Ector County Independent School District

Zavala Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: D

Mission Statement

Zavala Magnet Elementary is dedicated to providing students with a high-quality education, with strong foundational skills, to become life-long learners.

Vision

We believe that EVERY child can succeed in reaching their academic goals to become a responsible and productive citizen.

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Zavala Campus Demographic Summary

Category	Count	Percent
Total	607	100%

Students by Grade

Grade	Count	Percent
Kindergarten	78	12.9%
Grade 1	101	16.5%
Grade 2	113	18.7%
Grade 3	95	15.5%
Grade 4	103	17%
Grade 5	117	19.2%

Ethnic Distribution

Ethnicity	Count	Percent
African American	20	3.31%
Hispanic	560	92.71%
White	24	3.97%
American Indian	3	0.49%
Asian	4	0.66%
Pacific Islander	1	0.001%
Two or More Races	3	0.005%

Sex

Sex	Count	Percent
Female	289	47.68%
Male	318	52.32%

Zavala Elementary School Socio-Economic Demographics

Over the past five years at Zavala Elementary, the percentage of economically disadvantaged students has grown from 74.35% to 89.68%, with the largest increase of nearly 10 points occurring between year three and year four. Although the most recent year showed a slight dip, nearly nine out of ten students remain economically disadvantaged, reflecting a high concentration of need and greater demand for campus resources and support.

Zavala Elementary-Fall ECD Status (5-Year Trend)

Year	ECD	Total Enrollment	% EcoDis
Year 1	371	499	74.35%
Year 2	317	410	77.32%
Year 3	319	391	81.59%
Year 4	410	448	91.52%
Year 5	391	436	89.68%

Key Trends & Insights

Steady Increase in % EcoDis:
The percentage of economically disadvantaged students rose from 74.35% to 89.68% over five years, an increase of more than 15 percentage points.

Enrollment Decline with Higher Concentration of Need:
Enrollment fell from 499 to 436 students (a 12.6% decrease). Despite fewer students overall, the number of EcoDis students remained high, showing a growing concentration of need within the student body.

Peak in Year 4:
The highest EcoDis rate occurred in Year 4, when over 91% of students were classified as economically disadvantaged. Although it dipped slightly in Year 5, the campus continues to serve a population with extremely high levels of economic need.

ELL Data-Zavala Elementary (5-Year Trend)

Year	ELL Count	Total Enrollment	% ELL
Year 1	186	449	37.27%
Year 2	161	410	39.27%
Year 3	140	391	35.81%

Year	ELL Count	Total Enrollment	% ELL
Year 4	174	448	38.84%
Year 5	170	436	38.99%

Key Trends & Insights

Stable ELL Population:
Over five years, the percentage of English Language Learners remained relatively steady, ranging from 35.81% to 39.27%, with little fluctuation year to year.

Enrollment Shifts:
While total enrollment declined from 449 to 436 students, the ELL count only dropped from 186 to 170, showing that the proportion of ELL students has stayed consistent at roughly two out of every five students.

Slight Rebound in Recent Years:
After dipping in Year 3 (35.81%), the percentage of ELL students rebounded and held near **39%** in Years 4 and 5, indicating a steady need for bilingual and ESL services.

Special Education (SPED) Trend- 5-Year Overview

School Year	Sed Population	Total Enrollment	SPED %
2020-2021	41	449	8.27%
2021-2022	34	410	8.29%
2022-2023	36	391	9.2%
2023-2024	40	448	8.92%
2024-2025	42	436	9.63%

Zavala School Special Education Population Trends and Demographics

The SPED student count at Zavala remained relatively stable over the past five years, ranging between 34 and 42 students.

- In 2020–2021, there were 41 SPED students (8.27%) out of 449 total.

- The population dipped in 2021–2022 to 34 students (8.29%), the lowest count in five years.

- From 2022 onward, the SPED population showed gradual growth:

  - 36 students (9.20%) in 2022–2023

  - 40 students (8.92%) in 2023–2024

  - 42 students (9.63%) in 2024–2025

Overall, Zavala's SPED population has stayed consistent at around 8–10% of total enrollment, with a slight upward trend, reaching its highest percentage (9.63%) in 2024–2025.

Student Retention Rates by Grade and Year

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
KG	3(2.05%)	3(2.29%	2(1.82%)	5(4.55%)	5(4.07%)
1st	2(1.71%)	5(4.07%)	10(8.47%)	11(8.59%)	11(8.94%)
2nd	4(2.76%	3(3.33%)	5(4.95%)	7(5.51%)	6(5.26%)
3rd	2(1.56%)	2(1.63%)	2(2.35%)	2(2.04%)	9(8.33%)
4th	0(0.00%)	0(0.00%)	0(0.00%)	3(3.16%)	0(0.00%)
5th	1(0.82%)	0(0.00%)	1(0.99%)	1(0.93%)	**0(0.00%)**
All Grades	12	13	20	29	31

Zavala Elementary School Student Retention Trends

Student retention at Zavala Elementary has risen from 2.05% in 2020–21 to 4.07% in 2024–25. The highest rates are in 1st and 2nd grade, with 1st grade peaking at nearly 9%. Kindergarten shows moderate increases, while 3rd grade spiked to 8.33% in 2024–25. Upper grades (4th–5th) remain low with little to no retention. Overall, trends point to a need for stronger early academic support, especially in the foundational grades.

Demographics Strengths

Zavala Elementary Demographic Strengths and Key Trends Summary

1. **Balanced Grade-Level Enrollment:**
   Zavala Elementary serves **604 students** across grades K–5, with no single grade exceeding 20% of enrollment. This balance allows for equitable grade-level programming and prevents overcrowding in any one area.

2. **Predominantly Hispanic Student Body with Cultural Cohesion:**
   The campus is **92% Hispanic**, with additional representation from White (3.9%) and African American (3.3%) students. This strong cultural identity supports bilingualism, family engagement, and inclusive practices tailored to the community.

3. **Economically Disadvantaged (EcoDis) Concentration:**
   Over five years, the percentage of economically disadvantaged students has grown from 74.35% to 89.68%, peaking at 91.5% in 2023–24. Nearly 9 out of 10 students are now classified as EcoDis, signaling a concentrated need for equity-driven supports and Title I-funded interventions.

4. **100% Title I School:**
   As a fully Title I campus, Zavala receives essential federal funding that provides targeted academic interventions, staff support, and enrichment opportunities to help close achievement gaps.

5. **Stable Emergent Bilingual (EB) Population:**
   The EB student percentage has remained consistent at 36–39% over five years. This stability reflects ongoing need for strong bilingual/ESL services, while also highlighting opportunities to strengthen dual-language instruction.

6. **SPED Population Steady with Slight Growth:**
   Special Education enrollment has stayed within 8–10% of the student body, with a gradual rise to 9.63% in 2024–25. This consistency indicates sustained identification and support for students with

disabilities.

