Ector County Independent School District

Nimitz Middle School

Improvement Plan

2020-2021

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!

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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
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
2021	
2020	
2019	1440
2018	1301
2017	1097
2016	1050

Table 3 Special Programs

Year	Special Ed	ELL	At-Risk	GT	CTE
2020-21					
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 enrollement 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
2019-20			94.5	95.7	96.6	96.0	94.7	94.9	96.2
2018-19			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	87
2019-20	84
2018-19	74
2017-18	74
2016-17	73

Employee numbers are decreasing, while the number of students is increasing. This is due to unfilled vacancies.

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%

Table 10 Teachers by Years of Experiece

Year	Beginning	1 – 5 Years	6 – 10 Years	> 10 Years	W/Masters Degree
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 experience has a significant decrease.

Demographics Strengths

With increased enrollement comes increased revenue. The diversity of our student enrollment is an assett to our campus culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students continues to rise while the number of HQ teachers continues to decline. **Root Cause:** The current economy in this area makes it difficult for teachers to support themselves on a teacher's salary. Many are moving to the private sector.

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	LEP
2020 Spring Benchmark		45	51	53	62	36	43	46	45	15	32
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	LEP
2020		49	70	61	67	49	86	43	52	14	39
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	LEP
2020		56	71	74	81	64	78	89	65	33	41
2019		73	71.43	73.8	83.87	57.69	71.43	*	65.19	20	37.93
2018	86	73	83	86	91	*	*	*	74	*	*

8th Grade STAAR Reading Approaches Grade Level

Year											
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	LEP
2020		46	57	59	63	59	87	50	55	5	33
2019		49	58	62	72	38	71	100	55	10	22
2018	69	51	61	66	74	*	*	*	*	*	*
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	LEP
2020		57	74	76	83	67	89	70	65	42	49
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	LEP
2020		19	25	23	31	14	29	31	20	0	7
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

Grade 6 Reading Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
2020		23	25	33	44	21	57	22	25	2	15
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	LEP
2020		30	47	44	53	36	67	67	38	0	15
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	LEP
2020		23	37	34	48	22	71	33	28	0	9
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	LEP
2020		21	32	27	46	8	43	46	18	3	25
2019		25	37	34	46	23	50	33	26	6	20
2018	44	25	34	32	37	*	*	*	20		32

Grade 6 Math Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
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	LEP
2020		15	27	25	35	6	83	23	15	0	17
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	LEP
2020		16	24	24	27	15	50	0	23	4	19
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	LEP
2020		25	45	39	55	37	89	70	35	8	15
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	LEP
2020		12	15	11	24	10	44	0	10	0	5
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
2020	No Data Available										
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
2020	No Data Available										
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.

2019 STAAR	Approaches	Meets	Masters	2018 STAAR	Approaches	Meets	Masters	2020 Spring Benchmark	Approaches	Meets	Masters
	(6th Grade) 72	37	14		72	31	9		(6th Grade) 53	25	10
Math	(7th Grade) 67	32	10		67	29	10	Math	(7th Grade) 49	30	14
	(8th Grade) 87	30	3		83	27	3		(8th Grade) 80	49	25
	(6th Grade) 56	28	12		59	32	14		(6th Grade) 73	32	10
Reading	(7thGrade) 72	44	25		68	39	24	Reading	(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

Student Achievement Strengths

6th grade Reading was on track to surpass previous year. In February we were already at 25% Meets, and we were at 28% Meets on the 2019 STAAR test.

8th grade Reading was at 47% Meets after scores from two STAAR tests. 8th grade was already at 47% on Spring Benchmark in February.

7th Grade Writing was on track to surpass 7th Grade Meets on 2019 STARR with a 37%.

Science scores had already suprpassed last year's STAAR with a 45% in February and a 43 on the STAAR in 2019.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): Overall Math scores are below state average. **Root Cause:** There is a decrease in the amount of time spent on math skills from 5th to 6th grade. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost.

Problem Statement 3 (Prioritized): ELAR and Math scores are below the state average. **Root Cause:** The 45 minute class period was not enough time to fully implement Guided Comprehension and Guided Math.

Problem Statement 4 (Prioritized): Decrease in STAAR Reading scores in 6th grade **Root Cause:** Lack of time spent on Reading skills, English learners transition to English for the first time

Problem Statement 5 (Prioritized): Special Education students score below state average **Root Cause:** Students do not receive adequate individualized instruction to meet their needs.

Problem Statement 6 (Prioritized): 8th Grade Reading scores did not show significant gains. **Root Cause:** PLC time was not available in the master schedule.

Problem Statement 7 (Prioritized): 8th Grade Science scores did not show significant gains. **Root Cause:** Resources are not utilized by all teachers.

Problem Statement 8 (Prioritized): 6th through 8th STAAR scores are below state average. **Root Cause:** Students need individualized learning in small group setting.

Problem Statement 9 (Prioritized): 13% of all OSS and ISS students are AA while the total African American population is only 6.8%. **Root Cause:** Discipline reports were not reviewed by Campus Behavior Coordinator and team and interventions were not in place.

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. A team of teachers and Administrators participated in Relay training and have implemented protocals (transitions, entering the classroom, entering the building) that improved school culture. This summer, all remaining administrators participated in the Relay training.

