

El Paso Independent School District

Zavala Elementary School

2019-2020



Mission Statement

Our commitment is to provide college and career readiness opportunities that expand, enhance, and challenge student learning in a caring, nurturing, and safe environment while establishing a good working relationship with the parents and the community.

Vision

Our vision at Zavala Elementary School is to provide a college-bound culture that prepares students for higher education and instills a desire of continuous learning in every individual. It is our vision that our students grow to become future leaders of a greater tomorrow by developing and acquiring all skills necessary by providing them with the best education possible.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Zavala Elementary is a PK3-5th grade neighborhood campus in South Central El Paso, we were founded in 1925. We serve South/Central community of El Paso, Texas. Our population is 98% Hispanic, African American is 2%, white is <1%, American Indian is <1%, Asian is <1%, Pacific Islander is <1%. Economically disadvantaged is 95%, EL pop. is 75%, Migrant is <1%, Special Education is 13%, Homeless is 7%, at Risk is 92%. Our enrollment is currently 243, but is expected to be at 540 for the 2019-2020 school year.

As part of the Community Schools, we have the Soccer Reading Club which is an after school athletic/educational program which addresses the needs of 3rd - 5th grade students at our campus.

We have the Zavala Garden, also run through Community Schools, which includes 3rd grade students. This teaches them about growing and consuming healthy foods.

We have an excellent Art teacher who has involved our students in many district, city, and state activities which has highlighted our campus as a place where Fine Arts are valued. Our students are often placed in these events and have been featured in the media.

Our Sped department works with all Sped students as required by state.

Some of our GT students participate in Destination Imagination, which is a regional competition to demonstrate creativity through collaborative problem solving challenges.

We participate in district Positive Behavior Intervention Support (PBIS) approach to support social/emotional/academic success. We have montly meetings and monthly reward activites for our students. Statistically, 95% of our students participated in these monthly activities due to their positive behavior.

All the teachers on our campus are highly qualified teachers with TEA cerfication to address the needs of our bilingual and monolingual students.

Demographics Strengths

We are a community school that has been developing its presence in a very positive way through our relationship with Community Schools and Proyecto Vida. We have pariticipated in Soccer Reading Club Events, Unites as One Festival Events, and many other events which meet the needs of all our stake

holders in our educational community. Proyecto Vida maintains 2 after school and summer daycare classrooms on our campus which serve our campus and others.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is not a dedicated time for GT studies at the campus. **Root Cause:** Schedules have not been designed to support GT instruction.

Problem Statement 2: Not all departments are equally represented on the CIT. **Root Cause:** Alternate or sub reps for all grade levels to include SPED dept. and PE coaches have not been included or designated.

Student Academic Achievement

Student Academic Achievement Summary

Zavala's latest 2018 state assessments data shows that our overall scores were as follows:

Math Reading Writing Science

96% Approaches 93% Approaches 78% Approaches 85% Approaches

76% Meets 50% Meets 53% Meets 32% Meets

36% Masters 19% Masters 9% Masters 5% Masters

Zavala's latest 2018 DRA/EDL assessment data show that our overall scores were as follows:

DRA EDL

Kinder 63% Kinder 33%

1st Grade 9% 1st Grade 30%

2nd Grade 33% 2nd Grade 0%

Data reveals that from 2017 95% of the students passed math. In comparison to 2016, 87% passed. This shows that in the past three years, Zavala scores have been consistently increasing from year to year.

In reading, the cohort that was tracked, demonstrated almost 30% increase. Teachers and Instructional Support utilize assessment data to address students who were identified as at high risk. Instructional Support and teachers evaluate data and develop a more rigorous instruction that focuses on targeted skills. This is done through small group interventions (RTI), pullout, guided reading groups, after school tutoring, and Saturday School tutoring.

Student Academic Achievement Strengths

Strengths:

1. STAAR data reveals that our 3rd - 5th grade students perform highly in mathematics year after year with a high percentage in the grade level criteria of Meets and Masters.

