Grand Prairie Independent School District

De Zavala Environmental Science Academy

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Top 25% Student Progress

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

Demographics Summary

Lorenzo de Zavala Environmental Science Academy's ethnic distribution is 66% Hispanic, 16.7% White, 11.5% African American, .4% American Indian, 3.4% Asian and 2.1% reporting two or more races.At-risk data shows Limited English Proficiency (LEP) with 190 student designations.At-risk data shows 210 Reading Readiness designations with many double designations with LEP.At-risk data shows 4 students previously retained; 40 with TAKS failures and 40 homeless students.

Demographics Strengths

- Ethnic breakdowns are consistent with the previous year.
- At-risk numbers and categories are consistent.
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Demographics Needs

1. Coordination of planning for instruction, budgeting an expenditures to improve services for at-risk students and low achieving students
2. Learning opportunities and supplemental instructional materials to address achievement data and individual student needs.

Student Achievement

Student Achievement Summary

CIP Goal 1: Student Achievement

Lorenzo de Zavala ESA's goal for the 2015-2016 school year includes: 100% of all kindergarten, 1st and 2nd graders reading on or above grade level by the end of the year DRA testing. STAAR goals include: 95% of students meeting the states' cut score in all test (Index 1), 60% achievement in Index 2; 60% in Index 3 and 50% in Index 4. Tutoring and related accelerated instruction will continue to address the at-risk data. Expansion of accelerated learning programs for students will focus on the grade levels and subjects noted in the data reviewed section.

CIP Goal 1: Student Achievement

DeZavala has a Met Standard Accountability Rating from the Texas Education Agency.

Index 1: Student Achievement score of 75, fifteen points above the required score.

Index 2: Student Progress score of 47, 17 points above the required score.

Index 3: Closing Performance Gaps score of 41, 13 points above the required score.

Index 4: Postsecondary Readiness score of 29, 17 points above the required score,

Target scores are not based on a 100 point scale, but upon the number of objectives within the Index.

DeZavala received Distinctions for Academic Achievement in Science and Top25 Percent of Student Progress.

Student Achievement Strengths

- De Zavala has a TEA Accountability Rating of Met Standard.
- We exceeded TEA Accountability requirements in all 4 indices,
- We received Distictions for Science and Top 25% Student Progress

Student Achievement Needs

Based upon the results obtained on the STAAR test, as well as district assessments throughout the previous school year, these are the areas of need are identified and listed in priority order.

De Zavala STAAR Score for 2014-2015 were as follows:

Student Groups	All Tests	Reading	Writing	Math	Science
All Students	75	78	60		81
African American	68	72	35		89
Hispanic	74	78	62		78
White	83	89	67		86
Asian	83	90	-----	-----	----
Special Ed					
Eco Disadv.	72	77	56		78
ELL	72	76	65		71

Improved documentation of tutoring services as well as materials used and accelerated instruction participation and feedback, including entrance and exit criteria for populations

1. Writing scores are very low for all student populations... specifially the Economically Disadvantaged. Extended tutorial opportunities with qualified staff members using research-based best practices must be available for usage along with the District's writing curriculum for at risk student populations.
2. African American and Economicially Disadvantaged Students are much lower in every subject area (especially writing) than their white counterparts. In order to close the gap, systematic intervention is needed throughout the instructional day in the primary grades. Training for primary teachers must include awareness of all components of literacy as well as modeling of effective strategies to ensure academic success for all students. A well-trained k-2 literacy interventionalist is needed to fortify literacy in the primary grades. Research-based instructional materials for supplemental instructional strategies is needed in the upper grades, as well as, experienced tutors who are trained in the Reader's Workshop Approach to literacy which includes, but is not limited to: guided reading, mini-lesson, small group instruction etc.
3. Accelerated Reading and math is needed for Kn-5th grade to shore up basic reading and math skills and provide practice for all students but especially for students who are struggling or are in other ways at risk. These programs will maximize school work and foster practice of basic skills at home.

4. At this time, De Zavala has a population of 945 students. In order to meet the needs of at risk and otherwise struggling students in writing a school-wide comprehensive writing plan must be developed.
5. Awareness of various career options and college choices in the environmental science field are explored through field trips, guest speakers and businesses.

School Culture and Climate

School Culture and Climate Summary

The Campus Improvement Committee (CIC) includes parents and community members as well as campus teachers and administrators as prescribed by the Texas Education Agency (TEA) and GPISD Board Policy. The CIC operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment (CNA) process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning.

DIP Goal 7: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC §4.001(b)(8)] [TEC §11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children] [TEC §11.253 Coordinated health services] (GPISD 5 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff and Demographics Sections)

Current campus efforts are in compliance with GPISD guidelines. Data analysis is slated to include 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.

School Culture and Climate Strengths

- Implementation of *Rachel's Challenge, Capturing Kids Hearts and Handprints on Hearts.*
- CIC participation in campus climate and culture development and maintenance.
- Include at-risk interventions in campus based training plan.
- Use of Response to Intervention (RTI) process to document and address student academic and behavioral issues.
- Implementation of Weekly Character Lessons with counselors and homeroom teachers for building character and managing student behavior

School Culture and Climate Needs

Based upon the data analysis and and information on the STAAR tests, these are the areas of need are identified and listed in priority order.

1. With an enrollment of 944 students, De Zavala ESA needs to add another counselor to assist in the Response to Intervention (RTI), 504, and SST processes to maintain proper documentation of academic and student behavioral issues.
2. Monitor attendance, discipline records, and student participation in supplemental programs to document culture and climate improvements.
3. Maintain CIC documentation.

4. Introduce College and Career Readiness program based on Environmental Science Careers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CIP Goal 5: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 5 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model)

Review of current training records show positive attendance and feedback from De Zavala teachers. Professional development and training sessions have been expanded to include necessary preparation for DeZavala. Sessions include:

- *Professional Learning Communities*
- *Performance Based Learning*
- *English as Second Language*
- *Dual Language Training*
- *Data Analysis Training*

The De Zavala CIC must review, plan and document a formal vote of approval for the campus training plan.

Staff Quality, Recruitment, and Retention Strengths

- Campus based training plan is well planned and implemented
- Eduphoria is utilized to track teachers' participation in District training
- Interview teams to interview candidates

Staff Quality, Recruitment, and Retention Needs

Based upon the data analysis and and information on the STAAR tests, these are the areas of need are identified and listed in priority order.

1. Improve documentation on attendance, feedback and implementation of campus training plan
2. Continue monitoring Eduphoria records for tracking District training
3. Writing in general is a weakness that has to be addressed, but in particular with economically disadvantaged students. This was a system safe guards.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

De Zavala will continue a second year of focused adherence to CSCOPE for a more meaningful analysis of data. The new STAAR assessment is closely tied to CSCOPE core curriculum. In order to support CSOPE lessons, we will add supplemental instructional resources for teachers. De Zavala will utilize multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement.

