

Grand Prairie Independent School District



De Zavala Environmental Science Academy

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

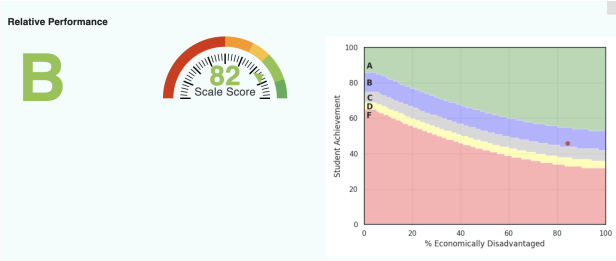
Summary

Lorenzo de Zavala Environmental Science Academy is a choice school. Our ethnic distribution is 77% Hispanic, 5% White, 14% African American, 1% American Indian, 2% Asian and 1% reporting two or more races. At-risk data shows Limited English Proficiency (LEP) with 35% student designations. There are approximately 715 students being served this year.

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

Strengths

The instructional personnel represents a ethnically diverse staff and accountability data score for Relative Performance was an 82 for the 2023-24 school year.



Problem Statements Identifying Demographics Needs

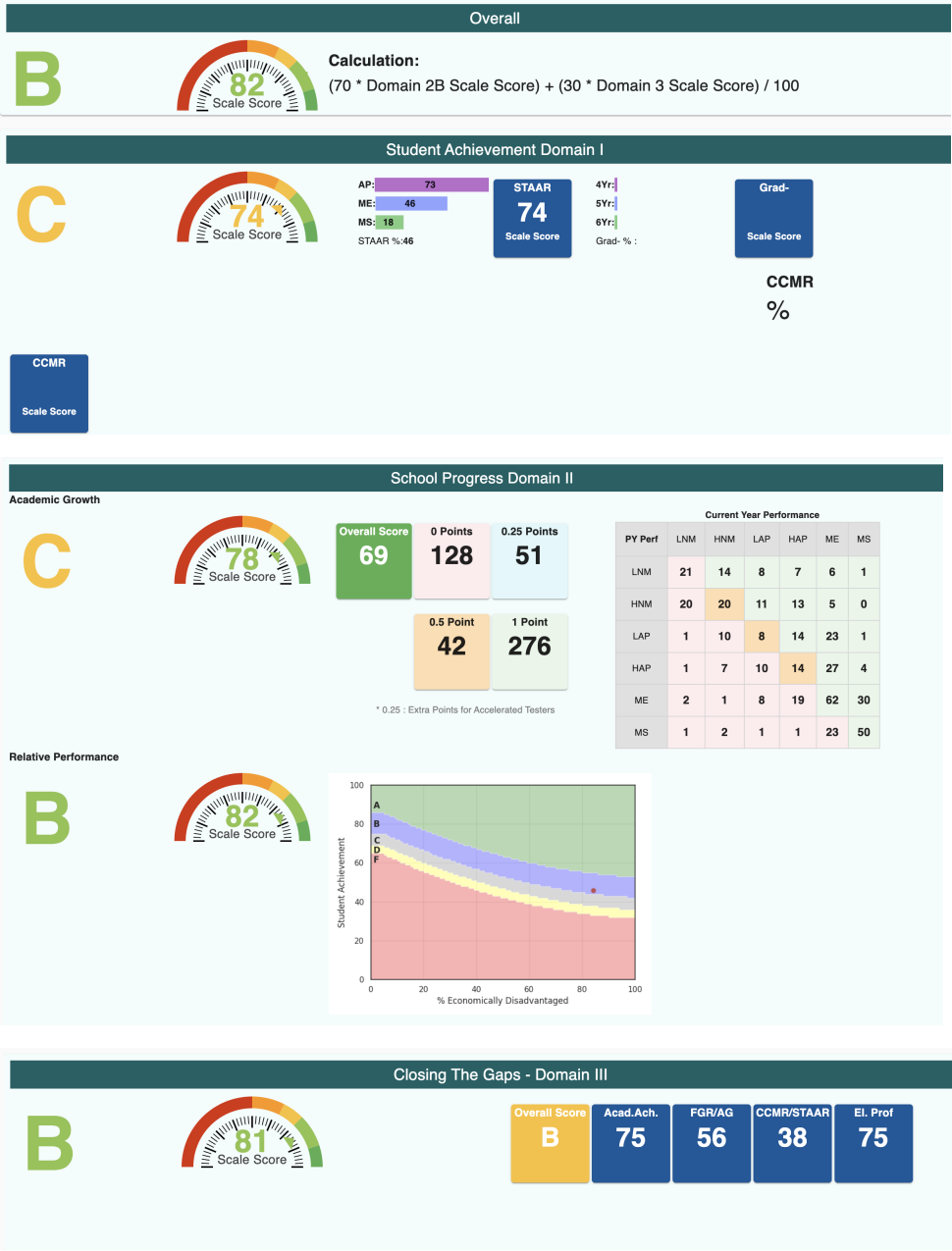
	Problem Statement	Root Cause
1	De Zavala's GT population is currently at 3.49%.	The low identification of students in the Gifted and Talented (GT) program is due to insufficient identification and lack of awareness or training in recognizing gifted traits.

