Ector County Independent School District

Zavala Elementary

2022-2023 Campus Improvement Plan

Table of Contents

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

	Count
Male	249
Female	205

Special Populations	Count
LEP	170
GT	21
Special Education	61
Homeless	48
504 Students	2
Dyslexia	8

	Count	
Free/Reduced Meal	321	72.04%

Student Information	Count	
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 Pop
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

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	Mobility 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
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-Alas	
	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	0
Special Education	1	3	3	0	0	0	1	3	3	0	0	0	0	0
Emergent Bilingual	0	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	0
GT	0	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	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 - 202
		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained
068901123 - EL Magnet At Zavala	KG	3	93	3.23%	3	128	2.34%	3	146	2.05%	3	131	2.29%	2
068901123 - EL Magnet At Zavala	1	3	102	2.94%	5	139	3.60%	2	117	1.71%	5	123	4.07%	10
068901123 - EL Magnet At Zavala	2	0	99	0.00%	4	147	2.72%	4	145	2.76%	3	90	3.33%	5
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%	17

Demographics Strengths

All classrooms have certified teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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

map GROWTH — Projected Proficiency Summary Report
Aggregate by School by Grade

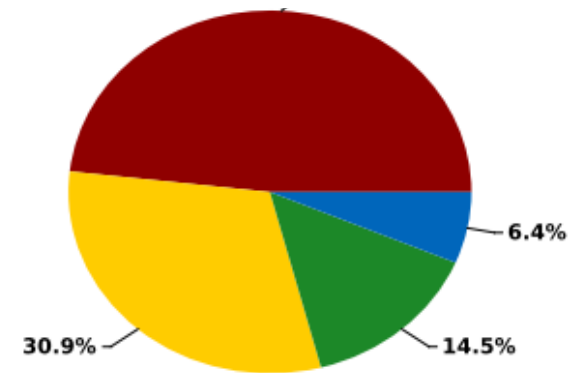|	
Term Tested:	Spring 2021-2022
District:	Ector County ISD
Grouping:	None
Weeks of Instruction:	30 (Spring 2022)

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 Count	Did not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters 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%
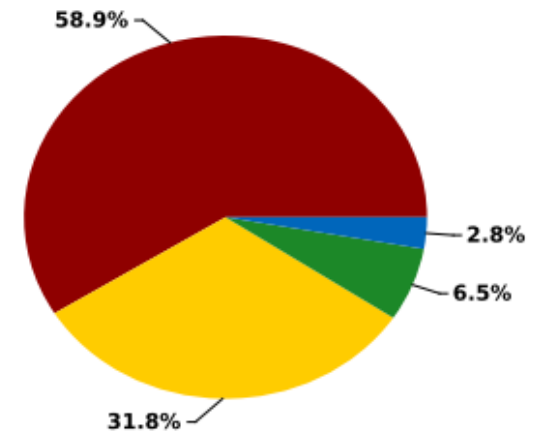
map GROWTH — Projected Proficiency Summary Report
Aggregate by School by Grade

