Nazareth ISD District/Campus Improvement Plan

2026-2028

September 9, 2026

BOE Approval

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*

- *Each school year, the principal of each school **campus**, with the assistance of the district-level committee, shall develop, review, and revise the district improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

We, the staff, students, and parents of Nazareth Independent School District believe that all students can and will learn. We have a climate of high expectations. We believe that our school provides quality and equity in instruction in an atmosphere that is conducive to learning. We feel that our mission of educating students is best accomplished when home and school work together. We are dedicated to educating our children to be productive, respectful, and patriotic citizens in a changing future.

Planning and Decision Making Committee

2026-2027

Name	Position Parent, Business, Community, Teacher, etc	Term Begin/End Date
Jill Garcia	Special Populations	08/25-08/27
Austin Heck	CTE	08/26-08/28
Macee Huseman	Secondary	08/25-08/27
Lora Hoelting	Secondary	08/26-08/28
Kristin Braddock	Elementary	08/26-08/28
Andrea Snead	Elementary	03/25-08/27
Jenna Payne	Paraprofessional	Continuing
Whitney Tomblin	Paraprofessional/Migrant	Continuing
Dr. Kara Sue Garlitz	Superintendent	Continuing
Kelly Howell	Elementary Principal	Continuing
Dr. Aaron Hunt	Secondary Principal	Continuing
Nikki Wethington	Counselor/Title 1/Homeless	Continuing
Marsha Pohlmeier	Business Representative	Continuing
John Fulkerson	Parent	Continuing
Father Arokiaraj “Raj” Samala	Community Representative	Continuing
Brandi Burks	Parent	Continuing
Edith Huseman	Community Representative	Continuing

DIP Goal 1: Academic and Physical Fitness Standards

Farron Urbanczyk*, Brenda Schulte, Tyler Goodwin, Lindsey Brockman, Kelly Howell, Brandi Burk

DIP Goal 2: Excellent Educators and Staff for All

Taylor Schulte*, Mitchell Parsley, Jenna Payne, Gayle Quigley, and Aaron Hunt

DIP Goal 3: Safe and Drug Free Learning Environment

Macee Huseman*, Kristin Braddock, Lora Hoelting, Shelley Schulte, and Nikki Wethington

DIP Goal 4: Transitions, Career & Technological Future

Dana Stanfield*, Heather Birkenfeld, Missy Gilbert, and Austin Heck

DIP Goal 5: Partners with Parents and Community Members

Nicole Schulte*, Whitney Bryan, Whitney Tomblin, Amanda Osmanski, Megan Nelson, and Edith Huseman

DIP Goal 6: Supporting Unique Needs of Students

Jill Garcia*, Ann Nelson, Amy Martinez, Melina Birkenfeld, Bret Bethke, Celeste Franklin, and Katie McCamish

DIP Goal 7: Promoting good citizenship through service and extracurricular involvement

Eric Schilling*, Cindy Huseman, Andrea Snead, Marsha Pohlmeier

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted on April 22, 2026 & August 5, 2026

Summary of Findings

Strengths		These are for 2026-2027 Prioritized Areas of Concern	
CNA	**(this column does not correlate with the columns to the right)**	**Areas of Concern**	**Data Source**
Demographics	*Small numbers in our special populations*	**Continue to increase interventions in the classroom**	*State Accountability* *Anecdotal Evidence*
Achievement	*Historically high performance rates on STAAR & STAAR EOC* *Extracurricular Activities*	**Continue to strengthen use of tutorials, including for accelerated instruction**	*State Accountability* *HB 1416* *Local + / Δ*
School Culture & Climate	*Well cared for facilities* *Strong tradition of excellence in academics, UIL, FFA, etc.* *Service Projects*	**Continue to strengthen/maintain CTE programs, including increasing CTE certification opportunities**	*CCMR reports*
Staff Quality	*High quality of teachers* *Paraprofessionals are HQ and flexible* *Low turnover rate*	**Continue growth of integration of technology**	*Anecdotal evidence* *Accountability*
Curriculum, Instruction, Assessment	*DMAC* *Strong teachers* *HQIM Instructional Material* *Most Students graduate Distinguished with Endorsement(s)*	**Increase training and capacity for interventions, tutorials, accelerated instruction, technology, citizenship**	*Anecdotal evidence of need*
Family & Community Involvement	*Home & School* *Education Foundation* *Community wide support for school* *FFA Alumni* *Booster Club*	**Campus Safety Measures to prevent School Intruders**	*Partial Summer Safety Audit, Summer, Exterior Door Audit*
School Context & Organization	*Accelerated instruction offered within courses for students requiring it* *Tutorials provided daily for students*	**Improve retention of staff in key positions to prevent lack of continuity in instruction/services**	*Anecdotal evidence* *STAAR results*
Technology	*Access to technology for NISD employees* *Access to technology for students*	**Staff recognitions internally and externally to promote and retain our quality staff**	*Anecdotal evidence*
		Continue Educating Parents on New Laws from Legislative Session	*Anecdotal evidence*
		Implement AI Plan/Policy	*AI Survey* *Board Goals*

State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 3-12

STAAR	Math % Met Standard			ELAR % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2025	2026	2027	2025	2026	2027	2025	2026	2027	2025	2026	2027
Students At-Risk	4/5 80%	3/3 100%		5/5 100%	2/3 67%		0/1 0%	0/1 0%		n/a	0/1 0%	
Not At-Risk	113/118 96%	109/111 98%		141/144 98%	131/138 98%		47/52 90%	53/56 95%		30/34 88%	32/37 86%	

	Drop Out Data			Completion Data		
	2023-2024	2024-2025	2025-2026	2023-2024	2024-2025	2025-2026
Students At-Risk	0	0		100%	100%	
Students Not At-Risk	0	0		100%	100%	

The comprehensive, intensive, accelerated instruction program at this campus consists of state credit courses and support structures that will ensure students at-risk of not graduating have educational opportunities to plug academic gaps prior to state required assessments. Students who have lost credit may participate in an online credit recovery program utilizing EdGenuity. Daily academic tutorials are available for students to ensure that teachers have access to students who need further acceleration as well as for students who need more support from teachers on homework and assignments. Upon evaluation of the effectiveness of this program the committee finds that all programs should be continued.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 26 years of age and who:

1. Was not advanced from one grade to the next for one or more school years unless the student did not advance from Pre-K-8th grade level only at the request of the student's parent.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
4. Is in pre-kindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
5. Is pregnant or is a parent (whenever it is known, including males).
6. Has been placed in an AEP during the preceding or current school year. *This is for a mandatory placement only
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in a district. Such facilities include: a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized childcare home, or general residential operation.
14. Has been incarcerated or has a parent or guardian who has been incarcerated within the lifetime of the student, in a penal institution.

    15. Student is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548; or regardless of age, participates in an adult education program provided under the adult high school under Subchapter G, Chapter 12.

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total projected spent towards SCE supports, including Title I salary funds, allotted to this District is approximately: $143,391

Total FTEs funded through SCE/Title I at this District/Campus is approximately: 3.2794

At the Nazareth Independent School District
SCE Funds are used to support Title I initiatives including instructional supports, reduced class sizes, full day Pre-K, and tutorials.

In this plan, the term "student groups" refers to students who are H, W, ED, At-Risk, Migrant, LEP, G/T, and Special Education

Title I, Part A Statutorily Required Descriptions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the LEA plan shall include the following 13 descriptions:

Description 1: Student Progress Monitoring & Support

Definition: The LEA must describe how it will monitor student progress toward meeting challenging state academic standards. This includes the use of multiple data sources, ongoing formative and summative assessments, and systematic processes for identifying students in need of intervention. The description should include how instructional adjustments are made based on data and how progress is communicated to stakeholders.

Possible Components (Select all that apply):

X MTSS Framework implementation across all campuses

X Use of benchmark and formative assessment systems

☐ Data analysis protocols through PLCs

X Progress monitoring for intervention groups

X Use of STAAR and local assessment data

X Early childhood progress monitoring systems

X Special education progress monitoring and compliance reviews

Exemplar:

Requirement #1 - Student Progress Monitoring and Support: The LEA implements a comprehensive multi-tiered system of supports (MTSS) to monitor and respond to student progress. Universal screening and benchmark assessments are administered at multiple points during the year. Campus leadership teams and professional learning communities analyze data to identify students requiring intervention. Targeted and intensive supports are provided through small-group instruction, tutoring, and extended learning opportunities. Progress is monitored regularly, and instructional adjustments are made based on student performance data. Results are communicated to parents and stakeholders through progress reports and data conferences.

District Description: Nazareth ISD implements a comprehensive multi-tiered system of supports (MTSS) to monitor and respond to student progress. Universal screening and benchmark and interim assessments are administered at multiple points during the year. Campus leadership, the interventionist and teachers analyze data to identify students requiring intervention. Intensive supports are provided through small-group instruction, tutoring, and extended learning opportunities. Progress is monitored regularly, and instructional adjustments are made based on student performance data. Results are communicated to parents and stakeholders through progress reports and data conferences. A Title I room is available where any student who needs additional academic support for content mastery can receive it. Multiple strategies in Goal 1 and Goal 6 address this requirement.

Description 2. Teacher Quality

Definition: The LEA must describe how it ensures that all teachers and paraprofessionals meet state certification requirements and are effective in improving student outcomes. This includes recruitment, placement, support, development, and retention strategies, with a specific focus on equitable access for low-income and minority students.

Possible Components (Select all that apply):

X Strategic recruitment of certified teachers

☐ Equitable teacher assignment practices—N/A

X Instructional coaching and mentoring programs

X Professional development aligned to student needs

X Retention strategies including incentives and support

X Data monitoring of teacher effectiveness

Exemplar:

Requirement #2 – Teacher Quality: The LEA ensures equitable access to effective educators by implementing a comprehensive talent management system. Recruitment efforts prioritize certified and highly qualified candidates, particularly in high-need areas. Teacher assignments are reviewed annually to ensure that low-income and minority students are not disproportionately taught by ineffective or inexperienced teachers. Ongoing professional development, instructional coaching, and mentoring support teacher effectiveness. Retention strategies include recognition programs, leadership pathways, and improved working conditions. Data related to teacher performance and retention are reviewed to inform continuous improvement.

District Description: Nazareth ISD ensures equitable access to effective educators. We are a small school where there is 1 teacher per grade level in PK-2, departmentalized with 3 teachers in 3-5, and then 1 teacher per department in JH and HS. We have a low turnover rate of teachers. We are exploring a 4DSW for 2026-2027 to be strategic in our recruitment and retention. We are preparing for the future implementation of the Teacher Incentive Allotment to foster professional growth as well as recruitment and retention. We are currently short on special education teachers and aides, so we are having to schedule inclusion strategically to ensure that our students receive the academic support they need to be successful. We are finishing up our final year of the Talent Pipeline (formerly Equity Plan) and the data shared by the principals and reading interventionist show great promise. We maintain a professional development contract with ESC Region 16 who provide high quality, research-based strategies for improving instruction. Multiple strategies in Goal 1 and Goal 2 address this requirement.

Description 3. School Support and Improvement n/a

Definition: The LEA must describe how it will implement schoolwide improvement strategies, including **comprehensive or targeted support and school improvement efforts,** aligned to the Comprehensive Needs Assessment. The description must include evidence-based interventions, coordination of services, and ongoing evaluation of effectiveness.

Possible Components (Select all that apply): n/a

☐ CSI/TSI action plans

☐ Evidence-based interventions

☐ Extended learning

☐ Curriculum alignment

☐ Monitoring systems

☐ Program coordination

☐ Evaluation benchmarks

Exemplar:

Requirement #3 – School Support and Improvement (for identified districts): No campus at Nazareth ISD has been identified for School Support and Improvement.

District Description: Nazareth School has not been identified for School Support and Improvement.

Description 4. Poverty Criteria n/a

Definition: The LEA must describe the criteria used to identify and rank students and campuses experiencing poverty for the purpose of allocating Title I resources, using federally allowable measures.

Possible Components (Select all that apply):

☐ Free and reduced-price lunch eligibility
☐ Community Eligibility Provision (CEP)
☐ TANF participation
☐ Medicaid eligibility
☐ Census data
☐ Income surveys
☐ Composite measures

Exemplar:

The LEA determines poverty levels using multiple data sources, including free and reduced-price meal eligibility, income surveys, and other federally allowable indicators such as Medicaid and census data. Campuses are rank-ordered based on poverty percentage to ensure equitable allocation of Title I funds. For CEP campuses, alternative data sources are used. This process ensures that resources are directed to campuses with the highest concentrations of economically disadvantaged students.

District Description: Nazareth ISD has only one PK-12 Campus, Nazareth School. All Title 1 funds are allocated to the one campus.

Description 5. Nature of Program--Schoolwide

Definition - Schoolwide: The nature of a schoolwide program involves comprehensive, research-based strategies designed to upgrade the entire educational program of a campus. According to the Texas Education Agency (TEA), this focuses on improving student achievement for all students, particularly those who are low-achieving, to meet state academic standards.

Possible Components (Select all that apply):

X Comprehensive schoolwide reform strategies
X Evidence-based instructional practices
X Extended learning opportunities
X Professional development
X Parent and family engagement
X Coordination of funds

Exemplar:

Requirement #5 – Nature of Programs: The LEA implements comprehensive schoolwide programs designed to upgrade the entire educational program through evidence-based instructional strategies. Core instruction is strengthened through aligned curriculum and high-quality instructional materials. Supplemental supports include extended learning opportunities such as tutoring and enrichment programs. Professional development is aligned to identified needs to improve instruction. Parent and family engagement strategies are integrated to support learning. Federal, state, and local funds are coordinated to maximize resources and improve student outcomes.

District Description: Nazareth ISD implements comprehensive schoolwide programs designed to upgrade the entire educational program through evidence-based instructional strategies. Core instruction is strengthened through aligned curriculum and high-quality instructional materials. Supplemental supports include extended learning opportunities such as tutorials and enrichment programs. Professional development is aligned to identified needs to improve instruction. Parent and family engagement strategies are integrated to support learning. Federal, state, and local funds are coordinated to maximize resources and improve student outcomes. The district maintains a Title I room where any student needs additional academic support can receive it. Multiple Strategies in Goal 1, Goal 2, and Goal 5 address this requirement.

Description 6. Homeless Children and Youth

Definition: The LEA must describe how it will support children and youth experiencing homelessness, including identification, immediate enrollment, and removal of barriers.

Possible Components (Select all that apply):

X Identification procedures
X McKinney-Vento liaison
X Immediate enrollment
☐ Transportation support
X Academic services
X Basic needs support
X Staff training

Exemplar:

Requirement #6 – Homeless Children and Youth: The LEA ensures compliance with the McKinney-Vento Act by identifying students experiencing homelessness through established procedures and staff training. A designated liaison coordinates services and ensures immediate enrollment without required documentation. The LEA provides transportation to maintain school stability and uses Title I set-aside funds to provide academic support, including tutoring and credit recovery. Additional supports include school supplies, clothing, counseling, and access to community resources. Staff receive training to recognize and support students experiencing homelessness.

District Description: Nazareth ISD ensures compliance with the McKinney-Vento Act by identifying students experiencing homelessness through established procedures and staff training. A designated liaison, Nikki Wethington, coordinates services and works with Karla Farris to ensure immediate enrollment without required documentation. Nazareth ISD uses Title I set-aside funds to provide academic support, including tutoring and credit recovery. Additional supports include school supplies, counseling, food service through SBP and NSLP as well as access to community resources for housing, food for home, clothing, etc.. Staff receives training to recognize and support students experiencing homelessness. ESC Region 16 is another resource for supports. Nazareth ISD has not had a student experiencing homelessness and therefore the homelessness reserve is set at $100.

Description 7. Parent and Family Engagement

Definition: The LEA must describe how it will involve parents and families in the planning, review, and improvement of the Title I program and support student achievement.

Possible Components (Select all that apply):

X Annual Title I meeting
X Parent and Family Engagement Policy
X School-Parent Compact
X Flexible meeting times
X Two-way communication
X Parent capacity-building
X Annual evaluation

Exemplar:

Requirement #7 – Parent and Family Engagement: The LEA implements a comprehensive Parent and Family Engagement program that includes a jointly developed Parent and Family Engagement Policy and School-Parent Compact. Annual Title I meetings inform families of program requirements. Ongoing communication ensures meaningful engagement. Meetings are scheduled at flexible times. Parents are involved in planning, review, and evaluation of programs. Training and resources are provided to support student achievement. Feedback is used to improve engagement strategies.

District Description: Nazareth ISD maintains a comprehensive Parent and Family Engagement program that includes a jointly developed Parent and Family Engagement Policy, School-Parent Compact, and Highly Qualified Pre-K Family Engagement Plan. Annual Title I meetings inform families of program requirements. Ongoing communication ensures meaningful engagement. Meetings are scheduled at flexible times. Parents are involved in planning, review, and evaluation of programs. We maintain a close relationship and liaison with the Home & School Association fostering home and school working together. All parents in the district are involved with that organization and actively participate in their child(ren)'s education. Training and resources are provided to support student achievement. Feedback is used to improve engagement strategies. The bulk of Goal 5 addresses this requirement.

Description 8. Early Childhood Education / Transition Plan

Definition: The LEA must describe how it will support the transition of preschool children into elementary programs, ensuring continuity of learning.

Possible Components (Select all that apply):

X Transition activities
☐ Partnerships with early childhood providers—N/A
X Parent orientation
X Curriculum alignment
X Family engagement

Exemplar:

Requirement #8: Early Childhood Transition / Transition Plan: The LEA collaborates with early childhood providers to support smooth transitions into elementary school. Transition activities include orientation events and parent sessions. Curriculum and instructional practices are aligned between preschool and elementary grades. Families are engaged in readiness activities to support student success.

District Description: Nazareth ISD provides a Pre-K program for 4-year olds, free for eligible students and tuition-based for non-eligible students. We coordinate with the Castro County Special Education SSA with Child Find students to accommodate drop-in services/therapies as needed. We have a Pre-K & Kinder Roundup in April of each year to pre-register students and start preparing parents for the transition to school. The district maintains a Highly Qualified Pre-K Family Engagement Plan for the parents and family to prepare the students for Kinder and the parents for active participation in their child's academic growth. Transition activities include orientation events and parent sessions. Curriculum and instructional practices are aligned between preschool and elementary grades. Families are engaged in readiness activities to support student success. Multiple strategies in Goal 4 and Goal 5 address this requirement

If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [Section 1112(b)(8)]

Description 9. Targeted Assistance Programs n/a

Definition: The LEA must describe the criteria used to identify students eligible for targeted assistance using multiple objective measures.

Possible Components (Select all that apply):

☐ Assessment data
☐ Classroom performance
☐ Teacher recommendations
☐ Progress monitoring
☐ Parent input

Exemplar:

Requirement #9 – Targeted Assistance: **n/a**

District Description: Nazareth ISD **does not** implement a Targeted Assistance Program

Description 10. Transitions

Definition: The LEA must describe procedures for transitioning students between grade levels and educational settings.

Possible Components (Select all that apply):
X Orientation programs
X Counseling services
X College and career readiness
X Dual credit / IB / AP opportunities
X Community / Business Partnerships

Exemplar:
Requirement #10 – Transitions: The LEA supports student transitions through structured programs, including orientation, counseling, and academic planning. College and career readiness is supported through dual credit and partnerships with postsecondary institutions.

District Description: Nazareth ISD supports student transitions through structured programs, including orientation, counseling, and academic planning. Orientation for incoming Pre-K, Kindergarten, 6th grade and 9th grade students occurs in the spring and before school begins in August. College and career readiness is supported through dual credit, CTE courses with Industry Based Certifications, and partnerships with postsecondary institutions. Students in high school are allowed for postsecondary institutions including colleges, universities, and trade schools. The district supports students who are pursuing a career in the military. The district has a MOU with WTAMU for dual credit courses. The district provides every student with one free opportunity to take the ACT and we have testing on our campus once a year. The counselor aids the students in preparing scholarship applications and coordinates with the community on awarded scholarships. Multiple strategies in Goal 4 address this requirement.

Description 11. Disciplinary Removal

Definition: The LEA must describe strategies to reduce the overuse of disciplinary practices that remove students from the classroom.

Possible Components (Select all that apply):

X Discipline data monitoring
X Restorative practices
☐ PBIS/MTSS
X Staff training
☐ Equity analysis—not allowed by SB12

Exemplar:

Requirement #11 – Disciplinary Removal: The LEA monitors discipline data disaggregated by student subgroup to identify and address disproportionality. Restorative practices and positive behavior supports are implemented to reduce exclusionary discipline. Staff are trained in behavior management strategies.

District Description: Nazareth ISD monitors discipline data disaggregated by student subgroup to identify and address disproportionality. Restorative practices and positive behavior supports are implemented to reduce exclusionary discipline. Education will be provided about bullying, dating violence, social networking, drug, alcohol and tobacco use and abuse. The district contracts with Interquest Canine to encourage students to not bring drugs, vapes, contraband, etc. to school. Staff are trained in behavior management strategies. We typically have very few discipline issues that get to the ISS, OSS or DAEP level of consequences. There are several strategies in Goal 4 addressing this requirement.

12. Coordination and Integration Career and Technical Education

Definition: The LEA must describe how it will support and integrate career and technical education programs.

Possible Components (Select all that apply):

X CTE courses
X Industry certifications
X Work-based learning
☐ Partnerships with businesses
X Integration with academics

Exemplar:

Requirement #12 – Career and Technical Education: The LEA integrates career and technical education programs with academic instruction. Students have access to courses aligned to high-demand careers, industry certifications, and work-based learning

District Description: Nazareth ISD integrates career and technical education programs with academic instruction. Students have access to courses aligned to high-demand careers, industry-based certifications, and work-based learning. Grades 6-12 are one-to-one on Chromebooks, and K-5 have classroom carts of Chromebooks. We have the following CTE Pathways: Culinary Arts, Ag—Animal Science and Applied Agricultural Engineering (welding), Business/Technology. For 12th grade, students can participate in the cooperative and work up to half a day while getting CTE course credits. Several strategies in Goal 4, Objective 2 address this requirement.

Description 13. Use of Funds

Definition: The LEA must describe how Title I funds will be used to supplement, not supplant, and support evidence-based strategies aligned to needs.

Possible Components (Select all that apply):

X Campus Needs Assessment (CNA) include boxes for staffing, supplies….etc

Exemplar:

Requirement #13 – Use of Funds: The LEA uses Title I funds to supplement state and local resources and support evidence-based strategies aligned to the Comprehensive Needs Assessment. Funds are used for professional development, staffing, instructional materials, extended learning, and parent engagement. All expenditures comply with supplement-not-supplant requirements.

District Description: Nazareth ISD uses Title I funds to supplement state and local resources and support evidence-based strategies aligned to the Comprehensive Needs Assessment. Funds are used for professional development, a reading interventionist, extended learning, and parent engagement. All expenditures comply with supplement-not-supplant requirements. The allocated funds from Title I are accounted for within the Goal strategies. There are multiple strategies throughout the goals that address this requirement.

Goal 1: All students will meet academic and physical fitness standards at an increasingly higher level of proficiency (Board Goals #1)

Objective 1: By May 2027, at least 90% of all students and each student subgroup will meet the passing standard on all portions of the STAAR and EOC tests, and meet Fitness Gram standards

Summative Evaluation: ***90% of all students will pass all portions of the STAAR and EOC tests, and meet Fitness Gram standards.***

Activity/Strategy	Title I Required Descriptions	Person(s) Responsible	Timeline	Resources	Formative Evaluation
A. Provide training and time to disaggregate student data by all subgroups to identify strengths, areas of concern and decipher probable causal factors using DMAC and TFAR	1 2 3	*Principals *Reading Interventionist *Classroom teachers	Progress Review Date: • 9/18/2026 • 10/30/26 • 12/17/2026 • 2/12/2027 • 4/2/2027 • 5/20/2027	*Data Collection Sheets *Report cards will go out the Wednesday following the Progress Review Date	*Benchmark * STAAR & EOC *AEIS indicators *Report card grades
B. Utilize Thematic Teaching Techniques to emphasize the importance of an integrated curriculum (mainly Elementary)	1 3	*School administrator *Classroom teachers	Progress Review Date: • 9/18/2026 • 10/30/26 • 12/17/2026 • 2/12/2027 • 4/2/2027 • 5/20/2027	*Data Collection Sheets	*Meeting dates *Progress reports *Report card grades
C. Benchmark testing (or 6 weeks tests) will be utilized to provide feedback on student progress and achievement	1	*Principals	Progress Review Date: • 9/18/2026 • 10/30/26 • 12/17/2026 • 2/12/2027 • 4/2/2027 • 5/20/2027	*Class time	*Benchmark scores * STAAR and EOC scores *AEIS indicators

D. Provide education to special education and Section 504 students in the general education classroom through the inclusion process.	1	*Principals *Classroom teachers *Inclusion Aides	Progress Review Date: • 9/18/2026 • 10/30/26 • 12/17/2026 • 2/12/2027 • 4/2/2027 • 5/20/2027	*Class time *SpEd Funds *SCE Funds $6, 679	*Benchmark scores * STAAR and EOC scores *AEIS indicators
E. AI (Accelerated Instruction) plans will be utilized to improve STAAR/EOC scores and overall student performance. Computer programs like ,Amira, IXL, iReady, Common Lit, Science Stem Scopes and A/R will help us meet these student needs.	1 3	*Campus administrators *Highly certified educators	Progress Review Date: • 9/18/2026 • 10/30/26 • 12/17/2026 • 2/12/2027 • 4/2/2027 • 5/20/2027	*Faculty time *Data Collection Sheets *Paraprofessional support *STAAR, EOC, & TAKS remediation classes *Tutorials *Federal Funds (211, 270) *Migrant funds *SSR funds	*Benchmark scores * STAAR and EOC scores *AEIS indicators
F. Nazareth ISD will provide extra assistance to struggling students through morning tutorials (8:28--8:46 am) on each school day.	1 2 3 13	*Principals *Counselor *Teachers *Instructional Aides	Progress Review Date: • 9/18/2026 • 10/30/26 • 12/17/2026 • 2/12/2027 • 4/2/2027 • 5/20/2027	*Special Ed Funds *Region 16 *Title 1 Funds *SCE Funds $55,389	*3-week progress reports *Six weeks grades *Benchmark results --Elementary *Amira monthly reports *iReady BOY, MOY, EOY reports
G. PE teachers actively use activities as formative assessments throughout the school year to prepare students for the FITNESSGRAM Assessment	3	*AD *Coaches	Progress Review Date: • Second Semester 2027	*FITNESSGRAM *Test Administration Manual	*Benchmark performances

H. Provide Title I classroom where students can come for extra help, accommodations, academic supports	1 2 3 5 6 13	*Jenna Payne *Jill Garcia *Nikki Wethington	Progress Review Date: • 9/18/2026 • 10/30/26 • 12/17/2026 • 2/12/2027 • 4/2/2027 • 5/20/2027	*Title I Funds $15,572 *SCE Funds $11,395 *Local Funds	*3-week progress reports *Six weeks grades *Benchmark results
I. Students will learn to utilize and access the school library to enhance and improve academic achievement	3 13	*Principals *Library Aide *ESC 16	May 2027	*Local Funds	*AR Reports *Circulation reports
J. Students will receive accelerated learning instruction based on data and small intervention groups provided by classroom teachers in elementary and through tutorials in secondary **[ESSA Talent Pipeline Plan--EQUITY PLAN]**	1 2 3 13	*Jill Garcia *Classroom Teachers	• 9/18/2027 • 12/17/2027 • 5/20/2026	*Title I funds $23,000	*BOY, MOY, EOY assessments
			•		
			•		

<u>Goal 2:</u> Nazareth ISD is dedicated to recruiting, training, and retaining high quality and effective teachers, instructional aides, and support staff by facilitating collaboration, cooperation, growth, and professionalism (Board Goal #2).

<u>Objective 1:</u> 100% of core academic classes will be taught by certified teachers – 100% of paraprofessionals with instructional duties will meet NCLB requirements – 100% certified staff will be maintained.

<u>Summative Evaluation</u>: *100% of core academic classes will be taught by certified teachers and 100% certified staff will be maintained.*

Date **2026-2027**	% Core classes taught by certified Teachers	% certified Teachers	% certified Paraprofessionals
	100%	100%	100%??

Activity/Strategy	Title I Required Descriptions	Person(s) Responsible	Timeline	Resources	Formative Evaluation
A. Actively recruit highly qualified teachers, professionals, and paraprofessionals with advertisements including the Internet and job fairs.	2 5	*Superintendent *Principals	*At time of job openings	*Local Funds *State Funds	*100% core academic classes taught by certified teachers, 100% paraprofessional meet ESSA requirements
B. Provide above base pay to all certified teachers that are working full-time in the district.	2	*Superintendent	*Aug 2026-Aug 2027	*Local Funds *State Funds	*100% core academic classes taught by certified teachers, 100% paraprofessional meet ESSA requirements
C. If a teacher is not certified, a letter will be sent within 30 days of instruction to the students' parents to inform them of the teacher's certification status.	7	*Principals	*Within 30 days of instruction	*Local Funds *State Funds	*Parent letter dated within the required timeline.

D. Survey student and staff technology needs through the year.	3	*Principals *Technology Committee	*Aug 2026-Aug 2027	*Local Funds *State Funds	*A copy of the survey will be reviewed by the Technology Committee.
E. District will maintain Professional Development Services Contract with Region 16 to ensure high effectiveness in most areas of education.	3	*Superintendent	*Aug 2026-Aug 2027	*Local Funds *State Funds	* STAAR scores and TTESS evaluations will be monitored annually as a measure of staff expertise.
F. District will actively seek professional development from providers other than Region 16 to ensure high effectiveness in all areas of education.	2 3 5 13	*Principals	*Aug 2026-Aug 2027	*Local Funds *State Funds	* STAAR scores and TTESS evaluations will be monitored annually as a measure of staff expertise.
G. The district will maintain and make improvements as needed on the school houses in order to have available housing for teachers and administrators	2 3 13	*Superintendent *Maintenance	*Aug 2026-Aug 2027	*Local Funds	*Ongoing maintenance issues and upkeep records *Housing surveys
H. District will contract with Region 16 to oversee Federal Grants Programs including Title I, Title II, Title IV applications and compliance reports.	2	*Superintendent *Principals *Title I Counselor	*Aug 2026-Aug 2027	*Title I Funds $850	*Bi-annual meetings
I. The district will support first and second year teachers with a first & second year teacher academy.	2 3 5 13	*Superintendent *Principals	*Aug 2026-Aug 2027 *N/A for 2026-2027	*Local Funds *State Funds	*Training records of first year teacher stored in Strive.
J. The district will support teachers in the Reading Academies with a completion stipend.	2 3 5	*Superintendent	*Aug 2026-Aug 2027	*Local Funds	*Training records for the Reading Academy stored in Strive.

K. The district will support athletic coaches with a coaches clinic annually.	2	*Superintendent *Principals	*Aug 2026-Aug 2027	*Local Funds	*Training records from clinics.
L. The district will support CTE teachers with CTE focused trainings.	2 12 13	*Superintendent *Principals	*Aug 2026-Aug 2027	*Local Funds	*Training records from CTE training.
M. The district will maintain a digital application system for job postings.	2	*Superintendent *Principals	*Aug 2026-Aug 2027	*Local Funds	* Jobs are posted on the job portal and linked to the school website.
N. The district will use social media to promote job postings. (Facebook, LinkedIn, Indeed, etc)	2	*Principals	*Aug 2026-Aug 2027	*Local Funds	*Job postings will be added to social media and online platforms to expand potential applicant pools.
O. The district will provide instructional coaching to teachers needing additional assistance [ESSA Talent Pipeline Plan--EQUITY PLAN and T-TESS]	2 3 5	*High School Principal *Elementary Principal	*Aug 2026-Aug 2027	*Local Funds	*Improved efficacy of teachers who are new to teaching or are in need of assistance.
P. The district is beginning the TIA process to increase teacher retention and recruitment.	2 5 13	*Superintendent *Principals *TIA Committee	*Aug 2026-Aug 2027	*State Funds	*Proceed through TIA Application process

Goal 3: All students in Nazareth ISD will be educated in a learning environment that is safe, drug-free, and conducive to learning. (Board Goal #3) [Title I Statutorily Required Description 11]

Objective 1: NISD will implement strategies that are conducive to a safe and drug-free educational environment.

Summative Evaluation: *There will be a reduction in the number of office referrals related to violations that threaten school safety. Education will be provided about bullying, date violence, social networking, drug, alcohol & tobacco use/abuse, and parenting awareness.*

Activity/Strategy	Title I Required Descriptions	Person(s) Responsible	Timeline	Resources	Formative Evaluation
A. Provide information about bullying and date violence to students and parents, including communication avenues when incidents arise	11 13	*Principals *Counselor *Bullying Committee	*Monitor: End of school year	*State Funds *Local Funds	*Education per assembly, literature, and/or classroom intervention *STOP IT app
B. Provide information to students, parents, and staff about inappropriate texting and social networking and the consequences for these behaviors.	11 13	*Principals *Counselor	*Monitor: End of school year	*State Funds *Local Funds	*Education per assembly, literature, and/or classroom intervention
C. Educate students of the harmful effects of drugs, alcohol (binge drinking), vaping, and tobacco use/abuse.	11 13	*Principals *Counselor	*Monitor: End of first semester *Oct 27-30, 2026	*State Funds *Local Funds	*Red Ribbon Week *Student participation *Assembly-Drug Free Program
D. Provide students with the education and skills to make lifelong positive decisions in school and future lives.		*Principals *Counselor	*Monitor: End of school year	*Local Funds *Donations	*FOR Club *Classroom Intervention *Counselor Group Sessions

E. Increase school security and safety through use of grants		*Administration	*Monitor throughout school year	*Grants	*Safety Audit
F. Provide HOPE training for secondary students	11 13	*Community Volunteers	Several days of class time		*6 times a year during 7th Careers/Health
G. Provide for the safety, security, care, and well-being through student services including, but not limited to counseling, nursing, food service, transportation, and janitorial.	11 13	*Superintendent *Principals *Counselor *Nurse *Support Services	*Sept 2026- May 2027	*Local Funds *State Funds *Federal Funds	
I. Campus visits from drug dog	11 13	*Superintendent *Principals	Sept 2026- May 2027	*Local Funds	*Once per semester
J. Schedule appropriate safety drills		*Principals	August 2026-May 2027	*Local Funds	*10 drills throughout the year
K. MOU with Hale County JJDAEP to provide DAEP when needed	11 13	*Principals	August 2026-May 2027	*Local Funds	*Student reflections after return to school *Number of Referrals/Placements

Goal 4: Nazareth ISD will smoothly transition all students from the primary grades to high school and beyond, constantly making them aware of, and preparing them for a variety of career options in a technologically advanced future that is always changing (Board Goals #1, 4)

Objective 1: NISD will provide a structured, safe, and secure learning environment for students transitioning into Kindergarten as well as those moving from elementary to middle school, middle school to high school, and high school to a future education/career.

Summative Evaluation: *Students will be prepared and organized for academic success in school and higher education.*

Activity/Strategy	Title I Required Descriptions	Person(s) Responsible	Timeline	Resources	Formative Evaluation
A. Provide orientation for incoming Pre-K, Kindergarten, 6th and 9th grade students	8 10 13	*Teachers *Principals	*August 2026 *May 2027	*Class schedule *School tour *Meet the Teacher Night *Registration *Pre-K & Kindergarten Roundup	*Successful class transitioning
B. Increase communication with parents utilizing all available media and other mediums	8	*District Administrators *Teachers	*August 2026 - May 2027	*All forms of media: Facebook, web page with translation capability, church bulletin, newspaper, events, parent/teacher conferences, "Remind" Messaging, X, Radio Broadcasting	*School calendar *Mail outs, flyers, memos, Remind, etc. *Community comments *District Improvement Plan *Parent Involvement Policy *Surveys *Social Media Posts
C. Provide students and parents with the Student Handbook/Code of Conduct, and Extracurricular Policy		*District Administrators *Coaches	*Grade 6 -12 at the time of student registration *K-5 on the at the start of school *Online – website (www.nazarethisd.net)	*Local Funds *State Funds	*Parent/ student signature *Parent Involvement Policy

D. Provide a full-day Pre-K program to prepare students for K	8 10 13	*Pre-K Teacher	*August 2026 - May 2027	*Local Funds *SCE Funds $32,105	*Students are prepared for Kinder
E. Departmentalize 3rd, 4th, 5th grades will help students with transitioning from elementary to Junior High	10 13	*Teachers *Principals	*August 2026 - May 2027	*Local Funds	*Anecdotal *STAAR Test Results

Objective 2: To provide students with an extensive awareness of potential career options and the technology tools and skills that are required in those professions.

Summative Evaluation: *Students will be prepared and organized for academic success in school and higher education.*

Activity/Strategy	Title I Required Descriptions	Person(s) Responsible	Timeline	Resources	Formative Evaluation
A. Provide hands-on opportunities for all NISD employees and students in computer and technology usage including smart boards, laptop/Chromebook/IPads in every elementary classroom, and 1:1 Chromebooks in K[t] - 12th Grade.		*Teachers *Principals *NISD Employees	*September 1, 2026	*Local Funds *Title 1 and IDEA funds *Fund 289 – Small Rural School	*Technology expenditures *District Improvement plan *Lesson plans *Student achievement
B. The part-time technology coordinator will provide technical support and serve as a liaison between Nazareth ISD and Region 16		*Principals *Technology Coordinator	August 2026 - May 2027	*Local Funds	
C. Provide and develop proven instructional methods for computer and technology usage.		*NISD employees *Principals	*August 2026 - May 2027	*Workshops	*Campus plans *Lesson plans *Student achievement *Staff Development
D. Continue to add high school courses that incorporate more CTE, on-line, and dual credit classes. DC currently offered, but not limited to - U.S History, Economics, English, Government, Statistics and Psychology, Trigonometry, College Algebra, Speech	10.1 10.2 12.1 12.2	*Teachers *Principals *Counselor *Proctors	By May 2027	*Local Funds *CCMR Funds $28,569	*Technology budget *Campus improvement plan *Lesson plans *Student achievement

E. Continue to build the Culinary Arts, Ag, and Business/Technology CTE courses. Also included are student certifications in Industry-Based Certification Resources that are on the A-F Rating.	10.1 10.2 12.1 12.2	*Teachers *Principals *Counselor	By May 2027	*Local Funds *CCMR Funds	*Certification Exams *Campus Improvement Plan *Student achievement *Technology budget
F. Continue to build Dual Credit opportunities for our high school students to graduate with college credits	10.1 10.2	*Principals *Counselor *Staff Facilitators *Proctors	By May 2027	*Local Funds *CCMR Funds	*DC completion records
G. Options for potential trade school, workforce, workbase learning, and military opportunities.	12.1 12.2	*Teachers *Principals *Counselor *Community Members	By May 2027	*Local Funds *CCMR Funds *State Funds *Workshops *Community Business / Industries *Military Recruiters	*Certification Exams *Campus Improvement Plan *Trade School Tours *Student Achievement *ASVAB
H. Required graduation requirements such as First Aid and CPR Training, one free ACT test for Juniors/Seniors, and passing of EOC testing. 100th Day of School Celebration with Seniors and Kindergartners.		*Teachers *School Nurse *Proctors *Administrators	By May 2027	*Local Funds *CCMR Funds *State Funds	*Certification *District/Campus Improvement Plan *Graduation Plan *100th Day of School Celebration *ASVAB Results

Goal 5: **Parents and Community Members will be partners in the education of students in Nazareth ISD. (Board Goal #5)**

Objective 1: By the end of 2027, at least 95% of all students' parents and/or family members will collaboratively engage in the development of their children's formal education.

Summative Evaluation: *School records indicate that at least 95% of students' parents/family members participated in partnership in education opportunities.*

Activity/Strategy	Title I Required Descriptions	Person(s) Responsible	Timeline	Resources	Formative Evaluation
A. Utilize counselor, administrators, faculty, and clergy to work with all students/families and serve as a liaison between the home, school and community agencies	3 6 8 13	*Father Arokiaraj "Raj" Samala & Staff *Counselor *Faculty *District Administrators *Hospital, Clinics, EMS, Home/School *Local Business	*August 2026 – May 2027	All forms of media: Webpage, newspaper, Events, Parent/teacher conferences, Home and school meetings and pamphlet, Facebook, Remind 101, church bulletin	*Increased Academic Achievement among all Students *Increased Participation among all Parents *Teacher logs showing communication
B. Increase parent attendance and participation in Parent/Teacher/Student Conferences & Open House. *Nazareth Elem. will host a variety of events inviting parents to attend (ie. 100 day of school, Veteran's Day, track meet, class parties, AR Celebrations)	3 7 8 13	*Counselor *Faculty *District Administrators	*Open House August 10, 2026 *AR celebrations each six weeks	All forms of media: Webpage, email, newspaper, Events, Parent/teacher conferences, Open House, Home and school meetings and pamphlet, Facebook, Remind 101, church bulletin	*Parent/ Student *Counselor *Faculty *District Administrators *Teacher logs showing communication

C. Increase communication with community and parents utilizing all media and other mediums (paper, church bulletins/calendar, school website, Remind 101, county newspaper, Facebook, Channel 4, 7, 10)	7 8	*Counselor *Faculty *District Administrators *Technology Coordinator *Local Businesses	*August 2026-May 2027	All forms of media: Webpage, newspaper, Events, Parent/teacher conferences, Home and school meetings and pamphlet, teacher letters to parents, letters home to youngest in family, email from community leaders, Remind 101, administrators,teachers, Facebook, parent portal	*Increased academic achievement among all students and increased participation among all parents
D. Meet the Teacher/Open House before school starts. Go through a typical school day overview.	3 7 8 13	*Faculty	August 10, 2026	Notification - Webpage, newspaper, postcards to elementary, Remind 101, Facebook, etc.	*Teacher sign-in showing participation. *Smoother first day transition *Opportunity to drop school supplies for elementary students
E. Provide translator, upon request, for all academic activities when parent(s) are attending	2 3 8 13	*Administrator	August 2026- May 2027	All forms of media: Webpage with translation capability, email, newspaper, events, parent/teacher conferences, Open House, Home & School meetings and pamphlet, Remind 101, church bulletin	*Parent/student *Counselor *Faculty *District Administrators *Teacher logs showing communication
F. NISD will maintain and make improvements on the school facilities as a covenant of our stewardship entrusted to us by the community		*Superintendent *Maintenance *Custodians	August 2026-August 2027	*Local Funds	*Facilities are currently under construction for improvements.

G. Make Family Engagement Policy available to parents and pass out Parent Compacts at Meet the Teacher Night	3 7 8 13	*Principals *Teachers	August 2026- August 2027	*Local Funds *Title 1 Funds	*95% of families are engaged and participating in the educational process

Goal 6: **Recognize and support the unique learning needs of all students. (Board Goals #1, 4)**

Objective 1: ***To be constantly aware of students with unique learning needs and provide for their successful participation in the academic community.***

Summative Evaluation: ***Implement strategies to assist all economically disadvantaged, at-risk, ELL, and special education students in meeting the passing standard on all STAAR-EOC tests.***

Activity/Strategy	Title I Required Descriptions	Person(s) Responsible	Timeline	Resources	Formative Evaluation
A.Nazareth ISD will provide accommodations and/or modifications as well as strategies and tools to address the needs of special populations.	1 3 8	*Principals *Counselor *Faculty *SpEd Director	Progress Review Date: 9/18/2026 10/30/2026 12/17/2026 2/12/2027 4/2/2027 5/20/2027	*Special Ed Funds *Region 16 *Title 1 Funds *State Comp Ed Funds	*Six weeks grades *Benchmark results *Other individual data
B. Nazareth ISD will provide training and implement inclusion to meet the needs of special populations.	1 2 3	*Principals *Counselor *Faculty *SpEd Director	Progress Review Date: 9/18/2026 10/30/2026 12/17/2026 2/12/2027 4/2/2027 5/20/2027	Special Ed Funds *Region 16 *Title 1 Funds *State Comp Ed Funds	*Six weeks grades *Benchmark results
C. Nazareth ISD will provide extra assistance to struggling secondary students through morning tutorials (8:28-8:46 am) on school days and struggling elementary students through intervention programs.	1 3 13	*Principals *Counselor *Faculty	Progress Review Date: 9/18/2026 10/30/2026 12/17/2026 2/12/2027	*Special Ed Funds *Region 16 *Title 1 Funds *State Comp Ed Funds	*3-week progress reports *Six weeks grades *Benchmark results --Elementary *I-Ready reports *MCLASS

			4/2/2027 5/20/2027		(BOY/MOY/EOY)
D. Nazareth ISD will use intervention strategies (RtI) and programs during the school day, before/after school and during summer school to assist struggling students prior to failure or following a failure.	1 3 13	*Principals *Faculty	Progress Review Date: 9/18/2026 10/30/2026 12/17/2026 2/12/2027 4/2/2027 5/20/2027	*Special Ed Funds *Region 16 *Title 1 Funds *State Comp Ed Funds	*Six weeks grades *Benchmark results *Teacher observation and monitoring *Formative and summative evaluation *RTI Intervention Resources *MClass
E. Students identified as gifted and talented will participate in the Advanced Academic Services Program to meet their varied needs in an inclusive classroom environment.	1 3 13	*Principals *Teachers *Faculty	August 2026-May 2027	*Local Funds	*GT students offered opportunity to work with other GT students or independently in the classroom
F. Nazareth ISD teaching staff will acquire annual 6 hour GT update to meet the varied needs of GT students in an inclusive classroom environment.	3 13	*Faculty *Principals	September 2026-August 2027	*Local Funds *State Funds	*Training certificates
G. Students identified with Dyslexia will be served to address their individual and varied needs.	1 3 13	*Principals *Dyslexia teacher *Faculty	September 2026-August 2027	*Local Funds *Title 1 Funds *SCE Funds *IDEA-B Formula Grant Funds	*MCLASS *Reading by Design program and progress monitoring
H. Highly qualified ESL certified teachers in reading/ELA will use staff development opportunities to maintain certification to meet the varied needs of ELL students in an inclusive classroom environment.	2 3 13	*Faculty *Principals	September 2026-August 2027	*Local Funds *Title 1 Funds *SCE Funds	*Training certificates

I. Nazareth ISD will initiate an incentive program for reading/ELA staff working with ELL students to add the ESL Endorsement to their teaching credentials/ certificate.	2	*Superintendent *Principals *Counselor *Faculty	September 2026-August 2027	*Local Funds *Title 1 Funds *SCE Funds	*Certification records *Reimbursement/ Incentive
J. 504 Committee will develop accommodations for students who may have temporary or permanent disabilities to meet their varied needs in an inclusive classroom environment.	1 3 13	*Principals *Counselor *Faculty *Assistant Principal	Progress Review Date: 9/18/2026 10/30/2026 12/17/2026 2/12/2027 4/2/2027 5/20/2027	*Local Funds *Title 1 Funds *SCE Funds	*Six weeks grades *Benchmark results *RtI data *Committee recommendation
K. Students "at-risk" of dropping out of school will be identified and individualized intervention strategies will be developed to meet their varied needs in an inclusive classroom environment.	1 2 3 13	*Principals *Counselor *Faculty	Progress Review Date: 9/18/2026 10/30/2026 12/17/2026 2/12/2027 4/2/2027 5/20/2027	*Local Funds *Title 1 Funds *SCE Funds	*Attendance records *Opportunity to make up missed credits to graduate
L. Nazareth ISD will provide access to I-Ready (grades 3-8) to prepare them for standardized tests.	1 3 13	*Faculty *Principals *Technology Coordinator	September 2026-August 2027	* Local Funds *Fund 289 – Small Rural Schools *Title 1 Funds	*Reports generated and student/teacher usage
M. Nazareth ISD will actively participate in the Castro County Special Education Cooperative SSA for Director/Diagnostician, Speech Pathology Services, Dyslexia Teacher, and related services.	3 13	*Superintendent *SpEd Director *Speech Pathologist *Dyslexia Teacher *OT/PT contract *Region 16	September 2026-August 2027	*IDEA-B Formula Grant Funds *IDEA-B Pre-School Grant Funds *Local Funds (SSA)	*SSA Records

N. Economically disadvantaged students along with all students will benefit from instructional practices that incorporate technology and graphic organizational tools.	2 3 13	*Principals *Counselor *Faculty	September 2026-August 2027	*Local Funds *Title 1 Funds *SCE Funds	*1:1 Chromebook accessibility for grades K-12
O. Provide services and support for students identified as Homeless.	2 3 6 13	*Principals *Counselor *Faculty	September 2026-August 2027	*Local Funds *Title I Funds *SCE Funds	*Family Surveys *Initial contact logs

Objective 2: Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student achievement standards that all children are expected to meet. **(Board Goals #1, 4)**

Summative Evaluation: *Implement strategies to assist Migrant students in meeting the passing standard on all STAAR-EOC tests.*

Activity/Strategy	Title I Required Descriptions	Person(s) Responsible	Timeline	Resources	Formative Evaluation
A. ID&R: Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students.	1 2 13	*Migrant Recruiter	Progress Review Date: 9/18/2026 10/30/2026 12/17/2026 2/12/2027 4/2/2027 5/20/2027	*Texas Manual for ID&R	*Family Surveys, *Initial Contact Logs, *Certificates of Eligibility, *Recruiter Logs, *NGS Records, *Recruiter Training Certificate
B. NGS: Beginning July 1 through June 30, encode all required data into the New Generation System (NGS or MSIX) and conduct all required activities, as outlined in the Manual for New Generation System (NGS) Data Management Requirements.	13	*NGS Data Specialist *Migrant Coordinator *Migrant Recruiter *Counselor *Principals	Progress Review Date: 9/18/2026 10/30/2026 12/17/2026 2/12/2027 4/2/2027 5/20/2027	*Texas Manual for NGS	*NGS Reports and Records
C. Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify	1 8 13	*Migrant Coordinator *Migrant Recruiter *Counselor *Principals	Progress Review Date: 9/18/2026 10/30/2026 12/17/2026 2/12/2027 4/2/2027	*Local Funds *ESC 16	*Student Performance Log *Copies of referral letters *NGS Supplemental Program Services Report

available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.			5/20/2027		

Goal 7: **Promote active citizenry through service and extracurricular involvement.**

Objective 1: By May 2027, at least 90% of all students will participate in at least one service project and/or extracurricular activity

Summative Evaluation: ***90% of all students will participate in at least one service project and/or extracurricular activity.***

Activity/Strategy	Title I Required Descriptions	Person(s) Responsible	Timeline	Resources	Formative Evaluation
A. The district will promote student involvement in community holiday programs (e.g. Veteran's Day, Christmas, etc.)	7 13	*Principals *Teachers *Aides *Student body	August 2025—May 2026	*Local Funds *Activity Funds	Student surveys
B. Student groups and organizations will actively support the local food bank and other local/area entities as needs arise	6 13	*Austin Heck & FFA *Nikki Wethington & FOR Club *Student body	August 2025—May 2026	*Activity Funds	Student surveys Community surveys
C. Nazareth School will prepare with voracity and perform with intensity for all extracurricular competitions		*Coaches *Sponsors *Student body	August 2025—July 2026	*Local Funds *Activity Funds	Awards Titles Lone Star Cup
D. Seniors will partner with Kindergarten for the 100th day celebration		*Missy Gilbert *Senior class	January 2026—February 2026	*Local Funds	Student surveys
E. Nazareth students will support each other to help maintain school spirit to foster a campus culture of family		*Coaches *Cheerleaders *Student body *Local businesses	August 2025—June 2026	*Local Funds *Activity Funds	Student surveys School Spirit

F. Student groups will volunteer to help with school and community events	13	*Coaches *Sponsors *Student body	August 2025— August 2026	*Activity Funds	Student surveys Community surveys