 = Priority

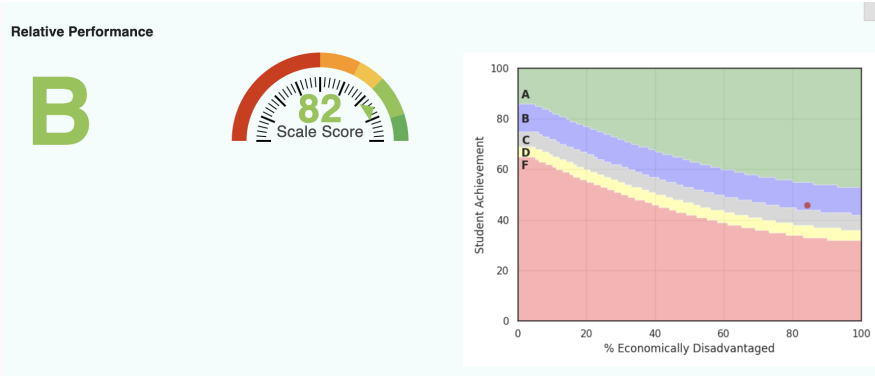
Student Learning

Summary

De Zavala's state accountability rating from the 2023-24 school year. Continued support for teachers through Professional Learning Communities will support the Student Achievement Domain. Targeted intervention groups based on current year's benchmark data will support students' academic growth.



De Zavala scored a B (scale score of 82) on the Relative Performance domain of the Texas Accountability System which measures how a school's performance compares to other schools with similar grade levels and economically disadvantaged populations.



Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	STAAR Masters level decreased from the 2023-24 school for 3rd and 5th grade STAAR tested areas.	Targeted supports are needed to increase critical thinking skills and higher order thinking.
2	Science STAAR Meets and Masters level scored below the district average despite numerous opportunities students have to engage in additional science lessons through the science related electives or specials, such as REEL and Environmental Science Class.	Science content vocabulary and analysis of graphs needs to be explicitly taught and reinforced throughout the school year.
3	Special education students and other at risk populations lag behind in achievement.	Targeted resources and materials, including personnel, is needed on a daily consistent basis to address and rectify the inherit gap in special education population growth.

★ = Priority

School Processes & Programs

Summary

Teachers and administrators always focus on Tier I instruction by providing professional development to ensure the delivery of instruction with fidelity. Curriculum and instruction begins with the district's outline for grade level units and is supported with resources to differentiate based on the needs of the students. We will look at each component of the daily schedule at each grade level to ensure the allocated minutes in each subject area is implemented with fidelity and professional learning communities.

