

North Zulch Independent School District

District Improvement Plan

2025-2026

Accountability Rating: A



Mission Statement

North Zulch ISD is committed to developing character, fostering a positive learning experience, and promoting individual student success in society through a shared responsibility between students, teachers, parents, and community.

Vision

North Zulch ISD strives to empower students with a quality education to positively impact an ever changing society.

Value Statement

Learners Today, Leaders Tomorrow

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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Zulch ISD is located on State Highway 21, six miles east of the Navasota River and thirteen miles west of Madisonville in west-central Madison County. NZISD is a 1A school that has served the community for over 100 years and is the home of the district mascot, Bulldogs.

The district currently serves approximately 340 students in grades Pre-Kindergarten through twelve.

Ethnic Distribution:

- 74.3% White
- 19.3% Hispanic
- 0.8% Asian
- 2.0% African American
- 3.6% are two or more races

Enrollment by ethnicity has seen a slight increase in the Hispanic and African-American populations over the last several years. A slight decrease in the Asian population is due to students graduating.

Student Groups:

- 71.2% Economically Disadvantaged
- 28.8% Non-Economically Disadvantaged
- 7.5% Section 504
- 4.2% EB/English Learners
- 3.6% Gifted and Talented (GT)
- 7.5% Students w/ Dyslexia
- 28.8% At Risk
- 16.8% Special Education

Student group percentages have remained stable for the past several years.

Staff Information:

- 36 teachers in the district
- 47.4% 0-5 years of experience
- 9.2% 6-10 years of experience
- 26.9% 11-20 years of experience
- 16.5% more than 20 years of experience

The average class sizes for K-6 and Secondary core classes (English/Language Arts, Foreign Languages, Mathematics, Science, and Social Studies) are 12.9 students per teacher, but

as a whole, North Zulch Independent School District remains below the state average class size.

A consistent, well-trained in content and highly qualified staff is a critical part of a successful school. We recruit new staff members by posting job openings on a variety of online platforms such as the Region 6 website, TASA, and the district web page. New staff members are given information on supports provided by the campus as well as the district. North Zulch ISD professional staff are certified by the state of Texas or they are working towards certification through an approved Alternative Certification program. English Language Arts and Reading teachers are ESL certified or working towards certification. Teachers are evaluated using the T-TESS rubric and evaluation system. Teachers new to NZISD and those new to the teaching profession attend a "New Teacher Professional Development" day. New teachers are also assigned a mentor teacher who will guide them through their first year of teaching and/or their first year at NZISD.

Student Learning

Student Learning Summary

NZISD sets high expectations for all students to achieve grade-level success. Through best teaching practices and increased levels of rigor in lessons, the district has experienced an increase in the percentage of students scoring at the Meets or higher performance level on STAAR assessments. In the following data, North Zulch ISD utilizes the All Students Meets performance level for the passing percentages below.

On the STAAR Math assessment, NZISD scores for 2025 at the Meets level were above state averages in 5 out of 7 assessments.

- Grade 3: NZISD - 75%; State - 46%
- Grade 4: NZISD - 26%; State - 47%
- Grade 5: NZISD - 31%; State - 47%
- Grade 6: NZISD - 46%; State - 40%
- Grade 7: NZISD - 79%; State - 33%
- Grade 8: NZISD - 69%; State - 47%
- Algebra I: NZISD - 67%; State - 45%

On the STAAR Reading assessment, NZISD scores for 2025 at the Meets level were the same or above state averages in 8 out of 8 assessments.

- Grade 3: NZISD - 80%; State - 52%
- Grade 4: NZISD - 71%; State - 54%
- Grade 5: NZISD - 66%; State - 58%
- Grade 6: NZISD - 64%; State - 56%
- Grade 7: NZISD - 64%; State - 54%
- Grade 8: NZISD - 65%; State - 58%
- English I: NZISD - 70%; State - 49%
- English II: NZISD - 95%; State - 55%

On the STAAR Science assessment, NZISD scores for 2025 at the Meets level were above state averages in 3 out of 3 assessments.

- Grade 5: NZISD - 52%; State - 31%
- Grade 8: NZISD - 55%; State - 48%
- Biology: NZISD - 83%; State - 61%

On the STAAR Social Studies assessment, NZISD scores for 2025 at the Meets level were above state averages in 2 out of 2 assessments.

- Grade 8: NZISD - 45%; State - 32%
- U. S. History: NZISD - 82%; State - 68%

Math instruction is an area of focus for the district. NZISD has implemented a vertically aligned rigorous curriculum in grades PK-5 and provided professional development opportunities for the staff.

