Galena Park Independent School District

Zotz High School

2019-2020 Campus Improvement Plan

Zotz Education Center

HOME OF EXCELLENCE

Mission Statement

In our service to at-risk youth, our goal at the Zotz Education Center is to enhance academic achievement, encourage responsible citizenship, and provide students with the necessary resources and strategies that will assist them with achieving their educational and personal goals through non-traditional settings.

Vision

Joyce Zotz Education Center is an academic center that strives to develop citizens with the skills, knowledge, and core values to lead and influence their communities. In 2018-2019 our campus theme will be "Enter to Learn, Leave to Achieve."

Campus Profile

Where We Have Been

A. History of Campus Important Changes

The Accelerated Center for Education (ACE)

ACE evolved from a dropout prevention committee headed by then Assistant Superintendent Dr. Shirley J. Neeley. This “school of choice” for at-risk students opened its doors to 60 students in January 1994. The original campus consisted of a two-room portable building located on the San Jacinto College North Campus. Due to the success of the program ACE moved to its current location at the Joyce Zotz Education Center. The number of students to enter and successfully complete the program has steadily increased over the last twenty years.

Center For Success (CFS **)** is GPISD’s Alternative Education Program. Its goal of “Whatever It Takes” is designed to change behavior, and provide students with alternative conflict resolution strategies; while maintaining academic success for those students who have been removed from their traditional educational setting for disciplinary reasons. In addition to the principal and assistant principal, the staff consists of certified English/Language Arts, Social Studies, Math and Science teachers, classroom aides, and a Licensed Chemical Dependency Counselor. CFS accepts students from Elementary, Middle and High Schools within the district. Students that successfully complete their assigned days in the program return to their home campuses.

ACE Night School

ACE Night School provides a no-cost, accessible, student centered, accelerated instructional program to former GPISD students who have left high school without finishing, and current GPISD high school students whose circumstances indicate a high risk of not graduating. Through flexible scheduling,

individualized instruction, personalized academic guidance, and consistent monitoring, the program provides an academic pathway to graduation and ultimately lifelong learning and productive citizenship.

Additionally, ACE Night School offers a tuition-based program for students of Galena Park High school and North Shore Senior High for students who elect to attend in the evenings to take and recieve credit for high school courses in addition to the ones they take during the regular school day. the program provides TAKS testing and TAKS tutorial programs for students still needing those exams to graduate.

In 2017-2018 the program served approximately 170 Night School Only and TAKS Tutorial students. More graduations and courses will be completed in the summer 2017-18 program.

NAC

Served 76 New Arrival students for the first time in 2017-18 program year.

B. Attendance/Dropout/ Completion Rate/College Readiness Data

Attendance: ACE Average Daily Attendance: 86% for students from GPHS and 87.5% for students from NSSH

Dropout Rate: ACE is a program and all information concerning dropout rate is reported to the home campus through PEIMS data (NSSH 005 and GPHS 001)

Completion Rate: ACE is a program and all information concerning completion rate is reported to the home campus through PEIMS data (NSSH 005 and GPHS 001)

136 Students graduated from the ACE campus in the 2017- 2018 school year.

Where We Are Now

A. Demographic Data

JZEC currently has 1 Principal. The principal oversees five alternative programs: Accelerated Center for Education (ACE/Night), Behavior Training Center (BTC), New Arrival Center (NAC), and Center for Success (CFS).

ACE/NAC currently has 1 Assistant Principal, 1 At-Risk Specialist/Night School Administrator, 1 Counselor, 1 Registrar, 1 Special Education Teacher, 14 Regular Education Teachers, 1 Attendance/PEIMS/Truancy Clerk, 1 Teacher Aide and 3 Paraprofessionals. Students attend three to eight instructional classes each day depending on individual sessions each. Students receive instruction via Edgenuity Credit Recovery or through direct teacher instruction. Each teacher is given a conference period and a duty free lunch. Additionally, accelerated and credit recovery classes are offered at night from 5:00 p.m. – 8:00 p.m. GPISD staff members are offered extra duty to work this program.

CFS currently has 1 Assistant Principal, 4 High School Teachers, 2 Middle School Teachers, 1 Elementary Teacher, 1 Chemical Dependency Counselor, and 2 Teacher Aides. Each teacher is given a conference period and a duty free lunch.

BTC currently has 1 Assistant Principal, 1 Elementary Teacher, 1 Middle School Teacher, 2 High School Teachers and 3 Teacher Aides. Each teacher is given a conference period and a duty free lunch.

ACE Night School operates as an extension of ACE and has 1 Night School Administrator. Staffing is based on student enrollment maintained through GPISD employee extra-duty

ACE Student Demographics for 2017-2018:

In 2017 - 2018 Zotz served approximately:

608 Total students through ACE Day School, Night School, and TAKS Tutroials Programs Combined

438 Students in the ACE Day School Program

163 Students in the ACE Night School Program

7 Students in th TAKS Tutorial Program

16.2% African American

80% Hispanic

3.3% White

.76% Other

31% LEP

10% SPED

Where We Are Going:

Based on a review of 2017-2018 data available, CPAC Approved the following goals for the 2017-2018:

1. Continue to focus on increasing attendance.

2. Implement shorter, more focused tutorial initiatives more frequently throughout the year.

3. Place more emphasis on tailoring tutorials to meet specific needs of students.

4. Incentivize tutorial attendance.

5. Continue outreach efforts to get out of school students to attend tutorials and come test.

6. Incorporate computer programs such as Edgenuity Test Prep programs into tutorials and test preparation.

7. Create more test preparation sessions for ELA and English EOC Tests.

8. Provide more tutorials and test preparation assistance to students taking the TAKS test.

B. Highly Qualified

All teachers are certified and highly qualified in accordance with the NCLB Act.

C. Survey Data

In addition to staff development in the content areas, staff members expressed an interest in receiving staff development in the areas of:

Early Interventions

Instructional and Discipline Strategies

Understanding the needs of students and poverty

Increasing Literacy

Implementing technology in the classroom

Identifying drug use in students

Response to Interventions

Instructional coaching, hands-on curriculum support for new teachers.

More parent involvement with campus planning, and more parent participation in events.

Student Engagement

Areas for district focus next year should be reading skills, technology, and student achievement. GPISD safety focus should be bullying, school-wide discipline, and active monitoring of students. CTE opportunities, Pre-Ap scores, and College Entrance Exam are priorities.

ELA and co-teacher, curriculum development, PST, extra-curricular involvement, as well as academic and crisis counseling are also suggested areas of focus for GPISD.

Although the campus and district initiate many effective attendance programs and incentives, staff feels student attendance still needs improvement.

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Comprehensive Needs Assessment

Revised/Approved: April 02, 2019

Demographics

Demographics Summary

Accelerated Center for Education (ACE) is the only alternative school in Galena Park Independent School District. ACE has served a total of 662 students this school year. We have 33 staff members to meet the needs of the students. Our schedule is built around an 8 pd. day.

Our student population is as follows:

- 13% African American
- 2% White
- 84% Hispanic
- .6% Asian
- .0 American Indian

Student Information:

- Economically Disadvantaged - 426
- Limited English Proficient - 242
- At-Risk - 662
- Special Education - 113

Staff Information:

- Teachers - 21
- Counselors - 1
- Assistant Principals - 1
- Principal - 1
- Secretaries - 3
- Instructional Aids - 1
- Male - 11

- Females - 17

Our year to date information includes the following: Drop -out rate is below 10%. The year -to-date average daily attendance rate for students is 82%. The average daily attendance rate for staff is 97%. ACE currently serves 120 English Language Learner students with 16 students on monitor status. This year we have identified 14 students for the 504 services and a total of 1 dyslexia students who are being served through 504 and/or Special Education. There are 15 students who are currently served through special education services on our campus.