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 Count	Did not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters 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
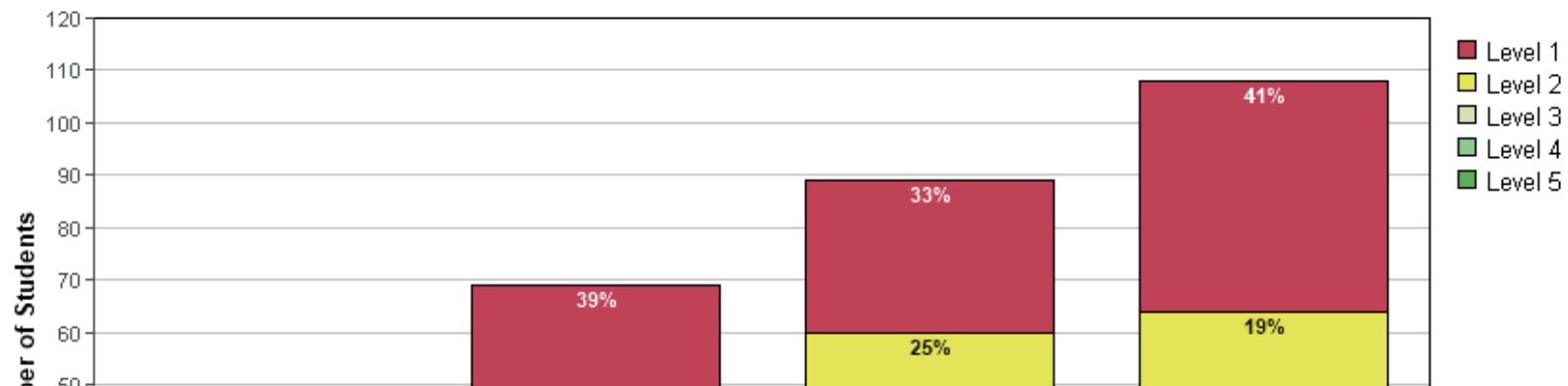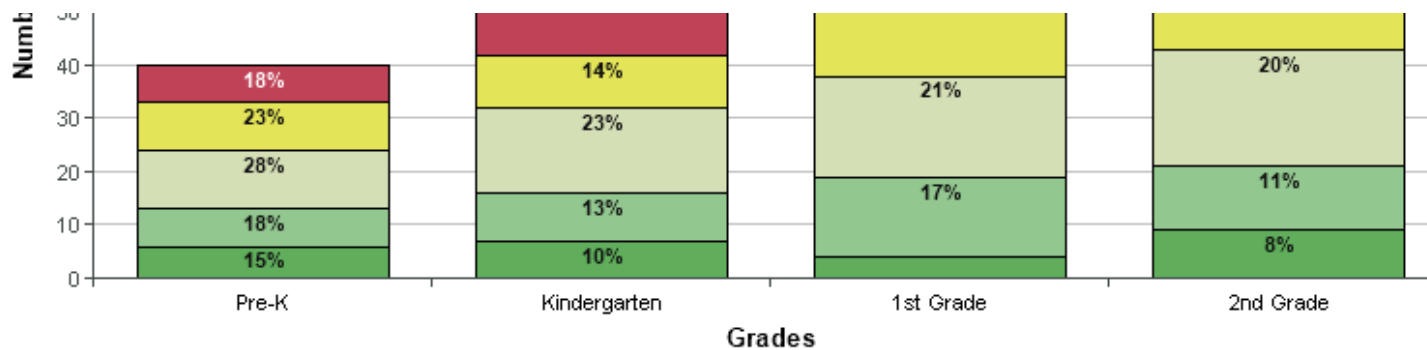
![map GROWTH]

Projected Proficiency Summary Report

Aggregate by School by Grade

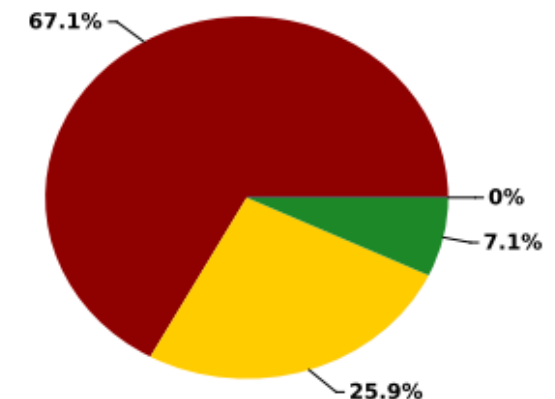| Term Tested: | Spring 2020-2021 |
District:	Ector County ISD
Grouping:	None
Weeks of Instruction:	28 (Spring 2021)

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 Count	Did not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters 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%

![map GROWTH]

