

North Zulch Independent School District

District Improvement Plan

2018-2019

Accountability Rating: B



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 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 Independent School District submitted an enrollment of 338 students in the 2018-2019 Fall PEIMS submission. The student enrollment remains steady from past years with a slight decrease in 2017-2018. The attendance rate for the 2017-2018 year was 96.2% compared to 96.3% the previous school year. The enrollment by ethnicity for North Zulch ISD is 2.36% Asian, .59% Black/African American, 18.58%, Hispanic/Latino, 76.99% White, 1.47% two or more races. The enrollment by ethnicity has remained relatively unchanged over the last four years with no significant growth in any individual area. NZISD's migrant population remains at 0 for the 2018-2019 school year. The ELL population continues to grow slightly from a 2.55% in 2017-2018 to a current 3.24%. The economically disadvantaged student group makes up 53.98% of the student population in 2018-2019. The gifted and talented population is 3.83%. In 2018-2019, the At Risk population is 42.77%. The NZISD teaching staff demographics are 92.9% white, and 7.1% Hispanic. The class sizes are slightly decreasing, but as a whole NZISD is still under the State average class size. No waiver for class size is needed for this year.

The growth of our economically disadvantaged population presents the need for additional support for student success. It is obvious that the at-risk student population has increased with the increase in economically disadvantaged students. The use of Eduphoria and Plato online courses are needed to serve as a support for student success. The importance of understanding the needs and support of economically disadvantaged students is a need for teachers and staff to ensure student success. Addressing the needs of these students academically will continue to be a point of emphasis as we move forward.

Data Sources: 2017-2018 TAPR Report; PEIMS Disaggregation of PEIMS Student Data 2018 – 2019 Fall Collection Report.

Student Achievement

Student Achievement Summary

Based on the 2017-2018 STAAR/EOC assessment Spring data, North Zulch ISD received an overall accountability rating of "Met Standard". North Zulch ISD earned a distinction in student progress, earning 1st in rankings of similar schools. The Met Standard rating is an advancement from the 2016-17 accountability rating of Improvement Required (IR). Writing instruction throughout the district will continue to be an area of concern and focus.

According to the district's formative assessment of reading accuracy, fluency, and comprehension, DIBELS, in May 2018, approximately 68% of the students in Kindergarten through Third Grade were performing at or above grade level, 17% were performing slightly below grade level, and 15% were performing significantly below grade level. While this is an improvement from 2016-17, the district continues to address the area reading development. The implementation of Saxon Phonics in the Kindergarten through Third Grade, Shurley Grammar in First Grade through Eighth Grade, and The Writing Academy vertically aligned curriculum in grades Pre-Kindergarten through Twelfth Grade will assist in improving overall student performance in the areas of Reading and English Language Arts.

The enrollment in dual credit has increased significantly with the newly eligible sophomore class. When students begin taking dual credit courses in tenth grade, they are able to earn a total of 30 college level hours by the time they graduate. In 2018-2019, 20 total students are enrolled in college level coursework, which is up from 10 total enrollees in 2017-2018. A total of 19% of sophomores, 30% of juniors, and 25% of all seniors are taking upper level college coursework in the 18-19 school year. A focus on college and career readiness has become a priority for all students. a sources: 2017-18 TAPR report, STAAR data, DIBELS data

Data sources: 2017-18 TAPR Report, STAAR Data, DIBELS Data

Student Achievement Strengths

- Growth in Reading and Math STAAR scores is seen.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Many NZISD students are under performing in college and career readiness standards. **Root Cause:** Lack of rigor in core curriculum that leads to lack of successful performance on college readiness assessments.

District Culture and Climate

District Culture and Climate Summary

North Zulch is at the intersection of State Highway 21 and U.S. Highway 190, six miles from the Navasota River and thirteen miles west of Madisonville in west central Madison County. It was established in 1907 when citizens of Zulch moved north to relocate along the newly constructed Trinity and Brazos Valley Railway, which had bypassed the old town. In 1908, a post office was established and a public school was organized in North Zulch. Classes were held in the Freewill Baptist Church until the following spring, when a two-story frame building was erected. The town of Zulch was named in honor of Julius Zulch after his death; North Zulch was built on land from the Zulch estate.

North Zulch is a small community with limited business and activities. The school is the largest employer and the center of the community. The North Zulch ISD athletic events will draw the crowds and sets calendar for events in North Zulch. The school puts on events such as musicals, fall festival, homecoming, athletic events (volleyball, basketball, softball, baseball), and various other fundraisers or dinners.

In 2006, the North Zulch community voted a bond to upgrade school facilities. In 2008, the new North Zulch Secondary building was opened with a music hall, competition gymnasium, classrooms, offices, and a district wide cafeteria. The elementary building was built in 1980 with various renovations and upgrades over the last few years. The community also passed a bond in 2012 to upgrade the HVAC, to purchase technology and purchase buses. We are in the process of reviewing our safety procedures and facility safety, even though our safe school reports annually produces zero to minimum incidents.

The student disciplinary action summary from the student database showed a slight decline of 5% in the number of incidents from 2016-17 with a continued slight downward trend. While bullying unfortunately exists in some forms on all campuses, our School Health and Advisory Council along with administration and teachers have worked to help develop anti bullying policies, adopted by the board of trustees, to address bullying issues when they arise.

The small school environment allows teachers, students, parents and administrators to know one another and to work together. The implementation of family activity nights throughout the school year encourages parental involvement.