7. **Rising Retention in Early Grades Highlights Foundational Needs:**
Student retention increased from 2.05% in 2020–21 to 4.07% in 2024–25, with the highest rates in 1st grade (nearly 9%) and a recent spike in 3rd grade (8.33%). These trends emphasize the urgency of strengthening early literacy and numeracy interventions to prevent learning gaps from compounding.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over the past five years, Zavala Elementary has experienced a steady rise in the percentage of economically disadvantaged students--from 74.35% to 89.68%, peaking at 91.52% in 2023-24. This high concentration of need places increasing demands on the school's resources, requiring targeted academic interventions, wraparound support, and equitable instructional practices to ensure all students can suc
Root Cause: The increase in economically disadvantaged students at Zavala Elementary reflects broader community-level economic challenges, including persistent poverty, housing instability, and limited access to childcare and healthcare. These conditions contribute to students entering school with fewer early learning opportunities, greater academic gaps, and heightened social-emotional needs.

Problem Statement 2: Early-grade student retention--particularly in 1st grade, where rates have reached nearly 9%--and a gradually increasing special education population (rising to 9.63% in 2024-25) highlight the urgent need for interventions that address foundational skill gaps and provide targeted support in literacy, numeracy, and early learning readiness. These trends signal that without stronger early intervention
Root Cause: At Zavala Elementary, rising retention rates in the primary grades and steady growth in SPED identification stem from gaps in kindergarten readiness, limited early literacy and numeracy foundations, and the need for more consistent differentiation at the Tier I level. Contributing factors include a high concentration of economically disadvantaged students (nearly 90%), language acquisition challen

Student Achievement

Student Achievement Summary

STAAR Data 24-25

Grade	Math		Math Spanish		Reading English		Reading Spanish		Science	
	Meets	**Masters**	**Meets**	**Masters**	**Meets**	**Masters**	**Meets**	**Masters**	**Meets**	**Masters**
3rd	30%	10%	44%	16%	31%	14%	19%	7%		
4th	38%	18%	16%	11%	28%	3%	30%	10%		
5th	34%	13%	22%	0%	45%	12%	50%	25%	9%	2%

Zavala Elementary continues to prioritize building strong foundational skills in reading and math to ensure long-term academic success. While some growth has been observed, overall achievement on STAAR Reading and Math remains below district expectations at the Meets standard, with a significant number of students not performing on grade level. Third-grade reading is of particular concern, as most students scored below Meets on STAAR and fell within the 41st–60th percentile on MAP Growth assessments, signaling a need for stronger early literacy foundations. The campus uses a comprehensive Data-Driven Instruction (DDI) system, supported through Professional Learning Communities (PLCs) and grade-level planning, where leaders and teachers analyze data from multiple sources including MAP Growth, common assessments, IReady classroom-based data. Daily small-group instruction and targeted literacy and math interventions are built into the schedule to respond to student needs. Despite these systems, challenges remain, as many teachers require continued support in aligning daily instruction to the rigor of STAAR Meets standards, and instruction sometimes focuses on coverage of TEKS rather than higher-order application and problem solving. In addition, implementation of structured literacy practices and consistent use of data-driven small groups varies across classrooms, contributing to persistent gaps in foundational reading skills. At the same time, Zavala has notable strengths, including effective use of formative assessments such as MAP, iReady, HMH, and checkpoints to guide instructional decisions; regularly scheduled PLCs that provide structures for responsive planning; additional supports such as after-school tutoring and leadership-led interventions for struggling students; and the leveraging of high-performing teachers to provide targeted tutoring and intervention, strengthening the overall support framework for student achievement.

Student Achievement Strengths

Zavala Elementary effectively implements Data-Driven Instruction (DDI) through PLCs and grade-level meetings, where teachers and leaders analyze multiple data sources (MAP Growth, common assessments, IReady, HMH, and classroom assessments).

Daily classroom interventions are built into the schedule, with small-group instruction providing students consistent, targeted support in both literacy and math.

The leadership team prioritizes support for high-need subpopulations, including Economically Disadvantaged students, English Learners, and students identified for Special Education, ensuring these groups receive targeted interventions aligned to their academic needs.

Following mid-year MAP assessments, Zavala extended learning opportunities through after-school tutoring led by high-performing teachers, four days per week, with a focus on accelerating growth for English Learners and students performing below grade level.

Teachers and leaders make strong use of formative assessments (MAP, iReady, HMH, checkpoints) to monitor progress, guide instructional adjustments, and inform grouping decisions.

Collaborative PLC structures strengthen teacher planning, align instruction to grade-level standards, and provide responsive strategies to close learning gaps across grade levels.

The campus demonstrates capacity to leverage high-performing staff to extend intervention and enrichment opportunities, maximizing instructional impact for students most in need.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In 24-25 only 36% of 3rd grade students were on grade level math
Root Cause: Only 36% of 3rd grade students are on grade level in math, largely due to unfinished learning and inconsistent development of number sense in K-2. Without a strong understanding of place value, number relationships, and math fluency, students struggle with multi-step problem-solving and conceptual reasoning in 3rd grade.

Problem Statement 2 (Prioritized): In 24-25 only 38% of 3rd grade students were reading on grade level.
Root Cause: Students are reading below grade level in 3rd grade because they did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in later grades.

Problem Statement 3: Over the past five years, Zavala Elementary has experienced a steady rise in the percentage of economically disadvantaged students--from 74.35% to 89.68%, peaking at 91.52% in 2023-24. This high concentration of need places increasing demands on the school's resources, requiring targeted academic interventions, wraparound support, and equitable instructional practices to ensure all students can suc
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Problem Statement 4: Early-grade student retention--particularly in 1st grade, where rates have reached nearly 9%--and a gradually increasing special education population (rising to 9.63% in 2024-25) highlight the urgent need for interventions that address foundational skill gaps and provide targeted support in literacy, numeracy, and early learning readiness. These trends signal that without stronger early intervention
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Problem Statement 5 (Prioritized): Only 9% of students met grade-level expectations and 2% achieved mastery on the Science STAAR assessment in 2024-2025, indicating that the majority of students are not demonstrating sufficient content knowledge and critical thinking skills needed for grade-level proficiency.
Root Cause: Limited time and rigor in science instruction, reduced hands-on labs, and weak vertical alignment lead to gaps in foundational knowledge and vocabulary.