In the areas of Reading and Writing, the district has implemented a vertically aligned Structured Literacy Program to build a strong phonics base for all learners. NZISD reading

teachers focus on best teaching practices for all students as developed through the Texas Reading Academies. In addition, the district has a vertically aligned writing portfolio system in place for measuring student growth.

The implementation of accelerated instruction through RtI has been utilized effectively to prevent learning deficits as well as to intervene with students identified with a learning gap. In addition, if a student is failing to complete work, the teachers reach out to those students to encourage accountability and ultimately to reduce the number of failures per cycle and on end-of-the-year state assessments.

NZISD promotes advanced academic courses such as honors-level courses, dual-credit courses, higher-level math and science courses, and CTE health science courses. The district continues to seek more ways to engage every learner in the area of college, career, and military readiness.

District Processes & Programs

District Processes & Programs Summary

North Zulch ISD is home to approximately 358 students, Pre-Kindergarten through 12th grade. Our staff consists of approximately 30 teaching staff and 10 support staff who provide instructional support. North Zulch ISD provides services for special education, Section 504, RtI, Gifted and Talented, and ESL. Our administrative staff includes one superintendent, two principals, one counselor, one technology director, one Director of Specialized Student Services, and one Curriculum Director.

Other areas that relate to our school context and organization are as follows:

- The district supports the organization by providing the teachers with content-based planning days.
- The district provides the opportunity for all staff to attend professional development.
- The school provides a schedule that enables students to participate in extracurricular activities and attend scheduled interventions for student growth.
- The school provides Professional Learning Community (PLC) meetings for teacher collaboration and professional development.
- The administrators provide feedback from classroom walkthroughs (learning walks) and formal observations.
- According to the master schedule, teachers are given approximately 45 minutes of conference time and approximately 45 minutes of PLC/RtI time per day. This allows teachers the opportunity to meet with parents, plan instruction, and attend grade-level meetings, ARDs, 504 meetings, and weekly PLC meetings without interrupting instructional time.
- Elementary students are provided ample time to participate in Specials (Music, Technology, Library, Art, PE).
- Morning tutorials are offered to students who are identified as having a content need.
- Time is provided during the school day for students to receive standard protocol dyslexia instruction and RtI intervention. During that time, teachers are providing individual or small group instruction based on students' unique needs. Instructional time is maximized for all students.
- The master schedule is created with instructional time protected.
- Secondary Honors classes are offered to students needing a more rigorous curriculum.
- The Administrative team meets bi-monthly to collaborate on implementing the strategies necessary for school growth.

Curriculum, Instruction, and Assessment Summary:

Curriculum (what we teach) and instruction (how we teach) are at the core of the North Zulch ISD schools. The Curriculum and Instruction Department focuses on developing a dynamic curriculum for PreK-12, which is based directly on the Texas Essential Knowledge and Skills (TEKS). North Zulch ISD is a TEKS-first school district. Our teachers use a variety of instructional resources such as teacher-created lessons, project-based activities, textbooks, online resources, and ancillary materials to ensure mastery of the TEKS.

Data is analyzed from a variety of formal and informal assessments such as District Common Assessments, State-Released Benchmark Assessments, Running Records, IXL, Renaissance STAR, and teacher-made TEKS-aligned assessments. Data-driven decisions such as differentiated instruction, the RtI process, and tracking student progress are used to inform curriculum, instruction, and assessment decisions. The data reflects where vertical alignment is successful based on the curriculum set by North Zulch ISD, instruction based on The Strategic Six, and assessments through District Common Assessments, State-Released Benchmark Assessments, Renaissance STAR, and IXL. Each grade level plans and implements instruction and assessments based on specific TEKS/Skills. Instruction is implemented based on differentiated instruction to support the needs of all students. Teachers provide rigorous learning opportunities through the implementation of The Strategic Six and Depth of Knowledge(DOK) strategies in all core areas.

Processes for monitoring and evaluating the curriculum to meet the needs of all learners are evident through the following:

- Planned curriculum meetings with district subject specialists by grade level
- Campus-wide, data-driven decision making

Instructional strategies and activities are aligned with student learning, needs, and outcomes through the following:

- Curriculum-based assessments
- Developmental reading and math assessments (IXL and Renaissance STAR)
- Data analysis

Students who need additional intervention beyond primary classroom instruction receive differentiated small group instruction focusing on individual needs through RtI. Evidence to support these successful interventions can be found using Eduphoria: AWARE data, Renaissance STAR reports, and IXL reports. The RtI process is designed to identify at-risk students and provide interventions at increasing levels of intensity based on individual student responses to instruction to meet student needs. Progress monitoring logs document students who are receiving intervention outside the classroom as well as their progress in achieving grade-level mastery of skills.

