

Zavala Elementary

Campus Improvement Plan

2011-2012



Date Reviewed:

Date Approved:

ZAVALA EL

Mission

We, the Zavala Family, will provide a safe, respectful, and encouraging environment for our students to succeed academically and emotionally.

Nondiscrimination Notice

ZAVALA EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

ZAVALA EL Site Base

Name	Position
Cano, Thelma	PK /Kinder Teacher
Cortina, Epitacio	4th Grade Teacher
Flores, Esther	5th Grade Teacher
Galvan, Erika	3rd Grade Teacher
Gonzales, Yvonne	Special Programs Teacher
Montemayor, Yvonne	Principal
Olivarez, Ida	1st Grade teacher
Tamez, Lupita	2nd Grade Teacher

ZAVALA EL

Goal 1. Maintain safe and secure learning environments for all students

Objective 1. Implement programs and professional development with an emphasis on student relationships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Character Counts lessons will be presented to each class weekly and students will be given the opportunity to earn "good character" links. (Title I SW: 1) (Target Group: All) (NCLB: 4) (Target Group: All) (NCLB: 1,4)	Campus Staff	Aug.-May	(L)Local	Formative - 100% of our students will demonstrate characteristics of "Kids of Good Character".
3. "Primary Focus Making Good Choices" program presented to address good character and "Bullying". (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s)	September	(L)Local	Formative - 100% of students will improve in making better choices.
4. Designated staff members are trained CPI and keep Certification current. (Target Group: All, SPED) (NCLB: 1,4,5)	PE Teachers, Principal, School Nurse	Aug.-May	(L)Local	Formative - CPI trained committee will be certified annually.
5. Campus school nurse is CPR certified and will assist when needed. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, School Nurse	Aug.-May	(L)Local	Formative - Quick intervention to any emergency.
6. School will participate in safe routes to school campaign for community involvement. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - Sidewalks will be provided for school children to walk safely to school.

ZAVALA EL

Goal 1. Maintain safe and secure learning environments for all students

Objective 2. Implement program safety initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All Staff, parents, and visitors will wear appropriate identification badges. (Target Group: All) (NCLB: 1,4,5)	Attendance Clerk, Receptionist	Aug.-May	(L)Local	Formative - 100 % of all staff, parents, and visitors will wear appropriate identification badges.
2. Students pickup and drop off area is supervised by staff and Safety Patrols and both monitor both major crossing areas. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), PE Teachers, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - Review the duty stations weekly and ensure that there are no accidents involving students, staff or parents.
3. Fire drill maps are posted in all classrooms and critical areas of campus and students are given feedback after each fire drill is completed. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Principal, Teacher(s)	Aug.-May	(L)Local	Formative - Campus compliance visits will all pass the required standards. Campus fire drill evacuations will be at 90 seconds.
4. Bathroom buddy system for Pre-Kinder students. (Target Group: PRE K) (NCLB: 1,4,5)	Teacher(s)	Aug.-May	(L)Local	Formative - 100% of the Pre-Kinder will use Buddy system.
5. 100% of the staff will review and implement campus emergency plan by wearing Security codes on back of campus identification badges. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Principal, Teacher(s)	Aug.-May	(L)Local	Formative - 100% of staff will participate in maintaining updated emergency plan.
6. Campus Safety committee representative will attending all district Safety Committee meetings. (Target Group: All) (NCLB: 1,4,5)	School Nurse	Aug.-May	(L)Local	Formative - Safety Committee representative will attend 100% of the meetings. Agendas, sign-in sheets. Campus presentation of information gained at District meetings.
7. Red Ribbon Week activities will be implemented during the designated week. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	October	(F)Title IV Safe and Drug Free - \$500.00	Formative - 100% of the students will gain valuable knowledge about the dangers of drugs.

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Objective 2. Implement program safety initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. South side doors will lock at 8:00 am. (Target Group: All) (NCLB: 1,4,5)	Custodial Staff, Principal	Aug.-May	(L)Local	Formative - No unauthorized people on campus after 8:00 am.
9. Staff will be on duty to ensure that parents do not drop students off in teacher parking lot. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - No parents will be able to drop off students in teacher parking lot.

