

Midland Independent School District

DeZavala Elementary

2025-2026 Campus Improvement Plan



Mission Statement

The aim of De Zavala Elementary School is to inspire a passion for STEM learning in a dynamic environment where students actively **explore, innovate, and apply** their knowledge to real world challenges.

Explore, Innovate, Apply

Vision

At De Zavala Elementary, we empower students through a STEM-focused, inquiry-based education that nurtures curiosity, critical thinking, and ownership of learning.

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Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.	35
Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.	53
Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.	56
Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).	59
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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population

	Count
Student Total	669
Early Education Grade	3
Pre-Kindergarten Grade	63
Kindergarten Grade	81
1st Grade	80
2nd Grade	95
3rd Grade	94
4th Grade	87
5th Grade	92
6th Grade	74

Student Demographics

	Count	Percent
Gender		
Female	315	47.09%
Male	354	52.91%
Ethnicity		
Hispanic-Latino	601	89.84%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	6	0.90%
Black - African American	33	4.93%
Native Hawaiian - Pacific Islander	0	0.00%
White	28	4.19%
Two-or-More	1	0.15%

Student Programs

	Count	Percent
Dyslexia	32	4.78%
Gifted and Talented	3	0.45%
Regional Day School Program for the Deaf	0	0.00%
Section 504	7	1.05%
Special Education (SPED)	93	13.90%
Bilingual/ESL		
Emergent Bilingual (EB)	279	41.70%
Bilingual	179	26.76%
English as a Second Language (ESL)	98	14.65%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	655	97.91%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	8	1.20%
Neglected	0	0.00%

	PIA Reporting Period 1	PIA Reporting Period 2	PIA Reporting Period 3	PIA Reporting Period 4	PIA Reporting Period 5	PIA Reporting Period 6	PIA Cumulative
	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025
All Students	95.2%	94.1%	93.2%	91.6%	92.6%	92.4%	93.2%
Ethnicity							
Hispanic/Latino	95.2%	94.0%	93.3%	91.7%	92.5%	92.3%	93.2%
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	98.6%	99.6%	97.5%	96.2%	99.3%	95.5%	97.7%
Black or African American	94.2%	95.7%	92.1%	90.4%	91.1%	91.7%	92.5%
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	95.4%	94.3%	91.6%	91.1%	94.0%	93.7%	93.4%
Two or More Races	96.4%	91.3%	-	-	-	-	94.1%
Gender							
Male	95.6%	94.5%	93.6%	92.1%	93.0%	92.0%	93.5%
Female	94.7%	93.6%	92.8%	91.1%	92.1%	92.8%	92.9%

Demographics Strengths

Economically Disadvantaged but Highly Engaged

- **88.49%** of students are economically disadvantaged, yet the attendance rate for this population remains stable (**93.2% cumulative**), demonstrating the school’s effectiveness in supporting high-need students.
- **65.77%** of students receive free meals—an indicator of both need and success in accessing resources.
- **At-Risk designation** applies to **64.87%** of students, but these students still maintain a strong attendance average (**93.8% cumulative**), suggesting that intervention and wraparound support services are effective.

Teacher Workforce Mirrors Student Population

- **72.6% of staff are minorities**, with **65.2% of teachers identifying as Hispanic**, closely aligning with the student demographic. This cultural and linguistic congruence supports trust, belonging, and culturally responsive teaching.
- The majority of teachers hold **bachelor’s (76.4%)** or **master’s (23.6%) degrees**, and **over 70%** have **6+ years of experience**, which contributes to instructional stability and capacity.

Attendance Strength Across Grade Levels and Populations

- School-wide cumulative attendance is **93.2%**, with consistent rates across all grades (e.g., 3rd grade at 93.6%, 4th grade at 93.6%).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hispanic male students at De Zavala Elementary experience a disproportionately high rate of disciplinary actions compared to other demographic groups, particularly those identified as Special Education, Emergent Bilingual, or Economically Disadvantaged.

Root Cause: The administrators and counselors lacked consistent follow up in the implementation of tiered behavior interventions with students that were repeat offenders.

Problem Statement 2 (Prioritized): While 89.84% of the student population is Hispanic, a significant percentage (41.7%) are classified as Emergent Bilingual, and 64.87% are labeled At-Risk, suggesting that many students are entering school with foundational academic or language gaps.

Root Cause: The administrators haven't provided training and strategies to identify which students are At Risk and offer immediate support to them.

Problem Statement 3 (Prioritized): 47% of teachers have five years or less of experience as of the 2024-2025 school year.

Root Cause: The campus leadership needs to build on teacher growth and efficacy by providing ongoing training tailored to the specific needs of individual teachers, such as behavioral strategies and implementation of effective teaching strategies.

Problem Statement 4 (Prioritized): Overall, attendance drops during the fourth cycle of the 2024-2025 school year.

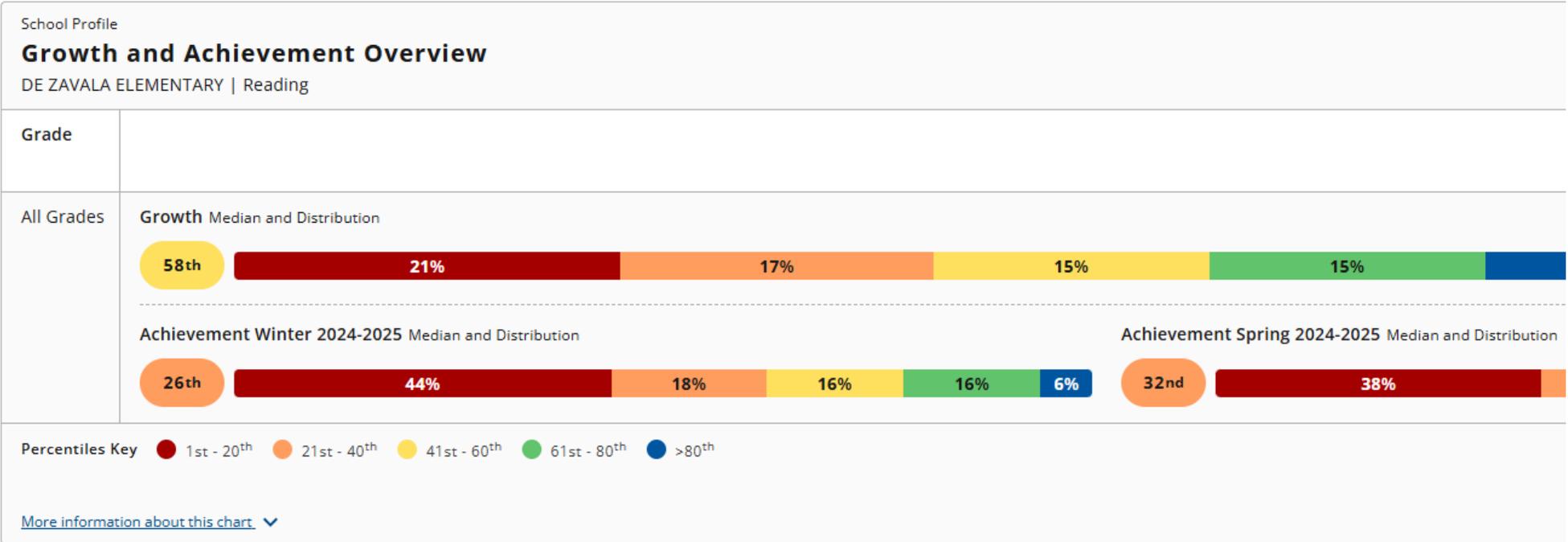
Root Cause: The campus leadership lacks a systemic approach to monitor students' attendance in the second semester of the 2024-2025 school year.

Student Learning

Student Learning Summary

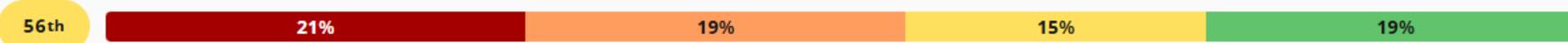
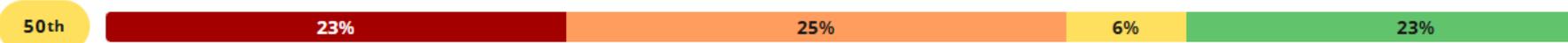
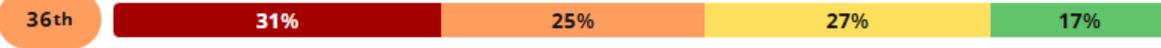
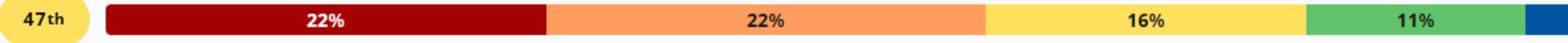
	Approaches	Meets Grade Level	Masters Grade Level
3rd RLA	48%	15%	0%
4th RLA	75%	35%	8%
5th RLA	40%	28%	4%
6th RLA	68%	37%	16%
3rd Math	40%	18%	2%
4th Math	70%	50%	16%
5th Math	50%	24%	11%
6th Math	51%	14%	3%
5th Science	20%	4%	0%

DE ZAVALA ELEMENTARY



Growth and Achievement by Grade

DE ZAVALA ELEMENTARY | Reading

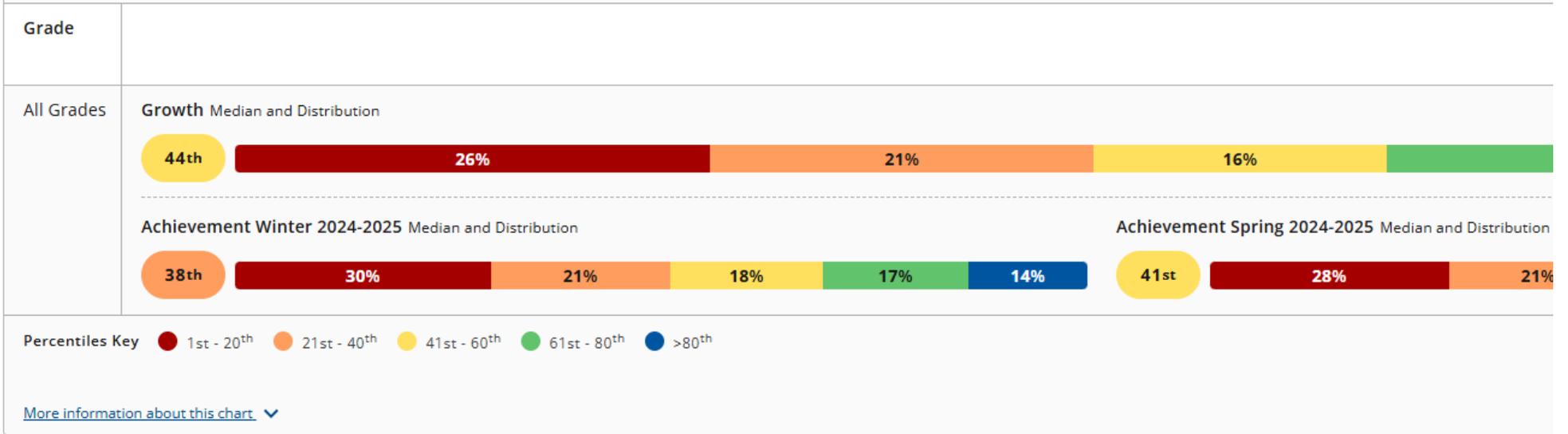
Grade ↑		
K	<p>Growth Median and Distribution</p> 	
	<p>Achievement Winter 2024-2025 Median and Distribution</p> 	<p>Achievement Spring 2024-2025 Median and Distribution</p> 
Grade 1	<p>Growth Median and Distribution</p> 	
	<p>Achievement Winter 2024-2025 Median and Distribution</p> 	<p>Achievement Spring 2024-2025 Median and Distribution</p> 
Grade 2	<p>Growth Median and Distribution</p> 	
	<p>Achievement Winter 2024-2025 Median and Distribution</p> 	<p>Achievement Spring 2024-2025 Median and Distribution</p> 

DE ZAVALA ELEMENTARY

School Profile

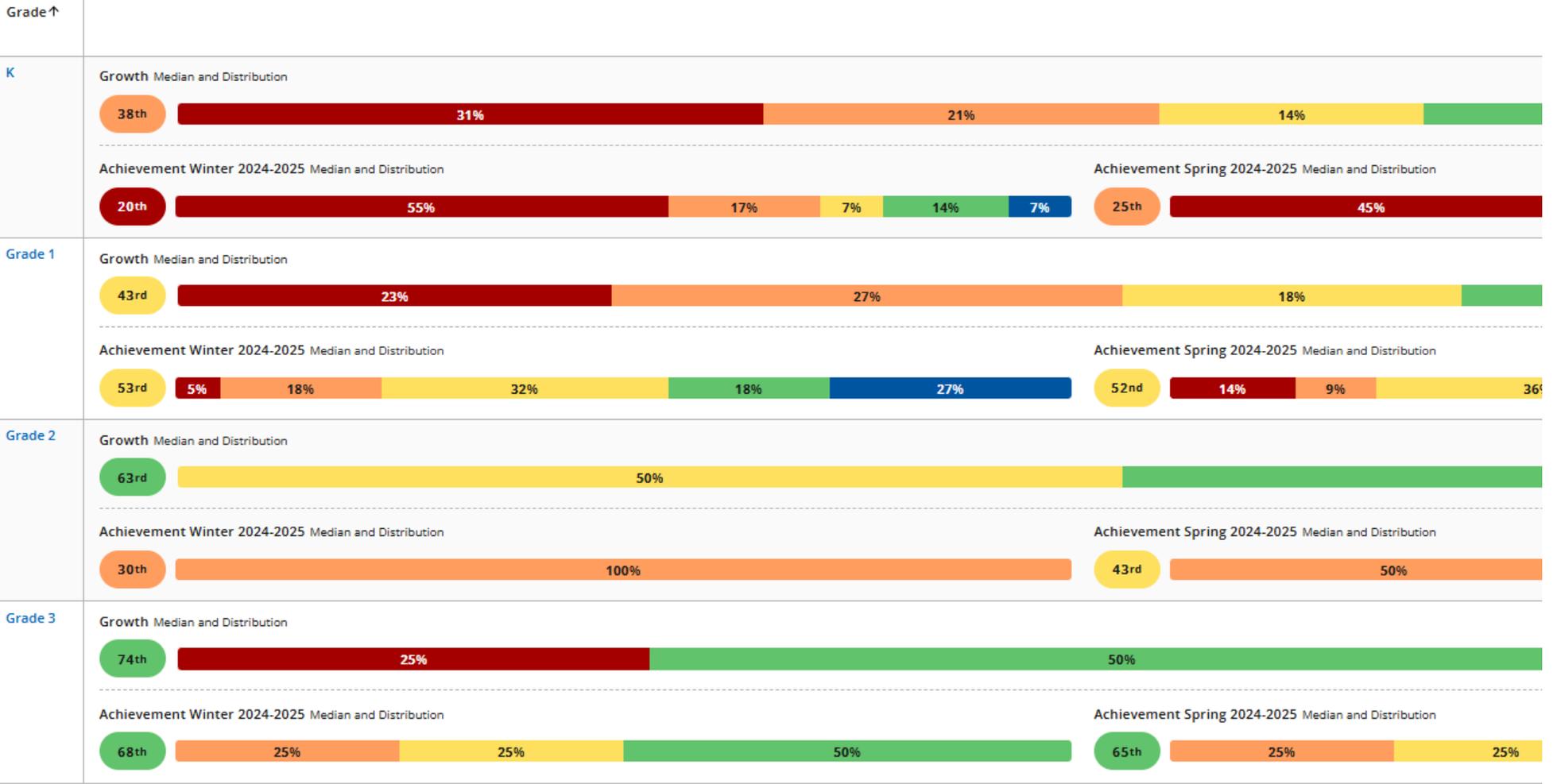
Growth and Achievement Overview

DE ZAVALA ELEMENTARY | Reading (Spanish)



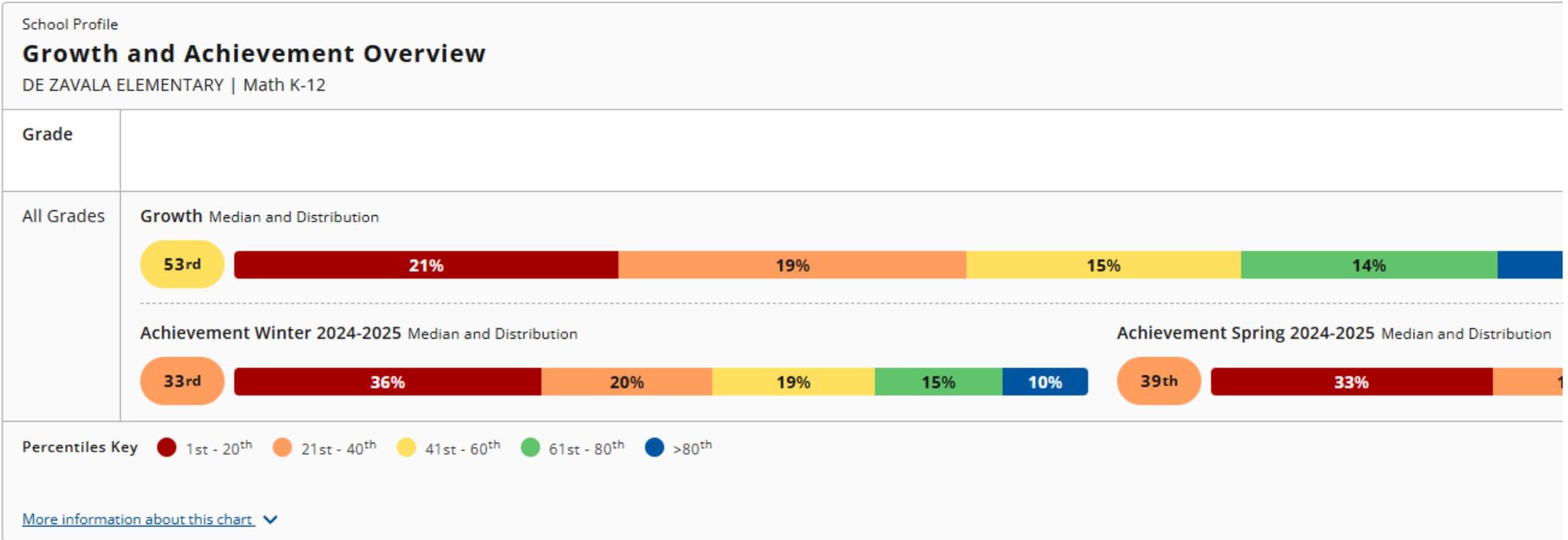
Growth and Achievement by Grade

DE ZAVALA ELEMENTARY | Reading (Spanish)



Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

DE ZAVALA ELEMENTARY

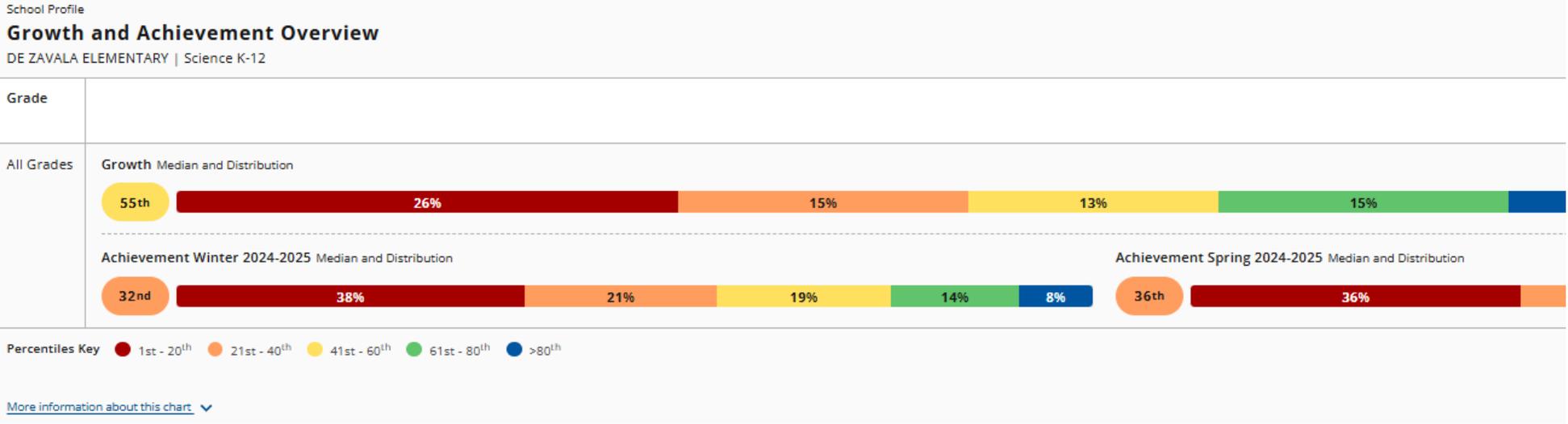


Growth and Achievement by Grade

DE ZAVALA ELEMENTARY | Math K-12

Grade ↑		
K	<p>Growth Median and Distribution</p> <p>47th </p>	
	<p>Achievement Winter 2024-2025 Median and Distribution</p> <p>37th </p>	<p>Achievement Spring 2024-2025 Median and Distribution</p> <p>50th </p>
Grade 1	<p>Growth Median and Distribution</p> <p>47th </p>	
	<p>Achievement Winter 2024-2025 Median and Distribution</p> <p>43rd </p>	<p>Achievement Spring 2024-2025 Median and Distribution</p> <p>46th </p>
Grade 2	<p>Growth Median and Distribution</p> <p>47th </p>	
	<p>Achievement Winter 2024-2025 Median and Distribution</p> <p>29th 2</p>	<p>Achievement Spring 2024-2025 Median and Distribution</p> <p>29th </p>

DE ZAVALA ELEMENTARY



Goal Progress Measures



Pre-K GPM 1.1: The percentage of Pre-Kindergarten students on track to develop understanding on the CLI Engage phonological awareness assessment will increase from **86% to 89%** by 2028.

- Areas Assessed for Growth Measure:

- Letter sounds
- Rapid letter naming
- Total Phonological Awareness
 - ◆ Syllables
 - ◆ Onset-rime
 - ◆ Rhyming 1
 - ◆ Alliteration

* **The 2025 end of year target = 87%**

If students are 'on track' in two of the three areas, they will be considered 'on track' to develop understanding.

- Letter Sounds (on track at 40)
- Rapid Letter Naming (on track at 14 in English and 13 in Spanish)

Pre-K GPM 2.1: The percentage of Pre-Kindergarten students on track to develop understanding on the CLI Engage math assessment will increase from **92% to 94%** or above by 2028.

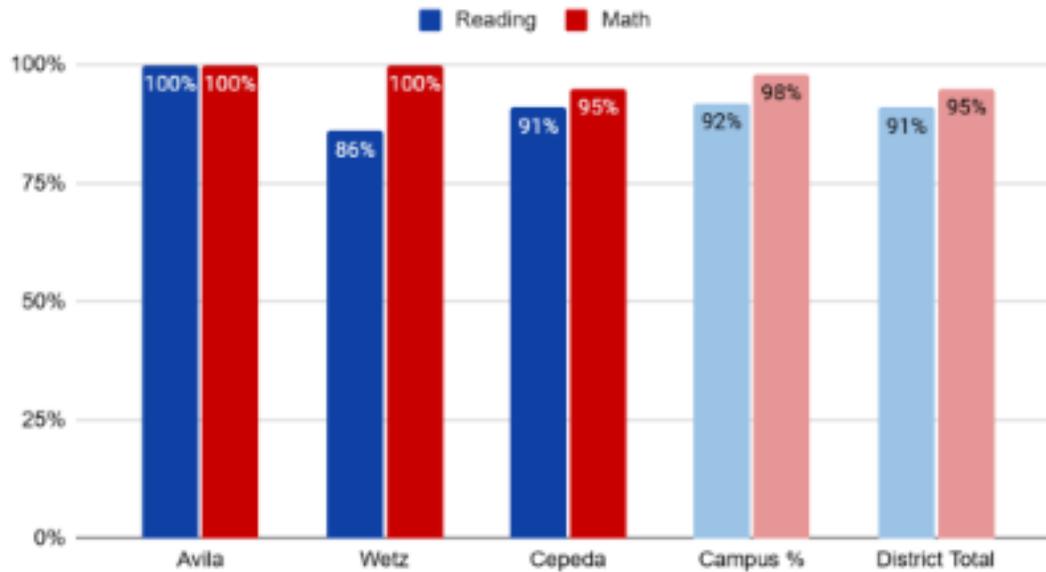
- Areas Assessed for Growth Measure:
 - Rote Counting
 - Shape Naming
 - Number Discrimination
 - Number Naming
 - Shape Discrimination
 - Counting Sets
 - Operations

* **The 2025 end of year target = 92%**

Students are considered 'on track' for the overall math assessment if they earn at least 20 points.

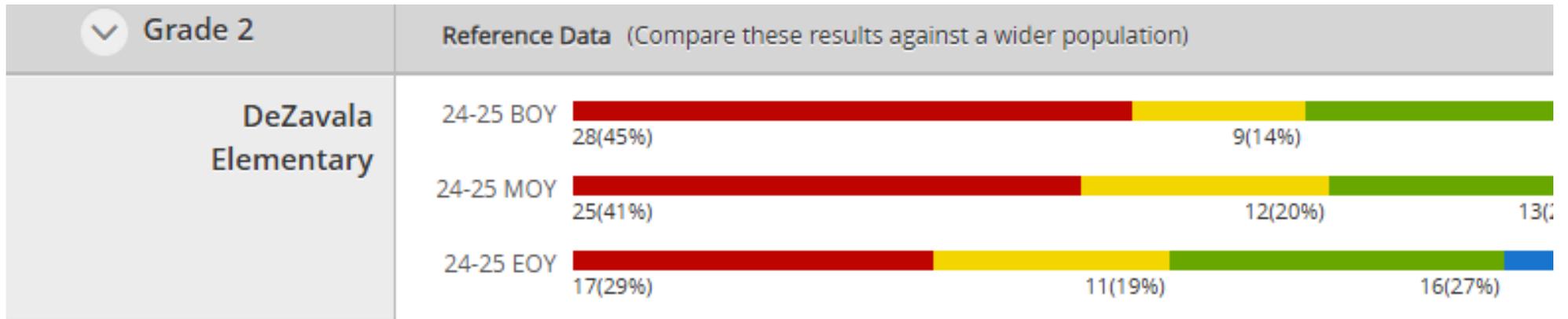
2024-2025 EOY CLI Assessment

DeZavala Elementary

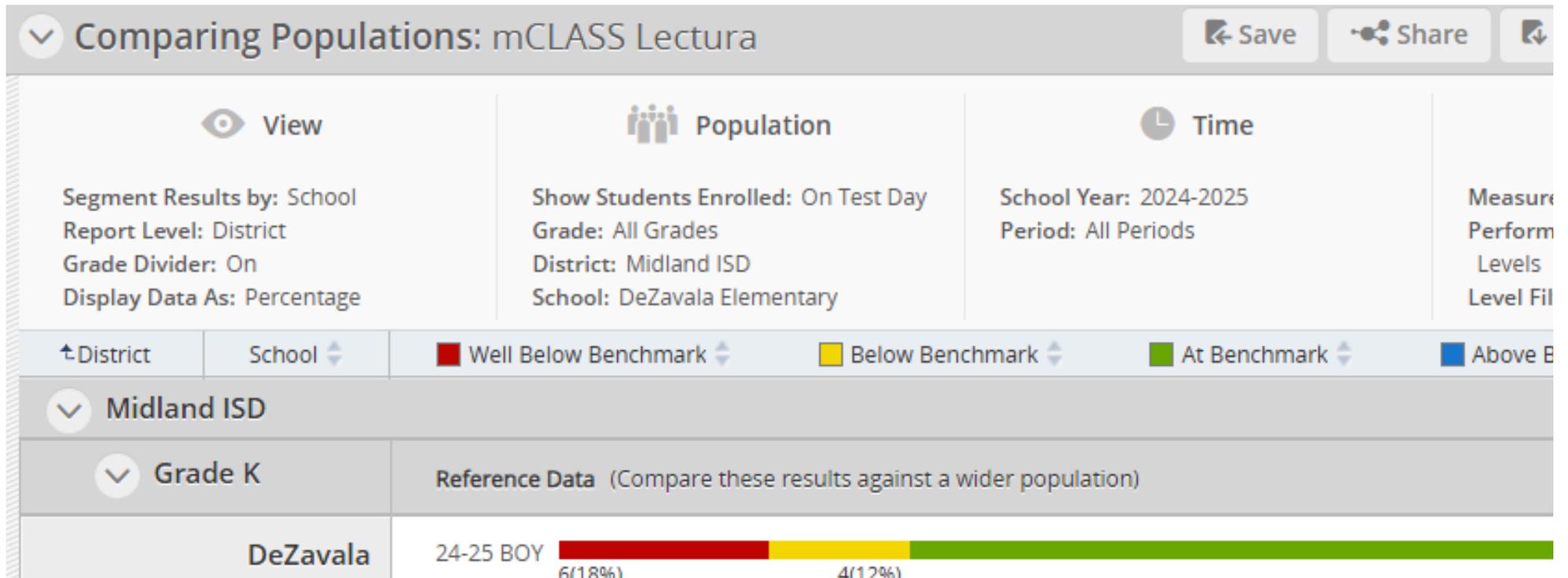


Monolingual English mClass End of the Year

View	Population	Time									
Segment Results by: School Report Level: District Grade Divider: On Display Data As: Percentage	Show Students Enrolled: On Test Day Grade: All Grades District: Midland ISD School: DeZavala Elementary	School Year: 2024-2025 Period: All Periods									
↑ District School	Well Below Benchmark Below Benchmark At Benchmark Above Benchmark										
Midland ISD											
Grade K											
Reference Data (Compare these results against a wider population)											
DeZavala Elementary	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">24-25 BOY</td> <td style="width: 60%;"></td> <td style="width: 20%; text-align: right;">21(43%)</td> </tr> <tr> <td>24-25 MOY</td> <td></td> <td style="text-align: right;">23(46%)</td> </tr> <tr> <td>24-25 EOY</td> <td></td> <td style="text-align: right;">15(31%)</td> </tr> </table>		24-25 BOY		21(43%)	24-25 MOY		23(46%)	24-25 EOY		15(31%)
24-25 BOY		21(43%)									
24-25 MOY		23(46%)									
24-25 EOY		15(31%)									
Grade 1											
Reference Data (Compare these results against a wider population)											
DeZavala Elementary	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">24-25 BOY</td> <td style="width: 60%;"></td> <td style="width: 20%; text-align: right;">17(31%)</td> </tr> <tr> <td>24-25 MOY</td> <td></td> <td style="text-align: right;">26(48%)</td> </tr> <tr> <td>24-25 EOY</td> <td></td> <td style="text-align: right;">20(37%)</td> </tr> </table>		24-25 BOY		17(31%)	24-25 MOY		26(48%)	24-25 EOY		20(37%)
24-25 BOY		17(31%)									
24-25 MOY		26(48%)									
24-25 EOY		20(37%)									



