



2025-2026 Action Plan

De Zavala Elementary School

Laura A. Gonzalez, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs	Vision	Theory of Action
<p>De Zavala Elementary School’s mission is to provide a challenging learning environment and encourage high expectations for academic success, by educating the “whole child”. We seek the development of appropriate and rigorous instruction that is differentiated to meet all our students’ needs. Our school promotes the development of a well-rounded student through a rigorous academic curriculum and opportunities to learn and enhance new skills in our after-school clubs. We proudly foster high parent, teacher, and community member involvement in the goal to create life-long learning members of society. We ground ourselves on the core values and beliefs of commitment, respect, integrity and consistency; as we are One Community, One Mission: Student Excellence.</p>	<p>De Zavala Elementary School’s vision is to develop the “whole child” by effectively fostering social-emotional learning and academic achievement through meaningful and purposeful teaching and learning; that help create critical thinkers, problem solvers and productive and caring members of our community.</p>	<p>For every student to achieve, all stakeholders (teachers, students, parents, staff members, and community members) must come together to support the academic and social development of all students. All students can learn, reach their full potential, and achieve academic success when provided with an effective teacher and high-quality, data-driven instruction.</p>

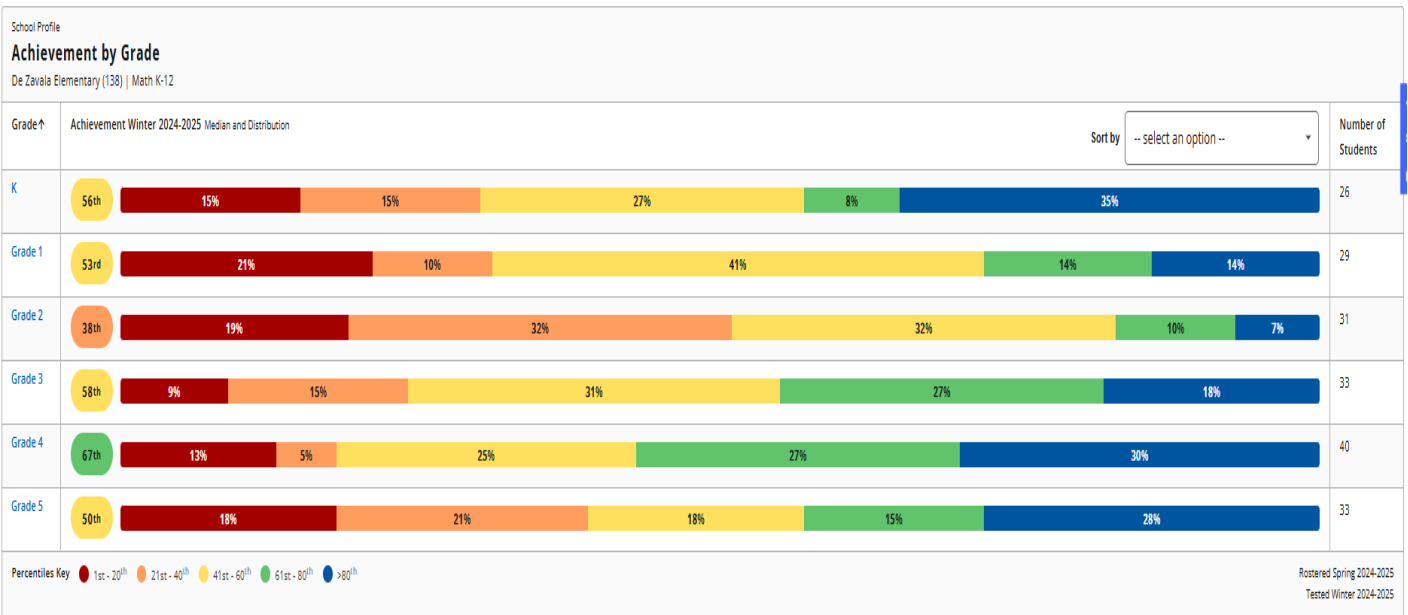
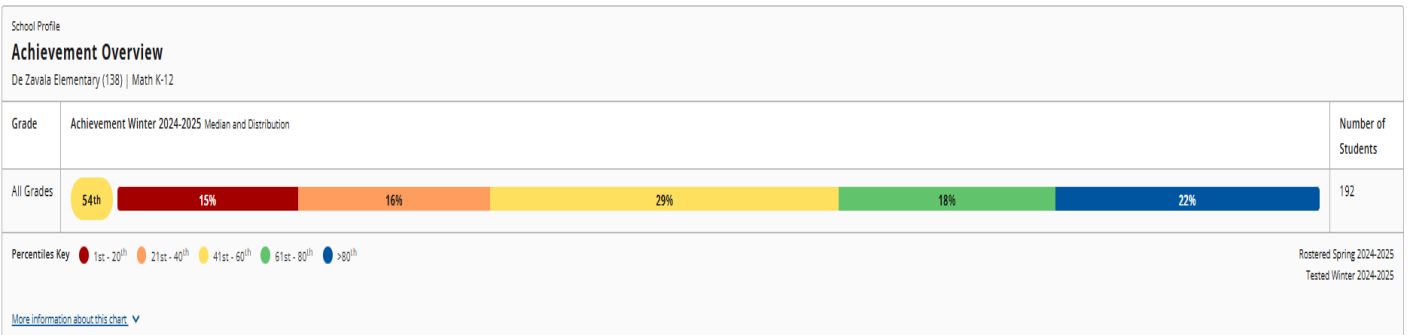
Needs related to student achievement data

