

**Ector County Independent School District**  
**Nimitz Middle School**  
**2021-2022 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 learning, and dynamic innovation; and maximizing all 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!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Table 1 Ethnic Distribution**

School Year	At-Risk	African American	Hispanic	White	American Indian	Asian	Two/More Races	Sped	Econ Dis.	LEP
2020--21	793	90	910	329	8	25	39	144	524	163
2019-20	826	95	890	390	6	22	35	139	523	165
2018-19	681	86	779	371	8	28	28	116	463	108
2017-18	598	92	584	367	5	29	20	80	336	48
2016-17	608	82	544	368	7	32	15	81	338	72

**Table 2 Enrollment**

Year	6th -8th
2020	1405
2019	1440
2018	1301
2017	1097
2016	1050

**Table 3 Special Programs**

Year	Special Ed	ELL	At-Risk	GT	CTE
2020-21	144	165	792	254	204
2019-20	139	133	826	315	163
2018-19	116	104	681	288	127
2017-18	80	46	598	220	145
2016-17	81	46	608	183	115

**Table 4 Attendance Rates** Our Special Education and At Risk student enrollment has greatly increased. Our English Language Learner population has continued to grow yet we are still below State and District averages.

Year	State	District	Campus	H	W	AA	EcoDis	Special Ed	ELL
2020-21		93.64	93.5	93.04	94.27	92.23	90.7		92.5
2019-20	95.4	93.5	94.5	95.7	96.6	96.0	94.7	94.9	96.2
2018-19	95.4	93.5	94.7	94.3	95.4	93.7	93.3	92.8	94.8
2017-18	95.7	94.6	94.5	94.1	95	94.5	93	92.8	94.9
2016-17	95.8	94.7	95.5	95.4	95.7	94.0	94.2	95.2	95.4

#### Number of Employees

Year	Employees
2020-21	106
2019-20	105
2018-19	93
2017-18	93
2016-17	92

#### Employee Retention Percentages

% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	50.00%	34.78%	50.00%
15/16 to 16/17	50.00%	63.93%	100.00%
16/17 to 17/18	75.00%	75.81%	66.67%
17/18 to 18/19	50.00%	56.16%	85.71%
18/19 to 19/20	25.00%	67.12%	57.14%
19/20 to 20/21	67%	72.0%	80%

#### Table 10 Teachers by Years of Experience

Year	Beginning	1 – 5 Years	6 – 10 Years	> 10 Years	W/Masters Degree
2020-21	22.5%	24.3%	18.9%	53.2%	10.6%
2019-20	14.67%	28.00%	17.33%	40.00%	12.00%
2018-19	8.22%	35.62%	19.18%	36.99%	23.29%
2017-18	11.11%	26.98%	23.81%	38.10%	15.87%
2016-17	19.35%	27.42%	14.52%	38.71%	12.90%
2015-16	13.11%	22.95%	11.48%	52.46%	16.39%

Half of the teaching staff has 5 years or less of teaching experience. Teachers with between 1-5 & 6-10 year of teaching

### Demographics Strengths

The diversity of our students enrolled at Nimitz positively impact our campus culture.

A large percentage of our teachers have taught at Nimitz for multiple years and several teachers have Master's Degrees.

Nimitz has three Oppournity Culture teams in which master teachers lead teachers.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students have a difficult time adjusting when they move from campus to campus or from out of state. **Root Cause:** Students enroll and withdraw numerous times throughout the school year.

**Problem Statement 2 (Prioritized):** Attendance rates were lower this school year. **Root Cause:** COVID and online platform

**Problem Statement 3 (Prioritized):** Students are below grade level as they enter 6th grade. **Root Cause:** The gap in learning is associated to attendance and COVID.

# Student Learning

## Student Learning Summary

### MAP Student Growth Summary Math



#### Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021  
District: Ector County ISD

Norms Reference Data: 2020 and User Norms<sup>1</sup>  
Growth Comparison Period: Fall 2020 - Spring 2021  
Weeks of Instruction: Start - 5 (Fall 2020)  
End - 28 (Spring 2021)  
Grouping: None  
Small Group Display: No

#### NIMITZ MIDDLE SCHOOL

Math: Math K-12

Grade (Spring 2021)	Growth Count†	Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2020			Spring 2021			Observed Growth	Observed Growth SE	Grade-Level Norms			Student Norms			Student Median Conditional Growth Percentile
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile			Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	
6	393	210.8	12.8	29	220.4	16.6	43	10	0.5	6.5	1.71	96	393	260	66	72
7	354	214.5	16.0	25	223.2	17.4	39	9	0.5	6.2	2.10	98	354	248	70	74
8	225	212.7	16.4	10	222.7	17.0	25	10	0.7	4.3	2.89	99	225	167	74	77

Math: Math K-12



### MAP Algebra



#### Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021  
District: Ector County ISD

Norms Reference Data: 2020 and User Norms<sup>1</sup>  
Growth Comparison Period: Fall 2020 - Spring 2021  
Weeks of Instruction: Start - 5 (Fall 2020)  
End - 28 (Spring 2021)  
Grouping: None  
Small Group Display: No

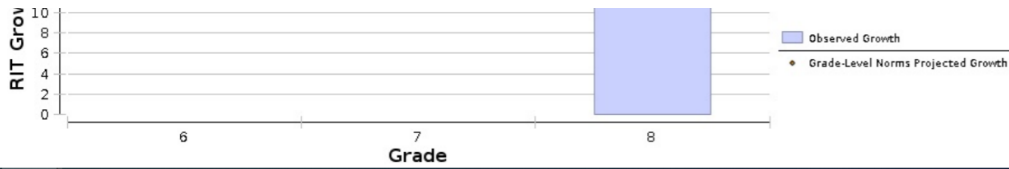
#### NIMITZ MIDDLE SCHOOL

Math: Algebra 1

Grade (Spring 2021)	Growth Count†	Comparison Periods						Growth		Growth Evaluated Against							
		Fall 2020			Spring 2021			Observed Growth	Observed Growth SE	Grade-Level Norms			Student Norms			Student Median Conditional Growth Percentile	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile			Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection		
6	0	**			**			**					**				
7	0	**			**			**					**				
8	121	241.2	11.2		256.4	12.0		15	1.1				121	89	74	83	

Math: Algebra 1





## MAP Student Growth Summary Reading



### Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021  
District: Ector County ISD

Norms Reference Data: 2020 and User Norms<sup>1</sup>  
Growth Comparison Period: Fall 2020 - Spring 2021  
Weeks of Instruction: Start - 5 (Fall 2020)  
End - 28 (Spring 2021)

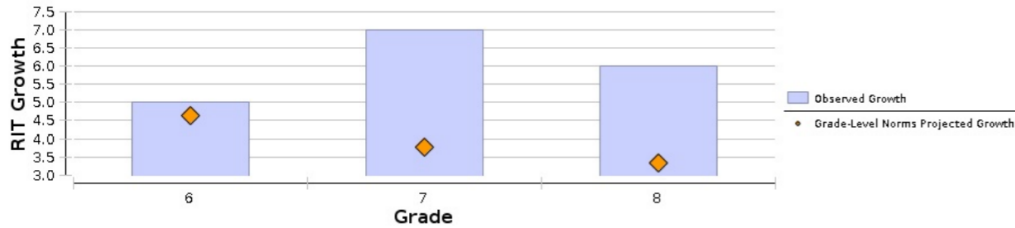
Grouping: None  
Small Group Display: No

#### NIMITZ MIDDLE SCHOOL

Language Arts: Reading

Grade (Spring 2021)	Growth Count	Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2020			Spring 2021			Observed Growth	Observed Growth SE	Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile			Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	387	207.5	16.1	34	212.7	16.0	37	5	0.5	4.6	0.39	65	387	210	54	54
7	327	209.2	18.1	24	216.7	16.6	43	7	0.6	3.8	2.58	99	327	214	65	71
8	258	213.2	19.4	26	219.0	18.4	38	6	0.7	3.3	1.48	93	258	167	65	66

#### Language Arts: Reading



	2019 STAAR	Approaches	Meets	Masters	2018 STAAR	Approaches	Meets	Masters	2020 Spring Benchmark	Approaches	Meets	Masters
Math	(6th Grade) 72		37	14		72	31	9	Math	(6th Grade) 53	25	10
	(7th Grade) 67		32	10		67	29	10		(7th Grade) 49	30	14
	(8th Grade) 87		30	3		83	27	3		(8th Grade) 80	49	25



2019 STAAR	Approaches	Meets	Masters	2018 STAAR	Approaches	Meets	Masters	2020 Spring Benchmark	Approaches	Meets	Masters
Reading	(6th Grade) 56	28	12		59	32	14	Reading	(6th Grade) 73	32	10
	(7th Grade) 72	44	25		68	39	24		(7th Grade) 60	27	10
	(8th Grade) 82	23	10		86	41	22		(8th Grade) 81	49	25
Writing	62	37	16		66	39	7	Writing	59	38	17
Science	75	43	21		73	49	15	Science	76	45	26
Social Studies	59	25	13		49	21	10	Social Studies	55	15	7
2021 STAAR	Approaches	Meets	Masters								
Math	(6 <sup>th</sup> Grade) 67	37	13								
	(7 <sup>th</sup> Grade) 56	27	10								
	(8 <sup>th</sup> Grade) 40	12	0								
Algebra	89	51	27								
Reading	(6 <sup>th</sup> Grade) 63	27	11								
	(7 <sup>th</sup> Grade) 63	37	18								
	(8 <sup>th</sup> Grade) 71	41	15								
Writing	62	31	5								
Science	64	37	19								
Social Studies	51	18	6								

### Student Learning Strengths

MAP-Students took BOY, MOY, and EOY assessments.

\* Students showed growth above the expected RIT growth for the year in all subject areas.

6th Grade Reading out-scored their 2019 STAAR Scores.

7th Grade Writing maintained their 2019 STAAR Scores.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Overall 6th grade Math scores were 67% Approaches. **Root Cause:** 75% of math TEKS are new for 6th grade math. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost. COVID created a larger gap since 5th graders did not complete their 5th grade school year face to face.

**Problem Statement 2 (Prioritized):** Overall 7th grade Reading scores were 63% Approaches. **Root Cause:** Due to COVID restraints, students were not pulled for small group instruction. Attendance was low and students struggled with remote learning.

**Problem Statement 3 (Prioritized):** Overall 7th grade math scores were 56% Approaches. **Root Cause:** Student and teacher attendance was low. A classroom teacher resigned in November, and there were no applicants to replace the teacher.

**Problem Statement 4 (Prioritized):** 8th grade math scores dropped significantly from previous STARR to 40% approaches. **Root Cause:** Students lost instruction from the previous year in 7th grade. Attendance was low. 8th grade teachers did not work as a cohesive team.

**Problem Statement 5 (Prioritized):** 8th grade Science scores fell from the previously tested year from 75% to 62%. **Root Cause:** Students missed instruction due to moving from virtual to in-person learning.

**Problem Statement 6 (Prioritized):** 8th grade Social Studies fell from the previously tested year from 59% to 38%. **Root Cause:** Students missed instruction due to moving from virtual to in-person learning.

# School Processes & Programs

## School Processes & Programs Summary

Nimitz utilizes Relay protocols to provide data driven instruction and coaching. Nimitz has three Opportunity Culture teams: a 6th grade ELAR, 6th grade Math, and 8th grade Science. This allows us to be able to extend the reach of excellent teacher to more students and teachers on the teams.

The administration was trained with Big Rocks. We created weekly calenders and were trained in the know/show process.

All four core subjects area will have a daily PLCs. This will enable teacher to desegregate data, and create lessons aligned to individual student needs.

Teachers attend professional development such as SEL training, safe Schools, Sexual Harassment, policies and procedures, and the PLC process.

## School Processes & Programs Strengths

Relay provides a cohesive 6th grade unit. This in turn decreases behavioral infractions and allows for more instructional time in the classroom. We have seen visible improvement and according to our MAP data growth in our students.

Opportunity Culture allows master teacher's to coach other teacher and reach more students. Our OC teams build capacity in teachers.

Teachers are able to collaboratively plan instructions that meet the needs of all students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Lack of face-to-face Professional Development made it difficult to model relay protocols. **Root Cause:** COVID restrictions

**Problem Statement 2 (Prioritized):** Teachers are not always prepared for situations that arise regarding student's emotional well being . **Root Cause:** Some staff view these trainings (Safe Schools, SEL) as simply a "to do" list rather than taking them seriously.

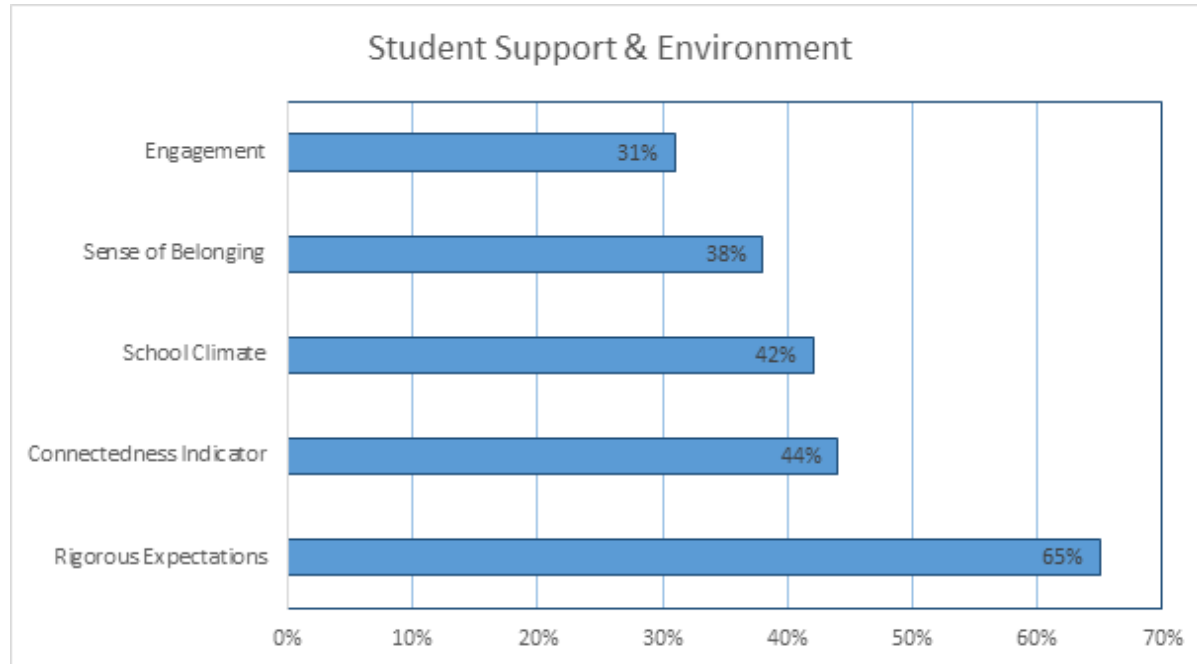
**Problem Statement 3 (Prioritized):** Opportunity Culture teams are not fully developed in all tested subject areas. **Root Cause:** Lack of qualified applicants

**Problem Statement 4 (Prioritized):** Shortage of highly qualified teachers **Root Cause:** Lack of applicants to hire

# Perceptions

## Perceptions Summary

When analyzing our Panorama Survey data we realized that there is a disconnect between our teachers and students. Our students do not feel engaged in the classroom or connected to the school. Teachers are aware of the data and through planning during their PLCs will develop lessons that allow student collaboration. Each of our three counselors will be spending extra time socializing with students during intramural time.



## Perceptions Strengths

According to the Panorama Survey 65% of our students felt that classroom instruction was rigorous.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students do not feel valued as part of the school community. **Root Cause:** Students that are not involved in sports or fine arts do not have opportunities to be a part of the school community.

# Priority Problem Statements

**Problem Statement 1:** Overall 6th grade Math scores were 67% Approaches.

**Root Cause 1:** 75% of math TEKS are new for 6th grade math. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost. COVID created a larger gap since 5th graders did not complete their 5th grade school year face to face.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Overall 7th grade Reading scores were 63% Approaches.

**Root Cause 2:** Due to COVID restraints, students were not pulled for small group instruction. Attendance was low and students struggled with remote learning.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Overall 7th grade math scores were 56% Approaches.

**Root Cause 3:** Student and teacher attendance was low. A classroom teacher resigned in November, and there were no applicants to replace the teacher.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 8th grade math scores dropped significantly from previous STARR to 40% approaches.

**Root Cause 4:** Students lost instruction from the previous year in 7th grade. Attendance was low. 8th grade teachers did not work as a cohesive team.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** 8th grade Science scores fell from the previously tested year from 75% to 62%.

**Root Cause 5:** Students missed instruction due to moving from virtual to in-person learning.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** 8th grade Social Studies fell from the preciously tested year from 59% to 38%.

**Root Cause 6:** Students missed instruction due to moving from virtual to in-person learning.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Lack of face-to-face Professional Development made it difficult to model relay protocols.

**Root Cause 7:** COVID restrictions

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Students do not feel valued as part of the school community.

**Root Cause 8:** Students that are not involved in sports or fine arts do not have opportunities to be a part of the school community.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Students have a difficult time adjusting when they move from campus to campus or from out of state.

**Root Cause 9:** Students enroll and withdraw numerous times throughout the school year.

**Problem Statement 9 Areas:** Demographics

**Problem Statement 10:** Teachers are not always prepared for situations that arise regarding student's emotional well being .

**Root Cause 10:** Some staff view these trainings (Safe Schools, SEL) as simply a "to do" list rather than taking them seriously.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 12:** Opportunity Culture teams are not fully developed in all tested subject areas.

**Root Cause 12:** Lack of qualified applicants

**Problem Statement 12 Areas:** School Processes & Programs

**Problem Statement 15:** Shortage of highly qualified teachers

**Root Cause 15:** Lack of applicants to hire

**Problem Statement 15 Areas:** School Processes & Programs

**Problem Statement 16:** Attendance rates were lower this school year.

**Root Cause 16:** COVID and online platform

**Problem Statement 16 Areas:** Demographics

**Problem Statement 17:** Students are below grade level as they enter 6th grade.

**Root Cause 17:** The gap in learning is associated to attendance and COVID.





**Problem Statement 17 Areas:** Demographics

# Goals

**Goal 1: Foundational Excellence:** ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

**Performance Objective 1:** Nimitz will provide a rigorous, relevant and engaging curriculum.

**Evaluation Data Sources:** Data from short cycle assessments, benchmarks, MAP, and STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Nimitz will implement the instructional frameworks for ELAR and Math using the district approved curriculum resources that meet the learning needs of all students while ensuring all students have equitable access to rigorous resources aligned to the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth to 70% of our students meeting or exceeding their projected growth in math and 65% in reading as determined by the NWEA MAP Growth Assessment in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers, Instructional Coach, MCL's</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Nimitz will implement and monitor the coaching cycle using the RELAY framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Build teacher capacity</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

## Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> Overall 6th grade Math scores were 67% Approaches. <b>Root Cause:</b> 75% of math TEKS are new for 6th grade math. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost. COVID created a larger gap since 5th graders did not complete their 5th grade school year face to face.</p> <p><b>Problem Statement 2:</b> Overall 7th grade Reading scores were 63% Approaches. <b>Root Cause:</b> Due to COVID restraints, students were not pulled for small group instruction. Attendance was low and students struggled with remote learning.</p> <p><b>Problem Statement 3:</b> Overall 7th grade math scores were 56% Approaches. <b>Root Cause:</b> Student and teacher attendance was low. A classroom teacher resigned in November, and there were no applicants to replace the teacher.</p>

### Student Learning

**Problem Statement 4:** 8th grade math scores dropped significantly from previous STARR to 40% approaches. **Root Cause:** Students lost instruction from the previous year in 7th grade. Attendance was low. 8th grade teachers did not work as a cohesive team.

### Perceptions





**Problem Statement 1:** Students do not feel valued as part of the school community. **Root Cause:** Students that are not involved in sports or fine arts do not have opportunities to be a part of the school community.



**Goal 1: Foundational Excellence:** ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

**Performance Objective 2:** Nimitz will build an awareness and commit to developing, implementing and integrating SEL initiatives.

**Evaluation Data Sources:** Counselor's monthly report, discipline reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize Panorama Survey data to identify areas of need. <b>Strategy's Expected Result/Impact:</b> Decreased discipline infractions, increased attendance, increase in Panorama Survey data <b>Staff Responsible for Monitoring:</b> SAS Counselor, grade level counselors, teachers, administrators <b>Problem Statements:</b> Perceptions 1	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 1:</b> Students do not feel valued as part of the school community. <b>Root Cause:</b> Students that are not involved in sports or fine arts do not have opportunities to be a part of the school community.

**Goal 1: Foundational Excellence:** ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

**Performance Objective 3:** Nimitz will provide a safe and supportive school environment.

**Evaluation Data Sources:** Panorama Survey, Discipline data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Awareness training about child abuse/maltreatment of children will be provided to all staff. Counselors will train campus staff during on-campus professional development on child abuse prevention, reporting requirements, and ECISD-specific procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ability of staff to recognize and report signs of abuse.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, administrators, staff</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> Teachers are not always prepared for situations that arise regarding student's emotional well being . <b>Root Cause:</b> Some staff view these trainings (Safe Schools, SEL) as simply a "to do" list rather than taking them seriously.</p>

**Goal 2:** Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

**Performance Objective 1:** Nimitz will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

**Evaluation Data Sources:** Teacher retention rates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Nimitz will provide support through the RELAY coaching model. <b>Strategy's Expected Result/Impact:</b> To develop and retain highly-effective teachers. <b>Staff Responsible for Monitoring:</b> Administration, MCL, MTRT, Instructional Coach <b>Problem Statements:</b> School Processes & Programs 4	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 4:</b> Shortage of highly qualified teachers <b>Root Cause:</b> Lack of applicants to hire

**Goal 3: Learning Journey:** ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

**Performance Objective 1:** Nimitz will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Nimitz will equip students to be adaptable in an ever-changing society.

**Evaluation Data Sources:** MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide differentiated instructional processes for classrooms/students <b>Strategy's Expected Result/Impact:</b> STAAR scores will increase by 10% in Reading, Math, Science and Social Students. <b>Staff Responsible for Monitoring:</b> All Staff <b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The Instructional Coach, Administrative team, and MCLs will work with teachers during PLC's with a focus on high-quality instruction. <b>Strategy's Expected Result/Impact:</b> Student academic growth Teacher growth <b>Staff Responsible for Monitoring:</b> MCLs, Administrators, Department Chairs <b>Problem Statements:</b> Student Learning 2, 3, 4, 5, 6	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop an adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive. <b>Strategy's Expected Result/Impact:</b> Guided SEL lessons provided by counselors Reduced number of referrals <b>Staff Responsible for Monitoring:</b> Guidance Counselors, SAS Counselors, Administrative Team <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Overall 6th grade Math scores were 67% Approaches. <b>Root Cause:</b> 75% of math TEKS are new for 6th grade math. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost. COVID created a larger gap since 5th graders did not complete their 5th grade school year face to face.

## Student Learning

**Problem Statement 2:** Overall 7th grade Reading scores were 63% Approaches. **Root Cause:** Due to COVID restraints, students were not pulled for small group instruction. Attendance was low and students struggled with remote learning.

**Problem Statement 3:** Overall 7th grade math scores were 56% Approaches. **Root Cause:** Student and teacher attendance was low. A classroom teacher resigned in November, and there were no applicants to replace the teacher.

**Problem Statement 4:** 8th grade math scores dropped significantly from previous STARR to 40% approaches. **Root Cause:** Students lost instruction from the previous year in 7th grade. Attendance was low. 8th grade teachers did not work as a cohesive team.

**Problem Statement 5:** 8th grade Science scores fell from the previously tested year from 75% to 62%. **Root Cause:** Students missed instruction due to moving from virtual to in-person learning.

**Problem Statement 6:** 8th grade Social Studies fell from the preciously tested year from 59% to 38%. **Root Cause:** Students missed instruction due to moving from virtual to in-person learning.

## Perceptions

**Problem Statement 1:** Students do not feel valued as part of the school community. **Root Cause:** Students that are not involved in sports or fine arts do not have opportunities to be a part of the school community.

# Addendums