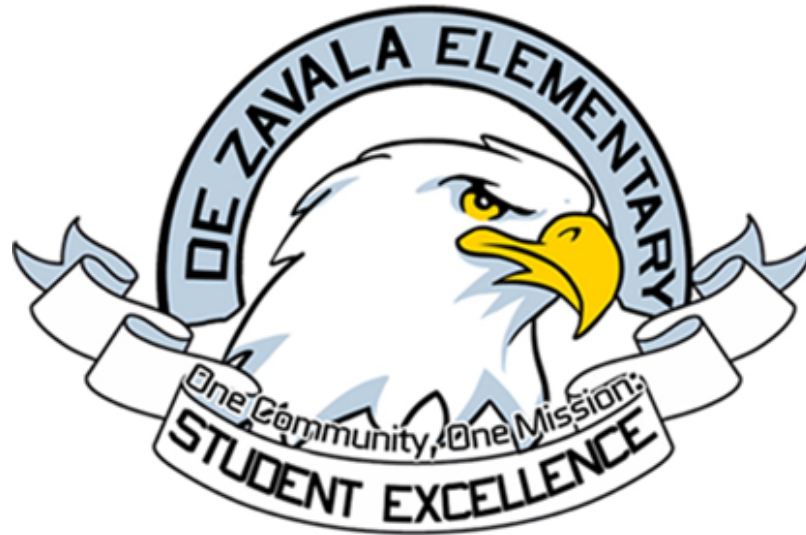


**Houston Independent School District**  
**138 DeZavala Elementary School**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

Revised/Approved: November 15, 2023

## Student Achievement

### Student Achievement Summary

High quality instructional materials are used daily. Instruction is taught at grade level.

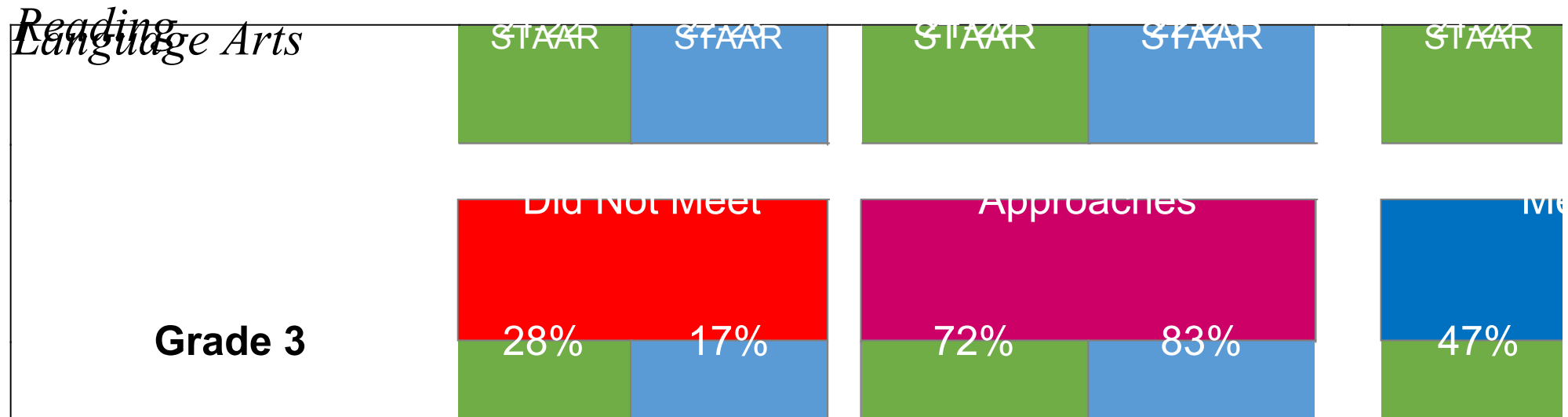
Effective classroom routines used are a focus on quality instruction. MRS strategies to increase student engagement are used.

Multiple sources of data are used to drive instruction. On a daily basis, students take a DOL and that determines what level of instruction or acceleration they receive during the instructional day. In addition, unit assessments and other metrics are used to determine what skills and objectives the students need to master.

### Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

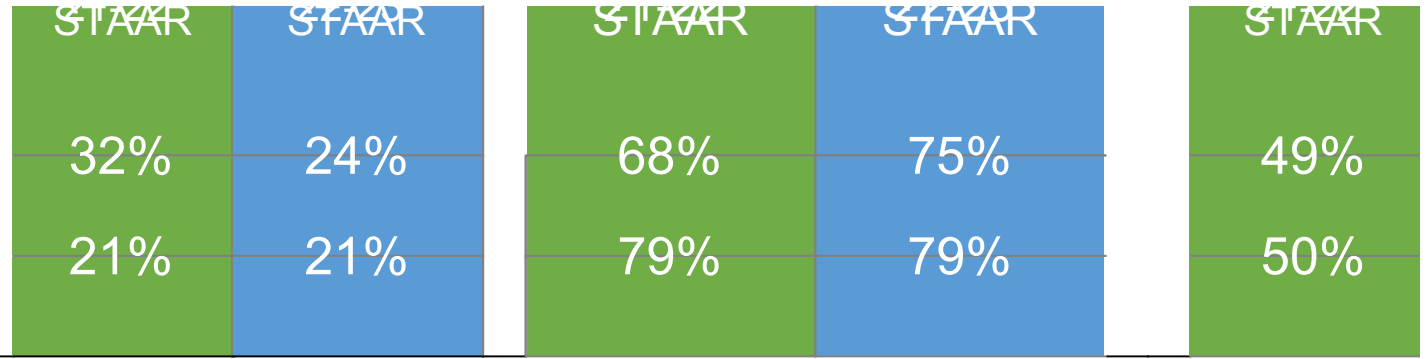
De Zavala Elementary improved in reading from 73% to 79% and math from 77% to 83%. The areas of improvement are in science and masters level.