Dual Language Spanish mClass End of the Year



<p>Elementary</p>	<p>24-25 MOY </p> <p>24-25 EOY </p>
<p>Grade 1</p>	<p>Reference Data (Compare these results against a wider population)</p>
<p>DeZavala Elementary</p>	<p>24-25 BOY </p> <p>24-25 MOY </p> <p>24-25 EOY </p>
<p>Grade 2</p>	<p>Reference Data (Compare these results against a wider population)</p>
<p>DeZavala Elementary</p>	<p>24-25 BOY </p> <p>24-25 MOY </p> <p>24-25 EOY </p>

Student Learning Strengths

High Achievement in 4th Grade Math

Strong Tier 1 math instruction and alignment to TEKS in 4th grade.

50% of students met grade level, and 16% mastered the content, making 4th grade the highest-performing math group.

Strong Foundational Skills in Pre-Kindergarten

Early childhood instruction is effectively preparing students for academic readiness.

2024–2025 EOY CLI assessments show 98% in math and 92% in reading across Pre-K classrooms. The campus is above the district's average.

Significant Progress in Spanish Literacy (mCLASS Lectura)

- **2nd grade Spanish literacy:** 34% of students are at or above benchmark by EOY.
- **Kindergarten Spanish literacy:** 56% of students are at or above benchmark by EOY.

Dual language or bilingual programs are showing improvement in foundational literacy.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 15% of 3rd grade and 32% of 5th grade Reading Language Arts tests that were at the meets and master level in the 2024-2025 school year did not maintain performance.

Root Cause: The lack of teacher training to unpack the standards has hindered the implementation of effective instruction that ensures student success.

Problem Statement 2 (Prioritized): 20% of 3rd grade, 36% of 5th grade, and 17% of 6th grade Math tests that were at the meet and master level in the 2024-2025 school year did not maintain performance.

Root Cause: The lack of teacher training to unpack the standards has hindered the implementation of effective instruction that ensures student success. There is also a lack of teacher accountability in monitoring student progress based on academic goals.

Problem Statement 3 (Prioritized): 68%, including those identified with dyslexia or at risk for reading difficulties, are not performing at or above grade level on STAAR or equivalent end-of-year assessments in grades PK through 6.

Root Cause: The campus leaders did not provide progress monitoring during the first semester, despite the fact that teachers began tracking students in the second semester.

School Processes & Programs

School Processes & Programs Summary

	PK	Kinder	1st	2nd	3rd	4th	5th	6th	Specials	Sped					
7:30 - 7:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast			Vertical PLC Schedule and Coverage 9:15-10:00			
7:45 - 8:00		Amplify	Amplify	Amplify	Amplify/STEMScopes/Science/S.S Block 1	Amplify/STEMScopes/Science/S.S Block 1	Specials	Amplify/Math/Science/S.S Block 1				3-6 Reading	Monday/Wednesday		
8:00-8:15						Specials				Lee	Ochoa/ Sanchez				
8:15-8:30						Specials				Enriquez Lizcano	Reyes				
8:30-8:45						Specials				V. Rivera	Elejalde				
8:45-9:00						Specials				Peralta	Alvarado				
9:00-9:15						Specials				Lee	Almanza				
9:15-9:30		RTI	RTI	RTI	RTI	RTI	RTI	RTI	RTI			McMahan	Salazar		
9:30-9:45		RTI	RTI	RTI	RTI	RTI	RTI	RTI	RTI						
9:45-10:00	Recess	RTI	RTI	RTI	RTI	RTI	RTI	RTI	RTI			3-6 Math	Tuesday/Thursday		
10:00-10:15	Recess	Amplify	Amplify	Amplify	Specials	Amplify/STEMScopes/Science/S.S Block 1	Amplify/STEMScopes/Science/S.S Block 1	Block 1				Martin	Ochoa/ Sanchez		
10:15-10:30	Lunch		Recess		Specials						Duarte	Reyes			
10:30-10:45	Lunch	Lunch	Recess	STEMScopes	Specials	Amplify/STEMScopes/Science/S.S Block 1		Amplify/Math/Science/S.S Block 2				Hill	Elejalde		
10:45-11:00		Lunch	Lunch		Amplify/STEMScopes/Science/S.S Block 1						Specials Lunch				Segura
11:00-11:15							Amplify/		Specials						

11:30-11:45				Recess	Lunch	Amplify/STEMScopes/Science/S.S Block 2		Specials										
11:45-12:00				Recess	Lunch			Specials						3-6 Science				Tuesday
12:00-12:15				Specials	Recess	Lunch												3:45
12:15-12:30			STEMSc	Specials	Recess	Lunch	Block 3	Amplify/Math/Science/S.S Block 2						Jasso				
12:30-12:45				Specials		Recess	Lunch											
12:45-1:00		STEMSc		Specials		Recess	Lunch	Block3										
1:00-1:15				Specials				Recess	Lunch									
1:15-1:30				Specials				Recess	Lunch					5th/6th Lunch				Discipline/504/RTI/LPAC
1:30-1:45		Specials																Malone
1:45-2:00		Specials												Almanza				
2:00-2:15		Specials	STEMSc	STEMSc										Alvarado				
2:15-2:30	P.E. with TA					Amplify/STEMScopes/Science/S.S Block 2	Amplify/STEMScopes/Science/S.S Block 2	Amplify/STEMScopes/Science/S.S Block 3	Amplify/Math/Science/S.S Block 3				Specials Conf.					Reyes
2:30-2:45	P.E. with TA												Specials Conf.					Sanchez
2:45-3:00	P.E. with TA	Science/S.S.	Science/S.S.	Science/S.S.									Specials Conf.					
3:05-3:15														Thursdays				
3:15-3:30						Tutorials	Tutorials	Tutorials	Tutorials					Duarte				PK, 1,3,5
3:30-4:00						Tutorials	Tutorials	Tutorials	Tutorials					Malone				KG, 2,4,6
Rehearsals				Tutorials 3:15-4:00				6th Grade Assigned Restroom Breaks										
All Staff: 3:30 Daily				3-6 Science	Monday				8:30-8:45	12:00-12:15	1:30-1:45			Leadership Huddle				
				3-6 Math	Tuesday		McMahar	Gym RR	Gym RR	Gym RR			Monday 3:45-4:15					
				3-6 Reading	Thursday		Peralta	5th RR	5th RR	5th RR			Magallanes					

								Cano	FA RR	FA RR	FA RR		Lee	
													Peralta	
													Carrasco	
													Barros	
													Malone	
													Duarte	

De Zavala Elementary PLC Process Framework

Overview

The PLC process at De Zavala Elementary is structured around **collaborative lesson internalization, data-driven instruction, and high-leverage teaching practices**. It strategically leverages **Multi-Classroom Leaders (MCLs)** for K–2 and for 3–6 ELAR and Math to ensure instructional consistency, equity, and high-quality implementation of TEKS-aligned instruction across grade levels.

PLC Roles and Structures: Plan, Do, See, Act.

- **K–2 MCLs** focus on foundational literacy and numeracy, guiding lesson prep, modeling TLAC strategies, and supporting intervention planning.
 - **3–6 ELAR and Math MCLs** drive data analysis cycles, lead TEKS unpacking, support instructional delivery, and guide rehearsal and error analysis.

School Processes & Programs Strengths

High-Quality, Protocol-Driven Collaborative Planning

- Weekly PLCs follow a **Lesson Internalization Protocol** and a **Unit Internalization Protocol**, focusing on TEKS, objectives, and student learning outcomes.
- Teachers routinely plan **exemplar responses**, anticipate misconceptions, and rehearse lessons with an emphasis on **Teach Like a Champion (TLAC)** techniques.

Systematic use of internalization protocols fosters strong alignment between planning, instruction, and assessment.

Continuous Reflection and Annual Improvement Focus

- The PLC structure includes **annual reflection and prioritization**, such as the 2024–2025 goal to strengthen **Plan for Error** and **aggressive monitoring**.

A culture of continuous improvement drives PLC focus, with targeted goals responsive to prior year implementation data.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Despite strong structures for exemplar planning, short-cycle interventions and data-informed small group instruction are not consistently

implemented with fidelity across grade levels.

Root Cause: Administrators did not demand or monitor the quality of short-cycle intervention plans.

Problem Statement 2 (Prioritized): The inconsistent execution of teacher-active observation and in-the-moment instructional adjustments has led to low student outcomes.

Root Cause: Administrators did not monitor active observations to ensure students met wanted outcomes.

Problem Statement 3 (Prioritized): There is a lack of student engagement in upper elementary varying modes of responses, turn and talks, and student collaboration.

Root Cause: Instructional leaders did not monitor upper elementary teachers implementing various means of participation.

Perceptions

Perceptions Summary

STUDENTS | focus group main points



MAIN POINT #1 | Students have **big goals** for their futures.

MAIN POINT #2 | Student value **deep relationships** with their teachers and others staff.

MAIN POINT #3 | When their **classroom is calm**, students feel like they can do their best work.

MAIN POINT #4 | Students expressed interested in more opportunities where they are able to **collaborate** with one another.

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8

STUDENTS | focus group main point #1



"I want get all A's and **about early college be**
now she studies socia

Students have **big goals** for their futures. Most students careers goals align to opportunities or careers they have been exposed to, including doctors, veterinarians, teachers, engineers, and police offers.

Opportunities:

- Expose students to STEM careers, and future STEM focused opportunities in middle and high school



"I want to be a teacher because I want to be a

"Since I was younger, I are a lot of people, like

"I want to be a lot of th **study the weather and** TV, when I was in [cou was going to start to f taekwondo."

"I like animals, and bei **veterinarian**, because soccer when I am olde

"I want to do **physics**, biology. At my last sch biology, and physics."

STUDENTS |

focus group main point #2



Student value **deep relationships** with their teachers and others staff. They feel the strongest connection with staff who have been at their school for many years. They know that their **teachers are there to help and support them** and overall, students reported feeling **safe** at school.

"I feel a lot of comfort with grown ups and **I can't see anything bad happening.**"

"I feel **comfortable** with the **new ones** here, the **new ones** because I don't know if they are kind or strict."

"All of 3 of **my teachers** speak **English**, so when I am confused they can help me in both English and Spanish."

"My teacher helps me with math, she comes to my house to help me with the number places and gives me the **answer.**"

"I like that at this school we have a gym, and when I can't do something in the gym, they help me."

STUDENTS |

focus group main point #3



When their classroom is **calm**, students feel like they can do their **best work**. They reported being upset when their teacher raised their voice or when the classroom was loud or felt chaotic.

it, that makes me fe

"I feel comfortable and it is quiet.

"I feel not comfortable **screaming and** and it makes even a lot."

"In math class, we sit at, so we can hear other classes **if miss (teacher) i**

"Teachers are b

Highest Ranked Items by Parents

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
This school is clean and well maintained.	100%	Safety, Security, and Student Behavior
Teachers keep me informed if there are any behavioral concerns with my child.	97%	Interactions With Teachers/School Staff
I receive good customer service at this campus.	97%	Family Involvement
Families can easily contact teachers and/or school staff members for information and questions about their children.	95%	Interactions With Teachers/School Staff
The principal and/or assistant principal(s) is/are visible at school events.	95%	Interactions With School Leadership

Lowest Ranked Items by Parents

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Discipline is enforced fairly for all students.	22%	Safety, Security, and Student Behavior
Students treat each other with respect.	22%	Safety, Security, and Student Behavior
Teachers set high expectations for all students.	19%	Teaching and Learning
School offers a variety of courses and cocurricular/extracurricular activities.	19%	Student Support and Relationships
This school is a supportive place for students to learn.	17%	Teaching and Learning

Highest Ranked Items by Staff

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Teachers/School staff genuinely care about students.	98%	Student Support and Relationships
Staff members treat students with respect.	98%	Safety, Security, and Student Behavior
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	96%	Student Support and Relationships
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.	96%	Student Support and Relationships
This school is safe.	94%	Safety, Security, and Student Behavior

Lowest Ranked Items by Staff

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Students treat each other with respect.	44%	Safety, Security, and Student Behavior
Students treat staff members with respect.	43%	Safety, Security, and Student Behavior
School offers a variety of courses, programs, and cocurricular/extracurricular activities.	36%	Student Support and Relationships
Discipline is enforced fairly for all students.	36%	Safety, Security, and Student Behavior
My principal promotes a positive work culture.	31%	Staff Relationships and Support

Highest Ranked Items by Students

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Teachers keep me informed of my academic progress.	87%	Interactions With Teachers/School Staff
I have at least one friend at this school.	86%	Social Emotional Development
The principal and/or assistant principal(s) is/are visible on campus throughout the school day.	83%	Interactions With School Leadership
Teachers clearly explain learning standards and expectations to all students.	81%	Teaching and Learning
Teachers set high expectations for all students.	79%	Teaching and Learning

Lowest Ranked Items by Students

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Students treat each other with respect.	47%	Safety, Security, and Student Behavior
Students in this school are treated fairly regardless of their background/lifestyle.	39%	Safety, Security, and Student Behavior
I attend school-sponsored events, such as dances, sporting events, student performances, or other student activities.	30%	Social Emotional Development
I feel accepted in this school.	30%	Social Emotional Development
This school has zero tolerance for bullying and/or bully-like behavior.	30%	Safety, Security, and Student Behavior

Perceptions Strengths

Clarity of Expectations and High Standards

From the K-12 Student and Staff Surveys:

- 81% of students agreed *“Teachers clearly explain standards and expectations.”*
- 79% said *“Teachers set high expectations.”*
- Supported by Tripod *Challenge* domain, where teachers were rated favorably on making students work hard and explain their thinking.

Students understand learning goals and feel challenged to meet high academic expectations.

Positive Parent Perceptions of Communication and Visibility

From the Parent Survey:

- 97% of parents agreed *“Teachers inform me if there are behavioral concerns.”*
- 95% said *“Families can easily contact teachers/staff.”*
- 95% agreed that *“The principal or assistant principal is visible at school events.”*

Families experience strong communication and leadership visibility, promoting trust and accessibility.

High Staff Belief in Student Support and Relationships

From the K-12 Insight Campus-Based Staff Survey:

- 98% of staff said *“Teachers/school staff genuinely care about students.”*
- 96% agreed that students have an adult to go to for school or personal problems.
- 94% stated that *“This school is safe.”*

Staff demonstrate a strong culture of support, safety, and student advocacy.

Strong Student-Teacher Relationships (CARE & CLARIFY – Early and Upper Elementary)

- **Early Elementary:**
 - 85% of students said *“I like the way my teacher treats me when I need help.”*
 - 81% agreed *“My teacher is very good at explaining things.”*
- **Upper Elementary:**
 - Strong scores in *Care* and *Clarify* with favorable responses over 70% in many classrooms.

- Many teachers scored above 300 on the Care, Clarify, and Challenge domains.

Teachers build positive relationships and explain learning clearly, which supports trust and student confidence.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While student-teacher relationships are generally positive, low student engagement persists in upper elementary grades, with only 41% finding schoolwork interesting and just 32% disagreeing that learning is slow, boring, and not much fun.

Root Cause: Campus leadership did not monitor student engagement in upper elementary grades.

Problem Statement 2 (Prioritized): Staff survey results indicate concerns with campus culture, 57% agreed that students treat staff with respect.

Root Cause: Campus administrators and staff did not fully identify predictable behavior patterns with repeat offenders.

Problem Statement 3 (Prioritized): Despite high overall satisfaction with communication, 22% of parents expressed concerns about fairness in discipline and student-to-student respect.

Root Cause: Campus administrators have not proactively communicated the school's discipline framework and behavioral expectations to families.

Priority Problem Statements

Problem Statement 1: 20% of 3rd grade, 36% of 5th grade, and 17% of 6th grade Math tests that were at the meet and master level in the 2024-2025 school year did not maintain performance.

Root Cause 1: The lack of teacher training to unpack the standards has hindered the implementation of effective instruction that ensures student success. There is also a lack of teacher accountability in monitoring student progress based on academic goals.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Hispanic male students at De Zavala Elementary experience a disproportionately high rate of disciplinary actions compared to other demographic groups, particularly those identified as Special Education, Emergent Bilingual, or Economically Disadvantaged.

Root Cause 2: The administrators and counselors lacked consistent follow up in the implementation of tiered behavior interventions with students that were repeat offenders.

Problem Statement 2 Areas: Demographics

Problem Statement 3: While 89.84% of the student population is Hispanic, a significant percentage (41.7%) are classified as Emergent Bilingual, and 64.87% are labeled At-Risk, suggesting that many students are entering school with foundational academic or language gaps.

Root Cause 3: The administrators haven't provided training and strategies to identify which students are At Risk and offer immediate support to them.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 47% of teachers have five years or less of experience as of the 2024-2025 school year.

Root Cause 4: The campus leadership needs to build on teacher growth and efficacy by providing ongoing training tailored to the specific needs of individual teachers, such as behavioral strategies and implementation of effective teaching strategies.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Overall, attendance drops during the fourth cycle of the 2024-2025 school year.

Root Cause 5: The campus leadership lacks a systemic approach to monitor students' attendance in the second semester of the 2024-2025 school year.

Problem Statement 5 Areas: Demographics

Problem Statement 6: 15% of 3rd grade and 32% of 5th grade Reading Language Arts tests that were at the meets and master level in the 2024-2025 school year did not maintain performance.

Root Cause 6: The lack of teacher training to unpack the standards has hindered the implementation of effective instruction that ensures student success.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 68%, including those identified with dyslexia or at risk for reading difficulties, are not performing at or above grade level on STAAR or equivalent end-of-year assessments in grades PK through 6.

Root Cause 7: The campus leaders did not provide progress monitoring during the first semester, despite the fact that teachers began tracking students in the second semester.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Despite strong structures for exemplar planning, short-cycle interventions and data-informed small group instruction are not consistently implemented with fidelity across grade levels.

Root Cause 8: Administrators did not demand or monitor the quality of short-cycle intervention plans.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The inconsistent execution of teacher-active observation and in-the-moment instructional adjustments has led to low student outcomes.

Root Cause 9: Administrators did not monitor active observations to ensure students met wanted outcomes.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a lack of student engagement in upper elementary varying modes of responses, turn and talks, and student collaboration.

Root Cause 10: Instructional leaders did not monitor upper elementary teachers implementing various means of participation.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: While student-teacher relationships are generally positive, low student engagement persists in upper elementary grades, with only 41% finding schoolwork interesting and just 32% disagreeing that learning is slow, boring, and not much fun.

Root Cause 11: Campus leadership did not monitor student engagement in upper elementary grades.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Staff survey results indicate concerns with campus culture, 57% agreed that students treat staff with respect.

Root Cause 12: Campus administrators and staff did not fully identify predictable behavior patterns with repeat offenders.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Despite high overall satisfaction with communication, 22% of parents expressed concerns about fairness in discipline and student-to-student respect.