CIP Goal 3: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

The Needs Assessment process identified the need for improvements in progress monitoring assessments. Previous Benchmark assessments were geared to the STAAR test but were not always aligned with our units of instruction and timelines. The Data Review process now consists of short student assessments, in quiz format, at the 3 week and 6 week timeframe. At the end of the 9 week period a more detailed assessment is given. Teachers and administrators review these data reviews for performance adjustments necessary to ensure student success. Goal 2 in the DIP and all CIPs includes a performance objective on better alignment of curriculum to instruction to assessments to reflect this change.

Curriculum, Instruction, and Assessment Strengths

- Support for CSCOPE based lesson planning and implementation
- Effective scientifically based researched materials to supplement teaching and learning efforts

Curriculum, Instruction, and Assessment Needs

Based upon the data analysis and and information on the STAAR tests, these are the areas of need are identified and listed in priority order.

1. Continued focus on TRS implementation with fidelity and STAAR testing content and format
2. Data Reviews at the 3, 6 and 9 week period for Progress Monitoring and instructional adjustments.
3. Continued focus on effective supplemental instructional materials

Family and Community Involvement

Family and Community Involvement Summary

The Campus Improvement Committee (CIC) is responsible for reviewing and analyzing campus data, evaluating current strategies and updating the Campus Improvement Plan (CIP) as necessary. Any parent may participate in this process or provide feedback to the CIC by contacting Principal Smith at any time during the year.

CIP Goal 1: Parents and community members will be full partners with educators in the education of GPISD students. [TEC §4.001(b)(1)] (T1A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Current parent involvement efforts were reviewed. Improvement efforts will focus on increased parent participation. For a better evaluation of our current efforts we must improve documentation of both attendance and feedback from parents and community. Parent communication must include a shared commitment to maintain or increase de Zavala's Recognized rating.

Family and Community Involvement Strengths

- Parent Community Liaison offers orientation to all parents to resources available to monitoring student progress
- ICoaches hold meetings to discuss school-wide progress.in reading and math through academic nights

Family and Community Involvement Needs

1. Improve documentation of activities for better evaluation of efforts
2. Increase family and community participation in scheduled events
3. Home learning opportunities tailored to achievement data
4. More parents need to be involved

School Context and Organization

School Context and Organization Summary

Context and Organization for De Zavala includes addressing data and customer feedback to support changes and improvements. The CIC also reviews effective implementation of the required Decision-Making Processes and proper documentation of these efforts.

School Context and Organization Strengths

- Active participation of parents in the CIC and PTA efforts

School Context and Organization Needs

1. Improve documentation procedures for better feedback on campus operations

Technology

Technology Summary

Current campus efforts are documented as successful and in compliance with the GPISD Technology Plan. Efforts will continue as currently designed. The CIC will review current and potential technology based curriculum, supplemental instructional programs and compliance with the District and Campus training plan for technology usage in the classroom.

DIP Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC §4.001(b)(10)] (T1,A SW #2, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achievement and Staff Sections)

Technology Strengths

- De Zavala is compliant with GPISD Technology Plan
- Campus based instructional Media Specialist and an Instructional Media Aide.
- All classrooms have Activinspire with interactive walls and projectors.
- All teachers have iPads and laptops.
- Many teachers have elmos.
- 2:1 implementation of iPads. Teachers are actively seeking technology training.

Technology Needs

1. Monitor teacher compliance with required technology hours and level of proficency with required apps for iPads.
2. Students need one to one implementation of iPads for various instructional activities, including Flipped classroom and extended learning with the ability to take iPads home for continued learning such as Facetime, recorded teacher messages and iMovies created by students.
3. One laptop cart per grade level is needed to utilize iStation, and Think Through Math which is paid for by the state. Some videos in Discovery Education, Fast Forward for SPED, word processing and other vital applications are needed and are not available through iPads.
4. A Uniformed Mandatory RUP training at the district level for students, staff and parents to educate the school community on GPISD's Responsible Use Policy.
5. Teachers share with teachers various Apps and learning on formal and informal basis.
6. Teachers developing and creating inservices for each other.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- AEIS longitudinal data
- AYP longitudinal data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Campus leadership data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

Performance Objective 1: De Zavala will meet or exceed the standard set by the Commissioner's Accountability Rubric in all subject areas for all students.

Summative Evaluation: STAAR records, AEIS reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Assessment Academy scheduled 4 times during the school year after 9 weeks assessments: Achievement data reviewed and plans updated as necessary.	8, 9	Principal iCoaches Assistant Principal ESA Coordinator Lead Teachers	Teacher presentations of data Outcomes Agenda, sign-in sheet				
Critical Success Factors CSF 1 2) SST/RTI Committee will meet 9 times annually to address interventions needed for struggling student in K-5.	1, 2, 3, 9, 10	Assistant Principal Principal Classroom Teachers	RTI plans for interventions Classroom lesson plans Case managers reviews Increased STAAR results Improvement in DRA reading				
Federal System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 3) Weekly teacher created checkpoints to measure fourth grade student writing skills in revising and editing and composition.	1, 8, 9, 10	4th grade teachers	Improvement in Data from teacher created revising and editing and composition assessments				
	Funding Sources: 211 - Title 1 - $13000.00						
Federal System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 7 4) Teachers will attend Empowering Writers Training acquire knowledge of best practice in writing.	1, 2, 3, 9	Principal, Assistant principal, iCoach	Improvement on common assessments. Teachers will provide documentation of attendance. Walk-through data will show implementation of newly acquired writing strategies.				
	Funding Sources: 199 - SCE - $11000.00, 211 - Title 1 - $2000.00						
Critical Success Factors CSF 1 CSF 4 5) Extend and intensify instructional time to provide prescriptive interventions through extended day and during the school day tutorials. Highly qualified current and/or formal teachers are hired.		Principal, Assistant Principal & iCoaches	Tutorial sign-in sheets with SE's performance data for individual student progress District 3, 6 and 9 week assessment data STAAR Results				
	Funding Sources: 199 - General Fund - $25000.00, 199 - SCE - $10000.00						