- 2024-2025 NWEA MOY median percentile achievement results for Kinder – 5th demonstrate a critical need for support in second and third grade reading and first, second, and fifth grade math.
 - Kindergarten Math: 56 median percentile
 - First Math: 53 median percentile
 - Second Math: 38 median percentile
 - Third Math: 58 median percentile
 - Fourth Math: 67 median percentile
 - Fifth Math: 50 median percentile

Reading: 21 median percentile
 Reading: 59 median percentile
 Reading: 62 median percentile
 Reading: 61 median percentile

Math NWEA Data

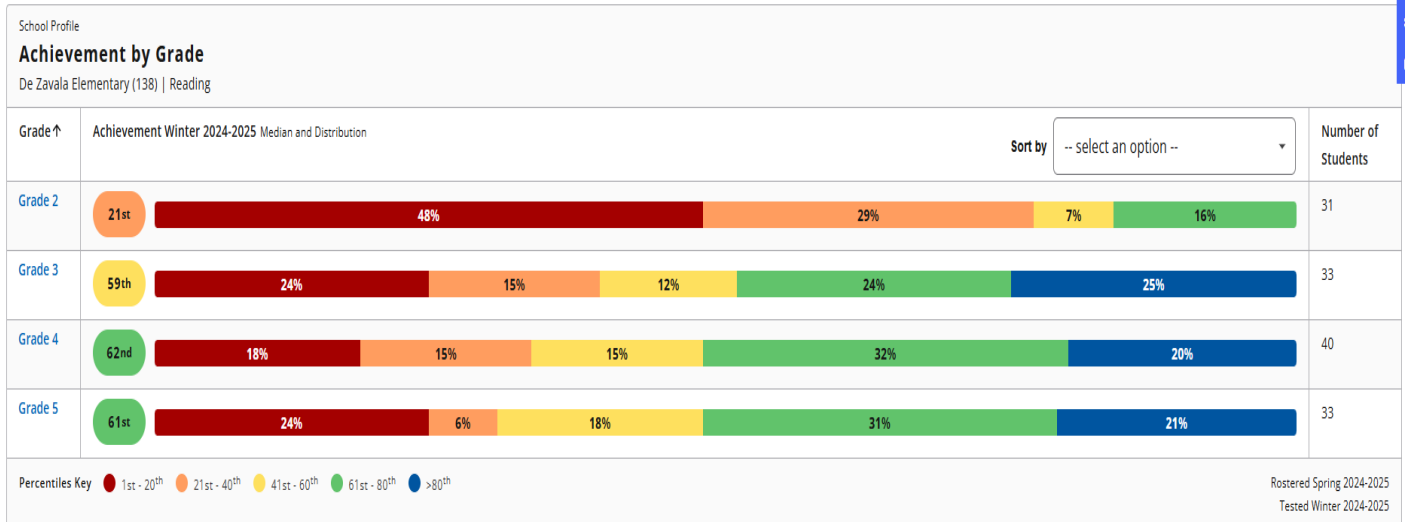
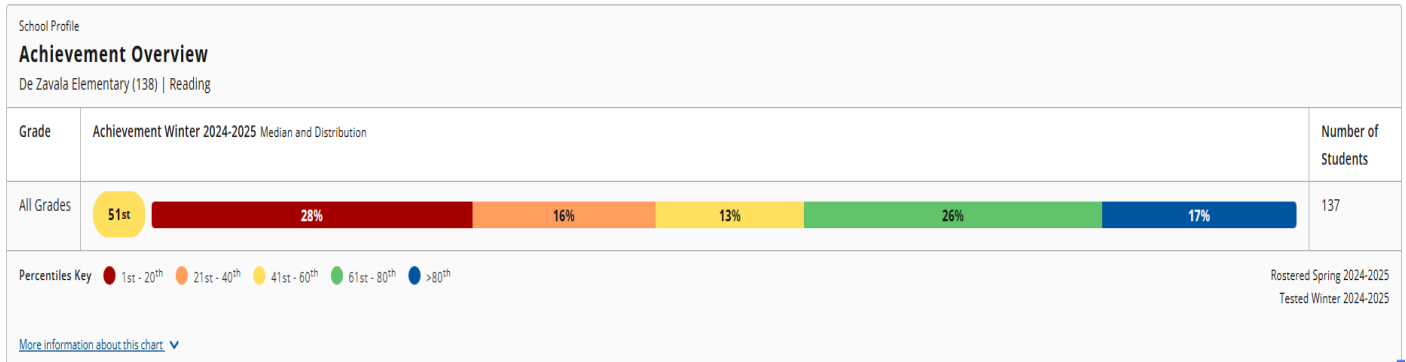
De Zavala Elementary (138)