2. The majority of our students are well mannered and respectful towards other students and the school staff. These student qualities assist the campus in having low behavioral problems.

Challenges:

1. Writing scores for the last 3 years, reveal that our Writing Scores have fluctuated. Writing scores for the past 3 years are as follows:

2018-78% 2017 - 94% 2016 - 68%

2. In the 2018 Accountability Ratings report we received only one distinction out of five.

3. We need some revisions to our RTI to address the needs of the students with high mobility.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing scores for the last 3 years, reveal that our writing scores have been inconsistent. **Root Cause:** As a campus, we currently do not have a set writing program in place that is vertically aligned throughout the grade levels.

Problem Statement 2: In the 2018 Accountability Ratings Report, we received only 1 distinction out of 5. Our students are scoring at the Approaches Level and not in the Meets and Masters Levels. **Root Cause:** Teachers lack understanding of instructional rigor when implementing the curriculum and focusing on the TEKS.

School Processes & Programs

School Processes & Programs Summary

Personnel-Policy and Procedures:

Zavala Elementary attends a teaching job fair twice a year to select and retain effective new or experienced teachers. All teachers are interviewed by the Zavala Interview committee which is made up by the (principal or assistant principal, leader teachers, and/or grade level teachers) in order to make an decision. Qualified teaching candidates are contacted for a second interview where they are asked to plan and deliver a 5-10 minute math or reading lesson. Once the interview committee agrees on a final decision then a recommendation is made to Human Resources.

Zavala Elementary staff are highly qualified teachers/paraprofessionals. Zavala Elementary provides and seeks development opportunities for areas of growth by modeling for all teachers in the classroom, 90 minute weekly PLC's and continuous professional development provided to help enrich classroom lessons.

Professional Practices:

Weekly PLC's are a nonnegotiable and grade level norms are followed. Grade level teachers meet to plan and implement effective instruction. Evaluate data and identify student strengths and weaknesses. All teachers are require to participate in staff developments and collaborate classroom ideas.

- Reading
- Math
- Writing
- Science

Zavala Elementary promotes an effective learning environment for our teachers by planning weekly PLC's that are nonnegotiable. Grade level teachers meet in 90 minute lesson planning to plan effective lessons and aligned with the TEKS and curriculum units.

Teachers have the opportunity to use several screenings and several forms of data such as (BOY-MOY-EOY Data for STAAR, District Benchmarks, Campus Mock Tests and TELPAS, I-station, and DRA-EDL (for lower grades) to drive and differentiate instruction to better meet the student's individual needs.

Zavala staff and work on reflecting on their own practices by analyzing data and writing specific and measurable goals that can be attained by the end of the year. Zavala Elementary provides multiple enrichment opportunities for all student success such as small group instruction, pull out groups, after-school tutoring, morning I-station, Saturday school and the soccer reading program.

Programs and Opportunities for Students

Zavala Elementary uses research-based strategies to implement effective instruction and all student populations. Teachers plan accordingly to meet the student needs and increase student success. (DATA: See Student Academic Achievement)

- Bilingual/ Dual Language
- GT/ Destination Imagination
- Special Ed
- Dyslexia
- Speech Therapy

GT students participate in the Destination Imagination in a regional competition. Through this competition students are able to work on their interpersonal, problem-solving, team building and researching skills. Zavala progressively works in closing the achievement gap by focusing on the post-secondary readiness. By researching and selecting a university across the US or overseas on the type of degree, student life, athletics, resources for students and writing to them about questions or interests that they would like to learn more about.

Zavala incorporates technology in the classroom by using student desktops, class set I-pads in order to access the I-station Reading and Math programs 2 times a week for 30 minutes. Using the I-station data students are grouped into tiers. students who fall on tier 3 are teacher monitored, pulled into a small group and given a mini lesson on a targeted skill to help them understand and be able to continue with their instruction. Zavala also incorporates the Accelerated Reader which allow students to read independently along with a summative assessment on their comprehension skills.