Recruitment and Retention:

A consistent, content-trained, and highly qualified staff is a critical part of a successful school. North Zulch ISD recruits new staff members by partnering with university teacher mentoring programs in the area such as Sam Houston State University and Texas A&M University. New staff members are provided with campus and district support. New teachers are assigned a mentor teacher to assist them throughout the year.

Teacher morale is an important aspect of the positive work environment at NZISD. To encourage retention, teachers are awarded monetary incentives such as annual retention stipends. In addition, monthly birthday celebrations, Christmas luncheon activities, and game-based professional development sessions are a sample of the morale-boosting and teacher retention activities planned throughout the school year.

Grade levels and content-specific teams meet with the Principals and Curriculum Director in Professional Learning Community (PLC) meetings to discuss curriculum, implementation of district initiatives, and other professional topics.

Administrative learning walks are conducted to collect snapshot data of the progress of our district. Teacher feedback is provided through the online program, Eduphoria: Strive. Areas of need as observed through these learning walks lead to professional development on the campuses and teacher coaching sessions as needed.

Technology:

North Zulch ISD offers a 1:1 technology environment for Pre-Kindergarten through twelfth-grade students. North Zulch ISD encourages technology use in the classroom to enhance and extend the curriculum in order to provide tools for teachers and students alike. The school has prioritized spending to accomplish goals to better help equip teachers and students with the tools needed to succeed in this technology-driven era.

The district utilizes Google Classroom, Schools PLP, and IXL for learning management systems. One area that NZISD continues to work toward is providing professional development in the area of instructional technology so that our teachers can incorporate technology to optimize learning and student engagement.

Perceptions

Perceptions Summary

District Culture and Climate Summary:

According to the annual survey and public forums, areas of strength include:

- The district promotes a positive and safe learning environment for students
- Teachers and administrators are highly visible and accessible to students.
- The school promotes school pride and a sense of belonging for all.
- The district provides effective instructional materials and technology to help all students be successful.
- The school is clean and well-maintained.

Areas where the school can improve:

- The school effectively handles student discipline and behavior problems.
- All students and staff members are recognized for their work and efforts.
- Discipline is applied consistently and fairly to all students.
- Communication is timely and effective.

NZISD has made strides to increase school safety, including the addition of a School Resource Officer, forming a District Safety Committee that meets regularly, using the CrisisGo panic button for emergency situations, safety glass coating for doors and windows, an enclosed corridor to connect the elementary to the secondary, increased drills to prepare students and staff for emergency situations, ensuring all doors that allow access to students remain locked throughout the school day.

The district has also implemented character education classes, bullying awareness classes, and drug awareness classes taught by the counselor to support social and emotional learning at all grade levels.

Family and Community Engagement:

North Zulch ISD encourages community and family involvement throughout the school year by hosting a variety of programs and events such as:

- Meet the Teacher Night
- Grandparent's Day Breakfast
- Open House
- Veteran's Day Program
- Family Literacy Night
- Family Science, Technology, Engineering, and Math (STEM) Night
- Holiday Parties and Celebrations
- Christmas Musical Program
- Awards Assembly
- Family Book Fair Night
- Family Game Night
- Summer Library Program

Parents and community members serve on our District Improvement Committee, LPAC, ARD Committees, and 504 Committees. In an effort to effectively and efficiently communicate with NZISD families and community members, the district utilizes an automated call system, Parent Square, a school website, the school marquee, and various social media platforms such as Facebook and an Athletic app.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies

Goals

Goal 1: Increase Achievement for All Students

Performance Objective 1: For students participating in the Spring 2026 STAAR, STAAR Alt., and EOC assessments, 70% will meet or exceed student specified growth targets.