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

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 Count	Did not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters 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%
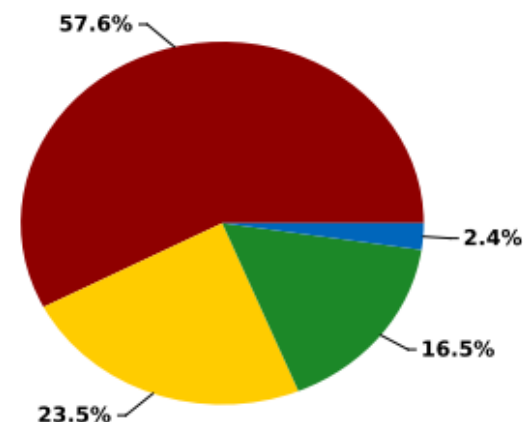
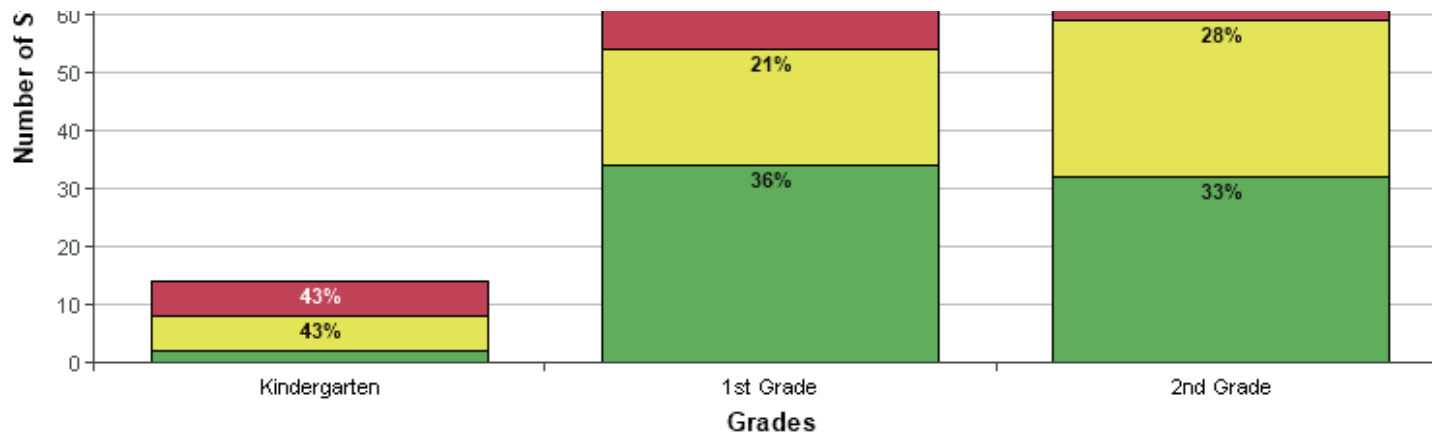✎ Edit Report   🖫 Save Report   ↓ Export Details   🖨 P

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
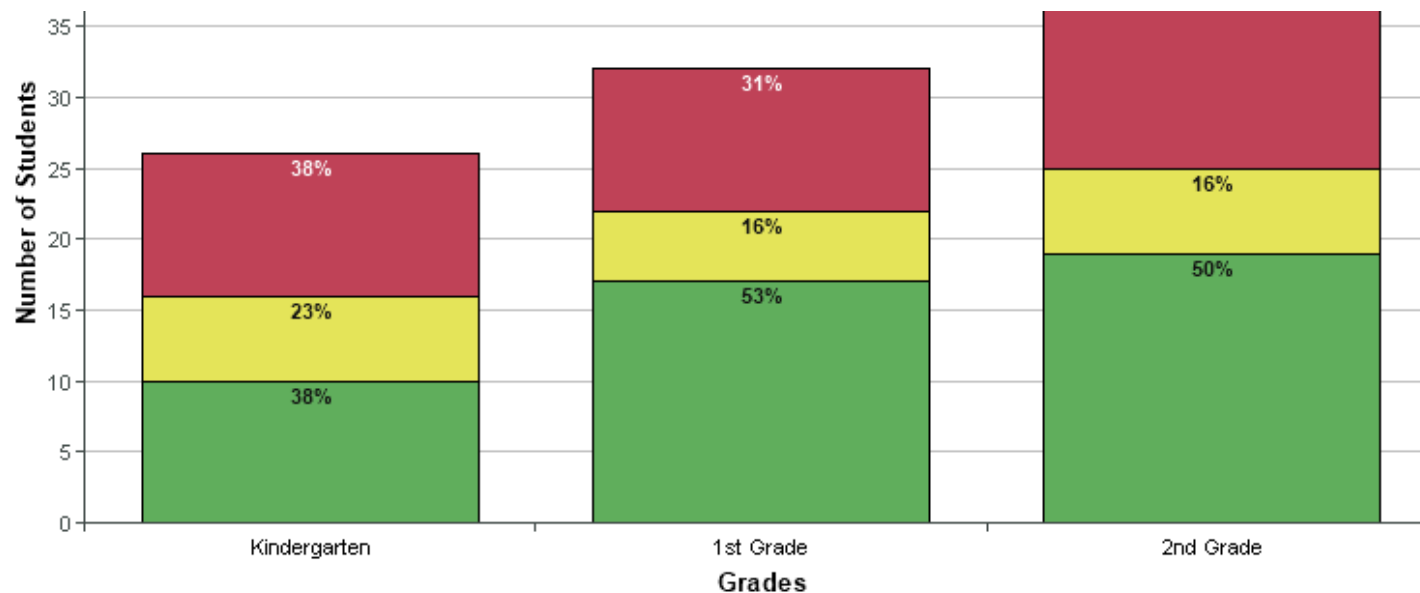
■ Tier 3
■ Tier 2
■ Tier 1