This school year:

- Lesson planning begins during summer professional development days.
- Continued walk-throughs and observations using the TTESS rubric to grow and support teachers.
- Unpacking TEKs and Performance Assessments in content areas and planning assistance from Teaching and Learning staff.
- The use of High-Quality Instructional Materials are used to support the learning.
- Weekly Professional Learning Communities (PLC) time during the school day to support teaching and learning components.
- Google document used for lesson plans and progress monitoring
- Hands-on activities, station ideas, assistance with lesson planning by instructional coach and Teaching and Learning Staff
- Modeling of lessons by instructional coach and grade level teachers
- Use of state and district resources to support STAAR aligned formative measurements.
- Houghton Mifflin Harcourt (HMH) resources to support the reading curriculum
- STEMscopes resource to support math and science curriculum.
- Use of the Comprehension Toolkit in all grade levels for ELAR (Comprehension Strategies)

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

- restorative practices
- trauma informed teaching
- social emotional learning
- guided reading
- guided math
- small group intervention
- ELL strategies
- Environmental Science integration
- writing integration
- individual needs with District/Campus implementations

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

Strengths

- De Zavala ESA has fully implemented the district's 3 C's (Connect, Community, Celebrate)
- De Zavala ESA's CIC participates in campus climate and culture development and maintenance
- De Zavala ESA's teachers are utilizing a classroom management and parent communication system (Remind 101)
- De Zavala's teachers, staff, and grade level teams are recognized for achievements and attendance
- De Zavala ESA's counselors have developed a College and Career Awareness program that encompasses kinder-5th grade students.
- De Zavala ESA's students are recognized for achievements in grades, growth, and attendance as well as exhibiting positive character traits.
- De Zavala ESA has trained teaching and administrative staff in addressing the discipline challenges that some students may exhibit.
- After school clubs offer enrichment to students will usually serve about 250 students each semester.
- Field experiences that focus on grade level curriculum are scheduled and participated in by each grade level at least once a year.

- All ELAR teaching staff uses HMH resource and have been trained in the Reading Academies.
- Campus-based training plan is well planned and implemented.
- Training is aligned with individual, team and campus instructional needs.
- Edugence is utilized to track teachers' participation in district training and some campus training
- Training specific to De Zavala ESA: instructional coaches provide regular support through PLC's, staff meetings, and team planning.
- Administrators provide real-time feedback through calibration walkthroughs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Our attendance rate for the 2023-24 school year is at 93.3%. The minimum for a distinction is 97.2%	Chronic absenteeism from several students accounts for a large number of absences.
2 More students are experiencing difficulties in managing emotions, building positive relationships, and making responsible decisions, leading to increased behavioral issues.	There is a need for an increased professional development on the implementation of SEL programs and strategies across classrooms.
3 Students have not demonstrated adequate mastery of writing skill post pandemic.	Heavy use of technology has hindered student penmanship and other writing skills.

★ = Priority

Perceptions

Summary

De Zavala is a well-sought after school of choice, which focuses on the environmental sciences. From the Environmental Science classroom to the REEL Classroom, to hands-on science lab activities, our students are exposed to real life challenges that help them become strong problem-solvers and great communicators. In addition to the academics, De Zavala focuses on creating an environment where students develop a love for learning. With continuous parent partnership, De Zavala has a reputation of a strong community presence with our returning families.

Strengths

- Large majority of families participate in family nights.
- Large number of families participate in fundraising activities.
- Counselor facilitates the Food 4 Kids Program.
- Implementation of 3 C's and Connection Counts
- CLC participation in campus climate, culture development and maintenance
- After school clubs offered in a variety of areas for student exploration.

