Ector County Independent School District

Nimitz Middle School

2019-2020 Campus Improvement Plan

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged leaning, and dynamic innovation; and maximizing ll available resources.

At Nimitz Middle School, we...

Nourish a lifelong commitment to learning by

Joining together to achieve excellence.

Motivating and respecting every individual for what they have to offer, and having the

Strength of will to stand shoulders above the rest!

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Nimitz serves grades 6-8 with an approximate population of 1473 at the beginning of the 2019-2020 school year.

DATA BELOW HAS BEEN UPDATED--JONES SQL RPT 33

The demographic breakdown is Hispanic 60.35%, White 27.90%, African American 7.26%, Asian 1.42%, American Indian .67%

Eco dis **PENDING DATA FROM FOODSERVICES**%. Special Education 10.67%, GT 21.11%, ELL 10.31, 504 4.9% Homeless 2.61% At Risk 46.84%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Two/More Races	Sped	Econ Dis.	EL
2016-17	95.7	94.6	95.5	94.8	95.4	95.7	96.8	98.0	95.0	95.2	94.2	95.4
2015-16	95.8	94,7	95.6	96.1	95.7	95.2		97.6	95.4	95.0	95.3	96.6

Demographics Strengths

We had 94% Approach, 74% Meet, and 39% Master standards in Algebra 1

Nimitz showed growth in Reading in 7th grade. 7th grade scored 72% with 4 point growth.

Nimitz improved 3 points in 7th-grade in 8th grade Science scoring 75% compared to 72% the previous year.

Nimitz improved 9 points in 8th-grade Social Studies scoring 59% compared to 50% the previous year.

Nimitz improved 4 points in Social Studies at Masters Grade Level

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students continues to rise while the number of HQ teachers continues to decline. **Root Cause**: The current economy

Problem Statement 2: Our STAAR scores in 6th grade Reading and Math are declining. **Root Cause**: The number transitions that the students are encountering. Our ELL students are transitioning from Spanish to English based test.

Student Achievement

Student Achievement Summary

6th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	Campus	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		48	51	55	65	40	88	58	45	15	23
2018	69	48	59	60	65	*	*	*	42	*	*
2017	69	48	45	33	39	30	*	*	21	*	*

7th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	Campus	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		56	69	72	79	55	71	100	63	30	29
2018	74	54	66	70	78	*	77	*	61	*	*
2017	73	53	51	64	73	*	100	*	51	*	*

8th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	Campus	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		73	71.43	73.8	83.87	57.69	71.43	*	65.19	20	37.93
2018	86	73	83	86	91	*	*	*	74	*	*
2017	86	75	73	92	97	82	*	*	85	*	*

7th Grade STAAR Writing Approaches Grade Level

Year	State	District	H	Campus	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		49	58	62	72	38	71	100	55	10	22
2018	69	51	61	66	74	*	*	*	*	*	*

7th Grade STAAR Writing Approaches Grade Level

Year	State	District	H	Campus	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2017	70	51	62	62	66	*	*	*	50	*	*

8th Grade Science Approaches Grade Level

Year	State	District	H	Campus	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		64	75	75	84	50	71	88	67	30	39
2018	76	62	70	73	80	*	100	*	56	*	*
2017	76	62	78	84	91	*	*	*	76	*	73

Grade 6 Reading Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		19	28	24	40	13	38	17	16	6	2
2018	39	20	33	30	39	*	*	*	21	*	*
2017	37	20	36	29	48	*	*	*	21	*	*

Grade 7 Reading Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		29	44	39	53	29	71	83	31	7	16
2018	48	27	41	35	53	*	54	*	24	*	*
2017	42	21	32	25	40	*	78	*	17	*	*

Grade 8 Reading Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		32	47	43	60	31	50	75	32	5	25
2018	49	28	44	38	54	*	*	*	28	*	*
2017	50	30	51	46	61	*	*	*	36	*	*

Grade 7 Writing Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		22	37	34	43	17	71	67	27	3	5
2018	43	25	39	33	53	*	*	*	*	*	*
2017	39	20	27	24	33	*	*	*	15	*	*

Grade 6 Math Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		25	37	34	46	23	50	33	26	6	20
2018	44	25	34	32	37	*	*	*	20		32
2017	43	20	33	28	39	*	*	*	*	*	*

Grade 7 Math Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		26	32	27	44	14	40	33	22	3	11
2018	40	22	30	25	37	*	*	*	*	*	*
2017	40	20	27	25	29	*	*	*	*	*	*

Grade 8 Math Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		22	30	29	28	28	55	25	24	5	18
2018	51	18	24	25	*	*	*	*	*	*	*
2017	45	13									

Grade 8 Science Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		28	43	39	54	35	43	75	33	5	10
2018	52	33	49	43	59	*	88	*	31	*	*
2017	48	27	49	42	58	*	*	*	40	*	39

8th Grade Social Studies Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		13	25	19	40	15	29	50	16	*	7
2018	53	33	21	16	28	*	88	*	12	*	*
2017	49	29	28	19	39	*	60	*	22	*	*

STAAR Percent at Masters (previously advanced level III)
All Subjects

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019			17	13	24	10	39	34	10	2	10
2018	22	11	15	12	20	5	40	27	7	7	10
2017	20	10									

3-EOC Reading Masters Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019			21	17	28	14	38	36	13	2	10
2018	19	10	20	17	25	9	39	41	11	*	14
2017	19	10									

3-EOC Math Masters Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		13	12	9	18	3	37	25	5	4	10
2018	24	11	11	8	15	*	39	*	5	7	11
2017	23	11									

4&7 Writing Masters Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL

4&7 Writing Masters Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		6	16	13	21	8	50	50	9	0	9
2018	13	6	7	4	11	*	*	*	*	*	*
2017	12	5									

5-EOC Science Masters Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019			23	17	34	17	46	50	16	*	9
2018	23	11	22	18	27	*	75	*	10		*
2017	19	10									

8-EOC Social Studies Masters Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019			13	10	19	12	31	25	9	0	9
2018	31	15	11	8	16	*	63	*	5	*	*
2017	27	12									

	Composite	Scaled Score	
Overall		67	D
Student Achievement		74	C
STAAR Performance	42	74	
College, Career and Military Readiness			
Graduation Rate			
School Progress		63	D
Academic Growth	63	63	D
Relative Performance (Eco Dis: 35.6%)	42	56	F
Closing the Gaps	7	50	F

Nimitz Middle School is identified for targeted support and improvement.

Student Achievement Strengths

8th grade Social Studies scores increased by 8 percentage points from the previous year. 8th grade Science scores increased 2 percentage points from the previous year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading scores did not show significant gains. **Root Cause**: The 45 minute class period was not enough time to implement Guided Reading/Comprehension effectively.

Problem Statement 2: Overall Math scores are below state average. **Root Cause**: 75% of new TEKS in 6th grade are new to 6th grade. Frequent transitions are new for 6th grade students.

School Culture and Climate

School Culture and Climate Summary

Nimitz staff members share a belief in the vision, mission, and values the campus has previously established. With new staff members, the climate is positive with a focus on student success. Teachers and the Administrative team work together to support all students.

School Culture and Climate Strengths

The Nimitz cultural is very data driven which results in an awareness of the needs of sub groups. Professional development is embraced and strategies are utilized to meet the needs of sub groups with the expectation that they will perform at the same level as their peers. Weekly Monday Morning Meetings are held in order to share instructional strategies. Daily PLC's have been implemented for 6th and 7th grade ELAR and 6th grade math.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There is a communication gap between the school and parents with regards to parental involvement **Root Cause**: Time constraints, access to technology with parents

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Nimitz Middle School is presently not highly qualified in 6th grade Math, 6th Social Studies, 6th grade Science, 7th Texas History, and 8th grade remedial Reading. The Special Education Department is also short 3 teachers. Nimitz has a total of 79 teachers. Of these 79, 21 are new to the building.

Staff Quality, Recruitment, and Retention Strengths

Currently, 5 of our new teachers are in the Pathway program seeking their teacher certifications. The majority of returning teacher's experience ranges from 5-30 years. These teachers are dedicated to the success of our students and mentor our new teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The number of HQ teachers is declining while the demand for teachers is on the rise. **Root Cause**: Number of teachers in alternative certification is increasing. The lack of certified teachers due to the economy.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Collaborative teams will disaggregate data in order to determine strengths and weakness of both students and instruction. With this data they will plan effective lessons during PLC time. The core curriculum in both math and reading have been changed to improve student engagement and performance. TEKS Resource, AVID strategies, Lead4Ward strategies, Time To Teach program, and Kagan strategies are being utilized in classrooms to maximize student performance.

Curriculum, Instruction, and Assessment Strengths

6th and 7th grade ELAR and Math meet daily for PLC's to disaggregate student data for instructional purposes. In the area of Reading, Pearson's textbook adoption will be implemented to enhance the new TEKS and used to drive instruction. Block scheduling will be utilized in 6th, 7th ELAR and 6th Math to enable teachers to reteach, implement small groups, and provide guided instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The lack of a structured PLC's in order plan with fidelity. **Root Cause**: Inefficient time to plan due to teachers covering classes due to the shortage of teachers and substitutes.

Parent and Community Engagement

Parent and Community Engagement Summary

Nimitz Middle School encourages family involvement through parent portal, our new Nimitz website, Facebook, Twitter, Parent Link, weekly grade level parent newsletters, VIPS, Booster Clubs, Open House, parent nights, parent and student orientation, Fine Arts concerts, athletic events. and our PTO.

Parent and Community Engagement Strengths

We have a very active PTO that works to provide our students with fun activities and rewards for their hard work. They also support teachers and build teacher morale. Our athletic booster clubs are very supportive of our teams and assist coaches with their needs.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Time constraints with regards to planning make it difficult to implement successful community involvement activities. **Root Cause**: With these time constraints effective planning is difficult.

School Context and Organization

School Context and Organization Summary

The leadership structure at Nimitz is organized with a principal, 3 assistant principals, department chairs, 2 Instructional Specialists, and teachers/staff. The leadership team consists of administrators, department chairs and Instructional Specialists. The decision making process consists of department chairs meeting with teacher and gathering input regarding instruction, instructional needs, and concerns. The input collected is reviewed and discussed with the leadership team in order to provide teachers with the support needed.

School Context and Organization Strengths

The instructional leadership team is actively involved in all areas of curriculum and instruction.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Not all of the leadership team is always present during meetings. **Root Cause**: Members of the leadership team are supervising students after school.

Technology

Technology Summary

Nimitz Middle School has Smart boards and document cameras in all classrooms. We have one computer lab available for classroom use and 11 mobile labs. We also have a classroom set of student computers in the library.

Technology Strengths

Teachers utilize technology in every classroom. Technology specialists provide instruction in the use of new programs. Teachers are beginning to utilize Google Classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: With the increased student population and the number of portables required to house students there is no WiFi capabilities in the portables. **Root Cause**: The structure of the WiFi does not support all classrooms.

Problem Statement 2: Not all students have access to technology on a daily basis. **Root Cause**: The number of students exceeds the amount of technology available.

Priority Problem Statements

Problem Statement 1: The number of students continues to rise while the number of HQ teachers continues to decline.
Root Cause 1: The current economy
Problem Statement 1 Areas: Demographics

Problem Statement 2: Reading scores did not show significant gains.
Root Cause 2: The 45 minute class period was not enough time to implement Guided Reading/Comprehension effectively.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Our STAAR scores in 6th grade Reading and Math are declining.
Root Cause 3: The number transitions that the students are encountering. Our ELL students are transitioning from Spanish to English based test.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Overall Math scores are below state average.
Root Cause 4: 75% of new TEKS in 6th grade are new to 6th grade. Frequent transitions are new for 6th grade students.
Problem Statement 4 Areas: Student Achievement

Problem Statement 5: There is a communication gap between the school and parents with regards to parental involvement
Root Cause 5: Time constraints, access to technology with parents
Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: The number of HQ teachers is declining while the demand for teachers is on the rise.

Root Cause 6: Number of teachers in alternative certification is increasing. The lack of certified teachers due to the economy.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: The lack of a structured PLC's in order plan with fidelity.

Root Cause 7: Inefficient time to plan due to teachers covering classes due to the shortage of teachers and substitutes.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Time constraints with regards to planning make it difficult to implement successful community involvement activities.

Root Cause 8: With these time constraints effective planning is difficult.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: Not all of the leadership team is always present during meetings.

Root Cause 9: Members of the leadership team are supervising students after school.

Problem Statement 9 Areas: School Context and Organization

Problem Statement 10: With the increased student population and the number of portables required to house students there is no WiFi capabilities in the portables.

Root Cause 10: The structure of the WiFi does not support all classrooms.

Problem Statement 10 Areas: Technology

Problem Statement 11: Not all students have access to technology on a daily basis.

Root Cause 11: The number of students exceeds the amount of technology available.

Problem Statement 11 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Nimitz Middle School will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 39% to 44% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Teachers will offer a multitude/flexible tutoring times across each department.	2.4, 2.5, 2.6	Teachers Principals Assistant Principals Instructional Specialists	Students for all tested areas will show growth toward the meets standard.				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1							
Funding Sources: Title One School-wide - 0.00, Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) Nimitz will plan and implement the "Do Now" at the beginning of each period with fidelity. This strategy is the spiraling of skills.	2.4, 2.5, 2.6	Teachers Principals, Assistant Principals Instructional specialists	Strategy expected result is decrease student learning gaps.				
Problem Statements: Student Achievement 1, 2							
Funding Sources: Local - 0.00							
Targeted Support Strategy 3) Campus will implement a consistent process to disaggregate and monitor data through professional learning communities.	2.4, 2.5, 2.6						
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 4) Increase instructional time in 6th grade Math and ELAR and 7th grade math through block scheduling.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy expected results include: consistent implementation of differentiated instruction through small group instruction and consistent intervention.				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 5) Implement common assessments and benchmark assessments according to schedule.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy result is access to current data to make timely instructional changes				
Problem Statements: Student Achievement 1, 2							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 6) Implementation of Relay aggressive monitoring by all stakeholders.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy result is increase in student on task behavior.				
Problem Statements: Student Achievement 1, 2							
Funding Sources: Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy 7) Teachers will create rigorous lessons using the ECISD Learning mat to enhance and challenge students to master TEKS across all subject areas.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy result is to increase student engagement through comprehensive lesson plans.				
	Problem Statements: Student Achievement 1, 2						
	Funding Sources: Local - 0.00						

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Reading scores did not show significant gains. **Root Cause 1**: The 45 minute class period was not enough time to implement Guided Reading/Comprehension effectively.
Problem Statement 2: Overall Math scores are below state average. **Root Cause 2**: 75% of new TEKS in 6th grade are new to 6th grade. Frequent transitions are new for 6th grade students.

Curriculum, Instruction, and Assessment
Problem Statement 1: The lack of a structured PLC's in order plan with fidelity. **Root Cause 1**: Inefficient time to plan due to teachers covering classes due to the shortage of teachers and substitutes.

Goal 1: Nimitz Middle School will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 17% to 22% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Honors students will be served with a new Laying the Foundations Curriculum	2.4, 2.5, 2.6	Principal Assistant Principals Instructional Specialists	Strategy's result is to Increase the number of students meeting masters across all subject areas.				
Problem Statements: Student Achievement 1, 2							
Funding Sources: State Comp Ed - 0.00, Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) Teachers will create rigorous lessons using the ECISD Planning mat to enhance and challenge students to master TEKS across all subject areas.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialists, teachers	Strategy's result is to increase student engagement through comprehensive lesson plans				
Problem Statements: Student Achievement 1, 2							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools Connect high school to career and college 3) Nimitz will monitor students leveling up to Masters through Lead4Forward Data Analysis.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialists, teachers.	Strategy's expected result is for students to show growth towards Masters level or maintain Masters level with each assessment.				
Problem Statements: Student Achievement 1, 2							
Funding Sources: Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

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

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Reading scores did not show significant gains. **Root Cause 1**: The 45 minute class period was not enough time to implement Guided Reading/Comprehension effectively.
Problem Statement 2: Overall Math scores are below state average. **Root Cause 2**: 75% of new TEKS in 6th grade are new to 6th grade. Frequent transitions are new for 6th grade students.

Goal 1: Nimitz Middle School will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving the Meets Standard on state assessments in Reading and Writing will increase by 10% by May 2020.

6th Grade Reading from 27.8% to 37%
7th Grade Reading from 43.57% to 48%
8th Grade Reading from 47.33% to 52%
7th Grade Writing from 36.87% to 41%.

Evaluation Data Source(s) 3: State Accountability 2019, 2020

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools Build a foundation of reading and math 1) Implement new ELAR program adoptions and new ELAR TEKS with fidelity.	2.4, 2.5, 2.6	Principal Assistant Principals Instructional Specialists	Strategy's result will be for student performance to increase by 10% on the Meets standard.				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools Build a foundation of reading and math 2) Increase instructional time in 6th and 7th grade through block scheduling.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialists	Strategy's expected results include: consistent implementation of differentiated instruction through small group instruction and consistent intervention.				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools Build a foundation of reading and math 3) Teachers will utilize ECISD Planning Mats during lesson planning.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialists	Strategy's expected result is improvement of student engagement based on effective lesson planning.				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Reading scores did not show significant gains. **Root Cause 1**: The 45 minute class period was not enough time to implement Guided Reading/Comprehension effectively.

Curriculum, Instruction, and Assessment
Problem Statement 1: The lack of a structured PLC's in order plan with fidelity. **Root Cause 1**: Inefficient time to plan due to teachers covering classes due to the shortage of teachers and substitutes.

Goal 1: Nimitz Middle School will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2020.

6th Grade Math from 36.25% to 41%
7th Grade Math from 31.4% to 36%
8th Grade Math from 47.33% to 51%

Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools Build a foundation of reading and math 1) Implement Imagine Math in 6th through 8th grade as a supplemental program	2.4, 2.5, 2.6	Principal Assistant Principals Instructional Specialists	Students will increase by 10% on the Meets Standard.				
Problem Statements: Student Achievement 2 - Technology 2							
Funding Sources: State Comp Ed - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools Build a foundation of reading and math 2) Increase instructional time in 6th grade through block scheduling	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialist, Math Co-ordinator	Strategy's result will be an increase in student math performance by 10 percent.				
Problem Statements: Student Achievement 2							
Funding Sources: Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools Build a foundation of reading and math 3) Teachers will utilize ECISD Planning Mats during lesson planning.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialist, Math Co-ordinator	Strategy's expected result is improvement of student engagement based on effective lesson planning.				
Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							

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

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: Overall Math scores are below state average. **Root Cause 2**: 75% of new TEKS in 6th grade are new to 6th grade. Frequent transitions are new for 6th grade students.

Curriculum, Instruction, and Assessment
Problem Statement 1: The lack of a structured PLC's in order plan with fidelity. **Root Cause 1**: Inefficient time to plan due to teachers covering classes due to the shortage of teachers and substitutes.

Technology
Problem Statement 2: Not all students have access to technology on a daily basis. **Root Cause 2**: The number of students exceeds the amount of technology available.

Goal 1: Nimitz Middle School will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Students achieving the Meets Standard on 8th Grade Social Studies STAAR state assessment will increase by 10%.

8th Grade Social Studies from 29.67% to 34%.

Evaluation Data Source(s) 5: 2020 State Accountability

Summative Evaluation 5:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) 8th grade teachers will monitor and disaggregate data during PLC's.	2.4, 2.5, 2.6	Principal Assistant Principals Instructional Specialists	Students will increase by at least 10% on the Meets standard.				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) 8th grade teachers will plan as a grade level during PLCs and implement a consistent curriculum focusing on academic curriculum.	2.4, 2.5, 2.6	Principal, APs, Instructional Specialists, and teachers	Students will show an increase of at least 10% on the STAAR.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 3) Teachers will use the ECISD Planning Mats during lesson planning.	2.4, 2.5, 2.6	Principal, APs, Instructional Specialists, and teachers	Strategy's expected results will be an increase of 10% on student performance due to better aligned and prepared lessons.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							

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

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Reading scores did not show significant gains. **Root Cause 1**: The 45 minute class period was not enough time to implement Guided Reading/Comprehension effectively.

Curriculum, Instruction, and Assessment
Problem Statement 1: The lack of a structured PLC's in order plan with fidelity. **Root Cause 1**: Inefficient time to plan due to teachers covering classes due to the shortage of teachers and substitutes.

Goal 1: Nimitz Middle School will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020.

8th Science from 43.12% to 48%.

Evaluation Data Source(s) 6: 2020 State Accountability

Summative Evaluation 6:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 1) Teachers will monitor and disaggregate data through PLC's.	2.4, 2.5, 2.6	Principal Assistant Principals Instructional Specialists	Students will increase by 10% on the Meets standard.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) 8th grade teachers will plan as a grade level during PLCs and implement a consistent curriculum focusing on academic curriculum	2.4, 2.5, 2.6	Principal, APs, teachers and Instructional Specialists	Strategy's expected results will be an increase of 10% on student performance.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 3) Teacher will use the ECISD Planning Mats during lesson planning.	2.4, 2.5, 2.6	Principal, APs, teachers and Instructional Specialists	Strategy's expected results will be an increase of 10% on student performance due to better aligned and prepared lessons.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Performance Objective 6 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: The lack of a structured PLC's in order plan with fidelity. **Root Cause 1**: Inefficient time to plan due to teachers covering classes due to the shortage of teachers and substitutes.

Goal 1: Nimitz Middle School will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: Nimitz student attendance rate will increase from 95.5% to 97% by May 2020 (State average was 95.7% in 2017).

Evaluation Data Source(s) 7: District attendance reports

Summative Evaluation 7:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Weekly attendance incentives will be implemented for students reaching 96% attendance rates. Attendance clerks will make connections with parents regarding absences and tardies. AP's, attendance clerks, and teachers will contact parents to inquire about absences.	2.4, 2.5, 2.6	Principal Assistant Principals Attendance Clerks, Teachers	Attendance will increase to 96%.				
	Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 **Funding Sources**: Local - 0.00						
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) Encourage parents to use the Attendance Campaign flyer to document their child's attendance throughout the year.	2.4, 2.5, 2.6	School staff. Parents and students	Strategy's expected result is the increase in student attendance and parent involvement.				
	Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 **Funding Sources**: Local - 0.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Performance Objective 7 Problem Statements:

School Culture and Climate

Problem Statement 1: There is a communication gap between the school and parents with regards to parental involvement **Root Cause 1**: Time constraints, access to technology with parents

Parent and Community Engagement

Problem Statement 1: Time constraints with regards to planning make it difficult to implement successful community involvement activities. **Root Cause 1**: With these time constraints effective planning is difficult.

Goal 2: Nimitz Middle School will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: 22% have less than 5 years experience. The primary objective is to support teachers to ensure retention.

Evaluation Data Source(s) 1: TAPR

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools Recruit, support, retain teachers and principals 1) Teachers will receive continuous coaching using the Relay coaching model.	2.4, 2.5, 2.6	Principal, Assistant Principal, IS, Department Chairs, Relay Team	Strategy's expected result is improvement of teacher quality and student performance.				
Problem Statements: Staff Quality, Recruitment, and Retention 1 **Funding Sources**: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools Recruit, support, retain teachers and principals 2) Nimitz will provide teachers with training in their dedicated content area along with support from Instructional Specialists.	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	Strategy's expected result is improved teacher quality and student performance.				
Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 **Funding Sources**: Local - 0.00							
TEA Priorities Improve low-performing schools 3) Nimitz will provide a PLC period for 6th ELAR /Math and 7th ELAR/Math dedicated to teacher planning and data analysis.	2.4, 2.5, 2.6	Administrators, teachers, Instructional specialists	Strategy's expected result is improved quality of lesson planning processes, Tier 1 instruction and improved student performance.				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 **Funding Sources**: Local - 0.00							
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Reading scores did not show significant gains. **Root Cause 1**: The 45 minute class period was not enough time to implement Guided Reading/Comprehension effectively.
Problem Statement 2: Overall Math scores are below state average. **Root Cause 2**: 75% of new TEKS in 6th grade are new to 6th grade. Frequent transitions are new for 6th grade students.

Staff Quality, Recruitment, and Retention
Problem Statement 1: The number of HQ teachers is declining while the demand for teachers is on the rise. **Root Cause 1**: Number of teachers in alternative certification is increasing. The lack of certified teachers due to the economy.

Curriculum, Instruction, and Assessment
Problem Statement 1: The lack of a structured PLC's in order plan with fidelity. **Root Cause 1**: Inefficient time to plan due to teachers covering classes due to the shortage of teachers and substitutes.

Goal 3: Nimitz Middle School will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Streamline the flow of communication so that customers are efficiently directed to the proper department in order to have their questions answered in a timely manner.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Parent communication will be conducted in the following ways: Utilization of Parent Link (Text, Emails, Fliers, and Voice Calls-both in English and Spanish), Social Media, Marquee, Notes home to parents, Student Planners and School Web page.	3.1, 3.2	Principal, Assistant Principals, Librarian, Teachers,	Increased communication between school and home.				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) Nimitz will plan and host Open House, Reading and Math Nights.	2.4, 2.5, 3.1, 3.2	Administrators, Teachers, Parents	Strategy's expected results are increased parent involvement and increased parent knowledge of Math and Reading skills required at specific grade levels.				
Problem Statements: Parent and Community Engagement 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 3) The AVID program will implement the student led parent workshop.	3.1, 3.2	AVID site team, administrators	Strategy's expected results are increased parent involvement, increased parent knowledge of AVID, and development of student leadership skills				
Problem Statements: Parent and Community Engagement 1							
Funding Sources: Local - 0.00							
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: There is a communication gap between the school and parents with regards to parental involvement **Root Cause 1**: Time constraints, access to technology with parents

Parent and Community Engagement
Problem Statement 1: Time constraints with regards to planning make it difficult to implement successful community involvement activities. **Root Cause 1**: With these time constraints effective planning is difficult.

Goal 4: Nimitz Middle School will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Source(s) 1: Program rosters, attendance data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Teachers will utilize CHAMPS in classrooms and throughout the building	2.4, 2.5, 2.6	Principals, Assistant Principals, IS, Department Chairs	Students will have a safe environment that is conducive to learning.				
Problem Statements: Student Achievement 1, 2 - School Context and Organization 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) Administrators will provide coaching using the Relay coaching model to improve school wide routines and procedures.	2.4, 2.5, 2.6	Administrators, teachers, Instructional specialists, Relay team	Strategy's expected results are to improve student safety and student performance.				
Problem Statements: Student Achievement 1, 2 - School Context and Organization 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 3) Nimitz will monitor student attendance through the Attendance Clerks and make contact with parents of students with attendance problems.	2.4, 2.5, 2.6	Administrators, attendance clerk, parents	Strategy's expected results are an increased awareness by parent of attendance issues and improved attendance rates for students.				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1							
Funding Sources: Local - 0.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Reading scores did not show significant gains. **Root Cause 1**: The 45 minute class period was not enough time to implement Guided Reading/Comprehension effectively.

Problem Statement 2: Overall Math scores are below state average. **Root Cause 2**: 75% of new TEKS in 6th grade are new to 6th grade. Frequent transitions are new for 6th grade students.

School Culture and Climate

Problem Statement 1: There is a communication gap between the school and parents with regards to parental involvement **Root Cause 1**: Time constraints, access to technology with parents

Parent and Community Engagement

Problem Statement 1: Time constraints with regards to planning make it difficult to implement successful community involvement activities. **Root Cause 1**: With these time constraints effective planning is difficult.

School Context and Organization

Problem Statement 1: Not all of the leadership team is always present during meetings. **Root Cause 1**: Members of the leadership team are supervising students after school.

Goal 4: Nimitz Middle School will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: Nimitz and ECISD will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Teachers will complete annual Safe Schools training, attend Ethics and Sexual Harassment training, and receive trauma informational training. Youth Truth Survey will be used to determine teacher training necessary to assist in improving student's perception of school.	2.4	Principal, Assistant Principal, IS, and Department Chairs	Students will have a safe environment that is conducive to learning. Youth Truth Survey will reflect a more positive outlook on school climate and culture.				
Problem Statements: Staff Quality, Recruitment, and Retention 1 **Funding Sources**: Local - 0.00							

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

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The number of HQ teachers is declining while the demand for teachers is on the rise. **Root Cause 1**: Number of teachers in alternative certification is increasing. The lack of certified teachers due to the economy.

Goal 5: Nimitz Middle School will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Nimitz will utilize funds to promote student learning, increase parent engagement, and provide a safe learning environment for all.

Evaluation Data Source(s) 1: budget, sign-in sheets,

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Parent nights will be held to increase parent engagement.	3.1, 3.2	Principal, Assistant Principal, IS, Department Chairs, Teachers,	Increase parent participation regarding their child's education. Increase STAAR meets standard by 10%				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) Nimitz will utilize any available funds to increase technology in order to promote student learning.	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialist	Strategy's expected result is to improve the student to device ratio to 4-1.				
Problem Statements: Student Achievement 1, 2 - Technology 2							
Funding Sources: Local - 0.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Reading scores did not show significant gains. **Root Cause 1**: The 45 minute class period was not enough time to implement Guided Reading/Comprehension effectively.

Student Achievement

Problem Statement 2: Overall Math scores are below state average. **Root Cause 2**: 75% of new TEKS in 6th grade are new to 6th grade. Frequent transitions are new for 6th grade students.

School Culture and Climate

Problem Statement 1: There is a communication gap between the school and parents with regards to parental involvement **Root Cause 1**: Time constraints, access to technology with parents

Parent and Community Engagement

Problem Statement 1: Time constraints with regards to planning make it difficult to implement successful community involvement activities. **Root Cause 1**: With these time constraints effective planning is difficult.

Technology

Problem Statement 2: Not all students have access to technology on a daily basis. **Root Cause 2**: The number of students exceeds the amount of technology available.

Goal 6: Nimitz Middle School will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Nimitz campus improvement plan will be aligned to the district improvement plan by August 2019.

Evaluation Data Source(s) 1: 2019-2020 Campus improvement Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Nimitz will align the Campus Improvement Plan with District Improvement Plan and campus needs.	2.4, 2.5, 2.6	Principal, Campus Improvement Team	A Campus Improvement Plan that aligns with the District Improvement Plan and supports campus needs.				
	Problem Statements: Technology 1, 2 **Funding Sources**: Local - 0.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: With the increased student population and the number of portables required to house students there is no WiFi capabilities in the portables. **Root Cause 1**: The structure of the WiFi does not support all classrooms.
Problem Statement 2: Not all students have access to technology on a daily basis. **Root Cause 2**: The number of students exceeds the amount of technology available.

Goal 6: Nimitz Middle School will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: Increase student computer ratio to a minimum of one computer per four students. Moving toward a long term goal of one computer per student at Nimitz by 2024 pending approval.

Evaluation Data Source(s) 2: Campus inventory and student enrollment

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** 1) Utilize funds to purchase technology for campus needs.	2.4, 2.5, 2.6	Principal	Increase student computer ration to a minimum of one computer to four students.				

100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
6	2	1	Utilize funds to purchase technology for campus needs.

State Compensatory

Budget for Nimitz Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
164 11 00 46 6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	$196,599.00
	6100 Subtotal:	**$196,599.00**

Personnel for Nimitz Middle School:

Name	Position	Program	FTE
Abigail Martinez	Liaison	Community In Schools	1
Christan Pugh	IS	Curriculum and Instruction	1
Jana Avery	IS	Curriculum and Instruction	1
Patrick Ramsey	Counselor	SAS	1
Shalin White	Teacher	Dyslexia	1

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Michelle Thomas	ELAR Department Chair
District-level Professional	Christan Pugh	IS
Classroom Teacher	Priscilla Torres	Science Teacher
Classroom Teacher	Brittany Crowley	ELAR teacher

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	3			$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00

Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			$0.00
1	7	2			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	2	1			$0.00
5	1	1			$0.00
5	1	2			$0.00
6	1	1			$0.00
				Sub-Total	$0.00

State Comp Ed

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

Title One School-wide

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

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total	$0.00