34%

Edit Report   Save Report   ↓ Export Details   🖨 P

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
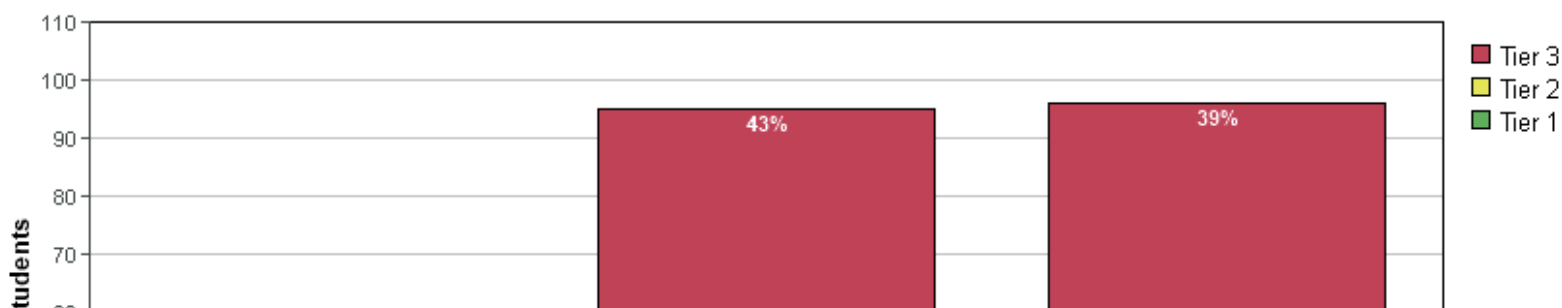
Summary

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 select
Products.

All Grades - May 2018
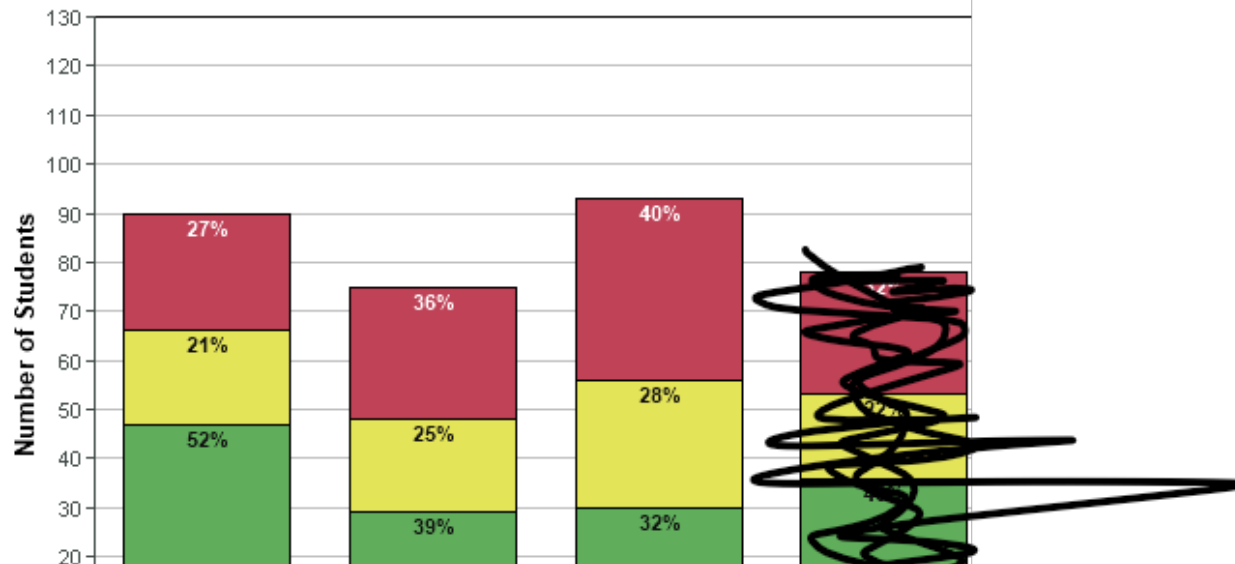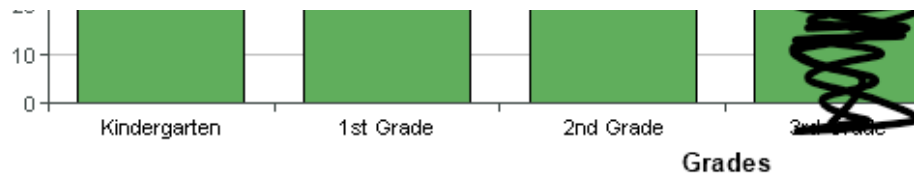
Student Learning Strengths