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. Daily PLC's have been implemented for all grade levels in ELAR and math. Our fine arts department contributes to our positive school culture by performing at events both in school and in the community.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): There is a communication gap between the school and parents with regards to parental involvement **Root Cause:** Time constraints with regards to attending meetings and attending school functions.

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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Nimitz works closely with our HR department to recruit highly qualified teachers. Teacher certification programs are contacted for possible teacher candidates. Teacher salary is compatible if not higher than other districts. The Odessa Pathway program provides teacher recruits through a mentor program.

Staff Quality, Recruitment, and Retention Strengths

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. The Instructional Specialists are key to helping our new teachers. Opportunity Culture will be implemented in 6th Reading, 6 & 8 Science and Social Studies providing teachers with coaching support.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): 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. There is a lack of certified teachers due to the economy.

Problem Statement 2 (Prioritized): Lack of quality Tier 1 instruction resulting in low student performance **Root Cause:** Teachers have not had the opportunity for day-to-day quality coaching

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. TEKS Resource, AVID strategies, Lead4Ward strategies, and Kagan strategies are being utilized in classrooms to maximize student performance.

Curriculum, Instruction, and Assessment Strengths

6th, 7th, and 8th grade ELAR and Math meet daily for PLC's to disaggregate student data for instructional purposes. Block scheduling will be utilized in 6th and 7th ELAR and 6th and 7th Math to enable teachers to reteach, implement small groups, and provide guided instruction. At Nimitz, we utilize Instructional Coaches and department chairs that collaborate during PLC's. Opportunity Culture groups have been added to 6th ELAR, 6&8 Science and 6&8 Social Studies.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The lack of a structured PLC's in order to plan with fidelity. **Root Cause:** There is insufficient time for teachers to plan due to teachers covering classes as a result of the shortage of teachers and substitutes.

Problem Statement 2 (Prioritized): Students are not engaged during lessons and do not show academic growth. **Root Cause:** Not all teachers utilize District provided Unit Overviews.

Problem Statement 3 (Prioritized): Students are not receiving quality Tier I instruction. **Root Cause:** It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.

Problem Statement 4 (Prioritized): Teachers are unable to attend a daily PLC's in order to plan with fidelity. **Root Cause:** The master schedule will not allow Science teachers to have a daily PLC.

Problem Statement 5 (Prioritized): Students are not reading enough science passages. **Root Cause:** Science and Reading teachers are not consistently working together to integrate curriculum.

Problem Statement 6 (Prioritized): Reteach lessons are not effective after disaggregating data. **Root Cause:** Data is not utilized effectively to drive instruction.

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 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 (Prioritized): It is difficult to implement successful community involvement activities. **Root Cause:** Time constraints make effective planning difficult for successful implementation of community involvement activities.

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. Opportunity Culture will be utilized in 6th ELAR, 6 & 8 Science and Social Studies allowing coaching to improve instruction.

School Context and Organization Strengths

The instructional leadership team is actively involved in all areas of curriculum and instruction. Opportunity Culture teams will provide coaching for teachers.

Problem Statements Identifying School Context and Organization Needs

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

Problem Statement 2 (Prioritized): The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

Technology

Technology Summary

Nimitz Middle School has Smart boards and document cameras in all classrooms. We have one computer lab available for classroom use, 90 ipads and 11 mobile labs. We also have a classroom set of student computers in the library. The district is supplying students with devices in order to be 1 to 1. Portable classrooms do not have wifi capabilities.

Technology Strengths

Teachers utilize technology in every classroom. Technology specialists provide instruction in the use of new programs. All teachers will utilize Google Classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Not all classrooms have access to WiFi. **Root Cause:** The increased student population has resulted in the need for portable classrooms.

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

Problem Statement 3 (Prioritized): Lesson delivery was inadequate for remote learning. **Root Cause:** Not all teachers are proficient with remote learning platforms.

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 in this area makes it difficult for teachers to support themselves on a teacher's salary. Many are moving to the private sector.

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: Overall Math scores are below state average.

Root Cause 3: There is a decrease in the amount of time spent on math skills from 5th to 6th grade. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: There is a communication gap between the school and parents with regards to parental involvement

Root Cause 4: Time constraints with regards to attending meetings and attending school functions.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: The number of HQ teachers is declining while the demand for teachers is on the rise.

Root Cause 5: Number of teachers in alternative certification is increasing. There is a lack of certified teachers due to the economy.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: The lack of a structured PLC's in order to plan with fidelity.

Root Cause 6: There is insufficient time for teachers to plan due to teachers covering classes as a result of the shortage of teachers and substitutes.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: It is difficult to implement successful community involvement activities.

Root Cause 7: Time constraints make effective planning difficult for successful implementation of community involvement activities.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Not all of the leadership team is always present during meetings.

Root Cause 8: Members of the leadership team are supervising students after school.

Problem Statement 8 Areas: School Context and Organization

Problem Statement 9: Not all classrooms have access to WiFi.

Root Cause 9: The increased student population has resulted in the need for portable classrooms.

Problem Statement 9 Areas: Technology

Problem Statement 10: Not all students have access to technology on a daily basis.

Root Cause 10: The number of students exceeds the amount of technology available.

Problem Statement 10 Areas: Technology

Problem Statement 11: The problem is inefficient organizational routines and structures.

Root Cause 11: Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

Problem Statement 11 Areas: School Context and Organization

Problem Statement 12: ELAR and Math scores are below the state average.

