

Ector County Independent School District

Nimitz Middle School

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

Mission: Nimitz Students.....Standing Shoulders Above the Rest

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of students in grades 6-8 performing at the Meets Grade Level standard on the Reading STAAR assessment will increase from a 2025-2026 campus baseline average of 52% to 56%.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: STAAR Reading assessment results, district benchmark assessments, common formative assessment (CFA) data, PLC data analysis, classroom walkthrough data, and quarterly campus data reviews.

Strategy 1 Details	Reviews			
Strategy 1: Implement a structured Professional Learning Community (PLC) process in which teachers collaboratively analyze student assessment data, identify TEKS-based learning gaps, develop targeted instructional responses, monitor student progress through common formative assessments, and adjust instruction to improve Reading STAAR performance. Strategy's Expected Result/Impact: Teachers will consistently use data-informed instructional planning to address identified student learning needs, resulting in improved mastery of grade-level TEKS, increased student performance on common formative assessments and district benchmarks, and increased percentages of students meeting the Reading STAAR standard. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), department chairs, PLC facilitators, and designated teacher leaders. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will engage in ongoing Get Better Faster coaching cycles led by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. These coaching cycles will incorporate targeted observations, specific action steps, instructional modeling, guided practice, and timely feedback to build teacher capacity, strengthen instructional expertise, and support the consistent implementation of effective Tier I instruction. Strategy's Expected Result/Impact: Students will receive timely, targeted instruction based on identified learning needs, resulting in improved mastery of priority TEKS, increased performance on formative and benchmark assessments, and a greater percentage of students achieving the Meets Grade Level standard on the Reading STAAR assessment. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), Reading teachers, PLC facilitators, and designated teacher leaders. Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Nimitz Middle School provides a supportive learning environment for all students. However, the campus serves a high percentage of students receiving Special Education services, Emergent Bilingual (EB) students, and economically disadvantaged students who continue to perform below their peers academically. These student groups require intentional, data-driven, and differentiated instruction to ensure Root Cause: Teachers need continued professional learning and instructional support to consistently implement data-driven, differentiated instruction and targeted interventions that meet the diverse academic and language needs of Special Education, Emergent Bilingual, and economically disadvantaged students.
Student Achievement
Problem Statement 1: Nimitz Middle School demonstrated strong student performance in Reading and Science; however, student achievement remains inconsistent across grade levels and content areas. Grade 7 Mathematics and Grade 8 Social Studies continue to be areas of concern and perform below desired levels. We will focus on targeted instruction, data-driven interventions, and differentiated instruction. Root Cause: Inconsistent implementation of targeted, data-driven, and differentiated Tier I instruction has contributed to achievement gaps across content areas, particularly in Grade 7 Mathematics and Grade 8 Social Studies.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the percentage of students in grades 6-8 performing at the Meets Grade Level standard on the Math STAAR assessment will increase from a 2025-2026 average campus baseline of 23% to 27%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: STAAR Math assessment results, district benchmark assessments, common formative assessment (CFA) data, PLC data analysis, classroom walkthrough data, and quarterly campus data reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a structured Professional Learning Community (PLC) process in which mathematics teachers collaboratively analyze student assessment data, identify TEKS-based misconceptions, develop targeted instructional responses, incorporate mathematical discourse and problem-solving strategies into daily instruction, monitor student progress through common formative assessments, and adjust instruction to improve Math STAAR performance. Strategy's Expected Result/Impact: Teachers will consistently use data-informed instructional planning and evidence-based mathematics practices to address identified student learning needs, resulting in improved mastery of grade-level TEKS, increased student performance on common formative assessments and district benchmarks, and an increased percentage of students meeting the Meets Grade Level standard on the Math STAAR assessment. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), department chairs, PLC facilitators, and designated teacher leaders. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details		Reviews			
Strategy 2: Implement a systematic mathematics intervention and acceleration framework that uses common formative assessment and benchmark data to identify student learning needs, provide targeted small-group instruction focused on prerequisite skills, mathematical reasoning, and problem-solving, deliver timely intervention and enrichment, and monitor student progress to increase Math STAAR achievement. Strategy's Expected Result/Impact: Students will receive timely, targeted mathematics instruction based on identified learning needs, resulting in improved mastery of priority TEKS, increased performance on formative and benchmark assessments, strengthened mathematical reasoning and problem-solving skills, and an increased percentage of students achieving the Meets Grade Level standard on the Math STAAR assessment. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), mathematics teachers, PLC facilitators, and designated teacher leaders. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Continued turnover affects instructional continuity, collaborative team development, and the long-term implementation of campus improvement initiatives. Root Cause: Inconsistent access to ongoing support, mentoring, professional growth, and leadership opportunities has contributed to challenges in retaining highly effective teachers at Nimitz.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. Root Cause: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percentage of students performing at the Meets Grade Level standard on the Algebra I End-of-Course (EOC) assessment will increase from the 2025-2026 campus baseline of 65% to 68%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: Algebra I End-of-Course (EOC) assessment results, district benchmark assessments, common formative assessment (CFA) data, PLC data analysis, classroom walkthrough data, and quarterly campus data reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a structured Professional Learning Community (PLC) process in which Algebra I teachers collaboratively analyze student assessment data, identify TEKS-based misconceptions, develop targeted instructional responses, strengthen algebraic reasoning and mathematical modeling through rigorous instructional practices, monitor student progress through common formative assessments, and adjust instruction to improve Algebra I EOC performance. Strategy's Expected Result/Impact: Teachers will consistently use data-informed instructional planning and evidence-based Algebra I instructional practices to address identified student learning needs, resulting in improved mastery of Algebra I TEKS, increased student performance on common formative assessments and district benchmarks, and an increased percentage of students achieving the Meets Grade Level standard on the Algebra I End-of-Course assessment. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), Algebra I teachers, PLC facilitators, and designated teacher leaders. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1				