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 (Prioritized): 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 (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.

Problem Statement 3 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (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 4 (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.

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%
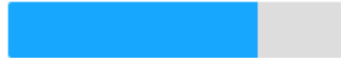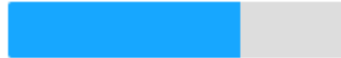
School Climate ⓘ 73%

Staff-Family Relationships ⓘ 68%

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

Topic	⇕ Percent Favorable ❓	
Teaching Efficacy ⓘ	81%	
Cultural Awareness and Action (Adult Focus) ⓘ	76%	
Faculty Growth Mindset ⓘ	74%	

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

Problem Statement 4: Student attendance is below the district and state average.
Root Cause 4: Parents do not understand and/or value the importance of regular school attendance.
Problem Statement 4 Areas: Student Learning

Problem Statement 8: A large applicant pool of teachers does not exist in ECISD.
Root Cause 8: The high cost of living and oil industry in Odessa has a limited applicant pool.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 12: Families are not able to help students with homework.
Root Cause 12: Lack of parent information on what students are learning and lack of training and skills.
Problem Statement 12 Areas: Perceptions

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

Problem Statement 5: Lack of quality Tier I instruction resulted in poor student performance of all sub-populations in all core areas.
Root Cause 5: Lack of quality lesson planning with appropriate levels of rigor.
Problem Statement 5 Areas: Student Learning

Problem Statement 9: Teachers receive training without timely follow-up training during the year to ensure success.
Root Cause 9: Teachers are not able to develop due to a lack of follow-up with training, excess district mandates, and changes in expectations.
Problem Statement 9 Areas: School Processes & Programs

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

Problem Statement 6: 61% of Economically Disadvantaged and EL students met growth at the end of the year MAP test.

Root Cause 6: Lack of Tier I instruction and small group intervention.

Problem Statement 6 Areas: Student Learning

Problem Statement 10: Student data shows a need in aligning teacher planning, data analysis, data tracking, and student achievement.

Root Cause 10: Teachers need coaching, additional support, modeling, and ensuring the DDI progress is followed and effective lessons are connected to student outcomes.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 7: Student data shows a need in aligning teacher planning, data analysis, data tracking, and student achievement.

Root Cause 7: Teachers need coaching, additional support, modeling, and ensuring the DDI progress is followed and effective lessons are connected to student outcomes.

Problem Statement 7 Areas: Student Learning

Problem Statement 11: Lack of quality Tier I instruction resulted in poor student performance of all sub-populations in all core areas.

Root Cause 11: Lack of quality lesson planning with appropriate levels of rigor.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 13: Zavala students lack emergent literacy skills and have large literacy gaps according to MAP and Istation data.

Root Cause 13: Lack of quality lesson planning with appropriate levels of rigor. Lack of rigorous Tier 1 instruction and small group instruction.

Problem Statement 13 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: By May 2023, 70% of students, K-2, will reach their individual RIT growth scores in MAP Reading.

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%, 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: NWEA BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: Istation reading program will be used to create assigned lessons to meet the students' needs. K-2 students will use Istation for 30 minutes 3 times a week.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in their MAP growth score **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Reading Coach, Administrators **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 5: Effective Instruction **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
Strategy 2: Zavala students will utilize MAP Skills to prepare for MAP testing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in their MAP growth score	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, 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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Strategy 3 Details	Reviews			
Strategy 3: Zavala will utilize Guided Reading, Istation, and LLI to provide individualized and differentiated lessons for students. Mrs. Alvarado, the reading coach, will pull 2nd graders for LLI intervention. K-2 will receive High Impact Tutoring 4 hours a month.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased MAP Growth Score Students will meet their MAP growth score **Staff Responsible for Monitoring:** Teachers Administrators High Impact Tutors **Title I:** 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
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.

