

North Zulch Independent School District

District Improvement Plan

2022-2023



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 350 students in grades Pre-Kindergarten through twelve.

Ethnic Distribution:

- 74% White
- 19% Hispanic
- 1.4% Asian
- 2.5% African American
- 3.1% are two or more races

Enrollment by ethnicity has seen a slight increase in the Hispanic and African American populations.

Student Groups:

- 66% Economically Disadvantaged
- 34% Non-Economically Disadvantaged
- 8.7% Section 504
- 3.1% EB/English Learners
- 3.1% Gifted and Talented (GT)
- 4.2% Students w/ Dyslexia
- 32% At Risk
- 15% Special Education

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

Staff Information:

- 30 teachers in the district
- 100% White

Teachers by Highest Degree Held:

- 0% No Degree
- 96.8% Bachelors
- 3.2% Masters

Teachers by Years of Experience

- 3.2% Beginning Teachers
- 16.1% 1 to 5 years of experience
- 32.3% 6 to 10 years
- 19.3% 11 to 20 years
- 29.1% more than 20 years

These numbers have remained relatively constant over the past 5 years. The average class sizes are 14.7 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. The new staff is given information on supports provided by the campus as well as the district. Each staff member is given a Teacher Information Manual (TIM) in which to reference the district's processes and procedures. New teachers are assigned a mentor teacher to assist them.

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.

Demographics Strengths

North Zulch ISD offers an excellent student-to-teacher ratio with an average ratio of 14:7. Our students receive a high amount of individualized, differentiated instruction. NZISD is able to provide instruction determined by student needs and aligned to state standards (TEKS).

Student Learning

Student Learning Summary

North Zulch ISD was rated an A district, with a score of 91 in the 2022 accountability system from TEA. Academic Distinctions were earned in 4 out of 7 areas: Mathematics, Science, Social Studies, and Post Secondary Readiness.

The state has four performance labels for learners who take a STAAR assessment. The labels and definitions are in the table below.

In the following data, North Zulch ISD utilizes the All Students Meets performance level for the passing percentages below.

Did Not Meet	Approaches	Meets
Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.	Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.	Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still require short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply assessed knowledge and skills in familiar contexts.

On the STAAR Math assessment over the 2017-2022 time frame, the district experienced 7 out of 7 (100%) assessments increasing on the Meets passing percentage. While the district did show slight declines in 2022 scores, NZISD scores were above state averages in 6 out of 7 assessments.

- Grade 3: 10% to 42%
- Grade 4: 5% to 27%
- Grade 5: 36% to 67%
- Grade 6: 25% to 80%
- Grade 7: 19% to 58%
- Grade 8: 10% to 57%
- Algebra I: 24% to 46%

On the STAAR Reading assessment over the 2017-2022 time-frame, the district experienced 8 of the 8 (100%) assessments increasing on the Meets passing percentage. While the district did show a slight decline in the Meets level on English II scores in 2022, NZISD scores were above state averages in all 8 assessments.

- Grade 3: 13% to 65%
- Grade 4: 21% to 53%
- Grade 5: 40% to 61%
- Grade 6: 25% to 45%
- Grade 7: 26% to 58%
- Grade 8: 40% to 53%
- English I: 24% to 75%
- English II: 41% to 77%

On the STAAR Science assessment over the 2017-2022 time-frame, the district experienced 3 of the 3 (100%) assessments increasing on the Meets passing percentage. Biology scores at the Meets level showed a slight decline in 2022, but NZISD scores remained above the state average.

- Grade 5: 40% to 56%
- Grade 8: 6% to 42%

- Biology: 43% to 61%

On the STAAR Social Studies assessments from 2017-2022, 2 out of 2 (100%) grade levels experienced an increase in the Meets passing percentage. While Social Studies scores at the Meets level showed a slight decline in 2022, NZISD scores remained above the state average.