Needs related to student achievement data continues ...

Reading NWEA Data

De Zavala Elementary (138)



- 2024-2025 STAAR Results demonstrates the need to improve writing for both Standard Constructed Response and TELPAS writing components.
 - 71% of third grade students scored between 0-2 points
 - 45% of fourth grade students scored between 0-2 points
 - 33% of fifth grade students scored between 0-2 points
 - **TELPAS in Kinder – 5th 43% scored advanced high (3rd – 5%, 4th – 7% and 5th – 31%)**
 - 3rd - 5th grade students scored 56% on STAAR Reading Meets and Masters.
 - 3rd - 5th grade students scored 66% on STAAR Math Meets and Masters.
 - 3rd - 5th grade students scored 9.4% on STAAR Science Meets and Masters.

Needs related to improving the quality of instruction

Effective teachers make the most difference in student academic performance. It is imperative that our students receive the highest quality of instruction by an effective teacher. This requires daily coaching in the classroom, daily planning/lesson internalization sessions, data/progress monitoring, and professional development. In order to improve quality instruction:

- Grow teacher capacity and leadership density
- Improve academic achievement in reading, writing, math, and science quality of instruction.
- Close the learning gaps for students in special populations (EBS, Sped. Education, Dyslexia and 504) and improve the quality of instruction through monitoring both compliance and lesson delivery.
- Improve the PLC structure to support instructional capacity of teachers and improve lesson internalization process.

System evaluation (philosophy, processes, implementation, capacity)

Philosophy:

De Zavala Elementary School seeks the development of appropriate and rigorous instruction that is differentiated to meet all our students' needs. Our school promotes the development of a well-rounded student through a rigorous academic curriculum and opportunities to learn; and enhance new skills through our DYAD Program.

Processes, Implementation, and Capacity:

In order to support student learning and achieve academic success the following action steps will be taken to improve high quality instruction.

- New Education System LSAE model implementation effectively.
- Professional Learning Communities and Lesson Demonstration Systems and Structure: Lesson/Unit Internalization/Data Analysis.
- Professional Development opportunities to support implementation of best instructional practices to support student achievement and leadership capacity.
- School-wide Systems and Expectations: Hallway Transitions, Classroom/Team Center Expectations, Meetings (ARDs, IAT, IEPs) and Data Tracking (Intervention Support).
- Build leadership density of all leaders

School Action Plan Template

Key Action

Improve the quality of instruction in reading and writing across all grade levels by supporting and building teacher efficacy through coaching and feedback.

Indicators of success/ holes TELPAS- Science/ how many of our 3rd grade teachers are distinguished.

- By June 2026, 60% of students will meet their individual growth target on 2-5 NWEA MAP Reading.
- By the end of January 2026, the campus will consistently score at the proficiency level (> 90%) on the NES System Check as observed by Monthly campus/district walks.
- By May 2026, the percentage of students meeting their expected growth in mClass DIBELS/Lectura in their language of instruction will increase from 30% to 40% of students in grades 1st and 2nd grade.
- By April 2026, 2nd – 5th grade reading teachers will score at least 13 points in Domain II in their 45-minute observation.
- By December 2025 70% of 4th grade students will achieve at least an average score of 2 on ECRs using the ECR Rubric, by April 2026 80% of 4th grade students will achieve at least an average score of 3/4 on ECRs using the ECR Rubric.

