruction. Tier 1 instruction is still not as strong as it should be. Root Cause: Discipline problems increased due to lack of instructional engagement.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: Increase the number of 2nd grade students reading at grade level from 23% at BOY to 75% by EOY. Increase the number of 2nd grade students performing at grade level in math from 34% at BOY to 60% by EOY.

HB3 Goal
Evaluation Data Sources: EOY MAP Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: PLCs will be structured on an intentional rotation so that teachers can better identify the students in need and provide more targeted intervention. TIER 1, 2 and 3 will be defined so that teachers have a better understanding of how to meet the needs of the students. Strategy's Expected Result/Impact: If teachers are targeting specific skills with specific kids in need ,the gaps will close and student achievement will increase. Staff Responsible for Monitoring: Instructional Coach, teachers, admin Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy Problem Statements: Student Learning 2	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Students and teachers are not always held accountable for learning and instruction. Tier 1 instruction is still not as strong as it should be. Root Cause: Discipline problems increased due to lack of instructional engagement.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: Increase the number of 3rd grade students scoring at Meets grade level in reading to 65% by 2025. Increase the number of 3rd grade students scoring at Meets grade level in math to 50% by 2025.

HB3 Goal
Evaluation Data Sources: EOY MAP Assessment

Strategy 1 Details		Formative Reviews		
Strategy 1: PLCs will be structured on an intentional rotation so that teachers can better identify the students in need and provide more targeted intervention. TIER 1, 2 and 3 will be defined so that teachers have a better understanding of how to meet the needs of the students. Strategy's Expected Result/Impact: If teachers are targeting specific skills with specific kids in need ,the gaps will close and student achievement will increase. Staff Responsible for Monitoring: Instructional Coach, teachers, admin Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2		Formative		
		Nov	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Students and teachers are not always held accountable for learning and instruction. Tier 1 instruction is still not as strong as it should be. Root Cause: Discipline problems increased due to lack of instructional engagement.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: The student achievement of grades 3-5 scale score on STAAR will increase to at least 60% in 2024-25. (Approaches)

Evaluation Data Sources: STAAR results

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will have High Quality Tutoring Materials for Reading and Math to help with test taking strategies and practice. Students eligible for HB 1416 tutorials will be identified, tutored for the appropriate amount of hours (15 or 30) and progress will be tracked. Strategy's Expected Result/Impact: Students will have opportunity to practice the question types before taking the STAAR test in the Spring. Staff Responsible for Monitoring: Tutors, Instructional Coach, admin Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 2	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Finding and retaining good quality teachers is a challenge. Root Cause: There are limited to no applicants for teaching. Those that apply are not trained. They also choose schools with different socio economic populations and different areas of town.
Student Learning
Problem Statement 2: Students and teachers are not always held accountable for learning and instruction. Tier 1 instruction is still not as strong as it should be. Root Cause: Discipline problems increased due to lack of instructional engagement.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 6: The percent of students who met projection on MAP will be > or = 50% for EOY K-5 MAP. All grade levels will meet growth projections for MAP on EOY.

Evaluation Data Sources: EOY MAP results

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize classroom and district data to determine areas for growth. Provide grade level small group intervention utilizing an intervention time in which teachers pull students to work on specific targeted grade level skills with appropriate materials and supplies within their own classrooms. Students will track progress in student data folders. Strategy's Expected Result/Impact: When students see their strengths and weaknesses, they can monitor their own growth. Teachers can monitor growth as they work with interventions. Tracking one's own progress creates ownership for learning. Staff Responsible for Monitoring: Teachers, instructional coach, admin, students Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Students and teachers are not always held accountable for learning and instruction. Tier 1 instruction is still not as strong as it should be. Root Cause: Discipline problems increased due to lack of instructional engagement.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 7: 65% of ELs meeting language proficiency goals will increase using TELPAS by one proficiency level in 24-25 school year.

Evaluation Data Sources: TELPAS 2025 results

Strategy 1 Details	Formative Reviews		
Strategy 1: Bilingual/ESL teachers will work together to do some vertical planning monthly so that the bilingual curriculum is aligned. Strategy's Expected Result/Impact: Our Bilingual population must be ready to take the STAAR in Spanish in the 3rd grade if needed. Teachers must track progress to ensure that instruction is aligned for student achievement to close the gap. Staff Responsible for Monitoring: Instructional Coach, Admin, teachers Problem Statements: Student Learning 2	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction. Strategy's Expected Result/Impact: At-risk students will improve socially, emotionally & academically. Staff Responsible for Monitoring: Principal, Counselor, At Risk Coordinator, Teachers Problem Statements: School Processes & Programs 2 - Perceptions 2	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 2: Students and teachers are not always held accountable for learning and instruction. Tier 1 instruction is still not as strong as it should be. Root Cause: Discipline problems increased due to lack of instructional engagement.
School Processes & Programs
Problem Statement 2: Students are not taking ownership for their learning. Root Cause: We need more incentives for performing well and behaving well.
Perceptions
Problem Statement 2: We need more mentors and readers for our students. Root Cause: With the high schools being so far away, it will be difficult to get PALs to work with our students.