Evaluation Data Sources: STAAR, TAPR, 2024-2025 STAAR Performance Report (TPRS), Federal Accountability, State Accountability A-F Report

Strategy 1 Details	Reviews			
Strategy 1: Continue to build an effective, research-based district-wide Response to Intervention (RtI) Program Strategy's Expected Result/Impact: Students will attain progress on their End of Year (EOY) assessment. Staff Responsible for Monitoring: Teachers, Principals, Curriculum Director, Specialized Student Services Director, Interventionists Funding Sources: - Local Funds, - Title IA	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Analyze and disaggregate formative and summative data continuously to provide targeted instruction to students. Strategy's Expected Result/Impact: Increase in projected growth attainment on Renaissance STAR, IXL, District Common Assessments, District Benchmark Assessments, report card grades, and/or STAAR scores. Staff Responsible for Monitoring: Teachers, Principals, Curriculum Director, Specialized Student Services Director, Interventionists Funding Sources: - Local Funds, - TI	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 3 Details	Reviews			
Strategy 3: Plan effective and timely tutorial sessions before, during, and after school and offer accelerated instruction opportunities through built-in time during the instructional day and Summer School. These opportunities will include GAP (Guided Academic Practice for Elementary), RTI, HB 1416 Enrichment, and Power Hour (for HS). Strategy's Expected Result/Impact: Students will meet or exceed grade-level progress. Staff Responsible for Monitoring: Teachers, Principals, Counselor, Director of Curriculum, and Interventionists Funding Sources: - Local Funds, - Title IA, - SCE	Formative			Summative
	Nov	Mar	June	
	 No Progress			

Strategy 4 Details	Reviews			
Strategy 4: Provide teachers with training in the areas of Assistive Technology, GT/GT updates, ELPS, ESL Certification, Inclusion, and In-Class Support. The District will pay for the training and for the certification test needed in these fields. Strategy's Expected Result/Impact: Increase in effective, research-based instructional and behavioral strategies Staff Responsible for Monitoring: Specialized Student Services Director, Region VI Service Center, Grimes County COOP, Teachers, and Principals Funding Sources: - Special Education Funds, - SCE, - ELL Funds, - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 5 Details	Reviews			
Strategy 5: All Emergent Bilingual (EB) students participating in the ESL program will receive Reading Language Arts instruction from teachers certified in ESL. Strategy's Expected Result/Impact: English learners will improve English language acquisition in the areas of Listening, Speaking, Reading, and Writing as demonstrated on TELPAS. Staff Responsible for Monitoring: Specialized Student Services Director, Principals, and Teachers Funding Sources: - Local Funds, - Title III	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 6 Details	Reviews			
Strategy 6: Educators who teach students with dyslexia are trained in new research and practices related to dyslexia. Additionally, Evidence-Based Dyslexia Instruction is taught by an appropriately trained instructor. Strategy's Expected Result/Impact: Students identified with dyslexia will meet or exceed specified growth targets as evidenced by STAAR, district benchmarks, and/or district common assessments. Staff Responsible for Monitoring: Specialized Student Services Director, Principals, Teachers, Dyslexia Interventionists Funding Sources: - Local Funds, - Special Education Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Increase Achievement for All Students

Performance Objective 2: Teachers will be provided with instructional support to ensure rigorous and engaging instruction is delivered to all students.

Evaluation Data Sources: STAAR, EOC, TAPR, Federal Accountability, TELPAS, TPRI

Strategy 1 Details	Reviews			
Strategy 1: The Administrative team will actively monitor, assess, and provide timely feedback to classroom teachers by conducting classroom Walk-Throughs. Strategy's Expected Result/Impact: Improved Eduphoria Walk-Through data; Increase in focused writing prompts and student-to-student meaningful conversations Staff Responsible for Monitoring: Principals, Director of Curriculum, Specialized Student Services Director Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Continue to implement timely PLC meetings and institute teacher-learning walks with a minimum of 2 per year. Strategy's Expected Result/Impact: Increase in teacher collaboration; Modeling of research-based effective Tier 1 teaching strategies Staff Responsible for Monitoring: Principals, Director of Curriculum, Specialized Student Services Director, Interventionists, and Teachers Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Increase Achievement for All Students

Performance Objective 3: Increase 3rd Grade Reading at the Meets STAAR performance level from 80% to 85% on the Spring 2026 exam.
HB3 Goal

HB3 Goal

Evaluation Data Sources: STAAR results, Renaissance STAR Reading, IXL, District Common Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Campus-based assessments will be administered for week 3 and week 6 of each 9-week period to ensure students are being assessed with questions aligned to the TEKS. Spiral questions will be embedded. Strategy's Expected Result/Impact: Reading STAAR "Meets" scores will increase from 80% to 85% in 3rd grade resulting in greater student growth. Staff Responsible for Monitoring: Teachers, Director of Curriculum, Principals, and Specialized Student Services Director Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Small group instruction during RtI will occur daily. Small groups will be formed based on data, and the small groups will be differentiated to meet the students' needs academically. Teachers will identify students' gaps during Data Analysis PLC sessions to target purposeful student intervention. Strategy's Expected Result/Impact: Student mastery of all Reading TEKS at a minimum of 70% in all student groups. Staff Responsible for Monitoring: Teachers, Director of Curriculum, Principals, and Specialized Student Services Director Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	No Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Increase Achievement for All Students

