



Zephyr ISD
District Improvement
Plan
2025-2026

ZISD Campus/District Improvement Plan 2025-2026

Title I Schoolwide Components

- I. **(CN)** a **comprehensive needs** assessment of the entire campus that is based on information which includes the achievement of students in relation to the State academic content standards and the State student academic achievement standards.
- II. **(RF)** schoolwide **reform strategies** that:
 1. provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement;
 2. use effective methods and instructional strategies that are based on scientifically based research that:
 - a. strengthen the core academic program in the school;
 - b. increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - c. include strategies for meeting the educational needs of historically underserved populations.
 3. include strategies to:
 - a. address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program; and
 - b. address how the school will determine if such needs have been met; and
 4. are consistent with, and are designed to implement, the State and local improvement plans, if any.
- III. **(HQ)** instruction by **highly qualified** professional teachers.
- IV. **(PD)** in accordance with section 1119 and section 1114(a)(4), high-quality **and** ongoing **professional development** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children at the campus to meet the State's student academic achievement standards.
- V. **(PI)** strategies to increase **parental involvement** in accordance with section 1118, such as family literacy services.
- VI. **(AHQ)** strategies to **attract high-quality highly qualified** teachers to high need schools.
- VII. **(TR)** plans for assisting preschool children in the **transition** from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- VIII. **(AA)** measures to include teachers in the decisions regarding the use of **academic assessments** described in section 1111(b)(3) in order to provide information on, and to improve, the **achievement of individual students** and the overall instructional program.
- IX. **(MA)** activities to ensure that students who experience difficulty **mastering** the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) must be provided with effective, timely additional **assistance** which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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- X. **(CI) coordination and integration** of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. [P.L. 107-110, Section 1114(b)(1)].

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School Motto: "WHERE SUCCESS HAPPENS EVERYDAY"

ZISD GOALS	
Goal 1	Students are highly engaged in their educational life.
Goal 2	Profound curriculum is the foundation for learning.
Goal 3	ZISD has high performing, student focused teachers.
Goal 4	ZISD ensures excellence in operations.

Identified Needs:

Goals Addressed

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	Schoolwide Components	1	2	3	4
1. STAAR data indicates a need to increase average passing performance for all students.	RF, MA	√			
2. STAAR and local assessment data indicates a need to enhance the RTI in 6-8 grade.	RF, AA,	√			
3. STAAR data indicates a need to increase overall Level III performance for all students.	MA	√			
4. STAAR and local assessment data indicate a need to improve the depth and complexity in teaching for all students.	RF, HQ, PD	√	√	√	
5. Campus data indicates a need to increase more participation in GT.	CN, PD, CI	√			
6. Campus data indicates a need to increase awareness and programs for Dyslexia.	CN, PD, CI, AHQ	√		√	
7. Campus data indicates a need to improve student tardies.	CN, RF, PI	√			√
8. Campus data indicates a need to increase college and career counseling.	CN, CI	√			
9. Campus data indicates a need to provide more RTI and accommodation trainings for teachers.	CN, PD, TR, AA, MA, CI			√	
10. Campus data indicates a need to increase parental involvement in school related activities and events.	CN, PD, PI, AHQ, CI				√
11. Campus data indicates a need to increase awareness of the school safety plans.	CN, CI				√
12. State data indicates a need to increase the Meets Grade Level or above from 41% to 50%	CN, RF, AA, MA,	√	√		
13. Increase student and parent awareness of dating violence prevention and ensure compliance with TEC §37.0831.	CN, CI, PD	√			√
14. Strengthen district safety through coordination with law enforcement and clarity of SRO roles.	CN, CI				√

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Expected Changes:	Goals Addressed			
	1	2	3	4
1. The passing performance for all students on the STAAR assessments will increase from 75% to 80%.	√			
2. The RTI process for 6-8 grade will be apparent and see an increase in student performance on Aimsweb Plus mClass, and Renaissance Star.	√			
3. The Level II performance for all students will increase.	√			
4. Teachers will improve their depth and complexity within their classrooms.	√	√	√	
5. The students in GT will have more participation as a GT student.	√			
6. Teachers will be more aware of Dyslexia identification, accommodation, and identified students will be provided with a daily dyslexia lesson.	√		√	
7. Student tardies will decrease.	√			√
8. Students will receive more college and career counseling.	√			
9. Teachers will participate in RTI and accommodation trainings.			√	
10. Parental involvement and attendance at school activities and events will increase.				√
11. Campus awareness of the safety plan will increase and be able to be executed correctly.				√
12. There will be an increase in student reaching the Meets Standard Measure in all subject areas, as reflected by benchmark and STAAR Data.	√	√		
13. Increased campus awareness of dating violence prevention	√			√
14. Increased district safety through coordination with law enforcement and clarity of SRO roles.				√

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Identified Needs Addressed	Actions	Staff Needed	Timeline	Measure of Progress	Goals Addressed			
					1	2	3	4
1	Provide teachers in non-Reading subjects with training on teaching reading across the subjects	ELA Teachers	Ongoing	Increase in STAAR Reading scores	√		√	
1, 2	Provide additional teachers for Reading RTI time for 6-8 grade	Cozart Barron Karnes Perkins	Ongoing	Increase STAAR Reading scores	√		√	
2	Provide additional support for 6-8 RTI math	Cozart Barron Karnes Perkins	Ongoing	Increase in STAAR math scores	√		√	
3, 4	Continue the use of RTI Reading times in K-5	Elementary Teachers Tunnell Caballero Watkins	Ongoing	Increase in STAAR scores and Level 3	√	√	√	
5	Provide time for elementary GT program and JH GT program with projects	Cindy Hurst Karnes	Ongoing	Increase in GT Program	√		√	√
6	Daily time for Dyslexia Intervention	Spieckerman Watkins	Ongoing	Increase in success of Dyslexia students	√			√
7	Create and execute a tardy policy	Teachers Coffman C. Walls	Ongoing	Decrease in Tardies	√			√
8	Provide opportunities for students to research college and careers (i.e. career	C. Walls Tunnell	Ongoing	Career Explorations, College/Career Fairs	√	√		√