Demographics Strengths

Strengths

- Student attendance program
- Student support services programs
- Bilingual meetings during day
- Accelerated Instruction
- Student recognition program
- Career days , March

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to increase parental involvement during the school day. **Root Cause**: Lack of parental Involvement for academics.

Student Academic Achievement

Student Academic Achievement Summary

ACE Spring 2019 EOC Statistics

Number of All Students That Passed

	English 1	English 2	Algebra	Biology	US History
GPHS	3	5	6	6	19
NSSH	10	22	16	22	63
ACE	13	27	22	28	82

Percentage of All Students That Passed

	English 1	English 2	Algebra	Biology	US History
GPHS	18.75	17.86	60	46	79
NSSH	16.4	28	64	50	78
ACE	17	25.5	63	49	78

ACE Spring 2018 EOC Statistics

Number of Students That Passed

	English 1	English 2	Algebra	Biology	US History
GPHS	4	3	8	7	8
NSSH	9	25	17	12	14
ACE	13	28	25	19	22

Percentage of Students That Passed

	English 1	English 2	Algebra	Biology	US History
GPHS	17	13	62	41	89
NSSH	22	36	71	50	54
ACE	20	30	68	46	63

Student Academic Achievement Strengths

- Customization of teacher instruction based on student needs.
- Small learning enviroment.
- Building relationshipes with students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our campus needs to focus on overall student achievement on the English I and English II EOC exams. **Root Cause**: With a large increase in English Language Learners on our campus, we need to develop effective professional development for teachers in order to provide instructional strategies for English Language learners.

School Processes & Programs

School Processes & Programs Summary

Instruction and Curriculum:

-District provided Curriculum Scope and Sequences

-District provided Curriculum Maps with assosciated Lesson Plans and Resources

-Instructional Professional Development

-Campus Based Assessments (District and Teacher Created)

-Fundamental Five and Power Walk Program

Personnel (Recruit, Support and Retain):

-New Teacher District and Campus Mentor Programs

-Targeted Professional Development

-Content Team Planning

-Incentive Based Programs for Academic Achievement and Attendance

-Open Door Administrative Policy

-Teacher Appreciation Week

-Staff Appreciation Week

-TTESS Goal Setting and Coaching Cycles with Campus Administrators and Specialists

-EOC Tested Areas-- proximity to one another on campus to encourage collaboration

Organizational and Administrative:

-Weekly Administrative Team Meetings

i-Weekly Department Meetings with Administrators

-Monthly Department Chair Meetings with the Assistant Principal of Curriculum

-Monthly Faculty Meetings

-Content Team Planning Meetings a minimum of twice per week with Administrators

-Each department is assigned to a campus Administrator

-Operations Weekly provided to all Staff Members

-Shared First Class Calendars

-Daily morning and afternoon announcments

-Campus Website, TV's, Marquee and Campus Call-Outs display pertinent information for staff and students

School Processes & Programs Strengths

As our campus, we have identified the following areas as School Processes and Programs Strengths:

-Teacher Retention-- Zotz has maintained a 97% retention rate the past 3 years.

-Campus Communication for parents, students, faculty and community members through call-outs, campus website, flyers, and marquee.

-Content Team Planning and Curriculum Support systems

Perceptions

Perceptions Summary

Zotz has created a family-oriented environment, positively welcomes parents/community members at school, and assists with meeting student/family needs.

Perceptions Strengths

Zotz holds monthly parent meeting in English and Spanish. Zotz works closely with CYS to provide needed aide to students and families in need.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Utilize all avenues to communicate with parents. **Root Cause**: We need more than one way to stay in communication with parents because their contact with the school maybe limited.

Priority Problem Statements

Problem Statement 1: Based on district data analysis and STAAR EOC exam scores, our campus needs to continue to focus on student achievement in the five End-of-Course tested areas: English I, English II, Algebra, Biology and US History.

Root Cause 1: Increased rigor on state exams with the transition from TAKS to EOC, as well as the increased phase in standards for student achievement. The campus needs to focus on increasing instructional rigor and analytical thinking skills for all students.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: With the transition to the foundations graduation plan, our campus must focus on student's completing a coherent CTE sequence and obtaining CTE certifications.

Root Cause 2: With the transition to the foundations graduation plan and endorsements, the administrative and counseling teams will need to continue to acquire knowledge and ensure the master schedule is built to support the new requirements.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Our campus needs to continue to focus upon increasing student attendance.

Root Cause 3: Our student population experiences a variety of home life concerns that make school attendance challenging at times. Our campus needs to continue to focus on monitoring student attendance, as well as providing interventions and support to our struggling students.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Our campus needs to focus on team building and promoting a culture of unity among all Zotz stakeholders.

Root Cause 4: Our campus will continue to seek out new methods to bring all Zotz stakeholders together through community and campus outreach programs and opportunities.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Our campus needs to increase teacher pedagogical skills in order to meet the rigor required of the STAAR EOC assessment system.

Root Cause 5: Our campus needs to increase teacher pedagogical skills in order to meet the rigor required of the STAAR EOC assessment system.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Our campus is experiencing an achievement gap among our Special Education and English Language Learner populations on all portions of the STAAR End-of-Course Exams.

Root Cause 6: Our campus needs to increase the number of teachers certified in ESL pedagogy, structure our master schedule to ensure in-class support and co-teach sections, as well as focus on staff development for all teachers in ESL and SPED instructional strategies and accommodations.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Our campus needs to increase the number of parent volunteers.

Root Cause 7: When attempting to recruit parent volunteers, it often difficult to find parents that are able to volunteer due to their work schedule or family obligations.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Our campus needs to focus on increasing overall communication and bridge the communication gap between school and home.

Root Cause 8: Our campus needs to continue to seek out alternate methods to communicate with parents and students, such as: call-outs, campus web site, Remind 101, and mail-outs.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: Our campus needs to increase the technological proficiency in students and teachers.

Root Cause 9: It is difficult at times to find the time and resources necessary to provide professional development to teachers covering new technology and new programs. In addition, with limited computer labs and laptops, teachers must rotate their students through computer labs which at times is difficult to schedule.

Problem Statement 9 Areas: Technology

Problem Statement 10: We need to increase parental involvement during the school day.

Root Cause 10: Lack of parental Involvement for academics.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Our campus needs to focus on overall student achievement on the English I and English II EOC exams.

Root Cause 11: With a large increase in English Language Learners on our campus, we need to develop effective professional development for teachers in order to provide instructional strategies for English Language learners.

Problem Statement 11 Areas: Student Academic Achievement

Problem Statement 12: Utilize all avenues to communicate with parents.

Root Cause 12: We need more than one way to stay in communication with parents because their contact with the school maybe limited.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Our campus needs to utilize School Dude and Eduphoria Help Desk to quickly and efficiently make needed repairs.

Root Cause 13: All staff not familiar with proper procedures for reporting needed repairs and maintenance assistance.

Problem Statement 13 Areas: Technology

Problem Statement 14: Curriculum- utilizing district data to drive instruction to build appropriate, differentiated, formative assessments for all populations of students.

Root Cause 14: Addressing the calendar- time is not appropriately provided to teachers to have meaningful data discussions as a department and with students. Appropriate planning is needed where teachers have the opportunity to reteach topics where students are struggling.

Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Zotz Education Center will provide a safe, productive and healthy learning/ working environment for students and staff.

Performance Objective 1: Teach all staff and students all safety practices and protocols.

Evaluation Data Source(s) 1: Calendar of completed drills, yearly incident reports, end of year survey.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue goal next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Implement a schedule of all safety drills.	All staff and administrators.	100% completion of all required drills.	10%	100%	50%	100%
	Problem Statements: School Culture and Climate 2					
2) Use discipline flow chart to increase discipline consistency.	All staff and administrators.	Decrease in discipline referrals.	10%	0%	70%	
	Problem Statements: Parent and Community Engagement 2					

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 2: Our campus needs to focus on team building and promoting a culture of unity among all Zotz stakeholders. **Root Cause 2**: Our campus will continue to seek out new methods to bring all Zotz stakeholders together through community and campus outreach programs and opportunities.