Performance Objective 4: Increase 3rd Grade Math at the Meets STAAR performance level from 75% to 80% on the Spring 2026 exam.
HB3 Goal

HB3 Goal

Evaluation Data Sources: STAAR results, Renaissance STAR Math, IXL, District Common Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Campus-based assessments will be administered for week 3 and week 6 of each 9-week period to ensure students are being assessed with questions aligned to the TEKS. Spiral questions will be embedded. Strategy's Expected Result/Impact: Math STAAR "Meets" will increase from 75% to 80% in 3rd grade, resulting in greater student growth. Staff Responsible for Monitoring: Teachers, Director of Curriculum, Principals, and Specialized Student Services Director Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Small group instruction during RtI will occur daily. Small groups will be formed based on data, and the small groups will be differentiated to meet the students' needs academically. Teachers will identify students' gaps during Data Analysis PLC sessions to target purposeful student intervention. Strategy's Expected Result/Impact: Student mastery of all Math TEKS at a minimum of 70% in all student groups. Staff Responsible for Monitoring: Teachers, Director of Curriculum, Principals, and Specialized Student Services Director Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Maintain a High-Quality Instructional Staff, Support Staff, and Administrative Team

Performance Objective 1: Personnel will be qualified through CTE experience, certifications, or training in the instructional area(s) assigned. Evaluation Data Sources: Teacher Equity Report, Personnel Folders

Evaluation Data Sources: Teacher Equity Report, Personnel Folders

Strategy 1 Details	Reviews			
Strategy 1: Recruit highly qualified teachers. Strategy's Expected Result/Impact: Teacher retention and student achievement will increase. Staff Responsible for Monitoring: District-Level Hiring Committee, Principals Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: New teachers to the district will be assigned a highly qualified mentor teacher. Strategy's Expected Result/Impact: New teachers will become familiar with and fluent in district processes, procedures, and expectations. Staff Responsible for Monitoring: Director of Curriculum, Principals, Mentor Teachers, and new teacher hires Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 3 Details	Reviews			
Strategy 3: Continue to maintain the Teacher Incentive Allotment (TIA) for all teachers. Strategy's Expected Result/Impact: Recruit and retain Master, Exemplary, and Recognized level teachers. Staff Responsible for Monitoring: Superintendent, Principals, Director of Curriculum, and TIA Stakeholders Committee Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Maintain a High-Quality Instructional Staff, Support Staff, and Administrative Team

Performance Objective 2: All teachers and staff will attend professional development to help increase student achievement.

Evaluation Data Sources: Personnel Folders, Completion Certificates

Strategy 1 Details	Reviews			
Strategy 1: Professional development on higher-level questioning strategies and Depth of Knowledge levels will be provided for all teachers. Strategy's Expected Result/Impact: Greater gains in individual student achievement. Staff Responsible for Monitoring: Director of Curriculum, Principals, and Teachers Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Data disaggregation collaboration opportunities will continue to be provided through PLC meetings. Strategy's Expected Result/Impact: Development of self-directed PLC meetings. Staff Responsible for Monitoring: Director of Curriculum, Principals, Specialized Student Services Director, and Teachers Funding Sources: - Title IIA, - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 3 Details	Reviews			
Strategy 3: Continue to implement training in high-leverage inclusive practices. Strategy's Expected Result/Impact: Increase in inclusion students' academic achievement. Staff Responsible for Monitoring: Specialized Student Services Director, Teachers, Principals, and Para-Professionals Funding Sources: - Special Education Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			

Strategy 4 Details	Reviews			
Strategy 4: NZISD will provide opportunities to participate in research-based professional development to enhance content and pedagogy knowledge. Strategy's Expected Result/Impact: Increase in the use of research-based teaching strategies, leading students will meet or exceed progress. Staff Responsible for Monitoring: Director of Curriculum, Director of Technology, Principals, and Teachers Funding Sources: - Local Funds, - Title IIA	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 5 Details	Reviews			
Strategy 5: Provide CTE teachers with professional development to enhance instruction and increase endorsement completions. Strategy's Expected Result/Impact: Increase in the number of industry-based CTE certifications earned by the students. Staff Responsible for Monitoring: Director of Curriculum, Counselor, Principals, CTE Director, and CTE Teachers Funding Sources: - Local Funds, - SCE	Formative			Summative
	Nov	Mar	June	
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Provide a safe and structured environment for students, staff, and the community

Performance Objective 1: The district will develop, implement, practice, and evaluate programs intended to keep students in a safe learning environment.