Root Cause 13: Campus administrators have not proactively communicated the school's discipline framework and behavioral expectations to families.

Problem Statement 13 Areas: Perceptions

Goals

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 1: The percentage of Pre-Kindergarten students who perform at or above grade level on the CLI Engage Reading assessment will increase from 92% to 97% by 2026.

The percentage of Pre-Kindergarten students who perform at or above grade level on the CLI Engage Math assessment will increase from 98% to 100% by 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Prekindergarten teachers use a framework for instruction, including instructional materials use, that contains high-leverage practices.</p> <p>Strategy's Expected Result/Impact: CLI Engage with phonological awareness will increase from 92% to 97% by 2026.</p> <p>Staff Responsible for Monitoring: Pre-K teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increased student performance, increased staff and student accountability Staff Responsible for Monitoring: Pre-K teachers</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will provide specific and targeted support based on our students' IEP and accommodations to improve academic improvement amongst our special education students.</p> <p>Strategy's Expected Result/Impact: Students will meet the goals based on their education plan. Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: 68%, including those identified with dyslexia or at risk for reading difficulties, are not performing at or above grade level on STAAR or equivalent end-of-year assessments in grades PK through 6. Root Cause: The campus leaders did not provide progress monitoring during the first semester, despite the fact that teachers began tracking students in the second semester.</p>

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 2: The percentage of Kindergarten students who perform at or above grade level on the mClass Reading assessment will increase from 78% to 83% by 2026.

The percentage of First Grade students who perform at or above grade level on the mClass Reading assessment will increase from 63% to 68%% by 2026.

The percentage of Second Grade students who perform at or above grade level on the mClass Reading assessment will increase from 71% to 76% by 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten to 2nd teachers will implement the use of weekly progress monitoring based on student performance in mClass.</p> <p>Strategy's Expected Result/Impact: Kindergarten to 2nd students who are reading on grade level will increase to 78% .</p> <p>Staff Responsible for Monitoring: K-2nd Teachers, MCLs and administrators</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: Reach Associates and MCLs - 211 Title 1, Reach Associates and MCLs - 199 Local, Region 18 Contracted Services - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide specific and targeted support based on our students' IEP and accommodations to improve academic improvement amongst our special education students.</p> <p>Strategy's Expected Result/Impact: Students will meet the goals based on their education plan.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators and MCLs will monitor and coach teachers using the STEM Pedagogy Rubric in: what to do directions, active observation, and engage all students through means of participation.</p> <p>Strategy's Expected Result/Impact: Students will master daily lessons.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs and teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 3 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: STEM and Cross-Curricular training - SAF</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: While 89.84% of the student population is Hispanic, a significant percentage (41.7%) are classified as Emergent Bilingual, and 64.87% are labeled At-Risk, suggesting that many students are entering school with foundational academic or language gaps. Root Cause: The administrators haven't provided training and strategies to identify which students are At Risk and offer immediate support to them.</p>

Demographics

Problem Statement 3: 47% of teachers have five years or less of experience as of the 2024-2025 school year. **Root Cause:** The campus leadership needs to build on teacher growth and efficacy by providing ongoing training tailored to the specific needs of individual teachers, such as behavioral strategies and implementation of effective teaching strategies.

Student Learning

Problem Statement 3: 68%, including those identified with dyslexia or at risk for reading difficulties, are not performing at or above grade level on STAAR or equivalent end-of-year assessments in grades PK through 6. **Root Cause:** The campus leaders did not provide progress monitoring during the first semester, despite the fact that teachers began tracking students in the second semester.

School Processes & Programs

Problem Statement 1: Despite strong structures for exemplar planning, short-cycle interventions and data-informed small group instruction are not consistently implemented with fidelity across grade levels. **Root Cause:** Administrators did not demand or monitor the quality of short-cycle intervention plans.

Problem Statement 2: The inconsistent execution of teacher-active observation and in-the-moment instructional adjustments has led to low student outcomes. **Root Cause:** Administrators did not monitor active observations to ensure students met wanted outcomes.

Problem Statement 3: There is a lack of student engagement in upper elementary varying modes of responses, turn and talks, and student collaboration. **Root Cause:** Instructional leaders did not monitor upper elementary teachers implementing various means of participation.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 3: The percentage of Kindergarten students who perform at or above grade level in Math will increase from 58% to 63% by 2026. The percentage of First Grade students who perform at or above grade level in Math will increase from 56% to 61% by 2026. The percentage of Second Grade students who perform at or above grade level in Math will increase from 37% to 42% by 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten to 2nd grade teachers will implement the use of daily progress monitoring based on student performance in NWEA-MAP.</p> <p>Strategy's Expected Result/Impact: Kindergarten to 2nd students who are math on grade level will increase to 63% .</p> <p>Staff Responsible for Monitoring: K-2nd Teachers, MCLs and administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1, 2</p> <p>Funding Sources: STEM and Cross Curricular Training - SAF</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide specific and targeted support based on our students' IEP and accommodations to improve academic improvement amongst our special education students.</p> <p>Strategy's Expected Result/Impact: Students will meet the goals based on their education plan.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators and MCLs will monitor and coach teachers using the STEM Pedagogy Rubric in: what to do directions, active observation, and engage all students through means of participation.</p> <p>Strategy's Expected Result/Impact: Students will master daily lessons.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, and teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: STEM & Cross-Curricular Training - SAF</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: While 89.84% of the student population is Hispanic, a significant percentage (41.7%) are classified as Emergent Bilingual, and 64.87% are labeled At-Risk, suggesting that many students are entering school with foundational academic or language gaps. Root Cause: The administrators haven't provided training and strategies to identify which students are At Risk and offer immediate support to them.</p>
<p>Problem Statement 3: 47% of teachers have five years or less of experience as of the 2024-2025 school year. Root Cause: The campus leadership needs to build on teacher growth and efficacy by providing ongoing training tailored to the specific needs of individual teachers, such as behavioral strategies and implementation of effective teaching strategies.</p>
School Processes & Programs
<p>Problem Statement 1: Despite strong structures for exemplar planning, short-cycle interventions and data-informed small group instruction are not consistently implemented with fidelity across grade levels. Root Cause: Administrators did not demand or monitor the quality of short-cycle intervention plans.</p>
<p>Problem Statement 2: The inconsistent execution of teacher-active observation and in-the-moment instructional adjustments has led to low student outcomes. Root Cause: Administrators did not monitor active observations to ensure students met wanted outcomes.</p>

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 4: The percentage of third-grade students who perform at or above grade level on the STAAR Reading assessment will increase from 27% to 46% by 2026.

The percentage of fourth-grade students who perform at or above grade level on the STAAR Reading assessment will increase from 27% to 46% by 2026.

The percentage of fifth-grade students who perform at or above grade level on the STAAR Reading assessment will increase from 31% to 46% by 2026.

The percentage of sixth-grade students who perform at or above grade level on the STAAR Reading assessment will increase from 27% to 46% by 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will measure the percentage of students who master daily exit tickets by using the daily DZ mastery tracker, implement short cycle intervention based on exit ticket data, and implement long cycle intervention based on unit assessments and benchmarks.</p> <p>Strategy's Expected Result/Impact: All students will master the daily lesson objective before leaving the classroom.</p> <p>Staff Responsible for Monitoring: Teachers, MCLS, and administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: Reach Associates and MCLs - 211 Title 1, Reach Associates and MCLs - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators and MCLs will monitor and coach teachers using the STEM Pedagogy Rubric in: what to do directions, active observation, and engage all students through means of participation.</p> <p>Strategy's Expected Result/Impact: Students will master daily lessons.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, and teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 3 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: STEM and Cross-Curricular training - SAF</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All 3rd-6th grade teachers will have students develop, write, and reflect on one extended constructed response each week based on their content area and the ECR rubric to strengthen writing skills and content understanding.</p> <p>Strategy's Expected Result/Impact: Students will earn more points on ECRs in STAAR and grow in TELPAS Writing.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June



Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: While 89.84% of the student population is Hispanic, a significant percentage (41.7%) are classified as Emergent Bilingual, and 64.87% are labeled At-Risk, suggesting that many students are entering school with foundational academic or language gaps. Root Cause: The administrators haven't provided training and strategies to identify which students are At Risk and offer immediate support to them.</p>
<p>Problem Statement 3: 47% of teachers have five years or less of experience as of the 2024-2025 school year. Root Cause: The campus leadership needs to build on teacher growth and efficacy by providing ongoing training tailored to the specific needs of individual teachers, such as behavioral strategies and implementation of effective teaching strategies.</p>
Student Learning
<p>Problem Statement 1: 15% of 3rd grade and 32% of 5th grade Reading Language Arts tests that were at the meets and master level in the 2024-2025 school year did not maintain performance. Root Cause: The lack of teacher training to unpack the standards has hindered the implementation of effective instruction that ensures student success.</p>
<p>Problem Statement 3: 68%, including those identified with dyslexia or at risk for reading difficulties, are not performing at or above grade level on STAAR or equivalent end-of-year assessments in grades PK through 6. Root Cause: The campus leaders did not provide progress monitoring during the first semester, despite the fact that teachers began tracking students in the second semester.</p>
School Processes & Programs
<p>Problem Statement 1: Despite strong structures for exemplar planning, short-cycle interventions and data-informed small group instruction are not consistently implemented with fidelity across grade levels. Root Cause: Administrators did not demand or monitor the quality of short-cycle intervention plans.</p>
<p>Problem Statement 2: The inconsistent execution of teacher-active observation and in-the-moment instructional adjustments has led to low student outcomes. Root Cause: Administrators did not monitor active observations to ensure students met wanted outcomes.</p>

School Processes & Programs

Problem Statement 3: There is a lack of student engagement in upper elementary varying modes of responses, turn and talks, and student collaboration. **Root Cause:** Instructional leaders did not monitor upper elementary teachers implementing various means of participation.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 5: The percentage of third-grade students who perform at or above grade level on the STAAR Math assessment will increase from 16% to 49% by 2026.