Zavala student teacher ratio average is 15 students, which allows for small group instruction. They have multiple opportunities to share and express their learning in various ways in a safe and risk free environment

The Soccer-Reading program is an incentive that Zavala provides for students with good grades and behavior. Students are given the opportunity to complete all homework assignments, afterwards students are allowed to play soccer.

Procedures

Zavala Elementary facilitates the development student services and activity programs to fulfill academic, developmental, cultural, and social needs based on student demographics and data, teachers plan to maximize their instruction and target skills.

Zavala PBIS program developed PBIS norms outside and inside the classroom. Teachers follow PBIS expectations to address classroom, hallway, restroom, cafeteria, and physical education rules and consequences. Zavala PBIS committee gathers data to review behavior incidents, identify consistent offenders, and develop strategies to minimize the negative behavior and reduce the probability of a referral. The PBIS committee works together to provide a variety of incentives on a monthly basis for students to participate in student led activities.

Zavala's Counselor administers the "Lunch-Bunch" during student's lunchtime where students are pulled into a small group and are able to discuss their academics, social, and emotional needs. Zavala Elementary Counseling program offers monthly Guided lessons for all grade levels to address social and emotional areas such as the following:

- Bullying
- Red Ribbon Week
- Fire Awareness
- Digital Citizenship Lessons
- Self-Esteem
- Kindness

Zavala Elementary's objective is to maintain the well-being and safety of all students and staff members. Monthly fire drills are administered to follow procedures and lock out/in are practice to assure all faculty knows the procedures. Administration trains all faculty in all proper procedures and drills and teachers train all students.

School Processes & Programs Strengths

Strengths:

Zavala Elementary address low performing students by having various activities to include small group pull out tutoring, teacher to student tutoring, Saturday school tutoring, Staff/ Faculty-student mentoring, and early teacher monitored computer lab.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are many question and concerns in regards to the faithful implementation of district programs and initiatives. **Root Cause:** Faculty and staff need effective and explicit professional development specifically geared to our campus and student population needs.

Perceptions

Perceptions Summary

Student Engagement

Our attendance rates for 2017-2018 at the End of Year was 96.09% for PK 4yrs to 5th grade. In 2018-2019, we have maintained a 96.09% attendance rate for K – 5th and 92.98% for PK which includes our new program PK 3 years for a total of 95.7%. In 2017-2018, we had a total of 18 Discipline referrals at EOY. In 2018-2019, we currently have 12 discipline referrals as of April 24, 2019.

We are a proactive campus when it comes to bullying. We provide lessons to ward off any bully with “Common Sense - Digital Citizenship”, as well as, Bullying Guidance Lessons provided by the counselor. In addition, we have weeklong “Red Ribbon Week” activities and have guest speakers who speak to students on this topic. At Zavala, we have a mentoring program where many of the faculty and staff mentor students who are struggling with behavior. Students at Zavala like coming to school and feel safe. Teachers feel the campus is safe and friendly. The community is very respectful and feel at home, just like the students. Students have stated that they feel safe and the Zavala community is very welcoming. They like coming to school here where they feel like its home. Teachers have great comradery, and feel comfortable working alongside each other.

There are many safety procedures in place to promote safety. We have a new doorbell system where everyone must provide an Identification to enter the premises. The administration team is very visible and continuously walking the hallways making sure everyone is well and participating in their classrooms. We also utilize two way radios to communicate with other staff members.

Staff Engagement

Zavala has a high retention rate with Teachers. Those teachers who leave usually leave the district and move out of state. New teachers are provided a mentor. The administration team provides them trainings on all duties and responsibilities. The faculty has great comradery. Faculty, staff, and students feel safe at Zavala.

