

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 121 - De Zavala ES

Principal: Martinez, Marlette

Executive Director: Marion Mouton

Fort Worth ISD Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 96

Special Education: 8.9

Dual Language/ESL: 40.1

Gifted and Talented: 13.6

Career and Technology: 0

Percentage of at-risk students: 76.5

Percentage of English Language (EL) students: 33.8

Percentage of economically disadvantage students: 84.4

2019-2020 Campus Site-Based Committee

| Name | Role |
|---------------------|--|
| Marlette Martinez | Principal |
| Rachel Watson | Teacher |
| Ali Sajedi | Teacher |
| Luis Berzoza | Teacher |
| Theresa Harris | Teacher |
| Rocio Gonzalez | Parent |
| Chandra Riccetti | Business Representative |
| Nancy Strickland | Community Representative |
| Christopher Havlik | District Level Staff |
| Leslie Hoagland | Campus Non-Teacher Professional |
| Meaghan Semple | Parent |
| Mornee Brown | District Employee Relations Council Representative |
| Kellie Dyer | Campus Non-Teacher Professional |
| Stacey Garner Rojas | Parent |
| Ivonne Jorgensen | Teacher |

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for De Zavala ES. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

| State Accountability Ratings by Domain | Overall Performance Accountability Rating |
|---|---|
| Domain 1: Student Achievement 62 | 67 - Met Standard |
| Domain 2: School Progress 67 | |
| Domain 3: Closing The Gaps 66 | |

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 1

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2019-2020 School Year

I certify acceptance and compliance with all provisions set forth by:

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

Yes Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

Comprehensive Needs Assessment Summary for 2019-2020

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified areas needing improvement or areas of weakness? | Priorities What are we going to intervene? If addressed, this need will create the most impact. |
|----------------------------|--|---|--|
| Demographics | 1. De Zavala is a diverse school and community. Hispanic - 67.5%, AA 19.9%, Wh 9.3%; Econ. Disa. 90%. | 1. Lack of academic vocabulary and experiences. Lack of academic resources at home. | 1. 1. Continued PD in core content areas . |
| | 2. Structured DAEP Program. Need to continue Art Station Therapy for DAEP students | 2. Need to address language development. | 2. 2. Continue vertical alignment of all content areas. |
| | 3. Small enrollment; Small teacher to student ratio. | 3. Decreasing enrollment. Chronic student absences. | 3. Continue PD and vertical alignment of teaching practices. |
| | 4. | 4. | 4. Use of technology based resources for content area. |
| | 5. | 5. | 5. 5. Continue to increase student access to technology. |
| | 6. | 6. | 6. |
| Student Achievement | 1. Met State Standards (2017-2018). STAAR scores for 18-19 include: Approaches 80% Reading, Approaches Math 82%, Approaches Writing 60%, and Approaches Science 55%. | 1. Need to focus on basic math skills, reading skills, science vertical alignment and science academic vocabulary, oral language development, and student engagement. | 8. |
| | 2. Continued progress on Achieve3000. | 2. Need for professional development on best practices and pedagogy. Need for aligned instruction in all core subjects. | 9. |
| | 3. Comprehensive tutorial programs during and after school. | 3. Need for continued in-school and after-school academic intervention program. | 10. |
| | 4. | 4. | |
| | 5. | 5. | |
| | 6. | 6. | |
| School Culture and Climate | 1. Inviting and inclusive climate. | 1. Need for upkeep of physical campus. The campus is an older building and needs continued maintenance. | |
| | 2. PBIS Committee, Staff Social Committee, PTA. | 2. Need to reinforce and strengthen campus operating procedures and policies for visitors, volunteers, and overall traffic operations. | |
| | 3. Community involvement with student leadership and academic development. | 3. Need to reinforce and strengthen classroom and campus positive behavioral systems including providing therapy for elementary DAEP . | |
| | 4. | 4. | |
| | 5. | 5. | |
| | 6. | 6. | |

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|--|----|---|----|--|
| Staff Quality/ Professional Development | 1. | Vertically Aligned Practices | 1. | Need for continued PD on grade level and vertical alignment to address all content/core subject areas, student engagement, and best instructional practices. Need to ensure fidelity of strong tier one instruction. |
| | 2. | PD opportunities within and out of district. | | |
| | 3. | Number of experienced teachers and staff. | 2. | Need to align and strengthen DL one way and DL two way practices. |
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| | 5. | | 4. | |
| | 6. | | 5. | |
| | | | 6. | |
| Curriculum, Instruction, and Assessment | 1. | Implementing Neuhaus. Implementing DL two way. Implementing technology based instruction. Implementing SGGR daily. | 1. | Need for PD to align and strengthen reading instruction. |
| | 2. | Implementing aligned specific instruction. | 2. | Need to consistently progress monitor K-2 instruction in core subjects. Need to monitor high frequency words in grades K-2 and reading levels. |
| | 3. | Implementing progress monitoring every 6 weeks using F&P. | 3. | Need to structure classroom interventions. Need to strengthen high quality engaging tier I instruction. Need to monitor tier 2 and tier 3 students more closely. |
| | 4. | | 4. | |
| | 5. | | 5. | |
| | 6. | | 6. | |
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| Family and Community Involvement | 1. | Involvement in community events and partnerships with community organizations and PTA. Family engagement events. Extracurricular opportunities. | 1. | Lack of parental academic involvement and ability to assist with content. Lack of parent attendance in academic nights. Language barrier. |
| | 2. | Community based grant programs. | 2. | High percentages of students academically at risk. |
| | 3. | Multiple Communication tools. | 3. | Lack of Hispanic and AA parents volunteering for leadership roles. |
| | 4. | | 4. | |
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School Context and Organization

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|----|--|----|--|
| 1. | Technology continues to be addressed. | 1. | Lack of specific instructional spaces to accomodate all staff and inenarent staff. |
| 2. | Updated portions of the building. | 2. | |
| 3. | After school programs and enrichment programs and clubs available to students. | 3. | |
| 4. | | 4. | |
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| 6. | | 6. | |

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 121 - De Zavala ES

Principal: Martinez, Marlette

Executive Director: Marion Mouton

| SMART Goals | Campus Level - Student Outcome Goal and Progress Measures | Approaches | Meets | Masters | to Target | by Deadline |
|-------------|---|------------|-------|---------|-----------|-------------|
| | Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019. | 78.05 | 36.59 | 17.07 | 43 | |
| | Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline) | | | | | |

Strategies for Improvement

| Student Group (PBMAS) | Target Strategies | Action Steps | Person(s) Responsible | Due Date | Budget Source | Amount | Status | Attachment (implementation artifacts) |
|-----------------------|---|---|--------------------------|-----------|-------------------------|--------|-------------|---------------------------------------|
| 1 Title I | Third through fifth grade students will receive comprehensive intervention tutoring during and after school hours in math and reading to increase academic achievement by 5%-10% as measured by district benchmarks. | <ol style="list-style-type: none"> 1. Identify students to target based academic need with a rotation beginning with Tier 3 in September and transitioning to Tier 2 in November/ December. 2. Decide on targeted and aligned resources for each rotation and purchase them before the first rotation. 3. Recruit teachers, staff, and outside educators with proven track records of successful interventions who are willing to commit to at least one rotation. | Instructional Leadership | 5/30/2020 | FWCP | 20,000 | Not Started | |
| 2 Title I | Weekly PLCs alternating between after school and during grade level planning times will improve vertical alignment and targeted, aligned long-term plans in 100% of teachers as demonstrated by Instructional Planning Calendars submitted every six weeks. | <ol style="list-style-type: none"> 1. Focus PLCs during the first two months of school on the components of an effective IPC and how to work backwards by focusing on the end goals. 2. Provide feedback on the IPCs submitted for the first six weeks. 3. Utilize substitutes to provide time for teachers to plan together and complete IPCs before the first day of each six week period thereafter. | Instructional Leadership | 6/1/2020 | Local (Basic Allotment) | 4,164 | Not Started | |
| 3 Title I | The percentage of students achieving "meets grade level" or better will improve at least 5%-10% in reading and writing as measured by district benchmarks with the use of aligned, STAAR-formatted supplemental materials for the new literacy TEKS intertwining reading and writing. | <ol style="list-style-type: none"> 1. Gather samples of various STAAR supplemental materials to review for rigor and alignment. 2. Purchase supplemental materials for the new TEKS by October 1st. 3. Use PLCs after arrival of new materials to plan with teachers on how best to use to improve first instruction and interventions, as needed. | Instructional Leadership | 6/1/2020 | Local (Basic Allotment) | 5,000 | Not Started | |
| 4 Title I | By June of 2020, 90% of kindergarten through third grade teachers will increase the use of SGGR, Neahaus, daily read alouds, and differentiated centers as demonstrated by walk-through documentation. | <ol style="list-style-type: none"> 1. Use Early Literacy Coach to model effective SGGR and Neahaus strategies, and then work with teachers on implementing those strategies and coaching as needed. 2. Provide PLC time for K-3 teachers to plan centers. | Instructional Leadership | 6/1/2020 | FWCP | 70,000 | On Target | |

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|----|---------|--|---|--------------------------|----------|-------------------------|-------|-------------|--|
| 5 | Title I | By May 2020, 75% of KG- 2nd grade students will achieve F&P EOY level goal for their grade. | 1.Host Academic Night during first six-week's period to share with parents what the end of the year reading level/ goal is for every grade. 2.Distribute F&P kits, train new teachers and any needing a refresher, and create a timeline for BOY, MOY, and EOY testing. 3.Provide substitutes for teachers to complete testing every 6 weeks. 4.Continuously monitor individual student reading levels through F&P and focus interventions for students not on track to reach end of year goals for grades KG - 2nd. | Teacher(s) | 6/1/2020 | Title I | 1,500 | Not Started | |
| 6 | Title I | By May 2020, 100% of KG - 3rd grade students will complete MAP Fluency test and 60% of those students will achieve Meets or Exceeds Expectation on the EOY MAP Fluency grade reports. | Provide PD opportunities to introduce KG - 3rd grade teachers to the MAP fluency test, what it assesses, what data is provided, and how the data can be used to guide instruction and plan interventions. Testing coordinator will work with teachers to ensure MAP testing is completed with fidelity in accordance with district timeline. Data Analyst and Early Literacy Coach will work with teachers to pull MAP fluency data reports and analyze the data to form intervention groups based on academic need. | Teacher(s) | 6/1/2020 | Local (Basic Allotment) | 1,000 | Not Started | |
| 7 | Title I | 100% of students in Dual Language classrooms will receive small group reading instruction so that 80% of students demonstrate at least one years worth of growth in reading levels as measured by Achieve 3000 (3rd-5th) and Fountas and Pinnell (KG-2nd). | 1. Schedule of PD focused for small group instruction during PLCs by September 2019. 2. School wide schedule with small group time in daily classroom schedules. 3. Utilize data tracking systems and visuals in grades 3-5 by December 2019. 4. Weekly Achieve 3000 usage report will be sent to teachers and monitored by coaches and admin. | Instructional Leadership | 5/1/2020 | Bilingual | 578 | Not Started | |
| 8 | Title I | 100% of students in GT classrooms will receive small group reading instruction so that 80% of students demonstrate at at least one years worth of growth in reading levels as measured by Achieve 3000 (3rd-5th) and Fountas and Pinnell (KG-2nd). | 1. Schedule of PD focused for small group instruction during PLCs by September 2019. 2. School wide schedule with small group time in daily classroom schedules. 3. Utilize data tracking systems and visuals in grades 3-5 by November 2019. 4. Schedule of Weekly Achieve 3000 usage report will be sent to teachers and monitored by coaches and admin by September 2019. | Instructional Leadership | 5/1/2020 | Gifted & Talented | 324 | Not Started | |
| 9 | Title I | 100% of SCE receive small group reading instruction so that 80% of students demonstrate at at least one years worth of growth in reading levels as measured by Achieve 3000 (3rd-5th) and Fountas and Pinnell (KG-2nd). | 1. Schedule of PD focused for small group instruction during PLCs by September 2019. 2. School wide schedule with small group time in daily classroom schedules. 3. Utilize data tracking systems and visuals in grades 3-5 by November 2019. 4. Schedule of Weekly Achieve 3000 usage report will be sent to teachers and monitored by coaches and admin by September 2019. | Instructional Leadership | 5/1/2020 | SCE | 2,184 | Not Started | |
| 10 | SPED | 100% of students SPED classrooms will receive small group reading instruction so that 80% of students demonstrate at at least one years worth of growth in reading levels as measured by Achieve 3000 (3rd-5th) and Fountas and Pinnell (KG-2nd). | 1. Schedule of PD focused for small group instruction during PLCs by September 2019. 2. School wide schedule with small group time in daily classroom schedules. 3. Utilize data tracking systems and visuals in grades 3-5 by November 2019. 4. Schedule of Weekly Achieve 3000 usage report will be sent to teachers and monitored by coaches and admin by September 2019. | Instructional Leadership | 5/1/2020 | Special Education | 895 | Not Started | |

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|----|---------|---|---|--------------------------|-----------|---------|--------|-------------|--|
| 11 | Title I | Data analyst will ensure 100% of local and state assessments by deadlines with no incidents. | 1. Hire a data analyst by August 2019. 2. Ensure data analyst attends district wide testing coordinator trainings and delivers to staff. | Instructional Leadership | 5/29/2020 | Title I | 62,648 | On Target | |
| 12 | Title I | Insights was awarded the Dollar General Grant from the Dollar General Literacy Foundation to promote youth literacy by reading to succeed. How the resources impact literacy will be tracked by May 2020. | 1. Apply for the Dollar General Grant from the Dollar General Literacy Foundation. 2. Use the allotted money for what is outlined in the grant application. Money available in early October. 3. Keep records of how much is spent, what it is spent on, and how it impacts youth literacy. | Instructional Leadership | 5/29/2020 | Other | 3,800 | Not Started | |
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence: Copies of teacher classroom daily schedules
 Science learning walk look-fors.
 In-depth PLC on Science Stemscopes resource (agenda)
 Achieve and Science integration PD (agenda)
 Track the teacher and student online access to the Stemscopes tools.
 Purchase requisition of science supplemental materials.

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

Campus Name: 121 - De Zavala ES

Principal: Martinez, Marlette

Executive Director: Marion Mouton

| SMART Goals | Campus Needs Goals and Measures (Baselines-X and Targets-Y) | Baseline (BOY) | to Target | by Deadline |
|-------------|--|-----------------------|----------------------|-------------|
| | Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from | 2 | 4 | June 2020 |
| | PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from | 67%, female, 62% male | 40% female, 40% male | June 2020 |
| | Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from | 50% | 70% | June 2020 |
| | Decrease infractions from Insights by providing Art Therapy Services to all Insights students as measured by Art Station Service Log. | | | June 2020 |

Strategies for Improvement

| Student Group (PBMAS) | Target Strategies | Action Steps | Person(s) Responsible | Due Date | Budget Source | Amount | Status | Attachment (implementation artifacts) |
|-----------------------|--|--|--------------------------|-----------|-------------------------|--------|-------------|---------------------------------------|
| 1 Title I | Engage in two social outreaches at apartment complexes where some of our students reside who have continued to struggle academically, behaviorally, and socially (at risk). Build and continue partnerships with these families and provide opportunities on how they can engage with their children (empowering parents). | Gather teachers, counselor, & community resources to visit these apartment complexes. Work with the apartment complex facilities to make these opportunities possible (1 in the fall and 1 in the spring/set dates). During the first social outreach, demonstrating to parents the different resources students can access at home through a phone or tablet/computer device (providing log in cards for parents to keep). The goal is for the families to see us a resource and partner in their child's education | Instructional Leadership | 6/1/2020 | Local (Basic Allotment) | 1,000 | Not Started | |
| 2 Title I | Work with The Parents as Teachers to provide opportunities for our families to meet every 2 months to discuss important topics on how they can become involved and proactive in their child's education by June 2020. | Determine topics most relevant to our families needs (ex. how to read a report card, awareness and access to parent portal, how to check for understanding when their child is reading, social media awareness and navigation). Set specific dates with the PAT to ensure appropriate staff/resources are available for the sessions. Promote through different mediums (flyers, calls, personal contact, etc.)to ensure adequate attendance. Be purposeful in reaching out to our minority parents (AA/H) groups. | Instructional Leadership | 5/29/2020 | Local (Basic Allotment) | 1,000 | Not Started | |
| 3 Title I | Decrease student incident reports by 10% for the AA student subgroup by June 2020. | Continue with our restorative practices culture and practices (circles, respect agreements, cool down spot/peace corner, check in and check out systems for self regulation). If needed, meeting with parents, teachers, counselors, and student to create individualized behavior charts/plans and continuously monitor their progress. Providing students leadership roles (safety patrol, mentorship opportunities, delivery of character lessons to others). | Instructional Leadership | 5/29/2020 | Local (Basic Allotment) | 1,000 | Not Started | |

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|----|---------|---|--|--------------------------|-----------|-------|--------|-------------|--|
| 4 | Title I | Engage 70% of our students and families in the Mayor's Challenge which consists of students increasing their physical activity and healthy eating habits as measured in the forms students submit to the Health and Wellness Coordinator. | Health and Wellness Coordinator will promote the Mayor's Challenge to students and teachers both during class and staff PLC meeting. Health and Wellness Coordinator will collect student documentation with parent signatures and compare to last year's participation. | Teacher(s) | 11/1/2019 | | | Not Started | |
| 5 | Title I | Art Station will be contracted to provide both group and individual therapy services to all Insights students. Sessions will focus on individual and group social emotional learning needs, trauma, and mental health. | 1.Contract for services. 2. Schedule services for students. 3.Maintain student log of services. | Instructional Leadership | 6/1/2020 | Other | 20,000 | Not Started | |
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

121 - De Zavala ES

| → Budget Allotment Summary → | Local (Basic Allotment) | SCE | CTE | Bilingual | Gifted & Talented | Special Education | Title I | TOTAL Allotment |
|--|----------------------------|-------------|-----|-----------|----------------------|----------------------|--------------|--------------------|
| | \$ 18,168.00 | \$ 2,184.00 | - | \$ 578.00 | \$ 324.00 | \$ 895.00 | \$ 67,802.75 | \$ 89,951.75 |

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Budget Summary

Principal: Martinez, Marlette

Executive Director: Marion Mouton

Summary by Fund Source

| Fund Source → | Local Basic Allotment | SCE <small>State Compensatory Education</small> | CTE | Bilingual | Gifted & Talented | Special Education | Title I | GRAND TOTAL budgeted in CIP |
|----------------------------|--------------------------|--|-----------|------------------|-------------------|-------------------|---------------------|--------------------------------|
| Academic Excellence Goals | \$ 10,164.00 | \$ 2,184.00 | - | \$ 578.00 | \$ 324.00 | \$ 895.00 | \$ 64,148.00 | \$ 78,293.00 |
| Mission | \$ 5,000.00 | - | - | - | - | - | \$ 3,655.00 | \$ 8,655.00 |
| Learning Environment Goals | \$ 3,000.00 | - | - | - | - | - | - | \$ 3,000.00 |
| Total Allocated | \$ 18,164.00 | \$ 2,184.00 | - | \$ 578.00 | \$ 324.00 | \$ 895.00 | \$ 67,803.00 | \$ 89,948.00 |
| Percent Budgeted | 100% | 100% | 0% | 100% | 100% | 100% | 100% | 100% |

| Other Funding Sources | Source | PTA/PTO | Community Partner | Corporate | Non-Profit | FWCP | School Improvement | Other | Total |
|-----------------------|--------|---------|-------------------|-----------|------------|--------------|--------------------|-------|--------------|
| | Amount | - | - | - | - | \$ 90,000.00 | - | - | \$ 90,000.00 |