- Grade 8: 3% to 32%
- U. S. History: 71% to 82%

Reading and writing instruction continue to be areas of concern for the district. NZISD reading teachers focus on best teaching practices for all students as developed through the Texas Reading Academies. In addition, the district implemented a vertically aligned writing portfolio system 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.

Student Learning Strengths

- Student growth in STAAR scores in all subject areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Lack of consistent, evidence-based learning strategies and targeted interventions.

District Processes & Programs

District Processes & Programs Summary

School Organization:

North Zulch ISD is home to approximately 350 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 special programs coordinator, 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, and Istation. 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 (Istation)
- 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 and Istation 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 supports. 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. The district offers hot spots available for check-out to all 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 for the learning management system for grades 5-12 and SeeSaw for grades PK-4. 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.

District Processes & Programs Strengths

- Implementation of honors courses at the secondary level has allowed for more rigorous instruction.
- Administration of District Common Assessments provides data used to evaluate instruction.
- Identification and tracking of students in Special Programs.
- District-wide availability and use of technology.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Teachers need continued training in the areas of Depth of Knowledge (DOK) levels. **Root Cause:** Evidence of higher-level thinking activities is lacking in lesson plans.

Problem Statement 2: Strengthen the effectiveness of the Mentor Program for supporting new teachers. **Root Cause:** Time to meet with the mentor/mentee is often difficult to arrange.

Problem Statement 3: Increase opportunities for teachers and staff to offer feedback. **Root Cause:** Scheduling staff meetings is challenging due to teacher responsibilities.

Problem Statement 4: Utilize best practices for protecting hardware, internet safety, and implementation of mobile devices. **Root Cause:** District technology equipment processes and procedures require updating.

Problem Statement 5: Increase training for teachers on new ways to use technology in the classroom. **Root Cause:** Additional professional development opportunities are needed.

Perceptions

Perceptions Summary

District Culture and Climate Summary:

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

- Many parents feel that 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:

- Additional safety measures are needed in light of recent school shootings.
- The district should provide additional guidance and counseling services to support social and emotional learning for all grade levels
- 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 RAVE 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
- Pre-Kindergarten Round-Up
- 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, School Messenger, a school website, the school marquee, and various social media platforms such as Facebook and the Remind app.

Perceptions Strengths

- There is a strong presence of parental involvement of the students in grades Kindergarten through 2nd grade.
- Students, staff, parents, and community members strongly participate in extra-curricular activities such as sporting events, festivals, campus programs, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Increase the participation in academically driven student activities. **Root Cause:** Communication about the importance of academic parental support is lacking.

Problem Statement 2: Gather community and parent input to improve upon areas of need. **Root Cause:** Surveys after each event would be beneficial to evaluate the effectiveness of planned events.

Priority Problem Statements

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.

Root Cause 1: Lack of consistent, evidence-based learning strategies and targeted interventions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Increase the participation in academically driven student activities.

Root Cause 2: Communication about the importance of academic parental support is lacking.

Problem Statement 2 Areas: Perceptions

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
- Accountability Distinction Designations
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- 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

Goal 1: Increase Student Achievement for All Students

Performance Objective 1: By June 2023, students participating in Reading Language Arts, Math, Science, and Social Studies STAAR assessments will meet or exceed state averages.








Evaluation Data Sources: STAAR, TAPR, Federal Accountability

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement an effective, research-based district-wide Response to Intervention (RtI) Program.</p> <p>Strategy's Expected Result/Impact: Students will attain progress on their End of Year (EOY) assessment.</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Curriculum Director, Special Programs Coordinator</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Analyze and disaggregate formative and summative data continuously to provide targeted instruction to students.</p> <p>Strategy's Expected Result/Impact: Increase of projected growth attainment on ISIP, District Common Assessments, District Benchmark Assessments, report card grades, and/or STAAR scores.</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Assistant Principal, Teachers, Special Programs Coordinator</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed grade-level progress.</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Counselor, Director of Curriculum</p> <p>Funding Sources: - TI, - State Comp.</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Increase Student Achievement for All Students

Performance Objective 2: Students in special programs will meet or exceed academic progress on state tests and/or district-approved assessments.







Evaluation Data Sources: STAAR, EOC, TAPR, Federal Accountability, TELPAS, G/T Assessment, Dyslexia Skills Report, IEP Progress Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide teachers with Assistive Technology training, G/T training/updates, ELPS Training, and training on Inclusion and In-Class-Support.</p> <p>Strategy's Expected Result/Impact: Increase in effective, research-based instructional and behavioral strategies.</p> <p>Staff Responsible for Monitoring: Special Education Coordinator, Region VI Service Center, Grimes County COOP, Teachers, Special Programs Coordinator, and Principal</p> <p>Funding Sources: - Special Education Funds, - State Comp., - ELL Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All Emergent Bilingual (EB) students participating in the ESL program will receive Reading Language Arts instruction from teachers who are certified in ESL.</p> <p>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. ;</p> <p>Staff Responsible for Monitoring: Special Programs Coordinator, Principal, Teachers</p> <p>Funding Sources: - Local Funds, - Title III</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Educators who teach students with dyslexia are trained in new research and practices related to dyslexia. Additionally, Standard Protocol Dyslexia Instruction is taught by an appropriately trained instructor.</p> <p>Strategy's Expected Result/Impact: Students identified with the condition of dyslexia will make progress in the area of reading as evidenced by STAAR, district benchmarks, and/or district common assessments.</p> <p>Staff Responsible for Monitoring: Special Programs Coordinator, Principal, Teachers</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Increase Student Achievement for All Students

Performance Objective 3: 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		
<p>Strategy 1: The Administrative team will actively monitor, assess and provide timely feedback to classroom teachers.</p> <p>Strategy's Expected Result/Impact: Improved Eduphoria Walk-Though data; Increase in focused writing prompts and student-to-student meaningful conversations</p> <p>Staff Responsible for Monitoring: Principals, Dean of Instruction, Director of Curriculum</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to implement PLC meetings and institute teacher learning walks.</p> <p>Strategy's Expected Result/Impact: Increase in teacher collaboration; Modeling of research-based, effective Tier 1 teaching strategies</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Director of Curriculum, and Teachers</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Increase Student Achievement for All Students

Performance Objective 4: NZISD will provide a technology-rich educational environment that enhances individual learning.

Evaluation Data Sources: Technology Report, TAPR Report, STAAR Data







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Technology will be integrated into daily classroom instruction.</p> <p>Strategy's Expected Result/Impact: Teachers and students will utilize technology daily. Teachers will transition to a technology-centered classroom.</p> <p>Staff Responsible for Monitoring: Teachers, Director of Technology, and Director of Curriculum</p> <p>Funding Sources: - TI, - Local Funds, - State Comp.</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement school-wide vertically aligned technology programs.</p> <p>Strategy's Expected Result/Impact: Students and teachers will become fluent users of school-wide technology programs.</p> <p>Staff Responsible for Monitoring: Teachers, Director of Technology, and Director of Curriculum</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Increase Student Achievement for All Students

Performance Objective 5: Increase 3rd Grade Reading at the Meets STAAR performance level from 65% to 70% by June 2023.

HB3 Goal

Evaluation Data Sources: STAAR results, Istation Data, District Common Assessment Data







Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Reading STAAR "Meets" will increase from 65% to 70% in 3rd grade.</p> <p>Staff Responsible for Monitoring: Teachers, Director of Curriculum, Principal, and Special Programs Coordinator</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Student mastery of all Reading TEKS at a minimum of 70% in all student groups.</p> <p>Staff Responsible for Monitoring: Teachers, Director of Curriculum, Principal, and Special Programs Coordinator</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Increase Student Achievement for All Students

Performance Objective 6: Increase 3rd Grade Math at the Meets STAAR performance level from 42% to 47% by June 2023.

HB3 Goal












Evaluation Data Sources: STAAR results, Istation Data, District Common Assessment Data

Strategy 1 Details	Formative Reviews		
<p>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. Strategy's Expected Result/Impact: Reading STAAR "Meets" will increase from 42% to 47% in 3rd grade Staff Responsible for Monitoring: Teachers, Director of Curriculum, Principal, and Special Programs Coordinator</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>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, Principal, and Special Programs Coordinator</p>	Formative		
	Nov	Mar	June
			
 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 experience, certifications, or trainings in the instructional area(s) assigned.





Evaluation Data Sources: Teacher Equity Report, Personnel Folders






Strategy 1 Details	Formative Reviews		
<p>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, Principal Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>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 and fluent in district processes, procedures, and expectations. Staff Responsible for Monitoring: Director of Curriculum, Principal, Mentor Teachers, and New teacher hires Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implementation of the Teacher Incentive Allotment (TIA). Strategy's Expected Result/Impact: Recruit and retain Master, Exemplary, and Recognized level teachers. Staff Responsible for Monitoring: Superintendent, Principal, Director of Curriculum, and TIA Stakeholders Committee</p>	Formative		
	Nov	Mar	June
			
 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	Formative Reviews		
<p>Strategy 1: Professional development on curriculum alignment will be provided for all teachers. Strategy's Expected Result/Impact: Vertically aligned curriculum in all content areas. Staff Responsible for Monitoring: Director of Curriculum, Teachers, and Principal Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Data disaggregation collaboration opportunities will continue to be provided through PLC meetings. Strategy's Expected Result/Impact: Data disaggregation collaboration opportunities will continue to be provided through PLC meetings. Staff Responsible for Monitoring: Director of Curriculum, Principal, Special Programs Coordinator, and Teachers Funding Sources: - TI, - State Comp.</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to provide In-Class Support training. Strategy's Expected Result/Impact: Increase in inclusion students' academic achievement. Staff Responsible for Monitoring: Special Education Director, Teachers, Principal, and Para-Professionals Funding Sources: - Special Education Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: NZISD will provide opportunities to participation 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; Students will meet or exceed progress. Staff Responsible for Monitoring: Director of Curriculum, Director of Technology, Principal, Assistant Principal, and Teachers Funding Sources: - Local Funds, - Title IIA</p>	Formative		
	Nov	Mar	June
			




Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide CTE teachers with professional development to enhance instruction and increase endorsement completions.</p> <p>Strategy's Expected Result/Impact: Increase in the number of industry-based CTE certifications.</p> <p>Staff Responsible for Monitoring: Director of Curriculum, Counselor, Principal, and CTE Teachers</p> <p>Funding Sources: - Local Funds, - State Comp.</p>	Formative		
	Nov	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			












Goal 3: Improve School Culture and Climate

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, Hall Pass Reports, CDC Guidelines, TEA Guidelines, PEIMS Reports, Safety Committee Meeting Minutes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to upgrade, analyze, and utilize campus security cameras and PA systems. Strategy's Expected Result/Impact: Increased security and communication. Staff Responsible for Monitoring: Superintendent, District Technology Coordinator, Principals Funding Sources: - Title IV, - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Upgrade and utilize Security Door System. Strategy's Expected Result/Impact: Increased security check-points throughout the campuses; 100% of Visitors will be verified before access into each building. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Office Staff, Technology Director Funding Sources: - Title IV, - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide training for all staff on the identification and reporting of sexual harassment and sexual abuse. Strategy's Expected Result/Impact: Increased staff awareness. Staff Responsible for Monitoring: Principals, Counselor, and Superintendent Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Offer District/Campus programs to address bullying, appropriate behavior, and other safety topics. Strategy's Expected Result/Impact: Survey results will indicate fewer concerns about student safety. Staff Responsible for Monitoring: Principals, Counselor, and Teachers Funding Sources: - Local Funds, - Title IV</p>	Formative		
	Nov	Mar	June
			







Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement and evaluate a Character Education program.</p> <p>Strategy's Expected Result/Impact: Increase in staff and student awareness.</p> <p>Staff Responsible for Monitoring: Counselor, Principals, Teachers</p> <p>Funding Sources: - Local Funds, - Title IV</p>	Formative		
	Nov	Mar	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: District Safety Committee will continue to meet a minimum of 3 times per year (Fall Semester, Spring Semester, Summer).</p> <p>Strategy's Expected Result/Impact: Develop Emergency Operations Plan; Recommend and set the number of drills per year; Assist in simulated drills and actual drills.</p> <p>Staff Responsible for Monitoring: District Safety Coordinator and District Safety Committee Members</p> <p>Funding Sources: - Local Funds, - Title IV</p>	Formative		
	Nov	Mar	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Continue to utilize and analyze Safety and Security Apps.</p> <p>Strategy's Expected Result/Impact: Increase in district communication and notification of safety and security issues.</p> <p>Staff Responsible for Monitoring: District Safety Coordinator, Director of Technology. Principals, Nurse, and Superintendent</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Continue to analyze, utilize, and update the District Guardian Plan.</p> <p>Strategy's Expected Result/Impact: Increase in student safety.</p> <p>Staff Responsible for Monitoring: District Safety Coordinator, Superintendent, Director of Technology, Principals, and District Guardian Team</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Implement, monitor, and adjust the roles and responsibilities of a District Threat Assessment Team.</p> <p>Strategy's Expected Result/Impact: Increased staff awareness in the areas of harmful and violent behavior.</p> <p>Staff Responsible for Monitoring: District Administrators, District Threat Assessment Team</p>	Formative		
	Nov	Mar	June
			

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Implement, train, and evaluate the policy and protocol for school employees and students to respond to traumatic injury (i.e., Stop the Bleed).</p> <p>Strategy's Expected Result/Impact: Increased staff and student awareness.</p> <p>Staff Responsible for Monitoring: Nurse, Counselor, District Safety Committee, and District Administrators</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Implement a district-wide classroom management system.</p> <p>Strategy's Expected Result/Impact: Consistent disciplinary consequences for all students; Reduce the number of district-wide discipline referrals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, and Counselor</p>	Formative		
	Nov	Mar	June
			
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Implement a positive behavior program and strategies.</p> <p>Strategy's Expected Result/Impact: Reduce the number of discipline issues within the classrooms and school-wide.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, and Counselor</p>	Formative		
	Nov	Mar	June
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Continue to implement and evaluate the drug-testing policy at the Secondary campus.</p> <p>Strategy's Expected Result/Impact: Reduce the number of drug-related disciplinary referrals; Students will not become repeat offenders.</p> <p>Staff Responsible for Monitoring: Superintendent, Principal, and Athletic Director</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Provide information to students, parents, and staff about drug and alcohol awareness.</p> <p>Strategy's Expected Result/Impact: Decrease in drug and alcohol-related discipline referrals.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, and Counselor</p>	Formative		
	Nov	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Improve School Culture and Climate

Performance Objective 2: In the 2022-2023 school year, the District will meet or exceed a 97% attendance rate.







Evaluation Data Sources: PEIMS Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District administrators will meet regularly to analyze trends in attendance and develop interventions to increase student attendance.</p> <p>Strategy's Expected Result/Impact: Increase in attendance rates.</p> <p>Staff Responsible for Monitoring: Administrative team</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus Attendance Committees will meet with parents of students whose attendance rate is near or below 90%.</p> <p>Strategy's Expected Result/Impact: Parents understand the consequences of their student's absenteeism; Increase in attendance rates.</p> <p>Staff Responsible for Monitoring: District Truancy Officer, Principals, Counselor, Teachers</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Improve School Culture and Climate

Performance Objective 3: NZISD will monitor, complete, and review planned facility updates.