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	portals – 8 th grade, Frameworks of learning – 9,12)	Fisher						
9	Provide teachers with training in accommodations and the RTI Process during staff development and follow-up in staff meetings.	Teachers Tunnell C. Walls	Ongoing	Inservice day Agendas				√
10	Provide communication with parents on parental involvement opportunities through website and other avenues of communication.	Teachers C. Walls W. Lowrey	Ongoing	Parent Sign-In sheets				√
11	Safety drills conducted more frequently throughout the year.	All Staff C. Walls Lowrey	Ongoing	Calendar of Drills Drill Feedback Forms				√
12	Benchmarking, data disaggregation, and STAAR Test Prep materials	Tunnell C. Walls Teachers	Ongoing	Rtl Progress Monitoring	√	√		
13	Implement districtwide Dating Violence Policy, provide annual training for staff, awareness education for students and parents, and counseling services for affected students.	Superintendent Principal Counselor	Ongoing / Annual	Policy implementation evidence, training attendance, counseling records, awareness session participation	√			√
14	Maintain partnership with law enforcement; clearly define SRO duties; conduct annual review of SRO activities to ensure alignment with district priorities.	Superintendent Principal Safety Coordinator	Ongoing / Annual Review	Documentation of SRO duties, annual evaluation of partnership effectiveness, reduction in safety incidents				√

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Appendix A: School Resource Officers Duties

Zephyr ISD partners with law enforcement to provide a safe and secure learning environment. As part of this partnership, School Resource Officers (SROs) are assigned to district campuses to support safety and security initiatives.

The following outlines the **scope of services and primary duties** of officers assigned to the District, as well as responsibilities that remain under the authority of district staff and administrators. This guidance ensures that SROs focus on law enforcement and safety functions, while behavioral management and administrative duties continue to be managed by school personnel.

1. Primary Duties of Officers

Officers assigned to the District shall:

- Protect the physical safety and security of students, staff, and visitors.
- Respond to criminal activity on district property or at district-sponsored events.
- Enforce federal, state, and local laws.
- Assist in emergency preparedness and response planning.
- Serve as a liaison between the District and law enforcement.

2. Excluded Duties

Officers shall not be assigned responsibilities that are primarily:

- **Behavioral management**, such as enforcing classroom discipline, dress code, or attendance.
- **Administrative in nature**, such as supervising staff, managing student records, or enforcing school rules not related to criminal activity.

These matters remain the responsibility of district administrators and staff.

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Appendix B: Zephyr ISD Dating Violence Policy (TEC §37.0831)

Zephyr ISD Dating Violence Policy

Purpose

Zephyr ISD is committed to providing a safe, supportive, and respectful learning environment for all students. Dating violence will not be tolerated and will be addressed promptly, in compliance with **Texas Education Code §37.0831** and Section 71.0021 of the Texas Family Code.

Definition

For the purposes of this policy, **dating violence** is defined as:

- An act—other than a defensive measure to protect oneself—by an individual that is committed against a person with whom the individual has or has had a dating relationship; and
- That is intended to result in physical harm, bodily injury, assault, or sexual assault; or
- A threat that reasonably places the victim in fear of imminent harm, bodily injury, assault, or sexual assault; and
- Includes such acts committed against the victim or the victim's family members.

A **dating relationship** means a relationship between individuals who have or have had a continuing relationship of a romantic or intimate nature, determined based on the length of the relationship, the type of relationship, and the frequency of interaction.

Statement of Non-Tolerance

Dating violence, in any form, will not be tolerated at [District Name]. Any student who is a victim, perpetrator, or witness to dating violence will receive appropriate intervention, support, and discipline in accordance with district policy and the Student Code of Conduct.

Reporting Procedures

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1. Students who believe they are victims of dating violence, or who witness such acts, are strongly encouraged to report incidents to a teacher, counselor, or administrator.
2. School employees who receive a report of dating violence must notify the campus principal or designee immediately.
3. The principal or designee will:
 - o Conduct a prompt investigation;
 - o Take steps to protect the victim's safety;
 - o Notify the alleged student-victim's parent(s) or guardian(s) on the same day a report is received.

Protective Orders & School-Based Alternatives

- If a protective order is in place, the district will work with law enforcement to enforce it on school grounds.
- The district may implement school-based alternatives, including but not limited to:
 - o Schedule changes;
 - o Classroom transfers;
 - o Increased monitoring and supervision;
 - o Safety plans for affected students.

Training

- Teachers and administrators at campuses with grades 6 and above will receive **annual training** on identifying, responding to, and reporting dating violence incidents.

Counseling & Support

- Counseling services will be made available for students who are victims, perpetrators, or witnesses of dating violence.
- Referrals to community resources, including crisis hotlines, shelters, and counseling agencies, will be provided as appropriate.

Education & Awareness

- Age-appropriate dating violence awareness and prevention education will be provided to students in grades 6–12.

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- Parent education materials and informational sessions will be made available to help parents recognize warning signs and support their children.

Implementation & Review

This policy will be included in the District Improvement Plan under **TEC §11.252**. The district will review the policy annually and make revisions as needed to ensure effectiveness and compliance with state law.