

Ector County Independent School District
Zavala Elementary
2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Information	Count				
Total Students	454				
Students by Grade					
PreK 4	76				
Kindergarten	120				
1st Grade	140				
2nd Grade	118				
Ethnicity	Count	Percent	GT	LEP	Spec Ed
African American	16	3.52%	1		2
Hispanic	408	90.00%	21	168	51
White	24	5.30%	2		7
American Indian	0	0.00%			
Asian	0	0.00%			
Two or more races	6	1.32%	1		1
Male	249				
Female	205				
Special Populations	Count				
LEP	170				
GT	21				
Special Education	61				
Homeless	48				
504 Students	2				

Student Information	Count				
Dyslexia	8				
Free/Reduced Meal	321	72.04%			
Mobility (2019-2020)	52	17.40%			
Staff Information	Count/Avg	Percent			
Total Staff	41.3	100%			
Teachers by Years of Experience					
Beginning Teachers	1	3.40%			
1-5 Years	9	30.90%			
6-10 Years	4	13.70%			
11-20 Years	8.5	29%			
21-30 Years	3.7	12.70%			
Over 30 Years	3	10.30%			
Professional Staff					
Teachers	29.2	70.60%			
Professional Support	3.1	7.60%			
Campus Administration	2	4.80%			
Educational Aides	7	16.90%			
Counselor	1				

Fall English Learner Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022	
School	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total
Zavala	136	611	22.2586	161	514	31.323	186	499	37.2745	161	410	39.2683	140	391

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

Zavala	69	611	11.293	37	514	7.1984	41	499	8.2164	34	410	8.2927	36	391

Fall English Learner Year Comparison Percentages - Number of Years Displayed: 5 Possible Years														
Staff Retention Rate														
087 Retention Rates	2020 - 2021	2021 - 2022												
Zavala	70.00%	68.75%												
Student Mobility Rate Report for All Campuses														
2021 - 2022			2020 - 2021			2019 - 2020			2018 - 2019			2017 - 2018		
Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobil Rate
Zavala	52	258	20.16%	62	249	24.90%	54	299	18.06%	90	345	26.09%	42	532
Teacher Years of Experience for EL Magnet At Zavala for Multiple Years														
Years of Experience by Subject	2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022					
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage				
Beginning Teachers	8.6	19.50%			1	3.50%								
All Core Subjects	6.9	80.3			0.9	90.6								
Reading / ELA	3	34.8			0.5	46.9								
Mathematics	1.7	19.5			0.3	25								
Science	1.7	20.1			0.1	9.4								
Social Studies	0.5	5.8			0.1	9.4								
1 - 5 Years Experience	14.4	32.7	9.1	31.6	9	31.7	9	30.8	5.3	18.6				
All Core Subjects	11.3	78.4	4.2	46.3	5	55.4	4.1	45.4	1.9	36.3				
Reading / ELA	5.1	35.6	2.5	27.7	3	33.2	1.7	18.8	0	0				
Mathematics	4.7	32.3	1.2	13	1.4	15.7	1.5	17	1.3	23.4				
Science	1.1	7.9	0.3	2.9	0.3	3.2	0.4	4.9	0.4	6.8				
Social Studies	0.4	2.6	0.3	2.8	0.3	3.4	0.4	4.7	0.3	6.1				
6 - 10 Years Experience	7	15.9	5.1	17.7	4	14.1	4	13.7	5.1	17.9				

Fall English Learner Year Comparison Percentages - Number of Years Displayed: 5 Possible Years														
All Core Subjects	5.4	77.6	3.5	68.3	2.6	64.9	2.7	67.9	1	19.3				
Reading / ELA	3.5	50.1	2	38.1	1.4	35.2	1.1	28	0	0				
Mathematics	0.6	8.3	1	19.1	0.7	18.1	1	25.6	0.6	12.3				
Science	0.9	12.6	0.3	5.6	0.2	5.7	0.3	7.4	0.2	3.5				
Social Studies	0.5	6.6	0.3	5.4	0.2	5.9	0.3	7	0.2	3.5				
11 - 20 Years Experience	8	18.2	6.2	21.5	5.9	20.8	8.5	29.1	11	38.6				
All Core Subjects	5.6	70.2	4.3	69.9	3.4	57.6	5	59	3.5	32				
Reading / ELA	3.5	43.4	2.4	38.6	2	33.2	2.1	24.5	0	0				
Mathematics	1.2	14.8	1.2	19.5	1	16.2	1.9	22	2.2	20.4				
Science	0.5	6.3	0.4	5.8	0.2	4	0.5	6.3	0.6	5.9				
Social Studies	0.5	5.7	0.4	6	0.2	4.2	0.5	6.1	0.6	5.7				
Over 20 Years Experience	6	13.6	8.4	29.2	8.5	29.9	6.7	22.9	7	24.6				
All Core Subjects	3.7	62	5.5	66.1	5.9	70.1	3.6	54	2.6	37.7				
Reading / ELA	2.2	37.5	3.1	37.6	3.4	39.9	1.5	22	0	0				
Mathematics	0.7	11.5	1.5	18.4	1.7	19.6	1.4	20.6	1.7	24.3				
Science	0.3	4.5	0.5	5.5	0.5	5.6	0.4	5.9	0.5	7				
Social Studies	0.5	8.5	0.4	4.6	0.4	5	0.4	5.5	0.4	6.4				
Total Teacher FTEs	44	100	28.8	100	28.4	100	29.2	100	28.5	100				

Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years

Zavala	423	611	69.2308	435	514	84.6304	371	499	74.3487	317	410	77.3171	319	391

Discipline Action Reason Student Counts and Days by Gender/Ethn/Spec Pops for 2021 - 2022 for Action Reason Codes (21) for All Special Programs

(068901123) - EL Magnet At Zavala

	All Students						Hispanic Latino						American Indian-	
	Male			Female			Male			Female			Male	
	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA	DS	SC	DA
Total	1	3	3	0	0	0	1	3	3	0	0	0	0	

