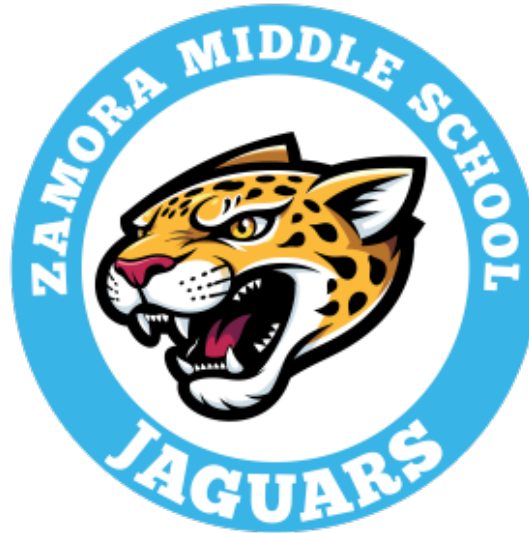


South San Antonio Independent School District

Robert C. Zamora Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: C



Mission Statement

At Robert C. Zamora Middle School, our mission is to create a safe, supportive, and inclusive learning environment where every student is challenged to reach their full potential. We are committed to delivering rigorous, high-quality instruction, fostering critical thinking and collaboration, and providing equitable access to resources and opportunities. By partnering with families and the community, we strive to prepare all students for academic excellence, personal growth, and future success.

Vision

To empower all students to achieve academic excellence and personal success by ensuring equitable access to high-quality education, resources, and opportunities tailored to meet the needs of our campus community.

Value Statement

At Robert C. Zamora Middle School, we believe every student deserves the chance to succeed. We value respect, hard work, and fairness, and we are committed to working together with families and our community to help students grow, learn, and become future leaders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Robert C. Zamora Middle School serves approximately 637 students in grades 6–8, with a student population that is 95.9% Hispanic. Nearly all students (91.8%) are economically disadvantaged, and 79.9% are identified as at risk. The campus also serves 20.9% emergent bilinguals (EBs), 18.5% special education students, and 6.9% Section 504 students. Other federally reported groups include students with dyslexia (7.5%), foster care (0.9%), homeless (0.6%), military-connected (0.3%), and immigrant/migrant students (1.7%/0.2%).

Robert C. Zamora Middle School is supported by 56.6 staff members, with 44.5 classroom teachers making up 78.6% of total staff.

The teaching staff brings a strong balance of new and veteran educators. About 31% are early-career teachers (0–5 years), while nearly 69% have six or more years of experience, providing stability and instructional depth. Specifically, 28.8% of teachers have 11–20 years of service, and 17% have 21+ years of experience. The average teacher experience is 11.4 years, which is comparable to state averages and demonstrates the campus' capacity for both mentoring and instructional consistency.

Additionally, the campus benefits from a highly educated staff: 36.1% hold master's degrees, exceeding state averages. Teacher demographics reflect the student body, with 81.7% identifying as Hispanic, and the campus also has a higher proportion of male teachers (38.8%) compared to the state (24.5%).

Campus leadership is relatively new, with the principal in her fourth year and assistant principals averaging 2 years, indicating a developing leadership team that can grow alongside a stable teaching staff.

These demographics highlight both the strengths and challenges of the campus. The rich cultural and linguistic diversity of the student body is a strength that enriches learning and supports a community-centered culture. At the same time, the high percentages of economically disadvantaged, at-risk, EB, and SPED students underscore the need for:

- Strong, language-rich Tier I instruction across content areas,
- Differentiated practices and inclusive supports for students receiving Special Education services and those identified as Emergent Bilinguals,
- Targeted intervention systems to accelerate student learning gaps,
- Professional learning for teachers, with a focus on best practices for students receiving Special Education services, those identified as Emergent Bilinguals, and at-risk students,
- Wraparound supports to address mobility, attendance, and social-emotional well-being.

Demographics Strengths

Robert C. Zamora Middle School benefits from a strong alignment between its student and staff demographics, fostering trust and cultural connection. The campus is supported by an experienced teaching staff, with nearly 69% having six or more years of experience and an average of 11.4 years overall, providing stability and consistency in instruction. Additionally, over one-third of teachers hold master's degrees, exceeding state averages and contributing to the implementation of strong instructional practices.

Teacher demographics closely mirror the student body, with over 80% identifying as Hispanic, which strengthens relationships and promotes a sense of belonging for students and families. The campus also has a higher percentage of male teachers than the state, offering diverse role models for students. While campus leadership is relatively new, this provides opportunities for innovation and growth alongside a stable teaching force.

Cultural alignment, experienced and well-educated staff, and diverse role models, position the campus to build on its community-centered identity and support student success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Nearly one in five students (20.9%) are emergent bilingual (EB), highlighting the need for stronger language-rich instruction and academic supports across all content areas.

Root Cause: Out of seven ELAR teachers, only three hold an ESL Supplemental certification, resulting in limited use of effective instructional strategies to fully support students identified as emergent bilingual across content areas.

Problem Statement 2: The campus serves a large population of students that receive special education services (18.5%) and 6.9% qualify to receive services under Section 504, requiring differentiated instruction and inclusive practices to meet diverse learning needs.

Root Cause: There is a lack of professional development to address differentiating instruction, including job embedded training on lesson internalization, strategies for collaborating with general education teachers to enhance classroom instruction, and supportive scaffolding strategies for diverse learners.

Problem Statement 3: A high percentage of students are economically disadvantaged (91.8%) and at risk (79.9%), creating barriers to consistent academic achievement and stability.

Root Cause: Families are not consistently receiving information about available community resources and district and campus supports, which limits their ability to access help that could reduce barriers to learning and stability.

Problem Statement 4: Student attendance, social-emotional well-being, and learning continuity is negatively impacted by factors such as: mobility, homelessness, and placement in foster care.