School Culture and Climate

School Culture and Climate Summary

<u>Student Panorama Survey Results for School Connectedness:</u>

Description	Campus	District
School Safety (ECISD)	80%	74%
Rigorous Expectations	77%	73%
School Safety	64%	62%
Connectedness Indicator	62%	57%
Sense of Belonging	59%	69%
School Climate	57%	53%
Engagement	54%	48%

<u>Teacher Panorma Survey Results on Climate and Culture</u>

Description	Campus	District
Belonging	78%	71%
School Leadership	77%	70%
School Climate	73%	67%
Feedback and Coaching	72%	61%
Well-being	68%	66%
Professional Learning About Equity	67%	66%
Professional Learning	64%	64%
Cultural Awareness and Action (Adult Focus)	44%	43%

School Culture and Climate Strengths

School Culture and Climate Strengths

Academic Rigor and High Expectations
Zavala students report 77% agreement with rigorous expectations, exceeding the district average of 73%. This reflects a strong culture of high standards and academic challenge that pushes students toward excellence.

Safe and Secure Learning Environment

Our campus maintains strong safety measures, with 80% of students rating school safety through the ECISD measure—well above the district average of 74%. In addition, our local school safety perception score of 64% surpasses the district at 62%, reinforcing that students feel protected and supported during the school day.

Student Engagement

With an engagement score of 54%, Zavala students report higher levels of academic engagement than the district average of 48%. This demonstrates that instructional practices are fostering student interest and participation in learning.

Positive School Climate

Both students (57%) and staff (73%) rate school climate above the district averages (53% for students, 67% for staff). These results indicate a supportive, respectful learning environment where both groups feel valued.

Belonging and Connectedness

Teachers report a strong sense of belonging at 78%, outpacing the district by 7 percentage points. Students also reflect a 62% connectedness indicator, above the district average of 57%. Together, these findings show Zavala is making meaningful progress in cultivating relationships and community on campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: According to the Panorama survey, 67% of students reported that they believe adults and peers care about their learning and well-being. Our goal is to increase this to 72% by the end of the year by fostering stronger relationships, building a positive school culture, and implementing targeted social-emotional supports.
Root Cause: Students do not consistently feel that adults and peers care about their learning and well-being due to limited integration of social-emotional learning practices, inconsistent modeling of SEL competencies by staff, and a lack of structured opportunities for students to build meaningful connections with others.

Problem Statement 2: In the 24-25 school year, only 54% of students felt a sense of self-efficacy according to the Panorama survey which is a 2% decrease from the previous year.
Root Cause: Students have limited opportunities to set goals, track progress, and receive feedback that builds confidence, leading to lower self-efficacy.

Problem Statement 3: In 24-25 only 64% of staff felt as though professional learning was relatable to their role and professional growth according to the Panorama survey.
Root Cause: Organization and tracking of differentiated professional learning at the campus level has not allowed for application of learning and feedback for improvement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Summary

Staff Quality

Zavala's EL Magnet program has consistently benefited from a core of highly experienced educators. From 2019–2020 through 2021–2022, the largest percentage of staff fell into the 11–20 years of experience category, peaking at 39% in 2021–2022. This strong base of veteran teachers reflects a depth of instructional expertise and pedagogical knowledge across core content areas. Additionally, early years show a significant presence of teachers with over 20 years of experience (30% in 2019–2020), reinforcing the program's historical foundation of instructional strength.

Recruitment Patterns

Over the past five years, the program has also maintained a steady infusion of early-career teachers. Those with 1–5 years of experience represented a consistent portion of staff (ranging from 18% in 2021–2022 to 36% in 2023–2024). This balance of novice and experienced teachers demonstrates successful recruitment of new educators while retaining a backbone of mid-career professionals. Recruitment into core subject areas has been distributed fairly evenly, with Reading/ELA historically carrying the largest proportion of newer teachers compared to Math, Science, and Social Studies.

Retention Trends

While Zavala has traditionally sustained strong retention of experienced teacherbexperience bands toward a younger staff profile. Teachers with over 20 years of experience decreased from 30% in 2019–2020 to just 6% in 2023–2024. Similarly, the 11–20 years group, once dominant, declined from its peak of 39% in 2021–2022 to 40% in 2023–2024 with fewer total FTEs. Meanwhile, the 1–5 years group has grown into the largest share of teachers in 2023–2024 (36%), suggesting a generational shift in staff composition.

Implications for Recruitment and Retention

- The decline in veteran teachers underscores the need for intentional retention efforts targeting mid-career staff (6–15 years) to maintain instructional stability.

- The increase in novice teachers highlights the importance of robust induction, mentoring, and coaching systems to build long-term capacity.

- The overall reduction in total FTEs (from 28.4 in 2019–2020 to 22.3 in 2023–2024) signals ongoing recruitment challenges that must be addressed to maintain optimal staffing levels.

Staff Quality, Recruitment, and Retention Strengths

Staff Quality, Recruitment, and Retention Strengths

Experienced Core of Teachers
Zavala has maintained a strong base of experienced educators, with over half of teachers consistently in the 6–20 years of experience range. This depth provides instructional

expertise, classroom management skills, and stability that directly benefits student achievement.

Balance of Veteran and Early-Career Staff
The campus demonstrates a healthy mix of veteran educators and early-career teachers. The 1–5 years group has grown steadily, reaching 36% in 2023–2024, ensuring fresh perspectives, innovation, and adaptability are blended with the wisdom of seasoned staff.

Strong Recruitment of Novice Teachers
The consistent recruitment of early-career teachers highlights Zavala's ability to attract new talent, even as overall FTEs have declined. This positions the school to invest in long-term growth through mentoring and professional learning opportunities.

Retention of Mid-Career Educators
Despite decreases in the most bhip for newer colleagues.

Instructional Coverage Across Core Subjects
Throughout the years, Zavala has maintained coverage across Reading/ELA, Math, Science, and Social Studies at each experience band. This indicates thoughtful staffing and assignment practices that ensure no core subject is disproportionately underserved.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff retention decreased from 70.4% in 2023-2024 to 47.8% in 2024-2025, resulting in disruptions to instructional continuity and negatively impacting overall campus stability.
Root Cause: The decline in staff retention is partly attributed to the campus transition from a PK-2 to a PK-5 configuration, which significantly shifted instructional demands, increased workload, and introduced new grade-level expectations along with more complex student behavior needs. Additionally, some staff may not have felt fully supported during this transition, leading to uncertainty, stress, and decr

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Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research-Based Educational Programming

Zavala Elementary implements evidence-based practices in teaching, curriculum, and assessment to meet the diverse needs of all learners. By aligning instruction with research-backed methodologies, the campus ensures students receive high-quality learning experiences that promote achievement and growth across grade levels.

Curriculum Alignment and Instructional Support

The campus maintains a cohesive curriculum framework across core subjects, strengthened by targeted instructional supports such as small-group tutoring, dyslexia interventions, literacy workshops, and guided math instruction. In addition, digital platforms like iReady and TEKS-based blended learning resources extend learning opportunities and help address skill gaps in a systematic, personalized way.