Data sources: PEIMS EDIT+ 425 report

District Culture and Climate Strengths

- Academic Family Nights have experienced high participation and generated positive feedback.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Improve communication with staff and administration

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The district offers a competitive salary just at an additional \$4000 above state minimum. Implementation of specific hiring communities have been utilized to ensure quality staffing throughout the district. The continuation of Professional Learning Communities will provide a designated time throughout the day to support teachers and improve staff retention rates.

The staff of North Zulch ISD has a mixture of experience levels with the largest group in the 1-7 years and an average of 3.6 with the district. NZISD is a member of the Region 6 Education Service Center Personnel Cooperative who attends local college career fairs to recruit for member schools. The Personnel Coop also maintains a job posting area that produces great results for the district. Since joining the Coop, the number of applicants for job postings has risen significantly.

Staff surveys will be utilized to gather teacher and staff input for future planning needs. There will be an ongoing focus on improved professional development for teachers and staff in all areas. Administrators work to ensure that needs for staff development are met both through requests from surveys and data driven areas of needed improvement.

Data sources: 2017-18 TAPR report, Staff survey

Staff Quality, Recruitment, and Retention Strengths

- All teachers are certified in the area in which they teach.
- A Writing Consultant was hired to provide on-campus professional development for Writing teachers in grades 4, 7, 9, and 10.
- Math and Reading Specialists were hired to provide intervention needs for students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Retain Teachers

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum (what we teach) and instruction (how we teach) is at the core of the North Zulch ISD schools. The Curriculum and Instruction Department focuses on developing dynamic curriculum 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 Common Assessments, Benchmark Assessments, Running Records, DIBELS, iStation, and teacher-made assessments. Data driven decisions such as differentiated instruction, the RTI process, and tracking student progress in team meetings is 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 Common District Assessments, Benchmark Assessments, DIBELS, and iStation. Each grade level plans and implements various assessments based on specific TEKS/Skills. The plans are implemented based on differentiated instruction to support student needs. Our teachers implement instruction and assessment that are aligned to state standards in all subjects. 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, evaluating, and renewing the curriculum to meet the needs of all learners is evident through the following:

- Planned curriculum meetings with district subject specialist 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 assessment (DIBELS)
- Istation
- Teacher selected instructional strategies based on student needs

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, iStation reports, and DIBELS results. The RTI process is designed to identify at risk students and what interventions are working and not working in order to provide the most effective teaching method 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.

Changes to the 2018-19 staff include the addition of a Math Interventionist and a Reading Interventionist. This change will allow a designated staff member

to coordinate and track all RTI for each specific area of need.

Secondary Honors classes have also been added to the master schedule for the 2018-19 school year in all core areas of instruction. The addition of advanced curriculum will allow our students to reach the meets and masters levels of STAAR as well as equipping them with College and Career Readiness skills.

Data sources – STAAR data, DIBELS data, iStation reports, Eduphoria:AWARE

Curriculum & Instruction: Summary of Identified Needs

Curriculum, Instruction, and Assessment 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.

Parent and Community Engagement

Parent and Community Engagement Summary

North Zulch ISD encourages community and family involvement through the school year with events such as Meet the Teacher, Open House, annual health fair, Veteran's Day, Grandparent's Day, Fall Festival, Pre-Kindergarten Round-Up, Christmas Program, Awards Assemblies, and a Summer Library Program. Various community benefits are held in district facilities as the need arises. NZISD sponsors events such as food drives, toy drives, and blood drives.

NZISD uses School Messenger, an automated call system to communicate to parents and the community. A school website and various social media platforms are used to relay information to parents and the community.

Data sources: Staff surveys, calendar

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Increase parent involvement

Problem Statement 2: Increase parent communication

District Context and Organization

District Context and Organization Summary

North Zulch ISD is home to approximately 338 students, Pre-Kindergarten through 12th-grade. Our staff consists of approximately 30 teaching staff, 2 campus specialists, and 12 support staff which include instructional support. North Zulch ISD provides services for special education, Section 504, RTI, gifted and talented and ESL. As our administrative staff, we have a superintendent, two principals: elementary and secondary, one counselor, one technology director, and one curriculum director.

Other areas that related 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 to attend professional development.
- The school provides a schedule to facilitate the ability for students to attend clubs and morning intervention for student growth.
- The school provides weekly PLC meetings for teacher professional development.
- The administrators provide feedback from classroom walkthroughs.
- The data reflects that the average student to teacher ratio is 1:18.
- 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 them the opportunity to meet with parents, grade level meetings, planning, ARD's, 504 meetings, and weekly PLC meetings without interrupting instructional time.
- Students are provided ample time to participate in Specials (Music, Technology, Library, Art, PE)
- Morning tutorials 7:30-7:50 is provided to students who are identified as having a content need.
- Intervention time is provided during the school day for students to receive dyslexia intervention and RtI intervention. During that time, teachers are providing classroom intervention for students who might need individual or small group instruction. No students are losing valuable instruction time.
- The master schedule is created with instructional time protected.

The Administrative team meets bi-weekly to collaborate to implement the strategies necessary for school growth.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Increase opportunities for teachers and staff to give input

Technology

Technology Summary

North Zulch ISD offers technology to help provide tools for teachers and students alike. The school has prioritized spending to accomplish goals to better help serve it's teachers as well as equipping students with the tools needed to succeed in the 21st century workforce. Currently all core teachers have interactive whiteboards in the classroom and a laptop to drive the interactive software. We currently have multiple chromebook carts and laptop carts, and an elementary stationary lab. Elementary teachers have access to 3-5 machines in each of their classroom, and iPads in Grades PK and k.

The district is running a combination of Windows 7, 10 and Chrome OS. There are 4 servers running Windows 2012 R2 that host many other server via Virtualization. The virtualized server include: POS system, Domain Controllers, Imaging server, Observation software server, printing, and DHCP. NZISD is very current on distance learning with the ability to host a large room settings or independent laptop DL. North Zulch ISD has a Wireless system that is adequate for small usage scenarios but need to upgrade using e-rate so that all rooms have their own Access Point. This will help accomplish the goal have 1 to 1 in each school. As a district we want to strive to be on cutting edge in technology that our students will use in college and in the workforce. District Administration has led the way in integrating more technology into the lessons than in previous years. As one knows you never stop learning and we need to use this philosophy to help bring the best training for our teachers to help them succeed in their class with today's learners.

Technology Strengths

- Teachers of core courses have class-sized chromebook carts

Problem Statements Identifying Technology Needs

Problem Statement 1: Continue to upgrade technology to give tools to students, that they may succeed in class, college and workforce

Problem Statement 2: Utilize best practice for protecting hardware, internet safety, and implementation of mobile devices

Problem Statement 3: Increase student use of technology

Problem Statement 4: Increase training for teachers on new ways to use technology in classroom

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Employee Data

- Teacher/Student Ratio

Goals

Revised/Approved: October 09, 2017

Goal 1: Improve Student Achievement for All Students

Performance Objective 1: By June 2019, all students participating in Reading, Math, Writing, Science, and Social Studies STAAR assessments will exceed state averages by a minimum of 10%.

Evaluation Data Source(s) 1: STAAR, TAPR, Federal Accountability

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Implement the District Curriculum with fidelity aligned with the TEKS	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Also involved: Academic Interventionist, Teachers	Completed Curriculum Calendars, Walkthroughs and Lesson Plans				
Funding Sources: Local Funds - 0.00, Title IA - 0.00							
2) Analyze and disaggregate current and historical data continuously to focus on students meeting and exceeding progress levels	2.4, 2.5, 2.6, 3.1, 3.2	Principal Also involved: Academic Interventionist, Teachers	PLC Meetings				
Funding Sources: Local Funds - 0.00							
3) Implement an effective, research-based district-wide Response to Intervention (RTI) Program	2.4, 2.5, 2.6, 3.1, 3.2	Teachers, Also involved: Principals RTI Coordinators	Common Assessments, Benchmark data, Student Intervention Team (SIT) Committee Meetings				
Funding Sources: Local Funds - 0.00							

4) Align Curriculum vertically with common assessments, instructional practices (Strategic Six), and the state assessments	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Also involved: Academic Interventionist, Department Chairs, Teachers	Lesson Plans (Strategic Six), PLC meeting, Common Assessments and Teacher Walk-Throughs/ Evaluations				
	Funding Sources: Local Funds - 0.00, Title IA - 0.00, SCE - 0.00						
5) Teachers will use research-based, higher level teaching strategies.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers, Also involved: Academic Interventionist, Principals	PLC meetings and Lesson Plans, Walk Through Data				
	Funding Sources: Local Funds - 0.00, Title IA - 0.00						
6) The Campus will plan effective and timely tutorial sessions before, during, and after school	2.4, 2.5, 2.6, 3.1, 3.2	Teacher, Also involved: Principals, Counselor	6 Weeks Grades, Benchmark data, Assessment data, STAAR data, Intervention Logs/RTI Passes				
	Funding Sources: TI - 0.00, SCE - 0.00						
7) PLC meetings implemented during school	2.4, 2.5, 2.6, 3.1, 3.2	Teachers, Also involved: Academic Interventionist, Principals, Counselor	PLC Agenda form, Evaluations from Principal and Academic Interventionist				
	Funding Sources: Local Funds - 0.00, Title IA - 0.00, SCE - 0.00						
8) Increase attendance through parent phone calls, parent letters, and provide opportunities for make-up hours	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Also involved: Principals, Counselor	6 Weeks Grades, Benchmark data, STAAR data, Assessment data, Attendance Reports				
	Funding Sources: Local Funds - 0.00						
9) Continue an effective, research-based Prekindergarten program	2.4, 2.5, 2.6, 3.1, 3.2	Prekindergarten Also involved: Teacher, Principal	Classroom Observation, iStation				
	Funding Sources: Local Funds - 0.00, Prekindergarten Early Start Grant - 0.00, SCE - 0.00						
10) Summer School will be offered to accelerate student achievement	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Also involved: Principals	Summer State EOC/STAAR Test, Summer School Attendance				
	Funding Sources: Local Funds - 0.00, Title IA - 0.00, T2A (REAP) - 0.00, SCE - 0.00						
11) CCR standards will be maintained through a combination of programs and activities: increased scholarship and college planning will result in students being better informed regarding their choices.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Also involved: Principals, Counselor	Lesson Plans, Professional Development Sign In Sheets, Student Certifications				
	Funding Sources: Local Funds - 0.00, SCE - 0.00						
12) Focus will be given to ELL students to ensure student success	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Also involved: Principals, ELL coordinator	Lesson Plans, Principal Observations,				
	Funding Sources: Local Funds - 0.00, Title III - 0.00						

13) Teachers will serve as content area intervention specialists and will monitor studentsâ progress through weekly PLC meetings.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Also involved: Academic Interventionist, Teachers, RTI Specialists	Academic Grades and assessment Scores				
	Funding Sources: SCE - 0.00						
14) Implement study skills/enrichment classes for students during the school day. Accelerated Instruction (AI) is built into the day to assist students with testing needs, accelerating skills and homework assistance.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Also involved: Teachers and Counselor	Student Performance on 6 weeks common assessment and Spring EOC/STAAR Test				
	Funding Sources: SCE - 0.00, FTES - 0.00						

Goal 1: Improve Student Achievement for All Students





Performance Objective 2: All students in special programs will meet or exceed academic progress all state tests.

Evaluation Data Source(s) 2: STAAR, EOC, TAPR, Federal Accountability, TELPAS, GT Screening

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide teachers with Assistive Technology training, GT training/update, Inclusion Instructional Model Training, ELPS Training	2.4, 2.5, 2.6, 3.1, 3.2	Special Education Director, Also involved: Region VI Service Center, Grime County COOP, Teachers, GT Coordinator, 504 Coordinator, Principals	Certificate of Completion, Sign In Sheets				
				Funding Sources: Special Education Funds - 0.00, ELL Funds - 0.00, State Comp. - 0.00			
2) LEP Students will be served by ELL Certified Teachers	2.4, 2.5, 2.6, 3.1, 3.2	ELL Certified Teachers Also involved: Principals	Class Rosters, Teacher Records, Teacher Schedules				
				Funding Sources: Local Funds - 0.00, Title III - 0.00			
3) LPAC Meetings will be held annually/as needed for LEP students	2.4, 2.5, 2.6, 3.1, 3.2	ELL Certified Teachers Also involved: Principals, ELL Parent	LPAC Meeting Agenda, LPAC Sign In Sheets, LPAC Parent Meeting Invitation				
				Funding Sources: Local Funds - 0.00, Title III - 0.00			
4) Dyslexic students will be served and monitored after being identified following district procedures.	2.4, 2.5, 2.6, 3.1, 3.2	Certified Dyslexia Specialist Also involved: Principals	Core Team Meeting Minutes, Dyslexia Specialist Class Roster, Dyslexia Assessment Records				
				Funding Sources: Local Funds - 0.00			

5) Teachers will use Dibels Next data to determine instructional needs in reading of all students in grades K-2	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Also involved: Principal, RTI Coordinator	Dibels Results			
	Funding Sources: Title IV - 0.00					

			
= Accomplished	= Continue/Modify	= No Progress	= Discontinue

Goal 1: Improve Student Achievement for All Students

Performance Objective 3: Administration will actively monitor, assess and provide timely feedback to classroom teachers.

Evaluation Data Source(s) 3: STAAR, EOC, TAPR, Federal Accountability, TELPAS, Dibels

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Administrators will conduct classroom walk-throughs	2.4, 2.5, 2.6, 3.1, 3.2	Campus Administration	Walk-through Data				
	Funding Sources: Local Funds - 0.00						
2) Evaluate effective utilization of curriculum by observing alignment between lesson plans, grades, and assessments	2.4, 2.5, 2.6, 3.1, 3.2	Campus Administration	Teacher Lesson Plans Assessments				
	Funding Sources: Local Funds - 0.00						
3) Generate data disaggregation reports to monitor student academic progress	2.4, 2.5, 2.6, 3.1, 3.2	Campus Administration Also involved: Teachers, RTI Coordinator	Data Analysis Reports, Cumulative Reports				
	Funding Sources: Local Funds - 0.00						

Goal 1: Improve Student Achievement for All Students

Performance Objective 4: All NZISD students will graduate with cohorts.

Evaluation Data Source(s) 4: TAPR

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) NZISD will offer Dual Credit classes beginning in the tenth grade year	2.4, 2.5, 2.6, 3.1, 3.2	High School Counselor Also involved: High School Principal, High School Teachers	High School Curriculum Guide, College Partnership Agreement, Student Schedules/ Transcripts				
				Funding Sources: Local Funds - 0.00			
2) NZISD will offer Credit Recovery classes at the Middle/High School campuses	2.4, 2.5, 2.6, 3.1, 3.2	High /Middle School Counselor Also involved: High /Middle School Principal, High/Middle School Teachers	High School Curriculum Guide, Student Failure Report, Student Schedules/ Transcripts				
				Funding Sources: Local Funds - 0.00, SCE - 0.00			
3) Career Pathway courses will be sequenced in order to provide each CTE student maximum exposure to real world career opportunities.	2.4, 2.5, 2.6, 3.1, 3.2	CTE Teachers Also involved: Regular Education Teachers, Counselor, Principals	Student Schedules, Campus Team Meeting Agendas/Sign-In Sheets, Personal Graduation Plan, Endorsement completions				
				Funding Sources: Local Funds - 0.00			

Goal 1: Improve Student Achievement for All Students

Performance Objective 5: NZISD will provide a technology rich educational environment that enhances individual learning.

Evaluation Data Source(s) 5: Technology Report

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Technology will be integrated into classroom instruction	2.4, 2.5, 2.6, 3.1, 3.2	Technology Director Also involved: Teachers, Curriculum Director	Lesson Plans, District Technology Specialist Schedule, Professional Development Sign In Sheets				
				Funding Sources: TI - 0.00, Local Funds - 0.00, SCE - 0.00			
2) Expand use of Google Classroom in all core areas	2.4, 2.5, 2.6, 3.1, 3.2	Technology Director Also involved: Teachers, Principals	Usage reports, decreased expenses for copying				
				Funding Sources: Local Funds - 0.00			
3) Implement school-wide vertically aligned technology programs	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Also involved: Technology Director, Curriculum Director	Lesson plans, Curriculum Calendars				
				Funding Sources: Local Funds - 0.00			

Goal 2: Nurture and Develop Teachers and Other Employees

Performance Objective 1: All qualified personnel will hold state certifications in the areas assigned by the end of 2018-2019 school year.

Evaluation Data Source(s) 1: Teacher Equity Report, Personnel Folders

Summative Evaluation 1:



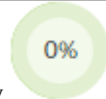

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Recruit Highly-Qualified Teachers	2.4, 2.5, 2.6, 3.1, 3.2	Principals Also involved: Hiring committee	Sign In Sheets, Teacher Certifications, Employment				
Funding Sources: Local Funds - 0.00							
2) Teachers new to the district will be assigned a highly qualified teacher mentor	2.4, 2.5, 2.6, 3.1, 3.2	Principals Also involved: Mentor Teachers, New teacher hires	Checklist, Sign in sheets from meetings/PLC Meetings				
Funding Sources: Title IA - 0.00, Local Funds - 0.00							

Goal 2: Nurture and Develop Teachers and Other Employees

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

Evaluation Data Source(s) 2: Personnel Folders, Completion Certificates

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Professional development on curriculum alignment will be provided for all teachers.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Also involved: Principals, Academic Interventionist	Certificate of Completion, Sign In Sheets				
				Funding Sources: Local Funds - 0.00			
2) Data disaggregation training	2.4, 2.5, 2.6, 3.1, 3.2	Principals Also involved: Academic Interventionist, Teachers	Sign In Sheets				
				Funding Sources: Title IA - 0.00, SCE - 0.00			
3) Provide Inclusion Instructional Model training	2.4, 2.5, 2.6, 3.1, 3.2	Special Education Director Also involved: Teachers, Principals	Certificate of Completion, Sign In Sheets				
				Funding Sources: Special Education Funds - 0.00			
4) NZISD will participate in research-based professional development	2.4, 2.5, 2.6, 3.1, 3.2	Principals Also involved: Teachers, and Academic Interventionist	Sign In Sheets, Teacher Certifications				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 3: Enhance Community Involvement and Support

Performance Objective 1: Academic Family Nights will be held on all campuses

Evaluation Data Source(s) 1: Parent Surveys, Parent Involvement Activity Sign In Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Academic Family Nights will be held on all campuses	2.4, 2.5, 2.6, 3.1, 3.2	Principals Also includes: Teachers, Paraprofessionals	Parent Sign In Sheets				
				Funding Sources: Local Funds - 0.00, TI - 0.00			
2) Extracurricular Booster Club Meetings	2.4, 2.5, 2.6, 3.1, 3.2	Booster Club Representatives Also involved: Teachers, Parents, Students	Parent Sign In Sheets				
				Funding Sources: Booster Club - 0.00			
3) Parent Updates & Information	2.4, 2.5, 2.6, 3.1, 3.2	Campus Pricipals	Website Postings				
				Funding Sources: TI - 0.00			
4) Receive Parent input on Involvement Policy	2.4, 2.5, 2.6, 3.1, 3.2	District Improvement Team	Parent Sign In Sheets, Newspaper Notices, Website Postings				
				Funding Sources: Local Funds - 0.00			


Goal 4: Promote a Safe, Healthy, and Secure Environment Conducive to Student Learning

Performance Objective 1: District will have security devices, safety programs, and practice safety procedures at all facilities.

Evaluation Data Source(s) 1: Security System Reports, School Check-In Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Utilization of Campus Security Cameras and Systems	2.4, 2.5, 2.6, 3.1, 3.2	Superintendent Also involved: District Technology Coordinator, Principals	Security System Reports				
				Funding Sources: Title IV - 0.00, Local Funds - 0.00			
2) School Check-in System	2.4, 2.5, 2.6, 3.1, 3.2	Campus Principals Also involved: Campus Front Office Staff	School Check-in Reports				
				Funding Sources: Title IV - 0.00, Local Funds - 0.00			
3) Evaluation and implementation of policies addressing sexual abuse of children	2.4, 2.5, 2.6, 3.1, 3.2	Campus Principal Also involved: Superintendent, Counselor	Review of Policies				
				Funding Sources: Local Funds - 0.00			
4) Maintain content filters in compliance with the Child Internet Protection Act	2.4, 2.5, 2.6, 3.1, 3.2	Technology Director Also involved: Administration	System Reports				
				Funding Sources: Local Funds - 0.00, Technology Allotment - 0.00			
5) District/Campus Programs to Prevent Bullying	2.4, 2.5, 2.6, 3.1, 3.2	Campus Principals Also involved: Campus Counselor, Teachers	School Check In Reports, Campus Activity Calendars				
				Funding Sources: Local Funds - 0.00, Title IV - 0.00			

6) Provide a DAEP Program (Contract with Madisonville CCISD)	2.4, 2.5, 2.6, 3.1, 3.2	Superintendent Also involved: Campus Principals, DAEP staff	Discipline Referrals				
	Funding Sources: SCE - 0.00						
7) Each campus will implement a Character Education program to include a Teen Leadership Class	2.4, 2.5, 2.6, 3.1, 3.2	Campus Principals Also involved: Campus Counselors, Teachers	Campus Activity Calendars, Lesson Plans				
	Funding Sources: Local Funds - 0.00, Title IV - 0.00						
8) District Safety Committee will meet one time per quarter	2.4, 2.5, 2.6, 3.1, 3.2	District Safety Committee Members	Sign In Sheets, Meeting Agendas/ Minutes				
	Funding Sources: Title IV - 0.00, Local Funds - 0.00						
9) Implementation of Security Apps	2.4, 2.5, 2.6, 3.1, 3.2	Superintendent Also involved: Technology Director, Campus Principals	Review of Policy				
	Funding Sources: Local Funds - 0.00						
10) Implementation of Guardian Plan	2.4, 2.5, 2.6, 3.1, 3.2	Superintendent Also involved: Technology Director, Campus Principals, Security Personnel	Review of Policy				
	Funding Sources: Local Funds - 0.00						
							

Goal 4: Promote a Safe, Healthy, and Secure Environment Conducive to Student Learning

Performance Objective 2: The District will maintain a healthy environment through education and practice in cooperation with our SHAC.

Evaluation Data Source(s) 2: Teachers Lesson Plans, Nurse’s Report

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Develop a coordinated health service plan	2.4, 2.5, 2.6, 3.1, 3.2	Campus Principals Also involved: Campus Counselors, Teachers, SHAC	Coordination of services				
				Funding Sources: Title IV - 0.00, Local Funds - 0.00			
2) Healthy practices taught in variety of courses	2.4, 2.5, 2.6, 3.1, 3.2	Campus Principals Also involved: Campus Counselors, Teachers	Teacher Lesson plans and observations				
				Funding Sources: Title IV - 0.00, Local Funds - 0.00			

Goal 5: Maintain and Improve District Facilities

Performance Objective 1: NZISD will monitor and complete planned facility updates.

Evaluation Data Source(s) 1: Construction Reports, Completed Facilities, Maintenance Records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Regularly report facility needs to maintenance department or administration	2.4, 2.5, 2.6, 3.1, 3.2	Director of Maintenance Also involved: Superintendent, Principals, Teachers	Maintenance Records and Reports				
				Funding Sources: Local Funds - 0.00			
2) Maintenance Department Reports at School Board Meetings and District Administrative Meetings	2.4, 2.5, 2.6, 3.1, 3.2	Director of Maintenance	Sign In Sheets, School Board Agendas, District Administrative Meeting Agendas				
				Funding Sources: Local Funds - 0.00			

District Improvement & Planning Committee

Committee Role	Name	Position
Administrator	Alan Andrus	Superintendent
Administrator	Janie Pope	Elementary Principal
Administrator	Johan Osth	Secondary Principal
Administrator	Kori Batten	Counselor
Administrator	Lea Ann Andrus	Director of Curriculum
District-level Professional	Steve Stone	Director of Technology
Classroom Teacher	Dana Diserens	Elementary Teacher
Classroom Teacher	Tracy Lively	Elementary Teacher
Classroom Teacher	Joan Osth	Secondary Teacher
Classroom Teacher	Holly Ashley	Secondary Teacher
Classroom Teacher	Nevin Nichols	Secondary Teacher
Parent	Kristi Rhodes	Elementary Parent
Parent	David Kirk	Secondary Parent
Business Representative	Rinza Stewart	Business Representative

District Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
2	1	1			\$0.00

2	1	2			\$0.00
2	2	1			\$0.00
3	1	1			\$0.00
3	1	4			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	7			\$0.00
4	1	8			\$0.00
4	1	9			\$0.00
4	1	10			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00

Sub-Total \$0.00

TI

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	5	1			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00

Sub-Total \$0.00

Title IA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00

1	1	4			\$0.00
1	1	5			\$0.00
1	1	7			\$0.00
1	1	10			\$0.00
2	1	2			\$0.00
2	2	2			\$0.00
Sub-Total					\$0.00

T2A (REAP)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$0.00
Sub-Total					\$0.00

Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
Sub-Total					\$0.00

Title IV

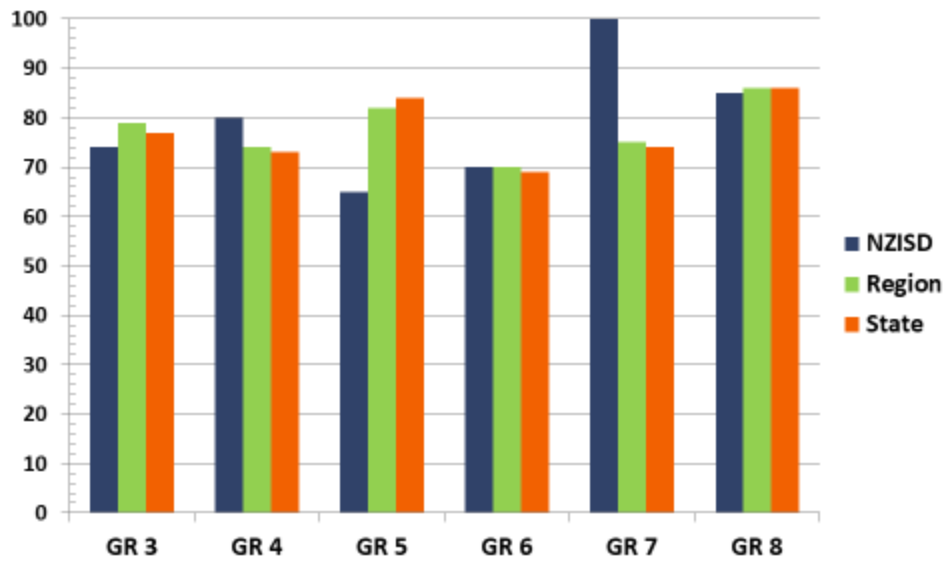
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	5			\$0.00
4	1	7			\$0.00
4	1	8			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
Sub-Total					\$0.00

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
2	2	2			\$0.00
4	1	6			\$0.00
Sub-Total					\$0.00
Prekindergarten Early Start Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
Sub-Total					\$0.00
FTES					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$0.00
Sub-Total					\$0.00
Special Education Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
2	2	3			\$0.00
Sub-Total					\$0.00

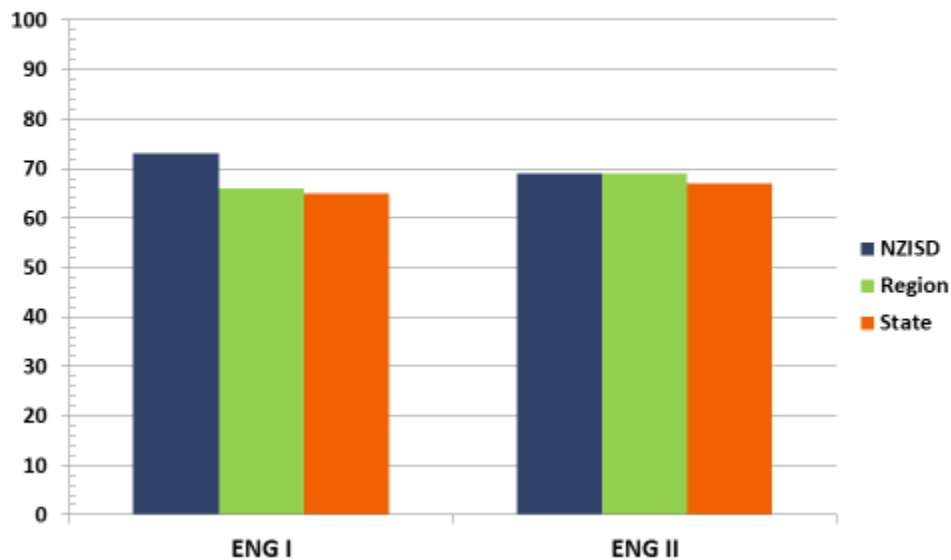
ELL Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
Sub-Total					\$0.00
State Comp.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
Sub-Total					\$0.00
Technology Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4			\$0.00
Sub-Total					\$0.00
Booster Club					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

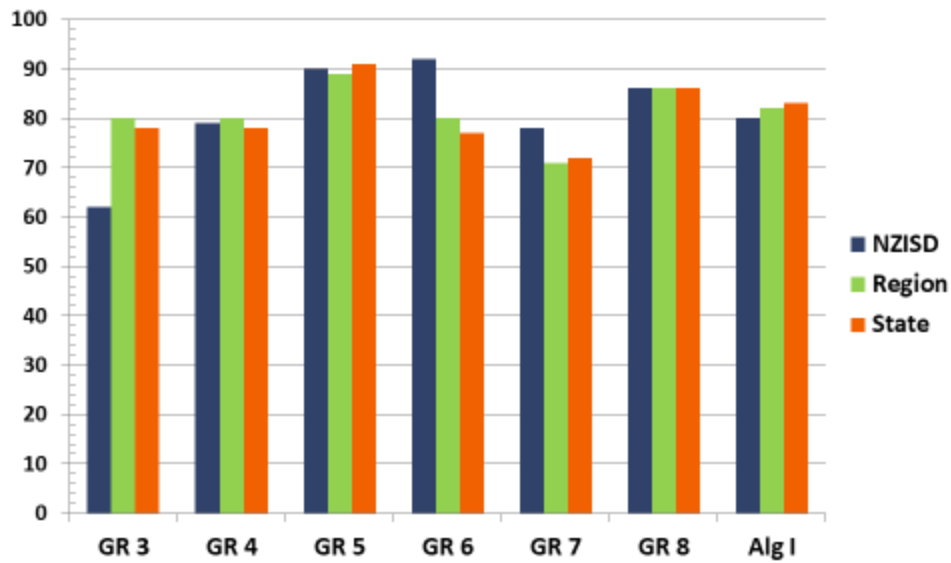
2018 STAAR 3-8 Reading Performance
Percent at Approaches Grade Level or Above



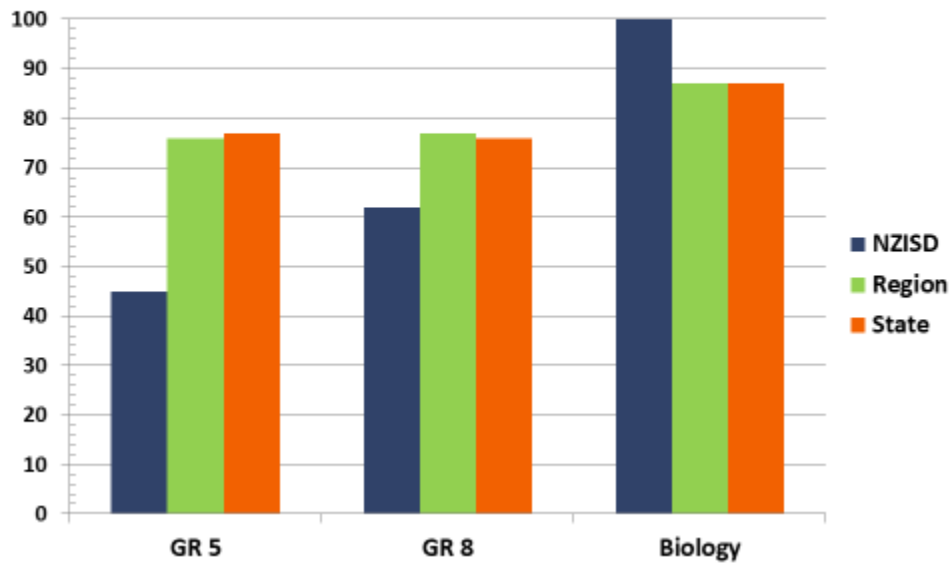
2018 STAAR End-of-Course: English Language Arts
Percent at Approaches Grade Level or Above



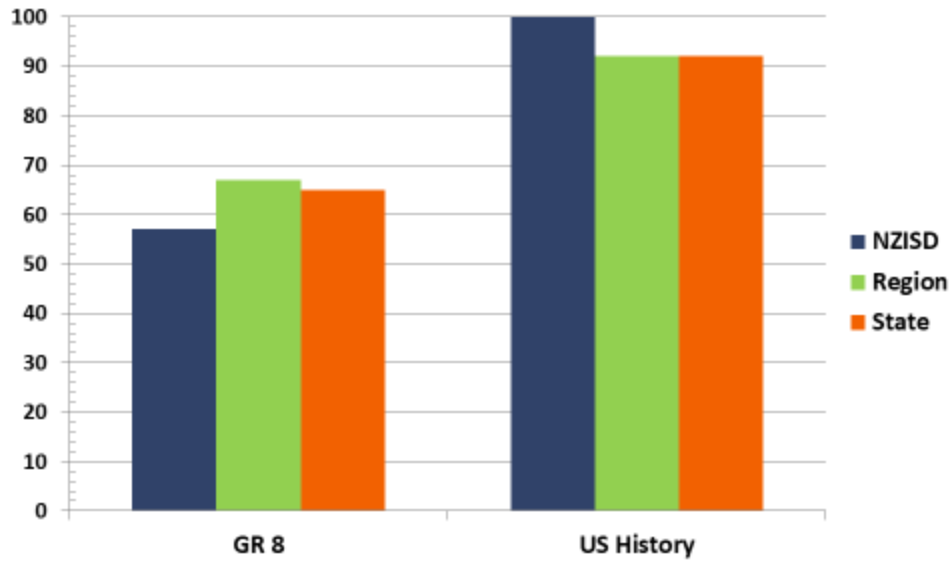
2018 STAAR Mathematics Performance
Percent at Approaches Grade Level or Above



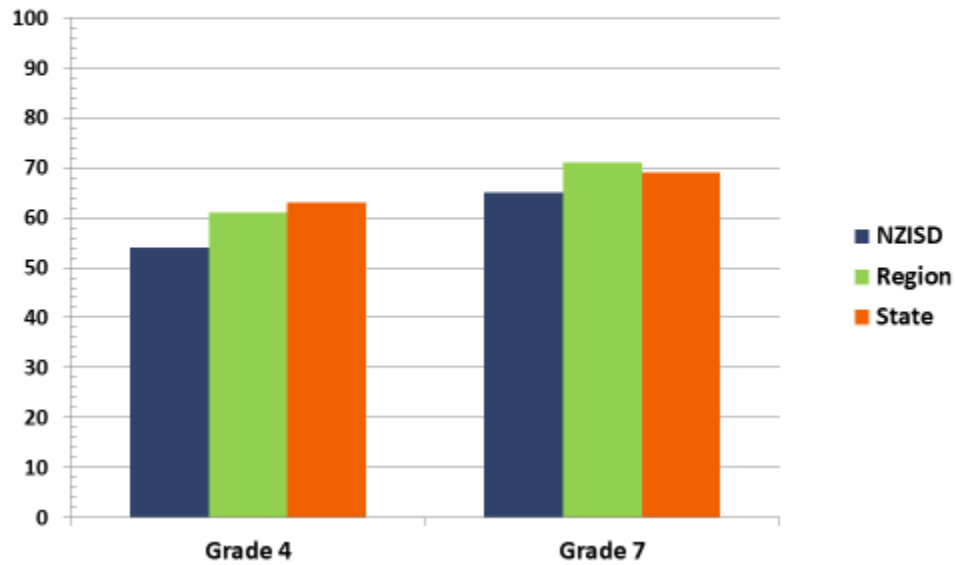
2018 STAAR Science Performance
Percent at Approaches Grade Level or Above



2018 STAAR Social Studies Performance
Percent at Approaches Grade Level or Above



2018 STAAR 3-8 Writing Performance
Percent at Approaches Grade Level or Above



STAAR Percent at Approaches Grade Level or Above
All Grades, All Subjects

