

Yes	1	Ordered	1.1	1 - Not Started	No Progress
No	2	Voluntary	2.1	2 - Planning for Implementation	Some Progress
	3		3.1	3 - Beginning Implementation	Significant Progress
	4		4.1	4 - Partial Implementation	Met
	5		5.1	5 - Full Implementation	
	6		5.3		
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CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Ector County	Campus Name	Nimitz Middle School	Superintendent	Dr. Scott Muri	Principal	Teresa Willison
District Number	068901	Campus Number	000000046	District Coordinator of School Improvement (DCSI)	Dr. Stacy Johnson	ESC Number	18
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Dr. Autumn Sloan

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Stacy Johnson 9/18/20
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Teresa Willison 9/18/20
Board Approval Date		

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: 74 (70% Approaches 40% Meet, 15% Master) Rationale: In 2019 we scored a 74, with the different modes of learning due to COVID, we strive to maintain this score for the 2020-2021 school year. Domain 2B: 56 Rationale: In 2019 we scored a 56, we strive to maintain this score because we strive to maintain our domain 1 score. Domain 3: 50 Rationale: In 2019 we scored a 50, we will strive to reach a 74 by meeting our academic achievement targets in our sub populations. Domain 1: Our weak areas are 6th grade reading and 7th grade math, we will work to improve overall scores in both areas. Domain 2B: Our weak areas are 6th grade reading and 7th grade math, we will work to improve overall scores in both areas. Domain 3: We will work to meet academic achievement meets or above goals in reading and math for the following sub pops: African American, Hispanic, Eco Dis, White, Asian, 2 or More Races, EL, and SPED.
	What changes in student group and subject performance are included in these goals?	
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasessf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasessf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	

Rationale	Campus does not have a consistent lesson plan submission and feedback cycle.	Data meetings are disaggregating the data (See It & Name It) but missing the implementation of the reteach (Do It) portion.	
How will the campus build capacity in this area? Who will you partner with?	Nimitz will continue to partner with Relay and district support personnel.	Nimitz will continue to partner with Relay and district support personnel.	
Barriers to Address throughout this year	Teacher buy-in, time constraints, scheduling, new lesson plan template, COVID (A/B days and remote learning)	Teacher buy-in, time constraints, scheduling, gathering valid data, finding valid assessment (reassessment) materials.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	Nimitz will communicate through social media and Nimitz website. Meetings will be held with leadership team, grade levels, departments and faculty. We will solicit comments and feedback to create buy-in.	Nimitz will communicate through social media and Nimitz website. Meetings will be held with leadership team, grade levels, departments and faculty. We will solicit comments and feedback to create buy-in.	
Desired Annual Outcome	All teachers are utilizing the lesson plan template with fidelity, and the administrative staff is providing weekly feedback to support Tier I instruction.	By the end of the year teachers should be able utilize the data to plan the reteach, implement the reteach and provide artifacts from the reteach.	
District Commitment Theory of Action	If ECISD continues to provide support and training for the lesson planning template and instructional coaching support, as well as, RELAY coaching support, then Nimitz will be able to focus on lesson planning actions steps.	If ECISD continues to provide content and curricular support, as well as, instructional coaching support, and RELAY coaching support, then Nimitz will be able to focus on DDI planning actions steps.	if....then,

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
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Nimitz Middle School

Dr. Stacy Johnson

Campus Number:	Superintendent Name:
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00000046

Dr. Scott Muri

Date:

Friday, September 18, 2020



STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).

If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

Once data is available, please update the Actual Result column.

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											2021 Accountability Goal
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	8 of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	71		MAP	70								
		All	All	Reading	Meets	STAAR	41		MAP	40								
		All	All	Reading	Masters	STAAR	21		MAP	15								
		All	All	Mathematics	Approaches	STAAR	74		MAP	70								
		All	All	Mathematics	Meets	STAAR	38		MAP	40								
		All	All	Mathematics	Masters	STAAR	12		MAP	15								
		All	All	Science	Approaches	STAAR	79		MAP	70								
		All	All	Science	Meets	STAAR	46		MAP	40								
		All	All	Science	Masters	STAAR	23		MAP	15								
		All	All	Social Studies	Approaches	STAAR	62			70								
		All	All	Social Studies	Meets	STAAR	27			40								
		All	All	Social Studies	Masters	STAAR	13			15								
		All	All	Writing	Approaches	STAAR	64			70								
		All	All	Writing	Meets	STAAR	39			40								
All	All	Writing	Masters	STAAR	16			15										
2. Domain 3 Focus 1	Focus 1 Component (Choose two targets in the Academic Achievement or Student Success indicators)	All	Hispanic	Reading	Meets	STAAR	37		MAP	37								
		All	Hispanic	Mathematics	Meets	STAAR	34		MAP	40								
3. Domain 3 Focus 2	Focus 2 Component (Choose two targets in the Academic Achievement or Student Success indicators)	All	White	Reading	Meets	STAAR	52		MAP	60								
		All	White	Mathematics	Meets	STAAR	46		MAP	59								
4. Domain 3 Focus 3	ELP Component	All	English Learners (EL)	TELPAS	All	TELPAS	23			36								

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	All teachers are utilizing the lesson plan template with fidelity, and the administrative staff is providing weekly feedback to support Tier I instruction.	By the end of the year teachers should be able utilize the data to plan the reteach, implement the reteach and provide artifacts from the reteach.	
Desired 90-day Outcome	By the end of the 90 days, all teachers will be using the ECISD lesson planning template with fidelity.	By the end of this 90 days, teacher will be able utilize the data to plan and implement the reteach.	
Barriers to Address During this Cycle	Teachers are having difficulty transitioning to a new template while also moving to a hybrid teaching methodology due to COVID.	Teachers are having difficulty finding materials for the reteach, assessing, and using the data to plan the reteach.	
District Actions for this Cycle	ECISD will continue to provide support and training for the lesson planning template and instructional coaching support, as well as, RELAY coaching support.	ECISD will continue to provide content and curricular support, as well as, instructional coaching support, and RELAY support.	
District Commitment Theory of Action	If ECISD continues to provide support and training for the lesson planning template and instructional coaching support, as well as, RELAY coaching support, then Nimitz will be able to focus on lesson planning actions steps.	If ECISD continues to provide content and curricular support, as well as, instructional coaching support, and RELAY coaching support, then Nimitz will be able to focus on DDI planning actions steps.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Train teachers on new ECISD lesson framework	5.1	9/8/20-9/11/20	Lesson plan framework	District content coordinators	teacher lesson plans	lesson plans turned weekly		
Teachers are provided with a grade level PLC daily	5.1	8/12/20-11/30/20	master schedule	campus admin	master schedule	8/12/20		
Instructional Specialist meets with grade levels 2X weekly in planning to assist with lesson planning	5.1	8/12/20-11/30/20	agenda, minutes	grade level teachers, Instructional Specialists	minutes	weekly		
Train teachers on how to locate and use the data.	5.3	8/12/20-11/30/20	eduphoria, Lead4ward	instructional specialist	data binders	weekly		
Refresh components of the See It and Name It in PLCs using Know Show charts, and student/teacher	5.3	8/12/20-11/30/20	agenda, minutes	instructional specialist, MCL	minutes	weekly		
Assist teachers in finding materials when planning the reteach	5.3	8/12/20-11/30/20	TRS, ThinkUp, Sirius Education, Imagine Math/Reading	instructional specialist, MCL	minutes	weekly		
Teachers learn and practice to script the reteach	5.3	8/12/20-11/30/20	agenda, minutes	instrucional specialist, MCL	minutes	weekly		
Teachers will schedule the reteach on the calendar after an assessment.	5.3	8/12/20-11/30/20	teacher calendar/data binder	instrucional specialist, MCL	data binder	weekly		
Admin team will create a lesson plan feedback rubric and train staff on its use.	5.3	10/01/20-11/30/20	Lesson paln rubric	Admin, Instructional specialist, MCL	Finalized Rubric, Agenda	weekly		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

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REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	Carryover Action Steps	New Action Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE	
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.	
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps
	New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			