Fall English Learner Year Comparison Percentages - Number of Years Displayed: 5 Possible Years													
Special Education	1	3	3	0	0	0	1	3	3	0	0	0	0
Emergent Bilingual	0	0	0	0	0	0	0	0	0	0	0	0	0
Eco Dis	1	3	3	0	0	0	1	3	3	0	0	0	0
GT	0	0	0	0	0	0	0	0	0	0	0	0	0
Section 504	1	3	3	0	0	0	1	3	3	0	0	0	0

Student Retention Rate by Campus/Grade for Years: 2018, 2019, 2020, 2021, 2022 for Grades: KG-12 for All Campuses

Campus	Grade	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021			2021 - 2022
		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	
068901123 - EL Magnet At Zavala	KG	3	93	3.23%	3	128	2.34%	3	146	2.05%	3	131	2.29%	
068901123 - EL Magnet At Zavala	1	3	102	2.94%	5	139	3.60%	2	117	1.71%	5	123	4.07%	
068901123 - EL Magnet At Zavala	2	0	99	0.00%	4	147	2.72%	4	145	2.76%	3	90	3.33%	
068901123 - EL Magnet At Zavala	3	1	85	1.18%	-	-	-	-	-	-	-	-	-	-
068901123 - EL Magnet At Zavala	4	0	114	0.00%	-	-	-	-	-	-	-	-	-	-
068901123 - EL Magnet At Zavala	5	0	118	0.00%	-	-	-	-	-	-	-	-	-	-
068901123 - EL Magnet At Zavala	All	7	611	1.15%	12	414	2.90%	9	408	2.21%	11	344	3.20%	

Demographics Strengths

All classrooms have certified teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance is below the district and state average. **Root Cause:** Parents do not understand and/or value the importance of regular school attendance.

Problem Statement 2: 61% of Economically Disadvantaged and EL students met growth at the end of the year MAP test. **Root Cause:** Lack of Tier I instruction and small group intervention.

Problem Statement 3 (Prioritized): Lack of quality Tier I instruction resulted in poor student performance of all sub-populations in all core areas. **Root Cause:** Lack of quality lesson planning with appropriate levels of rigor.

Student Learning

Student Learning Summary



Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Spring 2021-2022
District: Ector County ISD
Grouping: None
Weeks of Instruction: 30 (Spring 2022)

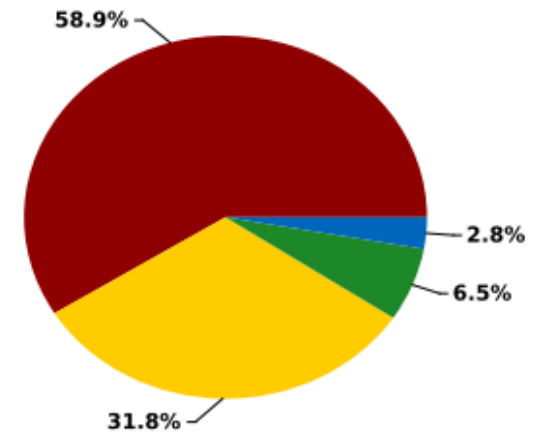
Language Arts: Reading

Zavala Elementary School

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	107	63	58.9%	34	31.8%	7	6.5%	3	2.8%
Total	107	63	58.9%	34	31.8%	7	6.5%	3	2.8%



Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Spring 2021-2022
District: Ector County ISD
Grouping: None
Weeks of Instruction: 30 (Spring 2022)

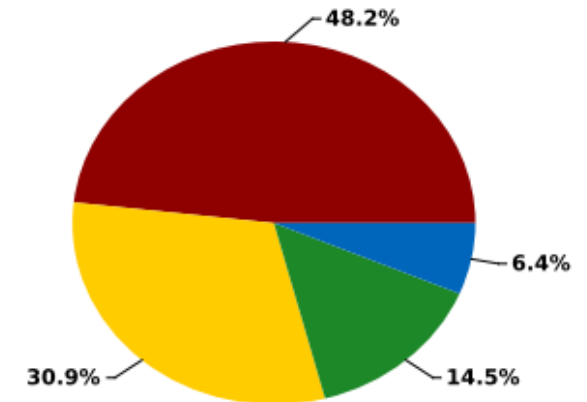
Math: Math K-12

Zavala Elementary School

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	110	53	48.2%	34	30.9%	16	14.5%	7	6.4%
Total	110	53	48.2%	34	30.9%	16	14.5%	7	6.4%



