



Goose Creek Consolidated Independent School District Lorenzo De Zavala Elementary 2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TAP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.104, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.103 and §39A.104, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 2, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT

Which, if any, program is your school system interested in to support this strategy?

LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 4

How many district staff members will be responsible for capacity building with this campus?

5

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Campus, state, and federal funds are focused on school improvement. There is no additional money from other sources for materials and staffing needed.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

The strategy is not contingent on additional funding, as needs are met through campus, state, and federal funding.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Teachers who have a designation through Teacher Incentive Allotment have been strategically placed in teaching positions to support students who did not approach or meet their projected growth for student achievement. Teaching and Learning coaches provide differentiated support to content teams or individual teachers based on student data.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

170

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	District	BOY/MOY/EOY	The results from BOY and MOY benchmarks will guide the campus in making data driven decisions for intervention. The MOY and EOY will also assess the effectiveness of intervention based on BOY results.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The campus instructional leadership team will monitor student data at each benchmark for all students to determine who is on track to meet their growth target and adjust interventions. For students in 3rd-5th grade, teachers and the instructional leadership team will monitor student data for specific targeted groups of students who need to make growth or are being pushed to Meets level proficiency.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Teachers are responsible for utilizing formative assessment to drive targeted small groups and instructional coaches are working with identified students in special populations and proficiency levels to increase student achievement.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by content area and include all teachers who teach the content, including dual language, special education, and Deaf Education teachers.

How frequently will PLCs occur?

PLCs will occur at least once per week for 60 minutes

Who will facilitate PLCs?

Principal, Assistant Principals, Reading and Math Teaching and Learning Coaches

Who is required to attend PLCs?

All content area teachers including those who serve students in special education, dual language, ESL, and Deaf Education.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

The PLC protocol includes lesson internalization, lesson rehearsals (at-bats) and student work analysis. The PLC agenda is a district provided document.

Upload PLC agenda (optional):

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Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Educentric Breakthrough Training The Principal, Assistant Principals, Teaching and Learning Coaches, and three core content teachers attended Educentric Breakthrough Training with the intention to create a plan for navigating the school year goals. The Breakthrough team delivered the plan information to all staff during back to school training.	The De Zavala Breakthrough Team- Principals, Assistant Principals, Teaching and Learning Coaches, and three core content teachers	All De Zavala Staff
Principal	Engagement Strategies and Coaching in the Moment The Principal and Assistant Principals conducted two trainings during August and September to teach all content area teachers high quality instructional strategies aligned to the GCCISD Spot Form, including specificity on the purpose of Coaching in the Moment and what it looked like in the classroom.	The Principal and Assistant Principals	All Core Content Teachers
Principal Manager	KT Accountability The Principal, Teaching and Learning Coaches, and four content area teachers attend training three times a year to develop a deeper understanding of accountability, assess student data, and make informed decisions on next steps for targeted student groups.	KT Accountability, District Leadership	The Principal, Teaching and Learning Coaches, and four content area teachers

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

The campus lead mentor conducts monthly new teacher meetings for new teachers, administrators use walkthrough data to advise Teacher and Learning Coaches on coaching cycles, and district support attends PLCs at least once a month for grade levels of the most need. Coaching in the moment is a practice administrators use to differentiate in the moment training.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The leadership team uses the GCCISD Spot Form to evaluate implementation of training on pedagogy. Look fors on the Spot Form include evidence of internalization and planning, high quality instruction with engagement strategies for listening, speaking, reading, and writing, and classroom culture.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers with students in special education and dual language receive additional support with planning from district specialists and additional training on how to implement student accommodations and linguistic supports.

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

7/14-7/15/26 EduCentric Training: Campus breakthrough team will develop the plan for priority objectives and key results to monitor with Navigator throughout the school year.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal and Instructional Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

The completed campus flight plan is evidence of training completion. The plan is monitored biweekly by the campus principal in collaboration with the EduCentric Navigator.

Support Needed – What training, coaching, resources, or tools are required?

Ongoing training from EduCentric Navigator (campus coach).

Milestone 2

Description – What specific action or deliverable will be completed?