## Language Arts

**Grade 4**

**Grade 5**

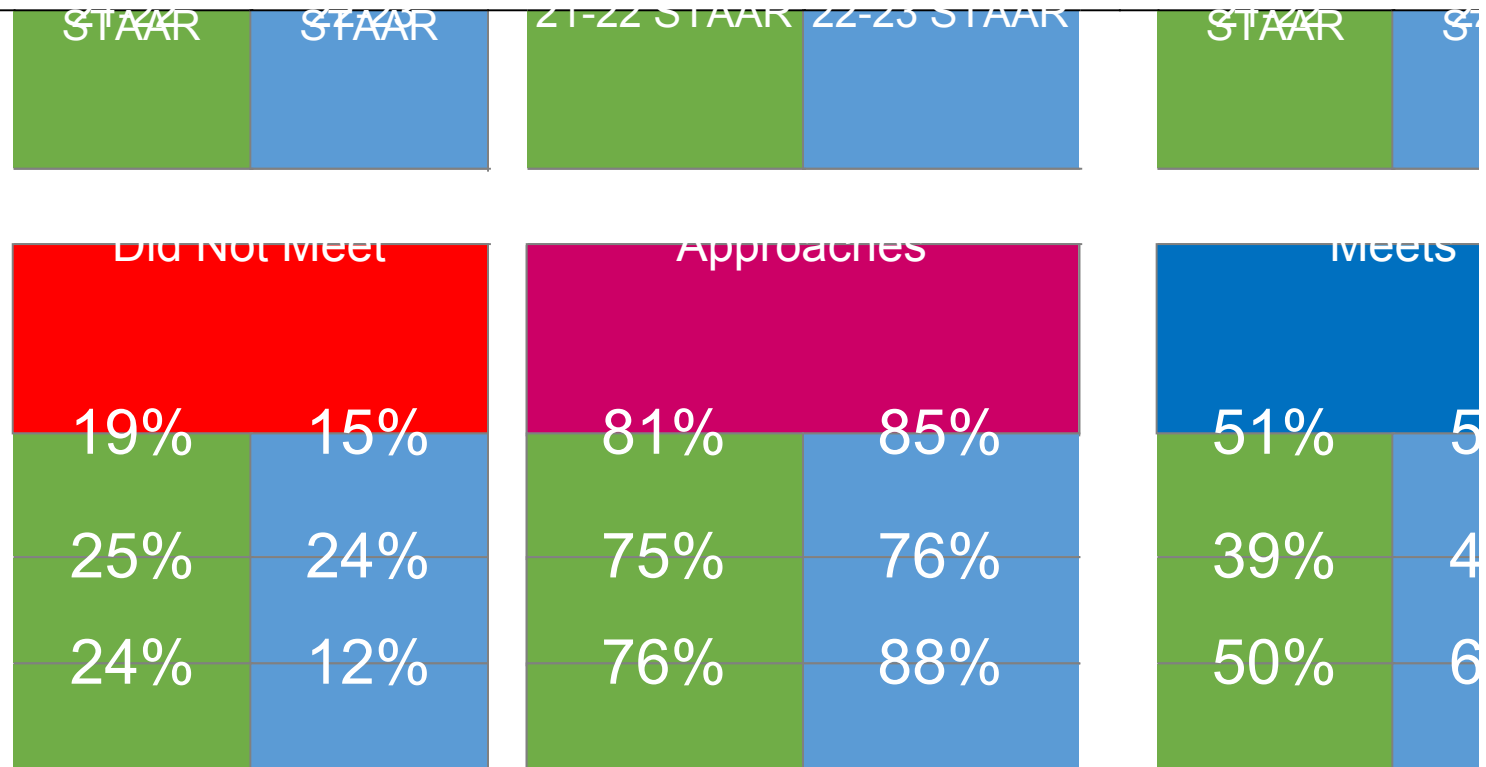


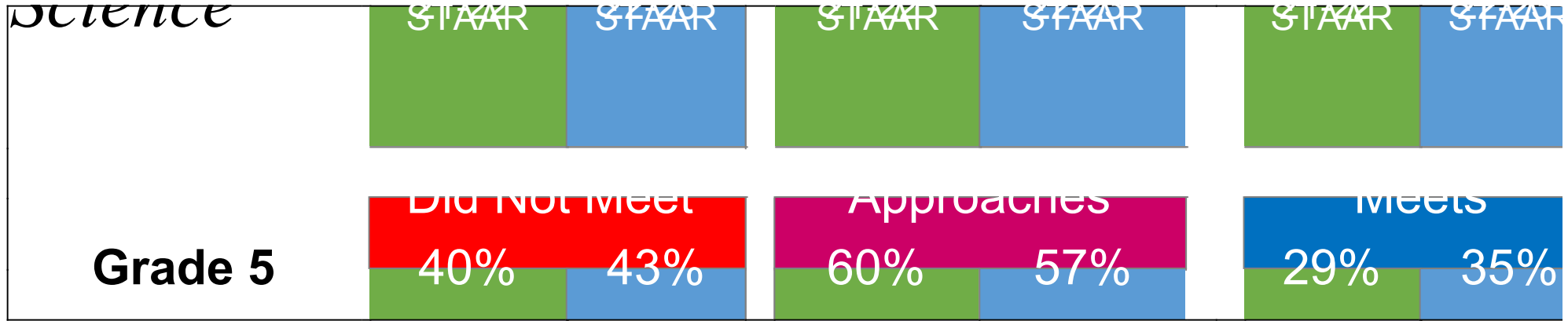
## Math

**Grade 3**

**Grade 4**

**Grade 5**





# School Culture and Climate

## School Culture and Climate Summary

De Zavala has a positive culture and climate. In 2022-2023, staff and teachers submitted 34 referrals through the Purple SAF to the Wrap Around Specialist for our students. Based on the data, over 95% of the referrals concerned the social, emotional needs of our students. Hence, students who were identified received support and guidance from HISD service providers and/or the social worker. We implemented a Positive Action program for 12 weeks to 4<sup>th</sup> and 5<sup>th</sup> graders. The program is continuing for the school year 2023-2024 to PK through 5<sup>th</sup> grades. This year we have two counselors and the Wrap Around Specialist to provide more support to our students and staff. The goal is to provide our students and staff with the coping skills to manage their emotions and articulate their needs in a healthy way.

## School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

The percentage of students receiving discipline referrals and out of school suspensions decreased by 50% as measured by the 2023 Discipline Report.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** 1. Attendance has dropped three percentage points from last year due to the relocation. 2. Due to the relocation, parents who have limited means of transportation are not able to come to school events or meet with teachers as easily as in previous years. **Root Cause:** This school year, De Zavala has relocated to Lockwood Annex due to construction. Hence, students who do not have transportation must take the bus to school. Students who miss the bus and have no means of transportation have been attributed to the school's attendance rate.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

De Zavala has experienced teachers that have been with the campus for more than 6 years. By experience, 86% of teachers have over 5 years' teaching experience. De Zavala does not have any turnover rates, retention, or attendance rates. The problem of practice is that the teachers have relied on traditional approaches of teaching that were more lecture-based, teacher-driven versus a student-driven model, and focused on intervention after school versus accelerated learning. The model of NES-A requires teachers to accelerate instruction and provide students with immediate Tier 2 instruction (reteach) and engage students to ensure they are active participants through multiple response strategies with the teacher as the facilitator.