Goal 3: Connect high school to career and college.

Performance Objective 1: By the end of 2024-25 school year, we will plan and execute a Campus Career Day to expose students to the wide variety of careers available to them in this community. We will also encourage a college going culture that includes trade school and other skilled careers.

HB3 Goal

Evaluation Data Sources: Teachers, counselor and SBDM will decide on the model to be used to teach careers to students and set a date for learning.

Strategy 1 Details	Formative Reviews		
Strategy 1: Send a Save the Date so that presenters can prepare to be at Zundy on Career Day in the Spring. Strategy's Expected Result/Impact: Exposure to a variety of careers opens students' minds to the possibilities as they grow older. Staff Responsible for Monitoring: Counselor, Career Day Committee, Admin Title I: 2.5 Problem Statements: Perceptions 2	Formative		
	Nov	Feb	May
	30%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: We need more mentors and readers for our students. Root Cause: With the high schools being so far away, it will be difficult to get PALs to work with our students.

Goal 3: Connect high school to career and college.

Performance Objective 2: Teachers will continue to wear College T-Shirts and jeans on Wednesdays to promote a college going community. Students are encouraged to ask questions about the names of colleges that they see every Wednesday. They are encouraged to interview teachers about their colleges to gain more information.

HB3 Goal
Evaluation Data Sources: Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Students are encouraged to ask questions about the names of colleges that they see every Wednesday. They are encouraged to interview teachers about their colleges to gain more information. Strategy's Expected Result/Impact: Increased interest in post secondary education Staff Responsible for Monitoring: all staff Title I: 2.5 Problem Statements: Perceptions 2	Formative		
	Nov	Feb	May
			
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: We need more mentors and readers for our students. Root Cause: With the high schools being so far away, it will be difficult to get PALs to work with our students.

Goal 3: Connect high school to career and college.

Performance Objective 3: Students will have the opportunity to participate in a variety of experiential field trips, after school clubs, UIL Activities .

HB3 Goal

Evaluation Data Sources: budgets, itineraries

Strategy 1 Details	Formative Reviews		
Strategy 1: Create more well-rounded children and provide more opportunities for students to be involved in extracurricular activities that explore their interests. Strategy's Expected Result/Impact: Students will gain exposure to experiences outside of their school and community. Staff Responsible for Monitoring: all staff Title I: 2.5 Problem Statements: School Processes & Programs 2	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Invite Graduating Seniors to Zundy for a Senior Walk in May. Strategy's Expected Result/Impact: Students will celebrate those that walked the Zundy halls before them to encourage their goals to graduate high school. Staff Responsible for Monitoring: counselor, at risk coordinator Title I: 2.5 Problem Statements: Perceptions 2	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Coordinate with Road to College to encourage a college going culture at Zundy. Strategy's Expected Result/Impact: Students who plan ahead will have a road map to a college goal that they can work towards and are more likely to achieve. Staff Responsible for Monitoring: 5th grade teachers, admin, counselor Problem Statements: School Processes & Programs 2 - Perceptions 2	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Partnerships with Community PIE Partners will provide extra Reading Buddies and Tutoring to students at risk of failing. 1. Read2Learn 2. Mentors 3. Parent volunteers Strategy's Expected Result/Impact: Students receiving one on one or small group instruction have the opportunity to bond with a community member that can help guide and mentor the student (s) to success. Staff Responsible for Monitoring: Admin, At Risk Coordinator, Counselor Title I: 2.5 Problem Statements: School Processes & Programs 2 - Perceptions 2	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Students who are assigned to a DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention and campus staff will communicate regularly to insure that students needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to the home campus. Strategy's Expected Result/Impact: Smooth transitions between facilities and school. Staff Responsible for Monitoring: At Risk Coordinator, Admin, Counselor Title I: 2.5 Problem Statements: School Processes & Programs 2	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Students are not taking ownership for their learning. Root Cause: We need more incentives for performing well and behaving well.
Perceptions
Problem Statement 2: We need more mentors and readers for our students. Root Cause: With the high schools being so far away, it will be difficult to get PALs to work with our students.

Goal 3: Connect high school to career and college.

Performance Objective 4: Increase the number of parents that nominate their students and apply for TAG in K-2 and 3-5 by 10% during the January 2025 enrollment nomination period.