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: By May 2023, 70% of students, K-2nd, will reach their individual RIT growth scores in MAP Math.

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%, 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: NWEA BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: Zavala will utilize Air Tutor (High Impact Tutoring) for K-2nd grade students for 4 hours a month.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased MAP Growth Score Students will meet their MAP growth score	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers Administrators High Impact Tutors **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 5: Effective Instruction **Problem Statements:** Student Learning 2, 4 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
Strategy 2: Zavala will utilize Guided Math, Imagine Math, and Do the Math to provide individualized and differentiated lessons for students. The DDI process will be used to disaggregate MAP data.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased MAP Growth Score Students will meet their MAP growth score **Staff Responsible for Monitoring:** Leadership Team Teachers **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 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2, 3, 4 - School Processes & Programs 3, 4				

Strategy 3 Details	Reviews			
Strategy 3: Title 1 resources will be used to provide Family Academic Nights. Teachers will provide Math TEKS training and strategies to help their children at home. Parent Data meetings will also be held.	Formative			Summative
	Oct	Jan	Mar	May
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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $2,017				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
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.

Student Learning
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: 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.

School Processes & Programs
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.

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: Annual student attendance will increase from 90.1% in 2022 to 95% in 2023.

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

Evaluation Data Sources: Weekly reports
Attendance final year report for 2021-2022; 2022-2023

Strategy 1 Details		Reviews			
Strategy 1: Zavala Elementary will provide incentives for perfect attendance goals met monthly and every nine weeks.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance goal of 95%		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators, classroom teachers, counselor, attendance clerks, parents					
- **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
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.
Student Learning
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.

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 4: Zavala will provide a safe and supportive learning environment that will assist in improving our K-2nd Reading and Math RIT scores to 70%.

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: Counselor referrals, discipline reports, and 100% of staff members trained in Darkness to Light/Stewards of Child prevention program and reporting requirements.

Strategy 1 Details	Reviews			
Strategy 1: Awareness training for staff, students, and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during new employee training on the Darkness to Light/Stewards of Child prevention program. Counselors will train all staff during campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on campus. All staff will complete required Safe School training, Trauma, SEL, Bullying Awareness, CHAMPS, and Sexual Harassment training. All students and staff will participate in 7Mindsets lessons.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of staff will receive training. Safe and supportive environment **Staff Responsible for Monitoring:** Administrators Leadership Team Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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 5: Zavala will provide differentiated processes for priority classrooms and students.

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: Lesson plans, walk-throughs, student data

Strategy 1 Details			Reviews			
Strategy 1: Effective transitions will be planned and implemented for Pre-K and 2nd grades to maintain the academic learning of students. Kinder-2nd grades will implement LLI and PreK will implement CLI interventions.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improvement in Student Growth **Staff Responsible for Monitoring:** Leadership Team, Administrators, Teachers **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 4						

Strategy 2 Details			Reviews			
Strategy 2: Zavala Leadership team will meet weekly to review data, and lesson plans, create a plan of action for implementation of interventions, and discuss follow-through. Principals and the Instructional Coach will meet weekly with all teams in PLCs. Zavala Leadership team will monitor LLI progress and Do the Math Intervention.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improvement in identified areas of need in reading and math - closing gaps identified. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Reading Coach, Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 5 - School Processes & Programs 3, 4						

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 5 Problem Statements:

Student Learning
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 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.

School Processes & Programs
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.

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: 50 % of Kindergarten students will read at or above grade level by May 2023.

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, Fluency checks, running records, guided reading, walk throughs

Strategy 1 Details	Reviews			
Strategy 1: Kinder 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Effective lesson plans, instructional delivery and data analysis **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 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: LLI intervention will be provided for students not performing at grade level 4 times a week for 30 minutes and Istation usage of 60 minutes a week. **Strategy's Expected Result/Impact:** Student progress in monthly 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 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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: 50% of First grade students will read at or above grade level by May 2023.

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%, 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, Fluency checks, running records, guided reading, walk throughs

Strategy 1 Details	Reviews			
Strategy 1: First 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Effective lesson plans, instructional delivery, and data analysis **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 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: LLI intervention will be provided for students not performing at grade level 4 times a week for 30 minutes and Istation usage of 60 minutes a week.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student progress in monthly 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 5: Effective Instruction

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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: 50% of Second grade students will read at or above grade level by May 2023.