Parent and Community Engagement

Problem Statement 2: Our campus needs to focus on increasing overall communication and bridge the communication gap between school and home. **Root Cause 2**: Our campus needs to continue to seek out alternate methods to communicate with parents and students, such as: call-outs, campus web site, Remind 101, and mail-outs.

Goal 1: Zotz Education Center will provide a safe, productive and healthy learning/ working environment for students and staff.

Performance Objective 2: Implement a health and wellness program.

Evaluation Data Source(s) 2: Campus nurse and PE teacher will train staff and students in the area of health and wellness.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) 1) Flu vaccines.	Nurse	Increase in student and staff attendance	0%	0%	50%	→
	Problem Statements: School Culture and Climate 2 - Parent and Community Engagement 2					
Comprehensive Support Strategy 2) 2) Health and wellness curriculum	Nurse and PE coach	Increase in staff and student attendance.	0%	0%	40%	→
	Problem Statements: School Culture and Climate 2					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: Our campus needs to focus on team building and promoting a culture of unity among all Zotz stakeholders. **Root Cause 2**: Our campus will continue to seek out new methods to bring all Zotz stakeholders together through community and campus outreach programs and opportunities.

Parent and Community Engagement
Problem Statement 2: Our campus needs to focus on increasing overall communication and bridge the communication gap between school and home. **Root Cause 2**: Our campus needs to continue to seek out alternate methods to communicate with parents and students, such as: call-outs, campus web site, Remind 101, and mail-outs.

Goal 1: Zotz Education Center will provide a safe, productive and healthy learning/ working environment for students and staff.

Performance Objective 3: Ensure the safety of all during school hours.

Evaluation Data Source(s) 3: Staff visibility.
Exterior door integrity.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue goal next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
Comprehensive Support Strategy 1) Assign staff safety responsibilities and have meetings on-going to support student and staff needs	Administrators and staff members.	Increased staff visibility during passing periods.	30%	40%	60%	→
	Problem Statements: School Culture and Climate 2 - Parent and Community Engagement 2					
Comprehensive Support Strategy 2) Ensure safety measures are in place during campus instructional time.	Administrators	Improved school safety.	50%	50%	70%	100%
	Problem Statements: School Culture and Climate 2					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 2: Our campus needs to focus on team building and promoting a culture of unity among all Zotz stakeholders. **Root Cause 2**: Our campus will continue to seek out new methods to bring all Zotz stakeholders together through community and campus outreach programs and opportunities.

Parent and Community Engagement
Problem Statement 2: Our campus needs to focus on increasing overall communication and bridge the communication gap between school and home. **Root Cause 2**: Our campus needs to continue to seek out alternate methods to communicate with parents and students, such as: call-outs, campus web site, Remind 101, and mail-outs.

Goal 1: Zotz Education Center will provide a safe, productive and healthy learning/ working environment for students and staff.

Performance Objective 4: Provide regular communication/recognition for students, parents, staff and campus.

Evaluation Data Source(s) 4: Updated campus web page, monthly newsletters.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue to increase communication.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Campus will maintain an updated campus website.	Administrator and staff member assigned to web site maintenance.	Up to date campus information.	60%	60%	75%	100%
	Problem Statements: Parent and Community Engagement 2					
2) Campus will distribute monthly newsletters to students, parents, and staff.	Campus Key Communicator.	Completion and distribution of monthly newsletter.	35%	5%	60%	→
	Problem Statements: Perceptions 1					
3) Conduct home visits to students with poor attendance.	Administrators, counselor, CIS.	Increased student attendance and communication to parents.	20%	5%	20%	→
	Problem Statements: School Culture and Climate 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Our campus needs to continue to focus upon increasing student attendance. **Root Cause 1**: Our student population experiences a variety of home life concerns that make school attendance challenging at times. Our campus needs to continue to focus on monitoring student attendance, as well as providing interventions and support to our struggling students.

Parent and Community Engagement

Problem Statement 2: Our campus needs to focus on increasing overall communication and bridge the communication gap between school and home. **Root Cause 2**: Our campus needs to continue to seek out alternate methods to communicate with parents and students, such as: call-outs, campus web site, Remind 101, and mail-outs.

Perceptions

Problem Statement 1: Utilize all avenues to communicate with parents. **Root Cause 1**: We need more than one way to stay in communication with parents because their contact with the school maybe limited.

Goal 2: Zotz Education Center will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

Performance Objective 1: Provide ACE students with multiple college and career awareness opportunities.

Evaluation Data Source(s) 1: Increased number of opportunities for students to have college and career options.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue to build on objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Mini college fair. FAFSA and college workshops to teach students how to apply to college and receive financial aide. College tours	Counselor, CIS, Administrators	Campus surveys and student data reflecting number of students applying for college and financial aide.	5%	5%	20%	→
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 2					
2) Campus will provide meaningful career and college readiness information through guest speakers, trips, and Young Men and Women Conference.	Counselor, CIS, Administrators	Documentation of event, student data, course completion data.	10%	5%	20%	100%
	Problem Statements: School Culture and Climate 2 - Parent and Community Engagement 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Our campus needs to focus on team building and promoting a culture of unity among all Zotz stakeholders. **Root Cause 2**: Our campus will continue to seek out new methods to bring all Zotz stakeholders together through community and campus outreach programs and opportunities.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Our campus needs to increase teacher pedagogical skills in order to meet the rigor required of the STAAR EOC assessment system. **Root Cause 1**: Our campus needs to increase teacher pedagogical skills in order to meet the rigor required of the STAAR EOC assessment system.

Staff Quality, Recruitment, and Retention

Problem Statement 2: Our campus is experiencing an achievement gap among our Special Education and English Language Learner populations on all portions of the STAAR End-of-Course Exams. **Root Cause 2**: Our campus needs to increase the number of teachers certified in ESL pedagogy, structure our master schedule to ensure in-class support and co-teach sections, as well as focus on staff development for all teachers in ESL and SPED instructional strategies and accommodations.

Parent and Community Engagement

Problem Statement 1: Our campus needs to increase the number of parent volunteers. **Root Cause 1**: When attempting to recruit parent volunteers, it often difficult to find parents that are able to volunteer due to their work schedule or family obligations.

Goal 2: Zotz Education Center will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

Performance Objective 2: Provide comprehensive counseling to students.

Evaluation Data Source(s) 2: Student participation will increase by 15%

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Increase comprehensive student counseling

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Joint counseling services will provide coordinated services through: Meeting once a month to ensure that services do not overlap. Providing counseling referrals for parents and students. Presenting career and college fairs.	Counselors and CIS	Meeting agendas, action plans, student data reflecting services provided, student achievement data.	10%	5%	25%	
	Problem Statements: Student Achievement 2					
Comprehensive Support Strategy 2) Provide students with "soft skills" training to prepare them for the workplace.	Staff, counselor, administrators.	Students better prepared to move into adulthood.	10%	20%	40%	
	Problem Statements: Student Achievement 1, 2					

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Based on district data analysis and STAAR EOC exam scores, our campus needs to continue to focus on student achievement in the five End-of-Course tested areas: English I, English II, Algebra, Biology and US History. **Root Cause 1**: Increased rigor on state exams with the transition from TAKS to EOC, as well as the increased phase in standards for student achievement. The campus needs to focus on increasing instructional rigor and analytical thinking skills for all students.
Problem Statement 2: With the transition to the foundations graduation plan, our campus must focus on student's completing a coherent CTE sequence and obtaining CTE certifications. **Root Cause 2**: With the transition to the foundations graduation plan and endorsements, the administrative and counseling teams will need to continue to acquire knowledge and ensure the master schedule is built to support the new requirements.