Our population of students is changing, the G/T student population has decreased by 50% from 2020-2021 school year. De Zavala opted to participate as an NES-A school for 2023-2024, as the staff believed that it would support consistency due to the school relocating. Our staff are attending professional development as outlined by the district for NES-A campuses and implementing the LSAE model. The model requires the teachers to provide Tier 2 instruction immediately after the lesson's demonstration of learning if the student did not understand the lesson concept. Leadership is monitoring the implementation through coaching and feedback daily to build teacher capacity and support.

## Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

- De Zavala does not have any turnover rates, retention, or attendance rates
- Teacher turnover rate is less than 5%
- 86% of teachers have over 5 years' teaching experience
- Teachers know and embrace the community

## Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

**Problem of Practice 1:** The problem of practice is that the teachers have relied on traditional approaches of teaching that were more lecture-based, teacher-driven versus a student-driven model, and did not provide Tier 2 instruction immediately after lesson; instead as a tutorial or afterschool component. The NES-A model requires students to be active participants with the teacher as the facilitator. **Root Cause:** De Zavala has experienced teachers who continue to utilize traditional methodology of teaching and the NES-A model requires the teacher to be more of a facilitator.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Because of the relocation, we need to make a concerted effort to reach out to new community members in order to create partnerships that will provide service and support for our families.

## Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

De Zavala is currently hosting a Strengthening Families Program once a week to provide parents and their children with skills such as communication, reinforcement of positive behavior, problem solving, etc. We host different community events to continue building community relationships and support the academic and social success of all our students.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** De Zavala is not easily accessible to parents because of the relocation. **Root Cause:** Parents have limited means of transportation and not able to come to school events or meet with teachers as easily as in previous years.



# Priority Problems of Practice

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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

## Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data

## 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
- 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

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records
- 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
- 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
- T-TESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**





- Organizational structure data
- Communications data
- Capacity and resources data
- Action research results

# Key Actions

Revised/Approved: November 15, 2023

**Key Action 1:** The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 42 % to 45 % by the end of the 2024 school year.

**Indicator of Success 1:** The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 42 % to 45 % by the end of the 2024 school year.

| Specific Action 1 Details  |  | Reviews   |     |     |           |
|--|--|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> Build capacity of teacher literacy instruction.<br><br><b>School Leaders' Actions</b><br><br>* Leadership will facilitate PLCs on Multiple Response Strategies, Data Analysis, Best Practices, create action plan with teachers and revisit as needed to assess what worked and/or did not work, what to continue, or adjust to increase student learning. * Leadership and teachers will collect and monitor student writing samples in Reading, Mathematics, Science, and Social Studies via written artifacts and/or digital, i.e., Summit K-12, or Book Creator once a month during PLCs starting second semester. * Provide professional development on the Science of Reading for teachers in need of support. * Leadership Team and Teacher Leaders will model the process for effective PLCs with the focus on using data to drive instruction. * Coach and provide feedback on reading instruction.<br><br><b>Staff Actions</b><br><br>* Teachers will use Curriculum resources and Amplify (2nd -5th) and designate chapter or unit on their lesson plan. * Each class will have a class library where students will select an on-level book and choice of interest. Teachers will have at least 20-30 intervention block in their daily schedule to support reading. * All teachers will participate in PLCs to support reading strategies using TEA Reading Academy Modules if needed. Teachers will track student data on students' reading levels on Amplify. * Implement effective best practice research strategies for Tier 1 Reading Instruction. * Support student learning by using data to drive Tier 1 Instruction and differentiation using the LSAE model (3rd - 5th Grade). * Plan and review lessons to ensure delivery of lessons are at the highest quality level. |  | Formative |     |     | Summative |
|  |  | Feb       | Mar | Apr | June      |
|  |  |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |  |           |     |     |           |

**Key Action 2:** The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 52 % to 55 % by the end of the 2024 school year.

**Strategic Priorities:**

Expanding Educational Opportunities

**Indicator of Success 1:** The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 52 % to 55 % by the end of the 2024 school year.