Evaluation Data Sources: Security System Reports, RAPTOR Reports, CDC Guidelines, TEA Guidelines, PEIMS Reports, Safety Committee Meeting Minutes, Sentinel Reports

Strategy 1 Details	Reviews			
Strategy 1: Monitor and update campus security systems and procedures as needed. Strategy's Expected Result/Impact: Increased security and communication throughout the campuses. Staff Responsible for Monitoring: Superintendent, District Technology Director, Principals, SRO, Counselor, District Safety Committee, and Office Staff Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Offer trainings and programs for students and staff to address Social/Emotional Learning, sexual harassment, sexual abuse, bullying, appropriate behavior, and other safety topics that include procedures for reporting inappropriate behavior. (https://sites.google.com/nzisd.org/northzulchisdtitle-ix/home), and Say Something website (https://www.p3campus.com/tipform.aspx?ID=3350) Strategy's Expected Result/Impact: Increased student and staff awareness on these topics that will lead to fewer concerns about student and staff safety. Staff Responsible for Monitoring: Superintendent, Principals, Counselor, SRO, and Teachers Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 3 Details	Reviews			
Strategy 3: Continue to monitor and update the District Guardian Plan. Strategy's Expected Result/Impact: Increase in student safety. Staff Responsible for Monitoring: District Safety Coordinator, Superintendent, Director of Technology, Principals, District Guardian Team, and School Resource Officer Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			

Strategy 4 Details	Reviews			
Strategy 4: Monitor and update the roles and responsibilities of a District Threat Assessment Team. Strategy's Expected Result/Impact: Increased staff awareness in the areas of harmful and violent behavior. Staff Responsible for Monitoring: District Administrators, District Threat Assessment Team Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 5 Details	Reviews			
Strategy 5: Continue to train and evaluate the policy and protocol for school employees and students to respond to traumatic injury (i.e., Stop the Bleed and CPR). Strategy's Expected Result/Impact: Increased staff and student awareness of how to address traumatic injuries. Staff Responsible for Monitoring: Nurse, Counselor, District Safety Committee, and District Administrators Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 6 Details	Reviews			
Strategy 6: Provide information to students, staff, and parents about drug and alcohol awareness and drug-testing policies. Continue to implement and evaluate the drug-testing policy at the Secondary campus. Strategy's Expected Result/Impact: Decrease in drug and alcohol-related discipline referrals. Staff Responsible for Monitoring: Superintendent, Principals, Counselor, and Athletic Director Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Enhance and foster a positive school culture and climate

Performance Objective 1: In the 2025-2026 school year, the District will meet or exceed a 96% attendance rate.

Evaluation Data Sources: PEIMS Reports

Strategy 1 Details	Reviews			
Strategy 1: District administrators will meet regularly to analyze trends in attendance and develop interventions to increase student attendance. Strategy's Expected Result/Impact: Increase in attendance rates. Staff Responsible for Monitoring: District Administrative Team Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Campus Attendance Committees will meet with parents of students whose attendance rate is near or below 90%. Strategy's Expected Result/Impact: Parents will understand the consequences of their student's absenteeism, and the district will see increased attendance rates. Staff Responsible for Monitoring: Campus Attendance Committee, Principals, Counselor, Teachers, PEIMS Coordinator Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Enhance and foster a positive school culture and climate

Performance Objective 2: Enhance parent, family, student, and community involvement in school activities and programs.

Evaluation Data Sources: Sign-in Sheets, Dialogue AI, Parent Square, District Newsletters

Strategy 1 Details	Reviews			
Strategy 1: Identify strategies for improved communication with family and community members Strategy's Expected Result/Impact: Increased awareness of school activities and programs Staff Responsible for Monitoring: All stakeholders Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Expand communication to be accessible for all NZISD families and community members. Strategy's Expected Result/Impact: Ensure all stakeholders are well-informed about school programs, events, and initiatives Staff Responsible for Monitoring: District Administration and Staff Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Ensure All Students are Positioned for Success in College, a Career, or the Military

Performance Objective 1: At least 95% of NZISD students will graduate with their cohorts.

