



Local Improvement Plan Template 26-27

Campus Name: Zavala Elementary School

Areas of Identification: Overall D-Rated Campus, Priority Areas listed below).

RLA Meets – Hispanic, SPED	Math Meets – SPED, Hispanic,	Student Success – Hispanic, SPED,	Math Growth: Hispanic, SPED
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Campus Improvement Team Agendas / Sign Ins:

Date: 8.27.26 - Zavala LIP Meeting # 1 8.27.26.pdf
Date: (Insert Date) / Insert

Data Monitoring Documentation – Data Tours (including Closing the Loops) folder for monitoring:

[Data Tours Folder - Zavala](#)

Area of need #1

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 **Academic Achievement RLA (Meets) - Hispanic, Special Education.**

Criteria:	Campus Plan:
Campus Goal for this area:	• 39% of Hispanic students will achieve Meets on STAAR RLA. • 26% of students served in Special Education will achieve Meets on STAAR RLA.

Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 30 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	5 th Grade MCL – Mr. Sembergman Ms. DeLoera, Principal Ms. Ramos, Assistant Principal
Educational Interventions:	• After school tutoring (beginning in the fall) • Daily Small group during intervention block, using I-ready guided lessons • IXL lessons for HB 1416 students • LLI for Comprehension • Includes enrichment for approaches students to work toward meets and masters
Allocation of Resources:	Required: Time Adjustments • Daily intervention block is part of the master schedule • After school tutoring schedule Required: Funding Adjustments • Title 1 funds are set aside to pay for teachers to stay for after school tutoring - \$25,000 • Title 1 also pays for Reading MCL (Mr. Sembergman) - \$15,000 Required: Staffing Adjustments • Using title 1 funds for reading MCL • Using title 1 funds for Reading Reach Associate



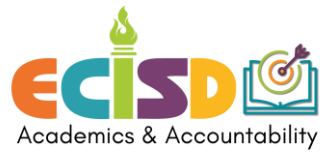
Data Monitoring:

Restate Goal: 39% of Hispanic students will achieve Meets on STAAR RLA.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Restate Goal: 26% of students served in Special Education will achieve Meets on STAAR RLA.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	





Area of need #2

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 **Academic Achievement Math (Meets) - Hispanic, Special Education.**

Criteria:	Campus Plan:
Campus Goal for this area:	• 27% of students served in Special Education will achieve Meets on STAAR Math. • 44% of Hispanic students will achieve Meets on STAAR Math.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 30 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Ms. Cabello, Campus Math Specialist Ms. Ramos, Assistant Principal, Ms. DeLoera, Principal
Educational Interventions:	• After school tutoring (beginning in the fall) • Daily Small group during intervention block, using I-ready guided lessons • IXL lessons for HB 1416 students • Do the Math – lessons for intervention; Lonestar Math

	Includes enrichment for approaches students to work toward meets and masters
Allocation of Resources:	Required: Time Adjustments - Daily intervention block is part of the master schedule - After school tutoring schedule Required: Funding Adjustments - Title 1 funds are set aside to pay for teachers to stay for after school tutoring - \$25,000 - Title 2 also pays for Math Specialist (district title funds) Required: Staffing Adjustments - District Allocation for Campus Math Specialist

Data Monitoring:

Restate Goal: 27% of students served in Special Education will achieve Meets on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	



Restate Goal: 44% of Hispanic students will achieve Meets on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Area of need #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 **Student Success (STAAR D1) - Hispanic, Special Education.**

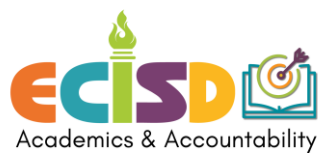
Criteria:	Campus Plan:
Campus Goal for this area:	- The average of Approaches, Meets, and Masters for Hispanic students will be 41% across all subject areas and grade levels. - The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 30 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Ms. Ramos, Assistant Principal, Ms. DeLoera, Principal
Educational Interventions:	- After school tutoring (beginning in the fall) - Daily Small group during intervention block, using I-ready guided lessons

Allocation of Resources:	Required: Time Adjustments - Daily intervention block is part of the master schedule - After school tutoring schedule Required: Funding Adjustments - Title 1 funds are set aside to pay for teachers to stay for after school tutoring - \$25,000 - Title 2 also pays for Math Specialist (district title funds) - Campus title 1 funds for Reading MCL - \$15,000 Required: Staffing Adjustments - District Allocation for Campus Math Specialist - Allocation of Reading MCL and Opportunity culture (RA)
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Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for Hispanic students will be 41% across all subject areas and grade levels.

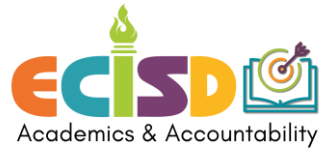
Checkpoint 1A: (September)	Checkpoint 1B: (October)	Interim (Fall) (October)	Checkpoint 2A: (November)	Checkpoint 2B: (December)
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Interim (Spring) (January) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	
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Restate Goal: The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels.

Checkpoint 1A: (September) RLA: 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th
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Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	
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Area of need #4

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 **Math Growth – Hispanic, Special Education.**

Criteria:	Campus Plan:
Campus Goal for this area:	• 66% of Hispanic students will meet or exceed expected academic growth on STAAR Math. • 56% of students served in Special Education will meet or exceed expected academic growth on STAAR Math.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 30 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Ms. Cabello, Campus Math Specialist Ms. Ramos, Assistant Principal, Ms. DeLoera, Principal
Educational Interventions:	• After school tutoring (beginning in the fall) • Daily Small group during intervention block, using I-ready guided lessons • IXL lessons for HB 1416 students • Do the Math – lessons for intervention; Lonestar Math

	Includes enrichment for approaches students to work toward meets and masters
Allocation of Resources:	Required: Time Adjustments - Daily intervention block is part of the master schedule - After school tutoring schedule Required: Funding Adjustments - Title 1 funds are set aside to pay for teachers to stay for after school tutoring - \$25,000 - Title 2 also pays for Math Specialist (district title funds) Required: Staffing Adjustments District Allocation for Campus Math Specialist

Data Monitoring:

Restate Goal: 66% of Hispanic students will meet or exceed expected academic growth on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	



Restate Goal: 56% of students served in Special Education will meet or exceed expected academic growth on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	



Assurances:

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.