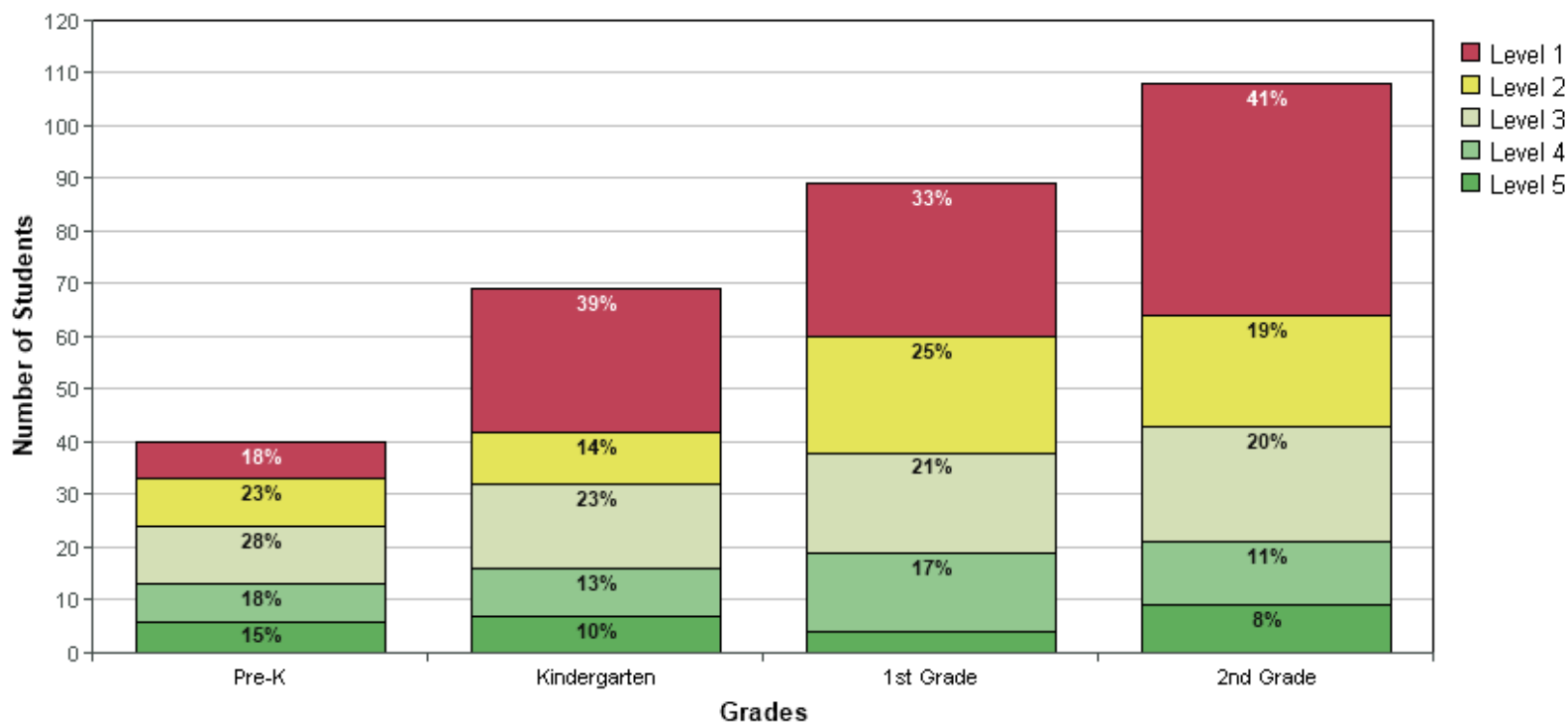
ISIP™ Early Reading results for Zavala Magnet Elem School

Ector County ISD - 2021/2022

You can run a version of this report that includes both reading products by selecting **Edit Report** and then checking **Include All Reading Products**.



All Grades - May 2022



Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Spring 2020-2021
 District: Ector County ISD
 Grouping: None
 Weeks of Instruction: 28 (Spring 2021)

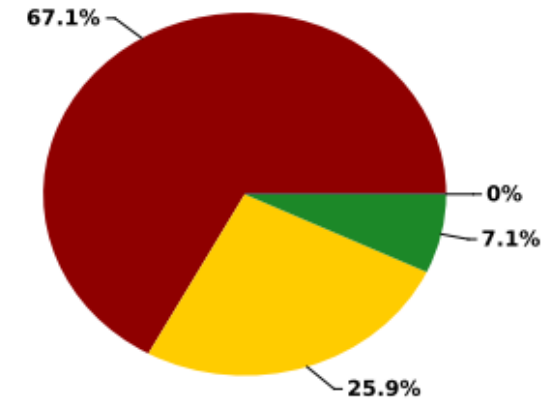
Language Arts: Reading

Zavala Elementary School

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	85	57	67.1%	22	25.9%	6	7.1%	0	0.0%
Total	85	57	67.1%	22	25.9%	6	7.1%	0	0.0%



Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Spring 2020-2021
 District: Ector County ISD
 Grouping: None
 Weeks of Instruction: 28 (Spring 2021)

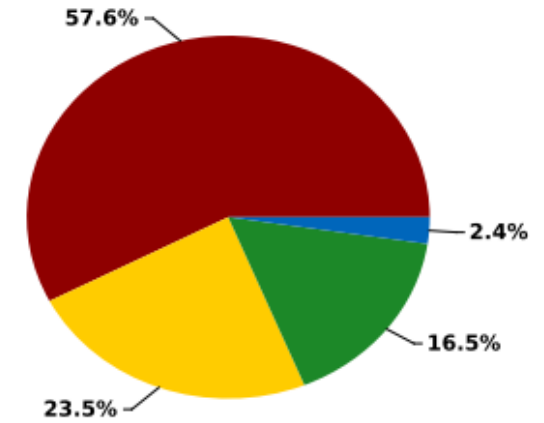
Math: Math K-12

Zavala Elementary School

Projected to: State of Texas Assessments of Academic Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	85	49	57.6%	20	23.5%	14	16.5%	2	2.4%
Total	85	49	57.6%	20	23.5%	14	16.5%	2	2.4%