HB3 Goal

Evaluation Data Sources: number of students nominated for TAG in the spring.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase teacher awareness about the criteria used to identify and place a student in TAG at all levels K-5. Strategy's Expected Result/Impact: If students qualify for TAG, they have opportunity for enriched learning that will enhance their thinking to support and progress their student achievement. Staff Responsible for Monitoring: Admin, Counselor Title I: 2.5 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Students and teachers are not always held accountable for learning and instruction. Tier 1 instruction is still not as strong as it should be. Root Cause: Discipline problems increased due to lack of instructional engagement.

Goal 4: Improve low performing schools.

Performance Objective 1: Students scoring Meets Grade Level Standard or higher in Reading will increase to 60% by 2025

High Priority

Evaluation Data Sources: STAAR Results

Goal 4: Improve low performing schools.

Performance Objective 2: Students scoring Meets Grade Level Standard or higher in Math will increase to 60% by 2025

Evaluation Data Sources: STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Zundy Leadership team will provide assist and feedback on delivery using the lessons planned by curriculum specialists for teachers in the curriculum map guides. Instructional coaching cycles will be used. Strategy's Expected Result/Impact: Teachers must write good TEK driven lesson plans to make sure they are optimizing the academic learning of each child and targeting the correct standards. District personnel will be providing those lesson plans so that teachers can concentrate on deepening the instruction of each standard. Internalization of lessons is a requirement. Staff Responsible for Monitoring: Instructional Coach, Admin Title I: 2.4, 2.6 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Hire tutors early in the school year to assist with intervention in math, reading and writing and provide appropriate supplemental materials to meet the academic needs of students. Tutors will be hired specifically to meet the requirements of HB1416. Strategy's Expected Result/Impact: .The sooner we can address those gaps the better chance we have of increasing student achievement. Staff Responsible for Monitoring: teachers, instructional coach, admin Title I: 2.4, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The amount of students that are not able to read or write, especially in 4th and 5th grade, leads to teachers trying to fill the gaps when they are already too far behind. Root Cause: Long term subs or alternative certification employees working on certificates are not invested in the school or the students. The students do not get rules/procedures and instruction in the same way. The students miss out on high quality instruction. Problem Statement 2: Finding and retaining good quality teachers is a challenge. Root Cause: There are limited to no applicants for teaching. Those that apply are not trained. They also choose schools with different socio economic populations and different areas of town.
Student Learning
Problem Statement 2: Students and teachers are not always held accountable for learning and instruction. Tier 1 instruction is still not as strong as it should be. Root Cause: Discipline problems increased due to lack of instructional engagement.
School Processes & Programs
Problem Statement 2: Students are not taking ownership for their learning. Root Cause: We need more incentives for performing well and behaving well.
Perceptions
Problem Statement 2: We need more mentors and readers for our students. Root Cause: With the high schools being so far away, it will be difficult to get PALs to work with our students.

Goal 4: Improve low performing schools.

Performance Objective 3: Provide monthly opportunities for parents to attend school events planned both for learning opportunities or for family engagement with faculty throughout the 2024-25 school year. Student performances will help increase attendance.

Evaluation Data Sources: Sign In Sheets, Agendas, Parent Evaluations.

Strategy 1 Details	Formative Reviews		
Strategy 1: The SBDM will consult with parents to review, revise and implement an authentic parent involvement policy and parent school compact that will be published on the school website. Provide information on Background Check, volunteer opportunities, and family events. Strategy's Expected Result/Impact: Parent involvement enhances the learning environment of each student. Staff Responsible for Monitoring: At Risk Coordinator; Site Based Decision Making Team, Admin, Instructional Coach, Counselor and Faculty. Title I: 4.1, 4.2 Problem Statements: School Processes & Programs 2 - Perceptions 2	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Educational Parent Involvement opportunities will be presented by faculty members to include reading, math and science activities in which families can participate together. The Music teacher will work with different grade levels and school groups to provide entertainment. Strategy's Expected Result/Impact: When parents are given strategies to use at home they become more comfortable with the educational process. Staff Responsible for Monitoring: Admin, At Risk Coordinator, Counselor, Instructional Coach, Teachers, SBDM Title I: 4.1, 4.2 Problem Statements: School Processes & Programs 2 - Perceptions 2	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase the number of outlets for disseminating information to parents for parent communication in multiple platforms by teachers and administrators. Use ParentSquare, Facebook, Twitter, Newsletters, parent notes home, phone calls, texts, emails Strategy's Expected Result/Impact: The more we communicate to parents, the better the turn out will be at parent and family events. We want to use a variety of ways to send the communication. Staff Responsible for Monitoring: Admin, Counselor, Teacher and Staff Title I: 4.1, 4.2 Problem Statements: School Processes & Programs 2 - Perceptions 2	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Partner with Zavala Hispanic Cultural Initiative's Amo Leer program for families to improve bilingual literacy. Strategy's Expected Result/Impact: Bilingual families will be the primary focus for learning how to incorporate literacy into their family life. All families will be included and invited. Staff Responsible for Monitoring: Bilingual Teachers, Instructional Coach, Principal Title I: 2.5, 4.1, 4.2 Problem Statements: School Processes & Programs 2 - Perceptions 2	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: All staff will make Sunshine Calls to parents two times a year. The first will be within the first three weeks of school and the second will be within the first three weeks of the second semester. The purpose of the calls will be positive communication with each Zundy family. Strategy's Expected Result/Impact: Outcome expected is a strengthened relationship between families and teachers to be able to work more closely together for each child's academic path and success. Staff Responsible for Monitoring: admin, instructional coach, counselor, teachers Title I: 2.5, 4.2 Problem Statements: School Processes & Programs 2	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