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: NZISD will provide opportunities for accelerated instruction to enable all students to perform at grade level and graduate early or on time. Strategy's Expected Result/Impact: All students will have the required credits for their expected graduation date, which will lead to an increase in graduation rates Staff Responsible for Monitoring: Counselor, Principals, and Teachers Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: Ensure All Students are Positioned for Success in College, a Career, or the Military

Performance Objective 2: Increase the percentage of NZISD graduates that meet the criteria to be eligible for the CCMR bonus in the areas of career readiness and college readiness to 40% by 2026.

HB3 Goal

Evaluation Data Sources: CCMR Rate

Strategy 1 Details	Reviews			
Strategy 1: Continue to offer and provide funding for Dual Credit classes beginning in the tenth-grade year. Strategy's Expected Result/Impact: Students will graduate with more college hours (24-30 hours). Staff Responsible for Monitoring: Counselor, Principals, and Teachers Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Increase in CTE certification opportunities and workforce-ready options. Strategy's Expected Result/Impact: Increased industry-based certifications earned. Staff Responsible for Monitoring: CTE Director, CTE Teachers, Counselor, Principals, and Director of Curriculum Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
Strategy 3 Details	Reviews			
Strategy 3: Provide funding and designated school days for students to take postsecondary readiness exams, including PSAT, SAT, ACT, TSI2, and ASVAB. Strategy's Expected Result/Impact: Increased participation in post-secondary readiness assessments. Staff Responsible for Monitoring: Counselor, Principals Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			

Strategy 4 Details	Reviews			
Strategy 4: Provide funding for students to take industry-based certifications and licensure exams. Strategy's Expected Result/Impact: Increased participation in certification tests. Staff Responsible for Monitoring: Counselor, Principals, CTE Director, and Director of Curriculum Funding Sources: - Local Funds	Formative			Summative
	Nov	Mar	June	
	 No Progress			
No Progress Accomplished Continue/Modify Discontinue				

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

NZISD is committed to providing all students with an excellent and equitable education in a safe and positive learning environment, led by highly qualified teachers who meet the state certification and licensure requirements. Scope and sequence documents are reviewed throughout the year, with pacing adjusted as needed based on benchmark results. Campus walkthroughs provide feedback for teachers to increase teaching skills. The district continuously reviews campus needs and data to determine the best instructional practices to improve student learning.

1.2: Identifying students who may be at risk for academic failure;

Teachers' state performance data and local campus benchmark data help identify students who are at risk. NZISD utilizes a variety of assessment instruments for early screening and identification of Dyslexia, including the Circle Kindergarten Progress Monitoring (KPM), Texas Primary Reading Inventory (TPRI), Early Reading Assessment, and Star Reading Assessment (Renaissance Learning).

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

NZISD offers accelerated instruction during the school day to help students meet challenging state academic standards. Data disaggregation provides teachers with the information needed to target specific skills where students are experiencing difficulty.

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Teachers are provided with professional development opportunities to enhance their knowledge of best teaching practices and curriculum, as well as opportunities to collaborate during PLC meetings to analyze student data, plan instruction, and align curriculum across grade levels.

Descriptor 2: Teacher Quality

NZISD hires and retains certified teaching professionals. The district collaborates with Sam Houston State University and Texas A & M University to work with student teachers to establish partnerships that support ongoing professional growth and development. Teacher assignments are monitored to identify any disparities in teacher qualifications, experience levels, and subject-level expertise between all teachers in the district.

Descriptor 3: School Improvement and Support Activities

NZISD has not been identified as a Comprehensive Support or as a Targeted Support School for the 2025-2026 school year.

Descriptor 4: Measure of Poverty

NZISD determines its low-income percentages using the *Eligible for Free/Reduced Meals* data reported in TSDS PEIMS. For accountability, the district is considered one campus with all students being served under Title I.

Descriptor 5: Nature of Programs

NZISD is a Title I, Part A Schoolwide program. For the 2025-2026 year, NZISD does not provide services through neglected or delinquent facilities.

Descriptor 6: Services to Homeless Children and Youth

NZISD provides homeless children and youth with the services required under the McKinney-Vento Homeless Assistance Act to support their enrollment, attendance, and academic success. NZISD provides the following supports for students experiencing homelessness:

- Students and youth identified as experiencing homelessness by counselors or staff receive coordinated support services from the district.
- The district ensures that designated students are enrolled promptly and without delay
- All students are eligible for free breakfast and lunch.

Descriptor 7: Parent and Family Engagement Strategy

NZISD plans and implements effective parental engagement activities designed to improve student academic achievement and district performance. The district plans activities for parent engagement and education to foster a partnership to help families actively participate in helping all children achieve academic success.

