San Marcos CISD

DeZavala Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

Educating students to achieve academic excellence.

Vision

Committed to providing an education that is based upon:

Rigorous instruction

Relevant knowledge

Meaningful Relationships

Value Statement

We will make all decisions in the best interest of our students.

We will treat everyone with dignity and respect.

We will model personal responsibility all all times.

We will encourage students to strive for persistence and perseverance.

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Comprehensive Needs Assessment

Revised/Approved: July 27, 2026

Demographics

Demographics Summary

Campus Demographics Summary — 2026–2027 School Year

Enrollment: 392 students

Gender: 53% male, 47% female

Race/Ethnicity:

- Hispanic: 79%
- Black/African American: 13%
- White: 86%

Special Populations:

- Emergent Bilingual: 7%
- Special Education: 26%
- Economically Disadvantaged: 86.9% (2025–26 data; 2026–27 pending)

Attendance (2025–26):

- Attendance Rate: 94.6%
- Chronic Absenteeism: 14%

Discipline (2025–26):

- In-School Suspension (ISS): 2.9%

Staffing (2026–27):

- Total teachers: 27
- Classroom teachers: 19
- Special education: 7
- Intervention: 1
- Student-teacher ratio: 22:1 (general ed), 9:1 (special ed self-contained)

Teacher Experience (2026–27):

- 1st year: 15%
- 1–5 years: 19%
- 5–10 years: 19%
- 11–20 years: 33%
- 20–30 years: 0.3%
- 30+ years: 11%

Demographics Strengths

This campus demonstrates several notable strengths despite serving a high-need population. Attendance remains fairly strong at 94.6%. Discipline data further reflects a positive campus climate, with an in-school suspension rate of just 2.9%, suggesting effective behavior management and possibly restorative practices. On the staffing side, the campus benefits from a seasoned instructional core, with 33% of teachers holding 11–20 years of experience and another 11% with 30+ years. This shows a strong foundation of mentor teachers well positioned to support the 15% of staff who are first-year educators through Get Better Faster coaching cycles. Finally, student-teacher ratios — 22:1 in general education and 9:1 in special education self-contained settings — provide the structural support needed to differentiate instruction for a diverse student body that includes 79% Hispanic students, 7% emergent bilingual learners, and 26% special education students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): De Zavala Elementary serves 391 students with overall economically disadvantaged percentage of 86%, with achievement gaps that track demographic lines: STAAR Meets Grade Level is 47% for White students compared to 31% for Hispanic students and 23% for African American students, and 23% for Emergent Bilingual students.
Root Cause: Instructional supports are not differentiated to match the concentration and diversity of need within the campus's economically disadvantaged, multilingual, and racially diverse student population.

Problem Statement 2 (Prioritized): Math and Reading Achievement and Growth are among the campus's most significant academic gaps. Every student subgroup earned 0 points in both Math Achievement and Math Growth on Closing the Gaps; only 31% of students reach Meets Grade Level in Math and 40% in Reading on STAAR, with Masters Grade Level reached by only 7% (Math) and 13% (Reading).
Root Cause: Tier 1 math and reading instruction lacks consistent, high-leverage instructional practices and a systematic progress-monitoring process to identify and respond to non-growing students in real time.

Problem Statement 3 (Prioritized): 2025-2026 Average Daily Attendance (94.1%) fell short of the campus target of 95%, representing lost instructional time that directly constrains STAAR achievement and growth outcomes.
Root Cause: Absence of a systematic, campus-level early warning and intervention process for chronic absenteeism, and limited family engagement around the connection between attendance and academic outcomes.

Problem Statement 4 (Prioritized): Special Education (10% Meets) and Emergent Bilingual (23% Meets) students perform significantly below the campus average in STAAR Achievement.
Root Cause: Limited access to grade-level Tier 1 instruction with appropriate scaffolds.