Root Cause: The campus lacks a consistent system to monitor students and coordinate academic and social-emotional supports across grade levels.

Problem Statement 5 (Prioritized): There is a lack of consistent, high-quality professional development opportunities for teachers focused on differentiated instruction, data-driven practices, inclusive education, and effective instructional leadership.

Root Cause: Professional development for teachers have not been systematically aligned to district priorities, nor consistently structured to include follow-up coaching and accountability.

Student Learning

Student Learning Summary

From 2024 to 2025, Robert C. Zamora Middle School showed steady growth in several core subject areas.

In Reading/Language Arts, the strongest gains were achieved in grades 7th and 8th, where the percentage of students meeting grade level rose from 32.76% to 39.02% in 7th grade and from 39.97% to 42.70% in 8th grade, showing clear improvement in literacy outcomes. 6th grade remained steady, though the percentage of students achieving the Masters level dipped slightly by about 2.5 percentage points, from 15.58% to 13.12%.

In Mathematics, performance held consistent with 8th showing small gains at both the Meets from 27.10% to 30.88% and Masters from 3.87% to 5.39% levels, while Grade 6 had slight declines. Algebra I remained a strength for the campus, with nearly 8 out of 10 students meeting grade level. Fewer students reached the Masters level in Algebra I this year, dropping from 33 students in 2024 to 17 students in 2025.

In Science, student improvement was notable with an increase of nearly 10 percentage points at the Meets level from 24.15% in 2024 to 33.71% in 2025.

Social Studies showed a slight increase in Approaches from 51.28% in 2024 to 53.37% in 2025 and a decline in Meets from 21.4% in 2024 to 18.5% in 2025 and Masters from 9.4% in 2024 to 7.3% in 2025.

Zamora Middle School demonstrated progress in Reading/Language Arts and Science, stability in Mathematics, and continued strength in Algebra I. While literacy and science are trending upward, Social Studies performance declined slightly, highlighting the need for targeted support in that content area.

	Spring 2025 STAAR Grade 6 Reading Language Arts							
	Total Students	Raw Score	Scale Score	Percent Score	STAAR Overall Performance Level			
					Did Not Meet	Approaches	Meets	Masters
Dwight Middle School	133	23	1550	41.30%	45.12%	54.89%	26.32%	7.52%
Shepard Middle School	132	25	1570	43.76%	38.64%	61.36%	26.52%	8.33%
Zamora Middle School 2025	221	26	1590	46.56%	36.20%	63.80%	33.94%	13.12%
Zamora Middle School 2024	199	26	1595	45.57%	34.68%	65.33%	38.19%	15.58%

	Spring 2025 STAAR Grade 7 Reading Language Arts							
	Total Students	Raw Score	Scale Score	Percent Score	STAAR Overall Performance Level			
					Did Not Meet	Approaches	Meets	Masters
Dwight Middle School	123	24	1568	43.00%	47.97%	52.03%	23.58%	5.69%
Shepard Middle School	141	26	1591	46.38%	43.26%	56.74%	31.21%	13.48%
Zamora Middle School 2025	205	28	1621	50.83%	33.66%	66.34%	39.02%	16.10%
Zamora Middle School 2024	174	27	1605	48.89%	42.53%	57.47%	32.76%	15.52%

	Spring 2025 STAAR Grade 8 Reading Language Arts							
	Total Students	Raw Score	Scale Score	Percent Score	STAAR Overall Performance Level			
					Did Not Meet	Approaches	Meets	Masters
Dwight Middle School	126	28	1675	50.30%	30.16%	69.84%	40.48%	17.46%
Shepard Middle School	151	27	1657	47.93%	32.45%	67.55%	37.09%	9.27%
Zamora Middle School 2025	178	28	1667	49.71%	28.09%	71.91%	42.70%	16.29%
Zamora Middle School 2024	237	26	1664	46.08%	30.80%	69.20%	37.97%	16.46%

	Spring 2025 STAAR Grade 6 Mathematics							
	Total Students	Raw Score	Scale Score	Percent Score	STAAR Overall Performance Level			
					Did Not Meet	Approaches	Meets	Masters
Dwight Middle School	133	16	1611	36.79%	57.89%	42.11%	6.77%	1.50%
Shepard Middle School	131	16	1616	37.60%	51.91%	48.09%	9.92%	0.00%
Zamora Middle School 2025	221	19	1655	43.18%	40.27%	59.73%	16.74%	4.52%
Zamora Middle School 2024	197	18	1661	41.02%	38.57%	61.42%	20.81%	3.05%

	Spring 2025 STAAR Grade 8 Mathematics							
	Total Students	Raw Score	Scale Score	Percent Score	STAAR Overall Performance Level			
					Did Not Meet	Approaches	Meets	Masters
Dwight Middle School	125	17	1754	35.23%	46.00%	40.00%	15.20%	0.80%
Shepard Middle School	142	18	1771	37.88%	39.44%	49.30%	18.31%	4.23%
Zamora Middle School 2025	204	21	1808	43.38%	37.75%	62.25%	30.88%	5.39%
Zamora Middle School 2024	155	21	1800	44.02%	38.06%	61.94%	27.10%	3.87%

	Spring 2025 STAAR Algebra I							
	Total Students	Raw Score	Scale Score	Percent Score	STAAR Overall Performance Level			
					Did Not Meet	Approaches	Meets	Masters
Dwight Middle School	124	28	3879	47.20%	37.10%	75.81%	33.06%	12.10%
Shepard Middle School	151	24	3706	39.98%	51.65%	64.90%	15.23%	6.62%
South San Antonio HS	179	19	3530	32.36%	63.13%	34.64%	5.59%	3.35%
Zamora Middle School 2025	178	27	3832	45.32%	20.79%	79.21%	25.28%	9.55%
Zamora Middle School 2024	235	29	3919	49.59%	17.87%	82.13%	36.17%	14.04%