Parent/Guardian and Community Engagement

Parent’s perception of school’s effectiveness is positive. Parents feel welcomed and are encouraged to participate in various Parent Engagement activities. The counselor provides a monthly meeting “Tea with the Counselor” where community agencies provide information to parents of their services. The Parent Engagement Leader provides various Educational trainings for parents during the school year. The students are given notices to parents on the upcoming trainings or meetings. The notices are delivered in both English and Spanish so that parents understand the notice.

Perceptions Strengths

At Zavala Elementary, the climate is very positive and friendly where students, staff and faculty, and parents are all "family." A common respect is evident from all parties involved.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents in our community lack educational resources to make improvements to their personal lives, which in turn impacts our students. **Root Cause:** Zavala needs a Parent Center where parents have resources, classes, books, etc. available to them on a daily basis.

Priority Problem Statements

Problem Statement 1: Not all departments are equally represented on the CIT.

Root Cause 1: Alternate or sub reps for all grade levels to include SPED dept. and PE coaches have not been included or designated.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is not a dedicated time for GT studies at the campus.

Root Cause 2: Schedules have not been designed to support GT instruction.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Writing scores for the last 3 years, reveal that our writing scores have been inconsistent.

Root Cause 3: As a campus, we currently do not have a set writing program in place that is vertically aligned throughout the grade levels.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: In the 2018 Accountability Ratings Report, we received only 1 distinction out of 5. Our students are scoring at the Approaches Level and not in the Meets and Masters Levels.

Root Cause 4: Teachers lack understanding of instructional rigor when implementing the curriculum and focusing on the TEKS.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: There are many question and concerns in regards to the faithful implementation of district programs and initiatives.

Root Cause 5: Faculty and staff need effective and explicit professional development specifically geared to our campus and student population needs.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Parents in our community lack educational resources to make improvements to their personal lives, which in turn impacts our students.

Root Cause 6: Zavala needs a Parent Center where parents have resources, classes, books, etc. available to them on a daily basis.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Active Learning:

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 1: Zavala will ensure that 80% of students will attain at least one year's growth and maintain a 90% in Reading, Math and Science. and with improvement of 10% in Writing

Evaluation Data Source(s) 1: STAAR,2018-19, IStation, DRA, EDL, Unit Assessments, TELPAS

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide tutoring for all students whose STAAR scores are 70% or lower, teacher recommended, or per IStation	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers, Grade Level Chairs Secretary	Increase student learning through analyzing and planning for daily instruction and tutoring. (Roster, STAAR results, AR, IStation results: BOY, MOY, EOY, EDL, unit assessments)				
Funding Sources: 185 SCE (Campus) - 36354.00							
2) Continue to implement technology programs such a Accelerated Reader, and Target Math/Reading.		Administration, Secretary, Active Learning Leader	Increase student learning and opportunities through Researched based programs.				
Funding Sources: 211 ESEA Title I (Campus) - 0.00, 185 SCE (Campus) - 760.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Provide students with field trips to enhance classroom instruction and provide transition field trips for early childhood students and 5th grade students		Secretary; teachers; Administration	Increase student learning by providing hands on experiences.				
Funding Sources: 199 General Fund - 0.00							
4) Upgrade reading materials needed in the library. Upgrade classroom sets to be checked out by teachers for student use.		Administration, Secretary, Librarian, teachers	Increase variety of options for independent reading which are relevant to students based on interests. Improve student fluency and comprehension.				
Funding Sources: 211 ESEA Title I (Campus) - 2000.00							
5) Kids Excel will be contracted to motivate and develop health, academics, and self-esteem.		Administration; 4th grade teachers; Secretary	This will meet, address, and support the needs of the whole child which will positively impact s. learning.				
Funding Sources: 199 General Fund - 0.00							
6) Purchase testing materials to support instruction for economically disadvantaged, at-risk, SPED, ELL's, and GT populations. Diagnostic Assessments to support instructional materials.	2.6	Administration, Secretary	Increase all student groups academic gaps and or increase level of understanding.				
Funding Sources: 211 ESEA Title I (Campus) - 6500.00, 185 SCE (Campus) - 2396.00							
Comprehensive Support Strategy Additional Targeted Support Strategy 7) Campus will support the students who have not met standards on STAAR, Continue to monitor student data on IStation, RTI and IEP, district/unit assessments and campus diagnostic assessments		Administration, Teachers, Grade Level Teachers	Improve performance on concept specific aligned instruction				
8) Utilize district funded Active Learning Leader to enhance the academic achievement of at-risk, economically disadvantaged, SPED, ELL's, GT with Campus and District Programs in Reading and Math.Utilize A.L.L to provide staff development and support for teachers.		Administration, Active Learning Leader	Enhance the Active Learning. Evidence of planning that will support teacher's instruction.				
9) Provide DRD services to identified students		Assistant Principal	This will empower students to have the strategies they need to support their learning, self-monitor, and adjust.				
Funding Sources: 199 General Fund - 0.00, 185 SCE (Campus) - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
10) Purchase technology equipment to support instruction, maintain data, and support technology integration in the classroom. This equipment will allow to modernize each classroom technology setup,		Administration, Secretary	Improvement of student class environment will support Balanced Literacy. It will also enhance student participation in regards to active learning.				
Funding Sources: 211 ESEA Title I (Campus) - 1300.00, 185 SCE (Campus) - 4604.00							
11) Purchase instructional supplies and materials to support LEP, Economically Disadvantage, At-Risk, SPED, ELL's, GT students. Provide instructional material necessary in the classroom. Material necessary for teacher workroom/conference area for student planning, testing, library	2.4, 2.5, 2.6	Principal	Provide all necessary resources to remove any impediment to student accessibility.				
Funding Sources: 185 SCE (Campus) - 3850.00, 211 ESEA Title I (Campus) - 3901.45							
12) Provide substitutes for teachers who will assist with State and Federal testing and other student related trainings.		Principal Assistant Principal Secretary	Allow for teachers to provide necessary supports for students during testing and to attend relevant PD to increase student learning.				
Funding Sources: 199 General Fund - 0.00							
13) 14) Purchase classroom reading material to support STAAR in core academic areas.		Secretary Principal Teachers	Will support student learning during instruction and during assessments.				
Funding Sources: 211 ESEA Title I (Campus) - 0.00							
14) Purchase supplies and materials for the library		Secretary Librarian	Create safe and welcoming environment which supports student success.				
Funding Sources: 211 ESEA Title I (Campus) - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Active Learning:

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 2: Zavala will monitor all students in Pre-K-2nd grade to ensure that by the end of the school year at least 80% of students are placed On or Above Benchmark on Ren360, and Progress Circle; and ensure grade-level proficiency on Early Childhood Assessment Checklists.

Evaluation Data Source(s) 2: Progress Circle Monitoring, Checklists, DRA/EDL

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 1) Provide substitutes for teachers to attend staff development that addresses student's needs and/or participate in PLC meetings, and Active Learning Framework training/planning that address curriculum, data analysis and looking at student work.		Administration ALL	Improve student learning by supporting teachers with opportunities to meet, collaborate, plan, and attend relevant PD.				
	Funding Sources: 185 SCE (Campus) - 7102.00						
Comprehensive Support Strategy 2) Provide substitutes for PK teacher to attend staff development that addresses student's needs and/or participate in PLC meetings that address curriculum, data analysis and looking at student work.		Administration	Improve student learning by supporting teacher with opportunities to meet, collaborate, plan, and attend relevant PD.				
	Funding Sources: 185 SCE (Campus) - 508.00						
3) Pay registration fees for in-town staff development for teachers, administrators, and counselor.		Principal Secretary	Becoming models of life long learning and becoming knowledgeable of research based strategies and trends.				
	Funding Sources: 185 SCE (Campus) - 943.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Great Community Schools:

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Zavala will implement strategies to promote a safe and drug free school, eliminate bullying, and maintain or increase student attendance. Zavala will maintain student discipline referrals at or below 10 referrals during the 2017-18 school year.