Resource Allocation for Student Success

Zavala prioritizes the strategic use of resources to maximize student outcomes. Up-to-date textbooks, supplemental instructional tools, classroom technology, and blended learning stations equip teachers with materials that support differentiation and foster student engagement. These resources ensure lessons are both accessible and challenging for learners at varying academic levels.

Specialized Personnel and Collaborative Support

A team of highly qualified educators and specialists—including interventionists, special education staff, and instructional coaches—work collaboratively to provide targeted services. Their expertise ensures that students with unique academic or social-emotional needs have equitable access to the curriculum and individualized support to close achievement gaps.

Comprehensive Assessment Framework

Zavala uses a multi-tiered assessment system that includes MAP, STAAR, SCAs, DBAs, unit assessments, and TELPAS. These assessments provide actionable data to identify student strengths and needs early, guide instructional adjustments, and measure growth over time. This data-driven approach allows educators to make timely decisions that directly support improved student performance.

Curriculum, Instruction, and Assessment Strengths

Targeted Instructional Supports
The campus implements evidence-based interventions including small-group tutoring, dyslexia support, literacy interventions, and guided mathematics. These targeted practices address skill gaps while promoting growth for students at all performance levels.

Commitment to Blended Learning
Beginning in the 2025–2026 school year, Zavala is launching blended learning as a campuswide initiative. While still in its early implementation phase, the school has invested in resources such as TEKS bins, digital platforms, and professional learning opportunities to prepare staff. This commitment demonstrates a forward-thinking approach to personalized learning and student engagement.

Specialized Personnel and Collaborative Support
Instruction is strengthened by a team of special education staff, interventionists, and instructional coaches who collaborate with classroom teachers. This collective expertise supports differentiated instruction and ensures all students have access to the curriculum.

Comprehensive Assessment System

Zavala utilizes a comprehensive assessment framework including MAP Growth, STAAR, SCAs, DBAs, unit assessments, and TELPAS. These data sources allow teachers to monitor progress, adjust instruction, and plan targeted interventions that respond to student needs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Current STAAR data indicates that a significant percentage of students are not meeting grade-level expectations, revealing gaps in the alignment between curriculum, instruction, and assessment.
Root Cause: Teachers are overwhelmed by multiple district-mandated resources, many of which lack rigor and TEKS alignment, resulting in time spent on low-quality instruction that does not prepare students for STAAR

Family and Community Engagement

Family and Community Engagement Summary

Zavala Elementary recognizes that family and community partnerships are essential to student success. The campus has developed multiple avenues for parent involvement and continues to strengthen connections with community organizations to expand learning opportunities for students.

Family Engagement

The campus provides families with regular opportunities to engage in their child's education through academic nights, Title I meetings, parent-teacher conferences, and campus events. Communication tools such as newsletters, bilingual messaging systems, and social media updates ensure families remain informed and included. Efforts to create a welcoming environment, including a dedicated Parent Liaison role, support stronger relationships and help address family needs.

Community Partnerships

Zavala has established collaborations with local businesses, nonprofits, and community organizations to provide resources such as student incentives, school supplies, and event sponsorships. These partnerships not only enhance school culture but also provide additional supports that benefit students and staff.

Cultural Responsiveness

The campus values the diversity of its families and works to ensure events and communications are inclusive, bilingual, and accessible. This commitment fosters trust and strengthens the sense of belonging among parents and guardians.

Family and Community Engagement Strengths

Consistent Family Participation

Parents and guardians regularly attend academic nights, Title I meetings, and school events, demonstrating strong commitment to partnering with the school in support of student learning.

Effective Communication Systems

The campus utilizes multiple bilingual communication platforms such as newsletters, ClassDojo, and direct messaging, ensuring that families receive timely information and remain connected to school activities.

Dedicated Parent Support

A Parent Liaison serves as a bridge between the school and families, helping to address needs, encourage engagement, and create a welcoming campus environment.

Growing Community Partnerships

Local businesses, nonprofits, and community organizations actively support Zavala through donations, sponsorships, and resources that enhance both student learning and staff morale.

Inclusive Practices

Events and communications are designed to be culturally responsive and bilingual, helping families feel valued and strengthening their sense of belonging in the school community.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Over the past five years, Zavala Elementary has experienced a steady rise in the percentage of economically disadvantaged students--from 74.35% to 89.68%, peaking at 91.52% in 2023-24. This high concentration of need places increasing demands on the school's resources, requiring targeted academic interventions, wraparound support, and equitable instructional practices to ensure all students can suc
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Problem Statement 2: In 24-25 only 59% of 3rd-5th grade students reported having a a sense of belonging according to the Panorama survey.
Root Cause: A lack of consistent student data tracking and communication systems for parent communication.

School Organization

School Organization Summary

Administrative Leadership
Zavala Elementary operates under the direction of one Principal and one Assistant Principal who share responsibility for instructional leadership and campus operations. Their work extends beyond daily management to include frequent classroom observations, structured feedback cycles for teachers, and regular monitoring of lesson planning. The leadership team also facilitates weekly meetings that focus on data analysis, instructional priorities, and alignment of campus initiatives with district goals. This system of leadership ensures that decision making is data driven and centered on improving student outcomes.

Instructional Support Specialists
The campus is supported by two Multi Classroom Leaders (MCLs) and two Reach Associates (RAs), whose primary responsibility is to coach and develop teachers. This model allows for instructional best practices to be modeled, reinforced, and scaled across grade levels, creating consistency and higher quality in classroom instruction. The coaching team plays a critical role in Zavala's transition to blended learning and data driven instruction, ensuring that teachers receive the individualized support needed to meet diverse student needs.

Teaching Staff Structure
Zavala's teaching staff consists of classroom teachers serving grades K–5, supplemented by enrichment teachers in physical education, music, and library services. The campus also employs certified bilingual teachers who provide linguistically responsive instruction for emergent bilingual students. Specialized educational services are further supported through staff certified in Gifted and Talented, Dyslexia, and Special Education Resource/Inclusion. In addition, a dedicated speech teacher provides direct services to students with communication needs, ensuring equitable access to grade level curriculum. Together, this team provides a comprehensive instructional program that supports the academic, linguistic, and developmental needs of all learners.

Support Personnel
Paraprofessionals and instructional aides extend the reach of classroom teachers by providing small group instruction, individualized interventions, and additional reinforcement of classroom routines. Their support allows for more effective differentiation, ensuring that students receive targeted attention both academically and socially. These team members are essential in maintaining consistent instructional quality while helping to close achievement gaps.

Total Staffing
Zavala Elementary maintains a highly qualified staff of professional educators and support personnel whose collective expertise reflects a balanced approach of innovation and stability. The campus's staffing model emphasizes coaching, collaboration, and inclusivity, ensuring that all teachers are supported in their growth and all students have access to high quality instruction. By leveraging leadership capacity, certified bilingual teachers, specialized services, and support personnel, Zavala is well positioned to meet the academic and social emotional needs of its diverse K–5 student population.