	Spring 2025 STAAR Grade 8 Science							
	Total Students	Raw Score	Scale Score	Percent Score				
					Did Not Meet	Approaches	Meets	Masters
Dwight Middle School	126	23	3891	50.09%	33.00%	66.67%	43.65%	14.29%
Shepard Middle School	151	21	3695	44.62%	37.08%	62.91%	25.83%	3.97%
Zamora Middle School 2025	178	21	3765	46.68%	40.44%	59.55%	33.71%	8.43%
Zamora Middle School 2024	236	20	3660	42.77%	49.16%	50.85%	24.15%	6.78%

	Spring 2025 STAAR Grade 8 Social Studies							
	Total Students	Raw Score	Scale Score	Percent Score				
					Did Not Meet	Approaches	Meets	Masters
Dwight Middle School	126	20	3496	40.61%	61.11%	38.89%	19.05%	714.00%
Shepard Middle School	151	20	3536	41.83%	28.28%	41.72%	16.56%	7.28%
Zamora Middle School 2025	178	21	3537	42.07%	53.37%	46.63%	18.54%	7.30%
Zamora Middle School 2024	234	22	3581	44.07%	51.28%	48.72%	21.37%	9.40%

2024-2025 STAAR Report

Overall Score

71

Student Achievement

67

School Progress

75

Closing the Gaps

62

Performance Domain Summary

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points	
Domain 1 - Student Achievement	67	75	75	70%	52.5	
Domain 2A - Academic Growth	73					
Domain 2B - Relative Performance	75					
Domain 3 - Closing the Gaps	62			30%	18.6	
Overall Score					71	

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Student Learning Strengths

Robert C. Zamora Middle School showed growth in Reading/Language Arts, particularly in grades 7 and 8, and notable improvement in Grade 8 Science. Mathematics performance remained steady in each grade level, with Algebra I continuing to be a campus strength, as nearly 80% of students at the Approaches level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While overall RLA performance improved, Grade 6 declined at the Masters level from 15.58% to 13.12%.

Root Cause: There are limited opportunities for students to engage in rigorous, higher-level comprehension tasks and insufficient differentiation to challenge advanced learners.

Problem Statement 2: Although Algebra I remains a strength with nearly 80% of students approaching grade level, the decline at the Masters performance level from 14.04% in 2024 to 9.55% in 2025 shows a gap in pushing advanced students toward higher levels of achievement.

Root Cause: There is a lack of emphasis on depth of knowledge, enrichment opportunities, and extended problem-solving tasks for advanced learners in Mathematics.

Problem Statement 3: Grade 8 Social Studies declined in the Meets performance level from 21.4% in 2024 to 18.5% in 2025 and Masters performance level from 9.4% in 2024 to 7.3% in 2025, identifying it as a content area in need of targeted instructional strategies and support.

Root Cause: Students were not provided consistent practice with reading, writing, and thinking skills to promote higher order analysis of that help them analyze history.

Problem Statement 4 (Prioritized): Students are not consistently provided with opportunities write across content areas.

Root Cause: Writing is not consistently incorporated into all content areas, resulting in fewer opportunities for students to practice and develop writing skills beyond ELAR.

Problem Statement 5 (Prioritized): The campus demonstrates a lack of consistent, high-quality Tier I instruction, resulting in gaps in student mastery and the need for frequent interventions to address learning deficits.

Root Cause: Teachers lack the capacity and training needed to consistently implement high-yield instructional and scaffolding strategies and effectively use HQIM, which impacts the delivery of strong Tier I instruction.

Problem Statement 6 (Prioritized): Student achievement in all core subjects are not meeting targeted growth levels, with few students advancing from the Approaches to Meets and from Meets to Masters on STAAR.

Root Cause: There is a lack of consistent enrichment opportunities beyond Tier 1 instruction, limiting students' ability to engage in accelerated learning experiences that extend their knowledge and skills.

Problem Statement 7 (Prioritized): Students receiving Special Education services and students identified as Emergent Bilingual are not consistently meeting grade-level academic expectations, as evidenced by low performance on STAAR in Reading, Mathematics, Science, and Social Studies.

Root Cause: Current instructional practices, teacher capacity, and supports are not sufficiently closing foundational skill gaps or providing the targeted interventions and scaffolds needed for these student groups to access and master grade-level content.

Problem Statement 8 (Prioritized): Classroom walkthroughs and observations are not consistently conducted with fidelity using common tools across the district. In addition, actionable feedback and follow-up support are not provided in a timely or consistent manner.

Root Cause: There is a lack of calibration and training on the use of common walkthrough and observation tools, resulting in variability in how instructional indicators are identified, the delivery of feedback is inconsistent.

Problem Statement 9 (Prioritized): Student achievement in all core subjects are not meeting targeted growth levels, with too few students advancing from Approaches to Meets and from Meets to Masters on STAAR

Root Cause: Teachers lack sufficient access to resources, instructional materials, and training needed to design and deliver hands-on, engaging Tier 1 lessons that promote higher-

order thinking and student ownership of learning. As a result, instructional practices often do not provide the level of rigor and engagement necessary to advance students from Approaches to Meets and from Meets to Masters on STAAR.

School Processes & Programs

School Processes & Programs Summary

Robert C. Zamora Middle School has many programs and processes in place to support student learning, but gaps remain in the consistent use of HQIM, differentiation for EB/SPED students, communication of resources to families, and integration of writing and technology across content areas.

Curriculum & Instruction

The district has adopted High-Quality Instructional Materials (HQIM) in all core content areas. However, implementation has historically been inconsistent, and teachers have had limited capacity and time for lesson internalization, which impacted the effectiveness of Tier I instruction. Writing across the curriculum is not consistently embedded in all subject areas, limiting opportunities for students to practice higher-level comprehension and communication skills.