The percentage of fourth-grade students who perform at or above grade level on the STAAR Math assessment will increase from 16% to 49% by 2026.

The percentage of fifth-grade students who perform at or above grade level on the STAAR Math assessment will increase from 45% to 50% by 2026.

The percentage of sixth-grade students who perform at or above grade level on the STAAR Math assessment will increase from 23% to 49% by 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will measure the percentage of students who master daily exit tickets by using the daily DZ mastery tracker, implement short cycle intervention based on exit ticket data, and implement long cycle intervention based on unit assessments and benchmarks.</p> <p>Strategy's Expected Result/Impact: All students will master the daily lesson objective before leaving the classroom.</p> <p>Staff Responsible for Monitoring: Teachers, MCLS, and administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1, 2</p> <p>Funding Sources: Reach Associates and MCLs - 211 Title 1, Reach Associates and MCLs - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators and MCLs will monitor and coach teachers using the STEM Pedagogy Rubric in: what to do directions, active observation, and engage all students through means of participation.</p> <p>Strategy's Expected Result/Impact: Students will master daily lessons.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, and teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 3 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: STEM and Cross-Curricular training - SAF</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All 3rd-6th grade teachers will have students develop, write, and reflect on one extended constructed response each week based on their content area and the ECR rubric to strengthen writing skills and content understanding.</p> <p>Strategy's Expected Result/Impact: Students will earn more points on ECRs in STAAR and grow in TELPAS Writing.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

No ProgressAccomplishedContinue/ModifyDiscontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 2: While 89.84% of the student population is Hispanic, a significant percentage (41.7%) are classified as Emergent Bilingual, and 64.87% are labeled At-Risk, suggesting that many students are entering school with foundational academic or language gaps. Root Cause: The administrators haven't provided training and strategies to identify which students are At Risk and offer immediate support to them.</p>
<p>Problem Statement 3: 47% of teachers have five years or less of experience as of the 2024-2025 school year. Root Cause: The campus leadership needs to build on teacher growth and efficacy by providing ongoing training tailored to the specific needs of individual teachers, such as behavioral strategies and implementation of effective teaching strategies.</p>
Student Learning
<p>Problem Statement 1: 15% of 3rd grade and 32% of 5th grade Reading Language Arts tests that were at the meets and master level in the 2024-2025 school year did not maintain performance. Root Cause: The lack of teacher training to unpack the standards has hindered the implementation of effective instruction that ensures student success.</p>
<p>Problem Statement 2: 20% of 3rd grade, 36% of 5th grade, and 17% of 6th grade Math tests that were at the meet and master level in the 2024-2025 school year did not maintain performance. Root Cause: The lack of teacher training to unpack the standards has hindered the implementation of effective instruction that ensures student success. There is also a lack of teacher accountability in monitoring student progress based on academic goals.</p>
<p>Problem Statement 3: 68%, including those identified with dyslexia or at risk for reading difficulties, are not performing at or above grade level on STAAR or equivalent end-of-year assessments in grades PK through 6. Root Cause: The campus leaders did not provide progress monitoring during the first semester, despite the fact that teachers began tracking students in the second semester.</p>

School Processes & Programs

Problem Statement 1: Despite strong structures for exemplar planning, short-cycle interventions and data-informed small group instruction are not consistently implemented with fidelity across grade levels. **Root Cause:** Administrators did not demand or monitor the quality of short-cycle intervention plans.

Problem Statement 2: The inconsistent execution of teacher-active observation and in-the-moment instructional adjustments has led to low student outcomes. **Root Cause:** Administrators did not monitor active observations to ensure students met wanted outcomes.

Problem Statement 3: There is a lack of student engagement in upper elementary varying modes of responses, turn and talks, and student collaboration. **Root Cause:** Instructional leaders did not monitor upper elementary teachers implementing various means of participation.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 6: The percentage of fifth-grade students who perform at or above grade level on the STAAR Science assessment will increase from 4% to 45% by 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will measure the percentage of students who master daily exit tickets by using the daily DZ mastery tracker, implement short cycle intervention based on exit ticket data, and implement long cycle intervention based on unit assessments and benchmarks.</p> <p>Strategy's Expected Result/Impact: All students will master the daily lesson objective before leaving the classroom.</p> <p>Staff Responsible for Monitoring: Teachers, MCLS, and administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1, 2</p> <p>Funding Sources: Reach Associates and MCLs - 211 Title 1, Reach Associates and MCLs - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators and MCLs will monitor and coach teachers using the STEM Pedagogy Rubric in: what to do directions, active observation, and engage all students through means of participation.</p> <p>Strategy's Expected Result/Impact: Students will master daily lessons.</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, and teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 3 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: STEM and Cross-Curricular training - SAF</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All 3rd-6th grade teachers will have students develop, write, and reflect on one extended constructed response each week based on their content area and the ECR rubric to strengthen writing skills and content understanding.</p> <p>Strategy's Expected Result/Impact: Students will earn more points on ECRs in STAAR and grow in TELPAS Writing.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

No ProgressAccomplishedContinue/ModifyDiscontinue

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 2: While 89.84% of the student population is Hispanic, a significant percentage (41.7%) are classified as Emergent Bilingual, and 64.87% are labeled At-Risk, suggesting that many students are entering school with foundational academic or language gaps. Root Cause: The administrators haven't provided training and strategies to identify which students are At Risk and offer immediate support to them.</p>
<p>Problem Statement 3: 47% of teachers have five years or less of experience as of the 2024-2025 school year. Root Cause: The campus leadership needs to build on teacher growth and efficacy by providing ongoing training tailored to the specific needs of individual teachers, such as behavioral strategies and implementation of effective teaching strategies.</p>
Student Learning
<p>Problem Statement 1: 15% of 3rd grade and 32% of 5th grade Reading Language Arts tests that were at the meets and master level in the 2024-2025 school year did not maintain performance. Root Cause: The lack of teacher training to unpack the standards has hindered the implementation of effective instruction that ensures student success.</p>
<p>Problem Statement 3: 68%, including those identified with dyslexia or at risk for reading difficulties, are not performing at or above grade level on STAAR or equivalent end-of-year assessments in grades PK through 6. Root Cause: The campus leaders did not provide progress monitoring during the first semester, despite the fact that teachers began tracking students in the second semester.</p>
School Processes & Programs
<p>Problem Statement 1: Despite strong structures for exemplar planning, short-cycle interventions and data-informed small group instruction are not consistently implemented with fidelity across grade levels. Root Cause: Administrators did not demand or monitor the quality of short-cycle intervention plans.</p>

School Processes & Programs

Problem Statement 2: The inconsistent execution of teacher-active observation and in-the-moment instructional adjustments has led to low student outcomes. **Root Cause:** Administrators did not monitor active observations to ensure students met wanted outcomes.

Problem Statement 3: There is a lack of student engagement in upper elementary varying modes of responses, turn and talks, and student collaboration. **Root Cause:** Instructional leaders did not monitor upper elementary teachers implementing various means of participation.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 7: 36% of 2nd through 6th grade Emergent Bilingual (EB) students will increase by at least one language proficiency level in their composite rating, as measured by the Texas English Language Proficiency Assessment System (TELPAS) spring administration.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Summit K12, an adaptive online platform, to provide targeted, standards-aligned practice in listening, speaking, reading, and writing to support growth in TELPAS proficiency levels.</p> <p>Strategy's Expected Result/Impact: Summit K12 will provide individualized, ELPS-aligned instruction that supports the linguistic growth of Emergent Bilingual students.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor EB student progress monthly using Summit K12 reports and adjust instruction based on domain-specific data trends.</p> <p>Strategy's Expected Result/Impact: This approach provides actionable insights into each student's language development trajectory.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 8: By June 2026, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Strategy 1 Details	Reviews			
Strategy 1: Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency. Staff Responsible for Monitoring: dyslexia teacher, teacher, and principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 1: The campus Domain I- Student Achievement scale score will increase from 54 to 70 by June 2026

High Priority

Evaluation Data Sources: STAAR Reading, Math, and Science

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will measure the percentage of students who master daily exit tickets by using the daily DZ mastery tracker, implement short cycle intervention based on exit ticket data, and implement long cycle intervention based on unit assessments and benchmarks.</p> <p>Strategy's Expected Result/Impact: Teachers will become aware of the mastery of daily learning objectives and create intervention plans that will students overcome learning gaps from the same day.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 4th-6th grades will have growth goals of 75% to the next performance indicator in Reading and Math.</p> <p>Strategy's Expected Result/Impact: Students with low achievement will grow each year until high achievement in Domain 1 is obtained.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will implement a cross curricular STEM Activity during reading or math instruction that promotes critical thinking and problem solving skills.</p> <p>Strategy's Expected Result/Impact: Students will develop critical thinking and problem skills while building background knowledge.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I: 2.51, 2.52</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Hispanic male students at De Zavala Elementary experience a disproportionately high rate of disciplinary actions compared to other demographic groups, particularly those identified as Special Education, Emergent Bilingual, or Economically Disadvantaged. Root Cause: The administrators and counselors lacked consistent follow up in the implementation of tiered behavior interventions with students that were repeat offenders.</p>

Demographics

Problem Statement 2: While 89.84% of the student population is Hispanic, a significant percentage (41.7%) are classified as Emergent Bilingual, and 64.87% are labeled At-Risk, suggesting that many students are entering school with foundational academic or language gaps. **Root Cause:** The administrators haven't provided training and strategies to identify which students are At Risk and offer immediate support to them.

Problem Statement 3: 47% of teachers have five years or less of experience as of the 2024-2025 school year. **Root Cause:** The campus leadership needs to build on teacher growth and efficacy by providing ongoing training tailored to the specific needs of individual teachers, such as behavioral strategies and implementation of effective teaching strategies.

Problem Statement 4: Overall, attendance drops during the fourth cycle of the 2024-2025 school year. **Root Cause:** The campus leadership lacks a systemic approach to monitor students' attendance in the second semester of the 2024-2025 school year.

Student Learning

Problem Statement 1: 15% of 3rd grade and 32% of 5th grade Reading Language Arts tests that were at the meets and master level in the 2024-2025 school year did not maintain performance. **Root Cause:** The lack of teacher training to unpack the standards has hindered the implementation of effective instruction that ensures student success.

Problem Statement 2: 20% of 3rd grade, 36% of 5th grade, and 17% of 6th grade Math tests that were at the meet and master level in the 2024-2025 school year did not maintain performance. **Root Cause:** The lack of teacher training to unpack the standards has hindered the implementation of effective instruction that ensures student success. There is also a lack of teacher accountability in monitoring student progress based on academic goals.

Problem Statement 3: 68%, including those identified with dyslexia or at risk for reading difficulties, are not performing at or above grade level on STAAR or equivalent end-of-year assessments in grades PK through 6. **Root Cause:** The campus leaders did not provide progress monitoring during the first semester, despite the fact that teachers began tracking students in the second semester.

School Processes & Programs

Problem Statement 1: Despite strong structures for exemplar planning, short-cycle interventions and data-informed small group instruction are not consistently implemented with fidelity across grade levels. **Root Cause:** Administrators did not demand or monitor the quality of short-cycle intervention plans.

Problem Statement 2: The inconsistent execution of teacher-active observation and in-the-moment instructional adjustments has led to low student outcomes. **Root Cause:** Administrators did not monitor active observations to ensure students met wanted outcomes.

Problem Statement 3: There is a lack of student engagement in upper elementary varying modes of responses, turn and talks, and student collaboration. **Root Cause:** Instructional leaders did not monitor upper elementary teachers implementing various means of participation.

Perceptions

Problem Statement 1: While student-teacher relationships are generally positive, low student engagement persists in upper elementary grades, with only 41% finding schoolwork interesting and just 32% disagreeing that learning is slow, boring, and not much fun. **Root Cause:** Campus leadership did not monitor student engagement in upper elementary grades.

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 1: By May 2026, 100% of students in Grades K-5 will participate in at least two college, career, or military exploration activities (e.g. career day, college-themed lessons, military guest speakers).

High Priority

Evaluation Data Sources: These days are scheduled and implementd.

Strategy 1 Details	Reviews			
<p>Strategy 1: De Zavala will host a campus-wide Career Day designed to expose students to a diverse range of professions, including careers in skilled trades, the military, and higher education. Guest speakers from various fields will engage students through interactive presentations, hands-on activities, and demonstrations that highlight real-world application of knowledge and skills.</p> <p>Strategy's Expected Result/Impact: Career Day will broaden students' awareness of future college, career, and military pathways by providing firsthand exposure to a variety of professions. Through engaging, real-world interaction with professionals, students will begin to connect their learning to potential future goals, develop curiosity about different fields, and gain a deeper understanding of the skills and education required for various careers. This early exposure will support long-term college and career readiness by fostering aspiration, motivation, and informed decision-making.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 3</p> <p>Funding Sources: School Action Fund - SAF</p>	Formative			Summative
	Nov	Feb	Apr	June
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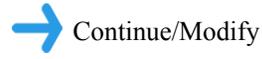
Strategy 2 Details	Reviews			
<p>Strategy 2: De Zavala will host a College and Career Spirit Week designed to immerse students in exploring diverse post-secondary pathways. Throughout the week, students will participate in themed dress-up days and interactive activities that highlight different careers, colleges, and military options. This spirit week will foster enthusiasm, awareness, and excitement about future opportunities in a fun and memorable way.</p> <p>Strategy's Expected Result/Impact: College and Career Spirit Week will increase student awareness and understanding of a variety of post-secondary pathways by engaging them in creative and interactive experiences. This immersive approach will spark student interest and motivation to explore future educational and career opportunities, build a positive school culture around college and career readiness, and encourage students to begin envisioning their own goals early in their academic journey.</p> <p>Staff Responsible for Monitoring: Counselor, Admin, Teachers</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students and Teachers will collaboratively create "Dream Boards" that visually represent their future aspirations and goals. These boards may include personal ambitions such as desired careers, educational goals, places to live or visit, and milestones they hopes to achieve. This activity will encourage self-reflection, goal-setting, and a growth mindset by helping participants envision and articulate their dreams for the future.</p> <p>Strategy's Expected Result/Impact: The creation of Dream Boards will foster a culture of goal-setting and self-awareness among students and teachers. By visually articulating their aspirations, participants will develop a stronger sense of purpose and motivation to pursue their personal and academic goals. This process will support the development of a growth mindset, enhance engagement, and encourage ongoing reflection on progress toward future success.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 4 - Student Learning 1, 2 Funding Sources: School Action Fund - SAF</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Hispanic male students at De Zavala Elementary experience a disproportionately high rate of disciplinary actions compared to other demographic groups, particularly those identified as Special Education, Emergent Bilingual, or Economically Disadvantaged. **Root Cause:** The administrators and counselors lacked consistent follow up in the implementation of tiered behavior interventions with students that were repeat offenders.

Problem Statement 2: While 89.84% of the student population is Hispanic, a significant percentage (41.7%) are classified as Emergent Bilingual, and 64.87% are labeled At-Risk, suggesting that many students are entering school with foundational academic or language gaps. **Root Cause:** The administrators haven't provided training and strategies to identify which students are At Risk and offer immediate support to them.

Problem Statement 4: Overall, attendance drops during the fourth cycle of the 2024-2025 school year. **Root Cause:** The campus leadership lacks a systemic approach to monitor students' attendance in the second semester of the 2024-2025 school year.

Student Learning

Problem Statement 1: 15% of 3rd grade and 32% of 5th grade Reading Language Arts tests that were at the meets and master level in the 2024-2025 school year did not maintain performance. **Root Cause:** The lack of teacher training to unpack the standards has hindered the implementation of effective instruction that ensures student success.

Problem Statement 2: 20% of 3rd grade, 36% of 5th grade, and 17% of 6th grade Math tests that were at the meet and master level in the 2024-2025 school year did not maintain performance. **Root Cause:** The lack of teacher training to unpack the standards has hindered the implementation of effective instruction that ensures student success. There is also a lack of teacher accountability in monitoring student progress based on academic goals.

Problem Statement 3: 68%, including those identified with dyslexia or at risk for reading difficulties, are not performing at or above grade level on STAAR or equivalent end-of-year assessments in grades PK through 6. **Root Cause:** The campus leaders did not provide progress monitoring during the first semester, despite the fact that teachers began tracking students in the second semester.

School Processes & Programs

Problem Statement 3: There is a lack of student engagement in upper elementary varying modes of responses, turn and talks, and student collaboration. **Root Cause:** Instructional leaders did not monitor upper elementary teachers implementing various means of participation.

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1: The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 90% to 95% by the end of 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will effectively understand and apply the roll-out of routines and procedures.</p> <p>Strategy's Expected Result/Impact: Students will comprehend all teacher instructions and complete all tasks assigned.</p> <p>Staff Responsible for Monitoring: Teachers, MCLs and Administrators.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3</p> <p>Funding Sources: MCLs and Reach Associates - 211 Title 1, MCLs and Reach Associates - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will align independent practice to the rigor of the upcoming interim assessments. This includes teachers completing exemplars of student work.</p> <p>Strategy's Expected Result/Impact: Student outcomes should match teacher exemplars of student work.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All Administrators and MCLs will complete a full coaching cycle with teachers he or she coaches every two weeks.</p> <p>Strategy's Expected Result/Impact: Teacher performance and efficacy will increase and positively impact student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: MCLs and Reach Associates - 211 Title 1, MCLs and Reach Associates - 199 Local</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: 47% of teachers have five years or less of experience as of the 2024-2025 school year. Root Cause: The campus leadership needs to build on teacher growth and efficacy by providing ongoing training tailored to the specific needs of individual teachers, such as behavioral strategies and implementation of effective teaching strategies.</p>
School Processes & Programs
<p>Problem Statement 1: Despite strong structures for exemplar planning, short-cycle interventions and data-informed small group instruction are not consistently implemented with fidelity across grade levels. Root Cause: Administrators did not demand or monitor the quality of short-cycle intervention plans.</p> <p>Problem Statement 2: The inconsistent execution of teacher-active observation and in-the-moment instructional adjustments has led to low student outcomes. Root Cause: Administrators did not monitor active observations to ensure students met wanted outcomes.</p> <p>Problem Statement 3: There is a lack of student engagement in upper elementary varying modes of responses, turn and talks, and student collaboration. Root Cause: Instructional leaders did not monitor upper elementary teachers implementing various means of participation.</p>
Perceptions
<p>Problem Statement 1: While student-teacher relationships are generally positive, low student engagement persists in upper elementary grades, with only 41% finding schoolwork interesting and just 32% disagreeing that learning is slow, boring, and not much fun. Root Cause: Campus leadership did not monitor student engagement in upper elementary grades.</p>

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Reach Associates and MCLs		\$0.00
1	4	1	Reach Associates and MCLs		\$0.00
1	5	1	Reach Associates and MCLs		\$0.00
1	6	1	Reach Associates and MCLs		\$0.00
4	1	1	MCLs and Reach Associates		\$0.00
4	1	3	MCLs and Reach Associates		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$114,510.00
+/- Difference					\$114,510.00
199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Region 18 Contracted Services		\$0.00
1	2	1	Reach Associates and MCLs		\$0.00
1	4	1	Reach Associates and MCLs		\$0.00
1	5	1	Reach Associates and MCLs		\$0.00
1	6	1	Reach Associates and MCLs		\$0.00
4	1	1	MCLs and Reach Associates		\$0.00
4	1	3	MCLs and Reach Associates		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$21,000.00
+/- Difference					\$21,000.00
SAF					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	STEM and Cross-Curricular training		\$0.00
1	3	1	STEM and Cross Curricular Training		\$0.00
1	3	3	STEM & Cross-Curricular Training		\$0.00

SAF					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	STEM and Cross-Curricular training		\$0.00
1	5	2	STEM and Cross-Curricular training		\$0.00
1	6	2	STEM and Cross-Curricular training		\$0.00
3	1	1	School Action Fund		\$0.00
3	1	3	School Action Fund		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$40,000.00
+/- Difference					\$40,000.00
Grand Total Budgeted					\$175,510.00
Grand Total Spent					\$0.00
+/- Difference					\$175,510.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025