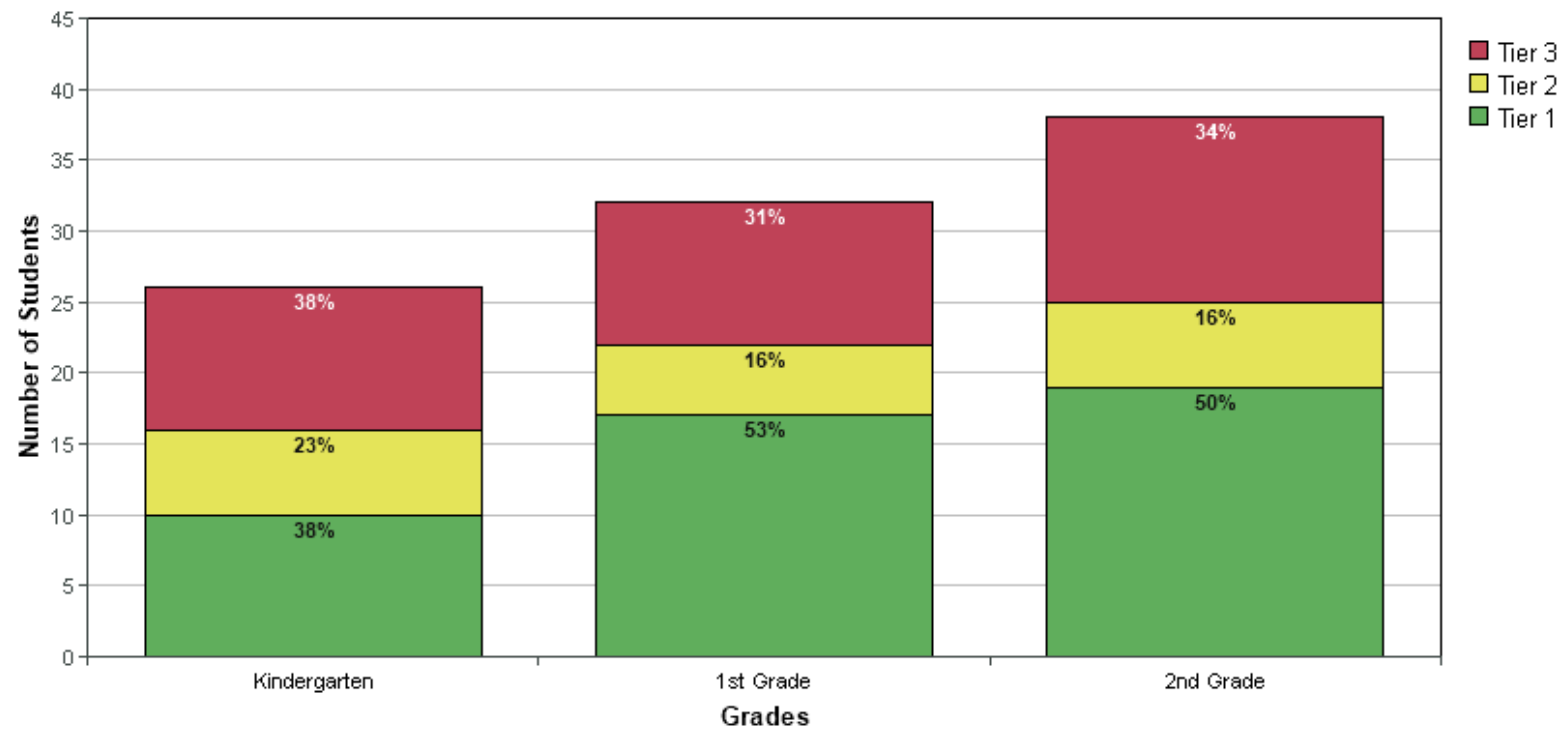
Summary

ISIP™ Early Reading results for Zavala Magnet Elem School

Ector County ISD - 2019/2020

You can run a version of this report that includes both reading products by selecting **Edit Report** and then checking **Include All Reading Products**.

All Grades - May 2020



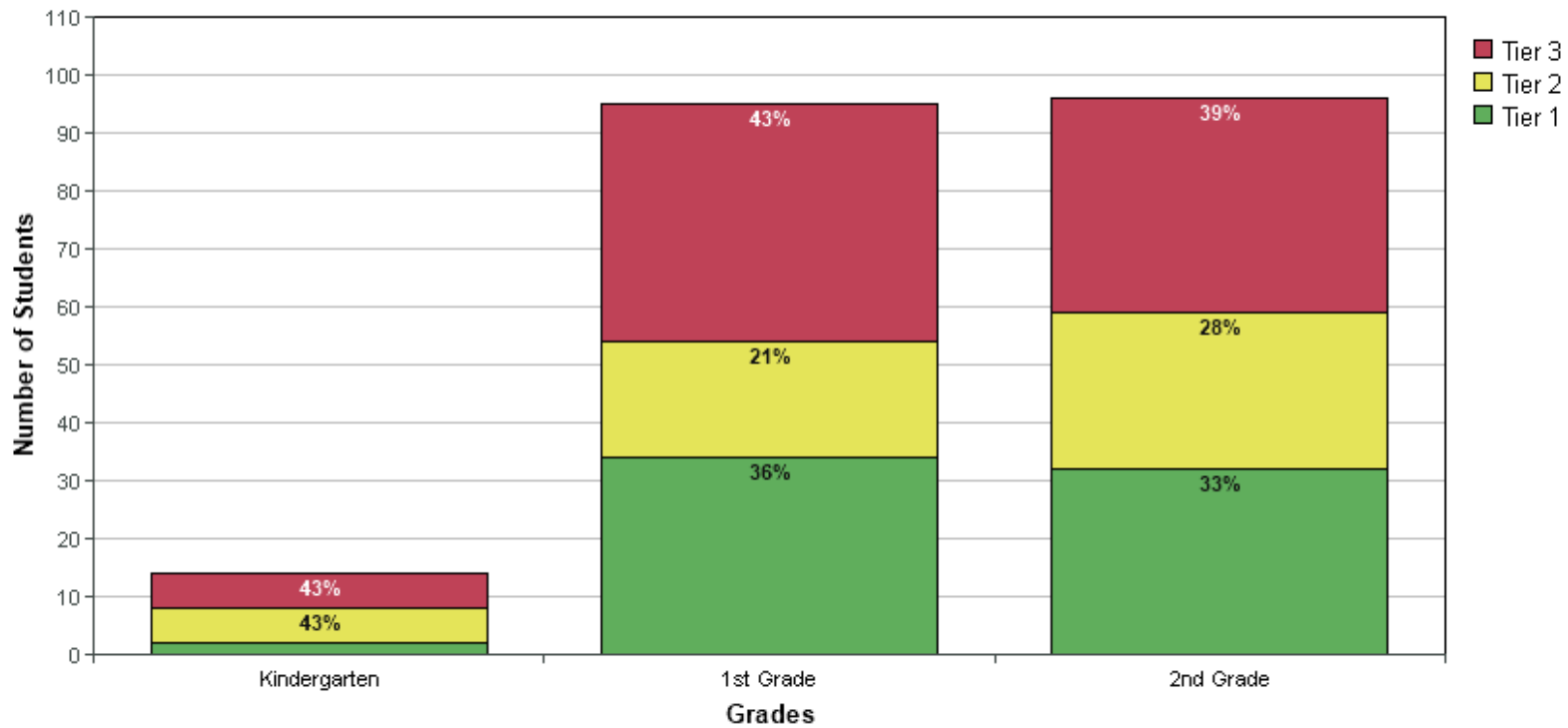
Summary

ISIP™ Early Reading results for Zavala Magnet Elem School

Ector County ISD - 2018/2019

You can run a version of this report that includes both reading products by selecting **Edit Report** and then checking **Include All Reading Products**.

