

Irving Independent School District
De Zavala Middle School
2022-2023 Campus Improvement Plan



Mission Statement

Mission

At DZ, our mission is to provide an environment that cultivates accountability, responsibility, and lifelong-learning both socially and academically.

Vision

Our vision is to be an innovative campus that provides equity for all, closes achievement gaps, and empowers students to be the best version of themselves.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics (2021 - 2022 Fall PEIMS file loaded 01/13/2022)	Count	Percent
Gender		
Female	429	48.58%
Male	454	51.42%
Ethnicity		
Hispanic-Latino	720	81.54%
Race		
American Indian - Alaskan Native	20	2.27%
Asian	15	1.70%
Black - African American	47	5.32%
Native Hawaiian - Pacific Islander	0	0.00%
White	78	8.83%
Two-or-More	3	0.34%

Student Programs (2021 - 2022 Fall PEIMS file loaded 01/13/2022)	Count	Percent
Dyslexia	92	10.42%
Gifted and Talented	159	18.01%
Regional Day School Program for the Deaf	0	0.00%
Section 504	105	11.89%
Special Education (SPED)	86	9.74%
Bilingual/ESL		
Emergent Bilingual (EB)	470	53.23%
Bilingual	2	0.23%
English as a Second Language (ESL)	467	52.89%

Staff Information (2021 - 2022 Fall PEIMS file loaded 01/13/2022)	Count	Percent
Administrative Support	12	13.19%

Administrative Support	12	16.13%
Teacher	68	74.73%
Educational Aide	11	12.09%
Auxiliary	0	0.00%

Role ID	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander
(003) - Assistant Principal	0	0	1	0	0
(008) - School Counselor Provides Guidance And Counseling Services To Students	0	0	1	0	0
(013) - Librarian	0	0	0	0	0
(020) - Principal	0	1	0	0	0
(022) - School Nurse	0	0	0	0	0
(033) - Educational Aide	0	0	11	0	0
(041) - Teacher Facilitator	0	0	0	0	0
(087) - Teacher	3	16	9	1	0

Community residencies include non-homeowners, mobile homes, apartment dwellings, and single-family homes. Languages spoken by parents are primarily English and Spanish. de Zavala has a strong PTA that works to make de Zavala Middle School a thriving environment for students to learn and teachers to work. de Zavala staff works with parents to translate school events in Spanish and English to provide assistance with online enrollment forms, parent conferences, and school communications

Demographics Strengths

At De Zavala Middle School, we strive to support the whole child. We offer a variety of clubs and programs for students' diverse interests, passions, and needs. Some of our clubs and programs include Cheer leading, AVID, AP-Spanish, Disc Golf Club, Chess Club, National Junior Honor Society, Book & a Movie Club, and student council. We also offer gifted and talented classes, beginner ESL classes, special education classes, orchestra, band choir, art, and theater to meet the educational needs and interest of our student population. De Zavala staff members are given multiple opportunities to give back to the community they serve with campus events, fundraisers, and donation drives. Some of our community services include canned food drive, Angel Tree Gifts, sponsoring a family at thanksgiving, and participating in our Hawk to Hawk mentoring program. A monthly newsletter is sent to families communicating about school happenings and events. De Zavala has a strong PTA that regularly supports events on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Currently, the makeup of our faculty does not reflect the diversity of our student body **Root Cause:** We are lacking quality certified candidates

to meet our needs

Student Learning

Student Learning Summary

The number of all De Zavala students who passed STAAR Reading increased across all grade levels for the 2021-2022 school year.

In the 18-19 School year, 69 % of students passed the Reading STAAR and in 2022, 72% passed STAAR Reading- an increase of 3%

De Zavala has a

Student Learning Strengths

Our ELL students continue to grow in their academic abilities. We have exited more and more students as they continue to show mastery on TELPAS and STAAR. Over the span of four years, we have seen 12% academic growth in our ELL population in regards to exiting TELPAS. The percentage of ELL students who attained passing standards on the STAAR tests increased in several categories.