Current strengths of curriculum, instruction and assessment include:

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

Our school context and organization strengths include:

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

Technology strengths include:

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

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ The Environmental Science components are not being effectively integrated within our curriculum.	Professional development and curriculum support is needed for true integration of Environmental Science components.
2 Parent volunteerism is low on the academic components of school.	Communication on how parents can be academically involved is not adequate.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

STAAR Masters level decreased from the 2023-24 school for 3rd and 5th grade STAAR tested areas.

Targeted supports are needed to increase critical thinking skills and higher order thinking.

2
★

Our attendance rate for the 2023-24 school year is at 93.3%. The minimum for a distinction is 97.2%

Chronic absenteeism from several students accounts for a large number of absences.

3
★

The Environmental Science components are not being effectively integrated within our curriculum.

Professional development and curriculum support is needed for true integration of Environmental Science components.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ Local benchmark or common assessments data

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
- ☒ Gifted and talented data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records

- ☒ Student surveys and/or other feedback

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



Priority Focus Areas

Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1 High Priority HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

The campus will focus on supporting the internalization of foundational skills lessons and providing coaching and modeling for small group instruction. This approach ensures that teachers can effectively meet the diverse needs of their students, enhancing their understanding and application of essential skills.

Strategy's Expected Result/Impact: De Zavala will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 40% to 43% by June of 2026.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

November

January

March

June

Measurable Objective 2 High Priority HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Math Data & MAP Data

Strategy 1

The campus will focus on supporting the internalization of math skills and providing coaching and modeling for small group instruction. This approach ensures that teachers can effectively meet the diverse needs of their students, enhancing their understanding and application of essential skills.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

November

January

March

June

Measurable Objective 3 High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

Evaluation Data Source: De Zavala elementary is a PK-5th grade campus.

Measurable Objective 4 High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1

Establish clear campus goals, professional develop on the use of Restorative Practices, integrate Positive Behavioral Interventions & Supports (PBIS) and 3Cs (Connect, Community, Celebrate) into daily routines using simple visual aids and reminders to reinforce behavior expectations, monitor progress, engage families, and regularly review and adjust strategies based on feedback. Implement campus positive behavior initiative, including but not limited to "brag tags" and "Zavala store."

Strategy's Expected Result/Impact: By June 2026, De Zavala will see a 5% decrease in in-school suspension, and maintain zero OSS and decrease DAEP to zero placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

January

March

June

Measurable Objective 5 High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by

increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1

Beginning of the Year parent survey data will be reviewed to design family engagement activities that are customized to the specific needs of their families.Collaboration with family engagement liaisons to increase participation in these events, and submit a monthly data report to monitor and assess participation levels.

Strategy's Expected Result/Impact: By June 2026, De Zavala will increase overall family engagement participation by 20% campus events by implementing family engagement initiatives and strategies.

Formative Reviews

No Progress

November

January

March

June

Measurable Objective 6 High Priority

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

Strategy 1

At De Zavala Elementary, we will utilize a variety of platforms to reach stakeholders, including Remind101, BBComms (text, email, phone call), social media, flyers, and our PTA's website.

Strategy's Expected Result/Impact: By June 2026, there will be a 3% increase in the district's annual surveys that district and campus communication is both clear and timely and is delivered through diverse communication methods that give students the opportunity to share their perspectives.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

January

March

June

Measurable Objective 7 High Priority HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1

De Zavala can increase college, career, and military readiness by fostering a college-going culture, developing essential literacy and numeracy skills, and involving families through workshops and resources to support long-term educational and career aspirations.

Strategy's Expected Result/Impact: By June 2026, there will be a 5% increase in students in grades K-2 that are reading at grade level.

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

Formative Reviews

No Progress			
November	January	March	June

Strategy 2

De Zavala can increase college, career, and military readiness by developing numeracy skills through daily conceptual and problem-solving centered math instruction.

Strategy's Expected Result/Impact: By June 2026, there will be a 5% increase in students in grades K-2 that are meeting grade level standards on district benchmarks.

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress	No Progress		
November	January	March	June



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024