Specific actions – school leaders

- Leaders will provide professional development training in scaffolding strategies and engagement strategies (multiple response strategies) that support teacher's efficacy.
- Leaders will provide training on why teach writing across all content areas.
- Leaders will provide training on short constructive writing responses and extended response using TEA rubrics and RACE strategy.
- Leaders will provide on-going professional development on the appraisal systems to improve Domain II scores.
- Leaders will provide professional development on NES (New Education System) expectations and instructional characteristics.
- Leaders will provide lesson internalization planning meetings with teachers with opportunities for demonstration of lessons.
- Leaders will train teachers in short constructed responses in all core content areas.
- Leadership and teachers will collect and grade student writing samples in Reading, Mathematics, Science, and Social Studies using the SCR/ECR rubric once a month during PLCs.
- Leadership Team and Teacher Leaders will model the process for effective PLCs with the focus on using data to drive instruction.
- Leadership team will conduct daily coaching visits to classrooms that focus on students' engagement through frequent MRS –every 4 to 8 minutes, lesson components coherence, teacher effective use of students Demonstrations of Learning (DOL) to intervene and redirect misconceptions during first instruction.

KEY ACTION ONE

- Implement Writing Calibration and Model Lessons by scheduling monthly writing calibration sessions with all 3rd–5th grade ELA teachers using the ECR rubric to ensure consistent expectations and scoring practices.

Specific actions – staff

- Teachers and staff will attend Professional Development sessions and implement the training provided.
- Teachers and staff will ensure that feedback given from all leaders will be implemented immediately.
- Teachers will implement the NES expectations and the instructional characteristic training in their lessons daily.
- Teachers will internalize lessons and practice their lesson with their colleagues and campus leaders.
- Teachers will use daily classroom preparation checklist (Am I Ready?) to make sure they are prepared for the following lesson (day).
- Create “at bats” lesson demo schedule.
- Create schedule to support implementation of K-12 Summit, IXL and Amira/Amplify Boost.
- Use the ECR Rubric to Guide Writing Instruction.
- Plan and deliver weekly ECR writing tasks aligned to grade-level standards and use the ECR rubric to score and analyze student responses.
- Teachers will engage in ECR (Extended Constructed Response) calibration sessions every three weeks during PLCs to establish consistent expectations, strengthen scoring accuracy, and identify common areas for instructional support and reteach.

Key Action One: Improve the quality of instruction in reading and writing across all grade levels by supporting and building teacher efficacy through coaching and feedback.

Staff

Who:

What:

When:

Where:

Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		

Other		
		TOTAL
Funding sources:		



KEY ACTION TWO

Key Action

Improve the quality of instruction in math and science across all grade levels.

Indicators of success

- By May 2026, 60% of K-5th grade students will improve from BOY to EOY and meet their expected growth .09 or more on NWEA/DIBELS/MAP.
- By May 2026, 70% of 3-5 grade teachers will score 6/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver), as measured by the monthly average spot score for the second semester.

Specific actions – school leaders

- Leadership team will calibrate twice a week using spot observation data.
- Provide regular coaching with written feedback using spot observation form.
- Provide side-by-side modeling of multiple response strategies and best practices.
- Conduct effective planning/lesson internalization session that focus on data and best practices (alignment between lesson objective and demonstration of learning)
- Facilitate weekly PLC's that focus on backwards planning, analysis of writing responses, Demo lessons, and Data-protocols.
- Leadership team will conduct daily coaching visits to classrooms that focus on students' engagement through frequent MRS –every 4 to 8 minutes, lesson components coherence, teacher effective use of students Demonstrations of Learning (DOL) to intervene and redirect misconceptions during first instruction.

Specific actions – staff

- Implementation of multiple response strategies
- Planning and lesson internalization
- Annotation in the slide deck and curriculum map
- Professional Learning Community: Demo Lessons
- Content teachers will actively participate in data-driven PLC (Professional Learning Communities) to analyze BOY, MOY and EOY from NWEA assessment and set specific targets for students as well as action steps with campus goals in mind (during each progress monitoring date).
- Create schedule to support implementation of Zearn.

	Key Action Two: Improve the quality of instruction in math and science across all grade levels.		
Staff Devel.	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding sources:			

Key Action

Close the achievement gaps for students in special populations: Special Education, 504, At-Risk, and Emergent Bilinguals.

Indicators of success

- 100% of students receiving Special Education services will have access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs (Individualized Education Plan).
- By May 2026, 60% of Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading.
- The percentage of students in grades K-5 performing at advanced and advanced high-level on TELPAS (Texas English Language Proficiency Assessment System) Reading will increase from **43%** on TELPAS 2025 to **49%** on TELPAS 2026.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

1. The leadership team will participate in all BOY meetings facilitated by the Special Education team and ensure that the students' IEPs are delivered to all teachers serving each student receiving Special Education services and that the teachers have opportunities to ask questions for understanding and clarity.
2. Principal and Special Education will collaborate to ensure timely scheduling and notification of parents regarding regularly scheduled and specially requested ARD meetings.
3. During bi-weekly meetings with the Special Education team and monthly leadership team meetings with Sp Ed (Special Education) Chair, Principal will review compliance and instructional concerns reported by the Special Education and core content teachers.
4. During routine classroom observations, the leadership team will collect data on the students' use of designated supports, discuss it with core content and enrichment teachers, and determine action steps during PLC meetings once per month.
5. The Principal and Special Education Chair will ensure that 100% of students are receiving content support inside or outside of the core content classrooms, in accordance with their IEPs, and that all sessions are properly documented in PowerSchool.
6. The Principal and Special Education Chair will collaborate to ensure timely completion of progress monitoring reports every 3 weeks.
7. Teachers will be trained in Scaffolding Strategies and K-12 Summit to support English Language Learners.
8. The Leadership Team will conduct training on constructed Response Scoring Guide for all core content teachers in grades 1st – 5th by end of December 2025.
9. Monitor students' progress in Summit K-12 program usage and assessments.

Specific actions – staff

1. Special Education teachers will meet with core content and enrichment teachers during the first week of the school year to deliver and explain the students' IEPs.
2. All teachers providing services to students in Special Education will implement the students' IEPs with fidelity and document students' accommodations for each assignment in PowerSchool. Teachers will turn in printed reports to Sp Ed Chair.
3. Each student's case manager completes progress monitoring reports every 3 weeks.
4. The Special Education team will be available for consultation with core content and enrichment teachers as requested and warranted by the students' IEPs.
5. All teachers will collect student work samples and actively participate in weekly PLC meetings.
6. Bilingual and ESL (English as a Second Language) teachers will implement the Summit K-12 and monitor the students' usage.

Key Action Three: Close the achievement gaps for students in special populations: Special Education, 504, At-Risk, and Emergent Bilinguals.

Staff

Who:

What:

When:

Where:

Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		

Funding sources:

Key Action:

The principal/AP or designee ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.

Indicators of success

- By the end of the 2025-2026 school year, the principal/assistant principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
- Throughout the 2025-2026 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.

Specific actions – school leaders

- Ensure special education teachers participate in the Standards-Based IEP Process training through TEA Learns.
- Ensure special education teachers are utilizing Goalbook to create measurable goals.
- Work with Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool.
- Principal/Assistant Principal conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs.

Specific actions – staff

- Ensure special education teachers participate in IEP training.
- Teachers will ensure they have IEPs and all necessary accommodations for students.
- Teacher assistants and Special Education staff will assist with implementation IEPs.
- Teacher assistants and Special Education staff will inform teachers of upcoming ARDs and plan for coverage.
- Special Education Chair will support in the creation of Special Education binders.
- Complete all required paperwork for ARD meetings and documentation of IEP implementation in a timely manner.
- Attend ARD meetings as requested.
- Conduct a minimum of two teacher-parent conferences (fall/spring) to discuss student progress.

	Key Action Four: Provide high quality instruction and effectively support special needs students through scheduling ARDs for students with IEPs in a timely manner and have the principal/assistant principal participate in ARDs.		
Staff	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding sources:			

Key Action:

Improve English proficiency for Emergent Bilingual Students.

Indicators of success

- The percentage of students in grades K-5 progressing at least one proficiency on TELPAS (Texas English Language Proficiency Assessment System) Reading will increase from **43%** on TELPAS 2025 to **49%** on TELPAS 2026.
- By May 2025, 80% of students in K-4 (including Emergent Bilingual Students) will complete at least 70 grade level Zearn lessons.
- By 2025 PEIMS snapshot, 100% of students identified as potential Emergent Bilingual students defined by Home Language Survey indicators are tested and appropriately coded.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish*

Train teachers in “at bats” focused on Shelter Instruction practices to ensure students are getting the practice needed to develop the necessary skills to perform at meets and masters on any assessment.

Train teachers on the implementation of Summit K-12 (pre-assessments for Personalized Learning Plan - PLP)

Create a Summit K-12 incentive program for Emergent Bilingual students.

Train LPAC team at the beginning of the year with any new update policies

Monitor students’ progress and usage on Summit K-12 program.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Train teachers in scaffolding strategies
- Ensure that lesson slides have scaffolds (word parts, cognates, visual support, sentence stems, word banks) as needed for any Emergent Bilingual student
- Monitor and track Summit K-12 completion
- Set TELPAS goals for each Emergent Bilingual student
- Review designated supports for Emergent Bilinguals
- Adjust instruction as needed to support Emergent Bilingual Students
- Use research-based engagement strategies in all content areas, such as white board and think-pair-share to ensure full knowledge of content
- Participate in LPAC committee meetings
- Complete Linguist Accommodation Forms for each Emergent Bilingual students
- Train LPAC team at the beginning of the year with any new update policies

Key Action Five: Improve English proficiency for Emergent Bilingual Students			
Staff	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources:		

Key Action

Maximize the PLC model and structure to strengthen lesson internalization, demonstration of lesson delivery, and systems and routines (instructional and transition) to effectively improve student outcomes.

Indicators of success

- By the end of the 2025-2026 school year, each special education teacher will receive a minimum total of 10 spot observations and 6 coaching and feedback conversations with coaching action step(s).
- By the end of January 2026, 100% of core teachers will have presented a model lesson during PLCs or Demonstration (DEMO) Lesson Day.
- 100% of 3rd – 5th grade core subject teachers will transition students to LSAE after demonstration of learning into the Learning Center.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish*

- Leadership will facilitate and allocate days for Vertical Alignment planning with teachers.
- Leadership team will assign learning coaches to track students' learning centers attendance.
- Leadership will train teachers on data analysis in OnTrack, NWEA, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), STAAR, TELPAS, DOL Trackers, and spot observation forms to improve student outcomes.
- Leadership will conduct Professional Learning Communities that focus on high quality strategies during Tier 1 instruction (engagement strategies).
- The Leadership Team will plan with teachers to support internalization of lesson plans and conduct Spot Observations to ensure alignment of instruction to lesson plans.
- Ensure teachers score and track DOLs in a timely manner using their DOL clipboard
- Ensure slides have a digital timer or time stamps on lesson slides for appropriate pacing of the lesson
- Create expectations for Learning Coaches, Teacher Apprentices, PLCs and Demo Days
- Implement Day Cards for Learning Coaches, Teacher Apprentices, and Office Staff
- Ensure Teacher Apprentices attend PLCs, grade level meetings, Demo Days, campus & district professional development.

Specific actions – staff

- Teachers will focus on high priority standards, backwards plan and use Module Assessments, Formative Assessments, and lesson plans in Vertical Alignment PLCs at the beginning of every 6 weeks.
- Teachers will conduct data analysis via OnTrack, NWEA, DIBELS, STAAR, TELPAS, DOLs, and track students' progress of understanding. Teachers will adjust their action plan and submit to leadership as needed to ensure direct instruction is high quality and on level.
- Teachers will practice the internalization protocol of lessons.
- Teachers will attend professional development on Spot Observation forms.

- Learning Coaches and Teacher Apprentices attend PLCs, grade level meetings, Demo Days, campus & district professional development.
- Ensure slides are time stamped and/or timer is being used to pace lesson
- Practice lesson ahead of going live to ensure proper pacing and high-quality instruction
- Prepare materials ahead of time (day before) to ensure effective and efficient transitions
- Score and track Demonstration of Learning in a timely manner
- Track time/schedules according to master schedule
- Prepare and organize materials for following day
- Follow Classroom Checklist

Key Action Six: Maximize the PLC model and structure to strengthen lesson internalization, demonstration of lesson delivery, and systems and routines (instructional and transition) to effectively improve student outcomes.

Staff	Who:
	What:
	When:
	Where:

	Proposed item	Description	Amount
Budget	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		

Funding sources:

