

Fort Worth Independent School District

121 DeZavala Elementary School

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Mission

The mission of De Zavala Elementary is to ensure a safe, nurturing, and engaging learning environment where students of all backgrounds and abilities will be provided the tools to succeed and become a conscious global citizen.

Misión

La misión de la Primaria De Zavala es garantizar un entorno de aprendizaje seguro, enriquecedor y atractivo donde los estudiantes de todos los orígenes y habilidades recibirán las herramientas para tener éxito y convertirse en un ciudadano global consciente.

Vision

Vision

Our Vision is for De Zavala Elementary to prepare students for success in a rapidly changing world and empower students to reach their maximum potential.

Visión

Nuestra Visión es que la Primaria De Zavala prepare a los estudiantes para el éxito en un mundo que cambia rápidamente y capacite a los estudiantes para que alcancen su máximo potencial.

Value Statement

EAGLES

E-Excellence in Effort

A-Academic Achievement and Excellence

G-Growth Mindset

L-Leadership

E-Eager to Learn

S- Supportive

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Comprehensive Needs Assessment

Revised/Approved: April 14, 2023

Demographics

Demographics Summary

De Zavala Elementary is coined the "Small School with A Big Heart" and is located in the Fairmount Historical District in Fort Worth, Texas. De Zavala was founded in 1914 and is named after Lorenzo De Zavala, who was the interim vice president of the Republic of Texas. De Zavala is a 109-year old building, Prekindergarten-5th grade 2-way Dual Language Title 1 campus in Fort Worth ISD located in Fort Worth, Texas. De Zavala Elementary is experiencing a gradual gentrification in the area that it resides (Fairmount Historical District). Improved housing and attractive new businesses are emerging currently which have caused some displacement in current inhabitants. The Fairmount Historical District has been reported by residents that is a great place to live and raise families. The campus is considered a "neighborhood school." De Zavala is located in Fort Worth's Near Southside and is best known as the hub of the city's hospitals and medical centers. There are currently 3 bus stops that bring students in grades from K-5th who live the majority if not all in government housing. Student enrollment at De Zavala Elementary is one that has decreased over the past years and has stayed consistently small between the 290-310 range in the past 4 years. De Zavala is projected to have an enrollment of 255 students for the 2023-2024 school year. The small enrollment of students while it is a strength to our campus can also become a threat if it gets dangerously too low. Surrounding FWISD schools (Montessori school of choice and other neighborhood nearby schools) are our main competitors for students as well as the large influx of charter schools that have moved in to the city aggressively recruiting students. This decline can also be attributed to the city of Fort Worth having a declining birth rate for several years now. This means that there are fewer students to attend our schools each year. De Zavala is considered a diverse school and community with Hispanics making up about 63%, African Americans making up about 19%, Whites making up about 15%, and Other making up 3%.

The last published mobility rate of 11.1% falls well below the District at 21.3% and slightly below the state at 15.4%; however, we anticipate the campus mobility rate is now higher due to the gradual gentrification of the area our school is currently experiencing. Attendance rates are lower when compared to the past three school years. The 2021-2022 Attendance rate for the second semester of the school year was at 92.27%. The decrease in attendance rates is most likely the school not quite figuring out the root causes and effective support systems to ensure students are on time and present at school. De Zavala's student groups include 37.9% English Learners (ELs), 14.7% Gifted and Talented, and 3% Dyslexia. Additionally, 81% are economically disadvantaged and 59.5% are identified as at-risk.

De Zavala Elementary employs a high-quality, talented staff. For the 2022-2023 school year only three new teachers joined our school. The turnover rate among De Zavala is low because people love to work there. Many of our teachers and staff members have their own children in our school which speaks volumes in the confidence the educators have among each other to instruct and nurture their children. Currently we have 4 staff members that have their children and or family members enrolled at De Zavala.

De Zavala is one that is filled with numerous local partnerships that are a key contribution to the success of the school. Academy 4 is a 4th grade mentoring program that is ran through the Southside Church of Christ. Junior League of Fort Worth-Mints are also extremely supportive in engaging with our staff year-round and helping out with school projects inside and outside of the building. De Zavala is also a Blue Zones school which is a schoolwide well-being improvement initiative designed to change the way our school community experiences well-being practices (healthy eating, exercising). Other stakeholders include parents, community members, school board members, teachers, administrators, and students. De Zavala involves stakeholders in the decision making process through campus committees.

Demographics Strengths

De Zavala has many strengths. Some of the most notable demographic strengths include:

1. Many families are attracted to De Zavala's 2-way Dual Language Immersion program. A bilingual/biliteracy program model in which students identified as English Learners are integrated with students proficient in English and are served in both English and Spanish. The goal is for all students in this program to become biliterate, bilingual, and bicultural.
2. De Zavala has other programs that meet the varying needs of our students. We provide services in Dual Language Two-Way, ESL, gifted and talented, special education, dyslexia, and fine arts. All of these programs align with our belief that all students can learn when their differentiating needs and interests are considered.
3. De Zavala is coined the "small school with a big heart" because of its small classroom sizes. There is a small student to teacher ratio which allows for more individualized student academic and emotional support. The small school with small class sizes gives the feel of a family tight-community.
4. Based on the District Panorama Climate Survey (21-22 school year), 91% of staff members expressed that De Zavala provides an inviting work environment.
5. Diverse and numerous opportunities for extracurricular and enrichment programs during the school year such as University Interscholastic League (UIL-student winners across categories), Battle of the Books District Consecutive Champions (2018, 2019, 2021), Math and Spelling Bee, PreK Dance and Art Club, Soccer Club, and Running Club.
6. School and community partnerships such as the Parents and Teachers Association (PTA) that provide continued support throughout the school year. Other major partnerships include Academy 4, Southside Church of Christ, Junior League of Fort Worth-MINTS, Blue Zones, Reading Partners, and Read2Win. De Zavala also provides our families with an on-site PreK-5th grade Fort Worth After School Program where students can participate in various activities such as: homework support, sports, STEM activities, running club, and crafts.
7. De Zavala's Site Based Decision Making Committee consists of various stakeholders such as parents, staff members, district members, community and business members. The committee meets a minimum of six times per year to create, monitor, and adjust the Campus Improvement Plan.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 49% of African American students met BOY to MOY projected growth as evidenced by NWEA Math English compared to their Hispanic peers at 52%. **Root Cause:** Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students math growth. This includes culturally responsive teaching with tailored instruction to meet their specific needs, and research-based instructional strategies (differentiation).

Problem Statement 2 (Prioritized): 49% of African American students met BOY to MOY projected growth as evidenced by NWEA Reading English compared to their Hispanic peers at 57%. **Root Cause:** Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students reading English growth. This includes tailored instruction to meet their specific needs.

Student Learning

Student Learning Summary

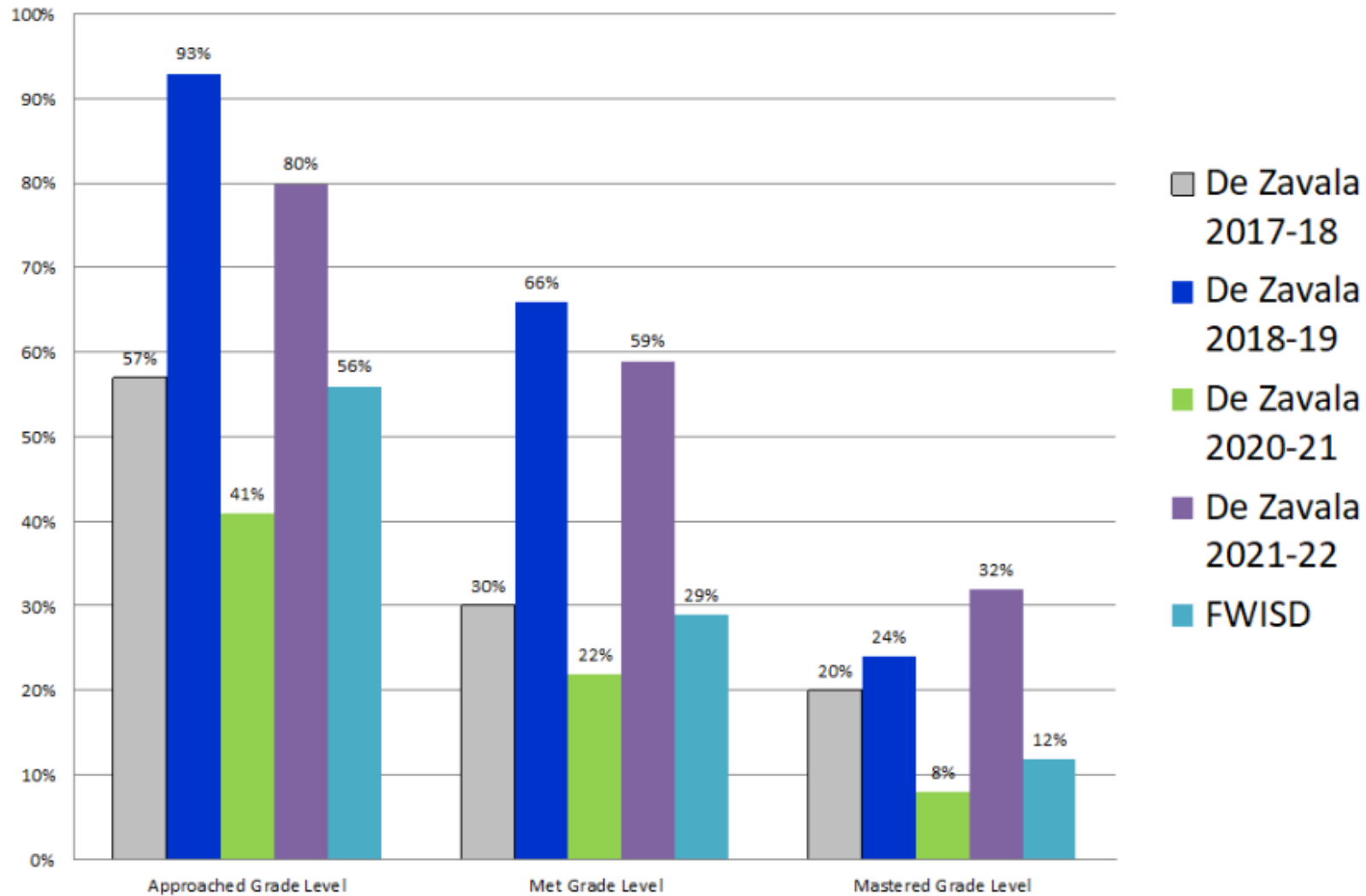
De Zavala has made significant academic gains in the past 7 years resulting now in being an "A" TEA rated campus, based on the most recent STAAR in Spring of 2022. The A rating was based on School Progress using Relative Performance which scored at 93. Closing the Gaps scored at 88 and Academic Growth at 93, and Student Achievement was 80. De Zavala earned 5 out of the possible 6 distinction designations available to elementary schools and those are: Academic Achievement in English/Language Arts/Reading, Academic Achievement in Science, Top 25% Comparative Academic Growth, Postsecondary Readiness, and Top 25% Comparative Closing the Gaps.

Fort Worth ISD is using NWEA MAP to assess progress in Reading and Math. The 21-22 end of year Math MAP Growth data demonstrated that all grade levels Kinder-5th made moderate gains, with 4th grade exceeding that growth. the end of year Reading MAP Growth data demonstrated that all grade levels except one made moderate gains. The 22-23 end of year Math and Reading MAP Growth data will be available at the end of May 2023.

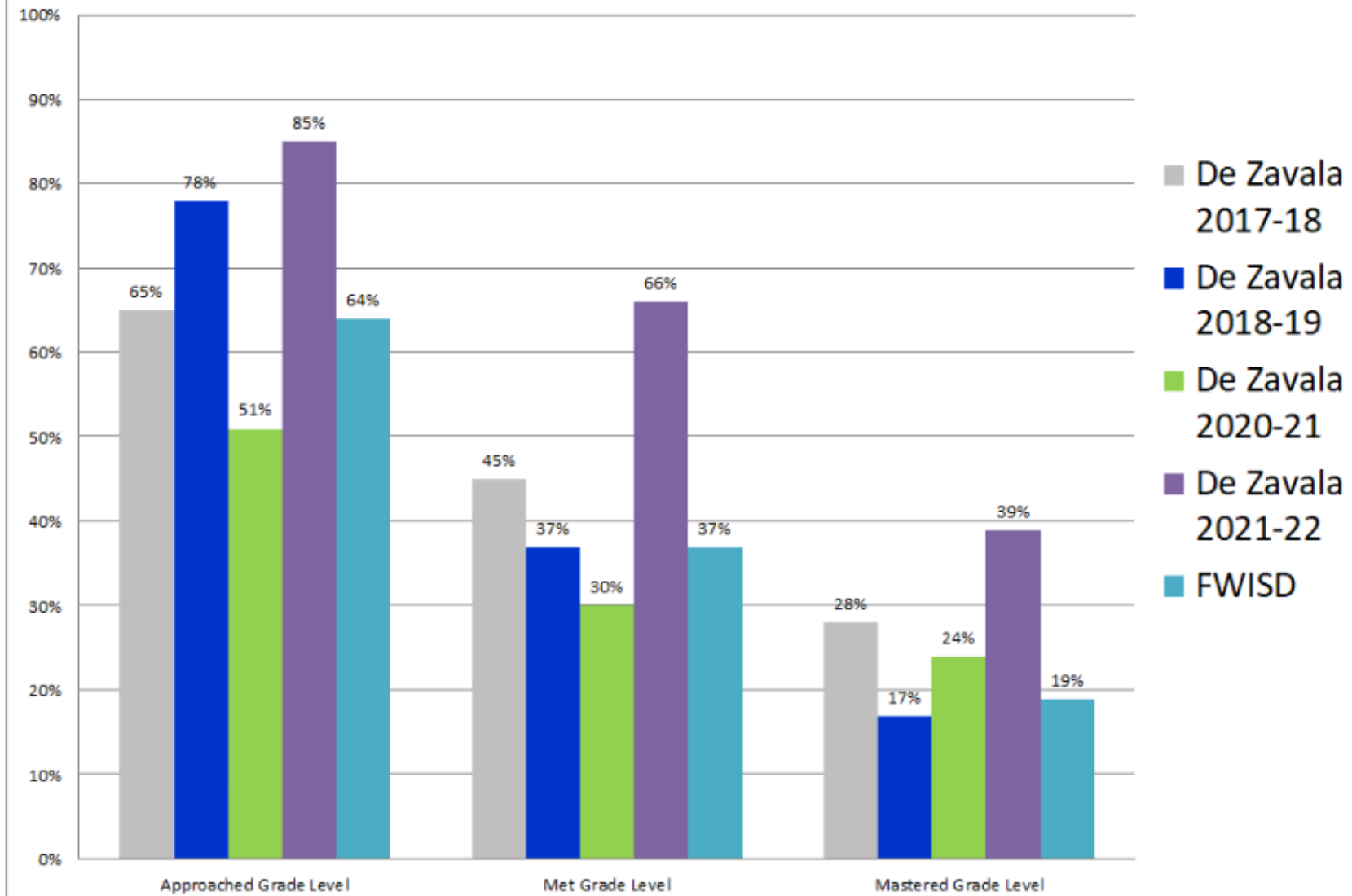
During this school year 2022-2023, the campus has continued looking for ways to strengthen the assessment/data analysis/instructional planning process. The campus along with the administrators have sought training and information through high-quality professional development that has started to ensure the administration team to guide all teachers during this process. Based on walkthrough teacher observational data, the majority of the staff at De Zavala receive reinforcement feedback in the Learning Environment TTESS Domain 3 Classroom Culture. The Instruction TTESS Domain 2.4 Differentiation has been a schoolwide focus along with TTESS Domain 2.3 Communication (Spring 2021-now) that is and will need to still be addressed the entire school year via quality professional development with the goal to improve high-quality tier 1 instruction to all students.