Goal 2: Zotz Education Center will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

Performance Objective 3: Increase the number of CTE certificates earned by students by 10%.

Evaluation Data Source(s) 3: An increase of 10% in certifications earned.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue with same goal for next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Enroll more students in CTE courses.	Counselor and CTE staff.	Increase in certifications earned.	20%	10%	25%	→
	Problem Statements: Student Achievement 2					
2) Utilize CTE curriculum to enhance student success in certification achievement.	CTE staff	10% increase in the number of certifications from 2017-18 school year.	0%	0%	20%	→
	Problem Statements: Student Achievement 2					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: With the transition to the foundations graduation plan, our campus must focus on student's completing a coherent CTE sequence and obtaining CTE certifications. **Root Cause 2**: With the transition to the foundations graduation plan and endorsements, the administrative and counseling teams will need to continue to acquire knowledge and ensure the master schedule is built to support the new requirements.

Goal 3: Zotz Education Center will ensure student growth in the tested areas.

Performance Objective 1: The campus will meet or exceed state averages in all tested areas.

Evaluation Data Source(s) 1: EOC test result data.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue goal next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Campus will provide master schedule remediation support for students through remediation classes, and flexible scheduling options. Instructional support will be provided to serve ELL, SPED, 504, and NAC students. Accelerated and evening classes will be offered.	Administrator and counselor assigned to master schedule	Student data reflecting success on TAKS, STAAR, EOC tests. Student data reflecting high school credit earned.	50%	15%	60%	100%
	Problem Statements: Student Achievement 1 - Student Academic Achievement 1					
2) Campus will provide supplemental instructional support to improve student achievement on TAKS, and EOC tests through: tutorials, pull-outs and Edgenuity credit recovery, accelerated, and test preparation software program.	Adminsitrators	Student data reflecting success on EOC, TAKS, and high school credit earned.	45%	15%	25%	→
	Problem Statements: Student Achievement 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Based on district data analysis and STAAR EOC exam scores, our campus needs to continue to focus on student achievement in the five End-of-Course tested areas: English I, English II, Algebra, Biology and US History. **Root Cause 1**: Increased rigor on state exams with the transition from TAKS to EOC, as well as the increased phase in standards for student achievement. The campus needs to focus on increasing instructional rigor and analytical thinking skills for all students.

Student Academic Achievement
Problem Statement 1: Our campus needs to focus on overall student achievement on the English I and English II EOC exams. **Root Cause 1**: With a large increase in English Language Learners on our campus, we need to develop effective professional development for teachers in order to provide instructional strategies for English Language learners.

Goal 3: Zotz Education Center will ensure student growth in the tested areas.

Performance Objective 2: The campus will provide instructional support and high quality curriculum and resources.

Evaluation Data Source(s) 2: Staff provided with all current instructional materials and resources available.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue goal with emphasis on on line curriculum support

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
Comprehensive Support Strategy 1) Campus will provide master schedule remediation support for students through remediation classes and flexible scheduling options. Instructional support will be provided to serve ELL, SPED, 504, and NAC students. Accelerated and evening classes will also be offered.	Assigned campus administrator and counselor.	Student data reflecting success on TAKS, STAAR, EOC tests, and credits earned.	35%	10%	25%	100%
	Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1					
Comprehensive Support Strategy 2) Campus will provide supplemental instructional support to improve student achievement though tutorials, flexible scheduling, pull - outs, Edgenuity credit recovery, accelerated and test preparation software.	TIS, staff, campus administrators.	Student data reflecting success on TAKS, STAAR, EOC tests, and credits earned.	25%	10%	20%	→
	Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Our campus needs to continue to focus upon increasing student attendance. **Root Cause 1**: Our student population experiences a variety of home life concerns that make school attendance challenging at times. Our campus needs to continue to focus on monitoring student attendance, as well as providing interventions and support to our struggling students.

Staff Quality, Recruitment, and Retention

Problem Statement 2: Our campus is experiencing an achievement gap among our Special Education and English Language Learner populations on all portions of the STAAR End-of-Course Exams. **Root Cause 2**: Our campus needs to increase the number of teachers certified in ESL pedagogy, structure our master schedule to ensure in-class support and co-teach sections, as well as focus on staff development for all teachers in ESL and SPED instructional strategies and accommodations.

Curriculum, Instruction, and Assessment

Problem Statement 1: Curriculum- utilizing district data to drive instruction to build appropriate, differentiated, formative assessments for all populations of students. **Root Cause 1**: Addressing the calendar- time is not appropriately provided to teachers to have meaningful data discussions as a department and with students. Appropriate planning is needed where teachers have the opportunity to reteach topics where students are struggling.

Student Academic Achievement

Problem Statement 1: Our campus needs to focus on overall student achievement on the English I and English II EOC exams. **Root Cause 1**: With a large increase in English Language Learners on our campus, we need to develop effective professional development for teachers in order to provide instructional strategies for English Language learners.

Goal 3: Zotz Education Center will ensure student growth in the tested areas.

Performance Objective 3: Build instructional capacity through coaching and professional development.

Evaluation Data Source(s) 3: Increase staff development opportunities in the areas of curriculum and instruction.
Provide instructional coaching to staff.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
Comprehensive Support Strategy 1) Review student assessment data as it pertains to all sub pops and make necessary instructional adjustments.	Administrators, teachers, district specialist.	Increase in student success in all tested areas.	20%	10%	35%	→
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1					
Comprehensive Support Strategy 2) Target special populations such as LEP and SPED to identify their academic needs and provide the necessary instructional support.	Administrators, teachers, district specialist.	Increase in student success in all tested areas.	30%	10%	20%	→
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Based on district data analysis and STAAR EOC exam scores, our campus needs to continue to focus on student achievement in the five End-of-Course tested areas: English I, English II, Algebra, Biology and US History. **Root Cause 1**: Increased rigor on state exams with the transition from TAKS to EOC, as well as the increased phase in standards for student achievement. The campus needs to focus on increasing instructional rigor and analytical thinking skills for all students.

Curriculum, Instruction, and Assessment
Problem Statement 1: Curriculum- utilizing district data to drive instruction to build appropriate, differentiated, formative assessments for all populations of students. **Root Cause 1**: Addressing the calendar- time is not appropriately provided to teachers to have meaningful data discussions as a department and with students. Appropriate planning is needed where teachers have the opportunity to reteach topics where students are struggling.

Student Academic Achievement

Problem Statement 1: Our campus needs to focus on overall student achievement on the English I and English II EOC exams. **Root Cause 1**: With a large increase in English Language Learners on our campus, we need to develop effective professional development for teachers in order to provide instructional strategies for English Language learners.

Goal 3: Zotz Education Center will ensure student growth in the tested areas.

Performance Objective 4: The campus will provide technology support to all staff in all tested areas.

Evaluation Data Source(s) 4: Monthly training sessions by TIS.
Documented use of technology in teacher lesson plans.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Training and support provided by TIS for teachers and students through HB5 requirements.	TIS	Compliance with HB5 requirements. Increase in student success in all tested areas.	20%	20%	25%	
	Problem Statements: Technology 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

Technology
Problem Statement 1: Our campus needs to increase the technological proficiency in students and teachers. **Root Cause 1**: It is difficult at times to find the time and resources necessary to provide professional development to teachers covering new technology and new programs. In addition, with limited computer labs and laptops, teachers must rotate their students through computer labs which at times is difficult to schedule.

Goal 4: Zotz Education Center will encourage students to participate in academic/athletic UIL events.

Performance Objective 1: Enhance the quality and provide more opportunities for students to participate in campus Fine Arts programs.

Evaluation Data Source(s) 1: Increase number of ACE students participating at their home campus.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Modify and continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Communicate with home campuses to create was for ACE students to participate in the Fine Arts.	Administrator and ACE Fine Arts teacher.	Increased number of ACE students participating in Fine Arts programs.	25%	0%	0%	→
	Problem Statements: School Culture and Climate 2					
Comprehensive Support Strategy 2) Increase the number of clubs and organizations offered at ACE.	Administrators and staff members.	Increased student participation in extra curricular activities.	15%	0%	0%	→
	Problem Statements: School Culture and Climate 1, 2 - Parent and Community Engagement 2					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Our campus needs to continue to focus upon increasing student attendance. **Root Cause 1**: Our student population experiences a variety of home life concerns that make school attendance challenging at times. Our campus needs to continue to focus on monitoring student attendance, as well as providing interventions and support to our struggling students.
Problem Statement 2: Our campus needs to focus on team building and promoting a culture of unity among all Zotz stakeholders. **Root Cause 2**: Our campus will continue to seek out new methods to bring all Zotz stakeholders together through community and campus outreach programs and opportunities.

Parent and Community Engagement

Problem Statement 2: Our campus needs to focus on increasing overall communication and bridge the communication gap between school and home. **Root Cause 2**: Our campus needs to continue to seek out alternate methods to communicate with parents and students, such as: call-outs, campus web site, Remind 101, and mail-outs.

Goal 4: Zotz Education Center will encourage students to participate in academic/athletic UIL events.

Performance Objective 2: Enhance the quality and provide more opportunities for students to participate in campus Athletic programs

Evaluation Data Source(s) 2: Increase number of ACE students participating at their home campus.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Modify and continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Communicate with home campuses to create was for ACE students to participate in the Athletics.	Administrator and ACE PE teacher.	Increased number of ACE students participating in athletic programs.	20%	10%	15%	
	Problem Statements: School Culture and Climate 2					

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: Our campus needs to focus on team building and promoting a culture of unity among all Zotz stakeholders. **Root Cause 2**: Our campus will continue to seek out new methods to bring all Zotz stakeholders together through community and campus outreach programs and opportunities.

Goal 5: Zotz Education Center will have a 97% or higher staff attendance rate.

Performance Objective 1: Develop intervention strategies and incentive programs to increase staff and student attendance.

Evaluation Data Source(s) 1: Increase in staff attendance percentage from previous year.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Continue and set percentage goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) 6 week celebrations with staff and students highlighting attendance.	Administrators	Increased attendance rate.	15%	25%	25%	→
	Problem Statements: School Culture and Climate 2					
2) Introducing a student incentive field trip for students reaching semester attendance rate.	Administrators and assigned staff.	Increased student attendance.	0%	0%	5%	→
	Problem Statements: Parent and Community Engagement 2					
3) Introduce prize drawings for teachers meeting attendance goal by semester.	Administrators	Increased staff attendance.	20%	5%	10%	→
	Problem Statements: Staff Quality, Recruitment, and Retention 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Our campus needs to focus on team building and promoting a culture of unity among all Zotz stakeholders. **Root Cause 2**: Our campus will continue to seek out new methods to bring all Zotz stakeholders together through community and campus outreach programs and opportunities.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Our campus needs to increase teacher pedagogical skills in order to meet the rigor required of the STAAR EOC assessment system. **Root Cause 1**: Our campus needs to increase teacher pedagogical skills in order to meet the rigor required of the STAAR EOC assessment system.

Parent and Community Engagement

Problem Statement 2: Our campus needs to focus on increasing overall communication and bridge the communication gap between school and home. **Root Cause 2**: Our campus needs to continue to seek out alternate methods to communicate with parents and students, such as: call-outs, campus web site, Remind 101, and mail-outs.

Goal 6: Zotz Education Center will provide opportunities for parental/community involvement and business partnership.

Performance Objective 1: Enhance the relationship between the district and its partners.

Evaluation Data Source(s) 1: Increase communication between campus and its partners

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Increase relationship opportunities

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
Comprehensive Support Strategy 1) 1) Increase parent involvement through: 1. Open House- Parents can meet their child's teacher and learn more about ACE. 2. EOC/TAKS Nights (To explain their child's scores and the importance of the test. 3.Have parent volunteers to volunteer during lunch and/or testing as hall monitors. 4. Assist with Family Friendly Schools & Faculty Meeting 5. Celebrate students who complete courses, perfect attendance, and graduates 6. Health & Wellness and Dating Violence information activities	Principal, Assigned Administrator, Counselor, Communities in Schools Coordinator	Campus Surveys, meeting/event documentation, sign-in sheets, misc. parent involvement information documentation, etc.	20%	5%	15%	→
	Problem Statements: School Culture and Climate 2 - Parent and Community Engagement 1, 2					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Our campus needs to focus on team building and promoting a culture of unity among all Zotz stakeholders. **Root Cause 2**: Our campus will continue to seek out new methods to bring all Zotz stakeholders together through community and campus outreach programs and opportunities.

Parent and Community Engagement

Problem Statement 1: Our campus needs to increase the number of parent volunteers. **Root Cause 1**: When attempting to recruit parent volunteers, it often difficult to find parents that are able to volunteer due to their work schedule or family obligations.

Problem Statement 2: Our campus needs to focus on increasing overall communication and bridge the communication gap between school and home. **Root Cause 2**: Our campus needs to continue to seek out alternate methods to communicate with parents and students, such as: call-outs, campus web site, Remind 101, and mail-outs.

Goal 6: Zotz Education Center will provide opportunities for parental/community involvement and business partnership.

Performance Objective 2: Ensure provisions for parental involvement opportunities.

Evaluation Data Source(s) 2: Parent involvement and volunteer opportunities will increase by 10%.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Modify and continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) 1) -Open House- Parents can meet their child's teacher and learn more about ACE. -EOC/TAKS Nights (To explain their child's scores and the importance of the test. -Have parent volunteers to volunteer during lunch and/or testing as hall monitors. -Assist with Family Friendly Schools & Faculty Meeting -Celebrate students who are course completers, perfect attendance and graduates -Health & Wellness -Dating Violence	Principal, Counselor, Assigned Administrator, Communities in Schools Coordinator, At-Risk Coordinator	Campus surveys, Sign-in sheets.evaluations, event documentation, student performance data including course completion information, test scores, graduation information. counselor activity documentation, student recognition data	10%	5%	10%	→
	Problem Statements: Parent and Community Engagement 1 - Demographics 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Our campus needs to increase the number of parent volunteers. **Root Cause 1**: When attempting to recruit parent volunteers, it often difficult to find parents that are able to volunteer due to their work schedule or family obligations.

Demographics
Problem Statement 1: We need to increase parental involvement during the school day. **Root Cause 1**: Lack of parental Involvement for academics.

Goal 6: Zotz Education Center will provide opportunities for parental/community involvement and business partnership.

Performance Objective 3: Provide multiple communication channels with parents, students and the community.

Evaluation Data Source(s) 3: End of the year surveys will indicate that Zotz effectively communicates with parents at a rate of 70% or higher.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) 1) Campus will communicate with parents through the following: 1. Communities in Schools Coordinator will send out a monthly newsletter. 2. The campus website will be maintained and current with calendar, campus, and teacher information. 3. Letters from the principal and staff, and phone calls from staff. 4. Key communicator items will be sent to the district for community publication	Principal, Assigned Administrator, Counselor, Communities in Schools Coordinator, Key Communicator	Newsletters, documented copies letters sent to parents, key communicator submissions, call logs	30%	20%	25%	100%
	Problem Statements: Parent and Community Engagement 2					

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 2: Our campus needs to focus on increasing overall communication and bridge the communication gap between school and home. **Root Cause 2**: Our campus needs to continue to seek out alternate methods to communicate with parents and students, such as: call-outs, campus web site, Remind 101, and mail-outs.

Goal 6: Zotz Education Center will provide opportunities for parental/community involvement and business partnership.

Performance Objective 4: Maintain compliance with all Title I Parent Involvement Requirements.