School Organization Strengths

Clear Administrative Structure
Zavala Elementary benefits from a well-defined administrative structure that provides clarity and stability across the campus. The Principal and Assistant Principal work in tandem to establish priorities, monitor instructional practices, and oversee campus operations. Their collaborative leadership ensures consistency in expectations, alignment with district goals, and responsive decision making that supports both students and staff.

Instructional Coaching Model
A key organizational strength is Zavala's implementation of the Opportunity Culture framework, which includes two Multi Classroom Leaders (MCLs) and two Reach Associates (RAs). This structure embeds coaching directly into daily instructional practice, creating a sustainable model for teacher growth and development. By organizing staff around

coaching and feedback, Zavala ensures that teachers receive ongoing support, instructional best practices are scaled across classrooms, and students benefit from high quality, consistent instruction.

Collaborative Team Structures
The campus fosters a culture of collaboration through grade level professional learning communities (PLCs) and leadership team meetings. These structures are designed to review student data, refine lesson planning, and align instructional strategies across classrooms. The intentional organization of teacher teams promotes shared accountability, collective problem solving, and a consistent focus on student achievement.

Comprehensive Student Services
Zavala's organizational design extends beyond academics to address the holistic needs of students. Certified bilingual teachers provide equitable instruction for emergent bilinguals, while specialized staff in Gifted and Talented, Dyslexia, Speech, and Special Education Resource/Inclusion ensure students with diverse needs receive appropriate support. The inclusion of a Parent Liaison further strengthens the organizational framework by bridging communication between families and the school, creating a seamless connection between home and campus.

Efficient Use of Personnel
Support personnel, including paraprofessionals and instructional aides, are strategically assigned to provide targeted small group support and individualized interventions. This organizational approach ensures that instructional resources are maximized, teachers are supported in differentiation, and students benefit from increased opportunities for personalized learning.

Alignment of Resources and Mission
Zavala's organizational strengths reflect intentional alignment of staffing, leadership structures, and resources to its mission of delivering high quality instruction for every child. By combining administrative clarity, embedded coaching, collaborative teacher teams, and comprehensive student services, Zavala has established a strong organizational foundation that supports academic achievement and fosters a positive, inclusive campus culture.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Zavala Elementary has experienced a significant decline in teacher retention, dropping from 70.4% in 2023-2024 to 47.8% in 2024-2025. This turnover has disrupted instructional continuity, created challenges in sustaining organizational systems, and impacted overall campus stability.
Root Cause: The decrease in staff retention is partly due to the campus transition from a PK-2 structure to a K-5 configuration, which increased instructional demands, broadened grade-level expectations, and introduced new student behavior challenges. Staff may not have felt fully supported through these organizational changes, leading to uncertainty and job dissatisfaction.

Problem Statement 2: Zavala Elementary is in the beginning stages of implementing Opportunity Culture and blended learning. These systems are not yet fully integrated across grade levels, resulting in inconsistent instructional practices and uneven support for teachers.
Root Cause: The challenge stems from the newness of Opportunity Culture and blended learning on the campus. Teachers are still building capacity in these areas, and additional time, professional development, and alignment of expectations are required for staff to feel confident in applying these practices. Early implementation has created uncertainty and inconsistency as roles, responsibilities, and routines

Technology

Technology Summary

Interactive Classroom Technology
Every classroom at Zavala Elementary is equipped with a Promethean Board, allowing teachers to deliver dynamic lessons, display student learning, and incorporate interactive activities into daily instruction. This technology supports whole-group teaching, classroom management, and blended learning models that are beginning to be implemented across the campus.

Student Device Access
Zavala is a one-to-one campus, ensuring every student has access to either a Chromebook (grades 2–5) or an iPad (grades K–1). This universal access promotes equity by giving all students the tools necessary to engage in digital learning, collaborative projects, and individualized practice aligned to their academic needs.

Digital Learning Platforms
Students utilize programs such as iReady for Math and Reading both at school and at home, providing continuity in personalized learning opportunities beyond the school day. These adaptive platforms address skill gaps, support enrichment, and allow teachers to monitor student growth in real time. Zavala also integrates district-supported platforms such as ClassLink, Schoology, Eduphoria, and Istation, enabling teachers to deliver data-driven instruction and track student progress across content areas.

Professional Technology Resources
All teachers are equipped with a district-issued laptop and docking station, ensuring that instructional planning, data analysis, and communication are streamlined and consistent. Teachers also access professional learning resources through Eduphoria and other district platforms, supporting lesson design, assessment development, and ongoing growth in instructional technology integration.

STEM and Specialized Technology Environments
Zavala is expanding its use of technology through the development of a STEM Lab, equipped with hands-on resources and digital tools that promote exploration of science, technology, engineering, and mathematics concepts. Teachers are supported by Multi Classroom Leaders (MCLs) and Reach Associates (RAs) who coach staff on integrating blended learning strategies into both core classrooms and specialized environments, ensuring alignment to instructional goals.

Home–School Technology Connection
Zavala extends digital learning into the home environment by making platforms such as iReady accessible outside of school. This allows families to engage with their child's academic progress and reinforces skills through continued practice beyond the school day. Communication with families is also supported through digital updates, newsletters, and bilingual messaging systems, keeping parents informed and connected to classroom learning.

Future Growth in Blended Learning
Beginning in the 2025–2026 school year, Zavala is in the first phase of implementing blended learning campuswide. Teachers will receive coaching from MCLs and RAs to design and deliver lessons that combine direct instruction with personalized, technology-based learning. The use of TEKS bins and digital platforms will support student choice, differentiation, and mastery of grade-level standards.

Technology Strengths

Interactive Classroom Technology
Every classroom is equipped with a Promethean Board, which supports interactive instruction, student engagement, and blended learning strategies. Teachers use these tools for dynamic lesson delivery, classroom management, and showcasing student learning.

One-to-One Student Device Access

All students have individual access to a device, with iPads provided in kindergarten through first grade and Chromebooks provided in grades two through five. This one-to-one access ensures equitable opportunities for research, skill development, collaboration, and personalized learning.

Digital Learning Platforms

Students utilize district-supported platforms such as iReady, Istation, Schoology, ClassLink, and Eduphoria. These programs support adaptive, data-driven instruction and provide continuity between school and home, enabling students to extend their learning beyond the school day.

Teacher Technology Resources

All teachers have district-issued laptops and docking stations, allowing for seamless access to instructional tools, data systems, and planning resources. This ensures consistency in instructional preparation and efficient use of digital platforms for lesson design and communication.

Specialized Learning Environments

The campus is developing a STEM Lab that incorporates hands-on technology and digital tools to promote exploration of science, technology, engineering, and mathematics. This specialized environment fosters inquiry, problem solving, and collaboration among students.