Professional Development

Teachers participate in district and campus-level professional development as well as weekly cluster meetings. While training has been provided on HQIM and lesson planning, we are working under a new framework which will take time to implement with fidelity. Historically, there has been limited professional development targeting emergent bilingual strategies, special education inclusion, and differentiation. Many teachers also need additional support with lesson internalization and collaboration between general education and special programs staff.

Master Teachers play a critical role in strengthening these school processes and programs. They facilitate weekly cluster meetings that focus on the NIET/TAP framework, model high-quality lesson internalization, and provide job-embedded coaching for teachers implementing HQIM. Master Teachers also help close instructional gaps by leading professional development on differentiation strategies for emergent bilingual and special education students, calibrating walkthrough feedback with administrators, and fostering collaboration between general education and special programs staff. Their coaching cycles and modeling ensure that professional learning is continuous, classroom-embedded, and tailored to identified teacher needs, supporting campus fidelity to the new instructional framework.

Leadership & Decision-Making Processes

The Instructional Leadership Team (ILT) meets weekly to review instruction, walkthrough data, and student performance. Leadership is a relatively new team, with the Principal in year four and Assistant Principals averaging two years of experience. Decision-making processes are collaborative, but consistency in accountability systems is still developing.

Communication

The campus communicates with families through newsletters, phone calls, and digital platforms, including social media sites. While multiple tools are available, families are not always fully aware of available community and campus resources, which impacts access to supports for economically disadvantaged and at-risk students. Internal communication is supported through staff meetings, clusters, a weekly newsletter, and email reminders.

Organization & Context

The master schedule includes common planning time for teachers and embedded intervention blocks, though intervention systems are not fully aligned across grade levels. Attendance monitoring systems are in place but require stronger follow-through to address chronic absenteeism and student mobility.

Support Services

The campus provides counseling, special education, 504, dyslexia, and RTI support. Wraparound supports are available, and the school benefits from the addition of Communities In Schools, a part-time parent liaison, and a social worker to assist with family engagement and connecting students to needed resources. However, coordination and communication with families about available supports remain inconsistent. Social-emotional learning is embedded through guidance counseling and morning check-ins, but fidelity varies across classrooms and grade levels.

Extracurricular/Co-Curricular Opportunities

Students have access to athletics, fine arts, and clubs, which strengthen engagement and school culture. Participation rates are strong, though opportunities for enrichment outside of core areas (e.g., STEM clubs, writing competitions) are limited.

Technology Integration/Plan

The campus is 1:1 with devices, and digital platforms are available. However, teacher capacity in effectively integrating technology into instruction varies, and ongoing professional development is needed to maximize use of available tools.

School Processes & Programs Strengths

Robert C. Zamora Middle School benefits from several strengths that support student learning and campus culture. The district's adoption of HQIM across core content areas provides a strong foundation for instruction, and teachers regularly engage in professional development and collaborative cluster meetings to build capacity. The Instructional Leadership Team meets weekly to monitor instruction and student performance, creating a collaborative decision-making process. The campus has effective communication structures in place for staff and families, as well as a master schedule that provides common planning time and embedded intervention blocks. Support services are a notable strength, with counseling, special programs, Communities In Schools, a part-time parent liaison, and a social worker available to meet student and family needs. In addition, a wide range of extracurricular opportunities, strong participation in athletics and fine arts, and a 1:1 technology program further enhance student engagement and access to learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need more specific professional development to effectively support Emergent Bilinguals, students receiving special education services, and at-risk students.

Root Cause: Professional development has primarily focused on HQIM and lesson planning, with limited training on EB strategies, Special Education supports, and collaborative practices between general education and special programs staff.

Problem Statement 2 (Prioritized): Chronic absenteeism and student mobility continue to negatively impact learning and stability for students.

Root Cause: Systems for coordinating support services and tracking at-risk students are fragmented, and families are not consistently connected to available campus and community resources that could reduce barriers to attendance and academic success.

Perceptions

Perceptions Summary

Robert C. Zamora Middle School has strong structures for communication, staff collaboration, and community partnerships. However, to better serve families and students, the campus needs to strengthen consistency in case management, expand enrichment opportunities, and improve communication systems to ensure all families are aware of and able to access available supports.

Robert C. Zamora Middle School has established structures for communication, feedback, and family engagement. The campus communicates with families through newsletters, phone calls, and digital platforms. Surveys and parent feedback indicate that not all families are fully aware of available resources or supports.

Parent participation has increased with the addition of a part-time parent liaison and a social worker, but communication about wraparound services and case management for at-risk and chronically absent students is not always consistent.

Staff culture reflects collaboration through weekly cluster meetings, ILT leadership meetings, and professional development sessions. Staff surveys and informal feedback highlight a commitment to student success, though there is a need for continued growth in implementing high-quality Tier I instruction and support for students identified as emergent bilingual and students receiving special education.

Student culture is supported through extracurriculars, athletics, fine arts, and SEL structures such as guidance counseling and morning check-ins. Feedback reflects positive engagement in extracurricular opportunities but also identifies the need for enrichment beyond athletics and fine arts, such as STEM and academic clubs. Community partnerships, including Communities In Schools, will provide resources and mentoring.

Perceptions Strengths

Robert C. Zamora Middle School demonstrates strong collaboration and communication structures, including weekly cluster meetings, ILT leadership meetings, and consistent staff professional development. The campus benefits from veteran staff, supportive community partnerships such as Communities In Schools, and added capacity through a social worker and parent liaison to strengthen family engagement. Students have access to athletics, fine arts, clubs, and SEL supports that foster a positive campus culture, while staff and parent feedback reflects a shared commitment to student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Supporting student success is limited by families due to a lack of awareness and access to available campus and community resources.

Root Cause: While communication systems are in place, they are not consistently aligned with campus support services. Inconsistent case management for at-risk and chronically absent students reduces family awareness and limits students' access to the supports they need.

Problem Statement 2: While extracurricular opportunities are available in athletics and fine arts, there are limited enrichment opportunities in academic and STEM-related areas, reducing options for students to connect learning with interests beyond the classroom.

Root Cause: The campus has not prioritized or allocated resources for expanding enrichment programs outside of athletics and fine arts, limiting opportunities for broader student engagement.

Problem Statement 3 (Prioritized): The campus does not consistently gather or utilize parent and community feedback to inform decision-making, which limits opportunities to strengthen family partnerships and align supports to student and family needs.

Root Cause: Systems for collecting input, such as surveys, focus groups, or structured feedback opportunities, are not implemented regularly or with fidelity, resulting in limited parent and community voice in campus planning.

Problem Statement 4: Parent volunteer opportunities are limited, and families have few structured ways to be actively involved on campus beyond attending events, reducing their connection to the school community.

Root Cause: The campus does not have a consistent system to recruit, organize, and promote opportunities for involvement, which limits family participation and visibility in supporting campus initiatives.

Priority Problem Statements

Problem Statement 1: Student achievement in all core subjects are not meeting targeted growth levels, with few students advancing from the Approaches to Meets and from Meets to Masters on STAAR.

Root Cause 1: There is a lack of consistent enrichment opportunities beyond Tier 1 instruction, limiting students' ability to engage in accelerated learning experiences that extend their knowledge and skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students receiving Special Education services and students identified as Emergent Bilingual are not consistently meeting grade-level academic expectations, as evidenced by low performance on STAAR in Reading, Mathematics, Science, and Social Studies.

Root Cause 2: Current instructional practices, teacher capacity, and supports are not sufficiently closing foundational skill gaps or providing the targeted interventions and scaffolds needed for these student groups to access and master grade-level content.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The campus demonstrates a lack of consistent, high-quality Tier I instruction, resulting in gaps in student mastery and the need for frequent interventions to address learning deficits.

Root Cause 3: Teachers lack the capacity and training needed to consistently implement high-yield instructional and scaffolding strategies and effectively use HQIM, which impacts the delivery of strong Tier I instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Chronic absenteeism and student mobility continue to negatively impact learning and stability for students.

Root Cause 4: Systems for coordinating support services and tracking at-risk students are fragmented, and families are not consistently connected to available campus and community resources that could reduce barriers to attendance and academic success.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The campus does not consistently gather or utilize parent and community feedback to inform decision-making, which limits opportunities to strengthen family partnerships and align supports to student and family needs.

Root Cause 5: Systems for collecting input, such as surveys, focus groups, or structured feedback opportunities, are not implemented regularly or with fidelity, resulting in limited parent and community voice in campus planning.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Classroom walkthroughs and observations are not consistently conducted with fidelity using common tools across the district. In addition, actionable feedback and follow-up support are not provided in a timely or consistent manner.

Root Cause 6: There is a lack of calibration and training on the use of common walkthrough and observation tools, resulting in variability in how instructional indicators are identified, the delivery of feedback is inconsistent.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a lack of consistent, high-quality professional development opportunities for teachers focused on differentiated instruction, data-driven practices, inclusive education, and effective instructional leadership.

Root Cause 7: Professional development for teachers have not been systematically aligned to district priorities, nor consistently structured to include follow-up coaching and accountability.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Students are not consistently provided with opportunities write across content areas.

Root Cause 8: Writing is not consistently incorporated into all content areas, resulting in fewer opportunities for students to practice and develop writing skills beyond ELAR.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Supporting student success is limited by families due to a lack of awareness and access to available campus and community resources.

Root Cause 9: While communication systems are in place, they are not consistently aligned with campus support services. Inconsistent case management for at-risk and chronically absent students reduces family awareness and limits students' access to the supports they need.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Student achievement in all core subjects are not meeting targeted growth levels, with too few students advancing from Approaches to Meets and from Meets to Masters on STAAR

Root Cause 10:

Teachers lack sufficient access to resources, instructional materials, and training needed to design and deliver hands-on, engaging Tier 1 lessons that promote higher-order thinking and student ownership of learning. As a result, instructional practices often do not provide the level of rigor and engagement necessary to advance students from Approaches to Meets and from Meets to Masters on STAAR.

Problem Statement 10 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) 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
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1: By Spring 2026, Zamora Middle School will increase academic achievement in Reading Language Arts across all grade levels (6-8) on the STAAR assessment by raising the overall percentage of students at Approaches Grade Level from 63% to at least 78%, at Meets Grade Level from 38% to at least 45%, and at Masters Grade Level from 15% to at least 20%, as measured by the Texas Accountability System.

Evaluation Data Sources: Beginning of year to end of year assessments, Unit Assessments, common formative assessments, benchmarks, semester exams, STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Fully implement high quality instructional materials aligned to the State of Texas Reading Language Arts standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials alignment with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 5 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: Provide opportunities for enrichment beyond Tier 1 instruction through after-school tutorials, literacy clubs, targeted small-group instruction, and extension activities designed to deepen comprehension, critical thinking, and writing skills. Strategy's Expected Result/Impact: Moving students from the Approaches to Meets performance level and the Meets to Masters performance level by providing accelerated learning opportunities aligned to high quality instructional materials and STAAR readiness standards. Staff Responsible for Monitoring: Campus Admin, Master Teachers, Mentor Teacher, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 6 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
Strategy 3 Details		Reviews			
Strategy 3: Supplement Tier 2 and Tier 3 instruction with targeted intervention programs that address foundational skill gaps for students receiving Special Education services and students identified as Emergent Bilingual. Strategy's Expected Result/Impact: Accelerated progress in closing learning gaps by strengthening reading comprehension, academic vocabulary, and problem-solving skills. As a result, more students will move from the Does Not Meet to Approaches performance levels and from the Approaches to Meets performance levels. Staff Responsible for Monitoring: Campus Admin, Master Teachers, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 7 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Provide ongoing professional development for all content teachers focused on integrating writing strategies into daily instruction. Strategy's Expected Result/Impact: Teachers will strengthen their content mastery in all content areas, but will also directly increase academic achievement in Reading Language Arts by improving students' comprehension, written expression, and performance on extended response items. Staff Responsible for Monitoring: Admin, Master Teachers, Mentor Teachers, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 4 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
Strategy 5: Design and implement engaging, standards-aligned lessons that increase student discourse, critical thinking, and ownership of learning. Lessons will incorporate high-interest, culturally relevant texts, structured collaboration, and targeted small-group instruction based on data. Strategy's Expected Result/Impact: Improved student outcomes on CFAs, UAs, and MAP Growth benchmarks. Increased percentages of students achieving Approaches, Meets, and Masters on STAAR. Staff Responsible for Monitoring: Admin, master teachers, teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 9	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: Students are not consistently provided with opportunities write across content areas. Root Cause: Writing is not consistently incorporated into all content areas, resulting in fewer opportunities for students to practice and develop writing skills beyond ELAR.

Student Learning

Problem Statement 5: The campus demonstrates a lack of consistent, high-quality Tier I instruction, resulting in gaps in student mastery and the need for frequent interventions to address learning deficits. **Root Cause:** Teachers lack the capacity and training needed to consistently implement high-yield instructional and scaffolding strategies and effectively use HQIM, which impacts the delivery of strong Tier I instruction.

Problem Statement 6: Student achievement in all core subjects are not meeting targeted growth levels, with few students advancing from the Approaches to Meets and from Meets to Masters on STAAR. **Root Cause:** There is a lack of consistent enrichment opportunities beyond Tier 1 instruction, limiting students' ability to engage in accelerated learning experiences that extend their knowledge and skills.

Problem Statement 7: Students receiving Special Education services and students identified as Emergent Bilingual are not consistently meeting grade-level academic expectations, as evidenced by low performance on STAAR in Reading, Mathematics, Science, and Social Studies. **Root Cause:** Current instructional practices, teacher capacity, and supports are not sufficiently closing foundational skill gaps or providing the targeted interventions and scaffolds needed for these student groups to access and master grade-level content.

Problem Statement 9: Student achievement in all core subjects are not meeting targeted growth levels, with too few students advancing from Approaches to Meets and from Meets to Masters on STAAR. **Root Cause:** Teachers lack sufficient access to resources, instructional materials, and training needed to design and deliver hands-on, engaging Tier 1 lessons that promote higher-order thinking and student ownership of learning. As a result, instructional practices often do not provide the level of rigor and engagement necessary to advance students from Approaches to Meets and from Meets to Masters on STAAR.

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 2: By Spring 2026, Zamora Middle School will increase academic achievement in Mathematics across all grade levels (Grade 6, Grade 8, and Algebra I) on the STAAR assessment by raising the overall percentage of students at Approaches Grade Level from 59% to at least 75%, at Meets Grade Level from 24% to at least 35%, and at Masters Grade Level from 7% to at least 12%, as measured by the Texas accountability system.

Evaluation Data Sources: BOY - EOY assessments, Unit Assessments, CFA, Benchmarks, Semester Exams, STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: Fully implement high quality instructional materials (Bluebonnet) aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 5 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Provide opportunities for enrichment beyond Tier 1 instruction in Mathematics through after-school tutorials, math clubs, STEM projects, targeted small-group instruction, and extension activities that promote problem-solving, reasoning, and real-world application of mathematical concepts. Strategy's Expected Result/Impact: Enrichment will include advanced academic opportunities such as math competitions, coding, robotics, and project-based STEM learning to challenge students at or above grade level, support critical thinking, and increase the number of students moving from the Meets to Masters performance level on STAAR. Staff Responsible for Monitoring: Admin, Master Teachers, Mentor Teachers, Teachers, Club Sponsors TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 6 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Supplement Tier 2 and Tier 3 instruction with targeted intervention programs that address foundational skill gaps for students receiving Special Education services and students identified as Emergent Bilingual. Strategy's Expected Result/Impact: Accelerated progress in closing learning gaps by strengthening numerical fluency, academic vocabulary, and problem-solving skills in mathematical reasoning and application. As a result, more students will move from Does Not Meet to Approaches and from Approaches to Meets on the STAAR Math assessment. Staff Responsible for Monitoring: Campus Admin, Master Teachers, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 6 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Design and implement engaging, standards-aligned lessons that increase student discourse, critical thinking, and ownership of learning. Lessons will incorporate hands-on activities, structured collaboration, and targeted small-group instruction based on data. Strategy's Expected Result/Impact: Improved student outcomes on CFAs, UAs, and MAP Growth benchmarks. Increased percentages of students achieving Approaches, Meets, and Masters on STAAR. Staff Responsible for Monitoring: Admin / Master Teachers / Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 9	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: The campus demonstrates a lack of consistent, high-quality Tier I instruction, resulting in gaps in student mastery and the need for frequent interventions to address learning deficits. Root Cause: Teachers lack the capacity and training needed to consistently implement high-yield instructional and scaffolding strategies and effectively use HQIM, which impacts the delivery of strong Tier I instruction. Problem Statement 6: Student achievement in all core subjects are not meeting targeted growth levels, with few students advancing from the Approaches to Meets and from Meets to Masters on STAAR. Root Cause: There is a lack of consistent enrichment opportunities beyond Tier 1 instruction, limiting students' ability to engage in accelerated learning experiences that extend their knowledge and skills. Problem Statement 9: Student achievement in all core subjects are not meeting targeted growth levels, with too few students advancing from Approaches to Meets and from Meets to Masters on STAAR. Root Cause: Teachers lack sufficient access to resources, instructional materials, and training needed to design and deliver hands-on, engaging Tier 1 lessons that promote higher-order thinking and student ownership of learning. As a result, instructional practices often do not provide the level of rigor and engagement necessary to advance students from Approaches to Meets and from Meets to Masters on STAAR.

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 3: By Spring 2026, Zamora Middle School will increase academic achievement in Grade 8 Science on the STAAR assessment by raising the percentage of students at Approaches Grade Level from 59.6% to at least 72%, at Meets Grade Level from 33.7% to at least 40%, and at Masters Grade Level from 8.4% to at least 15%, as measured by the Texas accountability system.

Evaluation Data Sources: Beginning of the year to end of year assessments, Unit Assessments, CFA, Benchmarks, Semester Exams, STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Fully implement high quality instructional materials (SAVVAS) aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 5 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Provide opportunities for enrichment beyond Tier 1 instruction in Science through after-school tutorials, science clubs, STEM projects, targeted small-group instruction, and extension activities that promote problem-solving, reasoning, and real-world application of science concepts. Strategy's Expected Result/Impact: Enrichment will include advanced academic opportunities such as science competitions, coding, robotics, and project-based STEM learning to challenge students at or above grade level, support critical thinking, and increase the number of students moving from Meets to Masters on STAAR. Staff Responsible for Monitoring: Admin, Master Teachers, Mentor Teachers, Teachers, Club Sponsors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 6		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Supplement Tier 2 and Tier 3 instruction with targeted intervention programs that address foundational skill gaps for Special Education and Emergent Bilingual students. Strategy's Expected Result/Impact: Accelerated progress in closing learning gaps by strengthening scientific reasoning, academic vocabulary, and problem-solving skills in content application and experimentation will result in increasing student achievement from Does Not Meet to Approaches and from Approaches to Meets on the STAAR Science assessment. Staff Responsible for Monitoring: Campus Admin, Master Teachers, Teachers, Special Education Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 5		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Design and implement engaging, standards-aligned lessons that increase student discourse, critical thinking, and ownership of learning. Lessons will incorporate high-interest, culturally relevant texts, structured collaboration, and targeted small-group instruction based on data. Strategy's Expected Result/Impact: Improved student outcomes on CFAs, UAs, and MAP Growth benchmarks. Increased percentages of students achieving Approaches, Meets, and Masters on STAAR. Staff Responsible for Monitoring: Master teachers / teachers/ admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 9		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 5: The campus demonstrates a lack of consistent, high-quality Tier I instruction, resulting in gaps in student mastery and the need for frequent interventions to address learning deficits. Root Cause: Teachers lack the capacity and training needed to consistently implement high-yield instructional and scaffolding strategies and effectively use HQIM, which impacts the delivery of strong Tier I instruction. Problem Statement 6: Student achievement in all core subjects are not meeting targeted growth levels, with few students advancing from the Approaches to Meets and from Meets to Masters on STAAR. Root Cause: There is a lack of consistent enrichment opportunities beyond Tier 1 instruction, limiting students' ability to engage in accelerated learning experiences that extend their knowledge and skills. Problem Statement 9: Student achievement in all core subjects are not meeting targeted growth levels, with too few students advancing from Approaches to Meets and from Meets to Masters on STAAR. Root Cause: Teachers lack sufficient access to resources, instructional materials, and training needed to design and deliver hands-on, engaging Tier 1 lessons that promote higher-order thinking and student ownership of learning. As a result, instructional practices often do not provide the level of rigor and engagement necessary to advance students from Approaches to Meets and from Meets to Masters on STAAR.

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 4: By Spring 2026, Zamora Middle School will increase academic achievement in Grade 8 Social Studies on the STAAR assessment by raising the percentage of students at Approaches Grade Level from 46.6% to at least 65%, at Meets Grade Level from 18.5% to at least 28%, and at Masters Grade Level from 7.3% to at least 12%, as measured by the Texas accountability system.

Evaluation Data Sources: BOY - EOY assessments, Unit Assessments, CFA, Benchmarks, Semester Exams, STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: Fully implement high quality instructional materials aligned to the State of Texas Social Studies standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 5 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for enrichment beyond Tier 1 instruction in Social Studies through after-school tutorials, history and geography clubs, targeted small-group instruction, and extension activities designed to deepen comprehension of primary and secondary sources, strengthen critical thinking, and develop skills in argumentation and historical writing. Enrichment will also include project-based learning and civic engagement opportunities to challenge students. Strategy's Expected Result/Impact: Increase content mastery, and support movement from the Meets to Masters performance levels on the STAAR Social Studies assessment. Staff Responsible for Monitoring: Admin, Master Teachers, Mentor Teacher, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 6 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Supplement Tier 2 and Tier 3 instruction with targeted intervention programs that address foundational skill gaps for students receiving Special Education services and students identified as Emergent Bilingual students. Strategy's Expected Result/Impact: Accelerated progress in closing learning gaps by strengthening historical thinking, academic vocabulary, and problem-solving skills in content analysis and source evaluation will result in increasing student achievement from the Does Not Meet to Approaches performance level and from the Approaches to Meets performance level on the STAAR Social Studies assessment. Staff Responsible for Monitoring: Admin, Master Teachers, Mentor Teacher, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 7 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 5: The campus demonstrates a lack of consistent, high-quality Tier I instruction, resulting in gaps in student mastery and the need for frequent interventions to address learning deficits. **Root Cause:** Teachers lack the capacity and training needed to consistently implement high-yield instructional and scaffolding strategies and effectively use HQIM, which impacts the delivery of strong Tier I instruction.

Problem Statement 6: Student achievement in all core subjects are not meeting targeted growth levels, with few students advancing from the Approaches to Meets and from Meets to Masters on STAAR. **Root Cause:** There is a lack of consistent enrichment opportunities beyond Tier 1 instruction, limiting students' ability to engage in accelerated learning experiences that extend their knowledge and skills.

Problem Statement 7: Students receiving Special Education services and students identified as Emergent Bilingual are not consistently meeting grade-level academic expectations, as evidenced by low performance on STAAR in Reading, Mathematics, Science, and Social Studies. **Root Cause:** Current instructional practices, teacher capacity, and supports are not sufficiently closing foundational skill gaps or providing the targeted interventions and scaffolds needed for these student groups to access and master grade-level content.

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: By May 2026, 100% of campus leaders will use common tools to conduct classroom walkthroughs/observations focused on key instructional indicators, followed by actionable feedback and support.

Evaluation Data Sources: EEPASS data and reports, Jotdot data analytics, Google Form

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will complete a minimum of 4 calibration cycles using the NIET rubric with 90% inter-rater reliability. Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with the NIET rubric as evident by EEPASS Data. Staff Responsible for Monitoring: Master Teachers, Campus Admin TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 8 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of walkthrough implementation, coaching, and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Jotdot to guide our professional learning, coaching, and cluster meetings. Staff Responsible for Monitoring: Campus Admin, Mentor Teachers, Master Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 8 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 8: Classroom walkthroughs and observations are not consistently conducted with fidelity using common tools across the district. In addition, actionable feedback and follow-up support are not provided in a timely or consistent manner. **Root Cause:** There is a lack of calibration and training on the use of common walkthrough and observation tools, resulting in variability in how instructional indicators are identified, the delivery of feedback is inconsistent.

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: In the 2025-2026 school year, 100% of teachers and campus instructional leaders will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

Evaluation Data Sources: Professional Development Catalog, Cluster Meeting agendas, Observation Data, Eduphoria, Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership teams will participate in weekly Instructional Leadership Team and South San Leadership Team meetings focused on supporting campus priorities including differentiated instruction, data-driven practices, inclusive education, and instructional leadership. Strategy's Expected Result/Impact: Campus instructional leadership teams will strengthen leadership skills and build teacher capacity with instructional practices aligned to the NIET Rubric. Staff Responsible for Monitoring: Campus Admin, Mentor Teachers, Master Teachers, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 5 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: There is a lack of consistent, high-quality professional development opportunities for teachers focused on differentiated instruction, data-driven practices, inclusive education, and effective instructional leadership. Root Cause: Professional development for teachers have not been systematically aligned to district priorities, nor consistently structured to include follow-up coaching and accountability.

Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: By the end of the 2025-2026 school year, Zamora Middle School will increase the overall student attendance rate from 92% to at least 94% through the implementation of attendance incentives, parent communication, and targeted interventions for chronically absent students.

Evaluation Data Sources: Campus Attendance Reports, PEIMS Attendance Data Reports

Strategy 1 Details	Reviews			
Strategy 1: Increase attendance monitoring and data analysis and provide tiered interventions to increase student attendance by: Tier 1: Universal messaging and school-wide incentives Tier 2: Personalized phone calls, parent meetings, and student check-ins Tier 3: Individual attendance plans, counseling referrals, and community resource connections Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate (missing 10%+ of school days) Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations) Staff Responsible for Monitoring: Counselors, PEIMS clerk, Assistant Principals, Principal, Teachers, Family Engagement Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Processes & Programs 2 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Recognize and reward grade levels and students that meet or exceed the campus 94% attendance goal, as well as those demonstrating significant attendance improvements, in alignment with campus improvement plans and teacher/student goal-setting initiatives. Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate (missing 10%+ of school days) A culture of prioritizing attendance on all campuses will be established. Staff Responsible for Monitoring: Counselors, PEIMS clerk, Assistant Principals, Principal, Teachers, Family Engagement Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Processes & Programs 2 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Chronic absenteeism and student mobility continue to negatively impact learning and stability for students. Root Cause: Systems for coordinating support services and tracking at-risk students are fragmented, and families are not consistently connected to available campus and community resources that could reduce barriers to attendance and academic success.

Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education

Performance Objective 1: By May 2026, Zamora Middle School will strengthen family and community engagement by sending weekly campus communications (via email, phone messages, and social media) to keep parents informed of academic expectations, campus events, and student supports, as measured by at least 90% of communications sent on schedule, documented in communication logs.

Evaluation Data Sources: Weekly Newsletters, Social Media Posts, Parent contact documentation logs, Parent survey feedback results (checkpoints at the beginning of year, middle of year, and end of year)

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a structured communication plan to ensure families receive weekly campus updates. The plan will include scheduled email newsletters, automated phone messages, social media posts, and teacher-led reminders to share academic expectations, upcoming events, and available student supports. Strategy's Expected Result/Impact: Strengthen partnerships between the school, families, and the community by ensuring parents are informed and engaged in their child's education. As a result, parents will be better equipped to support academic expectations, participate in campus events, and access student supports, leading to increased parent engagement, stronger home-school connections, and improved student achievement. Staff Responsible for Monitoring: Campus Admin, Family Engagement Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Perceptions 1 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Offer ongoing Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success. Examples include: Meet the Teacher Night Open House Title I Campus Policy Meeting Monthly Cafecitos Strategy's Expected Result/Impact: Families will be better equipped with strategies and resources to support their child's learning and consistent attendance. Results will include increased parent participation, improved student attendance rates, and increased academic achievement. Staff Responsible for Monitoring: Family Engagement Liaison, Mentor Teachers, Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Perceptions 1 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Supporting student success is limited by families due to a lack of awareness and access to available campus and community resources. Root Cause: While communication systems are in place, they are not consistently aligned with campus support services. Inconsistent case management for at-risk and chronically absent students reduces family awareness and limits students' access to the supports they need.

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00