Our teachers employ PLC best practices and meet weekly to refine lessons, review data and develop instructional practices in order to meet the diverse needs of our students

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although most students are showing growth, students that belong to the sub-pops of ELL and Special Education are not make the same progress as their non ELL/SPED peers **Root Cause:** Teachers need more training on differentiation and how to implement ELL strategies in the classroom

School Processes & Programs

School Processes & Programs Summary

De Zavala provides professional development based on identified campus needs as well as our campus and district goals. Teachers have received Data Driven Instruction professional development sessions and continue to receive training on our campus focus on metacognition. New teachers are assigned campus mentors and continue to receive training in Capturing Kids Hearts. Departments hold PLCs weekly/daily to collaborate, analyze data and discuss instructional strategies to best meet the needs of our students. De Zavala offers a variety of programs to address all student needs, as well as recognize students for academic and behavioral achievement.

School Processes & Programs Strengths

Instructional time is maximized by a strategic master schedule, morning and afternoon tutorials, and targeted intervention and enrichment time. Our staff utilizes solution tree PLC practices to guide instructional planning and data analysis in order to ensure alignment between the district curriculum, instruction/assessment, and intervention to produce student learning at or above performance standards. Our PLC teams meet by both subject areas and grade levels to promote vertical alignment and action-oriented insights into student learning. Students participate in 6th Grade Hawk Camp at the beginning of the year. The camp is designed to ease the transition from elementary into middle school and make clear the campus' academic and behavioral expectations. Our campus offers high school credit courses in English, Algebra, Geometry, Biology, Spanish, and CTE.. Classroom management is left to individual teachers, in combination with a campus-wide discipline system. Our school safety plan includes a suicide prevention curriculum, anti-drug programming during Red Ribbon Week, and an anti-bullying guidance curriculum. Safety drills are carried out in accordance with district policy.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Data often analyzed but action steps are not created or developed **Root Cause:** Lack of training on Data Driven Instruction and teachers struggle to identify the gap

Perceptions

Perceptions Summary

De Zavala Middle School is a safe place for students and staff. Teachers support each other inside and outside of the classroom. Counselors support students and staff by consulting and restoring relationships in the classrooms. De Zavala hosts a Hispanic Heritage Night, book fairs, open houses, recognition ceremonies, pep rallies, and hosts elementary schools at athletic events, coordinate All-Pro dads meeting, and participate in various community service projects. We also have a discipline incentive system to recognize students who are always doing well in school and the classroom called Soar award. Surveys are conducted and data is collected from parents, students, and staff to create better systems on campus.

Perceptions Strengths

Parents continue to reach out via email and/or phone call to collaborate with campus personnel to meet the needs of students. Parents are reading and responding to the weekly information sent out; we have had record turn out for parent meetings such as our All Pro Dads, meet the teacher night, and our athletic events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents are not actively and consistently engaged with the school **Root Cause:** Our family engagement liaison is not involved with the school community. Opportunities for parents to be involved have not been facilitated in the last few years.

Problem Statement 2 (Prioritized): Parents are not aware of all of the opportunities for their student after middle school and high school. **Root Cause:** lack of opportunities for parents to learn in their language

Priority Problem Statements

Problem Statement 2: Currently, the makeup of our faculty does not reflect the diversity of our student body

Root Cause 2: We are lacking quality certified candidates to meet our needs

Problem Statement 2 Areas: Demographics

Problem Statement 3: Although most students are showing growth, students that belong to the sub-pops of ELL and Special Education are not make the same progress as their non ELL/SPED peers

Root Cause 3: Teachers need more training on differentiation and how to implement ELL strategies in the classroom

Problem Statement 3 Areas: Student Learning

Problem Statement 1: Data often analyzed but action steps are not created or developed

Root Cause 1: Lack of training on Data Driven Instruction and teachers struggle to identify the gap

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 4: Parents are not actively and consistently engaged with the school

Root Cause 4: Our family engagement liaison is not involved with the school community. Opportunities for parents to be involved have not been facilitated in the last few years.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Parents are not aware of all of the opportunities for their student after middle school and high school.