Coaching and Professional Support

Technology integration is strengthened by the support of Multi Classroom Leaders (MCLs) and Reach Associates (RAs) who provide coaching on blended learning strategies. This ensures that technology is not only available but also effectively implemented to enhance teaching and learning.

Home–School Technology Connection

Digital programs such as iReady are accessible outside of school, reinforcing skills and supporting continuous learning. This connectivity allows families to monitor academic progress and engage with their child's education beyond the classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: Zavala Elementary is in the beginning stages of implementing blended learning and has not yet fully established consistent integration of technology across all grade levels. As a result, the use of digital tools varies by classroom, limiting the impact of technology on student engagement and personalized learning.
Root Cause: This challenge stems from the early phase of blended learning adoption. Teachers are still building capacity in lesson design that combines direct instruction with technology-driven student choice and data-driven practice. Additional time, professional development, and coaching support are needed to ensure consistent implementation across the campus.

Priority Problem Statements

Problem Statement 1: In 24-25 only 36% of 3rd grade students were on grade level math

Root Cause 1: Only 36% of 3rd grade students are on grade level in math, largely due to unfinished learning and inconsistent development of number sense in K-2. Without a strong understanding of place value, number relationships, and math fluency, students struggle with multi-step problem-solving and conceptual reasoning in 3rd grade.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: In 24-25 only 38% of 3rd grade students were reading on grade level.

Root Cause 2: Students are reading below grade level in 3rd grade because they did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in later grades.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Only 9% of students met grade-level expectations and 2% achieved mastery on the Science STAAR assessment in 2024-2025, indicating that the majority of students are not demonstrating sufficient content knowledge and critical thinking skills needed for grade-level proficiency.

Root Cause 3: Limited time and rigor in science instruction, reduced hands-on labs, and weak vertical alignment lead to gaps in foundational knowledge and vocabulary.

Problem Statement 3 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade 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

- 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
- 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-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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By the end of the 2025-2026 school year, the percentage of students achieving the Meets grade level standard on the STAAR Reading assessment will increase from 31% to 41% in 3rd grade, from 28% to 38% in 4th grade, and from 45% to 55% in 5th grade.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Gr. 3 Reading - % of 3rd grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Informal classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement blended learning rotations that include teacher-led small groups, adaptive digital programs, and independent reading tasks aligned to student needs and MAP/SCA data.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will receive personalized instruction that targets their specific reading gaps, leading to increased engagement, improved reading fluency and comprehension, and measurable growth in MAP and STAAR reading performance. **Staff Responsible for Monitoring:** teacher, MCL, administrators. **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: MCLs and leadership will lead biweekly PLCs focused on analyzing reading data from Checkpoints, MAP, and informal checks to develop responsive plans for reteaching and enrichment.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: MCL-led PLCs will strengthen teacher capacity through collaborative planning, real-time coaching, and ongoing professional growth. As a result, teachers will use data to make informed instructional decisions, leading to more targeted reteach plans, improved lesson alignment, and increased student achievement in reading. **Staff Responsible for Monitoring:** Principal Assistant Principal Multi-Classroom Leaders (MCLs) **Title I:** 2.52 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Some Progress			

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 2: In 24-25 only 38% of 3rd grade students were reading on grade level. **Root Cause**: Students are reading below grade level in 3rd grade because they did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in later grades.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By the end of the 2025-2026 school year, the percentage of students achieving the Meets grade level standard on the STAAR Math assessment will increase from 30% to 40% in 3rd grade, from 38% to 48% in 4th grade, and from 34% to 44% in 5th grade.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Informal classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will implement the PLC process, develop TEKS knowledge (Internalize instructions), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: IReady Diagnostics increasing from BOY to EOY Checkpoints MAP growth from BOY to MOY to EOY **Staff Responsible for Monitoring:** MCLs Principals **Title I:** 2.51, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Achievement 1	Some Progress			

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Students who are at-risk will be supported with targeted intervention. HB 1416 kids will use ST Math to meet the required tutoring hours three time a week for 20 -30 minutes each session. All grades will use Blended Learning in the beginning stages. i-Ready for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD math framework.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: MAP Growth BOY to MOY Checkpoints scoring at meets level **Staff Responsible for Monitoring:** MCLS Principals **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1	Some Progress			

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Zavala Elementary.	**Oct**	**Jan**	**Mar**	**May**

The data that will be reviewed and monitored includes Checkpoints, NWEA MAP BOY to EOY, attendance rates, or teacher feedback as identified through a campus needs assessment.
The student performance goal for Math is 44% for all students and 42% for Economically Disadvantaged students.
The data will be monitored on a monthly basis, with milestones and timelines established to track progress.
The educational stakeholders responsible for monitoring the data include Campus leadership team and teachers.
The educational interventions that will be implemented includes targeted small-group instruction and professional development sessions.
Additional reallocation of resources to address this include district-funded Blended Learning Training for all staff throughout the year.
Additional reallocation of resources to address this includes after-school tutoring funded by campus Title 1 funds.
Additional reallocation of resources to address this includes a campus-funded 5th grade math MCL to support math.
If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.
District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

Some Progress (Oct)

> **Strategy's Expected Result/Impact:** This strategy is expected to increase student achievement in mathematics by ensuring that all students, including those identified as Economically Disadvantaged, receive targeted instruction, timely interventions, and access to high-quality resources. By leveraging district-funded blended learning training, after-school tutoring, and the support of a campus-funded 5th grade Math MCL, teachers will be better equipped to deliver rigorous, data-driven instruction.
>
> As a result, Zavala Elementary will see measurable growth in student performance with the goal of reaching 44% proficiency for all students and 42% for Economically Disadvantaged students on state and local assessments. Additionally, implementation of this strategy will lead to improved attendance, stronger teacher capacity through ongoing professional development, and more consistent monitoring of student progress. Ultimately, these efforts will create a sustainable system of continuous improvement that drives student outcomes and supports long-term campus success.
>
> **Staff Responsible for Monitoring:** Admin Team
> Multi-Classroom Leader (MCL)
>
> **Title I:**
> 2.51, 2.52, 2.53
> **- TEA Priorities:**
> Build a foundation of reading and math, Improve low-performing schools
> **- ESF Levers:**
> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
> **Problem Statements:** Student Achievement 1