Student Learning

Student Learning Summary

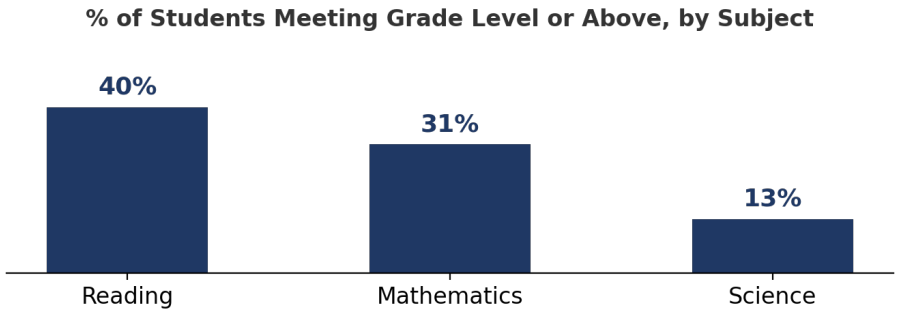
How Are Our Students Doing?

De Zavala Elementary — 2025–2026 STAAR & Accountability Summary

Overall Accountability Rating: D (62/100)

Domain I — Achievement	Domain II-A — Growth	Domain II-B — Rel. Perf.	Domain III — Closing Gaps
59 (F)	57 (F)	63 (D)	60 (D)

STAAR Achievement by Subject (All Students, % Meets Grade Level+)



Key Achievement Gaps (% Meets Grade Level+)

Group	All Subjects	Reading	Math	Science
All Students	32%	40%	31%	13%
Special Ed (current)	10%	10%	11%	3%
EB/EL	24%	28%	24%	10%
Econ. Disadvantaged	28%	36%	27%	10%

Student Learning Strengths

Reading is the relative strength. 40% of students meet grade level in Reading (vs. 31% Math, 13% Science); the highest performance and the highest Masters rate (13%) of any subject. 3rd-grade reading proficiency is **51.3%** This is the strongest single data point on campus and suggests early literacy instruction (K-3) is working well.

Students who reach "Meets Grade Level" tend to stay there or grow. Of students who scored at Meets Grade Level last year, **65% (58 of 89) either stayed at Meets or**

advanced to Masters this year.

Relative Performance is the campus's best-scoring domain. Domain II-B (63, a D but the highest domain score) compares De Zavala to campuses with similar economic disadvantage rates (86–87%) and it outperforms the achievement/growth domains. Meaning: relative to truly comparable peer campuses, De Zavala is doing somewhat better than the raw numbers alone suggest.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math and Reading Achievement and Growth are among the campus's most significant academic gaps. Every student subgroup earned 0 points in both Math Achievement and Math Growth on Closing the Gaps; only 31% of students reach Meets Grade Level in Math and 40% in Reading on STAAR, with Masters Grade Level reached by only 7% (Math) and 13% (Reading).
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Root Cause: Because Science is only tested in 5th grade, instructional minutes and content-specific vocabulary building are not consistently protected in K-4, leaving students without the accumulated science content knowledge needed to perform well when they reach the tested grade.

Problem Statement 5 (Prioritized): At the end of the 2025-26 school year, 1st grade showed a decline in students performing on grade level from the previous year, leaving a gap in reading and math.
Root Cause: Insufficient vertical alignment between Kindergarten and 1st grade instructional expectations and pacing, combined with underdeveloped explicit foundational-skills instruction in the K-1 band.

Problem Statement 6 (Prioritized): 2025-2026 Average Daily Attendance (94.1%) fell short of the campus target of 95%, representing lost instructional time that directly constrains STAAR achievement and growth outcomes.
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School Processes & Programs

School Processes & Programs Summary

1. Curriculum & Instruction

De Zavala uses High-Quality Instructional Materials (HQIM) across all core content areas, supplemented with targeted digital support:

Subject	Core Curriculum / Materials
Reading/ELA	Amplify Reading
Mathematics	Bluebonnet Math
Science	McGraw Hill + Studies Weekly (supplement)
Targeted/Differentiated Support	iReady (Reading & Math)

2. Professional Development

- **Mathematics:** PD funded through the LIFT grant, targeting math instruction specifically.
- **Reading:** Teachers attend Region 13 or 20 for additional PD.
- **Science:** Teachers attend Region 13 or 20 for additional PD.
- **Instructional Coaching:** An instructional coach works alongside the Principal and Assistant Principal to support day-to-day instructional decisions and teacher development.
- District Curriculum Specialists support curriculum and instruction through monthly PLCs.

3. Leadership & Decision-Making

Major campus decisions (curriculum alignment, budget, and master scheduling) are made through a **Campus Improvement Team** (administrators + teacher leaders).

Day-to-day instructional leadership is driven by the principal, **instructional coach, and Assistant Principal**, who work directly with teachers on curriculum implementation, data review, and classroom support.

4. Communication

Internal staff communication runs through a weekly staff newsletter, keeping the team aligned on priorities, schedules, and campus updates.

5. Organization, Scheduling & Support Services

Classroom Organization

Grade Band	Structure
K–2	Self-contained (one teacher, all subjects)
3–5	Departmentalized by content area

Support Services

- **Counselor:** on-campus counseling support for students.
- **Communities in Schools (CIS):** wraparound/community-based support partnership addressing non-academic barriers to learning.
- **Intervention/RTI:** a formal intervention structure is in place to support students needing additional academic support; this is directly relevant to the STAAR growth gaps identified in the achievement data.
- **Gifted & Talented (GT):** services provided for identified students in the GT program.

6. Extracurricular & Co-Curricular Opportunities

- **Specials rotation (all students):** Music, Art, PE, and Library.
- **DZ Clubs:** interest-based clubs meeting Fridays, offering students additional enrichment and connection beyond the core school day.

7. Technology Integration

De Zavala operates on a 1:1 device model, with every student having individual access to a device, paired with Google Classroom as the learning management system for instruction, assignments, and digital resources.

School Processes & Programs Strengths

- **Comprehensive HQIM adoption:** Amplify, Bluebonnet Math, and McGraw Hill, Studies Weekly cover the core content areas, paired with iReady for differentiated support.
- **PD investment targets the actual gaps:** the LIFT grant funds math-specific PD and reading/science teachers attend ESC training .
- **Formal RTI/intervention structure already exists:** directly addresses growth points seen across most subgroups in the STAAR data.
- **Distributed instructional leadership:** a Campus Leadership Team plus a dedicated instructional coach/AP pairing supports consistency and follow-through
- **Communities in Schools partnership:** a right-sized wraparound support given that 86.9% of students are economically disadvantaged and 72.4% are at-risk.

Problem Statements Identifying School Processes & Programs Needs

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Root Cause: Insufficient vertical alignment between Kindergarten and 1st grade instructional expectations and pacing, combined with underdeveloped explicit foundational-skills instruction in the K-1 band.

Problem Statement 5 (Prioritized): Staff perceptions of organizational health indicate opportunities to strengthen Resource Utilization which can limit the collective efficacy needed to sustain improvement efforts.
Root Cause: Staff feel like their skills and talents are underutilized or cause too much strain and stress.

Problem Statement 6 (Prioritized): Special Education (10% Meets) and Emergent Bilingual (23% Meets) students perform significantly below the campus average in STAAR Achievement.
Root Cause: Limited access to grade-level Tier 1 instruction with appropriate scaffolds.

Perceptions

Perceptions Summary

From families survey 2025-2026 school year:

- **Sense of belonging/community** — the single most repeated theme across both English and Spanish responses; families describe the school as feeling "like family"
- **Staff relationships** — teachers and staff are seen as friendly, responsive, and helpful
- **Support for students with special needs** — parents note visible skill growth and strong bonds with teachers/aides
- **Kids are happy at school** — multiple parents cite their children coming home in good spirits, engaged and connected
- **Operational logistics** — drop-off/pick-up routines and newsletters are seen as running smoothly
- **Family engagement opportunities** — events and activities are appreciated when they happen

From faculty (OHI):

- **Communication Adequacy (90th percentile)** — by far the strongest of the 10 dimensions; information flows cleanly both vertically (leadership↔staff) and horizontally (across teams) without much distortion
- **Autonomy (80th percentile)** — staff feel they have freedom to fulfill their roles and responsibilities
- **Problem Solving Adequacy (75th percentile)** — problems get identified and resolved without excessive strain
- **Morale (72) and Innovativeness (71)** — both solidly in the Interdependent/Green zone
- **Overall Health Zone: Interdependent (72%)** — the campus as a whole functions with systems in place, not leader-dependent

Perceptions Strengths

Relational trust and communication show up as genuine strengths across both stakeholder groups. Parents' “feels like family” theme and faculty's 90th-percentile Communication Adequacy score reinforce each other,

Problem Statements Identifying Perceptions Needs

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attendance and academic outcomes.

Priority Problem Statements

Problem Statement 1: De Zavala Elementary serves 391 students with overall economically disadvantaged percentage of 86%, with achievement gaps that track demographic lines: STAAR Meets Grade Level is 47% for White students compared to 31% for Hispanic students and 23% for African American students, and 23% for Emergent Bilingual students.

Root Cause 1: Instructional supports are not differentiated to match the concentration and diversity of need within the campus's economically disadvantaged, multilingual, and racially diverse student population.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Special Education (10% Meets) and Emergent Bilingual (23% Meets) students perform significantly below the campus average in STAAR Achievement.

Root Cause 2: Limited access to grade-level Tier 1 instruction with appropriate scaffolds.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Math and Reading Achievement and Growth are among the campus's most significant academic gaps. Every student subgroup earned 0 points in both Math Achievement and Math Growth on Closing the Gaps; only 31% of students reach Meets Grade Level in Math and 40% in Reading on STAAR, with Masters Grade Level reached by only 7% (Math) and 13% (Reading).

Root Cause 3:
Tier 1 math and reading instruction lacks consistent, high-leverage instructional practices and a systematic progress-monitoring process to identify and respond to non-growing students in real time.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: Staff perceptions of organizational health indicate opportunities to strengthen Resource Utilization which can limit the collective efficacy needed to sustain improvement efforts.

Root Cause 4: Staff feel like their skills and talents are underutilized or cause too much strain and stress.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: 2025-2026 Average Daily Attendance (94.1%) fell short of the campus target of 95%, representing lost instructional time that directly constrains STAAR achievement and growth outcomes.

Root Cause 5: Absence of a systematic, campus-level early warning and intervention process for chronic absenteeism, and limited family engagement around the connection between attendance and academic outcomes.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Science is the campus's weakest STAAR subject: only 42% of students reach Approaches Grade Level, 14% reach Meets, and just 3% reach Masters.

Root Cause 6: Because Science is only tested in 5th grade, instructional minutes and content-specific vocabulary building are not consistently protected in K-4, leaving students without the accumulated science content knowledge needed to perform well when they reach the tested grade.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: At the end of the 2025-26 school year, 1st grade showed a decline in students performing on grade level from the previous year, leaving a gap in reading and math.

Root Cause 7: Insufficient vertical alignment between Kindergarten and 1st grade instructional expectations and pacing, combined with underdeveloped explicit foundational-skills instruction in the K-1 band.

Problem Statement 7 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: May 28, 2027

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 1: By the end of the 2026 - 2027 year, De Zavala will strengthen campuswide instructional coherence as evidenced by progress towards average performance levels of 80% Approaches, 50% Meets, and 30% Masters on common district assessments in core curriculum.

Evaluation Data Sources: District common assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Establish consistent vertical alignment meetings (K-5 by subject) and horizontal grade-level alignment within PLCs to ensure every teacher is teaching the same standards, with the same rigor and pacing, at each grade level -- closing gaps caused by inconsistent implementation between classrooms and grade levels. **Strategy's Expected Result/Impact:** Common district assessment results show reduced variance in performance between classrooms at the same grade level, indicating consistent instructional delivery rather than teacher-dependent outcomes. Vertical alignment documentation shows clear, coherent skill progression from grade to grade, and campus average performance on the common assessment moves toward 80% Approaches, 50% Meets, and 30% Masters. **Staff Responsible for Monitoring:** Instructional Coach, Principal, Assistant Principal **Problem Statements:** Demographics 2, 4 - Student Learning 1, 2 - School Processes & Programs 3, 6	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Math and Reading Achievement and Growth are among the campus's most significant academic gaps. Every student subgroup earned 0 points in both Math Achievement and Math Growth on Closing the Gaps; only 31% of students reach Meets Grade Level in Math and 40% in Reading on STAAR, with Masters Grade Level reached by only 7% (Math) and 13% (Reading). **Root Cause**: Tier 1 math and reading instruction lacks consistent, high-leverage instructional practices and a systematic progress-monitoring process to identify and respond to non-growing students in real time.
Problem Statement 4: Special Education (10% Meets) and Emergent Bilingual (23% Meets) students perform significantly below the campus average in STAAR Achievement. **Root Cause**: Limited access to grade-level Tier 1 instruction with appropriate scaffolds.

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School Processes & Programs

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Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 2: By the end of the 2026 - 2027 school year, De Zavala will strengthen the implementation of the Multi-Tiered System of Supports (MTSS) framework to ensure all students receive timely, data-driven academic interventions aligned to demonstrated need as evidenced by a combined 5 percentage point reduction in the number of students requiring Tier 2 and Tier 3 interventions from the Fall 2026 baseline.

HB3 Goal

Evaluation Data Sources: iReady data for Math and Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a systematic MTSS process that utilizes universal screening, data-driven intervention planning, and progress monitoring to ensure students receive timely academic support and demonstrate growth toward grade-level expectations. Campus MTSS team will review student data every 6 weeks, monitor intervention fidelity, adjust supports based on student response, and strengthen Tier 1 instruction to reduce the number of students who require intensive interventions. **Strategy's Expected Result/Impact:** Reduction of Tier 2 and Tier 3 enrollment by at least 5% campuswide **Staff Responsible for Monitoring:** Principal, MTSS team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 2, 4 - Student Learning 1, 2 - School Processes & Programs 3, 6	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Math and Reading Achievement and Growth are among the campus's most significant academic gaps. Every student subgroup earned 0 points in both Math Achievement and Math Growth on Closing the Gaps; only 31% of students reach Meets Grade Level in Math and 40% in Reading on STAAR, with Masters Grade Level reached by only 7% (Math) and 13% (Reading). **Root Cause**: Tier 1 math and reading instruction lacks consistent, high-leverage instructional practices and a systematic progress-monitoring process to identify and respond to non-growing students in real time.
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School Processes & Programs

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Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 3: By the end of the 2026 - 2027 school year, De Zavala Elementary will increase STAAR Academic Growth in Math and Reading for 4th and 5th grade students, raising the percentage of students meeting expected growth from 48% to 65% in Math and from 55% to 70% in Reading,

High Priority

Evaluation Data Sources: STAAR Growth/Progress Measure data, campus walkthrough data, common assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide professional development and coaching for 4th and 5th grade Math and RLA teachers focused on grade-level content knowledge, instructional efficacy, and proactive classroom management, addressing the root cause of inconsistent teacher content knowledge and classroom management at this grade level. **Strategy's Expected Result/Impact:** Increased TTESS ratings on content delivery and classroom management; reduced 4th grade regression rate. **Staff Responsible for Monitoring:** Instructional Coach, Assistant Principal, Principal **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 2	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement tiered small-group intervention in 3rd, 4th, and 5th grade Math and RLA explicitly designed to move students to the next performance level (Did Not Meet - Approaches - Meets - Masters), with progress monitored every 3 weeks. Small group instruction will include Diamond Time groups, tutoring, and additional intervention resources. **Strategy's Expected Result/Impact:** Increased percentage of 4th and 5th grade students moving up at least one STAAR performance level between 2026 to 2027. 3rd grade students increase by 5% overall in Meets. **Staff Responsible for Monitoring:** Principal, Instructional Coach, teachers **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 3	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

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Demographics

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Student Learning

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School Processes & Programs

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Perceptions

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Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 1: By the end of the 2026-2027 school year, De Zavala Elementary will move its Overall State Accountability rating from D (62) to C (70 or higher) by raising the raw STAAR Performance Component Score from 34 (scaled 59) to 42 (scaled 71), the Academic Growth raw score from 52 (scaled 57) to 63 (scaled 70), and the Closing the Gaps raw points from 12 (scaled 60) to 20 or higher (scaled 64+), with particular emphasis on Math and Reading Achievement, Growth, and Closing the Gaps.

High Priority

HB3 Goal

Evaluation Data Sources: TEA Accountability Rating data, STAAR Performance Component Score, Closing the Gaps report, iReady Diagnostic data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will receive quality Tier 1 instruction aligned to HQIM for math, reading, and science. Teachers will receive relevant training and professional learning to support implementation and instruction that is on-grade level. **Strategy's Expected Result/Impact:** Students will meet achievement and growth targets. **Staff Responsible for Monitoring:** Principal and instructional coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 3	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Math and Reading Achievement and Growth are among the campus's most significant academic gaps. Every student subgroup earned 0 points in both Math Achievement and Math Growth on Closing the Gaps; only 31% of students reach Meets Grade Level in Math and 40% in Reading on STAAR, with Masters Grade Level reached by only 7% (Math) and 13% (Reading). **Root Cause**: Tier 1 math and reading instruction lacks consistent, high-leverage instructional practices and a systematic progress-monitoring process to identify and respond to non-growing students in real time.

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School Processes & Programs

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Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 2: By the end of the 2026 - 2027 school year, STAAR Meets Grade Level or above will increase by at least 5 percentage points in Math (31% to 36%) and Reading (40% to 45%), and Meets Grade Level performance for Special Education (10% to 15%) and Emergent Bilingual (23% to 28%) students will increase by at least 5 percentage points, in alignment with District Goal 2 Performance Objectives 1 and 2.

High Priority

HB3 Goal

Evaluation Data Sources: State Assessment Data (STAAR), disaggregated by student group

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strengthen co-teaching/inclusion practices so Special Education students receive grade-level Tier 1 instruction with appropriate scaffolds, implementing district-provided PD on evidence-based Specially Designed Instruction (aligned to District Goal 2, PO1 Strategy 3 and PO2 Strategy 10). **Strategy's Expected Result/Impact:** STAAR Meets Grade Level for Special Education students increases from 10% to 15%. **Staff Responsible for Monitoring:** Principal, Special Education teachers, general education collaborative teachers **Problem Statements:** Demographics 2, 4 - Student Learning 1, 2 - School Processes & Programs 3, 6	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide targeted tutoring for Emergent Bilingual students based on MTSS data, and reinforce Content-Based Language Instruction (CBLI) practices in core classrooms. **Strategy's Expected Result/Impact:** STAAR Meets Grade Level for EB students increases from 23% to 28%. **Staff Responsible for Monitoring:** Assistant Principal, LPAC chair **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 2 - Perceptions 2	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Embed extension and enrichment tasks into Tier 1 instruction for students who reach Meets Grade Level, aligned to TEKS process standards (analysis, problem-solving, justification), to grow the campus's Masters Grade Level rate. Provide real world experiences, such as field trips, guest speakers, career day, STEM, and hands on-learning for science and social studies enrichment. **Strategy's Expected Result/Impact:** Percentage of students reaching Masters Grade Level (all subjects) increases from 9% to 13%. **Staff Responsible for Monitoring:** Principal, Instructional Coach **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 2 - Perceptions 2	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

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Problem Statement 4: Special Education (10% Meets) and Emergent Bilingual (23% Meets) students perform significantly below the campus average in STAAR Achievement. **Root Cause**: Limited access to grade-level Tier 1 instruction with appropriate scaffolds.

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School Processes & Programs

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Perceptions

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Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 3: By the end of the 2026-2027 school year, De Zavala will increase student mastery of grade-level science TEKS across all grade levels (K-5), as measured by classroom assessments in K-4 and STAAR Science performance in 5th grade.

Evaluation Data Sources: STAAR Science results, campus assessments, 5th grade DCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement weekly hands-on, inquiry-based science instruction (5E model) in every K-5 classroom, with vertically aligned pacing across the four TEKS strands (Matter & Energy, Force/Motion/Energy, Earth & Space, Organisms & Environments) to address gaps in hands-on exposure prior to 5th grade STAAR. **Strategy's Expected Result/Impact:** Increase STAAR Science outcomes by 10% in approaches, meets, and masters **Staff Responsible for Monitoring:** Instructional Coach, Teachers **Problem Statements:** Demographics 4 - Student Learning 2, 4 - School Processes & Programs 6	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Embed science academic vocabulary and informational-text passages to build content knowledge ahead of tested grades, with added support for Emergent Bilingual and Special education students. **Strategy's Expected Result/Impact:** Increase STAAR Science outcomes by 10% in approaches, meets, and masters. Reduce the gap in performance between all students and at-risk students. **Staff Responsible for Monitoring:** Principal, instructional coach, teachers **Problem Statements:** Student Learning 4	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: Special Education (10% Meets) and Emergent Bilingual (23% Meets) students perform significantly below the campus average in STAAR Achievement. **Root Cause**: Limited access to grade-level Tier 1 instruction with appropriate scaffolds.

Student Learning

Problem Statement 2: Special Education (10% Meets) and Emergent Bilingual (23% Meets) students perform significantly below the campus average in STAAR Achievement. **Root Cause**: Limited access to grade-level Tier 1 instruction with appropriate scaffolds.

Problem Statement 4: Science is the campus's weakest STAAR subject: only 42% of students reach Approaches Grade Level, 14% reach Meets, and just 3% reach Masters. **Root Cause**: Because Science is only tested in 5th grade, instructional minutes and content-specific vocabulary building are not consistently protected in K-4, leaving students without the accumulated science content knowledge needed to perform well when they reach the tested grade.

School Processes & Programs

Problem Statement 6: Special Education (10% Meets) and Emergent Bilingual (23% Meets) students perform significantly below the campus average in STAAR Achievement. **Root Cause**: Limited access to grade-level Tier 1 instruction with appropriate scaffolds.

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 1: By the end of the 2026 - 2027 school year, De Zavala Elementary will improve organizational health as measured by the Organizational Health Inventory (OHI), with 70% of staff rating the campus favorably on Resource Utilization, an increase of at least 10 percentage points over the 2025 - 2026 baseline.

Evaluation Data Sources: OHI Survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Establish regular staff feedback loops -- including monthly climate check-ins and a campus leadership team that reviews and responds to staff input to strengthen collegial leadership and utilize the collective and individual talents of team members with minimal stress and strain. **Strategy's Expected Result/Impact:** Increase in 10% on OHI; Improved campus culture **Staff Responsible for Monitoring:** Principal. Assistant Principal **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 3	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement structured collaboration time with consistent, protected time for staff to plan together through PLCs, planning time, and committees, addressing the root cause of inconsistent structures and committee meeting dates. **Strategy's Expected Result/Impact:** Increased OHI Resource Utilization score; consistent PLC/committee meeting calendar in place and followed. **Staff Responsible for Monitoring:** Principal, Instructional Coach **Problem Statements:** Demographics 1, 2, 4 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3, 6 - Perceptions 2	Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

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School Processes & Programs

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Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 2: By the end of the 2026 - 2027 school year, De Zavala Elementary will increase Average Daily Attendance (ADA) from 94.1% (2025-2026) to 95%, aligned with District Goal 3, Performance Objective 1.

Evaluation Data Sources: campus ADA reports, attendance tracking system

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a campus-level early warning system that flags students with 3+ absences in a rolling window for immediate follow-up (parent calls, letters, counselor check-ins), aligned with District Goal 3, Performance Objective 1 Strategy 1 and Performance Objective 2 Strategy 1 (early warning and intervention systems). **Strategy's Expected Result/Impact:** Chronic absenteeism rate decreases; ADA increases from 93.6% to 95%. **Staff Responsible for Monitoring:** Attendance Clerk, Counselor, Assistant Principal **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 2 - Perceptions 2	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Launch family engagement and recognition initiatives (e.g., attendance incentives, a "Why Attendance Matters" communication campaign) to build a positive campus attendance culture. **Strategy's Expected Result/Impact:** Increased ADA; improved family understanding of the link between attendance and academic outcomes. **Staff Responsible for Monitoring:** Principal, Counselor **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 3	Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Reduce chronic absenteeism from 17% in 2025-2026 to 12% in 2026-2027, addressing the accountability system for teacher-parent contact and student/family accountability for absences. **Strategy's Expected Result/Impact:** Chronic absenteeism rate decreases from 17% to 12%. **Staff Responsible for Monitoring:** Assistant Principal, Counselor, Attendance clerk **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 2	Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

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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	Darren Cole-Ochoa	8/10/2026	Twila Guajardo	8/10/2026
Student Welfare: Discipline/Conflict/Violence Management	Walker Cleveland	9/3/2026	Twila Guajardo	9/3/2026