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%, 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, Fluency checks, running records, guided reading, walk throughs

Strategy 1 Details	Reviews			
Strategy 1: Second-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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective lesson plans, instructional delivery, and data analysis **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 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: LLI intervention will be provided for students not performing at grade level 4 times a week for 30 minutes and Istation usage of 60 minutes a week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student progress in monthly Istation tests and MAP assessments	**Oct**	**Jan**	**Mar**	**May**

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 5: Effective Instruction

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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 4: The campus teacher retention rate will increase from 70% in 2022 to 80% in 2023.

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

Strategy 1 Details	Reviews			
Strategy 1: 100% of Zavala teachers hired will be certified or qualify for employment under the District of Innovation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The campus retention rate will increase to 80% in 2023.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
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.

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 5: In 2022-23, Zavala Elem will offer a job-embedded, personalized professional learning system for teachers that will assist in improving our K-2nd Reading and Math RIT scores to 70%..

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: Employee Performance Evaluations - TTESS
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Walkthroughs and observations will show the implementation of job-embedded PD. Improved learning time **Staff Responsible for Monitoring:** Leadership Team and Administrators **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 4, 5 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development for math and reading to ensure teachers are equipped with needed strategies to ensure student growth. Provide guided reading and guided math training and workstation training for teachers.	Formative			Summative
Strategy's Expected Result/Impact: Improved math and reading tier 1 lessons and interventions. **Staff Responsible for Monitoring:** Principals, Teachers, Instructional Coach, Reading Coach, Dyslexia Teacher **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3, 4 - School Processes & Programs 2	**Oct**	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 5 Problem Statements:

Student Learning
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: 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.
School Processes & Programs
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.

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: Staff members will focus on intervention and High Impact Tutoring services for Title One identified OSP (Homeless, Foster, and Military students) to ensure they meet their MAP goals and receive services to ensure their success.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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: MAP, High Impact Tutoring

Strategy 1 Details		Reviews		
Strategy 1: The school counselor will provide resources and interventions to help remove barriers to school attendance and success. Teachers will provide interventions for math and reading by utilizing Do the Math and LLI to ensure academic growth. The teachers, counselor, administrators, and office staff will document attendance contacts and contracts in Eduphoria. School Status will be used to communicate with parents.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Academic growth in math and reading Improved attendance **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher Flex Aides **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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: The percentage of students reading on grade level in grades PK will increase 4% from the BOY CLI to EOY CLI assessment.

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: EOY CLI Assessment

Strategy 1 Details	Reviews			
Strategy 1: Zavala will implement the district curriculum (Frog Street Press) and required literacy blocks during Circle time to ensure student success.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 4% increase of students reading on grade level from BOY CLI to EOY CLI assessment				
Staff Responsible for Monitoring: Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher				
- **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 3				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
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.
School Processes & Programs
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.

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: Implement innovative instructional models which enable personalized learning for all students.

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: Walkthroughs, lesson plans, MAP growth assessment

Strategy 1 Details	Reviews			
Strategy 1: Zavala will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Academic Monitoring.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement improves as growth is monitored by both teachers and students. **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher Flex Aides **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3, 4, 5 - School Processes & Programs 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Zavala will implement research-based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Community and Career lessons and strategies, STEMScopes, Enriched Advanced Academics, and/or Project-Based Learning. Staff members will attend the Get Your Teach On Training and use the strategies in the classroom Teachers will use Handwriting Without Tears, Generation Genius Science and Math, Community and Career lessons and strategies, math manipulatives, and balanced literacy resources/supplies will be purchased for each individual child, small group tutoring with a flex aide and part-time tutor. End-of-year celebrations for growth in reading and math will also take place to celebrate students' success.	**Oct**	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increase in student achievement on MAP assessment and guided reading level.
 	