- Letters are sent home to parents about engagement activities in English and Spanish as appropriate.
- The district conducts an Annual Title I Meeting at the beginning of the school year. At this meeting, parents receive information about accessing the Title I information, the Parent and Family Engagement Plan, and the District Improvement Plan (DIP).
- Parents are also provided information for the Parent and Family Engagement Plan and encouraged to review the Title I Plan.
- They also receive copies of the Parents' Right to Know documents. These documents are posted on the NZISD website for ease of access, but paper copies are available upon request.
- NZISD is committed to a full partnership with parents and community members through providing optimum teaching and learning experiences for students. Feedback from parents and community members via online surveys and paper surveys provides useful information for the district and all educational stakeholders.
- Family and community members can be involved in meaningful activities that support student learning and campus needs, such as Parent-Teacher Organization (PTO) and Booster Club.
- Parents are informed of the importance of consistent attendance at campus-based activities through newsletters, parent/teacher conferences, email, phone calls, Facebook, Parent Portal, and Parent Square.

Descriptor 8: Early Childhood Education Programs and Transition Plans

NZISD offers a high-quality full-day program for three and four-year-old students. Students participating in these programs have the opportunity to grow, develop, and be more successful in kindergarten.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

The NZISD district is a Schoolwide Program.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

To ensure a smooth transition from early childhood programs to elementary school and from elementary school to secondary school, the district provides the following:

- PK and K are in the same hallway and follow the same procedures and routines.
- The counselor meets with 5th-grade students moving to the secondary to assist with planning.
- The district has an Open House before school starts in the Fall.

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

- For 8th graders going to HS, the counselor visits with students to make course selections, and a parent meeting is held discussing schedules.
- The counselor meets one-on-one with seniors to discuss post-secondary plans.
- Students are encouraged to take college visits on their own (2 excused absences), and some group trips are offered.
- The Counselor hosts FAFSA nights to ensure families understand the process.

Descriptor 11: Discipline Disproportionality

NZISD's campus administrators, as well as the SRO, monitor the hallways. They are visible in classrooms, hallways, outside buildings, etc., to ensure the students are following the student code of conduct. Principals monitor student discipline. NZISD implements an approach to student behavior that encompasses data-driven decisions and evidence-based interventions on an individual basis. NZISD strives to build relationships that foster team building.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

NZISD's Title I, Part A Program is currently not in coordination with any programs, agencies, or non-public schools.

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

NZISD's Title I, Part A Program is currently not in coordination with any programs, agencies, or non-public schools.

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

NZISD's Title I, Part A funds are not used to fund the GT program.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

NZISD's Title I, Part A funds are not used to fund the library program.

Plan Notes

Assurances

1. Migratory children and formerly migratory children eligible to receive services can receive services at North Zulch ISD on the same basis as other children [Section 1112(c)(1)].
2. NZISD solicits for equitable PNP each school year, but currently, no private schools are participating [Section 1112(c)(2)].
3. NZISD will participate if selected in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112 (c)(3)].
4. NZISD coordinates and integrates services for English learners, children with disabilities, migratory children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. When necessary, NZISD campus administrators and/or counselors collaborate with State or local child welfare agencies to:
 - Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA; and
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care [Section 1112(c)(5)]. (See Children in Foster Care for more details.)
6. All NZISD teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112 (c)(6)].
7. NZISD does not currently use Title I, Part A funds to provide early childhood education services to low-income children, but ensures that should this status change, services will comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. NZISD notifies parents of each student attending any campus receiving Title I, Part A funds of the Parents' Rights-To-Know when necessary [Section 1112(e)(1)].
9. NZISD notifies parents of each student attending any school receiving Title I, Part A funds of the Testing Transparency [Section 1112(e)(2)].
10. NZISD implements effective means of outreach to parents of English Learners through our LPAC/EB coordinator [Section 1112 (e)(3)(C)].

Site Based Decision Making Committee

Committee Role	Name	Position
Superintendent	Kevin Compton	Member
Elementary Principal	Janie Pope	Member
Secondary Principal	Donald May	Member
Administration	Lori Baker	Member
CATE Coordinator/Teacher	Misty Kyle	Member
SPED/Specialized Student Services Director	Amber Collins	Member
Secondary Teacher	Joan Osth	Member
Secondary Teacher	Caryl Miller-Compton	Member
Elementary Teacher	Anne Tamplin	Member
Elementary Teacher	Cathleen Carney	Member
Parent	Kathryn Knotts	Member
Parent	Elizabeth Page	Member
Parent	Alice Kirk	Member
Parent/Business	Suzy Stewart	Member

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance