

Goose Creek Consolidated Independent School District

Lorenzo De Zavala Elementary

2025-2026 CIP Periodic Update - November 2025



Mission Statement

Every Dolphin, Every Day!

Vision

De Zavala Elementary provides a safe, positive learning environment where all students learn at high levels and reach their maximum academic, social, and emotional potential.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: ENGLISH LANGUAGE ARTS - With campus Spring 2025 STAAR averages for RLA underperforming the state in all proficiency levels and grades, the campus goal is to perform at or above the state average in grades 3-5:

Campus [State] Performance for Spring 2025 RLA STAAR:

3rd Approaches 67 [78], 3rd Meets 39 [52], 3rd Masters 18 [23]

4th Approaches 69 [81], 4th Meets 43 [54], 4th Masters 15 [24]

5th Approaches 63 [77], 5th Meets 37 [58], 5th Masters 12 [30]

Campus Performance Target for Spring 2026 RLA STAAR:

3rd Approaches 78, 3rd Meets 52, 3rd Masters 23

4th Approaches 81, 4th Meets 54, 4th Masters 24

5th Approaches 77, 5th Meets 58, 5th Masters 30

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Campus leaders, including TLCs, conduct walks to monitor the implementation of Bluebonnet Learning. Insights from walks inform next steps (i.e. PLC guidance, campus PDs, 1:1 meetings, etc.). To support Strategy 1: Administrators and TLCs will conduct a minimum average of 2 classroom walks per instructional day of the week Administrators and TLCs will use the TEA Bluebonnet Learning Fidelity of Implementation Tool in every Bluebonnet Learning classroom at least once a week for the first 6 weeks of instruction and once per nine weeks for subsequent grading periods. Data collected will drive all staff PLCs, professional development, coaching cycles, and individual feedback conversations. Administrators and TLCs will partner with Region 4 RLA Implementation Advisors to conduct quarterly campus implementation walks. All Reading teachers will participate in two peer observations by Spring Break. During weekly Admin Team meetings, the RLA TLC will report on coaching cycles and administrators will report glows and grows from walkthroughs in reading classrooms. Strategy's Expected Result/Impact: Administrator over Reading will be present in 3rd-5th grade PLCs. Administrative team will monitor planning and data PLC agendas, as well as student data trackers. Lessons designed to the rigor of the TEKS and assessments will maintain the validity of the curriculum and provide valid student data. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Engage Every Student - Teachers will use student engagement strategies to hold all students accountable for being cognitively engaged in meaningful learning. To support Strategy 2: The administrators and TLCs will utilize a tiered system of support to coach staff in student engagement strategies. The administrators and TLCs will center all staff PLCs and subsequent walkthroughs on student engagement strategies including, but not limited to, academic discourse, opportunities to respond, cooperative learning structures, and student goal setting. Each administrator and TLC will become an expert in one of the four defined student engagement strategy categories to coach teachers and create a digital toolbox of resources aligned to the strategy. Digital toolbox will be created on Google Sites and include pictures and video exemplars of student engagement strategies. Strategy's Expected Result/Impact: Administrators will utilize a focused walkthrough and professional development tracking system to provide differentiation support related to student engagement strategies. We will build capacity amongst our teaching staff, resulting in higher averages Domains 2 and 3 in TTESS. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Strategy 3: Implement Effective Tier 2 Instruction: Targeted Small Groups & Amira - The systematic implementation of RLA Targeted Small Groups and Amira will remediate identified skills, preventing academic gaps through individualized instruction. To support Strategy 3: Targeted Small Group calibration walks will occur once per nine weeks beginning the second nine weeks. Teachers will pull TSGs at least 4 days per week, using Bluebonnet Learning and Amira for students who did not demonstrate mastery during Tier 1 instruction. The 5th day of TSGs will be utilized for student goal setting conferences, student data talks, and reassessments of small group instructed TEKS. The RLA tutor will facilitate data driven small groups to pull three times per week during TSG time Teachers will conduct student goal setting conferences using the AMIRA Goal Setting Template Strategy's Expected Result/Impact: At least 70% of students will meet their AMIRA goals. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Prioritize 4th and 5th Grade Meets and Masters - 4th and 5th grade students will be tracked to provide strategic instruction to increase Meets and Masters. To support Strategy 4: The administrative team will track students who scored Approaches High and Meets on 2024-2025 STAAR to ensure promotion to Meets and Masters. Student data will be tracked by TEKS and used to drive Targeted Small Group instruction. The RLA tutor will specifically be working with students who Approached in the previous year and the RLA TLC will work with students who were at Meets. The administrative team will conduct student goal setting meetings with targeted students bi-weekly, beginning in January. Strategy's Expected Result/Impact: All students will move up one category on STAAR. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: MATH- With campus Spring 2025 STAAR averages for Math underperforming the state in all proficiency levels and grades, the campus goal is to perform at or above the state average in grades 3-5:

Campus [State] Performance for Spring 2025 Math STAAR:
3rd Approaches 56 [70], 3rd Meets 33 [45], 3rd Masters 7 [19]
4th Approaches 53 [68], 4th Meets 21 [46], 4th Masters 6 [24]
5th Approaches 56 [73], 5th Meets 23 [46], 5th Masters 6 [22]

Campus Performance Target for Spring 2026 Math STAAR:
3rd Approaches 70, 3rd Meets 45, 3rd Masters 19
4th Approaches 68, 4th Meets 46, 4th Masters 24
5th Approaches 73, 5th Meets 46, 5th Masters 22

Evaluation Data Sources: STAAR Results, Module Assessments, and Universal Screeners

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Campus leaders, including TLCs, conduct walks to monitor the implementation of Bluebonnet Learning. Insights from walks inform next steps (i.e. PLC guidance, campus PDs, 1:1 meetings, etc.). To support Strategy 1: Administrators and TLCs will conduct a minimum average of 2 classroom walks per instructional day of the week Administrators and TLCs will use the TEA Bluebonnet Learning Fidelity of Implementation Tool in every Bluebonnet Learning classroom at least once a week for the first 6 weeks of instruction and once per nine weeks for subsequent grading periods. Data collected will drive all staff PLCs, professional development, coaching cycles, and individual feedback conversations. Administrators and TLCs will partner with Region 4 Math Implementation Advisors to conduct quarterly campus implementation walks. All Math teachers will participate in two peer observations by Spring Break. During weekly Admin Team meetings, the Math TLC will report on coaching cycles and administrators will report glows and grows from walkthroughs in reading classrooms. Strategy's Expected Result/Impact: Administrator over Math will be present in 3rd-5th grade PLCs. Administrative team will monitor planning and data PLC agendas, as well as student data trackers. Lessons designed to the rigor of the TEKS and assessments will maintain the validity of the curriculum and provide valid student data. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Engage Every Student - Teachers will use student engagement strategies to hold all students accountable for being cognitively engaged in meaningful learning. To support Strategy 2: The administrators and TLCs will utilize a tiered system of support to coach staff in student engagement strategies. The administrators and TLCs will center all staff PLCs and subsequent walkthroughs on student engagement strategies including, but not limited to, academic discourse, opportunities to respond, cooperative learning structures, and student goal setting. Each administrator and TLC will become an expert in one of the four defined student engagement strategy categories to coach teachers and create a digital toolbox of resources aligned to the strategy. Digital toolbox will be created on Google Sites and include pictures and video exemplars of student engagement strategies. Strategy's Expected Result/Impact: Administrators will utilize a focused walkthrough and professional development tracking system to provide differentiation support related to student engagement strategies. We will build capacity amongst our teaching staff, resulting in higher averages Domains 2 and 3 in TTESS. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Strategy 3: Implement Effective Tier 2 Instruction: Targeted Small Groups & Zearn - The systematic implementation of Math Targeted Small Groups and Zearn will remediate identified skills, preventing academic gaps through individualized instruction. To support Strategy 3: Targeted Small Group calibration walks will occur once per nine weeks beginning the second nine weeks. Teachers will pull TSGs at least 4 days per week, using Bluebonnet Learning coherence lessons for students who did not demonstrate mastery during Tier 1 instruction. The 5th day of TSGs will be utilized for student goal setting conferences, student data talks, and reassessments of small group instructed TEKS. The Math tutor will facilitate data driven small groups to pull three times per week during TSG time. Teachers will ensure students complete two Zearn lessons per week and conduct student goal setting conferences using Zearn data trackers. Strategy's Expected Result/Impact: 70% of students will meet growth in NWEA Maps for Math. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Prioritize 4th and 5th Grade Meets and Masters - 4th and 5th grade students will be tracked to provide strategic instruction to increase Meets and Masters. To support Strategy 4: The administrative team will track students who scored Approaches High and Meets on 2024-2025 STAAR to ensure promotion to Meets and Masters. Student data will be tracked by TEKS and used to drive Targeted Small Group instruction. The Math tutor will specifically be working with students who Approached in the previous year and the Math TLC will work with students who were at Meets. The administrative team will conduct student goal setting meetings with targeted students bi-weekly, beginning in January. Strategy's Expected Result/Impact: All students will move up one category in STAAR. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: SCIENCE- With campus Spring 2025 STAAR averages for Science underperforming the state in all proficiency levels and grades, the campus goal is to perform at or above the state average in grade 5:

Campus [State] Performance for Spring 2025 Science STAAR:
5th Approaches 51 [64], 5th Meets 9 [29], 5th Masters 3 [12]

Campus Performance Target for Spring 2026 Science STAAR:
5th Approaches 64, 5th Meets 29, 5th Masters 12

Evaluation Data Sources: STAAR Results, CFA data, and Universal Screeners

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction - Campus leaders, including TLCs, conduct walks to monitor instruction aligned to the scope and pacing of the district curriculum. Insights from walks inform next steps (i.e. PLC guidance, campus PDs, 1:1 meetings, etc.). To support Strategy 1: Administrators and TLCs will conduct a minimum average of 2 classroom walks per instructional day of the week 4th and 5th Grade Science teachers will participate in bi-weekly PLC with the district specialist and attend all Science C&Ps. 4th and 5th Grade Science teachers will conduct at least two labs per week. 4th and 5th Grade Science teachers will participate in two peer observations by Spring Break. Strategy's Expected Result/Impact: Administrator over Science will be present in 4th and 5th grade PLCs. Administrative team will monitor planning and data PLC agendas, as well as student data trackers. Lessons designed to the rigor of the TEKS and assessments will maintain the validity of the curriculum and provide valid student data. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Engage Every Student - Teachers will use student engagement strategies to hold all students accountable for being cognitively engaged in meaningful learning. To support Strategy 2: The administrators and TLCs will utilize a tiered system of support to coach staff in student engagement strategies. The administrators and TLCs will center all staff PLCs and subsequent walkthroughs on student engagement strategies including, but not limited to, academic discourse, opportunities to respond, cooperative learning structures, and student goal setting. Each administrator and TLC will become an expert in one of the four defined student engagement strategy categories to coach teachers and create a digital toolbox of resources aligned to the strategy. Digital toolbox will be created on Google Sites and include pictures and video exemplars of student engagement strategies. Strategy's Expected Result/Impact: Administrators will utilize a focused walkthrough and professional development tracking system to provide differentiation support related to student engagement strategies. We will build capacity amongst our teaching staff, resulting in higher averages Domains 2 and 3 in TTESS. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize McGraw Hill to ensure Science instruction maintains the rigor of the TEKS- 4th and 5th grade teachers attend C&P to support instruction and ensure effective implementation of McGraw Hill. To support Strategy 3: The teachers use McGraw Hill at least twice a week in conjunction with Science Penguin and EduSmart. The teachers use the Unpacking Presentations to ensure that they are aware of new TEKS (and vertical aligned TEKS), misconceptions, SEPs, RTCs and major concepts to include when teaching. 4th and 5th grade teachers must include at least 1 SCR after every investigation. Student data will be tracked by TEKS and used to drive spiral review warm ups. The Science tutor will push-in to 5th grade Science three days a week to support comprehension of 5th Grade Science concepts during labs. Strategy's Expected Result/Impact: We will meet or exceed the state for 5th Grade STAAR Science. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: Lorenzo De Zavala will establish and maintain communication between home, school and community that will foster active parent, family, and community involvement in order to establish a strong connection between the school and home.

Evaluation Data Sources: Parent Surveys, Parent Event Report, Volunteer Report, Tuesday folders, Parent Monthly Newsletter, Website updates, Social Media Posts

Strategy 1 Details	Formative Reviews		
Strategy 1: Facilitate communication between school and home through home visits, monthly calendars, Parent Square, phone calls, parent conferences and volunteers program. Strategy's Expected Result/Impact: Teacher contact logs/contact journal entries increase from previous year by 10% from previous year. Participation at events increase by 10% from previous year (sign in sheets) Parent/Teacher Face to Face Conference (each student) time 2 a year is met or exceeded. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Sources: PBIS Data, student and staff survey data, award ceremony data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide college/career planning and increase access to activities involving continued long term educational experiences. There will be a weekly College Shirt Day (Monday) to promote our spirit and attempt to instill in students a desire to continue their education. Strategy's Expected Result/Impact: Students have increased opportunities to be exposed to College names and vocabulary associated with post secondary Counselor focus plans during College week Increased student presence on Xello reports- Once biweekly Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide PE activities which promote wellness and physical activity with the students, as well as family involvement and knowledge of healthy lifestyle choices. Strategy's Expected Result/Impact: 80% of 3rd-5th grade students will improve their Fitness Gram testing results when comparing BOY to EOY. Staff Responsible for Monitoring: Campus Administrators, PE Teachers	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate sun safety lessons into health/wellness education over the course of the school year. Strategy's Expected Result/Impact: 100% of students will receive required sun safety lessons as documented in the End of Year CSAHC Survey. Staff Responsible for Monitoring: Campus Administrators, PE Teachers	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement the Character Strong Program supported by our House System, classroom guidance lessons, positive behavior supports, and monthly House Rallies. Strategy's Expected Result/Impact: A decrease in the number of student crisis events as compared to the previous school year and increased positive results on our student and staff culture and climate survey. Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Promote positive behavior with SWIM expectations, Dolphin Dollars, weekly Dolphin Store, and character awards at monthly House Rallies. The PBIS team will meet monthly to monitor behavior data and SWIM implementation. Strategy's Expected Result/Impact: A decrease in the number of student crisis events as compared to the previous school year and increased positive results on our student and staff culture and climate survey. Staff Responsible for Monitoring: Campus Administrators Counselor All Staff	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

Evaluation Data Sources: Staff HQ Reports, Staff Retention Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to recruit highly effective staff to ensure all students are educated using research based or data proven strategies. Strategy's Expected Result/Impact: Data reflects continuous growth for students measured by artifacts, quick checks, CUA, CUO, Benchmark, Interim, TxKea, CLI, Guided Reading Levels, MAP, STAAR Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers participate in Professional Learning Communities for vertical planning, data disaggregation, and staff development to help all teachers become more successful. We will utilize PLCs weekly during teacher conference periods to discuss their students and determine best practices for them. Strategy's Expected Result/Impact: All students will meet or exceed their targeted growth in NWEA Maps. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teaching and Learning Coaches and administrators will engage all teachers in coaching cycles and Go, Grow, Glow for staff development. Strategy's Expected Result/Impact: All teachers will make progress on the TTESS rubric according to informal and formal walkthroughs, and observations. Staff Responsible for Monitoring: TLCs, Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide opportunities for staff develop that will enhance the effective use of technology in the classroom. Utilize campus and district specialists to model lesson and provide instructional resources to teachers. Teachers will be encouraged to attend district sponsored staff development on technology. Strategy's Expected Result/Impact: Increased use of appropriate technology on campus and higher student engagement and creation during walkthroughs Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental materials to support student academic improvement - Coordination of Local and State Funds - Special Education Funds - \$500	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$600	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: State Compensatory Education (SCE) State Program - Through PLC meetings, collaborate about instructional practices, student artifacts, data results following formative and summative assessments, and make informed decisions to guide all tiered instruction as well as the implementation of accelerated instruction intervention plans that address at-risk student academic improvement. Strategy's Expected Result/Impact: An improvement in student performance Intervention plans developed and implemented with fidelity Progress Monitoring completed to determine student growth Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for Accelerated Instruction -Tutoring - Coordination of Local and State Funds - SCE Funds - \$10,000	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Title I, Part A Federal Program - The campus will provide "opportunities for all children to meet state standards" by providing assistance and remediation to students who are unsuccessful in the classroom. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.4 requirements All students will make at least one year's growth Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Title I, Part A Federal Program - The campus will provide students with "increased learning time and well-rounded education" opportunities. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.5 requirements Documentation of activities aligned to Well Rounded Education Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Title I, Part A Federal Program - The campus will analyze student assessment data, develop targeted activities, and implement targeted activities to "address the needs of all students, particularly at-risk". Strategy's Expected Result/Impact: Meet Title I Part A Element 2.6 requirements 10% increase in student academic success Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 8 Details		Formative Reviews		
Strategy 8: Title I, Part A Federal Program - Provide Campus Teaching and Learning Instructional Specialists to provide coaching support to identified classrooms to meet the needs of all students and increase academic improvement. Strategy's Expected Result/Impact: TLC Coaching Documentation Reviewed for Effectiveness 10% increase in student achievement scores Close achievement gaps Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$100,000		Formative		
		Nov	Feb	June
Strategy 9 Details		Formative Reviews		
Strategy 9: Title I, Part A Federal Program - The Campus Student Support Team will routinely meet to determine and provide support for students, parents, and/or other related organizations in order to address student academic, attendance, and/or behavior needs. Strategy's Expected Result/Impact: Meet Title I Part A Element 5.1 requirements Improved academic, attendance, and/or behavior outcomes Increase in Student Achievement by 10% overall Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs of Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$70,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000		Formative		
		Nov	Feb	June
Strategy 10 Details		Formative Reviews		
Strategy 10: Title I, Part A Federal Program - The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format. Strategy's Expected Result/Impact: Meet Title I Part A Element 4.1 requirements Review, Revise, and Determine annually Distribute to all parents yearly electronically or by hard-copy Provide to all parents in English or Spanish Increase in Parent and Family Engagement participation Increase in positive parent participation evidenced by an increase of monthly volunteers/mentors on volunteer sign in sheets Staff Responsible for Monitoring: Principal District Program Director		Formative		
		Nov	Feb	June

Strategy 11 Details		Formative Reviews		
Strategy 11: Title I, Part A Federal Program - The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members. Strategy's Expected Result/Impact: Meet Title I Part A Element 4.2 requirements Provided sessions in English and Spanish Offer sessions during the day, in the evening, and/or on Saturdays Family Night Session- Anecdotal feedback from parents added to agenda Sign-In Sheets demonstrating increased parent participation amounts Post survey sent for additional feedback Increase in volunteering evidenced by monthly sign-in log Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$4,000, Materials/supplies for parent academic activities. - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$500		Formative		
		Nov	Feb	June
Strategy 12 Details		Formative Reviews		
Strategy 12: Title I, Part A Federal Program - The campus will conduct the comprehensive needs assessment through an ongoing basis to address necessary revisions to the campus improvement plan that will focus the campus on increasing the academic performance of all students. Strategy's Expected Result/Impact: Meet Title I, Part A Element 1.1 Requirements CNA Documentation indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes All students will make at least one year's growth in Reading and Math Staff Responsible for Monitoring: Principal District Program Director		Formative		
		Nov	Feb	June
Strategy 13 Details		Formative Reviews		
Strategy 13: Title I, Part A Federal Program - The campus will develop the campus improvement plan with appropriate stakeholders using the results of the comprehensive needs assessment to ensure that the plan considers the needs for improving all structures that support student learning which will ultimately increase academic achievement. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.1 requirements Documentation results indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes submitted. Staff Responsible for Monitoring: Principal District Program Director		Formative		
		Nov	Feb	June

Strategy 14 Details	Formative Reviews		
Strategy 14: Title I, Part A Federal Program -The campus will complete formative reviews of the campus improvement plan in November, February, and June and the summative review in June through campus committees. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.2 requirements Documentation with meeting agendas, sign-in sheets, and minutes will be submitted. Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
Strategy 15: Title I, Part A Federal Program - The campus will "annually evaluate the schoolwide plan". Strategy's Expected Result/Impact: Meet Title I Part A Element 3.1 requirements Documentation indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes Adjust schoolwide plan as determined by the review Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 16 Details	Formative Reviews		
Strategy 16: The campus will conduct the required yearly program evaluations for all campus state allotment program funding as well as all federal program funding to identify campus needs and develop activities to include in the campus improvement plan that will focus the campus on increasing the academic performance of all students. Strategy's Expected Result/Impact: Documentation with meeting agendas, sign-in sheets, and minutes Program Evaluation Documentation indicated in the CIP Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 3: The campus will meet the requirements required for Federal Accountability in the format designated through the TEA TIP (Targeted Improvement Plan) Process.

Evaluation Data Sources: Screener Data reports, Campus Assessment Data reports, and State Assessment and Accountability reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will develop, implement, monitor, and adjust the school improvement strategies through the TEA TIP (Targeted Improvement Plan) Process that will eliminate the campus "school improvement" identification status due to the "unacceptable" year count. Strategy's Expected Result/Impact: Meet Federal Accountability requirements Eliminate identification as a "School Improvement" Campus due to the State "unacceptable" year count. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	8	Costs for Teaching and Learning Coaches	Title I Part A Funds	\$100,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	9	Costs of Student Success Specialist	Title I Part A Funds	\$70,000.00
5	2	11	Materials/supplies for parent academic activities.	Title I Part A Funds	\$500.00
5	2	11	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
Sub-Total					\$194,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$500.00
5	2	2	Supplemental materials to support student academic improvement	Special Education Funds	\$500.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$600.00
5	2	4	Costs for Accelerated Instruction -Tutoring	SCE Funds	\$10,000.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
Sub-Total					\$81,600.00

De Zavala Elementary Targeted Improvement Plan (TIP)

If the campus you are reporting Student Outcome Goals for is not available in the list above, please enter the campus(es) CDCN number in the field below.	Please enter your full name.	Please enter your email.	Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.
101911120	James Husband	james.husband@gccisd.net	46%	55%
Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	
60	67	100	50	
Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.	Which, if any, grants has your school system been awarded to support this strategy?	Please name any organizations you are currently working with to build capacity and support strategy implementation.		
Intensive Curriculum & Instruction Improvements	Strong Foundations Implementation (Laso 3)	ESC		
Please select the adopted curriculum	Is this the curriculum that will be implemented for the duration of the plan?	How many instructional minutes per week are required/recommended for implementation of this curriculum?	How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	
Bluebonnet Learning Math Grades K-5, Bluebonnet Learning K-5 Reading Language Arts	Yes	K-2 RLA- 190 mins/day RLA- 170 mins/day 150 mins/day Math- 100 mins/day 5 Math- 110 mins/day 3-4 5 RLA- K-4	K-2 RLA- 190 mins/day 3-4 RLA- 170 mins/day 150 mins/day K-4 Math- 100 mins/day 5 Math- 110 mins/day 5 RLA-	

Grade Level Minute Information:				How many instructional days are included in the 2025-2026 calendar?
(K-2) ELA 190 includes: 120 Whole Group (Bluebonnet Learning Foundational Skills and RLA) 60 Targeted Small Group (mCLASS) 10 Transitions embedded with ELA Math 100 includes: 60 Whole Group (Bluebonnet Learning Math) 30 Targeted Small Group 5 Math Routine (10 for Kinder) 5 Transitions embedded with Math (10 for Kinder) Social Studies/Science 55 includes: 3 days a week Science (suggest M, T, TH) 2 days a week Social Studies (suggest W, F)	(3rd) ELA 170 includes: 120 Whole Group (Bluebonnet Learning RLA) 50 Targeted Small Group (Bluebonnet Learning Foundational Skills & mCLASS) Math/Science/Social Studies 170 includes: 60 HQIM (Bluebonnet Learning Math) 30 Targeted Small Group 5 Math Routine 5 Transitions embedded with Math 25 Social Studies 45 Science	(4th) ELA/Social Studies 175 includes: 90 Whole Group (Bluebonnet Learning RLA) 50 Targeted Small Group (TBD) 25 Social Studies 10 Transitions embedded with ELA Math/Science 170 includes: 60 Whole Group (Bluebonnet Learning Math) 30 Targeted Small Group 10 Math Routine 10 Transitions embedded with Math 60 Science	(5th) ELA/Social Studies 175 includes: 90 Whole Group (Bluebonnet Learning RLA) 50 Targeted Small Group (TBD) 25 Social Studies 10 Transitions embedded with ELA Math/Science 170 includes: 60 Whole Group (Bluebonnet Learning Math) 30 Targeted Small Group 10 Math Routine 10 Transitions embedded with Math 60 Science	170
Please describe the assessment plan for the impacted campus(es)			Will the campus(es) implement a PLC structure?	How will PLCs be organized (by grade level, content area, etc.)?
Math: we will use the mid- and end-of-module assessments provided with Bluebonnet Learning.	Reading: We will use both the mid- and end-of-unit assessments for K-5 and the BoY, MoY, and EoY assessments provided with Bluebonnet Learning.	All assessments will be administered via our local LMS to allow streamlined data analysis following each assessment.	Yes	Each grade level and content area has their own PLC
How frequently will PLCs occur?	Who will facilitate PLCs?	Who is required to attend PLCs?	Please describe the PLC protocol to be used	
1-2 times per week	Instructional Leadership Team	Teachers/Instructional Leadership TEAM	Lesson internalization PLCs: Understand the lesson purpose and objectives, Understand the sequence and pacing of activities, Activity deep dive, Resource Organization Student Work Analysis PLCs: Task review, Determine Success Criteria, Analyze and Sort Student Work, Discussion, Action Steps	

Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers		How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	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?	How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?
District Leadership (Principals and Aps) receive professional development twice a month in the form of a Principal Operational meeting and a Principal PLC meeting. These meetings are structured in such a way that they are then turned around to the Campus AP's as well as the Campus Instructional Coaches. Also during district PLC days training is offered by the district personnel to develop the district leaders. The principal coach also receives professional development monthly from Region IV as part of the ESF Grant. This PD is geared to equipping the principal supervisor to lead the principals more effectively.	1:1 Coaching (Principal Supervisors) * 9 sessions * each session held virtually/F2F scheduled from July 2025 through June 2026 * Principal Supervisor Training – A refresher session designed to strengthen coaching practices for principal supervisors, with a specific focus on supporting the effective implementation of action steps by campus leaders.	Inexperienced Staff (<2 years): Training for this group will focus on foundational skills, including classroom management, instructional planning, and implementation of the campus instructional framework. Staff will receive scaffolded support through mentoring, modeling of best practices, guided observations, and hands-on workshops. Ongoing coaching and formative feedback will ensure that these staff members build confidence and competence while gradually increasing instructional autonomy.	TTESS Walkthrough tool, BlueBonnet Checklist, Observation and Feedback Walks with Rubric	The number of observation from an instructional leader or coach and receive feedback varies on what Tier (red, yellow, green) the teacher is on. A red tiered teacher will receive some sort of observation daily, yellow 2-3 times a week, and green weekly. The tiering teacher tracking document will be updated each 9 weeks to reflect growth of the teacher.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?	Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.			
Our district federal programs personnel from Sped and the Multilingual department will also attend initial strong foundations implementation trainings and join learning walks to determine how best to support teachers and will provide specific coaching once per grading period. In addition our district content specialists (SPED and EB) support the campuses to ensure high yield instructional strategies are being implemented and are effective. Progress monitoring is being done by the use of Summit K-12 for our EB students and implementation and effectiveness are being monitored monthly. Usage and progress reports are run and the usage of a Summit K-12 Calendar lets campuses know when Progress Monitoring assessments are done and the data is evaluated.	7/16: Region IV TIL Student Culture and Routines Day 1 7/29: Region IV TIL Student Culture and Routines Day 2 8/27: Region IV TIL Observation and Feedback 9/4: Region IV TIL Support Visit 9/8: Region IV Materials and Internalization and Alignment 10/2: Region IV TIL Support Visit By mid-fall semester (Oct. 15): all teachers are within 5 days of the BL pacing guide, teacher surveys indicate high confidence in the RBIS, and teachers are not reading from a script/ instruction is consistently aligned to the RBIS	10/3: BOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 10/31 10/10: BOY Screener data to campuses to review with campus ILT 10/21: BOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 11/5: Region IV TIL Support Visit 11/18/26: Principal PLC to review data up to this point (CUA, Blue Bonnet Modules, etc.) with principal, principal supervisor, DCSI, and Assistant Sup of C&I 12/2/2026: 3-5 RLA Benchmark (TFAR), 3-5 Math (TFAR), 5 Science (TFAR) 12/9/26: Benchmark data to principals to review with campus ILT	12/16/26: Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 1/7/26: MOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 1/23 1/14: Region IV TIL Support visit by 1/26: mid-year IA step back 1/28: Region IV TIL Support visit 1/29: Region IV TIL Observation and Feedback Day 1 1/30/26: MOY Screener data to campuses to review with campus ILT 2/5: Region IV TIL Observation and Feedback Day 2 2/10/26: MOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I)	2/19/26: 3-5 RLA Benchmark (STAAR Interim), 3-5 Math (STAAR Interim), 5 Science (STAAR Interim) 2/26: Region IV TIL Implementation Support Visit 2/27/26: Benchmark data to principals to review with campus ILT 3/3/26: Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 4/1/: Region IV TIL Support Visit 4/20: EOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 5/8 5/15/26: EOY Screener data to campuses to review with campus ILT

How frequently will progress toward milestones be reviewed?	How will milestone progress data be collected?		How will milestone progress data be shared with district leadership and other relevant stakeholders?	
Monthly	Data will be collected through multiple sources to ensure accuracy and alignment with the plan's objectives. Student Achievement Data: Collected from state assessments, district benchmarks, progress monitoring tools, and classroom-based assessments entered into the district's data management system. Instructional Practice Evidence: Gathered through scheduled classroom walkthroughs, formal observations, and implementation checklists completed by campus administrators.	Professional Development Participation: Tracked through sign-in sheets Progress Monitoring Reports: Compiled by campus leaders using attendance records, intervention logs, and curriculum pacing guides. Stakeholder Feedback: Collected through staff surveys, parent/community input forms, and focus groups when applicable. All data will be centralized in the district's reporting system, reviewed during scheduled leadership meetings, and used to guide continuous improvement efforts.	Milestone progress data will be shared with district leadership and relevant stakeholders through structured and transparent communication processes. Campus principals will submit scheduled progress reports aligned to established milestones, which will be reviewed during district-led leadership meetings to analyze data trends, address challenges, and plan next steps. Within the campus, progress will be communicated to staff during faculty meetings and professional learning communities (PLCs) to ensure teachers receive timely updates and can make necessary instructional adjustments.	At the district and community level, summarized updates will be presented in board reports, newsletters, and campus communications to promote accountability and transparency. Parents and families will also be informed of milestone progress through parent-teacher conferences, school websites, and family engagement events. This comprehensive approach ensures that all stakeholders remain informed and engaged in supporting the successful implementation of the plan. The campus principal, principal supervisor, DCSI, and Deputy Superintendent of Curriculum and instruction will review the data once a month during the Principal PLC to ensure that the campus is on track to meet their goals set.
Please share the required costs to implement plan and source of funds			What is your funding source?	
Region IV Total TIL Support	Use of Product Advisors from Region IV to assist with Planning and Implementation of Bluebonnet Curriculum along with PLC support	Partnering with Region IV for TIL to provide training to Campus ILT and Principal supervisors in high yield instructional strategies to increase student outcomes and teacher efficiency.	Strong Foundations Grant	
(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.				
Strengthening Professional Development (5.1) by implementing targeted PD aligned with content-specific instructional best practices.	Enhancing Observation and Feedback Cycles (5.2) by establishing systematic observation schedules for instructional leaders and implementing structured debrief protocols to provide actionable feedback to teachers.	Artifacts to collect: Leadership team agendas and minutes, observation and feedback schedules with follow-up actions, PLC agendas and completed data analysis protocols. Also classroom walkthrough checklist and student progress tracking artifacts.	District implemented a Master Schedule district wide to help facilitate PD. With each campus on the same schedule we are able to provide district pd on implementation, internalization, etc. so that the same narrative is being given to all teams. This also allows us to streamline our implementation walks and attend campus PLCs.	