    Staff Responsible for Monitoring: Administrators
Teachers
Instructional Coach
Reading Coach
Dyslexia Teacher
Flex Aides
 	
    - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
    - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 	
    Problem Statements: Student Learning 2, 3, 4, 5 - School Processes & Programs 2, 3, 4
 	
    Funding Sources: Flex Aide - Title One School-wide - $13,500, Instructional Coach - Title One School-wide - $82,000, Reading Coach - State Comp Ed - $78,000, Dyslexia Teacher - State Comp Ed - $14,065, Get Your Teach On Conference - Title One School-wide - $9,000				

Strategy 3 Details	Reviews			
Strategy 3: The principals will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path implementing Relay.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in SCAs and EOY MAP assessment **Staff Responsible for Monitoring:** Administrators Instructional Coach - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4, 5 - School Processes & Programs 2, 3, 4				

Strategy 4 Details	Reviews			
Strategy 4: Zavala Flex aides will pull small groups to work on reading comprehension, leveled reading, and syllables using the LLI curriculum.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase reading comprehension and reading level of students **Staff Responsible for Monitoring:** Flex Aides Instructional Coach Administrators Reading Coach - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4, 5 - School Processes & Programs 3 **Funding Sources:** Flex Aide - Title One School-wide - $25,320				

Strategy 5 Details	Reviews			
Strategy 5: Zavala staff will facilitate parent/student academic workshops with a focus on reading and math strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase reading and math comprehension and strategies for students and parents.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers Paraprofessionals Instructional Coach Reading Coach Dyslexia Teacher Administrators - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 - Perceptions 1 **Funding Sources:** Reading and math make and take materials, planners - Title One School-wide - $1,689				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
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: 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.

School Processes & Programs
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
Problem Statement 1: 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.

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 4: Zavala will strive to have 100% of 2nd graders implementing AVID binders, planners, and organizational tools.

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.		**Formative**		**Summative**
Strategy's Expected Result/Impact: 100% of 2nd-grade students use binders, planners, and organizational tools correctly.	**Oct**	**Jan**	**Mar**	**May**
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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Strategy 2 Details		Reviews		
Strategy 2: 2nd grade students will use two and three column notes.		**Formative**		**Summative**
Strategy's Expected Result/Impact: 100% of 2nd grade students will use two and three column notes.	**Oct**	**Jan**	**Mar**	**May**
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				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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 5: Zavala will create a strong partnership with parents and the community.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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: Family Academic Nights
Volunteer Program

Strategy 1 Details	Reviews			
Strategy 1: Family Academic Nights will be organized for math and reading training and collaborating with parents on instructional goals for PK-5 students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased parent and community involvement Increased parent knowledge of math and reading **Staff Responsible for Monitoring:** Leadership Team Teachers Instructional Coach Reading Coach Dyslexia Teacher Parents Community Members **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Zavala Leadership Team will meet once a month to review campus goals and progress; review instructional planning and delivery; and plan upcoming events/training.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Leadership Team Instructional Coach Reading Coach **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 6: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

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: Character Ed Lessons by Counselor for PK-2; Lower Referral Numbers, 7Mindsets

Strategy 1 Details	Reviews			
Strategy 1: Staff will engage in professional learning about SEL research and practice. Monitor behavior referrals and recurring behavior referrals.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Awareness of SEL research and practice. Mindset Monday in classrooms during breakfast. Assistance for teachers and students with recurring behavior issues. **Staff Responsible for Monitoring:** Principals, Teachers, Counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Zavala will provide SEL for all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Weekly 7 Mindset lessons	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teachers, Counselor, Administrators **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				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">State Comp Ed</td></tr>
<tr><th>Board Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>3</td><td>3</td><td>2</td><td>Reading Coach</td><td></td><td>$78,000.00</td></tr>
<tr><td>3</td><td>3</td><td>2</td><td>Dyslexia Teacher</td><td></td><td>$14,065.00</td></tr>
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<tr><td colspan="6" align="center">Title One School-wide</td></tr>
<tr><th>Board Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>2</td><td>3</td><td></td><td></td><td>$2,017.00</td></tr>
<tr><td>3</td><td>3</td><td>2</td><td>Get Your Teach On Conference</td><td></td><td>$9,000.00</td></tr>
<tr><td>3</td><td>3</td><td>2</td><td>Instructional Coach</td><td></td><td>$82,000.00</td></tr>
<tr><td>3</td><td>3</td><td>2</td><td>Flex Aide</td><td></td><td>$13,500.00</td></tr>
<tr><td>3</td><td>3</td><td>4</td><td>Flex Aide</td><td></td><td>$25,320.00</td></tr>
<tr><td>3</td><td>3</td><td>5</td><td>Reading and math make and take materials, planners</td><td></td><td>$1,689.00</td></tr>
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