School Processes & Programs	
Problem Statement 2: Students are not taking ownership for their learning.	Root Cause: We need more incentives for performing well and behaving well.
Perceptions	
Problem Statement 2: We need more mentors and readers for our students.	Root Cause: With the high schools being so far away, it will be difficult to get PALs to work with our students.

Goal 4: Improve low performing schools.

Performance Objective 4: Increase student attendance to 95% or better for the 2024-25 school year.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Formative Reviews		
Strategy 1: School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility and cardio health. Strategy's Expected Result/Impact: Healthy students will attend school regularly. Staff Responsible for Monitoring: PE coaches, admin Title I: 2.5 Problem Statements: School Processes & Programs 2	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Identify and Monitor students with chronic attendance issues. Create an incentive board by classroom for those that can arrive on time and have 100% attendance in their class. Reward individual perfect attendance with certificates at the end of the year and with an ATTENDance party every nine weeks. Strategy's Expected Result/Impact: Improve attendance rate Staff Responsible for Monitoring: Counselor, Attendance Clerk, Principal Problem Statements: School Processes & Programs 2	Formative		
	Nov	Feb	May
	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Improve services for neglected, delinquent children and youth at-risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. SRQs (Student Residency Questionnaire) will be submitted to the Office of State and Federal Programs at least one a month. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Improve daily attendance Staff Responsible for Monitoring: Counselor, admin Title I: 2.5 Problem Statements: School Processes & Programs 2 - Perceptions 2	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: Students are not taking ownership for their learning. Root Cause: We need more incentives for performing well and behaving well.
Perceptions
Problem Statement 2: We need more mentors and readers for our students. Root Cause: With the high schools being so far away, it will be difficult to get PALs to work with our students.

Goal 4: Improve low performing schools.

Performance Objective 5: Reduce the number of discipline referrals by 50% by the end of 2024-25 school year by implementing a schoolwide discipline plan that is consistent with rules and consequences.

Evaluation Data Sources: Discipline Reports, EOY Data Evaluation

Strategy 1 Details	Formative Reviews		
Strategy 1: Students and staff will receive training on Bullying prevention, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and violence intervention and prevention, as applicable to grade level/student. Students who receive discipline referrals will complete a reflection sheet and discuss answers with an administrator as part of a restorative discipline conference initiative. Strategy's Expected Result/Impact: Students who can self regulate and use coping skills are much healthier socially and emotionally and are ready to learn. Staff Responsible for Monitoring: Admin, Counselor Problem Statements: Student Learning 2 - School Processes & Programs 2	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Students and teachers are not always held accountable for learning and instruction. Tier 1 instruction is still not as strong as it should be. Root Cause: Discipline problems increased due to lack of instructional engagement.
School Processes & Programs
Problem Statement 2: Students are not taking ownership for their learning. Root Cause: We need more incentives for performing well and behaving well.

Goal 4: Improve low performing schools.

Performance Objective 6: The campus will implement an RTI designated time (EAGLE) to identify and fill individual learning gaps. This intervention time will be defined for teachers and the MAP continuum will be used for TIER 2 and 3 groups along with UFLI and IXL..

Evaluation Data Sources: MAP Data will be used to track student progress.

Strategy 1 Details	Formative Reviews		
Strategy 1: Intervention groups will be determined at PLC meetings after data is reviewed. Tier 2 and Tier 3 data will be presented at MTSS for further review. Strategy's Expected Result/Impact: Focused review of data will help determine if further services are needed for each child. It will also target the specific skills needed to help each student progress. Staff Responsible for Monitoring: MTSS chair and committee Title I: 2.5 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Students and teachers are not always held accountable for learning and instruction. Tier 1 instruction is still not as strong as it should be. Root Cause: Discipline problems increased due to lack of instructional engagement.