Root Cause 5: lack of opportunities for parents to learn in their language

Problem Statement 5 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Grades that measure student performance based on the TEKS

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Communications data

Goals

Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 50 % to 55% by May 2023.v

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be trained and implement DDI (Data Driven Instruction) protocols to continually track the growth of all students which will assist teachers in differentiating instruction and in creating targeted intervention groups.</p> <p>Strategy's Expected Result/Impact: Teachers will have a several data points to monitor student growth and teachers will then have data to group students and differentiate instruction.</p> <p>Staff Responsible for Monitoring: Principal Interventionist Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will have dedicated time each week to review student IEPs, accommodations and modifications for all SPED, 504, and ELL students in their classes. Individual students and/or sub populations of student groups will receive extra support through small group interventions, after school tutorials, and Saturday Tutorials to address gaps in learning from previous, as well as current, year gaps.</p> <p>Strategy's Expected Result/Impact: Teachers designate time each week to evaluate accommodations and/or modifications for designated subgroups (i.e. ELL, SPED, 504). Individualized student support based on identified needs to make strides in closing identified learning gaps.</p> <p>Staff Responsible for Monitoring: Academic Specialist, PLC leads, Administrators, and Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Money for tutoring - 199 - General Funds: SCE - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: Although most students are showing growth, students that belong to the sub-pops of ELL and Special Education are not make the same progress as their non ELL/SPED peers Root Cause: Teachers need more training on differentiation and how to implement ELL strategies in the classroom</p>
School Processes & Programs
<p>Problem Statement 1: Data often analyzed but action steps are not created or developed Root Cause: Lack of training on Data Driven Instruction and teachers struggle to identify the gap</p>

Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on the Math MAP assessment from 58% to 63%

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be trained and implement DDI (Data Driven Instruction) protocols to continually track the growth of all students which will assist teachers in differentiating instruction and in creating targeted intervention groups.</p> <p>Strategy's Expected Result/Impact: Teachers will have a several data points to monitor student growth and teachers will then have data to group students and differentiate instruction.</p> <p>Staff Responsible for Monitoring: Principal Interventionist Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Although most students are showing growth, students that belong to the sub-pops of ELL and Special Education are not make the same progress as their non ELL/SPED peers Root Cause: Teachers need more training on differentiation and how to implement ELL strategies in the classroom</p>
School Processes & Programs
<p>Problem Statement 1: Data often analyzed but action steps are not created or developed Root Cause: Lack of training on Data Driven Instruction and teachers struggle to identify the gap</p>

Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math and Algebra EOC. STAAR Math- 26% to 31% Meets and Algebra EOC 55% or 60 %

Evaluation Data Sources: STAAR Data, DCAs, CFA

Strategy 1 Details	Reviews			
<p>Strategy 1: Math teachers will utilize the MAP learning continuum to provide enrichment activities for students during the designated intervention and enrichment periods and track progress to ensure that students are growing academically.</p> <p>Strategy's Expected Result/Impact: Students will continually show growth throughout the year.</p> <p>Staff Responsible for Monitoring: PLC leads, Academic Specialist</p> <p>Title I: 2.4, 2.5, 2.6 -</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Algebra student progress will be tracked by monitoring mastery level of essential standards. Then, intervention/enrichment groups will be created based on student need.</p> <p>Strategy's Expected Result/Impact: Students and teachers will have an understanding of mastery level of essential standards. Teachers will differentiate based on student need to ensure mastery of TEK.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 2 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: Data often analyzed but action steps are not created or developed Root Cause: Lack of training on Data Driven Instruction and teachers struggle to identify the gap</p>

Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

Performance Objective 1: Increase student and parent knowledge about the Dallas County Promise, available scholarships fro college, and the college academies that Irving ISD has to offer.