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: In 24-25 only 36% of 3rd grade students were on grade level math   **Root Cause**: Only 36% of 3rd grade students are on grade level in math, largely due to unfinished learning and inconsistent development of number sense in K-2. Without a strong understanding of place value, number relationships, and math fluency, students struggle with multi-step problem-solving and conceptual reasoning in 3rd grade.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By the end of the 2025-2026 school year, the percentage of students achieving the Meets grade level standard on the STAAR Science assessment will increase from 9% to 20% in 5th grade.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: Informal classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will implement the PLC process, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Checkpoints monitoring Meets percentage in grades 3-5 Reading to ensure progress toward STAAR targets. **Staff Responsible for Monitoring:** MCLs Principals Teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Achievement 5	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Checkpoints monitoring Meets percentage in grades 3-5 Reading to ensure progress toward STAAR targets. **Staff Responsible for Monitoring:** MCLs Principals Teachers **Title I:** 2.51, 2.52, 2.53 - TEA Priorities: 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 Achievement 5	**Oct** Some Progress	**Jan**	**Mar**	**May**

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 5: Only 9% of students met grade-level expectations and 2% achieved mastery on the Science STAAR assessment in 2024-2025, indicating that the majority of students are not demonstrating sufficient content knowledge and critical thinking skills needed for grade-level proficiency.   **Root Cause**: Limited time and rigor in science instruction, reduced hands-on labs, and weak vertical alignment lead to gaps in foundational knowledge and vocabulary.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By Spring 2026, the percentage of 1st grade students reading at or above grade level on the MAP assessment will increase from 35% to 45%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: Informal classroom assessments

MAP Reading Assessment Data (Fall and Winter)

Checkpoints

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will refine and implement the PLC process, enhance TEKS understanding through Internalizing instruction, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: PLC process will be implemented with fidelity Increase Meets level on MAP EOY in K-2 iReady will show and increase of students meeting growth from BOY to EOY diagnostic checks. **Staff Responsible for Monitoring:** MCLs Principals **Title I:** 2.51, 2.52 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group; Blended Learning will implemented. Tutoring groups will be utilized to provide interventions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved Tier 1 instruction resulting in more students performing at meets or higher on checkpoints. Provide small group interventions for at-risk students. Students will be monitored monthly through iReady tests to ensure growth goal is met. MAP assessments will be monitored BOY to MOY to ensure RIT is met. **Staff Responsible for Monitoring:** MCLs Classroom teachers Principals **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Some Progress			

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25 only 38% of 3rd grade students were reading on grade level. **Root Cause**: Students are reading below grade level in 3rd grade because they did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in later grades.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By the end of the 2025-2026 school year, the percentage of 3rd grade students achieving the Meets grade level standard on the STAAR Reading assessment will increase from 31% to 41%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Informal classroom assessments

Student Checkpoint Assessments

MAP Reading Growth Assessments

STAAR Reading Benchmark Assessments

2025-2026 STAAR Reading Results

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership will refine and implement the PLC process, enhance TEKS understanding through internalizing lessons , apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: iReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints **Staff Responsible for Monitoring:** MCLs Principals **Title I:** 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group; Blended Learning will be implemented. Tutoring groups will be utilized to provide interventions, and adhere to the ECISD RLA Framework.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased engagement in Tier I instructions through Blended Learning stations. iReady will show and increase of students meeting growth from BOY to EOY diagnostic check Percentage of students showing meets or better will increase on checkpoints **Staff Responsible for Monitoring:** MCLs Classroom Teachers Principals **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Zavala Elementary.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 3: This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Zavala Elementary.

The data that will be reviewed and monitored includes Checkpoints, NWEA MAP BOY to EOY, attendance rates, or teacher feedback as identified through a campus needs assessment.

The student performance goal for Reading is 41% for all students and 38% for Economically Disadvantaged students.

The data will be monitored on a monthly basis, with milestones and timelines established to track progress.

The educational stakeholders responsible for monitoring the data include Campus leadership team and teachers.

The educational interventions that will be implemented includes targeted small-group instruction and professional development sessions.

Additional reallocation of resources to address this include district-funded Blended Learning Training for all staff throughout the year.

Additional reallocation of resources to address this includes after-school tutoring funded by campus Title 1 funds.

Additional reallocation of resources to address this includes the utilization of district-funded Room 180 PD for teachers.

Additional reallocation of resources to address this includes district-funded iReady. K-2nd students need to pass two lessons a week and 3rd-5th students need to pass three to four lessons a week.

Additional reallocation of resources to address this includes a campus-funded MCL to support 1st grade reading.

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.

(Oct column: Some Progress)

> **Strategy's Expected Result/Impact:** This strategy is expected to strengthen reading outcomes at Zavala Elementary by ensuring consistent implementation of targeted small-group instruction, high-quality professional development, and data-driven monitoring. Through the use of district-funded initiatives such as Blended Learning Training, Room 180 PD, and i-Ready, along with campus-funded instructional leadership support from an MCL and after-school tutoring, teachers will be equipped to deliver rigorous, differentiated reading instruction.
>
> As a result, the campus will increase student performance to reach the goal of 41% proficiency for all students and 38% for Economically Disadvantaged students on state and local assessments. In addition to improved academic achievement, this strategy will build teacher instructional capacity, increase student engagement in literacy, and establish a sustainable system of monitoring and support that ensures continued growth in reading across all grade levels.
>
> **Staff Responsible for Monitoring:** Administrators
> Multi-Classroom Leaders
> Teachers
>
> **Title I:**
> 2.51, 2.52, 2.53
> - **TEA Priorities:**
> Build a foundation of reading and math, Improve low-performing schools
> - **ESF Levers:**
> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

○ No Progress   ◎ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: In 24-25 only 38% of 3rd grade students were reading on grade level. **Root Cause**: Students are reading below grade level in 3rd grade because they did not receive systematic and explicit phonics instruction in Kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hinder fluency and comprehension in later grades.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: 100% of 3rd-5th students will utilize AVID strategies to promote college readiness.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: AVID CCI
AVID Evidence- Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner.	**Formative**			**Summative**
Strategy's Expected Result/Impact: organizational skills two way communication between school and home	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom Teachers AVID Site Team **Title I:** 2.52 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: AVID Site Team will share an AVID/WICOR strategy with teachers every 9 weeks and monitor implementation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: organizational skills Increased writing skills	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom Teachers AVID Site Team **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress			

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: By Spring of 2026, the school connectedness Panorama data will increase from 62% to 66%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Walk-throughs

Recognition of Student Learning

Family Engagment Nights

Strategy 1 Details	Reviews			
Strategy 1: The iLead curriculum will be implemented 1 time a week for 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Reduce Discipline Referrals Build Positive relationships Increase school climate and morale **Staff Responsible for Monitoring:** Teachers Counselor - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Character Ed lessons will be implemented monthly by the counselor.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Development of Positive Relationships Increased Problem Solving Skills	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Counselor - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 90% of classrooms will consistently implement blended learning rotations with clear routines, small-group instruction, and aligned AVID strategies (WICOR, Focused Note-Taking).

Evaluation Data Sources: Lesson plans aligned to TEKS and AVID strategies (Focused Note-Taking, WICOR).