| Specific Action 1 Details  |  | Reviews   |     |     |           |
|--|--|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> Increase math instructional capacity.<br><br><b>School Leaders' Actions</b><br><br>* Leadership Team will facilitate PLCs where teachers create and adjust action plan as needed and revisit to assess what worked, what did not work, and what to continue to maximize student learning. * Leadership Team will track students' progress on Eureka Assessments, Formative Assessments, and Online Summative Assessments in OnTrack, NWEA, TIDE, and/or TFAR. * Leadership Team will monitor the use of math resources and manipulatives and its implementation during instruction and spot observations. * Leadership Team will provide support for planning and for selected teachers to ensure math instruction is at the highest level of delivery.<br><br><b>Staff Actions</b><br><br>* Teachers will use Eureka Math Curriculum and HISD resources. * Teachers will track student data in OnTrack, NWEA, TIDE, TFAR, etc. and conduct data conferences with parents/guardians and students. * Teachers will submit an action plan as needed to ensure all students are showing progress based on Common Assessment data and Online Summative Assessments, i.e., STAAR Interim, STAAR Math, etc. * Teachers will prepare, plan and delivery math instruction embedding the LSAE model to ensure the highest level of Tier 1 instruction based on data is provided for the students. |  | Formative |     |     | Summative |
|  |  | Feb       | Mar | Apr | June      |
|  |  |           |     |     |           |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>  |  |           |     |     |           |





**Key Action 3:** The percentage of 5th grade students performing at or above grade level in science as measured by the Meets Grade Level Standard on STAAR will increase from 35 % to 38 % by the end of the 2024 school year.

**Indicator of Success 1:** The percentage of all students performing at or above the Meets standard on 5th grade Science will increase from 35% to 38% by the end of the 2024 school year.

| Specific Action 1 Details  | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> Increase teacher capacity in science instruction school wide.<br><br><b>School Leaders' Actions</b><br><br>Conduct lesson internalization PLC with teachers. Provide on the spot coaching and feedback. Provide professional development in science curriculum.<br><br><b>Staff Actions</b><br><br>Attend professional development. Implement coaching and feedback provided by campus administration. | Formative |     |     | Summative |
|  | Feb       | Mar | Apr | June      |
|  |           |     |     |           |
| <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>   |           |     |     |           |

**Key Action 4:** The percentage of 3rd- 5th grade students in special education performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from 0 % to 12 % by the end of the 2024 school year.

**Indicator of Success 1:** The percentage of 3rd- 5th grade students in special education performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from 0 % to 12 % by the end of the 2024 school year.

| Specific Action 1 Details   | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Specific Action 1:</b> Ensure that all student IEPs are met and followed with fidelity.<br><br><b>School Leaders' Actions</b><br><br>* Collaborate with special education chairperson/case manager on the development of student IEPs and ensure proper documentations by teachers. * Monitor implementation and effectiveness of IEPs by classroom and special education teacher. * Provide teachers with ongoing support and feedback on IEP implementation. * Provide support and professional development that target best practices to enhance instructional practices. * Facilitate PLCs to unpack the TEKS and Learning Objectives * Use data monitoring trackers to support individual student growth.<br><br><b>Staff Actions</b><br><br>* Plan annual/promotion ARDs 2 months in advance * Training and Monitoring Implementation (Dyslexia, Rti, NWEA, etc.) * Lesson collaboration and implementation * Create Safety Plans and Behavior Intervention Plans * Consistent communication with parents and special education department to support the needs of our students. * Teachers attend all reading and math PLCs. * Coaching and reflective practice * Data tracking (upload accommodations, progress in PowerSchool). | Formative |     |     | Summative |
|   | Feb       | Mar | Apr | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |           |     |     |           |

**Key Action 4:** The percentage of 3rd- 5th grade students in special education performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from 0 % to 12 % by the end of the 2024 school year.

**Indicator of Success 2:** The percentage of 3rd- 5th grade students in special education performing at or above grade level in reading at the Meets Grade Level Standard on STAAR will increase from 0 % to 12 % by the end of the 2024 school year



# State Compensatory

## Budget for 138 DeZavala Elementary School

**Total SCE Funds:** \$63,122.83

**Total FTEs Funded by SCE:** 0.95

### Brief Description of SCE Services and/or Programs

De Zavala Elementary School uses State Compensatory Education funds to support At-Risk students. We fund a 2nd grade math teacher. Additionally funds are used for students' academic support who are at risk of failing and for classroom resources to ensure student success.

## Personnel for 138 DeZavala Elementary School

| <u>Name</u>    | <u>Position</u>              | <u>FTE</u> |
|----------------|------------------------------|------------|
| Marytsa Acosta | NES-A 2nd Grade Math Teacher | 0.95       |

# Title I Personnel

| <u>Name</u>          | <u>Position</u>                 | <u>Program</u> | <u>FTE</u> |
|----------------------|---------------------------------|----------------|------------|
| GARZA, BENITA ARHELI | NES-A 5th Grade ELA ESL Teacher | ELA            | 1          |