Evaluation Data Sources: Meeting sign in sheets, number of parents who attend meetings and events.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will have several opportunities (virtual and in-person) to learn about the collegiate academies in Irving ISD and the Dallas County Promise.</p> <p>Strategy's Expected Result/Impact: parents and students will be informed about the college opportunities- De Zavala graduates will be more likely to chose a career or college path that is appropriate for them after they leave middle school and then high school.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Parents are not aware of all of the opportunities for their student after middle school and high school. Root Cause: lack of opportunities for parents to learn in their language</p>

Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: Maintain a PTA that is good standing with the state, hold monthly meetings, and provide multiple opportunities for parents to be involved with the PTA.





Evaluation Data Sources: Meeting sign in sheets, PTA member log

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold monthly PTA meetings to cover school activities, school improvement, and needs of the students and staff.</p> <p>Strategy's Expected Result/Impact: Increased parent participation.</p> <p>Staff Responsible for Monitoring: Administrators PTA president</p> <p>Title I: 4.1 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 2: Increase school communication with parents and increase the number of parents/guardians attending parent meetings in order to obtain recognition for DZ's Parent Center.

Evaluation Data Sources: Meeting sign in sheets,

Strategy 1 Details	Reviews			
<p>Strategy 1: The parent liaison will be visible at parents events, create relationships with parents, and help meet the needs of the parents and families of DZ</p> <p>Strategy's Expected Result/Impact: the role of the parent liaison will be utilized and more parents will be involved</p> <p>Staff Responsible for Monitoring: Parent Liaison, Principal, Principal Secretary</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host parent engagement nights</p> <p>Strategy's Expected Result/Impact: parents will build relationships with the school, parents will partner with the school in teachers to create the best learning environment for their student</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison, Administrators</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Money for refreshments for families - 199 - General Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Parents are not actively and consistently engaged with the school Root Cause: Our family engagement liaison is not involved with the school community. Opportunities for parents to be involved have not been facilitated in the last few years.</p>
<p>Problem Statement 2: Parents are not aware of all of the opportunities for their student after middle school and high school. Root Cause: lack of opportunities for parents to learn in their language</p>

Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.

Performance Objective 1: De Zavala will continue to maintain it's current facility

Evaluation Data Sources: School Dude maintenance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will schedule "building walks" to ensure that the building is operating appropriately and efficiently.</p> <p>Strategy's Expected Result/Impact: The building will continue to look clean and safe for students and staff.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	PLCs will have dedicated time each week to review student IEPs, accommodations and modifications for all SPED, 504, and ELL students in their classes. Individual students and/or sub populations of student groups will receive extra support through small group interventions, after school tutorials, and Saturday Tutorials to address gaps in learning from previous, as well as current, year gaps.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

CIP was developed with all appropriate stake holders.

2.2: Regular monitoring and revision

The CIP will be monitored regularly by the CIC and administrators.

2.3: Available to parents and community in an understandable format and language

The CIP will be translated in English and Spanish. A copy will be at the front desk of the school and at the Irving Public Library

2.4: Opportunities for all children to meet State standards

The CIP was developed with all students in mind. All students at De Zavala will have opportunities to meet state standards.

2.5: Increased learning time and well-rounded education

The CIP addresses increased learning time with differentiated instruction.

2.6: Address needs of all students, particularly at-risk

Students will be identified and tracked using DDI protocols.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The plan will be evaluated three times a year

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The parent engagement policy will be reviewed and edited by the CIP.

4.2: Offer flexible number of parent involvement meetings

Parent Liaison will offer multiple opportunities for parents to be involved.

5. Targeted Assistance Schools Only

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	Money for refreshments for families		\$2,000.00
Sub-Total					\$2,000.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Money for tutoring		\$15,000.00
Sub-Total					\$15,000.00