ZAVALA EL

Goal 1. Maintain safe and secure learning environments for all students

Objective 3. Maintain strategies for Energy Conservation and Recycling Management Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improve security and lighting especially in parking lots for staff and student security. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Custodial Staff, District Operations	Aug.-May	(L)Local	Formative - Reduce the number of incidents on campus by 90%.
2. A student club identified as the "Green Owls" will collect recyclable items from each classroom on a weekly basis and place them in the recycling bins. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	October-May	(L)Local	Formative - 100% of all Zavala staff and students will participate in our recycling program.
3. Campus counselor has been invited to be a member of the Harlingen Proud Board which will allow her to be a liaison between school, home, and community. (Target Group: All) (NCLB: 1,4,5)	Counselor(s)	October-April	(L)Local	Formative - Counselor will provide agendas and make presentations to staff and students on information gained at meetings.
4. Campus emphasizes turning off lights, projectors, document cameras and elmos when not in use. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Principal, Teacher(s)	Aug.-May	(L)Local	Formative - Reduce energy consumption by 20%
5. Custodial staff will follow district guidelines for watering the lawn. (Target Group: All) (NCLB: 1,4,5)	Custodial Staff	Aug.-Aug.	(L)Local	Formative - Decrease water consumption by 20%
6. Staff will turn off computers on Friday. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - Energy conservation by 1%
7. Light switch reminders will be placed in all classroom and office areas. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Paraprofessionals, Principal, Teacher(s)	Aug. -May	(L)Local	Formative - Conserve energy by 1%

ZAVALA EL

Goal 1. Maintain safe and secure learning environments for all students

Objective 4. Provide opportunities to support health and wellness for employees and students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff members will participate in monthly Wellness activities such as promoting healthy snacks and crispy salads. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), PE Teachers, Principal, School Nurse, Teacher(s)	Sept.-May	(L)Local	Formative - 100 % of staff will participate in Wellness activities
2. The nurse will provide weekly health tips to be placed in weekly newsletters to all staff members. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, School Nurse, Teacher(s)	Sept. - May	(L)Local	Formative - Weekly newsletters 20% increase in staff attendance
3. Marathon Kids will complete 26.2 miles. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, PE Teachers, Principal, School Nurse	December-May	(L)Local	Formative - 90% participation at district events and 100% participation at campus events.
4. Students will participate in Jump Rope for Heart for wellness. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, PE Teachers, Principal	Spring	(L)Local	Formative - Students will stay healthier.
5. Staff will participate in Relay for Life. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Paraprofessionals, Principal, Teacher(s)	Spring	(L)Local	Formative - Campus will donate \$1,500.00 to Relay for Life.

ZAVALA EL

Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 1. Provide opportunities for all parents to participate in activities as a partner in their child's educational process

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent surveys will be given to establish and prioritize needs. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Parent Liason, Principal, Teacher(s)	Aug.-October	(L)Local	Formative - Surveys, Agendas, sign-in sheets
2. Schedules for meetings will be flexible (i.e. day and evening meetings) (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Parental Involvement, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - Agendas, Sign-in, parent feedback
3. Parents will attend Parent/Teacher conferences to sign Parent Compacts. (Target Group: All) (NCLB: 1,4,5)	Teacher(s)	October-March	(L)Local	Formative - 100% of signed Parent Compacts
4. Kids Hope Mentors (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Counselor(s), Instructional Facilitators, Principal	Sept.-May	(L)Local	Formative - Increase Hope mentor participation by 20% this year.
5. Harlingen Public Library Collaboration with Zavala Elementary (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Librarian, Principal	Sept.-May	(L)Local	Formative - 60% Zavala Families will participate at Public Library; Staff and Student participation
6. Parents were given the opportunity to enroll in the "Dolly Parton Imagination Library". (Target Group: All) (NCLB: 1,4,5)	Librarian, Principal	September	(L)Local	Formative - 75% of families took advantage of the opportunity of a free book monthly.
7. Staff and students will participate in "Noche de los Ninos" to promote parent/student participation. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Librarian, Principal, Teacher(s)	April	(L)Local	Formative - Parents and students will experience a partnership in partner reading.
8. Campus librarian partiipates in Harlingen Library Board. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Librarian, Principal	Aug.-May	(L)Local	Formative - A better communication and participation between public library and school.
9. Students of the Month will be selected and honored at an afternoon reception with parents. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - Parents and students will build positive esteems.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Students will participate in Read and Retell every night. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug. - May	(L)Local	Formative - 100% of the students will become independent readers.