Critical Success Factors CSF 1 6) Obtain and utilize the expertise of a Kn-2nd grade reading/LA and math interventionist to provide instructional support and professional development. The Kn-2nd grade interventionist will focus on all five of the main components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension in addition to working with small groups of students based on various instructional need data.	1, 2, 3, 8, 9	Principal, assistant principal and iCoach	Increase in DRA2 and EDL/2 reading levels Increase in STAR Math diagnostic results Improved District and state test scores in the areas of math, reading, science and writing				
	Funding Sources: 211 - Title 1 - $50000.00						
Federal System Safeguard Strategies 7) Obtain and utilize the expertise of a 3rd-5th grade reading/LA and math interventionist to provide instructional support and professional development. The 3rd-5th grade interventionist will focus on improving writing across content areas, monitor various technology programs and their implementation at the 3rd-5th grade level in addition to working with small groups of students based on various instructional need data.	1, 2, 3, 8, 9	Principal	DRA2/EDL2 Literacy assessment will show an increase of target students as well as all students reading on or above grade levels. Improved District and state test scores in the areas of math, reading, science and writing				
	Funding Sources: 211 - Title 1 - $60000.00						
Critical Success Factors CSF 1 8) Improve Math problem-solving and numeracy with GPISD Problem-solving mat Daily	2	iCoach, Teachers and Assistant Principal	Walk-through data				
Critical Success Factors CSF 1 9) Continue with implementation of First Moves Chess with 2nd and third grade students for the promotion of HOTS (Higher Order Thinking Skills).	2	Classroom Teachers	Weekly lesson plans	✓			
	Funding Sources: 211 - Title 1 - $3600.00						
Critical Success Factors CSF 1 10) Continued implementation of Readers' Workshop, Literacy Stations, Daily 5 and Cafe in Kindergarten-Through 5th grade during literacy blocks. Additional resources, including guided reading books will be purchased.	1, 2, 3	Principal, Assistant Principal and iCoach	Walk-through data, Guided Reading Notebook checks				
	Funding Sources: 199 - General Fund - $5000.00, 211 - Title 1 - $10000.00						
Critical Success Factors CSF 1 11) Discovery learning will be utilize to enhance 21st century learning with technology.	1, 2	Principal, iCoach, Classroom teachers. Assistant Principal	Lesson Plans Walk-Through data Formal Observation data				
	Funding Sources: 211 - Title 1						
Critical Success Factors CSF 1 CSF 2 12) Continued usage of Raz Kids (Learning A to Z) to improve reading comprehension and fluency for all students.	2	Classroom Teachers, Principal, iCoaches	Teacher Log Reports from Raz Kids				

Critical Success Factors CSF 1 13) PLUS 10 All students will increase their district baseline scores (1st-3rd grades) or last year's STAAR scores (4th and 5th grades) by 10 questions each in all tested subjects.	2	Principal Asst. Principals iCoaches Teachers	Continuous mastery of 10 additional questions on summative assessment STAAR data				
Critical Success Factors CSF 1 14) Visit what We Value: daily walk-throughs and/or observations of guided reading and guided math	1, 2	Administrators iCoaches	Walk-through data				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

Performance Objective 2: De Zavala will increase instructional time by raising student attendance to the exemplary level of 98%.

Summative Evaluation: Campus attendance records, AEIS

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Implement a school-wide incentive program called "Chips and Jammers" in which students color in a letter for everyday that all students in their classroom are present. A chips & jammers party is given when all letters are colored in.	2	Classroom teachers and PEIMS clerk	Colored-in Jammers sheets				
	Funding Sources: 199 - General Fund - $1000.00						
Critical Success Factors CSF 4 CSF 6 2) Weekly delivery of Five Zavala Dollars for students who are present every day during the week. Zavala Dollars are spent in the school store.	2	Classroom teachers & Paraprofessionals	Increase in school attendance across the board Daily absence report				
	Funding Sources: 199 - General Fund - $500.00						
Critical Success Factors CSF 4 CSF 6 3) Continue to support the Every Child, Every Seat , Every Day initiative		Principal	Skyward messages to parents weekly				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

Performance Objective 3: De Zavala will increase enrollment in Early Childhood Development programs by 5% annually. (Elementary Schools)

Summative Evaluation: ECE enrollment and completion figures.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Provide information to parents about Pre-kindergarten and Kindergarten enrollment procedures in English and Spanish during Round-ups.	6, 7	PEIMS Clerk, Secretary and Principal	Communication Documentation An Increase of Pre-K and Kindergarten registration in the Spring				
Critical Success Factors CSF 5 2) PACT (Parent and Child Time Together) flyers will be sent home monthly as well as posted on Skyward Messenger.		Office Staff	Flyers				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

Performance Objective 4: De Zavala will imlement effective gifted and talented services that are modified and updated annually. (Legal requirement)

Summative Evaluation: AEIS reports, GT department data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 1) All De Zavala classroom teachers will obtain 30 GT hours for differentiating instruction for GT students in the classroom		Principal, GT Specialist	Staff Development printout reports				
Critical Success Factors CSF 7 2) GT Specialist will present information yearly on the De Zavala/ GPISD GT Program to include the identification of GT Students.		GT Specialist	Sign-in sheet GT Agenda	✓			
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue							

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

Performance Objective 1: De Zavala will implement College and Career Readiness activities and initiatives to ensure student success.

Summative Evaluation: Campus Plan

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) De Zavala Grade level teachers will continue the college readiness plan that is grade appropriate and which includes college awareness activities.	2	Principal, Assistant Principal, Classroom teachers	Student displays through the school calendar of events for each month				
Critical Success Factors CSF 6 2) College and Career Focus Week to include student exploration of various career opportunities in the environmental Sciences	2, 3	Counselors	Research, Reports, Presentations, Guest speakers, and Interviews with business people				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

Performance Objective 2: De Zavala will implement instructional alignment to ensure student growth.

Summative Evaluation: Campus lesson plans

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Collaboration in PLC's that focus on aligning instructional delivery to state standards with the use of IFD's, Task Analysis and unpacking Performance Assessments.	1, 2, 3, 4, 8	iCoach, Classroom teachers, Principal and assistant Principal	Lesson plans, walk-through, District assessments				
2) Professional Development based on TIA Total Instructional Alignment with the purchase of Lisa Carter's book		Principal and iCoach	Strategies observed during PLC's Lesson plans				
	Funding Sources: 199 - General Fund - $1000.00						
3) Continue use and adherence to C-Scope's YAG, IFD and VADs as well as a school instructional pacing calendar		iCoach, Classroom teachers	Pacing calendars District assessments				
4) Purchase and use researched-based resources and/or materials that are aligned with the TEKS to instruct, practice and assess as supplemental		Principal and iCoach	District Common Assessment Scores Lesson plans				
	Funding Sources: 211 - Title 1 - $15000.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

Performance Objective 3: De Zavala will design and implement a Human Capital Development Initiative, approved by the Campus Improvement Committee, to align instruction with evidence based practices.