Root Cause 12: The 45 minute class period was not enough time to fully implement Guided Comprehension and Guided Math.

Problem Statement 12 Areas: Student Achievement

Problem Statement 13: Lesson delivery was inadequate for remote learning.

Root Cause 13: Not all teachers are proficient with remote learning platforms.

Problem Statement 13 Areas: Technology

Problem Statement 14: Students are not engaged during lessons and do not show academic growth.

Root Cause 14: Not all teachers utilize District provided Unit Overviews.

Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: Teachers are not always prepared for situations that arise regarding student's emotional well being .

Root Cause 15: Some staff view these trainings (Safe Schools, SEL) as simply a "to do" list rather than taking them seriously.

Problem Statement 15 Areas: School Culture and Climate

Problem Statement 16: Lack of quality Tier 1 instruction resulting in low student performance

Root Cause 16: Teachers have not had the opportunity for day-to-day quality coaching

Problem Statement 16 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 17: Decrease in STAAR Reading scores in 6th grade

Root Cause 17: Lack of time spent on Reading skills, English learners transition to English for the first time

Problem Statement 17 Areas: Student Achievement

Problem Statement 18: Special Education students score below state average

Root Cause 18: Students do not receive adequate individualized instruction to meet their needs.

Problem Statement 18 Areas: Student Achievement

Problem Statement 19: Students are not receiving quality Tier I instruction.

Root Cause 19: It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.

Problem Statement 19 Areas: Curriculum, Instruction, and Assessment

Problem Statement 20: 8th Grade Reading scores did not show significant gains.

Root Cause 20: PLC time was not available in the master schedule.

Problem Statement 20 Areas: Student Achievement

Problem Statement 21: Teachers are unable to attend a daily PLC's in order to plan with fidelity.

Root Cause 21: The master schedule will not allow Science teachers to have a daily PLC.

Problem Statement 21 Areas: Curriculum, Instruction, and Assessment

Problem Statement 22: Students are not reading enough science passages.

Root Cause 22: Science and Reading teachers are not consistently working together to integrate curriculum.

Problem Statement 22 Areas: Curriculum, Instruction, and Assessment

Problem Statement 23: 8th Grade Science scores did not show significant gains.

Root Cause 23: Resources are not utilized by all teachers.

Problem Statement 23 Areas: Student Achievement

Problem Statement 24: 6th through 8th STAAR scores are below state average.

Root Cause 24: Students need individualized learning in small group setting.

Problem Statement 24 Areas: Student Achievement

Problem Statement 25: Reteach lessons are not effective after disaggregating data.

Root Cause 25: Data is not utilized effectively to drive instruction.

Problem Statement 25 Areas: Curriculum, Instruction, and Assessment

Problem Statement 26: 13% of all OSS and ISS students are AA while the total African American population is only 6.8%.

Root Cause 26: Discipline reports were not reviewed by Campus Behavior Coordinator and team and interventions were not in place.

Problem Statement 26 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data

Employee 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

Goals

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

Performance Objective 1: Nimitz Middle School will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Evaluation Data Sources: PIEMS Incident Data, PLC agendas

Summative Evaluation: None

Strategy 1: Daily PLC's will be implemented for grades 6,7, and 8 in ELAR and Math.		
Strategy's Expected Result/Impact: Alignment with planning, resulting in increased student performance		**Formative**
Staff Responsible for Monitoring: Administration, IS, MCL, PLC Leads		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Curriculum, Instruction, and Assessment 1	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** Instructional Specialist Title Two Professional Development $75,000	**Summative**
Targeted Support Strategy		**May**
Strategy 2: Implement and monitor Relay protocols/strategies to ensure progress and efficiency for teachers and students.		
Strategy's Expected Result/Impact: Routines and procedures implemented will result in improved teacher and student productivity.		**Formative**
Staff Responsible for Monitoring: Administrators and Relay team, IS, MCL, teachers		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** School Context and Organization 2	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

Strategy 3: Develop a master schedule that allows for daily PLC time for ELAR and Math all grade levels and double blocks of instructional time for Math and ELAR in 6th and 7th grades.

Strategy's Expected Result/Impact: Maximized instructional and planning time to improve student and teacher performance	**Formative**
Staff Responsible for Monitoring: Administrators, MCL, IS	**Oct**
Title I Schoolwide Elements: None	**Jan**
TEA Priorities: None	**Problem Statements:** Student Achievement 3	**Mar**
ESF Levers: None	**Funding Sources:** None	**Summative**
	May

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

Student Achievement

Problem Statement 3: ELAR and Math scores are below the state average. **Root Cause:** The 45 minute class period was not enough time to fully implement Guided Comprehension and Guided Math.

Curriculum, Instruction, and Assessment

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

School Context and Organization

Problem Statement 2: The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

Performance Objective 2: Nimitz Middle School will provide differentiated processes for academically priority classrooms/students.