Evaluation Data Source(s) 4: 100% compliance.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
Comprehensive Support Strategy 1) 1) Parental Involvement Coordinator will maintain all parent involvement compliance dopcuments	Assigned Administrator, Parent Involvement Coordinator,	Parent involvement activity documentation	25%	5%	25%	
	Problem Statements: Parent and Community Engagement 2 - Perceptions 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

Parent and Community Engagement
Problem Statement 2: Our campus needs to focus on increasing overall communication and bridge the communication gap between school and home. **Root Cause 2**: Our campus needs to continue to seek out alternate methods to communicate with parents and students, such as: call-outs, campus web site, Remind 101, and mail-outs.

Perceptions
Problem Statement 1: Utilize all avenues to communicate with parents. **Root Cause 1**: We need more than one way to stay in communication with parents because their contact with the school maybe limited.

Goal 7: Zotz Education Center will ensure high quality staff is employed.

Performance Objective 1: Ensure all employees are provided professional development to increase and support job performance and staff retention.

Evaluation Data Source(s) 1: Professional development opportunities to increase and support job performance will increase by 10%.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) -Take advantage of free e-training on subjects such as Intel's Collaboration in the Digital Classroom. -Use presenters and speakers for campus in-service days to learn the latest trends and procedures in alternative education. -Gain specific needs information via individual questionnaires and surveys. -Free off campus staff development opportunities. -Campus provided staff development opportunities. -Academic departmental staff development opportunities	Leadership team and administrators	Job performance and productivity increases. Staff retention is at 100%.	30%	30%	35%	100%
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 2					
Comprehensive Support Strategy 2) Staff development on the Fundamental 5 will be provided. The concepts will be implemented campus-wide in order to unify instructional expectations and practice throughout the campus.	Assigned Administrator	More rigor and relevance observed in daily lessons. Less class room disturbances.	50%	15%	40%	→
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Our campus needs to increase teacher pedagogical skills in order to meet the rigor required of the STAAR EOC assessment system. **Root Cause 1**: Our campus needs to increase teacher pedagogical skills in order to meet the rigor required of the STAAR EOC assessment system.

Staff Quality, Recruitment, and Retention

Problem Statement 2: Our campus is experiencing an achievement gap among our Special Education and English Language Learner populations on all portions of the STAAR End-of-Course Exams. **Root Cause 2**: Our campus needs to increase the number of teachers certified in ESL pedagogy, structure our master schedule to ensure in-class support and co-teach sections, as well as focus on staff development for all teachers in ESL and SPED instructional strategies and accommodations.

Curriculum, Instruction, and Assessment

Problem Statement 1: Curriculum- utilizing district data to drive instruction to build appropriate, differentiated, formative assessments for all populations of students. **Root Cause 1**: Addressing the calendar- time is not appropriately provided to teachers to have meaningful data discussions as a department and with students. Appropriate planning is needed where teachers have the opportunity to reteach topics where students are struggling.

Technology

Problem Statement 1: Our campus needs to increase the technological proficiency in students and teachers. **Root Cause 1**: It is difficult at times to find the time and resources necessary to provide professional development to teachers covering new technology and new programs. In addition, with limited computer labs and laptops, teachers must rotate their students through computer labs which at times is difficult to schedule.

Goal 7: Zotz Education Center will ensure high quality staff is employed.

Performance Objective 2: Provide enhanced leadership development for employees.

Evaluation Data Source(s) 2: Teachers will participate in an aspiring leadership academy to enhance leadership potential.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
Comprehensive Support Strategy 1) Campus leadership opportunities will be provided through: 1. Campus Leadership Team 2. Participation in GPISD Aspiring Administrators program 3. Campus Leadership/Internship Opportunities 4. Department Chair Team	Assigned Campus Administrator	More staff aspiring to become campus leaders.	50%	50%	55%	100%
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Technology 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Our campus needs to increase teacher pedagogical skills in order to meet the rigor required of the STAAR EOC assessment system. **Root Cause 1**: Our campus needs to increase teacher pedagogical skills in order to meet the rigor required of the STAAR EOC assessment system.

Technology
Problem Statement 1: Our campus needs to increase the technological proficiency in students and teachers. **Root Cause 1**: It is difficult at times to find the time and resources necessary to provide professional development to teachers covering new technology and new programs. In addition, with limited computer labs and laptops, teachers must rotate their students through computer labs which at times is difficult to schedule.

Goal 7: Zotz Education Center will ensure high quality staff is employed.

Performance Objective 3: Recruit and retain highly qualified staff.

Evaluation Data Source(s) 3: 100% compliance with all Highly Qualified requirements.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
Comprehensive Support Strategy 1) Campus will participate in job fairs using current teachers to assist in recruitment.	Administrators and assigned staff	Hiring of the best candidates for ACE.	0%	0%	0%	→
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 2					
Comprehensive Support Strategy 2) Communicate with all alternative certification programs to find the best applicants.	Administrators	Hiring of the best candidates for ACE.	0%	0%	0%	→
	Problem Statements: Staff Quality, Recruitment, and Retention 2					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Our campus needs to increase teacher pedagogical skills in order to meet the rigor required of the STAAR EOC assessment system. **Root Cause 1**: Our campus needs to increase teacher pedagogical skills in order to meet the rigor required of the STAAR EOC assessment system.
Problem Statement 2: Our campus is experiencing an achievement gap among our Special Education and English Language Learner populations on all portions of the STAAR End-of-Course Exams. **Root Cause 2**: Our campus needs to increase the number of teachers certified in ESL pedagogy, structure our master schedule to ensure in-class support and co-teach sections, as well as focus on staff development for all teachers in ESL and SPED instructional strategies and accommodations.

Goal 8: Zotz Education Center will provide superior operational services to best support students and staff success.

Performance Objective 1: Evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner.

Evaluation Data Source(s) 1: Planned timeline for the repair and/or replacement of current assets and equipment.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Conduct financial information breakdown during site based meetings and review capital outlay needs during CPAC meetings.	Administrators and CPAC members	Maintaining moneys in the budget to cover repair/replacement cost to equipment.	25%	5%	25%	
	Problem Statements: Technology 1					
2) Input needed repair work orders into system to increase efficiency and productivity.			25%	15%	45%	
	Problem Statements: Technology 3					

100% = Accomplished | = Continue/Modify | 0% = No Progress | = Discontinue

Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: Our campus needs to increase the technological proficiency in students and teachers. **Root Cause 1**: It is difficult at times to find the time and resources necessary to provide professional development to teachers covering new technology and new programs. In addition, with limited computer labs and laptops, teachers must rotate their students through computer labs which at times is difficult to schedule.
Problem Statement 3: Our campus needs to utilize School Dude and Eduphoria Help Desk to quickly and efficiently make needed repairs. **Root Cause 3**: All staff not familiar with proper procedures for reporting needed repairs and maintenance assistance.

Goal 8: Zotz Education Center will provide superior operational services to best support students and staff success.

Performance Objective 2: Achieve high customer satisfaction by providing excellent customer service to both internal and external customers.

Evaluation Data Source(s) 2: End of year customer service survey results.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Provide staff with customer service training Provide staff with training in the areas of maintenance and equipment repair needs.	Administrators	More efficient customer service. More efficient repair times for equipment.	25%	10%	20%	
	Problem Statements: Technology 1					

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 2 Problem Statements:

Technology
Problem Statement 1: Our campus needs to increase the technological proficiency in students and teachers. **Root Cause 1**: It is difficult at times to find the time and resources necessary to provide professional development to teachers covering new technology and new programs. In addition, with limited computer labs and laptops, teachers must rotate their students through computer labs which at times is difficult to schedule.

Goal 8: Zotz Education Center will provide superior operational services to best support students and staff success.

Performance Objective 3: Ensure an efficient and effective use of District resources in order to best support students and staff.