Below is the 2022 STAAR Data:

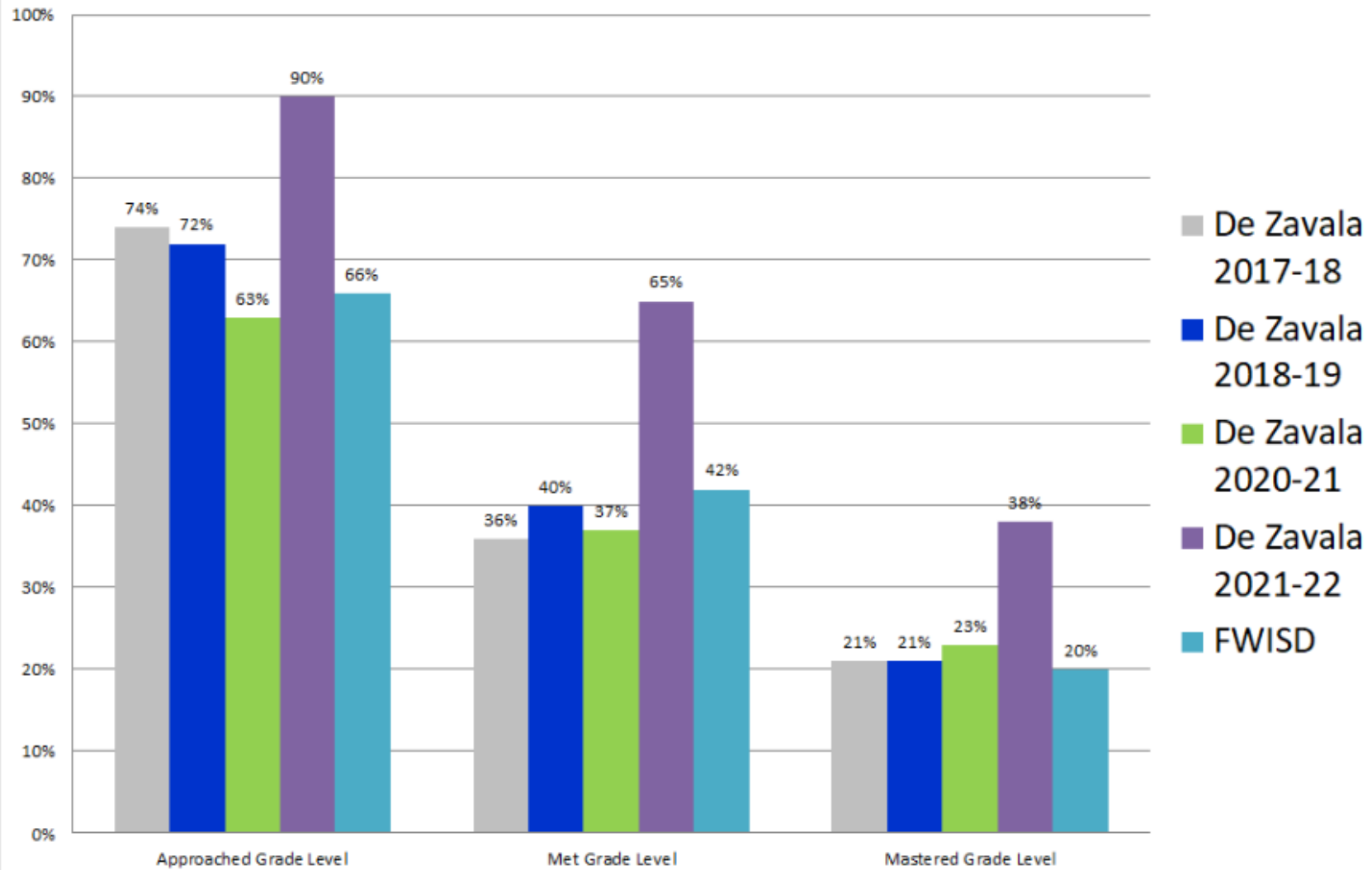
2021-2022 3rd Grade Math STAAR - % of Students Meeting STAAR Standard



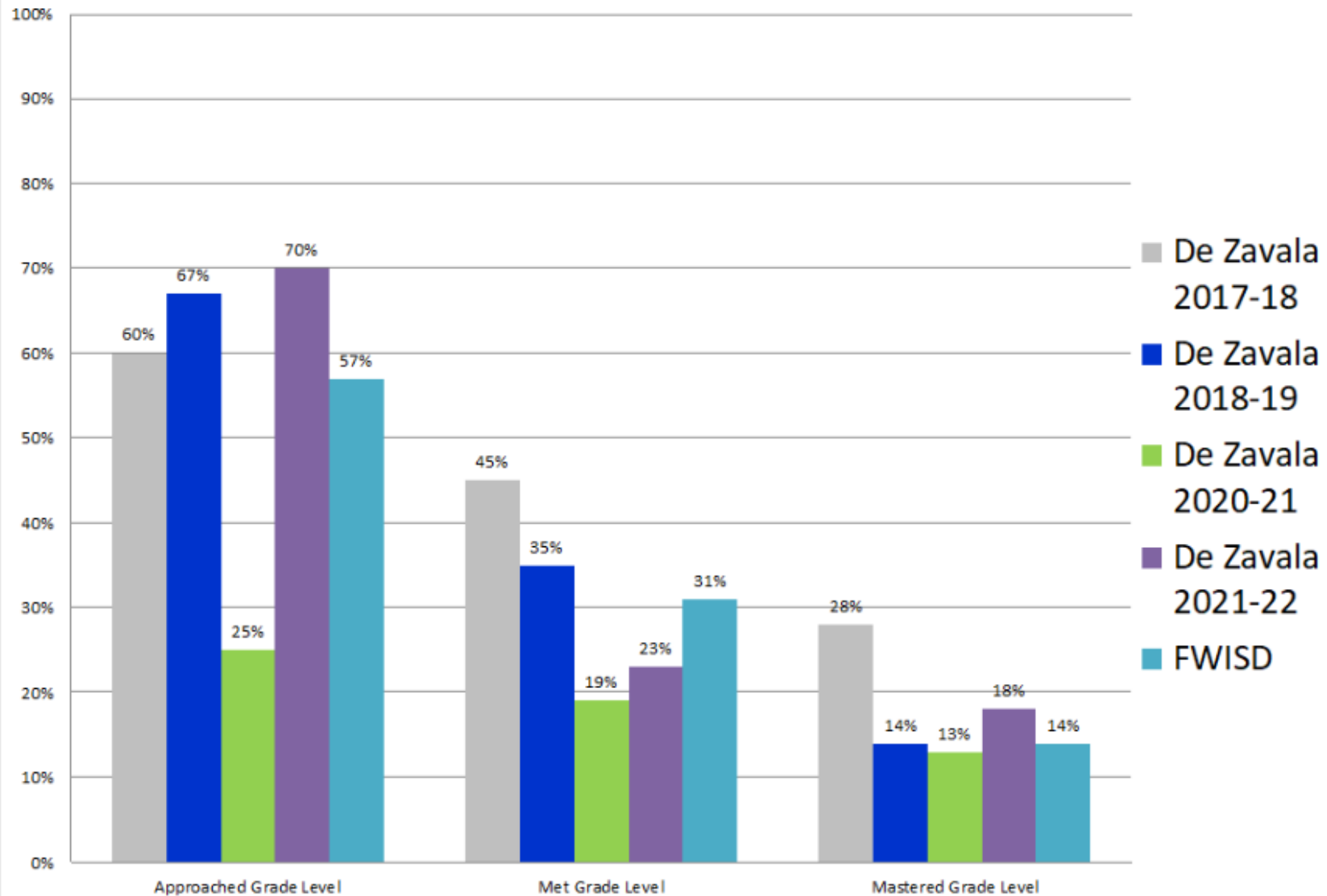
2021-2022 3rd Grade Reading STAAR- % of Students Meeting STAAR Standard



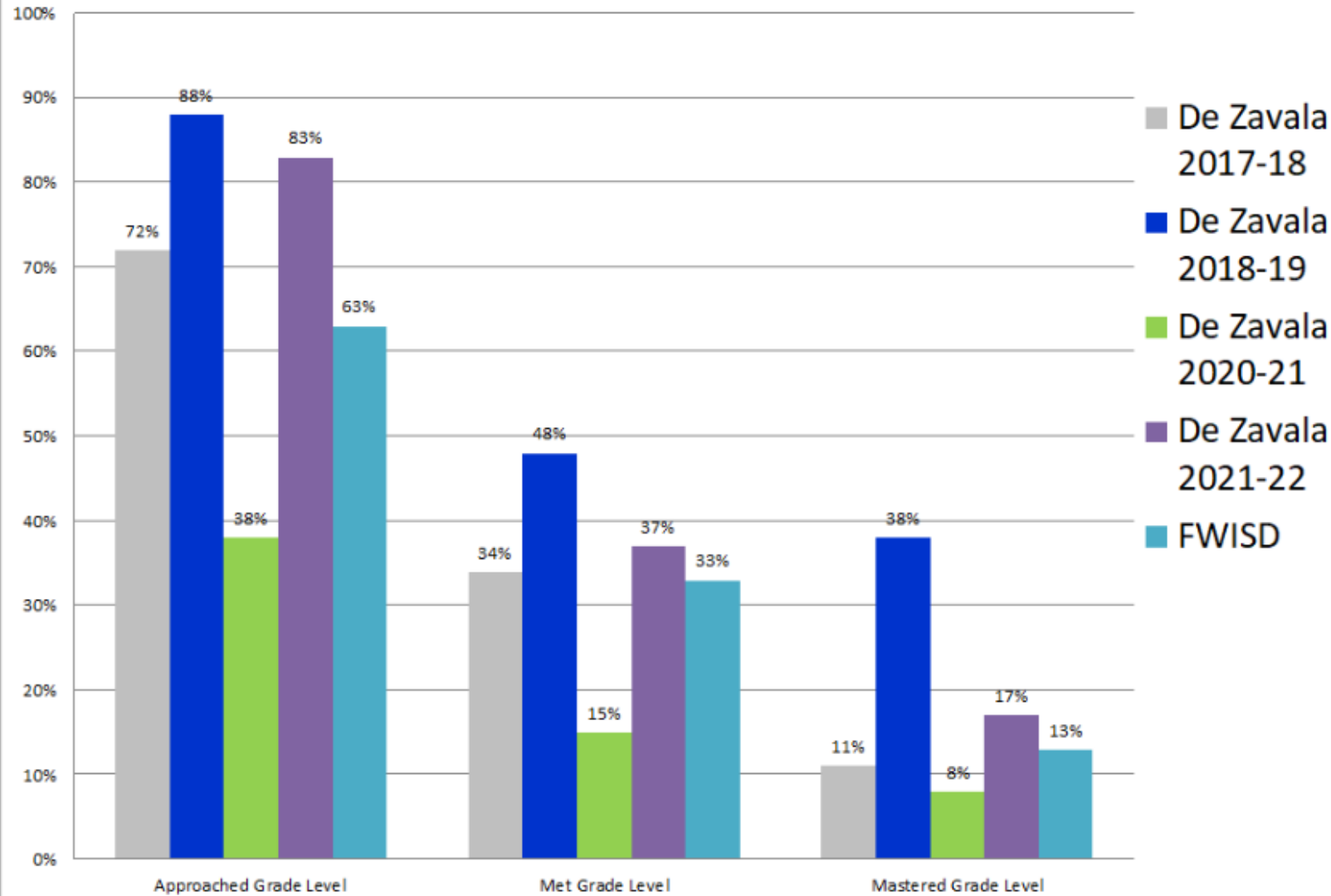
2021-2022 4th Grade Reading STAAR- % of Students Meeting STAAR Standard