Strategy 2 Details		Reviews			
Strategy 2: Implement a systematic Algebra I intervention and acceleration framework that uses common formative assessment and benchmark data to identify student learning needs, provide targeted small-group instruction focused on prerequisite algebraic concepts, mathematical reasoning, and multi-step problem solving, deliver timely intervention and enrichment, and monitor student progress to increase Algebra I End-of-Course (EOC) achievement. Strategy's Expected Result/Impact: Students will receive timely, targeted Algebra I instruction based on identified learning needs, resulting in improved mastery of Algebra I TEKS, increased performance on formative and benchmark assessments, strengthened algebraic reasoning and mathematical problem-solving skills, and an increased percentage of students achieving the Meets Grade Level standard on the Algebra I End-of-Course assessment. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), Algebra I teachers, PLC facilitators, and designated teacher leaders. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. Root Cause: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2027, the percentage of 8th grade students performing at the Meets Grade Level standard on the Social Studies STAAR assessment will increase from the 2025-2026 campus baseline of 12% to 16%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Social Studies STAAR assessment results, district benchmark assessments, common formative assessment (CFA) data, PLC data analysis, classroom walkthrough data, and quarterly campus data reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a systematic Social Studies intervention and acceleration framework that uses common formative assessment and benchmark data to identify student learning needs, provide targeted instruction focused on historical thinking, primary and secondary source analysis, academic vocabulary, document-based questioning, and evidence-based written responses, deliver timely intervention and enrichment, and monitor student progress to increase Social Studies STAAR achievement. Strategy's Expected Result/Impact: Students will receive timely, targeted Social Studies instruction based on identified learning needs, resulting in improved mastery of Social Studies TEKS, increased performance on formative and benchmark assessments, strengthened historical reasoning, source analysis, and evidence-based writing skills, and an increased percentage of students achieving the Meets Grade Level standard on the Social Studies STAAR assessment. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), 8th grade Social Studies teachers, PLC facilitators, and designated teacher leaders. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Implement a structured Professional Learning Community (PLC) process in which 8th grade Social Studies teachers collaboratively analyze student assessment data, identify TEKS-based misconceptions, develop targeted instructional responses, strengthen historical thinking, primary source analysis, and evidence-based writing through rigorous instructional practices, monitor student progress through common formative assessments, and adjust instruction to improve Social Studies STAAR performance. Strategy's Expected Result/Impact: Teachers will consistently use data-informed instructional planning and evidence-based Social Studies instructional practices to address identified student learning needs, resulting in improved mastery of Social Studies TEKS, increased student performance on common formative assessments and district benchmark assessments, and an increased percentage of students achieving the Meets Grade Level standard on the Social Studies STAAR assessment. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), 8th grade Social Studies teachers, PLC facilitators, and designated teacher leaders. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: By May 2027, 50% of students in grades 6-8 will meet or surpass their individualized i-Ready Typical Growth goals in Reading, as measured by growth from the Beginning-of-Year (BOY) Diagnostic to the End-of-Year (EOY) Diagnostic.

Indicators of Success:
Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: i-Ready

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using I-Ready and checkpoint data, and targeted instructional adjustments to ensure students meet or exceed their annual I-Ready Reading growth goals. Strategy's Expected Result/Impact: Students will show growth and track progress on their data trackers Staff Responsible for Monitoring: Teachers, Admin, IC, MCLs Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Nimitz has established a daily 30-minute Admiral Time intervention period to deliver targeted instruction based on checkpoint, i-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will use student data to identify and provide Tier II and Tier III interventions that address individual learning needs, reduce achievement gaps, and promote academic growth, while classroom teachers continue to provide focused support during core instruction. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. Staff Responsible for Monitoring: Admin, DC, MCLs, IC, Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. Root Cause: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: By May 2027, 40% of students in grades 6-8 will meet or surpass their individualized i-Ready Typical Growth goals in Mathematics, as measured from the Beginning-of-Year (BOY) Diagnostic to the End-of-Year (EOY) Diagnostic.

Indicators of Success:
Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: i-Ready

Strategy 1 Details		Reviews			
Strategy 1: Teachers will participate in job-embedded coaching, lesson internalization, frequent progress monitoring using I-Ready and checkpoint data, and targeted instructional adjustments to ensure students meet or exceed their annual I-Ready Reading growth goals. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the year. Staff Responsible for Monitoring: Teachers, Admin, MCLs, DCs Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Nimitz has established a daily 30-minute Admiral Time intervention period to deliver targeted instruction based on checkpoint, i-Ready, and STAAR data. Instructional Coaches and Multi-Classroom Leaders (MCLs) will use student data to identify and provide Tier II and Tier III interventions that address individual learning needs, reduce achievement gaps, and promote academic growth, while classroom teachers continue to provide focused support during core instruction. Strategy's Expected Result/Impact: Students will show growth and track progress throughout the school year. Staff Responsible for Monitoring: Teachers, Admin, IC, MCLs Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 1: Nimitz Middle School demonstrated strong student performance in Reading and Science; however, student achievement remains inconsistent across grade levels and content areas. Grade 7 Mathematics and Grade 8 Social Studies continue to be areas of concern and perform below desired levels. We will focus on targeted instruction, data-driven interventions, and differentiated instruction. Root Cause: Inconsistent implementation of targeted, data-driven, and differentiated Tier I instruction has contributed to achievement gaps across content areas, particularly in Grade 7 Mathematics and Grade 8 Social Studies.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. Root Cause: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: By May 2027, the percentage of students in grades 6-8 performing at the Meets Grade Level standard on the 8th-grade Science STAAR assessment will increase from a 2025-2026 campus baseline average of 55% to 59%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a structured Professional Learning Community (PLC) process in which teachers collaboratively analyze student assessment data, identify TEKS-based learning gaps, develop targeted instructional responses, monitor student progress through common formative assessments, and adjust instruction to improve Reading STAAR performance. Strategy's Expected Result/Impact: Result/Impact Teachers will consistently use data-informed instructional planning to address identified student learning needs, resulting in improved mastery of grade-level TEKS, increased student performance on common formative assessments and district benchmarks, and increased percentages of students meeting the Reading STAAR standard. Staff Responsible for Monitoring: Campus Administration Team, Multi-Classroom Leaders (MCLs), department chairs, PLC facilitators, and designated teacher leaders. Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will engage in ongoing Get Better Faster coaching cycles led by administrators, department heads, Multi-Classroom Leaders (MCLs), and teacher leaders. These coaching cycles will incorporate targeted observations, specific action steps, instructional modeling, guided practice, and timely feedback to build teacher capacity, strengthen instructional expertise, and support the consistent implementation of effective Tier I instruction. Strategy's Expected Result/Impact: STAAR Reading assessment results, district benchmark assessments, common formative assessment (CFA) data, PLC data analysis, classroom walkthrough data, and quarterly campus data reviews. Staff Responsible for Monitoring: Admin, IC, MCLs, DC Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Nimitz Middle School provides a supportive learning environment for all students. However, the campus serves a high percentage of students receiving Special Education services, Emergent Bilingual (EB) students, and economically disadvantaged students who continue to perform below their peers academically. These student groups require intentional, data-driven, and differentiated instruction to ensure Root Cause: Teachers need continued professional learning and instructional support to consistently implement data-driven, differentiated instruction and targeted interventions that meet the diverse academic and language needs of Special Education, Emergent Bilingual, and economically disadvantaged students.
Student Achievement
Problem Statement 1: Nimitz Middle School demonstrated strong student performance in Reading and Science; however, student achievement remains inconsistent across grade levels and content areas. Grade 7 Mathematics and Grade 8 Social Studies continue to be areas of concern and perform below desired levels. We will focus on targeted instruction, data-driven interventions, and differentiated instruction. Root Cause: Inconsistent implementation of targeted, data-driven, and differentiated Tier I instruction has contributed to achievement gaps across content areas, particularly in Grade 7 Mathematics and Grade 8 Social Studies.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. Root Cause: Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Student daily attendance will increase from 93.7% to 95%

Evaluation Data Sources: Increase student attendance

Strategy 1 Details	Reviews			
Strategy 1: Nimitz will implement weekly incentives (e.g., grade-level competitions, recognition of grade level who meet 95% or better, raffles, and classroom rewards) to celebrate students with 95% or higher attendance, reinforcing positive habits and building a culture of attendance awareness. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: admin, attendance clerks, teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Nimitz will establish a three-tiered attendance intervention system that includes parent phone calls, attendance contracts, and counselor or administrator conferences for students who fall below 95% attendance, with support from Communities In Schools to remove barriers and monitor progress weekly. Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Although Nimitz staff perceive a supportive and positive campus culture, student results show lower levels of School Climate (34%), Sense of Belonging (47%), and Connectedness (55%). These results highlight a need to strengthen student relationships, engagement, and connection to the Nimitz school community. Root Cause: Students do not consistently experience meaningful opportunities to build positive relationships, feel valued, and actively engage in the Nimitz school community.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Discipline infractions will decrease from 872 to 592

Evaluation Data Sources: Decrease in disciplinary infractions

Strategy 1 Details	Reviews			
Strategy 1: Nimitz will continue to implement Emergent Tree framework to address student behavior and build strong relationships with staff and students. Strategy's Expected Result/Impact: Reduce classroom disruptions, and student discipline. Staff Responsible for Monitoring: Admin, ET Team, MTSS Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Counselors and administrators will establish a student check-in/check-out process that provides daily opportunities for goal setting, progress monitoring, and meaningful adult support for students who require additional behavioral interventions. Strategy's Expected Result/Impact: reduce referrals Staff Responsible for Monitoring: Admin, ET Team, MTSS, Counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Nimitz Middle School demonstrated strong student performance in Reading and Science; however, student achievement remains inconsistent across grade levels and content areas. Grade 7 Mathematics and Grade 8 Social Studies continue to be areas of concern and perform below desired levels. We will focus on targeted instruction, data-driven interventions, and differentiated instruction. Root Cause: Inconsistent implementation of targeted, data-driven, and differentiated Tier I instruction has contributed to achievement gaps across content areas, particularly in Grade 7 Mathematics and Grade 8 Social Studies.

School Culture and Climate

Problem Statement 1: Although Nimitz staff perceive a supportive and positive campus culture, student results show lower levels of School Climate (34%), Sense of Belonging (47%), and Connectedness (55%). These results highlight a need to strengthen student relationships, engagement, and connection to the Nimitz school community. **Root Cause:** Students do not consistently experience meaningful opportunities to build positive relationships, feel valued, and actively engage in the Nimitz school community.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Nimitz will strengthen its College, Career, and Military Readiness (CCMR) efforts by expanding AVID strategies campus-wide, incorporating college and career exploration into Admiral Time lessons, and hosting career days and student-led goal-setting conferences to foster a college-going culture and prepare students for future academic success.

Evaluation Data Sources: AVID

Strategy 1 Details	Reviews			
Strategy 1: AVID will organize and lead campus-wide events such as College T-Shirt Days, Career Panels, and College Readiness Spirit Weeks. AVID students will serve as ambassadors to promote a college-going culture across all grade levels. Strategy's Expected Result/Impact: School-wide participation in college and career events. This will expose all students to post-secondary readiness. Staff Responsible for Monitoring: AVID, Admin Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Nimitz will provide students with engaging college and career exploration opportunities through student presentations, guest speakers, high school and college awareness activities, and educational field experiences. These opportunities will encourage students to set academic goals, explore postsecondary options, and develop a mindset that supports college and career readiness. Strategy's Expected Result/Impact: Students will take an active role in planning their academic and career goals, leading to increased engagement and greater preparedness for high school and future College, Career, and Military Readiness (CCMR) expectations. Staff Responsible for Monitoring: AVID, Admiral Time Teachers, Admin TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 1: Although Nimitz staff perceive a supportive and positive campus culture, student results show lower levels of School Climate (34%), Sense of Belonging (47%), and Connectedness (55%). These results highlight a need to strengthen student relationships, engagement, and connection to the Nimitz school community. **Root Cause:** Students do not consistently experience meaningful opportunities to build positive relationships, feel valued, and actively engage in the Nimitz school community.

Family and Community Engagement

Problem Statement 1: Nimitz offers a variety of opportunities for families to engage with the campus; however, expanding family participation remains an area of focus to build stronger school-home partnerships that contribute to student success. **Root Cause:** Scheduling conflicts, communication barriers, and limited flexibility in engagement opportunities have contributed to inconsistent family participation in Nimitz campus activities.

Board Goal 4: Classroom Excellence

Performance Objective 1: Nimitz will raise the connectedness indicator with Panorama from 55% to 65%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Nimitz will build a team culture of acceptance and diversity through iLead and Transformation Tables. Strategy's Expected Result/Impact: Overall connectedness will increase with students and staff Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Nimitz will offer multiple opportunities for students and families to engage with the campus through Family Engagement, Open House, TELPAS parent night, Academic Family Fun Nights, Play Nights, and extra-curricular events. Strategy's Expected Result/Impact: Increase in student and family connectedness Staff Responsible for Monitoring: Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: To strengthen instructional practices and increase student engagement, campus leadership at Nimitz Middle School will implement a focused monitoring system that emphasizes: Clear and aligned classroom objectives, High levels of academic rigor, Consistent use of multiple response strategies to raise the student participation ratio

Evaluation Data Sources: Strong Tier 1 Instruction

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administrators will conduct a minimum of ten classroom walkthroughs per week, focusing on the alignment between lesson objectives, instructional delivery, and student engagement strategies. Observations will be documented in Eduphoria, allowing for data-driven coaching cycles, targeted support, and continuous instructional improvement. Strategy's Expected Result/Impact: Strong Tier 1 Instruction Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning				
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide teachers with a ready-to-use toolkit of engagement strategies (e.g., cold call, whiteboards, turn and talk, equity sticks, choral response). Teachers will have specially designed and targeted professional development throughout the school year on Monday afternoon with the Admin. Team. Strategy's Expected Result/Impact: Strong Tier 1 Instruction and support Staff Responsible for Monitoring: Admin Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Nimitz Middle School demonstrated strong student performance in Reading and Science; however, student achievement remains inconsistent across grade levels and content areas. Grade 7 Mathematics and Grade 8 Social Studies continue to be areas of concern and perform below desired levels. We will focus on targeted instruction, data-driven interventions, and differentiated instruction. **Root Cause:** Inconsistent implementation of targeted, data-driven, and differentiated Tier I instruction has contributed to achievement gaps across content areas, particularly in Grade 7 Mathematics and Grade 8 Social Studies.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Continued turnover affects instructional continuity, collaborative team development, and the long-term implementation of campus improvement initiatives. **Root Cause:** Inconsistent access to ongoing support, mentoring, professional growth, and leadership opportunities has contributed to challenges in retaining highly effective teachers at Nimitz.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, 100% of teachers will engage in continuous, job-embedded professional learning through instructional coaching, PLC collaboration, and SIBME reflective practices to strengthen Tier I instruction and increase student achievement.

Evaluation Data Sources: SIBME, Walkthroughs, conferences with teachers, TTESS

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly SIBME coaching cycles that include classroom observations, timely feedback, teacher reflection, and individualized action steps. Use PLCs to address instructional trends identified through walkthrough data and provide targeted professional learning based on teacher needs. Strategy's Expected Result/Impact: All teachers engage in continuous coaching and reflective practice. Increased implementation of research-based instructional strategies. Improved consistency in Tier One instructional delivery. Staff Responsible for Monitoring: Admin, MCLs TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Nimitz will increase the percentage of teachers who report receiving relevant, timely, and actionable feedback and coaching from campus administrators from 60% to 70%, as measured by the annual Panorama Staff Survey.

Evaluation Data Sources: Panorama Survey, Coaching Cycles, SIBME

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Opportunity Culture in all STAAR tested areas. Opportunity Culture MCLs offer coaching support for teachers within their team, model classroom for other teachers, and support Tier II and Tier III teaching. Strategy's Expected Result/Impact: Increase in teacher effectiveness and retention, strengthen PLC process, alignment between classrooms, decrease academic gaps for sub-populations at meets level. Staff Responsible for Monitoring: Admin, IC Title I: 2.51 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Nimitz will offer strategic mentoring for all 0 to 1 year teachers and international teachers new to ECISD through targeted and specific PD Strategy's Expected Result/Impact: Increase support for new teachers and provide targeted coaching Staff Responsible for Monitoring: Admin, MCLs, IC TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Nimitz Middle School provides a supportive learning environment for all students. However, the campus serves a high percentage of students receiving Special Education services, Emergent Bilingual (EB) students, and economically disadvantaged students who continue to perform below their peers academically. These student groups require intentional, data-driven, and differentiated instruction to ensure **Root Cause:** Teachers need continued professional learning and instructional support to consistently implement data-driven, differentiated instruction and targeted interventions that meet the diverse academic and language needs of Special Education, Emergent Bilingual, and economically disadvantaged students.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance continues to vary across grade levels and content areas. Strengthening Tier I instruction and the intentional use of student data remain priorities for increasing achievement at the Meets and Masters levels. **Root Cause:** Inconsistent implementation of rigorous Tier I instruction and the use of student data to adjust instruction have contributed to gaps in student performance across grade levels and content areas.