Evaluation Data Sources: Crisis Coding, MAP results

Summative Evaluation: None

Strategy 1: Plan and implement effective transitions for 5th grade to maintain academic learning and support the social-emotional learning of students.			
Strategy's Expected Result/Impact: Smooth transition to the next grade level			**Formative**
Staff Responsible for Monitoring: Administration, Counselors, Department Chairs,			**Oct**
Title I Schoolwide Elements: None		**Problem Statements:** School Context and Organization 2	**Jan**
TEA Priorities: None			**Mar**
ESF Levers: None		**Funding Sources:** None	**Summative**
			May

Strategy 2: Provide students with instruction that is relevant and appropriate for diverse learners.			
Strategy's Expected Result/Impact: Improved student growth			**Formative**
Staff Responsible for Monitoring: Administrators, IS, MCL			**Oct**
Title I Schoolwide Elements: None		**Problem Statements:** Curriculum, Instruction, and Assessment 1, 3	**Jan**
TEA Priorities: None			**Mar**
ESF Levers: None		**Funding Sources:** State Comp Ed $75,000	**Summative**
			May

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Curriculum, Instruction, and Assessment
Problem Statement 1: The lack of a structured PLC's in order to plan with fidelity. **Root Cause:** There is insufficient time for teachers to plan due to teachers covering classes as a result of the shortage of teachers and substitutes.
Problem Statement 3: Students are not receiving quality Tier I instruction. **Root Cause:** It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.

School Context and Organization
Problem Statement 2: The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures,

inconsistent expectations for student performances

Performance Objective 3: Nimitz Middle School will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Google Classroom, Remind 101, Sport U,

Summative Evaluation: None

Strategy 1: Provide teachers with the tools necessary to embed technology in lessons both face to face and remotely.		
Strategy's Expected Result/Impact: Every teacher and student will participate in Google Classroom.		**Formative**
Staff Responsible for Monitoring: Administrators, IS, MCL, Department Chairs		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Technology 1, 2, 3	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** Local	**Summative**
		May
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue		

Technology
Problem Statement 1: Not all classrooms have access to WiFi. **Root Cause:** The increased student population has resulted in the need for portable 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.
Problem Statement 3: Lesson delivery was inadequate for remote learning. **Root Cause:** Not all teachers are proficient with remote learning platforms.

Performance Objective 4: Nimitz Middle School will provide a rigorous, relevant and engaging curriculum.

Evaluation Data Sources: PLC minutes

Summative Evaluation: None

Strategy 1: Teacher will create rigorous lessons using District provided Unit Overviews.	
Strategy's Expected Result/Impact: Increase student engagement and growth, MAP growth	**Formative**
Staff Responsible for Monitoring: Administrators, MCL, IS, teachers	**Oct**
Title I Schoolwide Elements: None	**Problem Statements:**	**Jan**
TEA Priorities: None	Curriculum, Instruction, and Assessment 1, 2	**Mar**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

Strategy 2: Teachers will attend training and implement the Laying the Foundations curriculum for honor students.	
Strategy's Expected Result/Impact: Increase the number of students meeting masters across all subject areas on 2020-2021 STAAR	**Formative**
Staff Responsible for Monitoring: Administrators, Honors/GT teachers, IS, MCL	**Oct**
Title I Schoolwide Elements: None	**Problem Statements:**	**Jan**
TEA Priorities: None	Curriculum, Instruction, and Assessment 3	**Mar**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

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

Curriculum, Instruction, and Assessment
Problem Statement 1: The lack of a structured PLC's in order to plan with fidelity. **Root Cause:** There is insufficient time for teachers to plan due to teachers covering classes as a result of the shortage of teachers and substitutes.
Problem Statement 2: Students are not engaged during lessons and do not show academic growth. **Root Cause:** Not all teachers utilize District provided Unit Overviews.
Problem Statement 3: Students are not receiving quality Tier I instruction. **Root Cause:** It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.

Performance Objective 5: Nimitz Middle School will provide a safe and supportive school environment.

Evaluation Data Sources: PIEMS data

Summative Evaluation: None

Strategy 1: Teachers will complete annual Safe Schools training including new trainings throughout the year such as COVID 19 training, attend Ethics and Sexual Harassment training, and receive trauma informational training.		
Strategy's Expected Result/Impact: Students and teachers will have a safe environment that is conducive to learning.		**Formative**
Staff Responsible for Monitoring: Administrators, Department Chairs, IS		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** School Culture and Climate 2	**Jan**
TEA Priorities: None	School Context and Organization 2	**Mar**
ESF Levers: None	**Funding Sources:**	**Summative**
	SAS Counselor State Comp Ed $75,000	**May**
Strategy 2: Teachers will utilize CHAMPS in classrooms and throughout the building.		
Strategy's Expected Result/Impact: Students will have a safe environment that is conducive to learning.		**Formative**
Staff Responsible for Monitoring: Administrators, MCL, Department Chairs, IS, Teachers		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** School Culture and Climate 2	**Jan**
TEA Priorities: None	School Context and Organization 2	**Mar**
ESF Levers: None	**Funding Sources:**	**Summative**
	None	**May**

Strategy 3: Administrators, IS and MCL's will provide coaching using the Relay coaching model to improve school wide routines and procedures.

Strategy's Expected Result/Impact: Improve student safety and student performance	**Formative**
Staff Responsible for Monitoring: Administrators, IS, MCL	**Oct**
	Jan

Title I Schoolwide Elements: None	**Problem Statements:** School Context and Organization 2	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** Local	**Summative**
		May

Strategy 4: Awareness training for staff and students will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on prevention programs. SAS Counselors will train all staff during campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed throughout the campus.

Strategy's Expected Result/Impact: Staff will know the symptoms of abuse, understand the necessary actions to take, and take action to eliminate the potential for child abuse and neglect.	**Formative**
	Oct
Staff Responsible for Monitoring: Principal, Assistant Principals, SAS and Academic Counselors	**Jan**

Title I Schoolwide Elements: None	**Problem Statements:** School Culture and Climate 2	**Mar**
TEA Priorities: None		
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

Strategy 5: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self-efficacy, decision-making, behavior, and other social-emotional topics.

	Formative
Strategy's Expected Result/Impact: Exposure to the Guidance and Counseling curriculum will allow Nimitz students to have a better understanding of how to handle these situations as they arise.	**Oct**
Staff Responsible for Monitoring: SAS Counselor, Academic Counselors	**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** School Culture and Climate 2	**Mar**
TEA Priorities: None	
ESF Levers: None	**Funding Sources:** None	**Summative** **May**

Strategy 6: Campus Behavior Coordinator and team will monitor discipline data in order to improve inequities among all students.

	Formative
Strategy's Expected Result/Impact: Less than 5% of all OSS and ISS will be African American Placements.	**Oct**
Staff Responsible for Monitoring: Principal, Campus Behavior Coordinator and team	**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 9	**Mar**
TEA Priorities: None	
ESF Levers: None	**Funding Sources:** None	**Summative** **May**

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

Student Achievement

Problem Statement 9: 13% of all OSS and ISS students are AA while the total African American population is only 6.8%. **Root Cause:** Discipline reports were not reviewed by Campus Behavior Coordinator and team and interventions were not in place.

School Culture and Climate

Problem Statement 2: 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.

School Context and Organization

Problem Statement 2: The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

Performance Objective 6: Annual student attendance will increase from 94.5 in 2020 to 95.0 in 2021.

Evaluation Data Sources: Weekly Attendance Report from the Weekly Attendance and Dropout Dashboard (COC)

Summative Evaluation: None

Strategy 1: Nimitz will monitor student attendance through the Attendance Clerks and make contact with parents of students with attendance problems.	
Strategy's Expected Result/Impact: Strategy's expected results are an increased awareness by parents of students with attendance issues and improved attendance rates for students.	**Formative**
	Oct
Staff Responsible for Monitoring: Administrative Lead for Attendance, Principal, Assistant Principals, Attendance Clerks	**Jan**
Title I Schoolwide Elements: None **TEA Priorities:** None **ESF Levers:** None	**Problem Statements:** School Culture and Climate 1 / School Context and Organization 2	**Mar**
	Summative
	Funding Sources: Local	**May**
Strategy 2: Nimitz will provide attendance incentives for students each six weeks.	
Strategy's Expected Result/Impact: Improve student attendance to 95%	**Formative**
Staff Responsible for Monitoring: Attendance clerks, Administration, Discipline Clerk, SAS Counselor	**Oct**
Title I Schoolwide Elements: None **TEA Priorities:** None **ESF Levers:** None	**Problem Statements:** School Context and Organization 2	**Jan**
	Mar
	Funding Sources: Local $1,000	**Summative**
	May

Strategy 3: CIS representative will monitor attendance for students on their case load.		
Strategy's Expected Result/Impact: Improved student attendance		**Formative**
Staff Responsible for Monitoring: CIS Representative		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** School Context and Organization 2	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** CIS Representative State Comp Ed $35,000	**Summative**
		May

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

School Culture and Climate

Problem Statement 1: There is a communication gap between the school and parents with regards to parental involvement **Root Cause:** Time constraints with regards to attending meetings and attending school functions.

School Context and Organization

Problem Statement 2: The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

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

Performance Objective 1: In 2020-21, Nimitz will offer a job-embedded, personalized professional learning systems for teachers and administrators.

Evaluation Data Sources: Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walk throughs and/or observation/feedback meetings per week.		
Strategy's Expected Result/Impact: Improved classroom instruction which will result in increased student performance		**Formative**
Staff Responsible for Monitoring: Administrators		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** School Context and Organization 2	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May
Strategy 2: Utilize Opportunity Culture to extend the reach of excellent teachers and their teams during 2020-2021.		
Strategy's Expected Result/Impact: Improved classroom instruction which will result in increased student performance		**Formative**
Staff Responsible for Monitoring: Administrators, IS, MCL		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** Local	**Summative**
		May
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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:** Number of teachers in alternative certification is increasing. There is a lack of certified teachers due to the economy.

Problem Statement 2: Lack of quality Tier 1 instruction resulting in low student performance **Root Cause:** Teachers have not had the opportunity for day-to-day quality coaching

School Context and Organization

Problem Statement 2: The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

Performance Objective 2: The campus teacher retention rate will increase from 69.39% in 2020 to 80.00% in 2021.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: The use of RELAY strategies will coach, support, and grow teachers throughout the school year.		
Strategy's Expected Result/Impact: RELAY will help retain and grow highly effective teachers in the classrooms.		**Formative**
Staff Responsible for Monitoring: Administration Team, RELAY team, IS, MCL		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2 School Context and Organization 2	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None		**Summative**
	Funding Sources: None	**May**

Strategy 2: Nimitz Middle School will implement Opportunity Culture to support teachers.		
Strategy's Expected Result/Impact: Opportunity culture will retain and grow highly effective teachers in the classroom.		**Formative**
Staff Responsible for Monitoring: Administration ream, MCL, TRT, IS		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None		**Summative**
	Funding Sources: Local	**May**

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

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:** Number of teachers in alternative certification is increasing. There is a lack of certified teachers due to the economy.
Problem Statement 2: Lack of quality Tier 1 instruction resulting in low student performance **Root Cause:** Teachers have not had the opportunity for day-to-day quality coaching

School Context and Organization
Problem Statement 2: The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

Goal 3: Learning Journey: 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.

Performance Objective 1: Nimitz will implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Imagine Learning, Imagine Math, Brainchild

Summative Evaluation: None

Strategy 1: Nimitz will utilize K-12 Summit to increase language acquisition in our EL students.		
Strategy's Expected Result/Impact: Increase scores in TELPAS and /or exit the ESL program.		**Formative**
Staff Responsible for Monitoring: Administration team, teachers, ESL facilitator		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 4 Curriculum, Instruction, and Assessment 3	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None		**Summative**
	Funding Sources: Local	**May**

Strategy 2: Nimitz will utilize Imagine Math and Imagine Learning to scaffold the students individualized learning.		
Strategy's Expected Result/Impact: Close the achievement gap in reading and math		**Formative**
Staff Responsible for Monitoring: Administration team, IS, teachers		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1, 2, 3	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** Local	**Summative**
		May

Strategy 3: Nimitz will utilize Brainchild to scaffold the learning of our special education population students.

	Formative
Strategy's Expected Result/Impact: Close the achievement gap with our SPED students.	**Oct**
Staff Responsible for Monitoring: Administration team, SPED teachers, teachers	
Title I Schoolwide Elements: None	**Jan**
TEA Priorities: None	**Problem Statements:** Student Achievement 5	**Mar**
ESF Levers: None		**Summative**
	Funding Sources: Local	**May**

Strategy 4: Nimitz will implement Laying the Foundation curriculum for our honors/GT students.

	Formative
Strategy's Expected Result/Impact: Differentiate instruction to ensure the students meet, master, or maintain the grade-level expectations.	**Oct**
Staff Responsible for Monitoring: GT department, Administration team, teachers, MCL	**Jan**
Title I Schoolwide Elements: None	**Problem Statements:** Curriculum, Instruction, and Assessment 2, 3	**Mar**
TEA Priorities: None		**Summative**
ESF Levers: None	**Funding Sources:** Local	**May**

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

Student Achievement

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:** There is a decrease in the amount of time spent on math skills from 5th to 6th grade. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost.

Problem Statement 3: ELAR and Math scores are below the state average. **Root Cause:** The 45 minute class period was not enough time to fully implement Guided Comprehension and Guided Math.

Problem Statement 4: Decrease in STAAR Reading scores in 6th grade **Root Cause:** Lack of time spent on Reading skills, English learners transition to English for the first time

Problem Statement 5: Special Education students score below state average **Root Cause:** Students do not receive adequate individualized instruction to meet their needs.

Curriculum, Instruction, and Assessment

Problem Statement 2: Students are not engaged during lessons and do not show academic growth. **Root Cause:** Not all teachers utilize District provided Unit Overviews.

Problem Statement 3: Students are not receiving quality Tier I instruction. **Root Cause:** It is difficult to get teachers to attend training during the summer when they are off

contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.

Performance Objective 2: 6th grade Reading "Meets" percentages will increase from 30% in 2019 to 34% as measured by the 2021 STAAR.

Evaluation Data Sources: STAAR Results, MAP results

Summative Evaluation: None

Strategy 1: Nimitz will continue to implement the Balanced Literacy Framework.		
Strategy's Expected Result/Impact: Increase the Meets percentage in Reading on the STAAR test.		**Formative**
Staff Responsible for Monitoring: Administration team, teachers, IS, MCL, TRT		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 3	**Jan**
TEA Priorities: None	Curriculum, Instruction, and Assessment 1	**Mar**
ESF Levers: None	School Context and Organization 2	**Summative**
	Funding Sources: Dyslexia teacher State Comp Ed $75,000	**May**

Strategy 2: Nimitz will continue block scheduling in 6th-grade reading allowing for more teaching time in the ELAR classroom.		
Strategy's Expected Result/Impact: Growth in Reading and a higher percentage of Meets on STAAR		**Formative**
Staff Responsible for Monitoring: Administration team, teachers, IS, MCL, TRT		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1	**Jan**
TEA Priorities: None	Curriculum, Instruction, and Assessment 1	**Mar**
ESF Levers: None	**Funding Sources:** Local	**Summative**
		May

Strategy 3: Nimitz will implement Opportunity Culture in 6th-grade Reading		**Formative**
Strategy's Expected Result/Impact: Opportunity Culture will build teacher capacity which will show student growth/progress.		**Oct**
Staff Responsible for Monitoring: Administration team, MCL, TRT		
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1 Curriculum, Instruction, and Assessment 1	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None		**Summative**
	Funding Sources: Local	**May**

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

Student Achievement

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 3: ELAR and Math scores are below the state average. **Root Cause:** The 45 minute class period was not enough time to fully implement Guided Comprehension and Guided Math.

Curriculum, Instruction, and Assessment

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

School Context and Organization

Problem Statement 2: The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

Performance Objective 3: 6th grade Math "Meets" percentages will increase from 39% in 2019 to 43% as measured by the 2021 STAAR.

Evaluation Data Sources: STAAR Results, MAP results

Summative Evaluation: None

Strategy 1: Nimitz will continue to implement Guided math in the 6th and 7th grade classrooms.		
Strategy's Expected Result/Impact: Increase the Meets percentage in Math on the STAAR test.		**Formative**
Staff Responsible for Monitoring: Administration team, IS, Teachers		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 2, 3 Curriculum, Instruction, and Assessment 1	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None		**Summative**
	Funding Sources: Local	**May**
Strategy 2: Nimitz will continue block scheduling in 6th-grade Math allowing for more teaching time in the Math classroom.		
Strategy's Expected Result/Impact: Growth in Math and a higher percentage of Meets on STAAR		**Formative**
Staff Responsible for Monitoring: Administration team, IS, teachers		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 3 Curriculum, Instruction, and Assessment 1	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None		**Summative**
	Funding Sources: Local	**May**

Strategy 3: Math teachers will have a daily PLC to disaggregate data, plan, and discuss next steps.	
Strategy's Expected Result/Impact: Target needed skills to increase student performance	**Formative**
Staff Responsible for Monitoring: Administration team, IS, teachers	**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Curriculum, Instruction, and Assessment 1, 3	**Jan**
TEA Priorities: None	**Mar**
ESF Levers: None	**Funding Sources:** Local	**Summative**
	May

0% No Progress　　　100% Accomplished　　　➡ Continue/Modify　　　✖ Discontinue

Student Achievement

Problem Statement 2: Overall Math scores are below state average. **Root Cause:** There is a decrease in the amount of time spent on math skills from 5th to 6th grade. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost.

Problem Statement 3: ELAR and Math scores are below the state average. **Root Cause:** The 45 minute class period was not enough time to fully implement Guided Comprehension and Guided Math.

Curriculum, Instruction, and Assessment

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

Problem Statement 3: Students are not receiving quality Tier I instruction. **Root Cause:** It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.

Performance Objective 4: 8th grade Reading "Meets" percentages will increase from 49% in 2019 to 53% as measured by the 2021 STAAR.

**Evaluation Data Sources:** STAAR results, MAP results

Summative Evaluation: None

Strategy 1: 8th grade ELAR will have PLC times to disaggregate data, plan, and discuss next steps.			Formative
Strategy's Expected Result/Impact: Target needed skills to increase student performance			Oct
Staff Responsible for Monitoring: Administration team, IS, teachers			
Title I Schoolwide Elements: None	**Problem Statements:**		Jan
	Student Achievement 6		Mar
TEA Priorities: None			
ESF Levers: None	**Funding Sources:**		Summative
	Local		May
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
Student Achievement			
Problem Statement 6: 8th Grade Reading scores did not show significant gains. Root Cause: PLC time was not available in the master schedule.			

Performance Objective 5: 8th grade Math "Meets" percentages will increase from 32% in 2019 to 36% as measured by the 2021 STAAR.

Evaluation Data Sources: STAAR results, MAP results

Summative Evaluation: None

Strategy 1: 8th grade Math will have PLC times to disaggregate data, plan, and discuss next steps.		
Strategy's Expected Result/Impact: Target needed skills to increase student performance		**Formative**
Staff Responsible for Monitoring: Administration team, IS, teachers		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Curriculum, Instruction, and Assessment 2	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

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

Curriculum, Instruction, and Assessment
Problem Statement 2: Students are not engaged during lessons and do not show academic growth. **Root Cause:** Not all teachers utilize District provided Unit Overviews.

Performance Objective 6: 8th grade Science "Meets" percentages will increase from 46% in 2019 to 51% as measured by the 2021 STAAR.

Evaluation Data Sources: STAAR results, MAP results

Summative Evaluation: None

Strategy 1: Nimitz teachers will utilize data to plan targeted intervention.		Formative
Strategy's Expected Result/Impact: Students scores in science will increase in STAAR		Oct
Staff Responsible for Monitoring: Administration team, IS, teachers		
Title I Schoolwide Elements: None	**Problem Statements:** Curriculum, Instruction, and Assessment 2, 3, 4	Jan
TEA Priorities: None		Mar
ESF Levers: None	**Funding Sources:** None	Summative
		May

Strategy 2: Nimitz will integrate science into ELAR during their non-fiction units.		Formative
Strategy's Expected Result/Impact: Support Science curriculum through ELAR to increase knowledge and Science STAAR Scores		Oct
Staff Responsible for Monitoring: Administration team, IS,		
Title I Schoolwide Elements: None	**Problem Statements:** Curriculum, Instruction, and Assessment 5	Jan
TEA Priorities: None		Mar
ESF Levers: None	**Funding Sources:** None	Summative
		May

Strategy 3: Nimitz will use Think Up as a resource to support instruction.	
Strategy's Expected Result/Impact: Student growth and enrichment to scaffold the learning and increase STAAR scores	**Formative**
Staff Responsible for Monitoring: Administration team, teachers	**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 7	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** Local	**Summative**
		May

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

Student Achievement

Problem Statement 7: 8th Grade Science scores did not show significant gains. **Root Cause:** Resources are not utilized by all teachers.

Curriculum, Instruction, and Assessment

Problem Statement 2: Students are not engaged during lessons and do not show academic growth. **Root Cause:** Not all teachers utilize District provided Unit Overviews.

Problem Statement 3: Students are not receiving quality Tier I instruction. **Root Cause:** It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.

Problem Statement 4: Teachers are unable to attend a daily PLC's in order to plan with fidelity. **Root Cause:** The master schedule will not allow Science teachers to have a daily PLC.

Problem Statement 5: Students are not reading enough science passages. **Root Cause:** Science and Reading teachers are not consistently working together to integrate curriculum.

Performance Objective 7: 8th grade Algebra I "Meets" percentages will increase from 76% in 2019 to 80% as measured by the 2021 STAAR.

Evaluation Data Sources: STAAR results, MAP results

Summative Evaluation: None

Strategy 1: Teachers will attend district Inspire calculator training.		
Strategy's Expected Result/Impact: Students will correctly utilize functions on the Inspire calculator for increased scores on EOC.		**Formative**
Staff Responsible for Monitoring: Administrators, IS, Math Department Chair		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:**	**Jan**
TEA Priorities: None	Curriculum, Instruction, and Assessment 6	**Mar**
ESF Levers: None	**Funding Sources:**	**Summative**
	None	**May**
Strategy 2: Algebra teacher will collaborate with other Algebra teachers within the district.		
Strategy's Expected Result/Impact: Algebra "Meets" score will improve.		**Formative**
Staff Responsible for Monitoring: Administrator, IS		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:**	**Jan**
TEA Priorities: None	Curriculum, Instruction, and Assessment 3	**Mar**
ESF Levers: None	**Funding Sources:**	**Summative**
	None	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		
Curriculum, Instruction, and Assessment		
Problem Statement 3: Students are not receiving quality Tier I instruction. **Root Cause:** It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.		
Problem Statement 6: Reteach lessons are not effective after disaggregating data. **Root Cause:** Data is not utilized effectively to drive instruction.		

Performance Objective 8: The percentage of students that Met Standard on all subject/grades tested will increase from 39% (2019 STAAR) to 43% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR results, MAP results

Summative Evaluation: None

Strategy 1: To increase instructional time, 90 minute blocks will be built into the master schedule for 6th and 7th grade math and English.		
Strategy's Expected Result/Impact: Improved student achievement on district assessments and STAAR.		**Formative**
Staff Responsible for Monitoring: Administrators, Leadership team		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 1, 3, 4	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May
Strategy 2: Teachers will provide targeted STAAR tutoring for students as needed.		
Strategy's Expected Result/Impact: Improved student achievement on district assessments and STAAR.		**Formative**
Staff Responsible for Monitoring: Administrators, Department Chairs		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 8	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** Local	**Summative**
		May

Strategy 3: Math and Reading teachers will have a daily PLC.	
Strategy's Expected Result/Impact: Teachers will have time to plan, discuss data, and students, which will result in student growth.	**Formative**
Staff Responsible for Monitoring: Administrators, IS, MCL, TRT	**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Curriculum, Instruction, and Assessment 6	**Jan**
TEA Priorities: None		**Mar**
ESF Levers: None	**Funding Sources:** Local	**Summative**
		May

⓪ 0% No Progress	⓿ 100% Accomplished	➡ Continue/Modify	✖ Discontinue

Student Achievement

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 3: ELAR and Math scores are below the state average. **Root Cause:** The 45 minute class period was not enough time to fully implement Guided Comprehension and Guided Math.

Problem Statement 4: Decrease in STAAR Reading scores in 6th grade **Root Cause:** Lack of time spent on Reading skills, English learners transition to English for the first time

Problem Statement 8: 6th through 8th STAAR scores are below state average. **Root Cause:** Students need individualized learning in small group setting.

Curriculum, Instruction, and Assessment

Problem Statement 6: Reteach lessons are not effective after disaggregating data. **Root Cause:** Data is not utilized effectively to drive instruction.

Performance Objective 9: The percentage of students meeting or exceeding the growth target will increase from 63% (2019 STAAR) to 66% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR results, MAP results

Summative Evaluation: None

Strategy 1: Nimitz will use data driven instruction to more effectively plan, teach, and reteach.		
Strategy's Expected Result/Impact: Improved student achievement on district assessments and STAAR.		**Formative**
Staff Responsible for Monitoring: Administrators, IS, MCL, TRT		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Student Achievement 8	**Jan**
TEA Priorities: None	Curriculum, Instruction, and Assessment 6	**Mar**
ESF Levers: None	**Funding Sources:**	**Summative**
	None	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		
Student Achievement		
Problem Statement 8: 6th through 8th STAAR scores are below state average. **Root Cause:** Students need individualized learning in small group setting.		
Curriculum, Instruction, and Assessment		
Problem Statement 6: Reteach lessons are not effective after disaggregating data. **Root Cause:** Data is not utilized effectively to drive instruction.		

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
Anthony Garza	Counselor	SAS	1
Shalin White	Teacher	Dyslexia	1

Campus Funding Summary

			Local		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
1	5	3			$0.00
1	6	1			$0.00
1	6	2			$1,000.00
2	1	2			$0.00
2	2	2			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	3	1			$0.00
3	3	2			$0.00
3	3	3			$0.00
3	4	1			$0.00
3	6	3			$0.00
3	8	2			$0.00
3	8	3			$0.00
				Sub-Total	$1,000.00
			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$75,000.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1	SAS Counselor		$75,000.00
1	6	3	CIS Representative		$35,000.00
3	2	1	Dyslexia teacher		$75,000.00
				Sub-Total	$260,000.00
Title Two Professional Development					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Specialist		$75,000.00
				Sub-Total	$75,000.00
				Grand Total	$336,000.00

Addendums