Evaluation Data Sources: Monthly Board Reports, Facilities Committee Meeting Minutes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The NZISD Maintenance Department will present progress reports as needed during District Administrative meetings and monthly reports at School Board meetings.</p> <p>Strategy's Expected Result/Impact: Improvement in the form and function of all facilities; Communication between departments will improve.</p> <p>Staff Responsible for Monitoring: Superintendent, Maintenance Director, Custodial Director, Principals, and Athletic Director</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: NZISD Facilities Committee will review and make recommendations for future building projects as needed.</p> <p>Strategy's Expected Result/Impact: Input from district and community stakeholders will drive the decisions about future NZISD building projects.</p> <p>Staff Responsible for Monitoring: Superintendent, Principals, and Maintenance Director</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Ensure All Students are Positioned for Success in College, a Career, or the Military

Performance Objective 1: All NZISD students will graduate with cohorts.

Evaluation Data Sources: TAPR Report













Strategy 1 Details	Formative Reviews		
<p>Strategy 1: NZISD will provide an opportunity for accelerated, self-paced course completion or credit recovery with computer-assisted programs and individual assistance for struggling students to enable all students to perform at grade level and graduate on time.</p> <p>Strategy's Expected Result/Impact: All students will have required credit for expected graduation date; Increase in graduation rates, Students receive individualized support.</p> <p>Staff Responsible for Monitoring: Counselor, Principals, and Teachers</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			








Goal 4: 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 area of career readiness and college readiness to 20% by 2022.

HB3 Goal

Evaluation Data Sources: CCMR Rate

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: NZISD will offer Dual Credit classes beginning in the tenth-grade year. Strategy's Expected Result/Impact: Counselor, Principals, and Teachers Staff Responsible for Monitoring: Counselor, Principal, and Teachers Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase awareness in CTE certifications offered and workforce-ready options for students according to industry needs. Strategy's Expected Result/Impact: Increased industry-based certifications earned. Staff Responsible for Monitoring: CTE Teachers, Counselor, Principal, and Director of Curriculum</p>	Formative		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide funding and designated school days for students to take postsecondary readiness exams, including PSAT, SAT, ACT, and TSIA. Strategy's Expected Result/Impact: Increased participation on post-secondary readiness assessments. Staff Responsible for Monitoring: Counselor, Principal, and Director of Curriculum Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide CTE curriculum and support to ensure that teachers are addressing skills needed to increase success rates among students seeking industry certifications. Strategy's Expected Result/Impact: Increase in passing rates on certification tests. Staff Responsible for Monitoring: CTE Teachers, Counselor, Principal, and Director of Curriculum Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide funding for students to take industry certifications and licensure exams.</p> <p>Strategy's Expected Result/Impact: Increased participation in certification tests.</p> <p>Staff Responsible for Monitoring: Counselor, Principal, and Director of Curriculum</p> <p>Funding Sources: - Local Funds</p>	Formative		
	Nov	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

District Improvement & Planning Committee

Committee Role	Name	Position
Administrator	Alan Andrus	Superintendent
Administrator	Janie Pope	Elementary Principal
Administrator	Kevin Compton	Secondary Principal
Administrator	Lea Ann Andrus	Director of Curriculum
Administrator	Lori Baker	Business Manager
Administrator	Denise Dacus	Director of Technology
Administrator	Nikki Lafitte	Dean of Instruction
District-level Professional	Amber Collins	SPED Coordinator/Teacher
Classroom Teacher	Joan Osth	Secondary Teacher
Classroom Teacher	Tracy Lively	Secondary Teacher
Classroom Teacher	Caryl Miller-Compton	Secondary Teacher
Classroom Teacher	Kiera Osth	Elementary Teacher
Classroom Teacher	Misty Kyle	CATE
Paraprofessional	Autumn Nauling	Instructional Aide
Business Representative	Kathryn Knotts	Community Member
Parent	Jamie Lindsey	Parent