All Grades - May 2019



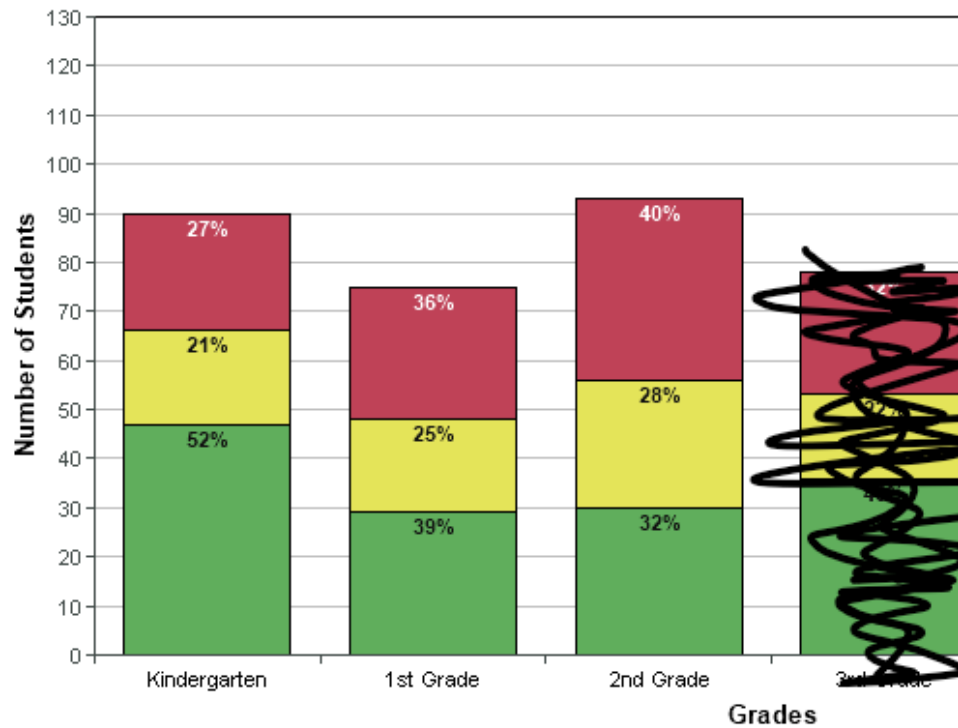
Summary

ISIP™ Early Reading results for Zavala Magnet Elem S

Ector County ISD - 2017/2018

You can run a version of this report that includes both reading products by selecting **Products**.

All Grades - May 2018



Student Learning Strengths

Students have shown growth in MAP Math and Reading tests.

Students have shown improvement and growth in Istation. We are closing the learning gaps for students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student attendance is below the district and state average. **Root Cause:** Parents do not understand and/or value the importance of regular school attendance.

Problem Statement 2: Lack of quality Tier I instruction resulted in poor student performance of all sub-populations in all core areas. **Root Cause:** Lack of quality lesson planning with appropriate levels of rigor.

Problem Statement 3: 61% of Economically Disadvantaged and EL students met growth at the end of the year MAP test. **Root Cause:** Lack of Tier I instruction and small group intervention.

Problem Statement 4 (Prioritized): Student data shows a need in aligning teacher planning, data analysis, data tracking, and student achievement. **Root Cause:** Teachers need coaching, additional support, modeling, and ensuring the DDI progress is followed and effective lessons are connected to student outcomes.

Problem Statement 5 (Prioritized): Zavala students lack emergent literacy skills and have large literacy gaps according to MAP and Istation data. **Root Cause:** Lack of quality lesson planning with appropriate levels of rigor. Lack of rigorous Tier 1 instruction and small group instruction.

School Processes & Programs

School Processes & Programs Summary

Zavala Elementary uses the ECISD curriculum to provide instruction. The district frameworks are utilized to ensure the time allotments are followed. PreK uses the Frog Street Press curriculum. Kinder-2nd grade students participate in short cycle assessments designed by TEKS Resource System and the district to monitor student progress. The teachers plan instruction according to the SCA data to meet the needs of all students. Kinder-2nd grade students participate in MAP assessments three times per year to measure growth. The teachers use the MAP data to align their instruction and provide targeted instruction for students. All students participate in monthly Istation assessments to monitor student progress. The Istation data assists teachers in planning and providing interventions as necessary. All Kinder-2nd grade teachers also use instructional models provided by the district for Guided Reading, Guided Math, Do the Math, LLI, etc. Zavala has a campus-wide intervention block at the end of the day in which we provide individualized interventions for students. The staff at Zavala work hand in hand to meet the needs of every student. The teachers are provided professional development and resources that will help close the achievement gap. All staff members are included in campus decisions during PLCs, faculty meetings, and committee meetings.

Zavala Elementary works closely with the Human Resources Department to hire Highly Qualified staff. Talent Ed is utilized when searching for applicants.

Zavala promotes a positive work environment, builds relationships with staff members, and provides coaching, modeling, and support to all staff members.

The Zavala Leadership Team meets weekly to discuss student and teacher data, plan and prepare PLCs, and professional learning.

PLCs occur one time a week. The DDI model is the main focus for all PLCs.

School Processes & Programs Strengths

Curriculum and Instruction

Zavala staff implements the district curriculum and follows the framework with fidelity. The Campus Leadership Team and staff members provide targeted instruction using data from SCAs, MAP, Istation, and teacher-made tests. Assessments are created by the district and are all TEKS and STAAR aligned to meet the needs of students.

School Organization

Campus routines and procedures are implemented and followed to ensure we are providing a safe and secure environment for students, parents, and staff.

Zavala is a choice school whose focus is Community and Career.

Zavala CIT and Leadership Team meet regularly to create and monitor campus goals. Staff development days allow for ELAR/SLAR, writing, science, math training, vertical team planning, and data disaggregation. Zavala staff focus on student growth, data, expectations, and meeting the needs of each individual

student.

Personnel-recruit, support, retain

Zavala will begin the school year fully staffed in all classrooms with 13 monolingual teachers and 8 bilingual teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A large applicant pool of teachers does not exist in ECISD. **Root Cause:** The high cost of living and oil industry in Odessa has a limited applicant pool.

Problem Statement 2: Teachers receive training without timely follow-up training during the year to ensure success. **Root Cause:** Teachers are not able to develop due to a lack of follow-up with training, excess district mandates, and changes in expectations.

Problem Statement 3: Student data shows a need in aligning teacher planning, data analysis, data tracking, and student achievement. **Root Cause:** Teachers need coaching, additional support, modeling, and ensuring the DDI progress is followed and effective lessons are connected to student outcomes.

Problem Statement 4: Lack of quality Tier I instruction resulted in poor student performance of all sub-populations in all core areas. **Root Cause:** Lack of quality lesson planning with appropriate levels of rigor.

Perceptions

Perceptions Summary

Zavala has on average 450 students, 21 Classroom teachers, 1 Fine Arts teacher, 1 Physical Education teacher, and an aide, and 2 Special Education teachers, 1 counselor, 1 media specialist clerk, 1 Instructional Coach, and 1 Reading Coach.

Staff Panorama Survey:

Staff-Leadership Relationships: 86%

School Leadership: 83%

School Climate: 73%

Staff-Family Relationships: 68%

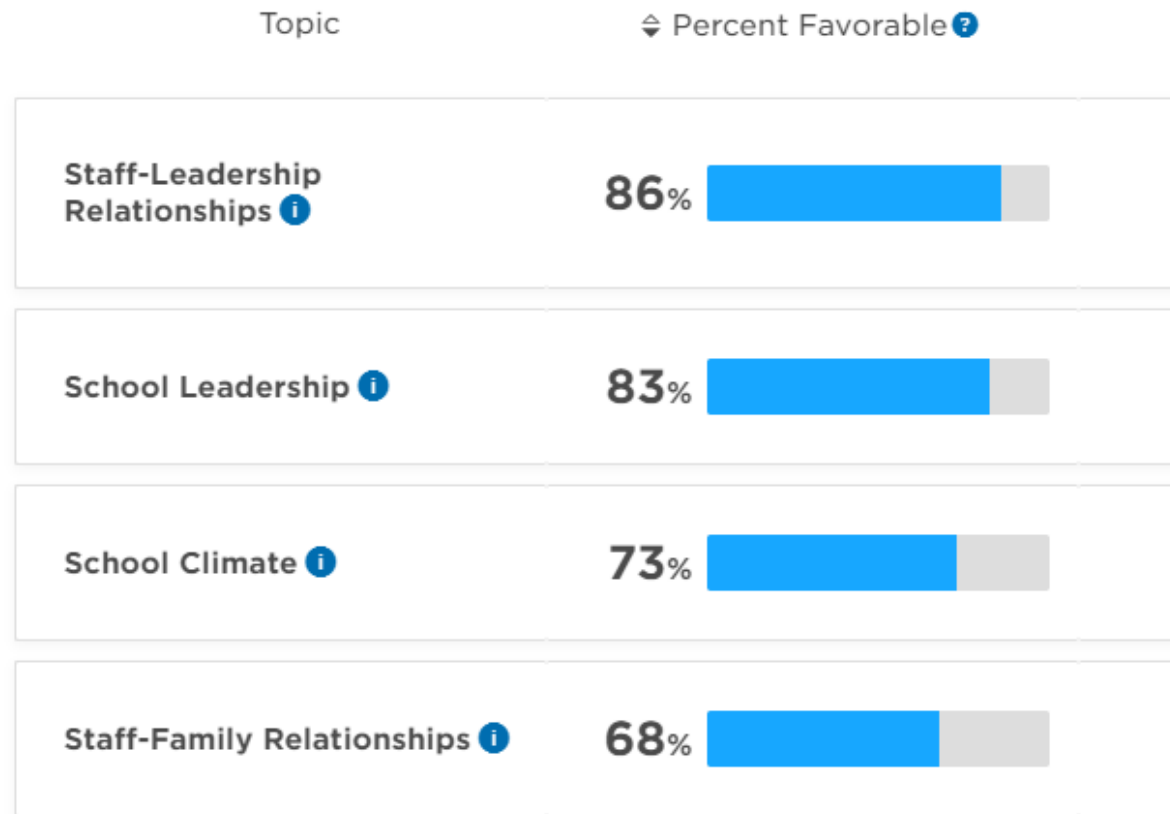


Staff Survey

What feedback did teachers & staff have for their school?

Staff Survey

97 responses | [show breakdown](#)