ZAVALA EL

Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 2. Provide academic information to parents on the progress of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Send progress reports every three weeks. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - 100% will receive childrens progress reports.
2. Students will take their Character Conduct cards weekly. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Counselor(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - 100% of parents will receive and review Character Conduct cards for their children.
3. Parent congratulatory notes will be sent when their child earns five Good Character Links. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Receptionist, Teacher(s)	October-May	(L)Local	Formative - 75% parents will receive congratulatory notes.

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Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 3. Provide opportunities for community members to partner with HCISD in the education of our students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Kids Hope Mentors (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Counselor(s), Instructional Facilitators, Principal, Teacher(s)	October-May	(L)Local	Formative - Hope Mentor participation will increase by 20% this year.
2. Harlingen Public Library Collaboration with Zavala Elementary (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Librarian, Principal	Sept.-May	(L)Local	Formative - 75% of families will participate by collaborating with Harlingen Public Library
3. Valley Baptist Hospital and other community sponsors donate to needy families at appropriate times throughout the year. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Community Agencies, Instructional Facilitators, Principal	Aug.-May	(L)Local	Formative - Needy families will receive donated items.
4. Police Department provides Safety Patrol training. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, PE Teachers, Principal	September	(L)Local	Formative - Safety Patrols will be safer in their posts.
5. Community members are invited to read to students at different dates. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Community Agencies, Instructional Facilitators, Principal	Aug.-May	(L)Local	Formative - Students will gain positive rapport with community members.

ZAVALA EL

Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 1. Maintain a succession plan to cover critical employment areas for HCISD

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus inservice recognized teacher accomplishments and introduced campus theme to promote and motivate staff to excel in all areas. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal	Aug.-May	(L)Local	Formative - 90% of staff members will have a positive attitude.
2. Provide vertical alignment planning time in the core subject areas. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - Vertical alignment teams will meet three times yearly.
3. Site based decision making team will meet as needed. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - SBDM team will communicate effectively with the staff 100% of the time.
4. The Teacher Morale Committee will provide monthly staff incentives (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Campus Committees, Instructional Facilitators, Principal	Aug.-May	(L)Local	Formative - 100% positive teacher moral will retain staff
5. Team Building Activities done monthly at staff meetings (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal	Aug.-May	(L)Local	Formative - 100% positive moral to retain staff
6. Students and staff meet every Friday morning to participate in morning assembly to promote a positive spirit. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Instructional Staff, Principal, Teacher(s)	Aug.-Fri	(L)Local	Formative - A positive spirit promotes healthy attitudes.

ZAVALA EL

Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 2. Provide high quality staff development

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly Grade level collaborative planning periods are attended by all teachers and support staff. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Paraprofessionals, Principal, Teacher(s)	Aug.-Sept.	(L)Local	Formative - 100% attendance at collaborative planning periods.
2. Staff will participate in a book study to continue to improve in our collaboration. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Paraprofessionals, Principal, Teacher(s)	Sept.-May	(L)Local	Formative - 100% of the staff will grow in their knowledge
3. Administration will provide ongoing coaching for staff. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal	Sept.-May	(L)Local	Formative - 100% of staff will improve in the delivery of instruction.
4. On going Coaching of staff (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal	Aug.-May	(F)Grant - Federal	Formative - TAKS scores, TPRI Scores, SAT 10 tests, TELPAS
5. New teachers are assigned campus mentors for guidance and support. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - Successful year for new teacher is provided.

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Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 3. Stay abreast of current technological trends that affect student learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus technologist will meet with teachers as needed. Quarterly technology upgrade meetings with all staff. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - All staff will improve their technology knowledge by 20%

ZAVALA EL

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 1. Demonstrate academic success on all measurable outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide real-life experiences and situations in order to enhance student writing and maintain 98% or better. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - 98% or better of 4th Grade students will pass the Writing STAAR writing.
2. Goal-Setting done quarterly to strive for continuous improvement on DCA's and ultimately reach commended on the STAAR test. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - 30% or more students will score commended on STAAR test.
3. Teachers will use TANGO TPRI results to drive instruction. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Sept.-May	(L)Local - \$2,071.71	Formative - 90 % of all Kinder-2nd grade students will be developed on at least 90% of the TPRI tasks
4. Grade level teachers will use CSCOPE to follow the district YAGS. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal	Aug.-May	(L)Local - \$2,611.00	Formative - 95% of students will show achieve or exceed mastery of the STAAR tests.

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 2. Create an environment that supports advanced academic performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School-wide weekly science vocabulary is introduced weekly at morning assembly. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Lab Manager, Principal	Aug.-May	(L)Local	90% of all 5th graders will meet or exceed the passing standard rate on the Science STAAR test.
2. 100% of all students will participate in the Accelerated Reader Program. (1st-5th grade) (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Librarian, Principal, Teacher(s)	Sept.-May	(L)Local - \$2,092.32	Formative - 90% or more of all 3rd-5th grade students will meet or exceed the passing standard rate on the STAAR test.
3. Book-It Reading Material distributed to all grades (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Oct.-March	(L)Local	Formative - Students will grow 20% in their fluency and comprehension.
4. A portion of the Language Arts block will be used for peer evaluation and coaching in order to enhance the writing process. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - At least 40% of 4th grade students will score commended on the Writing STAAR test.
5. All students were administered STAR Reading Assessment to obtain reading level and ZPD range. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local - \$3,181.82	Formative - 100% of students will reach and surpass their ZPD ranges.

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 3. Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identified students will receive interventions throughout the academic day. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - 95% of all 3rd, 4th, and 5th grade students will meet or exceed the standard possessing rate on STAAR.
2. Teachers will analyze data for aligned curriculum by using DMAC, and INOVA (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Sept.-May	(L)Local - \$2,351.19, (O)Local Districts - \$2,510.66	Formative - 95% of all 3rd, 4th, and 5th grade students will meet or exceed the STAAR passing standard rate and 25% will meet commended level.
3. All Student attend hands-on science lab at least once a week. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Lab Manager, Principal, Teacher(s)	Sept.-May	(L)Local	Formative - 100% of the students will participate and will result in 90% mastery of STAAR Science test.
4. Instructional Coaching by Instructional Facilitator (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal	Aug.-May	(L)Local	Formative - 95% off all 3rd, 4th, and 5th grade students will meet or exceed the passing Standards on the STAAR test.
5. Students are grouped by needs according to multiple data sources for one hour interventions daily. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Paraprofessionals, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - 90% of all Kinder, 1st, and 2nd Grade Students will be developed on 90% of the TPRI Tasks.
6. Staff will provide "Mentoring" to INOVA identified students in scenarios 11,12, 13,16,17,21,22. (Target Group: All) (NCLB: 1,4,5)	Instructional Staff, Teacher(s)	October-May	(L)Local	Formative - 100% of identified students will be selected by a staff member.
7. Principal and Assistant Principal will have one on one conferences with students identified in INOVA scenarios in 1,2,6,7. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal	October - May	(L)Local	Formative - 100% of identified students will have a conference with Principal and Assistant Principal.

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 4. Allocate resources to support high quality instruction based on student needs

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of computer assisted instructional programs (ex. STAAR standards in Odyssey as assigned by teachers). (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Campus Technologist, Instructional Facilitators, Lab Manager, Principal, Teacher(s)	Aug.-May	(L)Local - \$2,720.00	Formative - 100% of the students will show a minimum of 5% gain in scale score.
2. Integrated Library Lessons are implemented each week. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Librarian, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - 90 % or more of all students will meet or exceed the passing standard rate on all STAAR tests.
3. GT/higher achieving students are assigned projects to enhance learning. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher - GT / AP	Aug.-May	(L)Local	Formative - 100% of G/T students in 3rd-5th grade will reach commended levels in all STAAR tests.
4. All Pre-Kinder staff will attend scheduled Texas School Ready meetings to properly implement the curriculum. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal	Aug.-May	(L)Local	Formative - Students will actively participate in identified learning labs.
5. Reading specialist will work with targeted students throughout the day. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal	Aug.-May	(F)Title I	Formative - 100% of students will grow in their reading fluency and comprehension.

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 5. Provide high-quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Bilingual Paraprofessional will be utilized for daily interventions of LEP students. (Target Group: LEP) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(F)Title III Bilingual / ESL	Formative - 90% or more of LEP students will meet the passing standard rate on all areas of the STAAR test.
2. Each 3rd, 4th, and 5th grade LEP student will have an individual intervention plan. (Target Group: All) (NCLB: 1,2,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - 90% or more of all LEP students will meet or exceed the passing standard rate for all STAAR tests.
3. Response to Intervention Program (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Oct.-May	(L)Local	Formative - 95% of All 3rd, 4th, and 5th Grade students will meet or exceed the standard passing rate on SRAAR
4. A strong emphasis in Pre-K 5th on using higher-ordering thinking skills; depth of knowledge questions. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - At least 30% of all 3rd, 4th, and 5th grade students will reach a commended level on all areas of the STAAR test.
5. The instructional facilitator will assist teachers by providing coaching, strategies, and/or resources to address needs of students based on multiple assessments. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - 90% of all Kinder-2nd grade students will be developed on at least 90% of the TPRI tasks.

ZAVALA EL

Goal 5. Inspire students to pursue their passion into post-secondary education.

Objective 1. Establish a culture in which students develop a vision of their post-secondary future

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Every Thursday University shirts are worn by staff and students to promote higher education. (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Aug.-May	(L)Local	Formative - 75% of our students will have a vision of attending a post secondary university.
2. Home visits are made by district personnel to instill the importance of attendance. (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Attendance Clerk, Attendance Officers, Instructional Facilitators, Principal	Aug.-May	(L)Local	Formative - To improve campus attendance by 2%.
3. Fifth grade students participate in Academic Olympics to have an insight of secondary UIL events. (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	Sept.-November	(L)Local	Formative - 100% of students will receive goal, silver or bronze medals.



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | | |
|-----------------------|---|-------|
| ● Enrollment | ● | _____ |
| ● Attendance | ● | _____ |
| ● Mobility/Stability | ● | _____ |
| ● At-Risk by Category | ● | _____ |
| ● | ● | _____ |
| ● | ● | _____ |

See page 7 of the guide for probing questions related to Demographics.



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Program Evaluation <hr/> ● Communication Period <hr/> ● Walk-thrus <hr/> ● INOVA reports <hr/> ● <hr/> | <p>Staff Participation</p> <hr/> <ul style="list-style-type: none"> ● Collaboration <hr/> ● DMAC reports <hr/> ● <hr/> ● <hr/> |
|--|--|

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- All students and including Hispanic and economically disadvantaged scored 90% in writing
- 30% of all students scored commended level in writing
- 90% Mastery with all grades in Reading/ELA including all subgroups
- 28% Commended level with all grades in Reading/ELA
- 93% Mastery with all grades in Mathematics including all subgroups
- 40% Commended with all grades in Mathematics including all subgroups
- 41% Commended in Science including all subgroups
- 82% Mastery of economically disadvantaged taking Science
- Implemented AR Reading program 1st-5th
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Needs

- 78% Mastery of all students with 5th grade including Hispanics
- Responsibility of our Read and Retell Program (Reading at home 20 minutes)
- Continued parent training for parental involvement in student education
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Summary of Needs

- Provide adequate and effective transitionsl STAAR training
- Provide feedback to teachers on implementation on literacy centers
- Continue collaboration at our grade level Communication periods for planning and delivery of core material
- Administrative walk-through with "coaching" strategies
-
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-



Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
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Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- | | | |
|--|---|-------|
| ● Surveys | ● | _____ |
| ● Campus based Blog | ● | _____ |
| ● Walk-thrus | ● | _____ |
| ● Campus activities targeted for staff | ● | _____ |
| ● | ● | _____ |

See page 9 of the guide for probing questions related to School Culture and Climate.



Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- | | | |
|--|---|-------|
| ● Teacher certification/qualification data | ● | _____ |
| ● PDAS and/or Other Staff Effectiveness Data | ● | _____ |
| ● Professional Development Data | ● | _____ |
| ● _____ | ● | _____ |
| ● _____ | ● | _____ |

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Teacher retention rate is 95%

- Staff shows commitment and dedication to Zavala students

- Staff provide positive resources for students

- _____

- _____

- _____

- _____

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Needs

- Continue to recognize the commitment and dedication of staff members

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Summary of Needs

- Continue to recognize and promote family atmosphere for the Zavala staff

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- _____

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Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- | | |
|---|---|
| <ul style="list-style-type: none"> ● TAKS <hr/> ● INOVA <hr/> ● Student Weekly/Unit assessments <hr/> ● YAGS <hr/> ● <hr/> | <ul style="list-style-type: none"> ● DMAC <hr/> ● District Benchmarks <hr/> ● CSCOPE <hr/> ● <hr/> ● <hr/> |
|---|---|

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
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Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- | | | |
|---|---|--|
| ● Parent Activity Evaluations and Feedback | ● | |
| ● Community Service Agencies and Support Services | ● | |
| ● Parent Volunteer Information | ● | |
| ● Demographic Data | ● | |
| ● | ● | |

See page 12 of the guide for probing questions related to Family and Community Involvement.



Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

● Master Schedule	●	
● Support Structures: Mentor Teachers	●	
● Duty Rosters	●	
● Decision-Making Processes	●	
●	●	

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Enrollment

- Student/teacher ratio

- Master schedule

- _____

- _____

- _____

- _____

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Needs

- Continue to use time efficiently and effectively

- Continue to identify all resources needed for students and staff

- Staff development

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Summary of Needs

- Capitalize on our enrollment

- Implementation of all blocks of master schedule

- Request staff development as needed

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- _____

- _____

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Comprehensive Needs Assessment

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
-

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- | | | |
|------------------------------------|---|-------|
| ● Technology Hardware and Software | ● | _____ |
| ● STaR Chart | ● | _____ |
| ● Resource Allocations | ● | _____ |
| ● | ● | _____ |
| ● | ● | _____ |

See page x of the guide for probing questions related to Demographics.

Demographics

- Monitor enrollment and Student/teacher ratio
- Continue home visits
- Continue parent trainings
- Target more emphasis on more At Risk families

School Culture and Climate

- Provide activities/initiatives to insure staff is valued.
- Provide adequate resources and supplies in a timely manner
- Provide opportunities to highlight hard working staff
- Continue walk-thrus for needed support

Curriculum, Instruction and Assessment

- Provide resources and materials for an effective transition to STAAR
- Provide support in a timely and efficient manner to staff
- Provide effective guidance during collaboration period

School Context & Organization

- Capitalize on our enrollment
- Implementation of all blocks of master schedule
- Request staff development as needed

Student Achievement

Provide adequate and effective transitions/ STAAR training
Provide feedback to teachers on implementation on literacy centers
Continue collaboration at our grade level Communication periods for pla
Administrative walk-through with "coaching" strategies

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Teacher Quality

Continue to recognize and promote family atmosphere for the Zavala st

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Family & Community Involvement

Continue to keep lines of communication open for parents
Identify and have resource guide available for family needs
Hire Community/School/Campus liaison person

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Technology

Ideas / training for integrating technology by students in the classroom
Time management for implementation of Technology Standards
Technology inventories to keep technology needs updated

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