Evaluation Data Source(s) 1: discipline referrals, guidance lessons and Counselor lunch bunch, Alpha Report

Summative Evaluation 1:

Next Year's Recommendation 1: Bring in SEL and PBIS to support taking into consideration the # stds

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Utilize district-funded counselor to provide guidance and counseling in support of at-risk, economically disadvantaged, and other students in need.		Counselor	Supporting and meeting the social and emotional needs of all students.				
2) Continue with Red Ribbon week activities to promote a safe and drug free school while maintaining a healthy lifestyle.		Counselor	Reinforce positive attitudes of all students as well as making healthy and correct choices.				
3) Provide training on Campus Discipline Plan, PBIS, Crisis Management Plan, Safety and Program Access Review. As a PBIS campus, ensure the PBIS committee meets once a month to ensure all expectations are being implemented effectively and met.		Counselor, PBIS TEAM Administration	Supporting positive behaviors, implementation of incentives, being proactive to avoid discipline issues.				
4) Purchase supplies necessary to operate counseling activities		Counselor, Secretary	Ensure positive support systems are in place for students.				
Funding Sources: 199 General Fund - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Throughout the year, Counselor will implement conflict resolution skills, college awareness, anti-bullying activities, strong fathers, family and community engagement through tea with the counselor meetings, self-esteem activities, fire prevention week and provide resources to homeless, COLT of the month, and implement CORE Essentials		Counselor	Build strong community relations, build and support strong family school relations, increase family and engagement.				
6) Provide incentive motivated program to promote school attendance		Administration, PEIMS Clerk	Zavala will become a place where all our students look forward to coming every day.				
7) 7) Provide opportunities for students to participate in fine arts activities, lessons, contests.		Art Teacher Administration	Incorporation of fine arts with core subjects to impact student learning. Participation of students in relevant, meaningful, and interest based art activities which will support student learning.				
8) Operation School Bell will provide school supplies and uniforms for some Zavala students. Limited vouchers were provided to Zavala students for uniforms by the McKinney Vento.		Counselor, Secretary	Provide necessary support for students and families.				
9) Continue with Career Day for students to explore possible career opportunities		Counselor	Set high expectations for all students.				
10) College awareness activities.		Counselor	Promote college awareness activities to learn about different colleges, universities, and higher education.				
11) Purchase supplies for nurse to promote a safe & healthy environment		School nurse Secretary	Ensure everyday health and safety needs of students.				
Funding Sources: 199 General Fund - 0.00							
12) Purchase awards to recognize student achievement		Principal Assistant Principal, Secretary	Provide incentives for students.				
Funding Sources: 199 General Fund - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: Great Community Schools:

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: Zavala will implement the Active Learning Framework and utilize the integration of technology by becoming a 100% certified campus in GT and Digital Citizenship.

Evaluation Data Source(s) 2: Digital Citizenship skills and lessons. Teacher Digital Citizenship Certification Report.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Purchase and upgrade technology in the classrooms.							
Funding Sources: 185 SCE (Campus) - 3500.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Lead with Character and Ethics:

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Zavala will comply with state and federal guidelines during 100% of school operations.