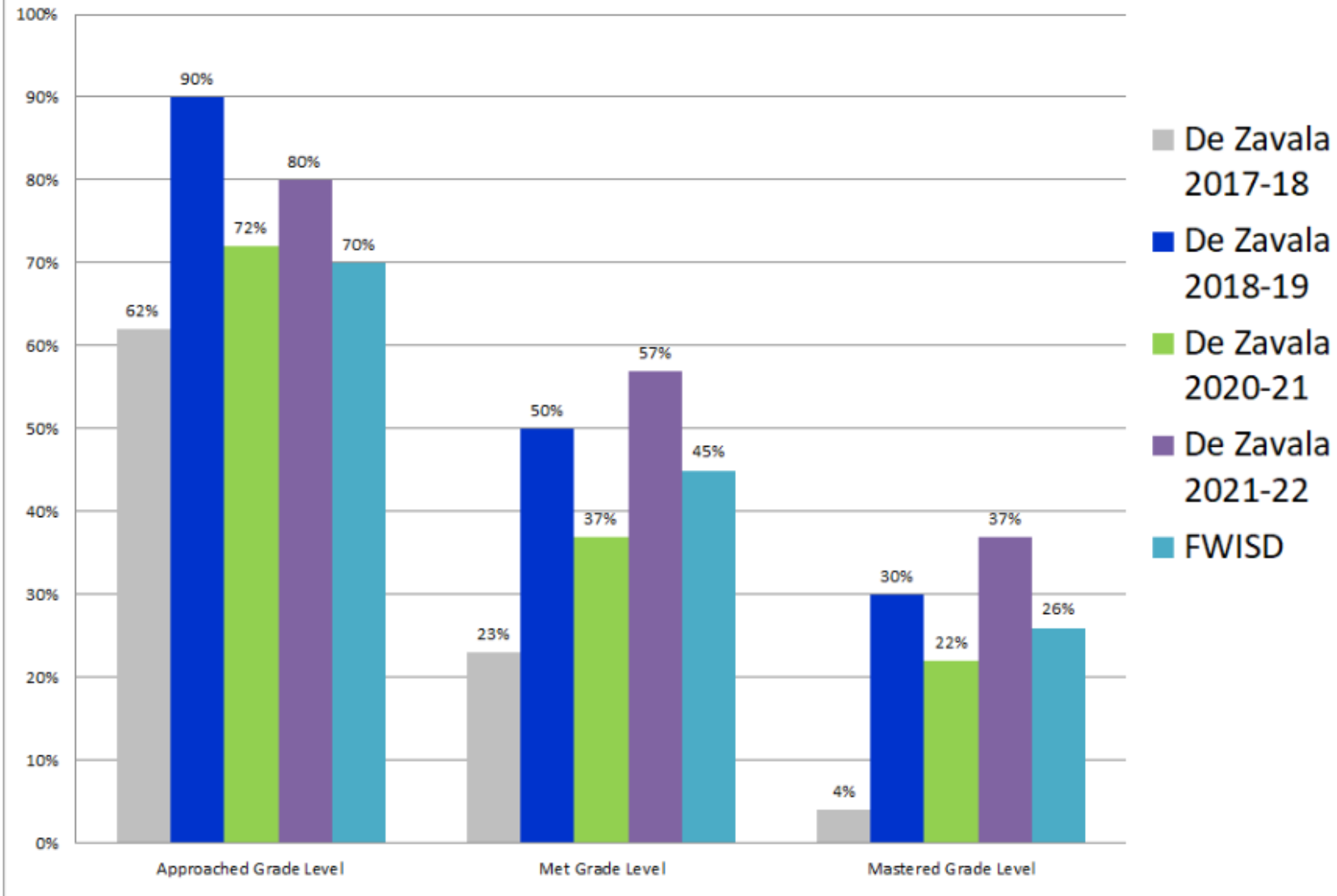
2021-2022 4th Grade Math STAAR- % of Students Meeting STAAR Standard



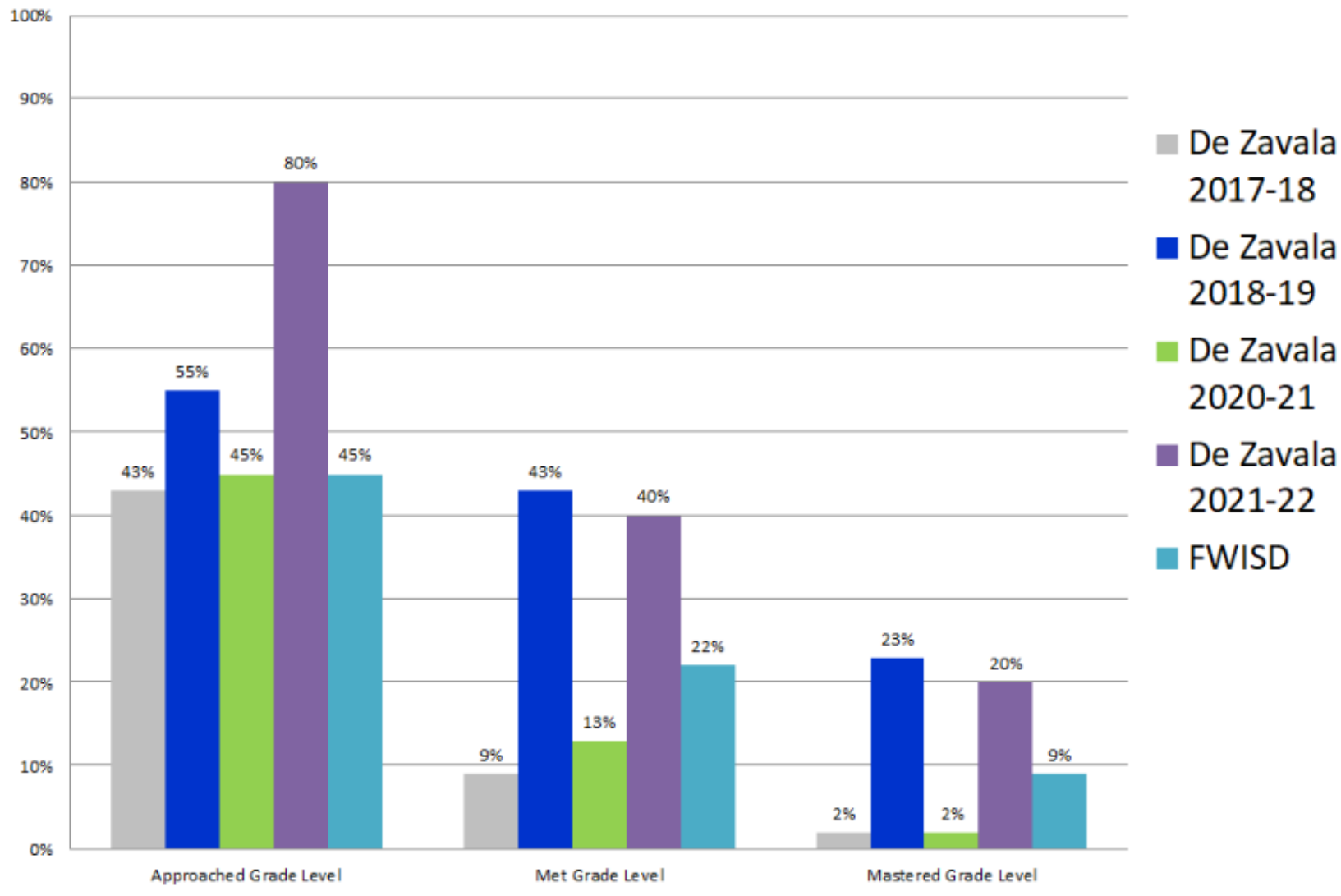
2021-2022 5th Grade Math STAAR- % of Students Meeting STAAR Standard



2021-2022 5th Grade Reading STAAR- % of Students Meeting STAAR Standard



2021-2022 5th Grade Science STAAR- % of Students Meeting STAAR Standard



Below is a summary of our MOY MAP Data results (22-23):

2022-2023 Math MAP Growth	Percent Met Grade Norm
Kinder	48%
First	30%
Second	41%
Third	36%
Fourth	58%
Fifth	54%

2022-2023 Reading English MAP Growth	Percent Met Grade Norm
Kinder	43%
First	37%
Second	31%
Third	39%
Fourth	68%
Fifth	59%

2022-2023 Reading Spanish MAP Growth	Percent Met Grade Norm
Kinder	44%
First	***
Second	18%
Third	33%
Fourth	***
Fifth	***

Student Learning Strengths

Student Learning Strengths:

- De Zavala's greatest student learning strength is the progress to a TEA "A" rating over six school years. Targeted quality tier one instruction and intensive/intentional during and after school tutoring/intervention were key factors in that success. Teacher commitment and focus was extremely important in this process.
- Students and teachers engage in individualized data tracking conferences and goal-setting processes to analyze District Benchmarks and BOY/MOY/EOY NWEA Math and Reading data along with social emotional check-ins and attendance. Students are able to visually see and be active thought partners in their own academic progress (K-5).
- Based on NWEA MOY MAP Growth Data: 68% of the 4th graders met the grade level RIT norm in English Reading. 59% of the 5th graders met the grade level RIT norm in English Reading.
- Based on NWEA MOY MAP Growth Data: 58% of the 4th graders met the grade level RIT norm in math. 54% of the 5th graders met the grade level RIT norm in math.
- Based on NWEA MOY MAP Growth Data: 56% of the Kinder students met their BOY to MOY projected growth in math. 69% of the 3rd grade students met their BOY to MOY projected growth in math. 72% of the 5th grade students met their BOY to MOY projected growth in math.
- Based on NWEA MOY MAP Growth Data: 59% of the Kinder students met their BOY to MOY projected growth in English reading. 69% of the 3rd grade students met their BOY to MOY projected growth in English reading. 72% of the 5th grade students met their BOY to MOY projected growth in English reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 19% (Spring 2023) of all 2nd-5th grade students are projected to meet grade level on Math STAAR (May 2023) according to NWEA. **Root Cause:** Quality professional learning including the implementation of the ELPS and Differentiation, has not been prioritized, systematically/consistently provided in order to support all students with their math growth.

Problem Statement 2 (Prioritized): 2022-2023 MOY MAP fluency data indicates that 39% of our 1st grade regular program students are performing at the below expectations in phonological awareness. **Root Cause:** Reactive professional session(s) targeting phonological awareness were provided to Kinder-2nd grade teachers as a result of MAP fluency data.

School Processes & Programs

School Processes & Programs Summary

The process for recruiting, selecting, assigning, inducting, and retaining high-quality educators is extremely thoughtful, involves all school stakeholders, encompasses targeted and individualized performance tasks, and interview questions based on the position being filled. When selecting an individual for a position, there is a selected committee that provides insight, feedback, and reflections on each of the candidates. The makeup of the interview panel team is composed of staff/parents from diverse cultural, ethnic, and racial backgrounds. The panel interview comes together to debrief and voting then occurs. The principal makes final decision of the recommendation of hiring of the individual based on campus needs currently and for the future. The latest principal hire was awarded the 22-23 De Zavala teacher of the year. De Zavala employs teachers who are Bilingual/ESL certified and who meet all the certification requirements in their academic teaching area.

During the 2022-2023 school year, the campus has continued looking for ways to strengthen the assessment/data analysis/instructional planning process. The campus along with the administrators have sought quality training and information to best guide the school through this process. The establishment of a data-analysis protocol has been implemented. A mid-year SWOT (Spring 2023) (Strengths, Weaknesses, Opportunities, Threats) Analysis was conducted with all staff members. Staff members identified an area of growth is that it is more difficult to find opportunities to collaborate and plan together due to having very small teacher numbers in each grade level (example: one Regular program and one Dual language teacher in Kindergarten). The campus leadership team has purposefully scheduled out planning sessions for both vertically across grade levels by content and horizontally as well in order to ensure there is consistency in strategies and best schoolwide practices from grade to grade. The implementation and alignment of Professional Learning Communities (PLC) is a focus initiative that became more focused this school year which provided support to all staff based on schoolwide walkthrough observations and areas of growth. Teachers have common planning periods which allow for collaboration with each other. The goals of PLCs are to collaborate and plan aligned lesson plans. Teachers have the opportunity to collaborate and unpack upcoming high leverage standards. During PLCs, professional learning sessions are a key focus to grow all teachers' capacity year round.

Students who are not making adequate progress are targeted through Multi-Tiered Systems of Supports (MTSS). Branching Minds is the platform utilized to monitor MTSS interventions of Tier 2 and Tier 3 students. The school counselor has provided an informational/overview session with all teachers describing the MTSS process and the procedures and stages that it might involve twice this school year (Fall 2022 and Spring 2023). The counselor has also showed the teachers as a whole and individually how to enter interventions into Branching Minds and where to find research-based interventions in this platform. The counselor also created a google form for teachers to request to set up an MTSS Tier 3 meeting for a student. The google form focuses on collecting information such as: report card grades, documentation of at least 6 weeks of intervention, parent communication, and areas of concern. A student MTSS roster by teacher/grade level is monitored by the school counselor and intervention/notes are inputted in Branching Minds.

Administrators conduct weekly walkthroughs and provide individualized bite-size actionable feedback to teachers along with face to face coaching sessions in order to improve student achievement and increase high quality tier one instruction. Coaching strategies such as live coaching, referencing research-based articles, modeling, and sharing/enforcing best instructional strategies are just a few examples.

School Processes & Programs Strengths

De Zavala Elementary has identified the following strengths:

- The latest TAPR report confirms that the number of De Zavala Elementary teachers with a 11-20 years' experience (31.1%) is higher than both the state (29.7%) and district (29.3%).
- De Zavala provides free breakfast and lunch to all Prek-5th grade students to support classroom performance, attendance, and social emotional needs.
- Technology is integrated into all classrooms by using virtual platforms such as Google Meet, Google Classroom, Canvas, and Seesaw.
- De Zavala is 1-1 technology campus.
- The process for recruiting, selecting, assigning, inducting, and retaining high-quality educators is extremely thoughtful, involves all school stakeholders, encompasses targeted and individualized performance tasks and interview questions based on the position being filled.

- Identified teachers are assigned an instructional coach who meets with them a minimum of 45 minutes a week to support with lesson planning and other instructional needs.
- The master schedule is built so that grade levels have planning at the same time to facilitate collaborative common planning. Teachers meet during PLCs to discuss planning, teaching, data, student work, and engage in professional learning sessions. During this time, student data is also analyzed in order to find root causes for misconceptions, brainstorm next action steps with accountability measures, and celebrate student progress.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Growth mindset curriculum has not been consistently implemented in PreK-5th grade classrooms as evident in classroom walks. **Root Cause:** Implementation of SEL lessons has not been consistently implemented in all classrooms as a result of lack of systematic professional learning and monitoring.

Problem Statement 2 (Prioritized): The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd). **Root Cause:** Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.

Perceptions

Perceptions Summary

De Zavala's vision statement is to prepare students for success in a rapidly changing world and empower students to reach their maximum potential. The mission is to ensure a safe, nurturing, and engaging learning environment where students of all backgrounds and abilities will be provided the tools to succeed and become a conscious global citizen.

De Zavala Elementary places a priority on creating a family and community friendly school environment. De Zavala is coined the "small school with a big heart" that has a small but mighty Parents and Teachers Association (PTA) that is extremely caring, supportive, and involved in making De Zavala the best place for all students and their families. The PTA engages in schoolwide activities and traditions year-round such as Las Posadas and Celebrations Around the World, Valentine's Dance, End of the year Showcase Dinner, Fall Carnival, Living Historical Museums, Family Science, and Literacy and Math Nights. We know communication is a crucial key way to engage parents and the community. In addition to the typical school social media pages and posts (Twitter, De Zavala Fort Worth ISD Facebook, De Zavala PTA Facebook), along with events and important dates posted on the school marquee, family monthly newsletters, schoolwide call-outs and emails/texts via Blackboard, and family informational flyers (Spanish and English) to all students, De Zavala staff members all have an established system and method of communication with their classroom parents (ClassDojo). The campus provides translations on the school website and also with printed materials in both English and Spanish. We also always provide interpreters for all school events, especially for events held early in the year like registration and Meet the Teacher Night. At De Zavala we make sure our routines are consistent and we take pride in the fact that parents consistently report our office staff as professional and very parent-friendly. Annual stakeholder surveys are conducted in order to receive feedback so that targeted action plans can be created and implemented to address areas of future opportunities. An active Site Based Decision Making committee is established early in the school year in order to participate in the campus decision-making process in which the ultimate goal is student achievement. The Family Engagement Specialist supports all families by making personal phone calls, making home visits, and providing resources based on family needs.

De Zavala focuses on ensuring a safe and orderly environment for all students and staff through the implementation of an Emergency Operations Plan and the Safety Committee. In addition, committees such as Student Support Team (SST) meet year round to review multiple data sources such as attendance, academics, discipline incidents, and equitable access to resources.

Last school year (21-22), our attendance rate as a campus was at 92.8%. For semester 1 for the 22-23 school year, the attendance rate as a campus is currently at 91.9%. As a campus, we are continuing to commit to ensure we engage in strategic partnerships with our families and students to ensure students are attending school everyday and on time. We also want our parents and students to understand how attendance impacts long-term academics and college and career readiness.

One of the few positive outcomes from the pandemic (2020-2021) has been that discipline problems have greatly reduced. De Zavala School engages in the Restorative Practices framework in order to build community and for responding to challenging behaviors. Restorative Practices is based on restorative principles instead of punishment. De Zavala has strong mentoring programs such as Academy 4 that serves every 4th grade student with innovative student clubs and individual mentoring. Leaders 5 is a continuation of Academy 4 where our 5th graders take on the mentor role and make a positive impact in the lives of first graders (mentees). They meet monthly with their first grade mentees to discuss leadership traits, read a story, and build positive relationships through fun community building activities. The counselor plays an active role by engaging in continuous year-round guidance lessons with students that focus on topics such as self-emotional regulation, bullying, cyberbullying, among other topics we have found a need to address with our student body. The counselor has also delivered professional learning to our staff on the Rhithm App and the Sensory Pathways that have been placed in our school hallways for students and staff to use as a tool throughout the school day to relieve that extra energy.



2022 - 2023 Attendance Rates - Semester 1

121-De Zavala ES

Grade	Ethnicity/Race	Cycle 1		Cycle 2		Cycle 3		Semester 1	Cycle 4		Cycle 5		Cycle 6	
		N	%	N	%	N	%	%	N	%	N	%	N	%
PK	All Students	18	92.1	19	89.7	20	86.6	89.54						
	Hispanic	11	95.9	13	88.6	14	86.8	90.02						
	African American	7	86.5	6	92.0	6	86.2	88.60						
	LEP	5	97.1	5	93.0	6	86.4	91.73						
KG	All Students	38	92.6	38	92.4	38	87.8	90.73						
	Hispanic	22	94.0	22	93.3	22	88.3	91.68						
	African American	6	90.8	6	90.6	6	87.8	89.60						
	White	5	96.1	5	93.0	5	83.4	90.49						
	Two or More	3	85.7	3	92.6	3	87.0	87.91						
	Other	2	83.9	2	84.8	2	94.5	87.90						
	LEP	14	94.6	14	94.4	14	87.4	91.95						
	SE	2	93.5	2	93.5	3	88.3	90.22						
01	All Students	41	93.1	39	92.1	41	86.8	90.48						
	Hispanic	23	92.5	23	92.7	23	84.6	89.60						
	African American	12	91.1	10	92.2	11	89.3	90.74						
	White	4	99.1	4	89.1	4	89.7	92.81						
	Two or More	1	100.0	1	87.0	2	90.2	92.39						
	Other	1	96.4	1	95.7	1	96.6	96.25						
	LEP	10	93.5	11	93.0	11	88.1	91.36						

02	All Students	49	95.0	48	93.4	48	90.5	92.92
	Hispanic	30	95.5	30	93.5	30	90.1	92.94
	African American	11	93.2	10	93.5	11	89.2	91.84
	White	7	97.1	7	93.8	6	93.7	94.86
	Two or More	1	89.3	1	87.0	1	96.6	91.25
	LEP	12	94.2	13	91.6	12	90.2	91.58
	SE	10	94.5	10	95.6	11	93.0	94.79
	LEP Not Served	3	91.7	3	79.7	2	82.8	82.50
03	All Students	38	96.9	38	96.4	38	90.0	94.27
	Hispanic	25	96.5	25	96.9	25	89.7	94.08
	African American	6	97.0	6	93.5	6	87.0	92.66
	White	3	98.8	3	98.6	3	93.1	96.67
	Other	4	98.2	4	95.7	4	93.5	95.82
	LEP	17	96.8	18	97.6	19	89.8	94.52
	SE	8	97.3	8	96.7	8	91.8	95.15
	LEP Not Served	1	88.0	1	100.0	1	89.7	92.21
04	All Students	39	95.7	38	93.8	39	89.9	93.01
	Hispanic	27	95.2	26	94.1	26	89.2	92.69
	African American	6	98.2	6	94.2	6	92.5	94.99
	White	5	95.7	5	91.3	5	90.1	92.41
	Two or More	1	92.9	1	95.7	2	90.2	92.39
	LEP	16	95.8	17	93.1	18	90.3	92.92
	SE	4	93.8	4	92.4	6	94.3	94.42
	LEP Not Served	3	94.0	3	79.7	3	90.8	88.75

		Cycle 1		Cycle 2		Cycle 3		Semester 1	Cycle 4		Cycle 5		Cycle 6	
Grade	Ethnicity/Race	N	%	N	%	N	%	%	N	%	N	%	N	%
05	All Students	43	93.3	43	92.5	43	87.9	91.11						
	Hispanic	25	92.6	25	95.1	25	89.2	92.14						
	African American	11	94.8	11	90.8	11	86.8	90.82						
	White	3	86.9	3	72.5	3	82.8	81.25						
	Two or More	2	98.2	2	97.8	2	87.9	94.34						
	Other	2	98.1	2	93.5	2	84.5	91.67						
	LEP	13	92.6	14	95.7	15	91.2	92.96						
	SE	8	91.9	8	94.0	8	88.4	91.38						
	LEP Not Served	2	91.1	2	97.8	2	87.9	91.88						
All	All Students	266	94.3	263	93.1	267	88.7	91.91						
	Hispanic	163	94.6	164	93.8	165	88.5	92.09						
	African American	59	93.0	55	92.4	57	88.4	91.27						
	White	27	96.0	27	90.7	26	89.1	91.91						
	Two or More	8	91.9	8	92.9	10	89.4	91.22						
	Other	9	94.8	9	92.8	9	92.0	93.18						
	LEP	87	94.9	92	94.3	95	89.4	92.66						
	SE	38	94.3	38	94.2	42	91.2	93.29						
	LEP Not Served	9	92.0	9	86.0	8	87.9	88.38						

Perceptions Strengths

De Zavala Elementary celebrates these strengths:

- One of De Zavala's most well-known strengths is small class sizes in most of the grade levels.
- Staff retention is high, all teachers want to stay at De Zavala as we have no teachers leaving our school for the 23-24 school year. There is only one teacher retirement.
- We are the home of TEA TIA Master and Exemplary Teacher Designations (1 Master & 2 Exemplary).
- Highly involved Parents as Teachers Association (PTA) along with numerous other school partnerships such as Academy 4, Leaders 5, Southside Church of Christ, Read2Win, Reading Partners, Junior League of Fort Worth MINTS, and local business partners.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In the school year 2022-2023 (semester 1), African American students (57 total) had the lowest attendance rate with 91% when compared to the Hispanic (92%) student populations (165 total). **Root Cause:** There is not a consistent individualized chronic absenteeism attendance plan in place that tracked, motivated, recognized, and was communicated individually to parents in order to partner up and find solutions/supports to getting their child to school.

Problem Statement 2 (Prioritized): Per the 22-23 Discipline Report for the 5th six weeks, African American students received 57% of classroom discipline referrals. **Root Cause:** Schoolwide proactive implementation of SEL lessons, practices and strategies to support our teachers, students, and families in Restorative Practices.

Priority Problem Statements

Problem Statement 1: 49% of African American students met BOY to MOY projected growth as evidenced by NWEA Math English compared to their Hispanic peers at 52%.

Root Cause 1: Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students math growth. This includes culturally responsive teaching with tailored instruction to meet their specific needs, and research-based instructional strategies (differentiation).

Problem Statement 1 Areas: Demographics

Problem Statement 2: 49% of African American students met BOY to MOY projected growth as evidenced by NWEA Reading English compared to their Hispanic peers at 57%.

Root Cause 2: Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students reading English growth. This includes tailored instruction to meet their specific needs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 19% (Spring 2023) of all 2nd-5th grade students are projected to meet grade level on Math STAAR (May 2023) according to NWEA.

Root Cause 3: Quality professional learning including the implementation of the ELPS and Differentiation, has not been prioritized, systematically/consistently provided in order to support all students with their math growth.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 2022-2023 MOY MAP fluency data indicates that 39% of our 1st grade regular program students are performing at the below expectations in phonological awareness.

Root Cause 4: Reactive professional session(s) targeting phonological awareness were provided to Kinder-2nd grade teachers as a result of MAP fluency data.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Growth mindset curriculum has not been consistently implemented in PreK-5th grade classrooms as evident in classroom walks.

Root Cause 5: Implementation of SEL lessons has not been consistently implemented in all classrooms as a result of lack of systematic professional learning and monitoring.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd).

Root Cause 6: Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: In the school year 2022-2023 (semester 1), African American students (57 total) had the lowest attendance rate with 91% when compared to the Hispanic (92%) student populations (165 total).

Root Cause 7: There is not a consistent individualized chronic absenteeism attendance plan in place that tracked, motivated, recognized, and was communicated individually to parents in order to partner up and find solutions/supports to getting their child to school.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Per the 22-23 Discipline Report for the 5th six weeks, African American students received 57% of classroom discipline referrals.

Root Cause 8: Schoolwide proactive implementation of SEL lessons, practices and strategies to support our teachers, students, and families in Restorative Practices.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

District Goals

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 80% to 87% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 81% to 88% by May 2024.

*Increase the percentage of English ED students on our campus from 73% to 80% by May 2024.

Evaluation Data Sources: Circle Phonological Awareness PK Assessment in BOY, MOY, and EOY for school year 23-24; teacher informal and formal assessments that correlate to Circle phonological awareness.

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the Creative Curriculum/FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

Strategy's Expected Result/Impact: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 80% to 87% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 81% to 88% by May 2024.

*Increase the percentage of English ED students on our campus from 73% to 80% by May 2024.

Staff Responsible for Monitoring: Campus administrators, Teachers, Teacher Assistants, CIC

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teachers/staff enroll, attend, and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies, Creative Curriculum) by November 30, 2023 (first semester) and April 1, 2024 (second semester). Intended Audience: Teachers, Teacher Assistants, CIC, Campus administrators Provider / Presenter / Person Responsible: Literacy Department; Adoption vendor(s) Date(s) / Timeframe: November 30, 2023 and April 1, 2024 Collaborating Departments: Literacy Department; Office of Instructional and School Supports; Early Learning Department Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with PreK-5th grade teachers using the gradual release model and assessment aligned with FWISD curriculum. Intended Audience: Teachers, Teacher Assistants, CIC, Campus Administrators Provider / Presenter / Person Responsible: Campus Administrators, CIC Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Literacy Department, Early Learning Department, Bilingual/ESL Department Delivery Method: Face to face	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd). Root Cause: Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 57% to 64% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 37% to 44% by May 2024.

*Increase the percentage of African American students on our campus from 38% to 46% by May 2024.

Evaluation Data Sources: MAP Fluency Meet or Exceed grade level expectations at BOY, MOY, and EOY for 23-24 school year.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 57% to 64% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 37% to 44% by May 2024.

*Increase the percentage of African American students on our campus from 38% to 46% by May 2024

Staff Responsible for Monitoring: Campus administrators, Teachers, Teacher Assistants, CIC, Title One Teacher

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: By September 1, 2023 develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Amplify, Creative Curriculum, and Reading Academies content and share observation cycle with staff by late September 2023. Intended Audience: Teachers, Instructional Leadership Team, CIC, Administration, Title One Teacher Provider / Presenter / Person Responsible: Campus Administration, CIC Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Literacy Department, Early Learning Delivery Method: Face to Face				

Action Step 2 Details	Reviews			
Action Step 2: Track weekly walkthroughs and feedback along with coaching conversations in Eduphoria Strive with a goal of 100% of teachers achieving Proficient in TTESS Domains 2 and 3 by May 2024. Intended Audience: Teachers, Instructional Leadership Team Provider / Presenter / Person Responsible: Campus Administration Date(s) / Timeframe: August 2023-April 2024 Collaborating Departments: Office of Instructional Initiatives and School Supports Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK -5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum. Intended Audience: Teachers, Teacher Assistants, CIC Provider / Presenter / Person Responsible: Administration, CIC, Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Literacy Department, Early Learning Department, Bilingual/ESL Department Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 49% of African American students met BOY to MOY projected growth as evidenced by NWEA Reading English compared to their Hispanic peers at 57%. Root Cause: Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students reading English growth. This includes tailored instruction to meet their specific needs.
Student Learning
Problem Statement 2: 2022-2023 MOY MAP fluency data indicates that 39% of our 1st grade regular program students are performing at the below expectations in phonological awareness. Root Cause: Reactive professional session(s) targeting phonological awareness were provided to Kinder-2nd grade teachers as a result of MAP fluency data.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 67% to 74% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 57% to 64% by May 2024.

*Increase the percentage of Emergent Bilingual students on our campus from 64% to 71% by May 2024.

Evaluation Data Sources: Kindergarten-5th grade Meet or Exceed grade level expectations on MAP Growth Reading in English and Spanish administered in BOY, MOY, and EOY for 23-24 school year.

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources (Amplify/Estrellita/Esperanza/Lunita/Esclera/Lexia/Neuhaus) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 67% to 74% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 57% to 64% by May 2024.

*Increase the percentage of Emergent Bilingual students on our campus from 64% to 71% by May 2024.

Staff Responsible for Monitoring: Literacy Department, Early Learning Department, Bilingual/ESL Department, Office of Instructional Initiatives and School Supports

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies, Creative Curriculum, Estrellita, Esperanza, Lunita, Escalera, Neuhaus) by November 30, 2023. Intended Audience: Teachers, Teacher Assistants, Administration, CIC Provider / Presenter / Person Responsible: Literacy Department, Early Learning Department, Bilingual/ESL Department, Office of Instructional Initiatives and School Supports Date(s) / Timeframe: November 30, 2023 Collaborating Departments: Literacy Department, Early Learning Department, Bilingual/ESL Department, Office of Instructional Initiatives and School Supports Delivery Method: Face to Face, Blended Online	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Title One Teacher will collaborate with the teachers, CIC, and administration in order to further support students with District approved resources on identified skills/areas. Intended Audience: Title One Teacher, Teacher, Administration, CIC Provider / Presenter / Person Responsible: Title One Teacher, Teachers, Administration, CIC Date(s) / Timeframe: August 2023-May 2024 Delivery Method: Face to Face Funding Sources: Title One Teacher - Title I (211) - 211-11-6119-04E-121-30-510-000000-24F10 - \$58,782.86	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Purchase instructional materials and resources in order to further support District professional learning best practices and programs. Intended Audience: Bilingual/ESL Student populations, All students Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2023-November 2023 Collaborating Departments: Literacy Department, Bilingual/ESL Department, Early Learning Department, Math Department Delivery Method: N/A Funding Sources: Supplies and materials for instructional use - BEA (199 PIC 25) - 199-11-6329-001-121-25-313-000000 - \$1,734	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: 49% of African American students met BOY to MOY projected growth as evidenced by NWEA Reading English compared to their Hispanic peers at 57%.
Root Cause: Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students reading English growth. This includes tailored instruction to meet their specific needs.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 90% to 97% by May 2024.
Increase the percentage of ED students on our campus from 86% to 93% by May 2024.

Evaluation Data Sources: Circle Math PK Assessment in May 2024; formal and informal classroom assessments year-round aligned to Circle math.

Strategy 1: Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from 90% to 97% by May 2024.
Increase the percentage of ED students on our campus from 86% to 93% by May 2024

Staff Responsible for Monitoring: Administration, Teachers, Teacher Assistants, CIC

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure 100% of required teachers/staff enroll, attend, and progress through required foundational and follow-up priority professional learning for mathematics Eureka. Intended Audience: Teachers, Teacher Assistants, CIC, Administrators Provider / Presenter / Person Responsible: Mathematics Department, Adoption vendor(s) Date(s) / Timeframe: August 2023-December 2023 Collaborating Departments: Mathematics Department Delivery Method: Face to Face				

Action Step 2 Details	Reviews			
Action Step 2: Ensure PLCS are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources and data with Prek-5th grade teachers using the gradual release model and assessment aligned with FWISD curriculum. Intended Audience: Teachers, Teacher Assistants, Title One Teacher, CIC, Administration Provider / Presenter / Person Responsible: Administration, CIC Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Mathematics Department, Bilingual/ESL Department Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 49% of African American students met BOY to MOY projected growth as evidenced by NWEA Math English compared to their Hispanic peers at 52%. Root Cause: Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students math growth. This includes culturally responsive teaching with tailored instruction to meet their specific needs, and research-based instructional strategies (differentiation).

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 46% to 60% by May 2023. Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus from 42% to 50% by May 2023.

Evaluation Data Sources: TX-KEA Math Assessment in May 2023

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Ensure focus of math PLCs on lesson internalization, planning, analyzing student work, and practice for Eureka teachers. Intended Audience: Teachers, CIC, Administration Provider / Presenter / Person Responsible: Teachers, CIC, Administration Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Mathematics Department, Bilingual/ESL Department Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 49% of African American students met BOY to MOY projected growth as evidenced by NWEA Math English compared to their Hispanic peers at 52%. Root Cause: Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students math growth. This includes culturally responsive teaching with tailored instruction to meet their specific needs, and research-based instructional strategies (differentiation).

Student Learning

Problem Statement 1: 19% (Spring 2023) of all 2nd-5th grade students are projected to meet grade level on Math STAAR (May 2023) according to NWEA. **Root Cause:** Quality professional learning including the implementation of the ELPS and Differentiation, has not been prioritized, systematically/consistently provided in order to support all students with their math growth.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 78% to 83% by May 2024.

Increase the percentage of Special Education students on our campus from 64% to 70% by May 2024.

Evaluation Data Sources: Meet or Exceed on NWEA MAP Math Growth in BOY, MOY, and EOY for school year 23-24.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention, and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 78% to 83% by May 2024.

Increase the percentage of Special Education students on our campus from 64% to 70% by May 2024.

Staff Responsible for Monitoring: Administration, CIC

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Principal and selected math teachers will observe other teachers on or off campus (with similar demographics), with a proven record of Eureka success implementation, in order to further build their capacity. Selected teachers will implement at least 1-2 best practices gleaned from the observation by December 1, 2023. Intended Audience: Selected math teachers, CIC, Administration Provider / Presenter / Person Responsible: Administration, CIC Date(s) / Timeframe: August 2023-December 2023 Collaborating Departments: Other FWISD Schools, Mathematics Department Delivery Method: Face to face		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure there is an aligned understanding of best mathematical practices that should be evident in a De Zavala classroom and that it is communicated and modeled to all staff year round. Intended Audience: Instructional Leadership Team, Teachers, CIC, Administration Provider / Presenter / Person Responsible: Instructional Leadership Team, Teachers, CIC, Administration Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Math Department Delivery Method: Face to face Funding Sources: General Supplies for Special Education Students - SPED (199 PIC 23) - - \$1,650	Formative			Summative
	Nov	Jan	Mar	June

No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 49% of African American students met BOY to MOY projected growth as evidenced by NWEA Math English compared to their Hispanic peers at 52%. Root Cause: Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students math growth. This includes culturally responsive teaching with tailored instruction to meet their specific needs, and research-based instructional strategies (differentiation).
Student Learning
Problem Statement 1: 19% (Spring 2023) of all 2nd-5th grade students are projected to meet grade level on Math STAAR (May 2023) according to NWEA. Root Cause: Quality professional learning including the implementation of the ELPS and Differentiation, has not been prioritized, systematically/consistently provided in order to support all students with their math growth.
Perceptions
Problem Statement 1: In the school year 2022-2023 (semester 1), African American students (57 total) had the lowest attendance rate with 91% when compared to the Hispanic (92%) student populations (165 total). Root Cause: There is not a consistent individualized chronic absenteeism attendance plan in place that tracked, motivated, recognized, and was communicated individually to parents in order to partner up and find solutions/supports to getting their child to school.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 65% to 75% by May 2023.

Increase the percentage of ED students from 60% to 67% by May 2023.

Evaluation Data Sources: Meets or Above on STAAR Reading in May 2023 for ED students and the overall 3-5 student population.

2022 STAAR Reading Meets Grade Level Standard or Above scores demographic data will be reviewed after each assessment.

Benchmark district and school created formal assessments year-round.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 65% to 75% by May 2023.
Increase the percentage of ED students from 60% to 67% by May 2023.

Staff Responsible for Monitoring: Administration, CIC, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Begin intervention and or acceleration tutorial services during, after, or on Saturday school for 1st-5th grade targeted students based on May 2023 STAAR/MAP Growth Data. Permission slips will be provided and signed by parents. Attendance will be recorded and monitored. Intended Audience: Targeted students, Teachers, Families, FES, CIC, Administration, Counselor Provider / Presenter / Person Responsible: Teachers, CIC, Administration Date(s) / Timeframe: October 2023-April 2024 Delivery Method: Face to face		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Administration will revise with teachers the campus wide data sheets for STAAR assessments. These data sheets will be utilized to discuss student progress or lack of. Kinder-5th grade students and teachers will engage in goal setting conferences, track MAP Growth, and STAAR aligned benchmark data. This information will also be communicated to parents twice per year. Intended Audience: Teachers, CIC, Administration Provider / Presenter / Person Responsible: Administration, Teachers Date(s) / Timeframe: August 2023-March 2024 Collaborating Departments: N/A Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Track weekly walkthroughs and feedback (coaching conversations) in Eduphoria Strive with a goal of 100% of teachers achieving proficient in TTESS Domains 2 and 3 by May 2024. Intended Audience: Teachers, Administration Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: N/A Delivery Method: Face to face	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 49% of African American students met BOY to MOY projected growth as evidenced by NWEA Reading English compared to their Hispanic peers at 57%. Root Cause: Quality professional development has not been systematically provided and monitored for comprehension/fidelity in order to support PreK-5th grade African American students reading English growth. This includes tailored instruction to meet their specific needs.
School Processes & Programs
Problem Statement 2: The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd). Root Cause: Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 39% to 45% by May 2023.

Increase the percentage of ED students or the student group that is most marginalized by instruction on our campus from 40% to 47% by May 2023.

Evaluation Data Sources: Meets or Above on STAAR MATH in May 2023 for ED students and the overall 3-5 student population.

2022 STAAR Reading Meets Grade Level Standard or Above scores demographic data will be reviewed after each assessment.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 39% to 45% by May 2023.
Increase the percentage of ED students or the student group that is most marginalized by instruction on our campus from 40% to 47% by May 2023.

Staff Responsible for Monitoring: Administration, CIC

Title I:
2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum. Intended Audience: Teachers, Administration, CIC Provider / Presenter / Person Responsible: Administration, CIC Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Mathematics Department; Bilingual/ESL Department Delivery Method: Face to face Funding Sources: General supplies and materials for enrichment - Gifted & Talented (199 PIC 21) - - \$691				

Action Step 2 Details	Reviews			
Action Step 2: Ensure math PLCs focus on lesson internalization, planning, analyzing student work, and practice for Eureka teachers. Intended Audience: Teachers, CIC Provider / Presenter / Person Responsible: Administration, CIC Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Mathematics Department Delivery Method: Face to face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: 100% of 2nd-5th grade teachers will utilize All In Learning as a way to monitor and track student performance on mathematical standards/skills and create next steps based on outcomes (monitor and adjust based on student performance and data to be discussed in PLCs). Intended Audience: Teachers, CIC Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: N/A Delivery Method: Face to face Funding Sources: All in Learning Renewal License for 2nd-5th grade teachers to monitor student performance on skills mastery - SCE (199 PIC 24) - 199-11-6399-001-121-24-313-000000- - \$3,502	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 19% (Spring 2023) of all 2nd-5th grade students are projected to meet grade level on Math STAAR (May 2023) according to NWEA. Root Cause: Quality professional learning including the implementation of the ELPS and Differentiation, has not been prioritized, systematically/consistently provided in order to support all students with their math growth.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 26% to 15% by May 2024.
Decrease the number and percentage of African American students who are chronically absent on our campus from 36% to 25%.

Evaluation Data Sources: FOCUS student absence system reports by demographics reviewed twice a month.; teachers reporting of daily attendance.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement , decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the number and percentage of students who are chronically absent from 26% to 15%.
Decrease the number and percentage of African American students who are chronically absent on our campus from 36% to 25%.

Staff Responsible for Monitoring: Counselor, Administration, Teachers, FES, Data Clerk, Parents

Title I:
2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:





Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1, 2 - Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Develop the capacity in teachers and the Attendance committee by implementing schoolwide and individualized systems and protocols targeting students who have been identified as chronically absent. Intended Audience: Teachers and Staff, Families, Students, FES, Administration Provider / Presenter / Person Responsible: Instructional Leadership Team, Attendance Committee, Classroom Teachers, Students, Parents, FES, Secretary and Data Clerk Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Parent Partnerships, Student and Support Services Delivery Method: Face to face		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Identified teachers and administration who attended the Ron Clarke Academy professional development will lead schoolwide implementation on various strategies (House System) that will enhance our school community culture, student engagement, and sense of belonging. Intended Audience: School culture Provider / Presenter / Person Responsible: Administration, Teachers who attended the Ron Clark Professional Conference Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Student Support Services Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Growth mindset curriculum has not been consistently implemented in PreK-5th grade classrooms as evident in classroom walks. Root Cause: Implementation of SEL lessons has not been consistently implemented in all classrooms as a result of lack of systematic professional learning and monitoring. Problem Statement 2: The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd). Root Cause: Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.
Perceptions
Problem Statement 1: In the school year 2022-2023 (semester 1), African American students (57 total) had the lowest attendance rate with 91% when compared to the Hispanic (92%) student populations (165 total). Root Cause: There is not a consistent individualized chronic absenteeism attendance plan in place that tracked, motivated, recognized, and was communicated individually to parents in order to partner up and find solutions/supports to getting their child to school.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 6 to 4 by May 2023.
Decrease the number of discipline referrals by school personnel for male African American students from 5 to 2 by May 2023.

Evaluation Data Sources: 23-24 BOY, MOY, and EOY FWISD Referral Reports by subgroups with the focus on African American students; Branching Minds Behavioral reports.

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: Decrease the overall number of discipline referrals by school personnel from 6 to 4 by May 2023.
Decrease the number of discipline referrals by school personnel for male African American students from 5 to 2 by May 2023.

Staff Responsible for Monitoring: FWISD Student Support Services, Restorative Practices and Counseling Department, Psychological Services, School Counselor

Title I:

2.4, 2.5, 2.6, 4.1, 4.2





- TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Admin., teachers, and staff will engage in Professional Learning which may include: Restorative Practices, PBIS, TBRI, Branching Minds etc... during the day and or after school. Professional learning for all to improve the quality of tier 1 SEL instruction for all students. Intended Audience: Teachers and staff, CIC, Administration Provider / Presenter / Person Responsible: FWISD Student Support Services, Restorative Practices and Counseling Department, Psychological Services, School Counselor Date(s) / Timeframe: August 2023-March 2024 Collaborating Departments: FWISD Student Support Services, Restorative Practices and Counseling Department, Psychological Services, School Counselor Delivery Method: Face to face				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

School Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: In the school year 2022-2023 (semester 1), African American students (57 total) had the lowest attendance rate with 91% when compared to the Hispanic (92%) student populations (165 total). **Root Cause:** There is not a consistent individualized chronic absenteeism attendance plan in place that tracked, motivated, recognized, and was communicated individually to parents in order to partner up and find solutions/supports to getting their child to school.

Problem Statement 2: Per the 22-23 Discipline Report for the 5th six weeks, African American students received 57% of classroom discipline referrals. **Root Cause:** Schoolwide proactive implementation of SEL lessons, practices and strategies to support our teachers, students, and families in Restorative Practices.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the percentage of in and out of school suspensions for African American students from 9% to 3% by May 2024.

Evaluation Data Sources: 23-24 BOY, MOY, and EOY FWISD Referral Reports by subgroups with the focus on African American students; Branching Minds Behavioral reports.

Strategy 1: Cultivate safe, supportive and equitable learning environments grounded in the Learner and Culture Descriptors as defined by the FWISD Instructional Framework.

Strategy's Expected Result/Impact: Decrease the percentage of in and out of school suspensions for African American students that are disproportionately referred for disciplinary action from 9% to 3% by May 2024.

Staff Responsible for Monitoring: FES, Data Clerk, Administration, Counselor, Teachers

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Admin., teachers, and staff will engage in Professional Learning which may include: Restorative Practices, PBIS, TBRI, Branching Minds etc... during the day and or after school. Professional learning for all to improve the quality of tier 1 SEL instruction for all students. Intended Audience: Teachers and staff, CIC, Administration, Students Provider / Presenter / Person Responsible: FWISD Student Support Services, Restorative Practices and Counseling Department, Psychological Services, School Counselor Date(s) / Timeframe: August 2023-March 2024 Collaborating Departments: FWISD Student Support Services, Restorative Practices and Counseling Department, Psychological Services, School Counselor Delivery Method: Face to Face				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

School Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Growth mindset curriculum has not been consistently implemented in PreK-5th grade classrooms as evident in classroom walks. **Root Cause:** Implementation of SEL lessons has not been consistently implemented in all classrooms as a result of lack of systematic professional learning and monitoring.

Perceptions

Problem Statement 1: In the school year 2022-2023 (semester 1), African American students (57 total) had the lowest attendance rate with 91% when compared to the Hispanic (92%) student populations (165 total). **Root Cause:** There is not a consistent individualized chronic absenteeism attendance plan in place that tracked, motivated, recognized, and was communicated individually to parents in order to partner up and find solutions/supports to getting their child to school.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 2 to 4 by May 2023.

Evaluation Data Sources: Tracking of attendance by parents/families at such events.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Staff Responsible for Monitoring: DZ parents/families, teachers, students, staff

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Connect high school to career and college, Improve low-performing schools





- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Action Step 1: The teachers and FES will work together to engage parents and the community in monthly meetings to improve the positive perceptions by parents on Engagement and follow-up with the school needs identified at the start of the year. The goal is to increase the partnerships with our parents.</p> <p>Intended Audience: DZ parents/families, teachers, students, staff</p> <p>Provider / Presenter / Person Responsible: FES, Administration</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Collaborating Departments: Parent Partnerships</p> <p>Delivery Method: Face to Face, Online, Blended</p> <p>Funding Sources: Snacks for parents to promote participation - Parent Engagement - 211-61-6499-04L-121-30-510-000000-24F10 - \$500</p>				

Action Step 2 Details	Reviews			
Action Step 2: Parent support group sessions are provided (2 times per year) with a focus on academic milestones their children should be reaching for their respective grade level at different times during the academic year (Fall and Spring). Intended Audience: DZ parents/families, teachers, students, staff Provider / Presenter / Person Responsible: FES, Teachers and Staff, Principal & AP, Families Date(s) / Timeframe: October 2022-March 2023 Collaborating Departments: Parent Partnerships, Literacy Department, Mathematics Department, Early Learning Delivery Method: Face to Face Funding Sources: Supplies and materials for parental involvement - Parent Engagement - 211-61-6399-04L-121-30-510-000000-24F10 - \$400, Extra Duty for parental involvement - Parent Engagement - 211-61-6116-04L-121-30-510-000000-24F10 - \$370	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: The MTSS identification, monitoring, and implementation process is moderately consistent schoolwide so this has caused some students to fall academically behind especially in the early grades (PreK-2nd). Root Cause: Teachers did not consistently receive year-round MTSS professional development, accountability milestones (progress monitoring), and authentic differentiated interventions/strategies supports.
Perceptions
Problem Statement 1: In the school year 2022-2023 (semester 1), African American students (57 total) had the lowest attendance rate with 91% when compared to the Hispanic (92%) student populations (165 total). Root Cause: There is not a consistent individualized chronic absenteeism attendance plan in place that tracked, motivated, recognized, and was communicated individually to parents in order to partner up and find solutions/supports to getting their child to school.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Title One Teacher	Title I Teacher	211-11-6119-04E-121-30-510-000000-24F10	\$58,782.86
Sub-Total							\$58,782.86
Budgeted Fund Source Amount							\$58,782.86
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	3	All in Learning Renewal License for 2nd-5th grade teachers to monitor student performance on skills mastery	Supplies and materials for instructional use	199-11-6399-001-121-24-313-000000-	\$3,502.00
Sub-Total							\$3,502.00
Budgeted Fund Source Amount							\$3,502.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Snacks for parents to promote participation	Snacks for Parents to promote participation	211-61-6499-04L-121-30-510-000000-24F10	\$500.00
4	4	1	2	Extra Duty for parental involvement	Extra Duty for parental involvement	211-61-6116-04L-121-30-510-000000-24F10	\$370.00
4	4	1	2	Supplies and materials for parental involvement	Supplies and materials for parental involvement	211-61-6399-04L-121-30-510-000000-24F10	\$400.00
Sub-Total							\$1,270.00
Budgeted Fund Source Amount							\$1,270.00
+/- Difference							\$0.00

BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Supplies and materials for instructional use	Reading materials - instruction	199-11-6329-001-121-25-313-000000	\$1,734.00
Sub-Total							\$1,734.00
Budgeted Fund Source Amount							\$1,734.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	General supplies and materials for enrichment	GENERAL SUPPLIES		\$691.00
Sub-Total							\$691.00
Budgeted Fund Source Amount							\$691.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	2	General Supplies for Special Education Students	GENERAL SUPPLIES		\$1,650.00
Sub-Total							\$1,650.00
Budgeted Fund Source Amount							\$1,650.00
+/- Difference							\$0.00
Grand Total Budgeted							\$67,629.86
Grand Total Spent							\$67,629.86
+/- Difference							\$0.00

Addendums



De Zavala Elementary
1419 College Ave.
Fort Worth, TX 76104
817-814-5600

Title I: Parent-Student-Teacher Compact
Of Shared Responsibilities
2023-2024

*****Please complete and return immediately to your child's teacher.***

Student Name: _____

Teacher Name: _____

Mission:

The mission of De Zavala Elementary is to ensure a safe, nurturing, and engaging learning environment where students of all backgrounds and abilities will be provided the tools to succeed and become a conscious global citizen.

Vision:

Our Vision is for De Zavala Elementary to prepare students for success in a rapidly changing world and empower students to reach their maximum potential.

Goals:

- **High Academic Performance for all Students**
- **Excellent Citizenship**
- **Increased Parental Involvement**
- **University Focus for our Students**

Parent/Guardian Agreement

I want my child to reach his/her full academic potential; therefore, I will do the following to support my child's learning:

- Have on-going communication with my child's school; including attending parent-teacher conferences, signing up for Parent Portal and volunteering in the classroom
- Arrives on time ready for learning and is picked up on time
- Ensure my child has needed school supplies
- Support the school staff and respect cultural differences of others
- Establish a time and place for homework and checks it regularly
- Monitor television and movie viewing, as well as electronic access
- Make positive use of extracurricular time

Parent/Guardian Signature _____ Date: _____

Student Agreement

It is important that I do the best that I can; therefore, I will do the following:

- Come to school each day on time with my homework completed and have the supplies that I need
- Always work to the best of my ability
- Believe that I can learn and I will learn
- Obey all school expectations, routines, and procedures
- Show respect for my school, myself, other students and staff members
- Be considerate of cultural differences

Student Signature _____ Date: _____

School Agreement

The entire school staff will share the responsibility for improved student achievement; therefore, we will do the following:

- Hold parent/teacher conferences
- Send frequent reports to parents on their child's progress and regularly update the on-line grade book (Parent Portal)
- Provide opportunities for parents to volunteer and participate in their child's classroom and observe classroom activities
- Provide an environment conducive to learning
- Respect the student, their parents, and the diverse culture of the school

Teacher Signature _____ Date: _____

Thank you for your commitment to our partnership!



De Zavala Elementary
1419 College Ave.
Fort Worth, TX 76104
817-814-5600

Parent and Family Engagement Policy

2023-2024

What is Title I and What is its Purpose?

Title I is the nation's oldest and largest federally funded program for schools with high poverty levels. The purpose of Title I funding is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.

De Zavala qualifies as a School Wide Title I campus because it has students who are at an economic level that qualifies them to receive free/reduced meals.

De Zavala's Elementary federal funding is used to improve academic achievement in reading and math. The Title I funds are used to hire para-professionals, improve curriculum, enhance parent involvement, and extended learning time for students who need extra help. These are children who are the farthest from meeting the state standard's needs.

Statement of Purpose

De Zavala Elementary believes that the education of students should involve collaboration of the total school community. The comprehensive involvement of all parents contributes positively to this school community and the success for their own children. A program of parent involvement activities shall be ongoing and shall be reviewed at least annually by parents to ensure their involvement in the planning and implementation of the program. Parents and community members are welcomed and invited to participate in the various activities and involvement options we have at our school.

Developing the Policy

The parent and family engagement policy is developed and reviewed annually by the Site Based Decision Making team (SBDM). This team consists of a group of parents and campus staff that meet to plan, implement, and review the policy. Meetings are conducted on the school campus at a convenient time for parents.

Annual Meeting

In order to ensure parent participation during the annual meeting, this meeting will be conducted as a part of the school's Title One Meeting at the beginning of the year. School fliers will be sent home two weeks prior to this meeting. During this meeting, school test data, parental and family engagement activities, school curriculum and school procedures will be shared. In addition, families will be given an opportunity to make suggestions regarding improving participation in parental and family activities. Opportunities for electronic and/or paper meetings will also be made available.

Activities and Programs

- Parent – Teacher Conferences
- Family Nights for Math, Literacy, and student performances
- Room Parents help in classrooms (when appropriate and permitted)
- We have an active PTA which meets throughout the school year. PTA also hosts school events such as Fall Festival, Valentines Dance, etc.
- Principal Coffee Talks open to parents and the community

Where to Find Volunteer Opportunities?

FWISD has a volunteer system. All parents and community members are encouraged to create an account to see volunteer opportunities.

<https://www.fwisd.org/volunteer>

School/Parent Compacts

A School-Parent Compact for each student will be issued during the Title One Meeting. When the parents/guardians visit their child's classroom, the teachers will explain the compact to the parents and request the parents' and students' signatures during this meeting. New students will receive the compacts when they enroll. All compacts will be maintained in the office files during the school year. It will also be available to parents on the campus website.

The compact will be maintained by the homeroom teacher during the academic school year. The compact is used as part of the collaboration effort between parent and school for the success of the student. It can be used in Parent/Teacher/Student conferences.

Providing Student Assessment Results to Parents

Individual student assessments are distributed as follows in Parent Portal: report cards each 6 weeks for PK – 5th grades; progress reports at the end of the 3rd week of each grading cycle. Parents are given the opportunity to conference with teachers at flexible times.

Results of benchmark tests, mini-assessments, and STAAR are distributed to parents, as reports are made available to the school. All state assessment data is kept in the student's cumulative folder.

Monthly School Calendar

The Family Engagement Specialist with the assistance of PTA will post a calendar of activities on the official PTA Facebook page. The activities will also be posted on the campus website and on the school marquee.

Evaluation

The Parent Involvement Program activities will be evaluated mid-year and at the end of the year during our monthly SBDM meeting. Adjustments will be made as needed so that activities that are not productive can be improved or eliminated.

De Zavala Elementary Presents:

PARENT ACADEMIC NIGHT & TITLE I

Our teachers will be sharing instructional resources, reviewing classroom expectations, attendance & what they are learning so that your child can reach their highest potential throughout the school year! We will have 3 sessions:



3:45 - 4:15 pm

4:15 - 4:45 pm

4:45 - 5:15 pm



When you arrive, you will drop off your child in the auditorium and proceed to your student's class (your child is not required to attend).

Sessions will last 30 minutes and you only need to attend one session per student.

We will have a raffle for different prizes and the classroom with the best parental attendance will earn a pizza party!

De Zavala's Family is such a big part of our team, we can't do all this without you.



**Thursday,
21 sept. 2023**



1419 College Ave
Ft. Worth, TX 76104



De Zavala Elementary Presents:

PARENT ACADEMIC NIGHT & TITLE I

Our teachers will be sharing instructional resources, reviewing classroom expectations, attendance & what they are learning so that your child can reach their highest potential throughout the school year! We will have 3 sessions:



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When you arrive, you will drop off your child in the auditorium and proceed to your student's class (your child is not required to attend).

Sessions will last 30 minutes and you only need to attend one session per student.

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De Zavala's Family is such a big part of our team, we can't do all this without you.



**Thursday,
21 sept. 2023**



1419 College Ave
Ft. Worth, TX 76104



La primaria De Zavala presenta:

NOCHE ACADÉMICA DE PADRES & TITLE I

¡Nuestros maestros compartirán recursos educativos, revisarán las expectativas del salón de clases, la asistencia y lo que están aprendiendo para que su hijo pueda alcanzar su máximo potencial durante todo el año escolar! Tendremos 3 sesiones:



3:45 - 4:15 pm
4:15 - 4:45 pm
4:45 - 5:15 pm



Cuando llegue, deje a su hijo en el auditorio y proceda a su salón de clase (no es necesario que su hijo asista).

Las sesiones tendrán una duración de 30 minutos y sólo será necesario asistir a una sesión por alumno.

¡Tendremos una rifa de diferentes premios y el salón con la mejor asistencia de padres se ganará una fiesta de pizza!

Nuestra familia De Zavala es una parte muy importante de nuestro equipo, y no podemos hacer todo esto sin usted.



**Miércoles,
20 sept. 2023**



1419 College Ave
Ft. Worth, TX 76104



La primaria De Zavala presenta:

NOCHE ACADÉMICA DE PADRES & TITLE I

¡Nuestros maestros compartirán recursos educativos, revisarán las expectativas del salón de clases, la asistencia y lo que están aprendiendo para que su hijo pueda alcanzar su máximo potencial durante todo el año escolar! Tendremos 3 sesiones:



3:45 - 4:15 pm

4:15 - 4:45 pm

4:45 - 5:15 pm



Cuando llegue, deje a su hijo en el auditorio y proceda a su salón de clase (no es necesario que su hijo asista).

Las sesiones tendrán una duración de 30 minutos y sólo será necesario asistir a una sesión por alumno.

¡Tendremos una rifa de diferentes premios y el salón con la mejor asistencia de padres se ganará una fiesta de pizza!

Nuestra familia De Zavala es una parte muy importante de nuestro equipo, y no podemos hacer todo esto sin usted.



**Miércoles,
20 sept. 2023**



1419 College Ave
Ft. Worth, TX 76104



DE ZAVALA ELEMENTARY SCHOOL

2023-2024

Marlette Martinez, Principal/Directora

Michelle Duke, Assistant Principal/Subdirectora

September 20, 2023

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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1. **Introduction**
 2. **Background**
 3. **Methodology**
 4. **Results**
 5. **Discussion**
 6. **Conclusion**
 7. **References**
 8. **Appendix**
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MISSION/VISION STATEMENTS

Mission: The mission of De Zavala Elementary is to ensure a safe, nurturing, and engaging learning environment where students of all backgrounds and abilities will be provided the tools to succeed and become a conscious global citizen.

Vision: Our Vision is for De Zavala Elementary to prepare students for success in a rapidly changing world and empower students to reach their maximum potential.

MISIÓN/VISIÓN:

Misión: La misión de la Primaria De Zavala es garantizar un entorno de aprendizaje seguro, enriquecedor y atractivo donde los estudiantes de todos los orígenes y habilidades recibirán las herramientas para tener éxito y convertirse en un ciudadano global consciente.

Visión: Nuestra Visión es que la Primaria De Zavala prepare a los estudiantes para el éxito en un mundo que cambia rápidamente y capacite a los estudiantes para que alcancen su máximo potencial.

DE ZAVALA ELEMENTARY IS A TITLE ONE CAMPUS/ LA PRIMARIA DE ZAVALA ES UNA ESCUELA TÍTULO I

-
- **Title I, Part A (Title I)** of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
 - **Título I, Parte A (Título I)** de la Ley de Educación Primaria y Secundaria, según enmendada (ESEA), proporciona asistencia financiera a las agencias educativas locales (LEA) y escuelas con números altos o altos porcentajes de niños de familias de bajos ingresos para ayudar a garantizar que todos los niños cumplan con los estándares académicos estatales desafiantes.

DE ZAVALA ELEMENTARY IS A TITLE ONE CAMPUS

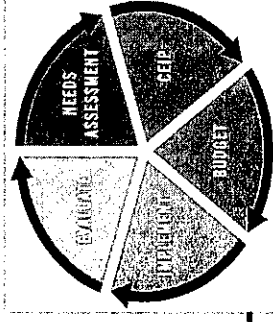
- Funding is determined by the percentage of students on free and reduced lunch. (we average currently at about 82%)
- **Registering online is very important to receive our funding, since the lunch application is found online only**
- Supplemental programs and supplies are provided with these funds
 - Title One Support Personnel
 - Teacher Tutorials (During & After School)
 - Professional Development for Teachers
 - Materials to promote and encourage daily on time student attendance
 - Materials for parental involvement/engagement
 - Extra materials for all contents
 - Supplies and materials for students to use in classroom
 - Technology

LA PRIMARIA DE ZAVALA ES UNA ESCUELA TÍTULO I

- Los fondos recibidos dependen del porcentaje de alimentos gratuitos o reducidos (el promedio de nuestra escuela hasta ahorita es 82%)
- Registrándose en línea es muy importante para recibir fondos, porque ahí es donde se llena la aplicación de almuerzo.
- Programas y materiales adicionales están proporcionados con estos fondos
 - Personal de apoyo para estudiantes de Título I
 - Tutoría durante y después de escuela
 - Desarrollo profesional de maestros
 - Materiales/incitativas para promover asistencia puntual y diaria para estudiantes
 - Materiales para involucramiento de padres
 - Materiales extras para todas las materias
 - Materiales para el uso de los estudiantes en las clases
 - Tecnología

DE ZAVALA ELEMENTARY IS A TITLE ONE CAMPUS

Title I, Part A

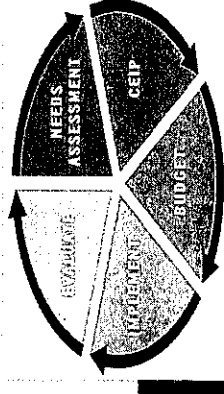


- **Comprehensive Needs Assessment** – the planning process starts with the completion of the Comprehensive Needs Assessment (CNA). The CNA is a means of highlighting campus needs, identifying the root causes and determining how to address them
- **Campus Educational Improvement Plan** – this plan serves as a blueprint for how our campus will actually address the needs identified in the CNA. The CEIP includes specific campus goals for improvement and action steps for meeting our goals. The CEIP is a reviewed and monitored throughout the year by the Site Based Decision Making Team.
- **Budget** – the allocation of Title I funds is based on the needs identified in the CNA and the specific action steps written in the CEIP. The budget aligns with our campus goals.
- **Implement** – Put the plan into action!
- **Evaluate** – Launch an analysis of data collected throughout the year in the areas of student demographics, student achievement, school culture & climate, staff quality, curriculum & instruction, family & community involvement and school context & organization. This evaluation will lead to the identification of needs for the next CNA.

LA PRIMARIA DE ZAVALA ES UNA ESCUELA TÍTULO I

Título I, Parte A

- **Evaluación integral de necesidades:** el proceso de planificación comienza con la realización de la Evaluación integral de necesidades (CNA). La CNA es un medio para destacar las necesidades del campus, identificar las causas fundamentales y determinar cómo abordarlas.
- **Plan de mejoramiento educativo del campus:** este plan sirve como modelo de cómo nuestra escuela abordará realmente las necesidades identificadas en la CNA. El CEIP incluye metas específicas de la escuela para mejorar y pasos de acción para alcanzar nuestras metas. El CEIP es revisado y monitoreado durante todo el año por el Equipo de Toma de Decisiones Basado en el Sitio.
- **Presupuesto:** la asignación de fondos del Título I se basa en las necesidades identificadas en la CNA y los pasos de acción específicos escritos en el CEIP. El presupuesto se alinea con las metas de nuestra escuela.
- **Implementar** - ¡Ponga el plan en acción!
- **Evaluar:** lanzar un análisis de los datos recopilados a lo largo del año en las áreas de demografía estudiantil, rendimiento estudiantil, cultura y clima escolar, calidad del personal, plan de estudios e instrucción, participación de la familia y la comunidad y contexto y organización escolar. Esta evaluación conducirá a la identificación de necesidades para la próxima CNA.



PRELIMINARY ALLOCATIONS 2023-2024:

\$63,554

- Based on anticipated 310 students enrolled and 82% economically disadvantaged
- Basado en 310 estudiantes inscritos anticipados y 82% en desventaja económica.

Resources Needed	Description	Amount
Title One Teacher	Title I Teacher	\$38,782.86
Resources Needed	Description	
	All in Learning Renewal License for 2nd-5th grade teachers to monitor student performance on skills mastery	\$3,502.00
Resources Needed	Description	Amount
Snacks for parents to promote participation	Snacks for Parents to promote participation	\$500.00
Extra Duty for parental involvement	Extra Duty for parental involvement	\$370.00
Supplies and materials for parental involvement	Supplies and materials for parental involvement	\$400.00

REQUIREMENTS/ REQUISITOS

- School compact (teachers, administrators, parents, students)
- Compacto de escuela (maestros, administradores, padres, estudiantes)
- Parent involvement policy/Póliza de participación de los padres
- Parent, student, teacher agreement
- Acuerdo de padres, alumnos y maestros
- Keep signed parent, student, teacher agreements
- Mantener acuerdos firmados entre padres, alumnos y docentes
- Keep sign in sheets for all events/Mantener las hojas de registración para todos los eventos

FAMILY INVOLVEMENT POLICY

A child's education is most successful when there is a strong partnership between home and school, a partnership that thrives on communication. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Becoming familiar with all of your child's school activities, academic programs and special programs offered in the district. Discuss with the teacher, counselor or administration any questions you may have about the options and opportunities available to your child.
- Monitor your child's academic progress and contact teachers as needed. (Ensure you have registered in Parent Portal).
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or virtual conference with a teacher, counselor, or administration, please call the school office at (817) 814-5600. A teacher will usually return your call or meet with you during his or her conference period or at a mutually convenient time before or after school.
- Exercising your right to review teaching materials, textbooks, other aids and to examine tests that have been administered to your child.

PÓLIZA DE PARTICIPACIÓN FAMILIAR

La educación de un niño se vuelve exitosa cuando hay una relación fuerte entre el hogar y la escuela, una relación que entabla la comunicación. Su participación en esta relación puede incluir:

- Animar a su hijo(a) a que ponga una alta prioridad en la educación y trabajar con su hijo(a) diariamente para mostrar todas las oportunidades educativas que la escuela provee.
- Familiarizarse con las actividades escolares y programas académicos de su hijo(a), incluyendo los programas especiales ofrecidos por el distrito. Pregunte al maestro/a, consejera o administración acerca de las diferentes opciones y oportunidades disponibles para su hijo(a).
- Revise su progreso académico y comuníquese con los maestros cuando sea necesario. (Registrarse para cuenta de Parent Portal).
- Asistir a conferencias y solicitar conferencias adicionales. Para concertar una cita virtual o por teléfono con un maestro(a), consejera o administración por favor llame a la oficina al (817) 817-814-5600 para hacer la cita. El maestro(a) regresará su llamada o lo citará durante su período de conferencias o a una hora conveniente para ambos antes o después de clases.
- Ejercitar su derecho de revisar materiales de instrucción, libros de texto y otra ayuda y examinar pruebas administradas a su hijo(a).

SCHOOL FAMILY COMPACT: WILL BE PROVIDED TO ALL STUDENTS (HARD COPY & DIGITAL)

COMPROMISO DE PADRE, MAESTRO, Y ESTUDIANTE:

Sera proveído a todos los estudiantes (Copia y Digital)



De Zavala Elementary School

Student – Parent - Staff Virtual Compact

Student Expectations

- Engage in the learning daily
- Be active in the learning process
- Follow your school schedule
- Reach out to teachers for support / clarifications
- Complete assignments on time
- Monitor progress daily/ weekly by teacher contact, Teacher Google Site and in Google Classroom
- Communicate daily with teacher

Parent Expectations

- Provide a learning environment work space for your student
- Be active in the learning process
- Have your student engage with the teacher daily (Your student must engage 90% of school days to be promoted)
- Be supportive and encouraging
- Help students follow their school schedules
- Assist as needed
- Complete the parent training videos for clear understanding of student platforms
- Reach out to teachers for support / clarifications
- Allow 24 hours to respond during the work week
- Monitor progress daily/ weekly by teacher contact, email, phone, teacher website and in Google Classroom
- Communicate weekly with teacher
- Understand teachers have families if contacting after work hours

PARENT VOLUNTEERS/ PADRES VOLUNTARIOS

- We have a PTA (Parent Teacher Association). Please follow De Zavala PTA Facebook Page.
- If you are interested in becoming a volunteer, please visit the FWISD Community webpage and complete the online application.
- ▶ Tenemos un PTA (Asociación de padres y maestros)
- ▶ Si esta interesado en ser un/a voluntario/a, por favor visite la pagina red de FWISD Community y complete la aplicación.

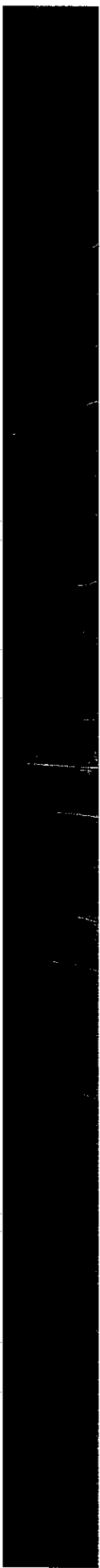


COMMUNICATION AVENUES/ MANERAS DE COMUNICACIÓN

-
- | | |
|---|---|
| • Facebook, Instagram, Twitter | ▪ Facebook, Instagram, Twitter |
| • De Zavala FWISD website | ▪ Pagina de Internet de De Zavala de FWISD |
| • Monthly Family Newsletters | ▪ Calendarios mensuales |
| • Flyers and reminders | ▪ Notas y recordatorios |
| • Marquee | ▪ Rotulo |
| • Phone calls, text messages, emails via Blackboard | ▪ FWISD APP |
| • Class Dojo | ▪ Llamadas, textos, correos electronicos via Blackboard |
| • FWISD APP | ▪ Class Dojo |

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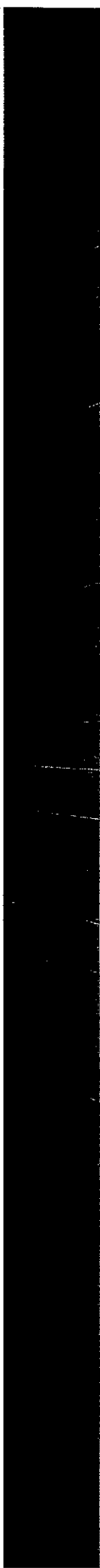


SUGERENCIAS DE PADRES/TUTORES

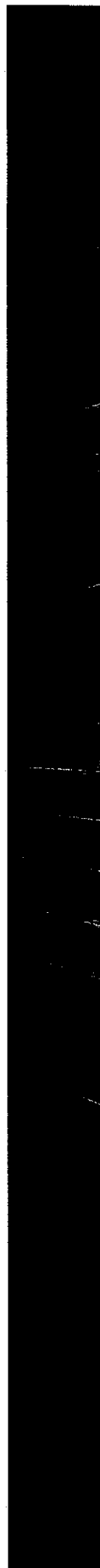
- ¿Qué crees que la escuela puede hacer de manera diferente para apoyar el logro académico de los estudiantes?
- ¿Qué pueden hacer los padres en casa para apoyar el rendimiento académico de los estudiantes?
- ¿Cómo podemos fortalecer la asociación escolar de padres y maestros para apoyar el logro de los estudiantes?

PARENTS PORTAL REGISTRATION/ REGISTRACIÓN PARA PORTAL DE PADRES:

- <https://fwisd.focusschoolsoftware.com/focus/auth/>



THANK YOU
GRACIAS



Parent Class Sign-In Sheet

Class Topic: Title I

FES/LPE Name: Diana K. Ortega

Campus: De Zavala ES

Facilitator/Department: _____

Date: 09/26/23

Time: 3:45 PM

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Sofia	micón	maria Baquer	5340093
Sylvia	Salazar	Camila Guerrero	5335888
Rylon	Byrd	Colton Byrd	5356475
Alex	Llorens	Anthony Llorens	
Crystal	Smith	Ezra Garcia	5338013
Victoria B	Barrientos	Diego Jazquez	5335466
Isabel	Robles	Angel God	5295722
Stephanie	Thomas	Madison Thomas	5337923
Henri Kuzer	Kuzer	Gophia i Olivia Kuzer	5353871/5352191
John	Kuzer	" "	

Parent Class Sign-In Sheet

Class Topic: Title I

FES/LPE Name: Dina K. Ortega

Campus: De Fozola ES Facilitator/Department: _____ Date: 01/20/23 Time: 3:45 pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Torin	Webb	Larigan Webb	5340548
Larigan	Teal-Webb	Larigan Webb	// //
Corinne	Todd	Rocco Todd	5354759
Elsy	Delcid	Nelson Delcid	53553491
Brianna	Rubio	Delilah Abayca	5354773
Adriana	Martínez	Genesis Ortiz	5356912
Ruben	Avila	Jesus Santana	5324250
Gabe	Moreno	Felix Moreno	5353514

Parent Class Sign-In Sheet

Class Topic: Title I

FES/LPE Name: Diana K. Ortega

Campus: De Zavala Es

Facilitator/Department: _____

Date: 04/20/23 Time: 3:45 pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Stephany	Velez	Nicholas Velez	5355245
Cecilia	Winter	Olivia Lindley	5323754
Derek	Bruce	Aurline Bruce	5310218
MARITZA Delcid	claros	Braxan Lopez	5352507
Amanda	Gonzalez	Martino Contreras	5337925
MERISTAN	SEMPLE	JUSTUS SEMPLE	5323157
Maria	Patton	Briella Patton	5312846
Michaela	Heckert	Charlotte Heckert	5351027
Juana	Perez	Daniela Hernandez	5336154
Kelly	Moreno	Felix Moreno	5353514
Blanca	Urias	Martin Perez	5336462
FATIMA	NAIF AMXIL	L. Aith Nait Amkil	5331028

FES/LPEName: Diana K. Ortega

Campus: De Zavala Es Facilitator/Department: _____ Date: 09/20/23 Time: 3:45 PM

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Parent Class Sign-In Sheet

Class Topic: Title I

FES/LPE Name: Diana K. Ortega

Campus: De Zavala ES

Facilitator/Department: _____

Date: 04/20/23

Time: 3:45 pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Nayeli	Robledo	Dylan Villarreal	5353515
Angela	Ward	Lincoln Ward-Taylor	5309652
Kory	Anguish	HARVEY ANGLISH	5329177
Joselin	Sarmiento	David-Ezekiel Par	5334462
Saman	Janus-Ariza	Silas Ariza	5310771
Josephine	Olabaya	Zuriel Olasukanmi	5351163
Summer	VERONA	ANISA MARIE VERONA	5358881
Bridgett	White	Jordyn Martine	5354710
Benjamin	Lindley	Oliwa Lindley	5323754
Claudia	Zermeno	Leonardo Contreras	5338509
Annette	Civellaro	Luciano Civellaro	5352573
Miriam	Santh	Anthony	5329830

Parent Class Sign-In Sheet

Class Topic: Title I

FES/LPEN Name: Diana K. Ortega

Campus: De Tercero ES Facilitator/Department: _____ Date: 09/20/23 Time: 3:45 pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Beckett Emily	Braden	Beckett Braden	5320881
Karely	Rivas	Isaac Rivas	5337912
Andrea Soto	Soto	Marisol	5324341
Fernando Reser		marisol	5324341
Issac	Hernandez	Ezra Hernandez	5358785
Benita P	Perez	Adelynn Davila	5344384
Jonathan Ascencio	Ascencio	Eliza i Elias Ascencio	5352219/5353456
Alfonso Antonia	Coleman	Victoria Teller	5336422
Fabienne Tullot		Ryland Francis	5335865
Olivia	Viva	Eliza i Elias Ascencio	5352219/5353456
Jasna	Hayes	Taylor Hayes	5327343
Gienysa	Bateman	Gianina Bateman	5351178

Parent Class Sign-In Sheet

Class Topic: Title I

FES/LPE Name: Diana K. Ortega

Campus: De Zosaba ES Facilitator/Department: _____ Date: 09/22/23 Time: 3:45 pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Judith	Casas	Sofia Casas	5280513
Nancy	Herrera	Fernanda Herrera	5280698
Nancy	Herrera	Camila Herrera	5264712
Blanca	Núñez	Malachi Spence	5353740
Benito	Acenos	Taliya Uyana	5355343
Mercedes	Perez	Ivan Ramirez	5264744
Zayethzy	Lopez	Alexander W.	5279621
Zayethzy	Lopez	Hunter Wiley	5266088
Marlene	Lozano	Haydee Ortega	5295835
Elizabeth	Ochoa	Talia Oballe	5268755
Jacquelyn	Hernandez	Gale Hernandez	5284236
Jacquelyn	Hernandez	Matthew Hernandez	5295930

Parent Class Sign-In Sheet

Class Topic: Title I

FES/LPE Name: Diana K. Ortega

Campus: De la Torre HS Facilitator/Department: _____ Date: 09/12/23 Time: 3:45 pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Rosio	Villavicencio	Natalie Martinez	5278334
Shabnam	Malak	Shahans Hamza	5319549
Maria	Lay	Adriana Lay	5294484
Randall	McEneaney	Maximus McEneaney	5297668
Jose	Vega	Leo Cayetano Vega	5278363
Corinne	Todd	Fiona Todd	5296943
Karely	Rivas	Christian Rivas	5278426
Sharon	Hatcher	Beverly Hatcher	5312741
Nathanael	Hatcher	Beverly Hatcher	"
Reyna	Alanis	Itzel Alanis	5264441
Juana	Perez	Juan Hernández	5260783
Jessica	Grady	Rivers Mauldin	5265651

Parent Class Sign-In Sheet

Class Topic: Title I

FES/LPE Name: Diana K. Ortega

Campus: De Zavala ES Facilitator/Department: _____ Date: 09/22/23 Time: 3:45pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Claudia	Gonzalez	Luis Mateo Valdez	5384726
CHRISTIAN	BAGGLEY	CHRISTIAN BAGGLEY	5339990
Alejandra	Torres	Alexander Torres	5264470
Angel	Marcos	MILENA - NOE	5300260
John John	Howard	Ava Treviño-Howard	5280736
Diana	WILLIAMS	Taliya Williams-Ryan	5355343
Arelis	Esmerado	Charbel Hernandez	5348836
Maria Ramirez	Ramirez	Kayla Hernandez	5264775
MICHAEL	CONRADO	LIZIA CONRADO	5294485
Flora	Chavez	Nathaly Torres	5269003
Kendra	Rivers	Aryana Rivers	5287884
Amy	HANSEN	Joseph Vincent	5266973

Parent Class Sign-In Sheet

Class Topic: Parent Academic Night & Title I

FES/LPEN Name: Diana K. Ortega

Campus: De Zavala ES

Facilitator/Department: _____

Date: 09/22/23

Time: 3:45 pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Charlotte Alicia	Bolannon	Charlotte Kondraske	5279512
Travis	Trimble	Oliver Trimble	5340299
Edward	McDaniel	Miracle McDaniel	5265534
Bright	White	Jessie McDaniel ^{Martinez}	5268038
Ju "	"	Antonio Martinez	5294905
Julisa	Orozco	Peityn Frias	5294163
JAY	SENSE	Grace	5279251
Joel	Lbáñez	Murcime	5312662

Parent Class Sign-In Sheet

Class Topic: Title I

FES/LPE Name: Diana K. Ortega

Campus: De Zouab ES

Facilitator/Department: _____

Date: 09/22/23 Time: 3:45 pm

Parent First Name Primer Nombre	Parent Last Name Apellido	Child's Name Nombre del estudiante	Student ID # De identificación del estudiante
Lorena	Chavez	Loreli Chavez	5279263
Adriana	Martinez	Chelba Ortiz	5264772
		Ashley Ortiz	5278484
Kailyn	McClanahan	Max McClanahan	5297068
Yvette Winter	Winter	Eleanor Winter	5296576
Angela	Ward	Simon Word-Taylor	5292285
Maria	Soto	Alfredo Soto	5278727
Layne	Craig	James Craig	5296812
Lima + Ramiro	Garcia	Sophia D. Garcia	5298741
Chelba	Balden	Aquian Robinson	5297686
Fabienne Ward	Julot	Jadonne Francis	5317937

FES/LPEName: Diana K. Ortega

Facilitator/Department:

[illegible]



De Zavala Elementary
1419 College Ave.
Fort Worth, TX 76104
817-814-5600

**Title I: Parent-Student-Teacher Compact
Of Shared Responsibilities
2023-2024**

***Please complete and return immediately to your child's teacher.*

Student Name: Eleanor Winkler

Teacher Name: Mrs. Bukowski

Mission:

The mission of De Zavala Elementary is to ensure a safe, nurturing, and engaging learning environment where students of all backgrounds and abilities will be provided the tools to succeed and become a conscious global citizen.

Vision:

Our Vision is for De Zavala Elementary to prepare students for success in a rapidly changing world and empower students to reach their maximum potential.

Goals:

- High Academic Performance for all Students
- Excellent Citizenship
- Increased Parental Involvement
- University Focus for our Students

Parent/Guardian Agreement

I want my child to reach his/her full academic potential; therefore, I will do the following to support my child's learning:

- Have on-going communication with my child's school; including attending parent-teacher conferences, signing up for Parent Portal and volunteering in the classroom
- Arrives on time ready for learning and is picked up on time
- Ensure my child has needed school supplies
- Support the school staff and respect cultural differences of others
- Establish a time and place for homework and checks it regularly
- Monitor television and movie viewing, as well as electronic access
- Make positive use of extracurricular time

Parent/Guardian Signature y. Winkler (grandmother) Date: 9.21.23

Student Agreement

It is important that I do the best that I can; therefore, I will do the following:

- Come to school each day on time with my homework completed and have the supplies that I need
- Always work to the best of my ability
- Believe that I can learn and I will learn
- Obey all school expectations, routines, and procedures
- Show respect for my school, myself, other students and staff members
- Be considerate of cultural differences

Student Signature Eleanor Winter Date: 9/21/23

School Agreement

The entire school staff will share the responsibility for improved student achievement; therefore, we will do the following:

- Hold parent/teacher conferences
- Send frequent reports to parents on their child's progress and regularly update the on-line grade book (Parent Portal)
- Provide opportunities for parents to volunteer and participate in their child's classroom and observe classroom activities
- Provide an environment conducive to learning
- Respect the student, their parents, and the diverse culture of the school

Teacher Signature A. Bukeski Date: 10/17/2023

Thank you for your commitment to our partnership!