Evaluation Data Source(s) 3: Effective financial records will be maintained 100% of the time.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
Comprehensive Support Strategy 1) Principal will meet regularly with the financial clerk to insure proper budgetary planning.	Principal	Budget expenditures align with campus instructional needs.	25%	50%	60%	100%
	Problem Statements: Technology 1					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

Technology
Problem Statement 1: Our campus needs to increase the technological proficiency in students and teachers. **Root Cause 1**: It is difficult at times to find the time and resources necessary to provide professional development to teachers covering new technology and new programs. In addition, with limited computer labs and laptops, teachers must rotate their students through computer labs which at times is difficult to schedule.

Goal 9: Zotz Education Center will achieve a 96.5% or higher student attendance rate, utilizing the $1,000.00 Attendance Incentive Plan allotment.

Performance Objective 1: Increase student attendance percentage by .05% or higher from the previous six weeks.

Evaluation Data Source(s) 1: Increased student attendance on PEIMS Report.

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Continue with same percentage increase per six weeks

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Celebrate and recognize students for perfect and improved attendance every week or every other week throughout a six weeks.	Mr. Morrow/Mr. Lovinggood/Ms. Lane/Dr. Rogers/Faculty/Staff	We expect attendance to improve. The impact of better attendance throughout the school will show significantly in improved EOC scores.	30%	100%	30%	100%
	Funding Sources: 199 - Attendance Incentive Allocation - 210.00					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 9: Zotz Education Center will achieve a 96.5% or higher student attendance rate, utilizing the $1,000.00 Attendance Incentive Plan allotment.

Performance Objective 2: Increase student attendance percentage by .05% or higher from the previous six weeks.

Evaluation Data Source(s) 2: Increased student attendance on PEIMS Report.

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Continue with same percentage increase per six weeks

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Celebrate and recognize students for perfect and improved attendance every week or every other week throughout a six weeks.	Mr. Morrow/Mr. Lovinggood/Ms. Lane/Dr. Rogers/Faculty/Staff	We expect attendance to improve. The impact of better attendance throughout the school will show significantly in improved EOC scores.	100%	100%	30%	100%
	Funding Sources: 199 - Attendance Incentive Allocation - 210.00					

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 9: Zotz Education Center will achieve a 96.5% or higher student attendance rate, utilizing the $1,000.00 Attendance Incentive Plan allotment.

Performance Objective 3: Increase student attendance percentage by .05% or higher from the previous six weeks.

Evaluation Data Source(s) 3: Increased student attendance on PEIMS Report.

Summative Evaluation 3: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: Continue with same percentage increase per six weeks

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Celebrate and recognize students for perfect and improved attendance every week or every other week throughout a six weeks.	Mr. Morrow/Mr. Lovinggood/Ms. Lane/Dr. Rogers/Faculty/Staff	We expect attendance to improve. The impact of better attendance throughout the school will show significantly in improved EOC scores.	100%	100%	30%	100%
	Funding Sources: 199 - Attendance Incentive Allocation - 210.00					

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 9: Zotz Education Center will achieve a 96.5% or higher student attendance rate, utilizing the $1,000.00 Attendance Incentive Plan allotment.

Performance Objective 4: Increase student attendance percentage by .05% or higher from the previous six weeks.

Evaluation Data Source(s) 4: Increased student attendance on PEIMS Report.

Summative Evaluation 4: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 4: Continue with same percentage increase per six weeks

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Celebrate and recognize students for perfect and improved attendance every week or every other week throughout a six weeks.	Mr. Morrow/Mr. Lovinggood/Ms. Lane/Dr. Rogers/Faculty/Staff	We expect attendance to improve. The impact of better attendance throughout the school will show significantly in improved EOC scores.	100%	100%	30%	100%
	Funding Sources: 199 - Attendance Incentive Allocation - 210.00					

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 9: Zotz Education Center will achieve a 96.5% or higher student attendance rate, utilizing the $1,000.00 Attendance Incentive Plan allotment.

Performance Objective 5: Increase student attendance percentage by .05% or higher from the previous six weeks.

Evaluation Data Source(s) 5: Increased student attendance on PEIMS Report.

Summative Evaluation 5: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 5: Continue with same percentage increase per six weeks

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Celebrate and recognize students for perfect and improved attendance every week or every other week throughout a six weeks.	Mr. Morrow/Mr. Lovinggood/Ms. Lane/Dr. Rogers/Faculty/Staff	We expect attendance to improve. The impact of better attendance throughout the school will show significantly in improved EOC scores.	100%	100%	30%	100%

= Accomplished = Continue/Modify

= No Progress = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	2) Health and wellness curriculum
1	3	1	Assign staff safety responsibilities and have meetings on-going to support student and staff needs
1	3	2	Ensure safety measures are in place during campus instructional time.
2	2	2	Provide students with "soft skills" training to prepare them for the workplace.
3	2	1	Campus will provide master schedule remediation support for students through remediation classes and flexible scheduling options. Instructional support will be provided to serve ELL, SPED, 504, and NAC students. Accelerated and evening classes will also be offered.
3	2	2	Campus will provide supplemental instructional support to improve student achievement though tutorials, flexible scheduling, pull - outs, Edgenuity credit recovery, accelerated and test preparation software.
3	3	1	Review student assessment data as it pertains to all sub pops and make necessary instructional adjustments.
3	3	2	Target special populations such as LEP and SPED to identify their academic needs and provide the necessary instructional support.
4	1	2	Increase the number of clubs and organizations offered at ACE.
6	1	1	1) Increase parent involvement through: 1. Open House- Parents can meet their child's teacher and learn more about ACE. 2. EOC/TAKS Nights (To explain their child's scores and the importance of the test. 3.Have parent volunteers to volunteer during lunch and/or testing as hall monitors. 4. Assist with Family Friendly Schools & Faculty Meeting 5. Celebrate students who complete courses, perfect attendance, and graduates 6. Health & Wellness and Dating Violence information activities
6	4	1	1) Parental Involvement Coordinator will maintain all parent involvement compliance dopcuments
7	1	2	Staff development on the Fundamental 5 will be provided. The concepts will be implemented campus-wide in order to unify instructional expectations and practice throughout the campus.
7	2	1	Campus leadership opportunities will be provided through: 1. Campus Leadership Team 2. Participation in GPISD Aspiring Administrators program 3. Campus Leadership/Internship Opportunities 4. Department Chair Team
7	3	1	Campus will participate in job fairs using current teachers to assist in recruitment.
7	3	2	Communicate with all alternative certification programs to find the best applicants.
8	3	1	Principal will meet regularly with the financial clerk to insure proper budgetary planning.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Students attending Galena Park Zotz are considered to be a part of either Galena Park High School or North Shore High School. Zotz has about 250 student average enrollment for 2018-2019.

130 students are designated Limited English Proficient (LEP). Thirty students received special education services. A total of 15 students have 504 designation. LEP students receive copious support from Zotz staff with thorough monitoring for success. 100% of Zotz students are economically disadvantaged.

Zotz is an all-inclusive campus where students' academic, social, and emotional needs are top priority. In partnerships with home campuses, Zotz is located on a separate campus and works closely with home campus personnel to attend to academic and operational needs.

In 2018-2019, Zotz will continue to serve all 4 grade levels with a maximum of 250 students enrolled in a variety of programs. Students are selected via home campus couselor with an application process. Students sacrifice the traditional aspects of high school, such as fine arts and athletics, but Zotz has meticulously surveyed students to ensure they are a stakeholder in programming decisions.

A 18 member team convened on May 31, 2018 to approve of the comprehensive needs assessment. The team utilized parent and teacher surveys, as well as new state testing data to make decisions for the upcoming school year. The committee decided that three main areas of concern would drive the decision making for the coming year:

Three years of data suggest that Zotz needs to formulate a more robust transition program for 9th grade students entering the program as freshmen.

Zotz administration must do a better job of educating faculty members at all High school campuses so that incorrect and negative information are not communicated with students and families.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Zotz Campus Improvement Plan was a collaborative effort by teachers and staff. The principal divided parts of the plan as follows:

	Math	Science	SS
Demographics	X		
Staff Quality, Recruitment and Retention	x		
Family and Community Engagement	X		
School Culture and Climate	X	X	
Student Achievement	X	X	
Curriculum, Instruction and Assessment	X	X	
School Organization	X		X
Technology	X		X
ESSA Title I Components		X	
Plan Setup Up	X		
Goals	X	X	X
Committees	X	X	X

The timeline for completing the plan is as follows:

April 2-17- Administer Campus Needs Assessement Survey and Parent Surveys

May 23- Campus Improvement Plan Meeting

June 15- 18 Entry of Components

June 19-20 Administrative Review

June 22- Complete Final Draft

June 25- Review Final Draft

July 6- Submit Finalized Copy to the District.

Staff Name	Postion	E-mails	Edit Delete
Jessica Flatt	Teacher	jflatt@galenaparkisd.com	Classroom Teacher Edit Delete
Elva Williams	Teacher	ewilliams@galenaparkisd.com	Classroom Teacher Edit Delete
	Teacher		Classroom Teacher Edit Delete
Gloria Reche	Teacher	greche@galenaparkisd.com	Classroom Teacher Edit Delete
Anthony Garcia	Teacher	agarcia@galenaparkisd.com	Classroom Teacher Edit Delete
Gisselle Alcazar	Teacher	galcazar@galenaparkisd.com	Classroom Teacher Edit Delete
Latasha Anthony	Teacher	lanthony@galenaparkisd.com	Classroom Teacher Edit Delete
David Lovinggood	Associate Principal	dlovingg@galenaparkisd.com	Administrator Edit Delete
Marcus Morrow	Principal	mmorrow@galenaparkisd.com	Administrator

2.2: Regular monitoring and revision

Zotz will review the plan during the regularly scheduled CPAC meetings. In addition, Zotz will perform additional reviews at the beginning of each month with the administrative staff. The administrative reviews will be used to create focus points for every 30 days.

Meeting Dates:

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

Zotz Plan will be made available to parents and community members in English and Spanish.

- Campus Website

- Main office entries and

- Publicly presented during Open House

2.4: Opportunities for all children to meet State standards

Zotz has developed multiple strategies for all of its studens to meet state standards. Each campus will implement target tutorials, Kerzweil software, and data driven instruction while providing intervention for struggling students. Administrators will conduct data reflection conferences with their teachers. Teachers will hold data reflection conferences with their students to ensure they are focused on progress. Zotz will maintain a targeted focus in the following areas:

Department			
English Language Arts	-English I EOC Approaches & Masters Performance -LEP and SpEd Safeguards	-English II EOC Approaches and Masters Performance -LEP and SpEd Safeguards	-English Re-Tester Approaches
Mathematics	Algebra I EOC Approaches and Masters Performance	- Algebra I EOC Re-tester Approaches Rates	-Re-tester Approaches Rates
Science	Biology I EOC Approaches and Masters Performance	-Biology I EOC Re-Tester Approaches Rates	-Biology I EOC Retester Approaches Rates
Social Studies			-US History EOC Approaches and Masters Performance
Fine Arts	-Coherent Sequence Scheduling	-Coherent Sequence Scheduling	-Attainment of Endorsement
CTE	-Coherent Sequence Scheduling	-Coherent Sequence Continuation	-Attainment of Endorsement

The Zotz Campus Improvement Plan has specifically addressed opportunities for children to meet all state standards in the following ways:

- Enroll students who have not shown college readiness into a college prep Math or College prep English course.
- Enroll re-tester students within one point of passing into an on-level core course and 1 remediation course.
- Teachers will conduct weekly Masters tutorials for their students within 5 points of the Masters performance.
- Goal Setting for Students and Teachers
- Teachers will cycle US History lessons on Fridays for US History
- Zotz will create a cross curricular team of teachers who will provide visual, interactive teaching for accelerating learning to all beginning and intermediate lep students.
- Team-Teachers and General and education teachers will be assigned a common planning period.
- Teachers of special education students in tested content areas will perform goal setting conferences with each of the SpEd students.
- Non- core departments such as CTE, Fines Arts, LOTE, and PE will participate in Data Reflection Learning Walks at least twice a year to discuss opportunities for intervention for re-tester students.

2.5: Increased learning time and well-rounded education

The Zotz Campus Improvement Plan have addressed increased learning time in the following ways:

Zotz Administrators will conduct at least one walk through of all of its teachers by December 1st and identify any teachers who struggle with

classroom management.
- Providing rigorous student activities that will be evident in our College Readiness Report of the TAPR that will be exemplified through the Powerwalk Rigor Report.
- Increase the level of rigor in instruction as seen in powerwalk data by focusing on higher order Blooms verbs.
- Enroll re-tester students within one point of passing into an on-level core course and 1 remediation course.
- Teachers will conduct weekly Masters tutorials for their students within 5 points of the Masters performance.
- Zotz will create a cross curricular team of teachers who will provide visual, interactive teaching for accelerating learning to all beginning and intermediate lep students.
- Team-Teachers and General and education teachers will be assigned a common planning period.
- Identify low attendance days and use those days and off incentives for those students.
- Create a Co-Pilot program whereby non-core teachers partner with at risk students and assist with ensuring their consistent attendnace and making parent contact.

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

The Zotz Campus Improvement Plan have addressed needs of all students particularly at-risk in the following ways:

- Zotz School Administrators will conduct at least one walk through of all of its teachers by December 1st and identify any teachers who struggle with classroom management.
- Struggling teachers will be allowed a half day to observe an effective teacher.
- Zotz will establish and maintain a weekly "Counselor's Corner" program during all lunch periods to disseminate information to students regarding supports in place for both academic and emotional support.
- Enroll students who have not shown college readiness into a college prep Math or College prep English course.
- Enroll re-tester students within one point of passing into an on-level core course and 1 remediation course.
- Goal Setting for Students and Teachers
- Zotz will create a cross curricular team of teachers who will provide visual, interactive teaching for accelerating learning to all beginning and intermediate lep students.
- Team-Teachers and General and education teachers will be assigned a common planning period.
- Teachers of special education students in tested content areas will perform goal setting conferences with each of the SpEd students.
- Identify low attendance days and use those days and off incentives for those students.
- Create a Co-Pilot program whereby non-core teachers partner with at risk students and assist with ensuring their consistent attendnace and making parent contact.
- Zotz will host a "Curriculum Night" whereby teachers and specialists will provide information regarding graduation requirements, post secondary opportunities, and course scopes and sequences.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Zotz recognizes the importance of forming strong partnerships with parents and family. Our campus Family Engaement Committee has developed a CPAC developed a family engagement plan in English and Spanish to be readily available for parents to view:

- Campus Website

- Main office entries and

- Publicly presented during Open House

3.2: Offer flexible number of parent involvement meetings

Zotz recognizes the importance of forming strong partnerships with parents and family. As a result we have developed a plan to increase parental involvement through the folloiwng events:

- Open House
- Zotz - A parent volunteer network
- Senior Informational meetings after school
- Participate in Home Campus Parent College Night

2019-2020 CPAC Committee

Committee Role	Name	Position
Administrator	David Lovinggood	Deputy Principal
Administrator	Marcus Morrow	Principal
Classroom Teacher	Brooke Griffis	Teacher
Counselor	Sonya Washington	Counselor
Classroom Teacher	Linda Johnson	Teacher
Administrator	Kresha Lane	Associate Principal
Classroom Teacher	Stephen Rouse	Teacher
Classroom Teacher	Suzanne Campos	Teacher
District-level Professional	Melody Burr	Counselor
Classroom Teacher	Benjamin Liu	Teacher
Classroom Teacher	Anthony Garcia	Teacher
Paraprofessional	Jetzabel Salazar	Paraprofessional
Classroom Teacher	Joseph Sekely	Teacher