Evaluation Data Source(s) 1: Zavala has complied with state and federal guidelines.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure accuracy of all PEIMS coding		Administration, PEIMS	Accuracy of student records and state fund allocation.				
2) Comply with Title 1,1% or Title 1 parental expenditure, Title 2, and SCE expenditures		Administration, Secretary	Ensure proper use and compliance of allocated funds/account usage.				
3) Teachers will be trained on CPS reporting, Sexual Harassment, Emergency Operation Plan, College Awareness, Attendance, Discipline, Anti- Bullying, Blood Pathogens, T-TESS, Child Abuse and Sexual Abuse Prevention, Ethics and Fraud Awareness, Copy-Right, TEA Corrective Action-SPED and implement Texas Behavior Support Initiative (TBSI),		Administration Counselor Special Ed Teacher,	Proper training of teachers and staff to ensure safety and emotional support of all students.				
Comprehensive Support Strategy 4) Positive Behavior Initiative Support (PBIS)		Assistant Principal	Proper implementation of district initiatives to support positive student behavior at all times.				
5) Pay for rentals/lease of copiers and riso-graph in the teacher workroom and administrative area		Principal, Secretary	Supporting teacher and classroom needs by providing resources and lesson accessibility to students.				
Funding Sources: 199 General Fund - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Purchase general supplies necessary to operate the administrative office		Secretary	Ensure administrative everyday school business runs smoothly, to include all communication between school and home/community.				
Funding Sources: 199 General Fund - 0.00							
7) In-city travel for campus administrators and office staff		Principal					
Funding Sources: 199 General Fund - 0.00							
8) Will retain a highly qualified Social Worker in order to address Social Emotional Learning (SEL) for all students.		Principal					
Funding Sources: 185 SCE (Campus) - 29736.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: Zavala will recruit, hire and retain highly qualified teachers, tutors, and staff that successfully engage all students for success.

Evaluation Data Source(s) 1: Zavala continues to maintain high qualified teachers, tutors and staff.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Retain full-time Bilingual Intervention Teacher and two Campus Teaching Coaches to provide K-5 teachers with research based strategies to effectively implement district standards based curriculum and support teachers through the coach model.	2.4, 2.6	Principal Bilingual Intervention Teacher	Support teachers and students learning to close gaps and achieve expectations.				
Funding Sources: 211 ESEA Title I (Campus) - 187278.20							
2) Hire part-time tutors to assist kindergarten and 1st grade classes in the Action Based Learning Lab.		Principal	Implement research based programs for lower grades.				
Funding Sources: 185 SCE (Campus) - 0.00							
3) Utilize district funded LPAC Clerk to support the Language Proficiency Assessment Committee and monitor student placement of Limited English Proficient students.		Assistant Principal, LPAC Committee, LPAC Clerk	Ensure state deadlines are met for ELL students, ensure proper placement and student accommodations are in place.				
4) Attend Job Fair to recruit highly qualified teachers.		Principal					
Funding Sources: 185 SCE (Campus) - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 2: Build capacity for parental involvement to increase student academic performance and participation in school sponsored extra-curricular activities.

Evaluation Data Source(s) 2: Parental Engagement (PEL) has helped to build parental involvement and community through nutrition, English and Spanish classes along with assisting parents with technology and Math classes. A Fall Festival was held promoting a bond with the community.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Utilize a district-funded Parent Involvement Assistant to coordinate and support the school's efforts to implement Title I parent involvement requirements.	3.1, 3.2	Administration	Matrix, support for parents to be able to help their children.				
2) conduct parent meetings to inform, assist, and train them (to include Title I Part A components, Parent -Student compact and student handbooks)	3.1, 3.2	Administration, PIA	sign in sheets, empower parents				
3) Increase parental involvement through parent academic night, technology classes, student performances, and professional speakers.	3.2	Administration PIA	Sign in sheets, support and inform parents.				
4) Purchase instructional supplies to include reading materials, and refreshments for parental activities.		Secretary, PIA	Support parental involvement				
Funding Sources: 211 ESEA Title I (Campus) - 1183.35							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	7	Campus will support the students who have not met standards on STAAR, Continue to monitor student data on IStation, RTI and IEP, district/unit assessments and campus diagnostic assessments
1	2	1	Provide substitutes for teachers to attend staff development that addresses student's needs and/or participate in PLC meetings, and Active Learning Framework training/planning that address curriculum, data analysis and looking at student work.
1	2	2	Provide substitutes for PK teacher to attend staff development that addresses student's needs and/or participate in PLC meetings that address curriculum, data analysis and looking at student work.
3	1	4	Positive Behavior Initiative Support (PBIS)

State Compensatory

Budget for Zavala Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.148.30.362.148	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$7,102.00
185.11.6112.148.34.362.148	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$508.00
185.11.6117.148.30.100.148	6117 Career Ladder - Locally Defined	\$37,114.00
185.32.6119.148.30.000.148	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$29,736.00
6100 Subtotal:		\$74,460.00
6300 Supplies and Services		
185.11.6339.148.30.000.148	6339 Testing Materials	\$3,500.00
185.11.6395.148.30.000.148	6395 Supplies, DP Operations - Locally Defined	\$3,500.00
185.11.6399.148.30.000.148	6399 General Supplies	\$3,850.00
6300 Subtotal:		\$10,850.00
6400 Other Operating Costs		
185.13.6499.148.30.000.148	6499 Miscellaneous Operating Costs	\$943.00
6400 Subtotal:		\$943.00

Personnel for Zavala Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria Elena Tovar	FCF Intervention Specialist	SCE	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.4: Opportunities for all children to meet State standards

i. **Zavala will** provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards

2.5: Increased learning time and well-rounded education

Zavala will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

2.6: Address needs of all students, particularly at-risk

Zavala will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anabel Gonzalez	Campus Teaching Coach	Title I	1.0
Gabriela Hernandez Nunez	Campus Teaching Coach	Title I	1.0
Marissa Garcia	Elem Bilingual Teacher	Title I	1.0

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	STAAR results; DRA, EDL, STAR 360 data, teacher input. Tutors	11.6117.148.30.100.148	\$36,354.00
1	1	2		185.11..6299.148.30.000.148	\$760.00
1	1	6	Testing Materials	185.116339.148.30.000.148	\$2,396.00
1	1	9	fringes	11.6146	\$0.00
1	1	10	Technology	185.11.6395.148.30.000.148	\$4,604.00
1	1	11	Supplies	185.11.6399.148.30.000.148	\$3,850.00
1	2	1	Substitutes	11.6112.148.30.362.148	\$7,102.00
1	2	2	Substitutes	11.6112.148.34.362.148	\$508.00
1	2	3	Misc. Operating Costs	185.13.6499.148.30.000.148	\$943.00
2	2	1	Technology Equipment	11.6395.148.30.000.148	\$3,500.00
3	1	8		185.32.6119.148.30.000.148	\$29,736.00
4	1	2	Tutors - Non certified	11.6126.	\$0.00
4	1	2	Fringes - Tutors (Non certified)	11.6141.	\$0.00
4	1	4			\$0.00
Sub-Total					\$89,753.00
Budgeted Fund Source Amount					\$89,753.00
+/- Difference					\$0
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		11.6299	\$0.00
1	1	4	Reading Materials	211.12.6329.148.24.801.148	\$2,000.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Testing Materials	211.11.6339.148.24.801.148	\$6,500.00
1	1	10	Technology	211.11.6395.148.24.801.148	\$1,300.00
1	1	11	Instructional Supplies	211.11.6399.148.24.801.148	\$3,901.45
1	1	13	Reading Materials	211.11.6329.148.24.801.148	\$0.00
1	1	14	Instructional Materials - Library	211.12.6399.148.24.801.148	\$0.00
4	1	1	Salary - Function 11	211.11.6119.148.24.801.148	\$123,127.74
4	1	1	Fringes - Function 11	211.11.614X.148.24.801.148	\$15,726.00
4	1	1	Salary - Function 13	211.13.6119.148.24.801.148	\$42,077.14
4	1	1	Fringes - Function 13	211.13.614X.148.24.801.148	\$6,347.32
4	2	4	Misc. Operating Costs-Parental	211.61.6499.148.24.801.148	\$783.00
4	2	4	Supplies-Parental	211.61.6399.148.24.801.148	\$400.35
4	2	4		211.61.6329.148.24.801.148	\$0.00
Sub-Total					\$202,163.00
Budgeted Fund Source Amount					\$202,163.00
+/- Difference					\$0
Grand Total					\$291,916.00