

## DE ZAVALA ELEMENTARY SCHOOL

7521 Avenue H | Houston, TX 77012- 1125I | 713- 924-1888 phone | 713- 845- 5646 fax

Laura A. Gonzalez, Principal

### SDMC Agenda September 16, 2026

#### Meeting Norms

Stay Focused  
Stay Reflective  
Stay Positive  
Stay Involved

#### Mission

De Zavala Elementary School's mission is to provide a challenging learning environment and encourage high expectations for academic success, by educating the whole child.

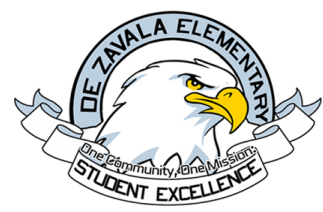
#### Vision

De Zavala Elementary School's vision is to develop the whole child by effectively fostering social-emotional learning and academic achievement through meaningful and purposeful instruction, foster critical thinkers, problem solvers, and become productive, caring members of our community.

#### Campus Core Values

Commitment. Respect. Consistency. Integrity.

- Welcome
- Members Present:
  - Principal Gonzalez, Assistant Principal Monreal, Ms. Deleon, Ms. Hernandez, Ms. Lopez, Mr. Perez, and Ms. Ruiz.
- Scribe:
  - Ms. Monreal
- SDMC Committee:
  - New and Returning Members: [here](#)
    - New members and returning members were welcomed and thanked for their support.
  - Meeting Dates
    - September 16
    - November 11
    - March 17
    - May 12
  - Meeting dates were discussed with the committee. Principal Gonzalez advised committee members to mark their calendars to ensure they are present 100% of the time.
- Action Plan for 2026- 2027 SY: [here](#)
  - Action Plan indicators of success were discussed with the committee. The focus will be reading, writing and math. Implementation of new writing plan-Learning Moment Zero, to support writing in all grade levels and content areas. The Key Actions for this academic year are as follows: Key Action 1:
    - Strengthen Tier 1 reading and writing instruction across all grade levels by



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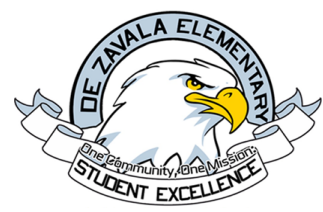
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providing teachers with ongoing coaching, actionable feedback, and professional learning focused on rigorous literacy practices (text-dependent questioning, explicit comprehension instruction, evidence-based writing, and student discourse), ensuring consistent implementation of NES-aligned instructional expectations.

- Key Action 2: Strengthen Tier 1 Math and Science instruction across all grade levels by building teacher capacity through lesson internalization, data-driven instruction, student discourse, multiple response strategies, and practices aligned to the NES Spot Rubric.
  - Key Action 3: Close the achievement gaps for students in Special Education, 504, At-Risk, and Emergent Bilingual (EB) student groups through targeted supports, accommodations, language development, and data-driven interventions.
  - Key Action 4: Strengthen Special Education compliance and instructional support systems by ensuring high-quality IEP development, timely communication of student accommodations and modifications to all service providers, consistent implementation of supports during instruction, and accurate documentation of accommodations, modifications, and services in PowerSchool to improve student access to grade-level instruction and support student success.
  - Key Action 5: Strengthen English language proficiency for Emergent Bilingual students through targeted language instruction, scaffolded academic supports, strategic use of language development programs, and ongoing progress monitoring to accelerate language acquisition and academic achievement.
  - Key Action 6: Maximize the effectiveness of the PLC model and instructional planning cycle to strengthen lesson internalization, increase teacher capacity through demonstration lessons and coaching, and ensure consistent implementation of high-quality instructional and transition routines that improve student outcomes.
- Principal Gonzalez asked if there were any questions. No questions from the committee members were solicited.
- FACE Department & PTO
    - **Kathleen Ruiz, FACE Representative**, presented an overview of the opportunities and resources FACE can provide to support De Zavala Elementary. The discussion focused on strengthening family and community partnerships, including supporting the **PTO in increasing membership**, expanding **POSSIP parent participation**, and increasing overall **parental and family engagement**. Ms. Ruiz also reviewed the **purpose and goals of FACE**, as well as the roles and responsibilities associated with supporting meaningful family engagement on campus. She discussed the upcoming **FACE School Walk**, scheduled to take place during **Open House on Thursday, September 24**. Ten parent volunteers will be selected



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to participate in the campus walk alongside Ms. Ruiz. Parents will provide feedback and recommendations regarding the **overall campus environment and family experience** to help identify opportunities for continued improvement.

- **Next Steps:** Campus staff will identify and coordinate with ten parent volunteers for the FACE School Walk and continue partnering with FACE to strengthen PTO membership, POSSIP participation, and family engagement opportunities throughout the school year.
- September IRT Visit 1
  - Overall Score
    - Next Steps: Praise & Polish
    - **IRT Visit 1 was a success.** This visit provided us with an opportunity to receive actionable feedback on our instructional program, celebrate the systems that are working, and identify areas where we can continue refining our practice. Overall, the feedback demonstrates that we are moving in the right direction. Our next step is to move from **implementation to consistency and quality across every classroom.**
  - **Classroom Culture – 6/6 (100%)**

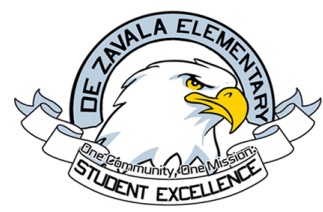
All six classrooms earned the **full point for classroom culture**. Continue maintaining organized, respectful, and academically focused learning environments where students are ready to learn.
  - **Multiple Opportunities to Practice – 6/6 (100%)**

All six classrooms provided students with **multiple opportunities to practice the targeted skill**. Continue maximizing student at-bats and ensuring students are doing the cognitive work throughout the lesson.
  - **Monitor & Adjust – 5/6 (83%)**

Five of six classrooms demonstrated evidence of **monitoring student responses and adjusting instruction**. Continue aggressively monitoring student work and responses to identify misconceptions and provide immediate feedback.
  - **Polish**
    - **Use Student Answers & Questions**

The quality and consistency of how student answers and questions were leveraged **varied across classrooms**. Teachers should intentionally use student responses to reinforce correct thinking, surface misconceptions, and deepen understanding. Move beyond simply acknowledging an answer—**probe it, unpack it, and use it to advance the learning.**
    - **Stamp Key Points – 5/6 Partially Stamped**

Five of six classrooms **partially stamped key learning points**. Teachers must explicitly identify and reinforce the most important learning throughout the lesson so students understand **what they learned, why it matters, and what they should remember.**
- Safety and Security
  - External Transitions- Adhere to Level 0 and Single File Expectations
  - Student Supervision
  - Recess - aggressively monitor students
  - Safety Drill & RAPTOR Procedures



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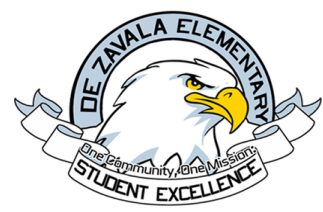
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- The committee discussed the importance of strengthening our **student supervision and transition procedures**. The following expectations were reviewed and will remain campus non-negotiables:
- **Transitions**
  - **External transitions must remain at Level 0 and single file.**
  - Staff must **aggressively monitor students** throughout all transitions to ensure expectations are consistently maintained.
  - Teachers should actively scan, monitor, and immediately redirect students as needed rather than simply moving with the line.
  - **Student Supervision & Adult Visibility**
    - **Adult visibility is non-negotiable** during both internal and external transitions.
    - Staff must be intentional about being **visible and actively supervising students in hallways**, particularly during high-volume transition times.
    - This expectation applies to **all staff**, including teachers, learning coaches, and support staff.
    - Our collective presence throughout the building is essential to maintaining a safe and orderly campus environment.
    - **Recess**
      - Staff must **aggressively monitor students throughout the entire recess period**.
      - **Technology should be put away.** Staff should remain fully present and attentive to students.
      - Refrain from engaging in side conversations that interfere with active supervision.
      - Position yourself strategically so that all areas of the playground/recess space are adequately monitored.

### Safety Drills & RAPTOR Procedures

- Evacuation zones will be **redesigned to better accommodate our SPED Success homerooms and address identified safety concerns**.
  - **Zones 1 and 2 will be relocated to the rear of the school on the Magnolia Park side along 75th Street.**
  - During safety drills and emergency procedures, **all staff are required to use RAPTOR to account for both their students and themselves.**
  - Staff should become familiar with the revised evacuation locations and procedures once the updated plan is communicated.
  - Student supervision is everyone's responsibility. Whether students are in classrooms, hallways, transitioning, at recess, or participating in a safety drill, we must remain **visible, vigilant, and actively engaged**.
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- Questions, comments, and concerns with suggestions
  - **Classroom Door Procedures – Building C**
    - The committee raised questions regarding classroom doors remaining unlocked



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throughout the instructional day.

- **Effective immediately, classroom doors in Building C will remain locked and will be propped open with an approved door wedge.**
- Staff should ensure doors can be secured quickly when needed and continue to follow all campus safety and emergency procedures.
- **Building B – Playground Tree Concern**
  - Ms. Hernandez, First Grade Teacher, raised a safety concern regarding a **tree located outside Building B near the playground area that requires trimming.**
  - **The leadership team will follow up with the BSM to request that a work order be submitted** for the tree to be assessed and appropriately trimmed.
  - Administration will monitor the request through completion to ensure the identified concern is addressed.