Walkthrough evidence of standards-based small groups and blended learning rotations.

MAP Growth, STAAR, DCAs, CBAs (disaggregated by student groups).

PLC notes showing how teachers use data to plan interventions/enrichment.

AVID binder checks (organization & tracking of goals).

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing Professional Development to incorporate instructional coaching and classroom modeling.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The expected impact would be teachers building knowledge and confidence in planning and delivering blended learning with fidelity. The result being increased teacher capacity and consistency in implementing blended learning structures campus wide. **Staff Responsible for Monitoring:** Campus Administration, MCLs **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**May**
	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Implement Instructional Coaching Cycles by using MCLs and administrators to provide feedback through coaching cycles focus on blended learning routines and AVID integration.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers receive personalized support and actionable feedback to refine practice, resulting in improved instructional quality and higher rates of blended learning implementation across classrooms. **Staff Responsible for Monitoring:** Campus Administration and MCLs **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction	Some Progress			

○ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, 90% of classrooms will demonstrate evidence of a culture of excellence -- high expectations, strong student engagement, and consistent routines -- as measured by TTESS walk-throughs.

Strategy 1 Details	Reviews			
Strategy 1: Establish and communicate clear campus-wide instructional expectations by defining non-negotiables for classroom excellence (high expectations, engagement strategies, and routines) and communicate them to staff through PD and PLCs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers have a shared understanding of what excellence looks like in every classroom, resulting in consistent instructional practices and improved classroom culture across grade levels. **Staff Responsible for Monitoring:** Leadership team, Teacher leads, and the Emergent Tree leadership team - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Implement instructional coaching and feedback cycles through administrators and instructional coaches conducting regular walkthroughs, and providing targeted, timely feedback tied to TTESS indicators.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers receive support to refine practice and align instruction with campus goals, resulting in measurable improvement in TTESS walkthrough data, reflecting stronger classroom culture. **Staff Responsible for Monitoring:** Campus Administration and MCLs - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Some Progress			

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, discipline referrals will decrease by 10%, creating more time for teaching and learning.

Evaluation Data Sources: Discipline Referral Reports

Classroom Walkthrough Data

Leadership Meeting Notes

Panorama Student Survey

Strategy 1 Details	Reviews			
Strategy 1: Implement Emergent Tree with the campus leads and begin campus-wide implementation by establishing clear behavior expectations, teach them explicitly, and recognize students for meeting them through consistent positive reinforcement systems.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students understand and internalize behavior expectations. Positive behaviors are celebrated more frequently than negative ones are corrected resulting in reduction in office referrals as students are motivated to meet expectations and receive recognition. **Staff Responsible for Monitoring:** Emergent Tree Leads, Campus Administration **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Provide Tier 1 and Tier 2 classroom management training for teachers by offering professional development on proactive classroom management, de-escalation strategies, and consistent routines.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers are better equipped to manage behaviors within the classroom setting resulting in decreasing in behaviors escalating to office-managed referrals, leading to more instructional time. **Staff Responsible for Monitoring:** Campus Administration, Emergent Tree leads, and MCLs **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Some Progress			

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2026, student daily attendance will increase from 92.4% to 95%.

High Priority

Evaluation Data Sources: daily attendance reports and tardies monitoring

Strategy 1 Details	Reviews			
Strategy 1: Office staff will monitor student attendance and implement a tiered attendance intervention system with early family outreach.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Early intervention and consistent follow-up will reduce chronic absenteeism and improve overall daily attendance to 95%. **Staff Responsible for Monitoring:** office staff (parent liaison,attendance clerk, registrar), counselor, and administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent Liaison - Title One School- Improvement - $30,000	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Implement an attendance challenge amongst classes, rewarding the class with the highest weekly attendance to build excitement and foster a culture of showing up every day.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: A consistent and visible emphasis on attendance will motivate students and families to prioritize daily school attendance, helping to reach the goal of 95%. **Staff Responsible for Monitoring:** office staff (parent liaison,attendance clerk, registrar), counselor, and administrators - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 1: Increase Panorama School Connectedness data from 62% to 72% by May 2026.

Evaluation Data Sources: Panorama Survey Results (student connectedness/belonging measures, fall & spring administrations)

Student Attendance Reports (daily attendance trends as an indirect measure of engagement/connection)

Participation Logs (student involvement in leadership, clubs, afterschool programs, and school events)

Parent/Family Engagement Logs (sign-ins at family nights, AVID workshops, conferences)

iLead (lesson completion logs, teacher reflections, coaching notes)

Classroom Walkthrough Data (TTESS 3.3: Classroom Culture -- evidence of positive relationships and engagement)

Strategy 1 Details	Reviews			
Strategy 1: Implement a Campus-Wide Positive Relationship Initiative- Train teachers and staff on strategies to build strong student-teacher relationships (e.g., greeting students at the door, regular check-ins, restorative circles) using Emergent Tree.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The expected impact would be that students feel seen, valued, and supported by adults on campus. The result of this strategy would be an improved sense of belonging and trust in staff, leading to higher connectedness scores. **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 3: Positive School Culture	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Strengthen Family-School Partnerships by host family engagement nights focused on student learning and well-being.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The expected impact is that families feel connected and engaged, which encourages students to value school relationships. The desired result being a stronger home-school connection that reinforces students' sense of belonging at school. **Staff Responsible for Monitoring:** Campus administration, school leadership, teachers, PTA **ESF Levers:** Lever 3: Positive School Culture	Some Progress			

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, family participation in school events will increase by 10% as measured by event sign-ins and engagement records.

Evaluation Data Sources: Event Sign-In Sheets (parent/family attendance logs at school events)

SchoolStatus/Communication Logs (messages, responses, and engagement rates)

Social Media & Newsletter Engagement Metrics (views, likes, shares, or clicks on school communications)

Meeting Records (agendas and minutes from PTA, Site-Based Decision Making Committee, or Family Nights)

Strategy 1 Details	Reviews			
Strategy 1: Schedule events at varying times (morning, afternoon, evening, and virtual options) to accommodate different family work schedules.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The impact will be that families who typically cannot attend evening events will have more opportunities to engage. The result will be Increased attendance from a broader range of families, leading to stronger representation across the school community. **Staff Responsible for Monitoring:** Campus Administration, Campus Leadership **ESF Levers:** Lever 3: Positive School Culture	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Provide small incentives such as student recognition, raffle prizes, or classroom rewards tied to family attendance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The expected impact would be to create excitement and motivation for families to participate more consistently. **Staff Responsible for Monitoring:** The result being improved participation rates as families feel their involvement is valued and celebrated. **ESF Levers:** Lever 3: Positive School Culture	Some Progress			

○ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

Campus Funding Summary

			Title One School- Improvement		
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	4	1	Parent Liaison		$30,000.00
				Sub-Total	$30,000.00