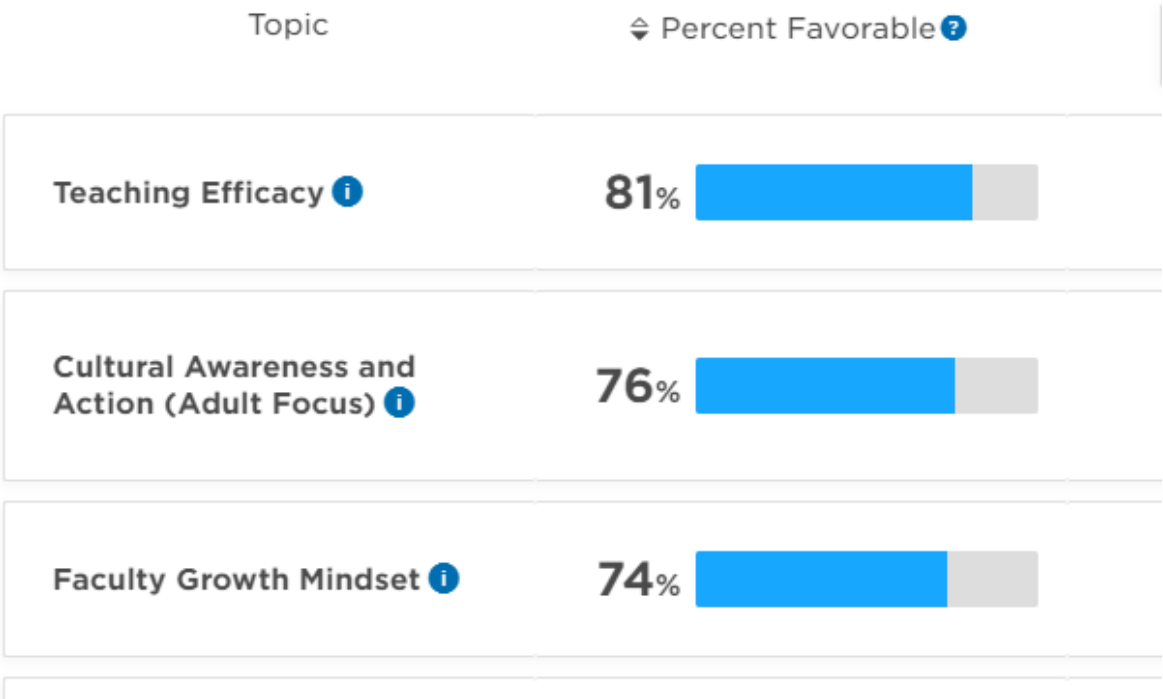


The staff at Zavala work hand in hand to meet the needs of every student. The teachers are provided professional development and resources that will help close the achievement gap. All staff members are included in campus decisions during PLCs, faculty meetings, and committee meetings.

Perceptions Strengths

Teacher Survey

29 responses | [show breakdown](#)



Our Panorama Teacher survey reveals that teachers support cultural awareness and are also aware of their professional strengths and areas for growth.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families are not able to help students with homework. **Root Cause:** Lack of parent information on what students are learning and lack of training and skills.

Priority Problem Statements

Problem Statement 1: Lack of quality Tier I instruction resulted in poor student performance of all sub-populations in all core areas.

Root Cause 1: Lack of quality lesson planning with appropriate levels of rigor.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student data shows a need in aligning teacher planning, data analysis, data tracking, and student achievement.

Root Cause 2: Teachers need coaching, additional support, modeling, and ensuring the DDI progress is followed and effective lessons are connected to student outcomes.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Families are not able to help students with homework.

Root Cause 3: Lack of parent information on what students are learning and lack of training and skills.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Zavala students lack emergent literacy skills and have large literacy gaps according to MAP and Istation data.

Root Cause 4: Lack of quality lesson planning with appropriate levels of rigor. Lack of rigorous Tier 1 instruction and small group instruction.

Problem Statement 4 Areas: Student Learning

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: The percentage of students K-2 achieving or exceeding their Reading RIT goal will increase from 38% to 58 %.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: NWEA BOY, MOY, EOY, monthly Istation reports, HMH assessments, Short Cycle Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers and administrators will use Data Driven Instruction from various data sources (Saxon assessments, Istation, LLI, MAP results, guided reading, running records, fluency folders) to ensure quality Tier 1 instruction, to analyze student work to ensure mastery of learning objectives. Strategy's Expected Result/Impact: Rigor in lessons Growth in Istation Increase in their MAP growth score Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach, Reading Coach Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 4, 5 Funding Sources: - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Zavala will utilize Guided Reading, Istation, and LLI to provide individualized and differentiated lessons for students. Strategy's Expected Result/Impact: Increased MAP Growth Score Students will meet their monthly Istation goal Staff Responsible for Monitoring: Teachers Administrators Reading Coach Instructional Coach Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Lack of quality Tier I instruction resulted in poor student performance of all sub-populations in all core areas. Root Cause: Lack of quality lesson planning with appropriate levels of rigor.
Student Learning
Problem Statement 4: Student data shows a need in aligning teacher planning, data analysis, data tracking, and student achievement. Root Cause: Teachers need coaching, additional support, modeling, and ensuring the DDI progress is followed and effective lessons are connected to student outcomes. Problem Statement 5: Zavala students lack emergent literacy skills and have large literacy gaps according to MAP and Istation data. Root Cause: Lack of quality lesson planning with appropriate levels of rigor. Lack of rigorous Tier 1 instruction and small group instruction.

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: The percentage of students K-2 achieving or exceeding their Math RIT goal will increase from 55% to 58%.





High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: Short Cycle Assessments, NWEA (beginning of year, middle of year, end of year), teacher created assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers and administrators will utilize Data Driven Instruction from various data sources (Guided Math, Do the Math) to provide individualized and differentiated lessons for students and to ensure quality Tier 1 instruction, to analyze student work to ensure mastery of learning objectives. The DDI process will be used to disaggregate MAP data. Strategy's Expected Result/Impact: Increased MAP math Growth Score Students will meet their MAP growth score Staff Responsible for Monitoring: Leadership Team Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Zavala staff members will provide Math TEKS training and strategies for parents to help their children at home. Parent Data meetings will be held twice a year. Strategy's Expected Result/Impact: Parent knowledge in Math Parent knowledge and awareness of student progress Staff Responsible for Monitoring: Leadership Team Teachers Staff Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: All students in PreK-2 will attend STEM classes to improve their Science, Technology, Engineering, and Math foundations. Strategy's Expected Result/Impact: Teacher created assessments, teacher observation, NWEA Math MAP results Staff Responsible for Monitoring: Administrators, teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.





Performance Objective 3: 65% of all Prekindergarten students will complete the 2023-2024 end-of-year Circle Assessment on track.

High Priority

Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: CLI assessments administered two times a year, teacher created interventions and assessments

Strategy 1 Details	Reviews			
Strategy 1: PreK teachers will use the data from the beginning of year CLI assessment to create stations and provide interventions to meet the needs of their students. Strategy's Expected Result/Impact: Student growth in the end of year CLI assessment Staff Responsible for Monitoring: Teachers, aides, instructional coach, administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Weekly lesson plans will demonstrate strategies that teach letters, alphabet principles through interactive letter walls, morning messages, literacy groups, and independent centers. Strategy's Expected Result/Impact: PreK students will leave PreK with a strong literacy foundation Staff Responsible for Monitoring: Classroom teachers, aides, administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: 60 % of Kindergarten-2nd grade students will read at or above grade level by May 2024.





High Priority

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Istation, MAP, Saxon assessments, Fluency checks, running records, guided reading, walk throughs

Strategy 1 Details	Reviews			
Strategy 1: PreK-2nd grade teachers and the leadership team will implement the Data-Driven Instruction process, develop Know/Show charts, provide coaching, and ensure mastery of learning objectives during PLCs. PreK-2 grade teachers and the leadership team will attend the Elevate Conference to learn new strategies to improve instruction for the students they serve. Strategy's Expected Result/Impact: Effective lesson plans, instructional delivery and data analysis Staff Responsible for Monitoring: PreK-2 Grade Teachers Leadership Team Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 5 Funding Sources: - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: LLI and Soluciones intervention will be provided for struggling students 5 times a week for 30 minutes and Istation usage of 60 minutes a week. Strategy's Expected Result/Impact: Student progress on Istation tests and MAP assessments Staff Responsible for Monitoring: Teachers Leadership Team Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: Zavala students lack emergent literacy skills and have large literacy gaps according to MAP and Istation data. Root Cause: Lack of quality lesson planning with appropriate levels of rigor. Lack of rigorous Tier 1 instruction and small group instruction.

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage of students K-2 achieving or exceeding their Reading RIT goal will increase from 38% to 58 %.

High Priority





HB3 Board Goal

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Monthly Istation reports, NWEA MAP administered three times a year, HMH assessments, Saxon assessments, Short Cycle Assessments, fluency checks, running records, guided reading

Strategy 1 Details	Reviews			
Strategy 1: Teachers and administrators will use Data Driven Instruction from various data sources (Saxon assessments, Istation, LLI, MAP results, guided reading, running records, fluency folders) to ensure quality Tier 1 instruction, to analyze student work to ensure mastery of learning objectives. Strategy's Expected Result/Impact: Rigor in lessons Growth in Istation Increase in their MAP growth score Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach, Reading Coach, Dyslexia Teacher, flex aides, instructional aides Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 5	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Zavala staff will utilize Guided Reading, Istation, and LLI to provide individualized and differentiated lessons for students. Strategy's Expected Result/Impact: Student progress in monthly Istation tests and goals Increased MAP Growth Score Staff Responsible for Monitoring: Teachers Administrators Reading Coach Instructional Coach Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Lack of quality Tier I instruction resulted in poor student performance of all sub-populations in all core areas. Root Cause: Lack of quality lesson planning with appropriate levels of rigor.
Student Learning
Problem Statement 5: Zavala students lack emergent literacy skills and have large literacy gaps according to MAP and Istation data. Root Cause: Lack of quality lesson planning with appropriate levels of rigor. Lack of rigorous Tier 1 instruction and small group instruction.

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: 65% of all Prekindergarten student will complete the 2023-2024 end of year Circle Assessment on track.





High Priority

HB3 Board Goal

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: End of year Circle Assessments

Strategy 1 Details	Reviews			
Strategy 1: PreK teachers will use the data from the beginning of year CLI assessment to create stations and provide interventions to meet the needs of their students. Strategy's Expected Result/Impact: Student growth in the end of year CLI assessment Staff Responsible for Monitoring: Teachers, aides, instructional coach, administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Weekly lesson plans will demonstrate strategies that teach letters, alphabet principles through interactive letter walls, morning messages, literacy groups, and independent centers. Strategy's Expected Result/Impact: PreK students will leave PreK with a strong literacy foundation Staff Responsible for Monitoring: Classroom teachers, aides, administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Zavala students will utilize AVID planners to promote college readiness.

Indicators of Success:

Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: Walkthroughs by Leadership Team

Strategy 1 Details	Reviews			
Strategy 1: 2nd Grade Teachers will receive training and expectations for AVID Binder setup and organization. Strategy's Expected Result/Impact: 100% of 2nd-grade students use binders, planners, and organizational tools correctly. Staff Responsible for Monitoring: Teachers, Leadership Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 2nd grade students will use two and three column notes. Strategy's Expected Result/Impact: 100% of 2nd grade students will use two and three column notes. Staff Responsible for Monitoring: 2nd grade teachers Administrators Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Student attendance will increase from 90.3% to 95%.

High Priority





HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Weekly reports

Attendance final year report

Strategy 1 Details	Reviews			
Strategy 1: Zavala staff (teachers, administrators, counselor, office staff) will contact parents and document in Eduphoria on contact form. Strategy's Expected Result/Impact: Attendance goal of 95% Staff Responsible for Monitoring: Administrators, classroom teachers, counselor, attendance clerks, parents Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Zavala Elementary will provide incentives for perfect attendance goals met monthly and every nine weeks. Strategy's Expected Result/Impact: Attendance goal of 95% Staff Responsible for Monitoring: Administrators, classroom teachers, counselor, attendance clerks, parents Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Staff belonging will increase from 78% to 85% on the spring staff Panorama survey.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama survey, staff feedback

Strategy 1 Details	Reviews			
Strategy 1: Establish campus committees to increase teacher voice on campus and promote teamwork. Strategy's Expected Result/Impact: Improve school climate and morale. Increase teacher retention. Staff Responsible for Monitoring: Administrators, committees TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Monthly staff luncheons, team building activities will be implemented to increase morale and staff connectiveness and a sense of belonging. Strategy's Expected Result/Impact: Improved school climate and morale. Increase teacher retention. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				