7/23/26 LIFT Observation and Feedback, PLCs: Introduction the LIFT protocols for observation, feedback, and PLCs

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Assistant Principals

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when an action plan is created for observations, feedback, and PLC

Support Needed – What training, coaching, resources, or tools are required?

The district PLC playbook and agenda template are required materials.

Milestone 3

Description – What specific action or deliverable will be completed?

8/10/26 LIFT Observation and Feedback: Day 2 of reviewing protocols for observation and feedback

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Assistant Principals

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when an instructional support tracker will be developed for walkthroughs and PLC support by teacher prior to the start of the school year.

Support Needed – What training, coaching, resources, or tools are required?

The campus principal is required to turn training around to Teaching and Learning Coaches and Instructional Leadership Team

Milestone 4

Description – What specific action or deliverable will be completed?

8/26/26 Campus Accountability Action Plan with Director of Assessment and Accountability: Review campus data from 2025-2026 school year to set goals for Domain 1, 2A, 2B, and 3 for the 2026-2027 school year.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Teaching and Learning Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when the campus has clearly defined accountability goals for Domain 1, 2A, 2B, and 3.

Support Needed – What training, coaching, resources, or tools are required?

The TEA Estimator Tool is required to establish goals.

Milestone 5

Description – What specific action or deliverable will be completed?

9/22/26 School Improvement with Region 4: Support will be provided to school leaders to ensure highest leverage strategies are used to produce maximized outcomes for student achievement.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when the training is flipped to the instructional leadership team by the campus principal.

Support Needed – What training, coaching, resources, or tools are required?

Understanding of the School Improvement Playbook from Region 4 is needed to achieve this milestone.

Milestone 6

Description – What specific action or deliverable will be completed?

9/24/26 KT Accountability: Review campus BOY data aligned to projected STAAR performance and identify high leverage student groups to plan interventions

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Teaching and Learning Coaches, Four Reading and Math Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when the campus leadership team has a finalized KT Accountability Action Plan.

Support Needed – What training, coaching, resources, or tools are required?

Student lists with updated data are required to achieve this milestone.

Milestone 7

Description – What specific action or deliverable will be completed?

10/1/26 School Improvement with Region 4: Support will be provided to DCSI and Campus Principals for developing the TAP plan.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when the campus TAP is developed and ready for board approval.

Support Needed – What training, coaching, resources, or tools are required?

Feedback on TAP from DCSI and Assistant Superintendent is required to achieve this milestone.

Milestone 8

Description – What specific action or deliverable will be completed?

2/8/27 KT Accountability: Review campus MOY data aligned to identify effectiveness of instruction and intervention for high leverage student groups.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Teaching and Learning Coaches, Four Reading and Math Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when the priorities in the KT Accountability Action Plan are analyzed using MOY data from screeners and benchmarks and intervention plans are adjusted based on student data.

Support Needed – What training, coaching, resources, or tools are required?

This milestone requires updated student data in the KT student list tracker.

Milestone 9

Description – What specific action or deliverable will be completed?

3/25/27 KT Accountability: Review campus data aligned to projected STAAR performance and identify high leverage student groups to plan interventions.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Teaching and Learning Coaches, Four Reading and Math Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when the priorities in the KT Accountability Action Plan are analyzed using updated data and intervention plans are adjusted.

Support Needed – What training, coaching, resources, or tools are required?

This milestone requires updated student data in the KT student list tracker.

Milestone 10

Description – What specific action or deliverable will be completed?

Campus Accountability Action Plan with Director of Assessment and Accountability: Review campus data from 2026-2027 school year to set goals for Domain 1, 2A, 2B, and 3 for the 2027-2028 school year.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Teaching and Learning Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when the campus has clearly defined accountability goals for Domain 1, 2A, 2B, and 3.

Support Needed – What training, coaching, resources, or tools are required?

The TEA Estimator Tool is required to establish goals.

Milestone 11

Description – What specific action or deliverable will be completed?

Accountability Action Planning: Review campus BOY data aligned to projected STAAR performance and identify high leverage student groups to plan interventions.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Teaching and Learning Coaches, Reading and Math Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when the campus leadership team has a finalized Accountability Action Plan.

Support Needed – What training, coaching, resources, or tools are required?

This milestone requires updated student data in the campus student data tracker.

Milestone 12

Description – What specific action or deliverable will be completed?

Professional Development Planning: Review campus data from previous school year to determine professional development plans and individual teacher needs for coaching cycles.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teaching and Learning Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone requires a targeted professional development plan and a list of identified teachers who need support.

Support Needed – What training, coaching, resources, or tools are required?

District specialists may be required based on professional development needs.

Milestone 13

Description – What specific action or deliverable will be completed?

Accountability Action Planning: Review campus data aligned to projected STAAR performance and identify high leverage student groups to plan interventions.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Teaching and Learning Coaches, Four Reading and Math Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when the priorities in the Accountability Action Plan are analyzed using updated data and intervention plans are adjusted.

Support Needed – What training, coaching, resources, or tools are required?

This milestone requires updated student data in the campus student data tracker.

Milestone 14

Description – What specific action or deliverable will be completed?

Professional Development Planning: Review campus data from first semester to determine professional development plans and individual teacher needs for coaching cycles for the next quarter.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Teaching and Learning Coaches, Four Reading and Math Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone requires updated professional development plans by teacher based on observation data and student achievement data.

Support Needed – What training, coaching, resources, or tools are required?

District specialists may be required based on professional development needs.

Milestone 15

Description – What specific action or deliverable will be completed?

MOY Student Data Conferences: Teachers meet with targeted student groups to discuss progress towards individual student goals and adjust interventions as needed.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Teachers, Teaching and Learning Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when teachers have conferenced with students and have targeted intervention plans based on student data.

Support Needed – What training, coaching, resources, or tools are required?

This milestone requires teachers to update student data, goals, and aligned interventions based on growth from BOY to MOY.

Milestone 16

Description – What specific action or deliverable will be completed?

Accountability Action Planning: Review campus MOY data aligned to identify effectiveness of instruction and intervention for high leverage student groups.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Teaching and Learning Coaches, Reading and Math Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when the priorities in the Accountability Action Plan are analyzed using updated data and intervention plans are adjusted.

Support Needed – What training, coaching, resources, or tools are required?

This milestone requires updated student data in the campus student data tracker.

Milestone 17

Description – What specific action or deliverable will be completed?

Campus Accountability Action Plan with Director of Assessment and Accountability: Review campus data from 2026-2027 school year to set goals for Domain 1, 2A, 2B, and 3 for the 2027-2028 school year.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Teaching and Learning Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

This milestone is complete when the campus has clearly defined accountability goals for Domain 1, 2A, 2B, and 3.

Support Needed – What training, coaching, resources, or tools are required?

The TEA Estimator Tool is required to establish goals.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leadership will review plan implementation and student achievement data at quarterly accountability deep dives, as well as three times a year doing universal screener data.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The campus principal, assistant superintendent, and associate directors of curriculum and instruction.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Data will be collected through multiple sources to ensure accuracy and alignment with the plan objectives. Student achievement data from state assessments, district benchmarks, curriculum based assessment, and campus assessments will be collected and analyzed in the district's data management system. Instructional practice evidence will be gathered through walkthroughs and observations.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress data will be shared with district leadership and stakeholders during quarterly accountability deep dives and district led leadership meetings. Campus principals will collaborate with Assistant Superintendents and other district leaders to analyze trends and report progress to the campus during faculty meetings and Professional Learning Communities. At the district and community level, milestone updates will be presented in board reports, newsletters, and campus communications to promote transparency regarding accountability. Parents and families will be informed of milestone progress through parent teacher conferences, school websites, an family engagement events.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	40
Masters Grade Level	20

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	40
Masters Grade Level	20

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	40
Masters Grade Level	20

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

18.8

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

7.5

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	45
Masters Grade Level	25

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	45
Masters Grade Level	25

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	45
Masters Grade Level	25

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

22.5

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

7.5

Will this campus have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

31.3

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

5

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

37.5

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

7.5

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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