Summative Evaluation: HCD Plan

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 7 1) The Campus Improvement Committee will collaboratively develop and approve the campus Human Capital Development plan.	1, 2, 3, 4	Principal, Assistant Principal	Campus Improvement Committee agendas, signature sheets, and Campus Needs				
Critical Success Factors CSF 7 2) Professional development will be provided that aligns with the Human Capital Development Plan.	1, 2, 3, 4	Principal	Schedule of Professional Development Agenda Campus Professional Development Report				
	Funding Sources: 199 - General Fund - $2000.00						
Critical Success Factors CSF 2 CSF 7 3) The Campus Improvement Committee will develop professional development based on T-TESS observations and walk-through data, teacher feedback, and input from the iCoaches.	1, 2, 3, 4	Principal, Assistant Principal, iCoaches,	iCoaches' schedule, formative walkthrough data, T-TESS data				
Critical Success Factors CSF 7 4) Ensure that documentation on attendance of prescribed/mandated PD's, feedback, and implementation of campus training is in place.	1, 3, 4	Principal, iCoach, Classroom teachers	Sign-in sheets Surveys used to provide feedback on the trainings relevance to required staff attendance Informal classroom walkthrough data				
Critical Success Factors CSF 7 5) Ensure 100% required attendance for all campus staff in district and campus training.		Principal, Assistant Principal	Eduphoria records, attendance sheets				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

Performance Objective 4: De Zavala will document state required curriculum regarding citizenship for a free enterprise society, a coordinated school health program, anti-bullying and the prevention of domestic and dating violence.

Summative Evaluation: Social Studies curriculum, Departmental documents, campus session records.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Improve Capturing Kids Hearts	1, 10	Principal, Assistant Principal, Counselor, Classroom Teachers, Process Champion Team	CKH Walk-Through data				
2) Improve Rachel's Challenge Implementation school-wide	10	Principal, Assistant Principal, counselor	HOUSE Meeting agendas Guidance lessons Process Champions Training Records				
3) Improve various coordinated health services	2, 10	Nurse	lessons from the nurse services provided by local dentists and clinics				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

Performance Objective 5: De Zavala will operate and expand the Environmental Science School of Choice concept to meet the needs of each learner.

Summative Evaluation: Enrollment, AEIS, Program evaluations

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 1) Participate in the annual GPISD Experience	1, 6	Environmental Science Core Team, Principal Assistant Principal Counselors	Increase in enrollment sign-in sheet				
	Funding Sources: 199 - General Fund - $1000.00						
Critical Success Factors CSF 5 2) De Zavala will host an Annual Volunteer Leadership Conference to inform and train parents on the special features available at the school	1, 2, 6	ESA Coordinator, ESA Core Team, Principal	Increase in parent participation				
	Funding Sources: 199 - General Fund - $700.00						
Critical Success Factors CSF 1 CSF 6 3) Students in Kindergarten through 5th grade will attend the environmental science class where they will be taught various aspects of environmental sciences to include training with the school's special features.	2, 3	ESA teacher, ESA Coordinator, Principal	lesson plans and projects				
	Funding Sources: 199 - General Fund - $400.00						
Critical Success Factors CSF 6 4) All students will participate in designing and creating inside special features to enhance and expand the learning of all students in the environmental sciences	2, 6, 8	Classroom teachers, Indoor Core Design Team, Art Teacher, Principal	Completion of various learning projects				
	Funding Sources: 199 - General Fund - $20000.00						
Critical Success Factors CSF 5 CSF 7 5) The ESA teacher will conduct mandatory training sessions for students, parents and teachers in safe handling of poultry and other environmental features	2	ESA teacher and ESA Coordinator	sign-in sheet and parent permission slips				
	Funding Sources: 211 - Title 1 - $200.00						

Critical Success Factors CSF 3 6) On-site environmental science coordinator uses multiple means to create, maintain and expand environmental science concepts for the indoor and outdoor special learning features, as well as, collaborate with the ESA classroom teacher and the REEL teacher to create and develop an ESA curriculum designed to meet the needs and interests of students in grades Kindergarten through 5th grade.	2, 3	ESA Coordinator, Principal	Completed Projects indoor and outdoor features; ESA curriculum				
	Funding Sources: 199 - General Fund - $6000.00						
Critical Success Factors CSF 1 CSF 4 7) An environmental science teacher will teach students environmental science curriculum based on the science TEKS on a rotating basis.		Principal, Asst. Principal, ESA Coordinator, ESA teacher	lesson plans				
	Funding Sources: 199 - General Fund - $65000.00						
Critical Success Factors CSF 1 CSF 4 8) Students in Kindergarten through 5th grade will attend the REEL (Research in Environmental Leadership) science class where they will be taught various aspects of environmental engineering.		Principal Assistant Principals ESA Coordinator REEL Teacher	Lesson Plans Completed Projects Presentations				
	Funding Sources: 199 - General Fund - $2000.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

Performance Objective 6: De Zavala will support various interactive learning displays to help develop the students learning in curriculum, instruction and assessments.

Summative Evaluation: Curriculum, Instruction, and Assessments

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) All students will continue to participate in designing and creating inside special features to enhance and expand the learning of all students in the environmental sciences	2, 8	ESA Coordinator Classroom teachers Interior Design Team Art Teacher Principal	Completion of various learning projects				
	Funding Sources: CAMPUS FUNDS: - $20000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: De Zavala will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facililties and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6)

Performance Objective 1: De Zavala will adhere to the Business Operations Handbook procedures and incorporate CIP strategies to support all expenditures.

Summative Evaluation: Purchase order documentation, CIP references

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 1) Business operations Handbook procedures will be adhered to by all staff members before, during and after purchases	1	Principal, Secretary	Requisition approval rates				
Critical Success Factors CSF 3 2) The Campus Improvement Plan will be linked to all expenditures	2	Principal, Secretary	CIP link to every requistion				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: De Zavala will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facililties and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6)

Performance Objective 2: De Zavala will maintain a balanced budget as measured by quarterly Board of Education Reports.

Summative Evaluation: BOE Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) De Zavala will expend funds according to the Timeline given by GPISD's Business Operations Department in which budgets will be balanced quarterly	2, 10	Principal, Secretary	Balanced Budget				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 5 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 1: De Zavala will annually document the Highly Qualified (HQ) Continuous Improvement Plan equity analysis for 100% compliance with proper certifications and equitable assisignments for experienced teachers.

Summative Evaluation: HQ evaluation data: 100%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1) All teachers will have their certifications checked by the principal and a log of certifications will be kept in the office for parents to review if they need proof of certification.	1, 2, 3, 4	Principal, Assistant Principal	Certification Log				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 5 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 2: De Zavala will design and implement a Human Capital Development Initiative, approved by the Campus Improvement Committee, to align instruction with evidence based practices. (See 2.3)

Summative Evaluation: Eduphoria records. Plan documentation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 1) The Campus Improvement Committee will collaboratively develop and approve the campus Human Capital Development plan.		Principal, Assistant Principal	Campus Improvement Committee agendas, signature sheets, and Campus Needs Assessment				
Critical Success Factors CSF 7 2) Professional development will be provided that aligns with the Human Capital Development Plan, while incorporating areas of the arts, environmental science and technology along with core classes.		Principal	Campus professional development signature/attendance sheets				
Critical Success Factors CSF 7 3) The Campus Improvement Committee will develop professional development based on T-TESS, teacher feedback, and input from the iCoaches.		Principal, Assistant Principal, iCoaches, Classroom teachers	Human Capital Development Plan				
Critical Success Factors CSF 7 4) ICoaches and administrators will ensure a system for training staff and scheduling for training support with follow-up and technical assistance in the classroom is in place and is revisited systematically.		Principal iCoaches	iCoach schedule, formative walkthrough data, T-TESS data				
Critical Success Factors CSF 2 5) Ensure that the Human Capital Development plan aligns with the Campus Needs Assessment and supports any purchases of programs and materials.		Principal, iCoach, CIC	Human Capital Development plan, Scheduling and records (iCoach), Agenda and signature/attendance documentation				

Critical Success Factors CSF 7 6) Ensure that documentation on attendance, feedback, and implementation of campus training is in place.		Principal, iCoach, Classroom teachers	Attendance/Signature sheets, Agendas, Surveys used to provide feedback on the trainings relevance to staff, and informal classroom walkthrough data				
Critical Success Factors CSF 3 CSF 7 7) Ensure 100% required attendance for all campus staff in district and campus training.							
Critical Success Factors CSF 7 8) Teachers will receive training in the use of Discovery Education, Prezi, and ipads along with other technology software in order to help with the transition to the use of Digital integration in lesson planning.		iCoach, IMS, Principal, Assistant Principal	Training attendance sheets and classroom observations of instructional delivery.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 5 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 3: De Zavala will implement the Campus Improvement Committee structure as defined by the Texas Education Agency and Board Policy BQB Local to raise awareness, understanding ad support for the input of each stakeholder in the decision-making process.

Summative Evaluation: CIC membership, agendas and sign-in sheets

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 1) The Campus Improvement Committee will meet five times this year in order to give all stakeholders an opportunity to be a part of the decision-making process.	4, 6, 8	Principal	CIC meeting agendas, roster, and signature/attendance sheets.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Parents and community members will be full partners with educators in the education of De Zavala students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 1: De Zavala will improve documentation of school-wide activities for better evaluation of efforts.

Summative Evaluation: We will utilize surveys to gather feedback on our improvement of notifications to parents about school-wide activities

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) De Zavala will distribute parent surveys bi-annually to measure and increase parent/community satisfaction.	2, 6	Principal, Counselors	Returned Survey information				
Critical Success Factors CSF 5 2) Review and improve the current documentation system for parent and community involvement and volunteer efforts to include type of activity, attendance and participant feedback.	1, 6, 7	Principal, Assistant Principals, Counselors	Survey results event attendance counts				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Parents and community members will be full partners with educators in the education of De Zavala students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 2: De Zavala will increase family and community participation in scheduled events.

Summative Evaluation: Notifications of scheduled events will be communicated to parents and community members through various outlets, such as but not limited to, skyward emails, flyers, and call-outs

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) De Zavala will host parent and student academic nights on campus. The academic nights will showcase content that students are learning and provide parents with information and strategies to help their children at home.	2, 6	Principal, Classroom teachers, iCoaches	Flyers for content nights, parent signature/attendance sheets				
	Funding Sources: 211 - Title 1 - $4000.00						
Critical Success Factors CSF 5 2) De Zavala will host 3rd-5th grade STAAR information night for teachers to discuss strategies and skills needed for students to be successful on STAAR assessments.	2, 6	Principal, Classroom teachers, iCoaches	Parents' sign-in sheets				
	Funding Sources: 211 - Title 1 - $200.00						
Critical Success Factors CSF 5 3) Snacks with Mrs. Smith will be hosted monthly for parents. The time will be used to discuss events occurring on campus along with parent concerns and celebrations.	2, 6	Principal, Asst. Principal	Flyers, signature/attendance sheets				
	Funding Sources: 211 - Title 1 - $400.00						
Critical Success Factors CSF 5 4) Continue the current documentation system for parent and community involvement and volunteer efforts to include type of activity, attendance and participant feedback.	2, 6	Counselors, Parent liaison, Principal	Documentation forms, feedback forms				
5) A variety of parent classes are offered to enhance parental participation including: cooking, ESL, Zumba, Yoga etc.	1, 2, 6	Counselor, ESA Coordinator, Parent liaisons	attendance sheets				
	Funding Sources: 211 - Title 1 - $2622.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: Parents and community members will be full partners with educators in the education of De Zavala students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 3: De Zavala will offer home learning opportunities tailored to our student achievement data, such as Literacy and Math/Science Nights.

Summative Evaluation: Sign in sheets will be available each night.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) De Zavala will offer academic workshops during the school year. The workshops will be geared towards building the capacity of our parents in order to help support student learning.	2, 6	Classroom teachers, ESA Coordinator, iCoach, Principal, counselor	Signature/attendance sheets, Flyers, Session materials				
2) Parents will complete a survey to find out what topics that they would like to receive additional training in so that they can be assist their child at home.	6	Counselor, Parent Liaison, Principal	Sign-in documentation, survey				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: Parents and community members will be full partners with educators in the education of De Zavala students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 4: De Zavala will increase multi-media device availability for parents and community members.

Summative Evaluation: We will conduct surveys and feedback sessions with parents and community members to evaluate our success.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) De Zavala will purchase two computers and one printer for use in the community room.	6	Parent, ESA Coordinator	Sign- usage sheets				
	Funding Sources: 211 - Title 1 - $2600.00						
2) Training will be given to parents on the usage of the interactive projector equipment in the community room.	6	ESA Coordinator, Principal Counselor	Attendance sheet, survey				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achivement and Staff Sections)

Performance Objective 1: De Zavala will increase STaR ratings in all areas to the Advanced or Target levels.

