North Zulch Independent School District

District Improvement Plan

2024-2025

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.

District Motto

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:

- 73.9% White
- 19% Hispanic
- 1.4% Asian
- 2.6% African American
- 3.1% 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:

- 66% Economically Disadvantaged
- 34% Non-Economically Disadvantaged
- 7.4% Section 504
- 4.8% EB/English Learners
- 3.1% Gifted and Talented (GT)
- 6% Students w/ Dyslexia
- 32.1% At Risk
- 15.1% Special Education

There has been an increase in the number of students identified with Dyslexia.

Staff Information:

- 34 teachers in the district
- 29% 0-5 years of experience
- 15% 6-10 years of experience
- 32% 11-20 years of experience
- 24% more than 20 years of experience

The average class sizes are 13.9 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 2024 at the Meets level were above state averages in 4 out of 7 assessments.

- Grade 3: NZISD - 40%; State - 42%
- Grade 4: NZISD - 33%; State - 36%
- Grade 5: NZISD - 48%; State - 50%
- Grade 6: NZISD - 59%; State - 39%
- Grade 7: NZISD - 82%; State - 34%
- Grade 8: NZISD - 61%; State - 43%
- Algebra I: NZISD - 60%; State - 43%

On the STAAR Reading assessment, NZISD scores for 2024 at the Meets level were the same or above state averages in 7 out of 8 assessments.

- Grade 3:   NZISD - 37%; State - 48%
- Grade 4:   NZISD - 63%; State - 51%
- Grade 5:   NZISD - 55%; State - 55%
- Grade 6:   NZISD - 76%; State - 57%
- Grade 7:   NZISD - 76%; State - 54%
- Grade 8:   NZISD - 59%; State - 56%
- English I: NZISD - 83%; State - 52%
- English II: NZISD - 67%; State - 58%

On the STAAR Science assessment, NZISD scores for 2024 at the Meets level were above state averages in 3 out of 3 assessments.

- Grade 5: NZISD - 41%; State - 28%
- Grade 8: NZISD - 50%; State - 44%
- Biology: NZISD - 77%; State - 56%

On the STAAR Social Studies assessment, NZISD scores for 2024 at the Meets level were above state averages in 1 out of 2 assessments.

- Grade 8: NZISD - 23%; State - 33%
- U. S. History: NZISD - 89%; State - 69%

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

School Organization:

North Zulch ISD is home to approximately 340 students, Pre-Kindergarten through 12th grade. Our staff consists of approximately 34 teaching staff and 11 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 weekly 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 provided 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 to implement 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, Istation, 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 Principal, Assistant Principal, and Curriculum Director two times per week during the Fall semester and one time per week in the Spring semester in Professional Learning Community (PLC) meetings to discuss curriculum, implementation of district initiatives, and other professional topics.

Administrative learning walks are conducted on a weekly basis to collect snap-shot 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, Edgenuity, 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 data
- 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
- T-PESS 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

Goals

Revised/Approved: November 20, 2024

Goal 1: Increase Student Achievement for All Students

Performance Objective 1: For students participating in the Spring 2025 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to build an effective, research-based district-wide Response to Intervention (RtI) Program.	**Formative**		
Strategy's Expected Result/Impact: Students will attain progress on their End of Year (EOY) assessment.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Principals, Curriculum Director, Specialized Student Services Director, Interventionists **Funding Sources:** - Local Funds, - Title IA	N/A		

Strategy 2 Details	Formative Reviews		
Strategy 2: Analyze and disaggregate formative and summative data continuously to provide targeted instruction to students.	**Formative**		
Strategy's Expected Result/Impact: Increase of projected growth attainment on Renaissance STAR, IXL, District Common Assessments, District Benchmark Assessments, report card grades, and/or STAAR scores.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Principals, Curriculum Director, Specialized Student Services Director, Interventionists **Funding Sources:** - Local Funds, - TI	N/A		

Strategy 3 Details	Formative 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), RTI, and HB 1416 Enrichment.	**Formative**		
Strategy's Expected Result/Impact: Students will meet or exceed grade-level progress.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Principals, Counselor, Director of Curriculum, and Interventionists **Funding Sources:** - Local Funds, - Title IA, - State Comp.	N/A		

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide teachers with Assistive Technology training, G/T training/updates, ELPS Training, Inclusion training, and In-Class-Support training.	Formative		
	Nov	Mar	June

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 Principal
 	
     Funding Sources: - Special Education Funds, - State Comp., - ELL Funds
	N/A		

Strategy 5 Details	Formative Reviews		
Strategy 5: All Emergent Bilingual (EB) students participating in the ESL program will receive Reading Language Arts instruction from teachers certified in ESL.	Formative		
	Nov	Mar	June

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, Principal, Teachers
 	
     Funding Sources: - Local Funds, - Title III
	N/A		

Strategy 6 Details	Formative 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.	Formative		
	Nov	Mar	June

Strategy's Expected Result/Impact: Students identified with the specific learning disability of 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, Principal, Teachers
 	
     Funding Sources: - Local Funds
	N/A		

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: Increase Student 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	Formative Reviews		
Strategy 1: The Administrative team will actively monitor, assess, and provide timely feedback to classroom teachers by conducting classroom Walk-Throughs.	**Formative**		
	Nov	**Mar**	**June**

Strategy's Expected Result/Impact: Improved Eduphoria Walk-Though 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
	N/A		

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to implement timely PLC meetings and institute teacher-learning walks with a minimum of 2 per year.	**Formative**		
Strategy's Expected Result/Impact: Increase in teacher collaboration; Modeling of research-based effective Tier 1 teaching strategies	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, Director of Curriculum, Specialized Student Services Director, Interventionists, and Teachers **Funding Sources:** - Local Funds	N/A		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Increase Student Achievement for All Students

Performance Objective 3: Increase 3rd Grade Reading at the Meets STAAR performance level from 37% to 42% on the Spring 2025 exam.

    HB3 Goal

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus-based assessments will be administered for week 3 and week 6 of each 9 weeks to ensure students are being assessed with questions aligned to the TEKS. Spiral questions will be embedded.	**Formative**		
	Nov	**Mar**	**June**

Strategy's Expected Result/Impact: Reading STAAR "Meets" scores will increase from 37% to 42% 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
	N/A		

Strategy 2 Details	Formative 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.	**Formative**		
	Nov	**Mar**	**June**

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
	N/A		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 1: Increase Student Achievement for All Students

Performance Objective 4: Increase 3rd Grade Math at the Meets STAAR performance level from 40% to 45% on the Spring 2025 exam.

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus-based assessments will be administered for week 3 and week 6 of each 9 weeks to ensure students are being assessed with questions aligned to the TEKS. Spiral questions will be embedded.	**Formative**		
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Math STAAR "Meets" will increase from 40% to 45% 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	N/A		

Strategy 2 Details	Formative 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.	**Formative**		
	Nov	**Mar**	**June**
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	N/A		

0% No Progress   100% 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 experience, certifications, or training in the instructional area(s) assigned.

   Evaluation Data Sources: Teacher Equity Report, Personnel Folders

Strategy 1 Details	Formative Reviews		
Strategy 1: Recruit highly qualified teachers.	**Formative**		
Strategy's Expected Result/Impact: Teacher retention and student achievement will increase.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: District-Level Hiring Committee, Principals **Funding Sources:** - Local Funds	N/A		

Strategy 2 Details	Formative Reviews		
Strategy 2: New teachers to the district will be assigned a highly qualified mentor teacher.	**Formative**		
Strategy's Expected Result/Impact: New teachers will become familiar with and fluent in district processes, procedures, and expectations.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Curriculum, Principals, Mentor Teachers, and new teacher hires **Funding Sources:** - Local Funds	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Expansion of the Teacher Incentive Allotment (TIA) to include all teachers.	**Formative**		
Strategy's Expected Result/Impact: Recruit and retain Master, Exemplary, and Recognized level teachers.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Principal, Director of Curriculum, and TIA Stakeholders Committee **Funding Sources:** - Local Funds	N/A		

0% No Progress   100% 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	Formative Reviews		
Strategy 1: Professional development on higher-level questioning strategies and Depth of Knowledge levels will be provided for all teachers.	**Formative**		
Strategy's Expected Result/Impact: Greater gains in individual student achievement.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Curriculum, Principals, and Teachers **Funding Sources:** - Local Funds	N/A		

Strategy 2 Details	Formative Reviews		
Strategy 2: Data disaggregation collaboration opportunities will continue to be provided through PLC meetings.	**Formative**		
Strategy's Expected Result/Impact: Development of self-directed PLC meetings.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Curriculum, Principals, Specialized Student Services Director, and Teachers **Funding Sources:** - TI, - State Comp.	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to implement training in high-leverage inclusive practices.	**Formative**		
Strategy's Expected Result/Impact: Increase in inclusion students' academic achievement.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Specialized Student Services Director, Teachers, Principals, and Para-Professionals **Funding Sources:** - Special Education Funds	N/A		

Strategy 4 Details	Formative Reviews		
Strategy 4: NZISD will provide opportunities to participate in research-based professional development to enhance content and pedagogy knowledge.	**Formative**		
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in the use of research-based teaching strategies; 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	N/A		

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide CTE teachers with professional development to enhance instruction and increase endorsement completions.	**Formative**		
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, - State Comp.	**Nov**	**Mar**	**June**
	N/A		

0% No Progress   100% 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor and update campus security systems and procedures as needed.	**Formative**		
Strategy's Expected Result/Impact: Increased security and communication throughout the campuses.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, District Technology Director, Principals, SRO, Counselor, District Safety Committee, and Office Staff **Funding Sources:** - Title IV, - Local Funds	N/A		

Strategy 2 Details	Formative 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)	**Formative**		
	Nov	**Mar**	**June**
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	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to monitor and update the District Guardian Plan.	**Formative**		
Strategy's Expected Result/Impact: Increase in student safety.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: District Safety Coordinator, Superintendent, Director of Technology, Principals, District Guardian Team, and School Resource Officer **Funding Sources:** - Local Funds	N/A		

Strategy 4 Details	Formative Reviews		
Strategy 4: Monitor and update the roles and responsibilities of a District Threat Assessment Team.	Formative		
Strategy's Expected Result/Impact: Increased staff awareness in the areas of harmful and violent behavior.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: District Administrators, District Threat Assessment Team **Funding Sources:** - Local Funds	N/A		

Strategy 5 Details	Formative 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).	Formative		
	Nov	**Mar**	**June**
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	N/A		

Strategy 6 Details	Formative 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.	Formative		
	Nov	**Mar**	**June**
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	N/A		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 1: In the 2024-2025 school year, the District will meet or exceed a 97% attendance rate.

    Evaluation Data Sources: PEIMS Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: District administrators will meet regularly to analyze trends in attendance and develop interventions to increase student attendance.	**Formative**		
Strategy's Expected Result/Impact: Increase in attendance rates.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: District Administrative Team	N/A		
Funding Sources: - Local Funds			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus Attendance Committees will meet with parents of students whose attendance rate is near or below 90%.	**Formative**		
Strategy's Expected Result/Impact: Parents will understand the consequences of their student's absenteeism and the district will see increased attendance rates.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Attendance Committee, Principals, Counselor, Teachers, PEIMS Coordinator	N/A		
Funding Sources: - Local Funds			

0% No Progress   100% 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.

Strategy 1 Details			Formative Reviews		
Strategy 1: Identify strategies for improved communication with family and community members			**Formative**		
Strategy's Expected Result/Impact: Increased awareness of school activities and programs			**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: All stakeholders **Funding Sources:** - Local Funds			N/A		
Strategy 2 Details			Formative Reviews		
Strategy 2: Expand communication to be accessible for all NZISD families and community members.			**Formative**		
Strategy's Expected Result/Impact: Ensure all stakeholders are well informed about school programs, events, and initiatives.			**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: District Administration and Staff **Funding Sources:** - Local Funds			N/A		

0% No Progress   100% 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		Formative Reviews		
Strategy 1: NZISD will provide opportunities for accelerated instruction to enable all students to perform at grade level and graduate on time.		**Formative**		
Strategy's Expected Result/Impact: All students will have the required credits for their expected graduation date; Increase in graduation rates		**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Principals, and Teachers **Funding Sources:** - Local Funds		N/A		
0% No Progress 100% 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 2025.

    Evaluation Data Sources: CCMR Rate

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to offer Dual Credit classes beginning in the tenth-grade year.	**Formative**		
Strategy's Expected Result/Impact: Students will graduate with more college hours (24-30 hours).	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Principals, and Teachers **Funding Sources:** - Local Funds	N/A		

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase in CTE certification opportunities and workforce-ready options.	**Formative**		
Strategy's Expected Result/Impact: Increased industry-based certifications earned.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: CTE Director, CTE Teachers, Counselor, Principals, and Director of Curriculum **Funding Sources:** - State Comp., - Local Funds	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide funding and designated school days for students to take postsecondary readiness exams, including PSAT, SAT, ACT, TSI2, and ASVAB.	**Formative**		
	Nov	**Mar**	**June**

Strategy's Expected Result/Impact: Increased participation in post-secondary readiness assessments.
    Staff Responsible for Monitoring: Counselor, Principals, and Director of Curriculum
 	
    Funding Sources: - Local Funds
	N/A		

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide funding for students to take industry certifications and licensure exams.	**Formative**		
Strategy's Expected Result/Impact: Increased participation in certification tests.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Principals, CTE Director, and Director of Curriculum **Funding Sources:** - Local Funds, - State Comp.	N/A		

`0%` No Progress   `100%` Accomplished   → Continue/Modify   ✗ Discontinue

Site Based Decision Making Committee

Committee Role	Name	Position
Superintendent	Kevin Compton	Member
Secondary Principal	Donald May	Member
Elementary Principal	Janie Pope	Member
Library Aide	Autumn Nauling	Member
Director of Curriculum	Lea Ann Andrus	Member
CATE Coordinator/Teacher	Misty Kyle	Member
Specialized Student Services Director	Amber Collins	Member
Secondary Teacher	Caryl Miller-Compton	Member
Intervention Specialist	Saundra Morris	Member
Administration	Lori Baker	Member
Instructional Aide	Breanne Kyle	Member
Parent	Alice Kirk	Member
Parent	Abigail Noel	Member
Parent/Business	Suzy Stewart	Member
Parent	Elizabeth Page	Member