

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Martinez, Marlette

Campus Name: 121 - De Zavala ES

Executive Director: Jill Balzer

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2021.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2021.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 65

Special Education: 8.5

Dual Language/ESL: 43.5

Gifted and Talented: 14.7

Career and Technology: 0

Percentage of at-risk students: 59.5

Percentage of English Language (EL) students: 37.9

Percentage of economically disadvantage students: 84.3

2020-2021 Campus Site-Based Committee

Name	Role
Marlette Martinez	Principal
Ingriz Lopez	Teacher
Lanita Jackson	Teacher
Theresa Harris	Teacher
vacant	Teacher
Rocio Gonzalez	Parent
vacant	Business Representative
Nancy Strickland	Community Representative
Christopher Havlik	District Level Staff
Leslie Hoagland	Campus Non-Teacher Professional
vacant	Parent
Mornee Brown	District Employee Relations Council Representative
Stacey Garner Rojas	Parent
Vacant	Community Representative

Accountability Summary

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

Beginning with 2021-2022, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

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

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 75	83 - B
Domain 2: School Progress 83	
Domain 3: Closing The Gaps 82	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 1

Campus Assurances and Certification for the 2020-2021 School Year

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

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

No Turnaround Plans

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

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

Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	1. De Zavala is a diverse school and community. Hispanic-63%, AA 19%, Wh 15%, Econ. Dis. 80%	1. There is a lack of academic vocabulary and experiences as well as a lack of academic resources at home.	1. Continue Professional Development and vertical alignment of all content areas. Alignment of strong tier 1 first time teaching practices in order to improve student achievement in all content areas.
	2. Structured DAEP Program. We need to continue the Art Station Therapy for our DAEP students.	2. Need to address language development.	2. Use of technology-based resources for content area support.
	3. Small student enrollment yields to a small student to teacher ratio in the classrooms.	3. Decreasing enrollment over the past years. Chronic student absences.	3. Increase social-emotional support or all students and families.
Student Achievement	1. Met State Standards (2017-2018). STAAR scores for 2018-2019 include: Approaches 80% Reading, Approaches Math 82%, Approaches Writing 60%, and Approaches Science 55%.	1. Need to focus on basic math skills, reading skills, science vertical alignment and science academic vocabulary, oral language development, and student engagement.	4. Utilize push-in staff/tutors to positively impact instruction due to Covid-19. 5. Continue to increase student access to technology.
	2. Comprehensive tutorial programs during and after school.	2. Need for professional development on best practices and pedagogy. Need for aligned instruction in all core subjects.	
	3.	3. Need for continued in-school and after-school academic intervention programs (more than ever due to Covid-19).	
School Culture and Climate	1. Inviting and inclusive climate; including individual, class, and schoolwide attendance initiatives and celebrations; student of the week, staff member of the 6 weeks.	1. Need for upkeep of the physical campus. The campus is an older building and needs continued maintenance.	
	2. PBIS Committee, Staff Social Committee, and a small but mighty PTA. All staff have received Restorative Practices Training which is aligned with PBIS.	2. Need to reinforce and strengthen campus operating procedures and policies for visitors, volunteers, and overall traffic operations.	
	3. Community involvement with student leadership and academic development.	3. Need to reinforce and strengthen classroom and campus positive behavioral systems including providing therapy for elementary DAEP.	
Staff Quality/ Professional Development	1. Vertically Aligned Practices and Foci. Grade level biweekly PLCs focused on analyzing student work and data, analyzing interim and benchmark data, and teacher next steps and instructional modifications/adjustments.	1. Need for continued PD on grade level and vertical alignment to address all content/core subject areas, student engagement, and best instructional practices. Need to ensure fidelity of strong tier one instruction.	
	2. Professional development opportunities within and out of district.	2. Need to align and strengthen DL one-way and DL two-way practices.	
	3. Number of experienced teachers and staff.	3. Allow more opportunities for teachers to observe other teachers on and off campus in order to observe and implement best practices observed.	

Curriculum, Instruction, and Assessment	1.	Implementing Neuhaus. Implementing DL two-way. Implementing technology based instruction. Implementing SGGR daily. Implementing LLI in 2nd grade.	1.	Need for PD to align and strengthen reading tier one instruction. LLI was rolled out and started with 2nd grade late in January. PreK-1st grade teachers were trained for LLI but due to Covid-19 pandemic they were not able to start this intervention with students. Teachers will need a refresher PD for LLI and Soluciones.
	2.	Implementing aligned specific instruction.	2.	Need to consistently progress monitor K-2 instruction in core subjects. Need to monitor high frequency words in grades K-2 and reading levels.
	3.	Implementing progress monitoring every 6 weeks using F&P for grades K-2 in order to adequately group students and provide differentiated instruction.	3.	Need to structure classroom interventions. Need to strengthen high quality engaging tier I instruction. Need to monitor tier 2 and tier 3 students more closely.
Family and Community Involvement	1.	Involvement in community events and partnerships with community organizations and PTA. Family engagement events. Extracurricular opportunities.	1.	Lack of parental academic involvement and ability to assist with content. Lack of parent attendance in academic nights. Language barrier.
	2.	Community based grant programs.	2.	High percentages of students academically at risk.
	3.	Multiple Communication tools.	3.	Lack of Hispanic and AA parents volunteering for leadership roles.
School Context and Organization	1.	Technology continues to be addressed.	1.	Lack of specific instructional spaces to accommodate all staff and inenarent staff.
	2.	Updated portions of the building.	2.	
	3.	After school programs and enrichment programs and clubs available to students such as the Boys and Girls Club, Fort Worth After School Program (onsite), FireStation, Intune Music Club, UIL, Battle of the Books, Soccer Club, Club de Cultura.	3.	

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 121 - De Zavala ES

Principal: Martinez, Marlette

Executive Director: Jill Balzer

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Early Literacy -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.	--	47.00	--		

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	By June 2021, 100% of Kindergarten through 2nd grade teachers will increase the use of Leveled Literacy Intervention.	LLI Kits for every K-2 teacher will be provided by FWCP.	Instructional Leadership,Teacher(s)	10/20/2020	FWCP	22,604		Increase of percentage of students achieving progress towards meeting reading goals through best practices implemented by teachers.
2 Title I	By June 2021, 100% of Kindergarten through 2nd grade teachers will increase the use of Leveled Literacy Intervention.	Hire a tutor specifically to work with students all day and pull LLI groups of students from the K-2nd grade classrooms. The LLI tutor will communicate student achievement with the teachers (progress measurement).	Teacher(s),Other	10/30/2021	FWCP	15,120		Increase of percentage of students achieving progress towards meeting reading goals through best practices implemented by teachers.
3 Title I	By June 2021, 100% of Kindergarten through 2nd grade teachers will increase the use of Leveled Literacy Intervention.	Administration along with teachers and the LLI tutor will discuss individual student progress and track student reading progress over the course of the year.	Principal,Assistant Principal,Instructional Leadership,Teacher(s),Other	5/28/2021	FWCP	0		Increase of percentage of students achieving progress towards meeting reading goals through best practices implemented by teachers.
4 Title I	Title 1 teacher will assist students through a comprehensive tutoring program in order to lessen and or close the academic achievement gaps in the content areas.	Title 1 teacher will create a schedule of Tier 2 and Tier 3 students that will be serviced through a rotation where they are supported in their learning through differentiated instruction.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Title I	58,000		Increase of percentage of students achieving in all performance levels as evidenced by benchmarks and other assessments.
5 Title I	By May 2021,100% of Kindergarten-3rd grade students will complete MAP Fluency test and 60% of those students will achieve Meets or Exceeds Expectation on the EOY MAP Fluency grade reports	Provide PD opportunities to introduce KG-3rd grade teachers to the MAP fluency test, what it assesses, what data is provided, and how the data can be used to guide instruction and plan interventions.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Title I	0		Increase of percentage of students achieving in reading skills as evidenced by MAP Fluency data.
6 Title I	By May 2021,100% of Kindergarten-3rd grade students will complete MAP Fluency test and 60% of those students will achieve Meets or Exceeds Expectation on the EOY MAP Fluency grade reports	Administration will work with teachers to ensure MAP testing is completed with fidelity in accordance with district timeline.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Title I	0		Increase of percentage of students achieving in reading skills as evidenced by MAP Fluency data.

7	Title I	By May 2021, 100% of Kindergarten-3rd grade students will complete MAP Fluency test and 60% of those students will achieve Meets or Exceeds Expectation on the EOY MAP Fluency grade reports	Administration will work with teachers to pull MAP fluency data reports and analyze the data to form intervention groups based on academic need.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Title I	0		Increase of percentage of students achieving in reading skills as evidenced by MAP Fluency data.
8	Title I	BY May 2021, 70% of KG-2nd grade students will achieve F&P EOY level goal for their grade.	Teachers continuously communicate with parents what the EOY reading level/goal is for every grade.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Title I	0		
9	Title I	BY May 2021, 70% of KG-2nd grade students will achieve F&P EOY level goal for their grade.	Distribute F&P kits, train new teachers and any needing a refresher, and create a timeline for BOY, MOY, and EOY testing.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	11/1/2020	Title I	0		
10	Title I	BY May 2021, 70% of KG-2nd grade students will achieve F&P EOY level goal for their grade.	Provide substitutes or support staff for teachers to complete testing for BOY and MOY.	Assistant Principal,Instructional Leadership,Teacher (s),Other	1/30/2020	Local (Basic Allotment)	2,700		
11	Title I	Third through fifth grade students will receive comprehension intervention tutoring during and after school hours in math and reading to increase academic achievement by 5%-10% as measured by district benchmarks.	Identify students to target based academic need with a rotation beginning with Tier 3 in November and transitioning to Tier 2 in late January 2021.	Principal,Assistant Principal,Instructional Leadership,Other	1/30/2021	Title I	0		
12	Title I	Third through fifth grade students will receive comprehension intervention tutoring during and after school hours in math and reading to increase academic achievement by 5%-10% as measured by district benchmarks.	Decided on targeted aligned resources for each rotation and purchase them before the first rotation. Recruit teachers, staff, and outside educators with proven tracks and records of successful interventions, to commit to at least 1 rotation.	Principal,Assistant Principal,Teacher(s)	11/30/2020	Title I	5,000		
13	Title I	Third through fifth grade students will receive comprehension intervention tutoring during and after school hours in math and reading to increase academic achievement by 5%-10% as measured by district benchmarks.	Recruit teachers,staff, and outside educators with proven track records of successful interventions who are willing to commit to at least one rotation.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	11/30/2020	FWCP	30,000		
14	Title I	The percentage of students achieving "meets grade level" or better will improve at least 5%-10% in reading and writing as measured by district benchmarks with the use of aligned STAAR-formatted supplemental materials for the literacy TEKS intertwining reading and writing.	Gather samples of various STAAR supplemental materials to review for rigor and alignment.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	11/30/2020	Local (Basic Allotment)	0		
15	Title I	The percentage of students achieving "meets grade level" or better will improve at least 5%-10% in reading and writing as measured by district benchmarks with the use of aligned STAAR-formatted supplemental materials for the literacy TEKS intertwining reading and writing.	Purchase supplemental materials by November 2020.		11/30/2020	Local (Basic Allotment)	4,339		
16	Title I	The percentage of students achieving "meets grade level" or better will improve at least 5%-10% in reading and writing as measured by district benchmarks with the use of aligned STAAR-formatted supplemental materials for the literacy TEKS intertwining reading and writing.	Use PLCs after arrival of new materials to plan with teachers on how best to use to improve first instruction and interventions, as needed.		1/15/2020	Local (Basic Allotment)	0		
17		100% of students in Dual Language classrooms will receive small group reading instruction so that 80% of students demonstrate at least one years growth in their reading levels as measured by F&P and Map Fluency data.	Schedule professional development for small group instruction during PLCs by November 2020.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	11/30/2020	Bilingual	0		

18		100% of students in Dual Language classrooms will receive small group reading instruction so that 80% of students demonstrate at least one years growth in their reading levels as measured by F&P and Map Fluency data.	Schoolwide schedules with small group time in daily classrooms schedules.	Principal,Assistant Principal,Teacher(s)	10/12/2020	Bilingual	0		
19		100% of students in Dual Language classrooms will receive small group reading instruction so that 80% of students demonstrate at least one years growth in their reading levels as measured by F&P and Map Fluency data.	Utilize data tracking systems and visuals in grades Kg-5th by January 2021.	Principal,Assistant Principal,Teacher(s)	5/28/2021	Bilingual	515		
20	Title I	Education Galaxy is a comprehensive all subject support virtual intervention program that meets students at their level.	Purchase of Education Galaxy and track student progress and interventions (growth).	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	11/1/2020	Title I	4,369		
21	Title I	100% in Gifted and Talented will receive small use student instruction so that 80% of students demonstrate at least 1 years growth as measured by F&P and MAP fluency data.	Schedule PD for small group instruction. School wide schedules with small group time. Utilize data tracking systems and visuals in K-5th by January 2021.	Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Gifted & Talented	367		
22	Title I	100% of students in SCE will receive small group reading instruction. 80% of students to demonstrate at least 1 years growth in their reading levels by F&P and MAP fluency data.	Schedule PD for small group instruction. School wide schedules with small group time. Utilize data tracking systems and visuals in K-5th by January 2021.	Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	SCE	2,268		
23	SPED	100% will special needs in SPED classrooms will receive small reading instruction so that 80% demonstrate at least 1 years growth, in their reading levels as measured by F&P and MAP fluency data.	Schedule PD for small group instruction. School wide schedules with small group time. Utilize data tracking systems and visuals in K-5th by January 2021.		5/28/2021	Special Education	1,112		

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

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

Campus Name: 121 - De Zavala ES

Principal: Martinez, Marlette

Executive Director: Jill Balzer

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students in all student categories at grade level in science will increase to 47% meets as measured in STAAR by May 2021.	43	47	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	100% of Pre-K through 5th grade teachers will engage students in science instruction daily in their classrooms as documented through classroom walkthroughs.	The science instructional block will be posted and visible in their daily classroom schedules. Leadership will conduct science learning walks to ensure teachers are engaging students in science instruction during the time posted in their classroom schedules.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Title I	0		Percent of students in all student categories at grade level in science will increase in STAAR by May 2021.
2 Title I	Science professional development will increase by 200% as documented by PLCs agendas and professional development documentation by May 2021.	Provide opportunities for teachers to receive relevant professional development using FWISD resources (stemscopes). Focus PLCs on the components of an effective science block (5 Es: engage, explore, explain, elaborate, and evaluate) when planning for science instruction.	Instructional Leadership	5/28/2021	Title I	0		Percent of students in all student categories at grade level in science will increase in STAAR by May 2021.
3 Title I	Science professional development will increase by 200% as documented by PLCs agendas and professional development documentation by May 2021.	Provide feedback on science lesson plans and teacher classroom observations.	Principal,Assistant Principal,Instructional Leadership	5/28/2021	Title I	0		Percent of students in all student categories at grade level in science will increase in STAAR by May 2021.
4 Title I	Science professional development will increase by 200% as documented by PLCs agendas and professional development documentation by May 2021.	Host Science Academic Night on Campus for parents and students if permitted due to Covid-19 pandemic.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	3/1/2021	Title I	1,000		Percent of students in all student categories at grade level in science will increase in STAAR by May 2021.
5 Title I	100% of teachers will utilize the Stemscopes science resource to ensure vertical alignment across the grade levels as documented by teacher log in history and student work products by May 2021.	Teachers will be provided professional development throughout the school year on how to effectively and efficiently utilize Stemscopes in their classrooms and across the content areas (literacy and science integration). Deliver and provide ways on how science can be integrated in other content areas.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Title I	0		Percent of students in all student categories at grade level in science will increase in STAAR by May 2021.
6 Title I	100% of teachers will utilize the Stemscopes science resource to ensure vertical alignment across the grade levels as documented by teacher log in history and student work products by May 2021.	Track the teacher and student online access to Stemscopes tools.	Instructional Leadership	5/28/2021	Title I	0		Percent of students in all student categories at grade level in science will increase in STAAR by May 2021.
7 Title I	100% of teachers will utilize the Stemscopes science resource to ensure vertical alignment across the grade levels as documented by teacher log in history and student work products by May 2021.	Purposefully planning walkthrough times through science block.	Principal,Assistant Principal,Instructional Leadership	5/28/2021	Title I	0		Percent of students in all student categories at grade level in science will increase in STAAR by May 2021.

8	Title I	The instructional team and a group of 3 teachers will visit and collaborate (virtual or in person) with another FWISD campus in regards to best practices with the goal of sharing best practices in science instruction by January 2021.	Identify a school whose campus culture reflects one with best practices in science instruction.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	1/28/2021	Title I	0	Percent of students in all student categories at grade level in science will increase in STAAR by May 2021.
9	Title I	The instructional team and a group of 3 teachers will visit and collaborate (virtual or in person) with another FWISD campus in regards to best practices with the goal of sharing best practices in science instruction by January 2021.	Ongoing teacher collaboration and planning with administration and the other school personnel will occur to provide solid first tier science instruction.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/1/2021	Title I	1,000	Percent of students in all student categories at grade level in science will increase in STAAR by May 2021.
10	Title I	The instructional team and a group of 3 teachers will visit and collaborate (virtual or in person) with another FWISD campus in regards to best practices with the goal of sharing best practices in science instruction by January 2021.	The teachers and administrative team will provide PLC delivery takeaways to ensure vertical science alignment.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Title I	0	Percent of students in all student categories at grade level in science will increase in STAAR by May 2021.
11	Title I	Provide science STAAR formatted resources targeting historically low TEKS/SEs to 5th grade science teachers by January 2021.	Gather samples of various STAAR supplemental materials to review for rigor and alignment. Purchase science supplemental materials to 5h grade students by November 2020.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	1/15/2021	Title I	7,000	Percent of students in all student categories at grade level in science will increase in STAAR by May 2021.
12		Teachers will participate in data focused PLCs where they will discuss best science instructional practices, analyze student data, identify high leverage misconceptions and or student mastery of concepts, root causes of misconceptions, and next action items in order to improve student achievement of all students.	Data focused PLCs will occur after each assessment in order to analyze the student data and brainstorm next steps. During these PLCs, teachers and administration will have the opportunity to create action plans based on the student data (TEKS mastered and not mastered, understanding/unpacking TEKS, identifying misconceptions/gaps, planning reteachs, and following through to see if student progress has been made from the action plans created).	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/28/2021	Title I	0	Percent of students in all student categories at grade level in science will increase in STAAR by May 2021.

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

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

Campus Name: 121 - De Zavala ES

Principal: Martinez, Marlette

Executive Director: Jill Balzer

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	115	203	EOY
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	62%	40%	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	50%	70%	EOY
	Decrease infractions from Insights by providing Art Therapy Services to all Insights students as measured by Art Station.			

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Parents/guardians enrolled in Parent Portal will increase throughout the academic school year.	The Data Clerk, Administrative Assistant, and Parent Liaison will work together to track bi-weekly the enrollment count of families on Parent Portal. They will also assist families with the enrollment of Parent Portal. General Supplies will be purchased in order to increase parent enrollment.	Principal,Assistant Principal,Other	5/28/2021	Title I	1,000		The school goal is to have at least 70% of families enrolled in Parent Portal so that parents are aware of student grades, progress reports, and report cards (at home measurement of the students' progress which will encourage two-way communication with the school).
2 Title I	Parents/guardians enrolled in Parent Portal will increase throughout the academic school year.	There will be opportunities for families to engage with administration in events such as coffee with the principal where Parent Portal enrollment will be of focus. Sessions and events will focus on explaining what Parent Portal is, how do you access it, how does it work, what can you find, navigation, etc.). Communication such as flyers and social media will be used to advertise Parent Portal enrollment.	Principal,Assistant Principal,Other	5/28/2021	Title I	1,000		The school goal is to have at least 70% of families enrolled in Parent Portal so that parents are aware of student grades, progress reports, and report cards (at home measurement of the students' progress which will encourage two-way communication with the school).
3 Title I	Parents/guardians enrolled in Parent Portal will increase throughout the academic school year.	Parent Portal enrollment competitions between the teachers/grade levels will increase family enrollment. Snacks/small prizes will be purchased in order to promote competition and participation.	Principal,Assistant Principal,Other	5/28/2021	Title I	3,000		The school goal is to have at least 70% of families enrolled in Parent Portal so that parents are aware of student grades, progress reports, and report cards (at home measurement of the students' progress which will encourage two-way communication with the school).

4	Title I	Decrease student incident reports by 10% for the AA subgroup by May 2021.	Continue with Restorative Practices culture and practices (circles, respect agreements, cool down spots/peace corners, check in and check out systems for self-regulation). Teachers will engage in SEL professional development sessions in order to better understand and support students with SEL needs. General Supplies will be purchased to support this action step.	Instructional Leadership,Teacher(s)	5/28/2021	Title I	1,000		The number of duplicated referrals will decrease as evidenced by FOCUS reports.
5	Title I	Decrease student incident reports by 10% for the AA subgroup by May 2021.	Meetings with parents, teachers, counselors, and students to create individualized behavior charts/plans and continuously monitoring their progress. Data will be shared with the staff every six weeks.	Instructional Leadership,Teacher (s),Other	5/28/2021	Title I	0		The number of duplicated referrals will decrease as evidenced by FOCUS reports.
6	Title I	Decrease student incident reports by 10% for the AA subgroup by May 2021.	Providing student leadership roles (safety patrol, mentorship opportunities, delivery of character lessons to others).	Instructional Leadership,Teacher (s),Other	5/28/2021	Title I	500		The number of duplicated referrals will decrease as evidenced by FOCUS reports.
7		Staff, students, and other stakeholders will engage in activities focusing on the overall well-being of the whole person (mental, physical, emotional, nutritional, etc.)	The school's wellness coordinator will identify, plan, share, and promote events to the stakeholders. General supplies will be purchased for this action step.	Principal,Assistant Principal,Other	5/28/2021	Title I	1,000		Increase the participation of students, staff and other stakeholders in wellness events/activities. The wellness coordinator will track participation via sign in sheets, activities submission, etc.
8		Art Station will be contracted to provide both group and individual therapy services to all Insights students. Sessions will focus on individual and group social emotional learning needs, trauma, and mental health.	Contract services and schedule services for students. Maintain student log of services.	Principal,Assistant Principal,Instructional Leadership	5/28/2021	Other	20,000		The number of referrals will decrease as evidenced by FOCUS reports.

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

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

121 - De Zavala ES

→ Budget Allotment Summary →	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
	\$ 7,039.00	\$ 2,268.00	-	\$ 515.00	\$ 367.00	\$ 1,112.00	\$ 83,869.00	\$ 95,170.00

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Budget Summary

Principal: Martinez, Marlette

Executive Director: Jill Balzer

Summary by Fund Source

Fund Source →	Local Basic Allotment	SCE <small>State Compensatory Education</small>	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 7,039.00	\$ 2,268.00	-	\$ 515.00	\$ 367.00	\$ 1,112.00	\$ 67,369.00	\$ 78,670.00
Mission	-	-	-	-	-	-	\$ 9,000.00	\$ 9,000.00
Learning Environment Goals	-	-	-	-	-	-	\$ 7,500.00	\$ 7,500.00
Total Allocated	\$ 7,039.00	\$ 2,268.00	-	\$ 515.00	\$ 367.00	\$ 1,112.00	\$ 83,869.00	\$ 95,170.00
Percent Budgeted	100%	100%	0%	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	-	-	-	-	\$ 67,724.00	-	-	\$ 67,724.00