Summative Evaluation: STaR ratings longitudinal data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Complete a campus inventory of all current software and review levels of usage and classroom effectiveness. Schedule support as necessary to improve usage and effectiveness.	2	IMS, IMA, Asst. Principal, Principal	inventory sheets				
2) Require all purchases of new instructional technology to have CIP strategy connection, documentation of rigor and effectiveness, and system for teacher training and support for implementation.	2	iCoach, Instructional Media Specialist, Principal, Secretary	Purchase order documentation, ICoach notes, Instructional media specialist notes				
3) De Zavala teachers and staff members will participate in the GPISD Digital Transition Milestones initiative to increase technological skills in using mobile technology, online presentations, Edmodo etc.	1, 2, 5	IMS; IMA; Principal; Asst. Principal	Digital Milestones Self- checklist that include Bronze, Silver and Gold Standards				
4) The Digital Integration committee will be used to collaboratively formulate a campus comprehensive digital intergration plan along with the CIC.	2, 8	Instructional Media Specialist, Classroom Teachers, Principal	Meeting agendas, Meeting attendance rosters				
	Funding Sources: 199 - General Fund - $150.00						
5) De Zavala will monitor teacher compliance and integration of technology trainings outlined in the Digital Integration Conversion plan.	1, 2, 8	Instructional Media Specialist, Principal, Assistant Principal	Classroom walk-though data, STaR Reports				
6) De Zavala will implement a one to one technology ratio by purchasing mobile devices to utilize in grades PK-5.	1, 2	Principal, Instructional Media Specialist	Classroom walkthrough data				
	Funding Sources: 211 - Title 1 - $100000.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achivement and Staff Sections)

Performance Objective 2: De Zavala willimplement the comprehensive Digital Integration to Conversion plan resulting in increased teaching and learning performance.

Summative Evaluation: Training completion records. Feedback from campus personnel. Inventory records. Purchasing records.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) A campus based IMS and IMA will support the 2:1 iPad implementation for students which encourages 21st Century Skills by building foundations, communication and information use. In addition, interactive walls and projectors as well as ActivInspire are utilized for instruction. Discovery Education is fully integrated. Teachers will share their learning with their colleagues in formal and informal learning situations.	3, 4	Principal, Assistant Principal, iCoach, IMS	Student digital projects lesson plans teachers and student led presentations/trainings				
2) Edmodo is used school wide to facilitate digital integration, the flipped classroom as well as professional development for all staff.	2, 6	Classroom teachers	Parent and student surveys				
3) De Zavala is compliant with the GPISD Technology Plan. RUP meetings held for all staff, students and parents. Students will receive technology differentiation through the Video Production Program to promote creativity, production and real-life applications.	2	Principal, IMS	Student technology permission slips; Sign-in sheets				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: De Zavala will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children] [TEC 11.253 Coordinated health services] (GPISD 5 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)

Performance Objective 1: De Zavala will implement curriculum and student activities to address behavioral issues through curriculum regarding citizenship for a free enterprise society, a coordinated school health program, anti-bullying and the prevention of domestic and dating violence. (See 2.4)

Summative Evaluation: Documentation in place. Department documents and reviews. See 2.4

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) See 2.5							
2) De Zavala will utilize the campus Capturing Kid's Hearts committee to strengthen, create, and adjust as needed our campus student behavioral guide lines	2	Assistant Principal, CKH Committee, Principal, Classroom Teachers, Counselor	Attendance sheets for meetings, Agendas, Austin's Discipline continuum, SST information, Behavior Contracts, Schoolwide reward system				
3) Continue and improve Rachel's Challenge implementation	2	Counselor, Principal	Counselor guidance lesson records				
4) Continue and improve CKH implementation with the usage of the Process Champion's team.	2	Assistant Principal, Discipline & Safety Committee, Counselor, Principal	Learning walks documentation, Process champion team meeting agendas				
5) Monitor student discipline records and student participation in supplemental programs to facilitate an informed comprehensive safety/discipline plan.	1	Assistant Principal, Principal	Reduced discipline incidents via discipline log information				
6) Comprehensive guidance lessons will be conducted throughout the year that focus on Bullying, Building relationships, Sharing, and the Character traits.	1, 2	Counselor, Principal	Guidance lesson documentation				
7) Annual presentation by district Employee Assistance Program representative will be used to inform staff about the EAP program.	2	Principal	In-service documentation sheets				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: De Zavala will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children] [TEC 11.253 Coordinated health services] (GPISD 5 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)

Performance Objective 2: De Zavala will design and implement a comprehensive safety plan to ensure the safety and well-being of students, staff, parents and community members.

Summative Evaluation: Safety Plan document. Training data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Implementation of H.O.U.S.E. as a character building strategy where behavior & discipline are stressed and focus on in six different groups	2	Asst. Principal, Discipline and Safety committee, principal	House meeting agendas and lessons				
2) De Zavala will review safety drill procedures and processes monthly with staff and students. Safety drills and procedures will be conducted according to District guidelines.	2	Assistant Principal, Principal	Safety drill documentation forms, Staff Notes, periodic update data				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 5 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

Performance Objective 1: De Zavala will support process improvements for at-risk student identification and services.

Summative Evaluation: Identification process document. Campus records. CIP references.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All key intervention staff members will attend central training and information sessions on at-risk identification and the PEIMS process	2	Principal	Attendance Records				
2) Utilize the campus SST team to provide tiered interventions and instruction to meet the needs of students identified as at-risk.	1, 2, 8, 9	Principal, Assistant Principal, Counselor	Training documentation records, SST meeting logs				
3) Provide campus-based sessions on at-risk designations, as well as, information on effective interventions for at-risk students.	2	Principal, Counselor	Agenda and attendance sheets				
4) Ensure all students not showing readiness as determined by district and state assessments are provided with BASICS materials to practice daily at home.	2, 9	Principals, Classroom teachers, designated paraprofessionals	Results from BASICS tests sessions.				
	Funding Sources: 199 - General Fund - $1000.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	Weekly teacher created checkpoints to measure fourth grade student writing skills in revising and editing and composition.
1	1	4	Teachers will attend Empowering Writers Training acquire knowledge of best practice in writing.
1	1	7	Obtain and utilize the expertise of a 3rd-5th grade reading/LA and math interventionist to provide instructional support and professional development. The 3rd-5th grade interventionist will focus on improving writing across content areas, monitor various technology programs and their implementation at the 3rd-5th grade level in addition to working with small groups of students based on various instructional need data.

State Compensatory

Budget for De Zavala Environmental Science Academy:

Account Code	Account Title	Budget
6100 Payroll Costs		
199.11.6118.TU.119.0.30.000	6118 Extra Duty Stipend - Locally Defined	$6,995.00
199.11.6119.00.119.0.30.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$245,000.00
199.11.6139.41.119.0.30.000	6139 Employee Allowances	$1,875.00
199.11.6141.00.119.0.30.000	6141 Social Security/Medicare	$3,200.00
199.11.6141.41.119.0.30.000	6141 Social Security/Medicare	$25.00
199.11.6141.TU.119.0.30.000	6141 Social Security/Medicare	$260.00
199.11.6142.00.119.0.30.000	6142 Group Health and Life Insurance	$18,200.00
199.11.6143.00.119.0.30.000	6143 Workers' Compensation	$2,650.00
199.11.6146.00.119.0.30.000	6146 Teacher Retirement/TRS Care	$4,670.00
	6100 Subtotal:	**$282,875.00**
6300 Supplies and Services		
199.11.6399.00.119.0.30.000	6399 General Supplies	$16,360.00
	6300 Subtotal:	**$16,360.00**
6400 Other Operating Costs		
199.13.6499.00.119.0.30.000	6499 Miscellaneous Operating Costs	$4,000.00
	6400 Subtotal:	**$4,000.00**

Title I

Schoolwide Program Plan

De Zavala Elementary operates a Title I Schoolwide Campus due to the percentage of low income students. Annually, we review the schoolwide concept and the targeted assistance program concept with faculty and parents via the Campus Improvement Committee (CIC) to elect to continue the Schoolwide Program Plan or Targeted Assistance Program Plan.

The *Schoolwide* Program Plan is reviewed and updated annually during the Comprehensive Needs Assessment process. This process includes a review of the 10 Components of a Title I Schoolwide Program with connections to the eight Goal Areas within our Campus Improvement Plan.

1. Student Achievement
2. Curriculum and Instruction
3. Fiscal Responsibility
4. Highly Qualified and Effective Teachers
5. Parent and Community Involvement
6. Instructional Technology
7. Safe and Disciplined Environments
8. Dropout Prevention

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Our Campus Improvement Committee (CIC) utilized guidance from TEA Region 20ESC to develop the Comprehensive Needs Assessment process. The Comprehensive Needs Assessment (CNA) begins with the Summative Evaluation of the prior year's Campus Improvement Plan. GPISD provides student achievement data and progress monitoring reports. We include our Report Card and relevant PEIMS data with the System Safeguards report. Our CIP includes a checklist of additional data reviewed. The CIC coordinates this review with campus administrators and teachers.

The Campus Improvement Plan includes a new Performance Objective regarding shared decision-making improvements, focusing on improved implementation of the CIC structure. Each strategy in the CIP format provides a pick list choice option for the Component(s) addressed by that Strategy.

2: Schoolwide Reform Strategies

Schoolwide Reform Strategies are reviewed, updated and incorporated into the CIP annually. For the 2014-2015 schoolyear these reform strategies are addressed:

- Develop improved accelerated instruction and interventions for students struggling with academics and/or designated as at risk of dropping out of school.
- Improve and support Programs and Schools of Choice.
- Improve program and funding coordination particularly between Title I and SCE funds and requirements.
- Focus Parent and Community Involvement sessions on student academic achievement as requested by parents.
- Improve Comprehensive Safety Plan to ensure positive learning environments.

3: Instruction by highly qualified professional teachers

Goal Area 4 in our CIP addresses the professional development strategies to ensure 100% compliance with HQ regulations and to further ensure that our teachers are being highly effective in the classroom, particularly with student who are struggling academically or are at risk of dropping out of school. A major component of this effort is supported centrally with the services of Title II Curriculum Facilitators supported by Content Strategists, funded from Title I and State Compensatory Education. An Instructional Coach (iCoach) serves our campus to bring these services directly to the classroom teacher. Professional Development activities are also expanding through the use of online training opportunities as well as training sessions.

In addition to GPISD services and online training opportunities, our campus designs a Campus Training Plan approved by the CIC and the Principal to address teachers' needs specifically identified at our campus.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

5: Strategies to attract highly qualified teachers

De Zavala Elementary works with GPISD Human Resource staff centrally for all recruitment efforts and job postings to ensure highly qualified and effective teachers are attracted to our campus. This staff reviews assignments to ensure that high needs campuses are served proportionately. The documentation process of time and effort for teaching positions also serves as a review strategy for formative evaluations of teacher qualifications and placement.

6: Strategies to increase parental involvement

Title I funds are allocated to our campus by formula to comply with federal expenditure requirements.

GPISD funds a Parent/Community Liaison for our campus. This person works at our school and at the GPISD Parent Involvement Center. Via the annual Health and Services Fair GPISD Parent/Community Liaisons establish a much improved line of communication with our parents. An annual survey, as well as feedback sheets from every meeting or session, is recorded to gain input from our customers. From this feedback our campus is increasing the number of parent sessions offered to include more information on home learning and increasing student achievement. Our Parent/Community Liaison also assists with distributing and documenting parent receipt of out Parent Involvement Policy and Parent/School Compacts.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

GPISD is expanding preschool programs across the district. All comprehensive Title I elementary schools in GPISD offer Kindergarten, including our campus. We also offer a Pre-Kindergarten program and provide parent information to parents regarding the Pre-Kindergarten program at Bonham Early Childhood Center. Our students are screened for reading readiness at the transition to into elementary school programs to focus individualized strategies as needed.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

DeZavala participates in the Progress Monitoring process each 3, 6 and 9 weeks periods, designed and led by Research and Evaluation staff. Professional Learning Groups of campus administrators and classroom teachers are trained on how to interpret achievement data and related information and how to focus teaching and learning plans to improve the achievement of individual students. Our CNA process also includes teachers in the CIC data review sessions to better address the overall instructional plan.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Student academic services are designed and implemented based on student achievement data and Public Education Information Management System (PEIMS) data regarding students identified as at risk of dropping out of school. The thirteen categories of at risk designations show five categories based on pure academic measures, such as STAAR failures or Limited English Proficiency, and eight categories of psycho-social measures, such as homelessness or pregnancy/parenting. PEIMS information regarding at risk designations is included as a primary source of data during the Comprehensive Needs Assessment process. Strategies are developed from this work in Goal Area 8 of our CIP. Tutoring efforts are well documented. Dual Language programs and ESL programs are included in teacher preparation and training efforts to ensure effective instruction and supplemental instruction. Our teachers also implement strategies specific to students who experience difficulty mastering any of the state's standards to provide effective, timely additional assistance. These efforts are supported by State Compensatory Education funds as well as Title I funds.

10: Coordination and integration of federal, state and local services and programs

Federal programs such as Title I, Title II, Title III and IDEA are budgeted during the same process with General Operating funds and State Compensatory Education (SCE) funds. This coordinated process avoids supplanting and provides the most effective financial support of campus strategies across all Goal Areas of the Campus Improvement Plan. Perhaps the most notable example of this coordination is the implementation of the Title II effort to improve the overall professional development and instructional delivery by our teachers. The basic program of Facilitators is funding by Title II. Title I funds and SCE funds complement the program by funding additional Strategists to expand the program. General Operating funds, SCE funds and Title I funds extend services directly to the classroom.

Title I Personnel

Name	Position	Program	FTE
Jean Holt	iCoach	Title 1	1.00
Kelly Pacanins	iCoach	Title 1	

2015-2016 Campus Improvement Committee

Committee Role	Name	Position
Administrator	Mary A. Smith	Principal
Administrator	Wendy G. Mathis	Assistant Principal
Administrator	Martin Zamarripa	Assistant Principal
Classroom Teacher	Jacquelyn Chovanec	Teacher
Classroom Teacher	Brenda Garcia	Teacher
Classroom Teacher	Cynthia Garcia	Teacher
Classroom Teacher	Elma Garza	Teacher
Classroom Teacher	Flor Granillo	Teacher
Classroom Teacher	Kayla Hardee	Teacher
Classroom Teacher	Lissa Hilbert	Teacher
Classroom Teacher	Ruthie Igwe	Teacher
Classroom Teacher	Linda James	Teacher
Classroom Teacher	Erin Pavy	Teacher
Classroom Teacher	Gerarado Reyes	Teacher
Classroom Teacher	Sharonda Walker	teacher
Classroom Teacher	Alice Winn	Teacher
Community Representative	Leon Dudley	Community Rep.
District-level Professional	Alicia Salinas	District Rep
Non-classroom Professional	JeanAnn Holt	iCoach
Non-classroom Professional	Evetta McGriff	Counselor
Non-classroom Professional	Kelly Pacanins	iCoach
Non-classroom Professional	Rickeshea Todd	Counselor
Paraprofessional	Yesenia Trapp	Para
Parent	Valerie Hines	Parent
Parent	Dinora Mauricio	

Technology Expert	Lisa Howell	IMS

Campus Funding Summary

CAMPUS FUNDS:					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	6	1			$20,000.00
				Sub-Total	$20,000.00
199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$25,000.00
1	1	10			$5,000.00
1	2	1			$1,000.00
1	2	2	Paper for printing dollars		$500.00
2	2	2			$1,000.00
2	3	2			$2,000.00
2	5	1			$1,000.00
2	5	2			$700.00
2	5	3			$400.00
2	5	4			$20,000.00
2	5	6			$6,000.00
2	5	7			$65,000.00
2	5	8			$2,000.00
6	1	4			$150.00
8	1	4			$1,000.00
				Sub-Total	$130,750.00
199 - SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$11,000.00
1	1	5			$10,000.00

				Sub-Total	$21,000.00
211 - Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	instructional resources and workbooks		$13,000.00
1	1	4			$2,000.00
1	1	6			$50,000.00
1	1	7			$60,000.00
1	1	9			$3,600.00
1	1	10			$10,000.00
1	1	11			$0.00
2	2	4			$15,000.00
2	5	5			$200.00
5	2	1			$4,000.00
5	2	2			$200.00
5	2	3			$400.00
5	2	5			$2,622.00
5	4	1			$2,600.00
6	1	6			$100,000.00
				Sub-Total	$263,622.00
				Grand Total	$435,372.00

Addendums

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Status Report
LORENZO DE ZAVALA ENVIRONMENTAL SC (057910119) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status ‡															
Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y		Y		6	6	100
Mathematics													0	0	
Writing	Y		Y						N		Y		3	4	75
Science	Y		Y						Y		Y		4	4	100
Social Studies													0	0	
Total													**13**	**14**	**93**
Participation Status ‡															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y			Y	6	6	100
Mathematics													0	0	
Total													**6**	**6**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													**0**	**0**	
Overall Total													**19**	**20**	**95**

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

\+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate.

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%
b = Four-year Graduation Rate Target of 83%
c = Safe Harbor Target of a 10% decrease in difference from the prior-year rate and the goal
d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Performance and Participation Data Table
LORENZO DE ZAVALA ENVIRONMENTAL SC (057910119) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in Satisfactory Standard	270	36	194	24	-	9	*	**	202	*	91	n/a
Total Tests	344	50	250	27	-	10	*	**	263	*	121	119
% at Phase-in Satisfactory Standard	78%	72%	78%	89%	-	90%	*	100%	77%	*	75%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Phase-in Satisfactory Standard	83	6	64	8	-	*	-	*	60	*	36	n/a
Total Tests	139	17	103	12	-	*	-	*	107	*	54	52
% at Phase-in Satisfactory Standard	60%	35%	62%	67%	-	*	-	*	56%	*	67%	n/a
Science												
# at Phase-in Satisfactory Standard	95	16	67	6	-	*	*	*	69	-	27	n/a
Total Tests	118	18	86	7	-	*	*	*	88	-	38	38
% at Phase-in Satisfactory Standard	81%	89%	78%	86%	-	*	*	*	78%	-	71%	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	370	60	260	30	*	11	*	6	284	6	n/a	124
Total Students	371	60	261	30	*	11	*	6	284	6	n/a	124
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Graduation Data Table
LORENZO DE ZAVALA ENVIRONMENTAL SC (057910119) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY
2015 Accountability Summary
LORENZO DE ZAVALA ENVIRONMENTAL SC (057910119) - GRAND PRAIRIE ISD

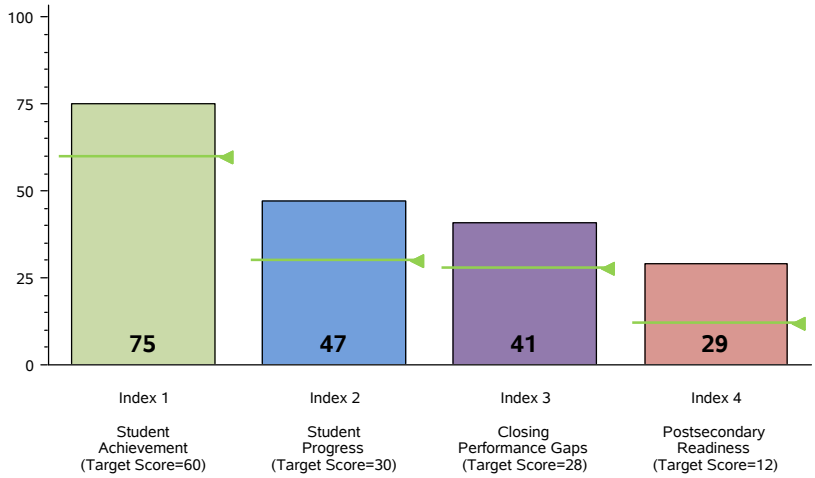
Accountability Rating

Met Standard

Met Standards on	Did Not Met Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	448	601	75
2 - Student Progress	379	800	47
3 - Closing Performance Gaps	573	1,400	41
4 - Postsecondary Readiness			
STAAR Score	28.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		29

Distinction Designation

Academic Achievement in Reading/ELA	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NOT ELIGIBLE
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Campus Demographics

Campus Type	Elementary
Campus Size	887 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	77.3
Percent English Language Learners	32.2
Mobility Rate	12.2

State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	13 out of 14 = 93%
Participation Rates	6 out of 6 = 100%
Graduation Rates	N/A
Total	**19 out of 20 = 95%**

For further information about this report, please see the Performance Reporting Division website at http://ritter.tea.state.tx.us/perfreport/account/2015/index.html