

Ector County Independent School District

Nimitz Middle School

2025-2026 Campus Improvement Plan

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| Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas. | 27 |
| Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029. | 39 |
| Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029. | 40 |
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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 |
|-------------|---------|------------------|----------|-------|-----------------|-------|----------------|------|-----------|-----|
| 2024-25 | 735 | 93 | 905 | 257 | 1 | 26 | 25 | 129 | 911 | 181 |
| 2023-24 | 702 | 27 | 911 | 239 | 0 | 27 | 23 | 130 | 869 | 208 |
| 2022-23 | 669 | 80 | 934 | 230 | 3 | 36 | 17 | 123 | 669 | 395 |
| 2021-22 | 840 | 91 | 967 | 302 | 5 | 31 | 32 | 140 | 645 | 159 |
| 2020-21 | 793 | 90 | 910 | 329 | 8 | 25 | 39 | 144 | 524 | 163 |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Table 2 Enrollment

| Year | 6th -8th |
|------|----------|
| 2025 | 1312 |
| 2024 | 1293 |
| 2023 | 1300 |
| 2022 | 1298 |
| 2021 | 1429 |
| | |
| | |
| | |
| | |
| | |

Table 3 Special Programs

| Year | Special Ed | ELL | At-Risk | GT | CTE |
|---------|------------|-----|---------|-----|-----|
| 2024-25 | 129 | 181 | 735 | 212 | 252 |
| 2023-24 | 130 | 208 | 702 | 209 | |
| 2022-23 | 123 | 198 | 669 | 202 | |
| 2021-22 | 140 | 166 | 645 | 220 | 150 |
| 2020-21 | 144 | 165 | 792 | 254 | 204 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

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 |
|---------|-------|----------|--------|-------|-------|-------|--------|------------|------|
| 2024-25 | | | | | | | | | |
| 2023-24 | | | 92% | | | | | | |
| 2022-23 | | | 91.7 | | | | | | |
| 2021-22 | 92.2% | 90.8% | 91.8 | 91.9 | 91.7 | 90.7 | 90.1 | 92.2 | 92.4 |
| 2020-21 | 95% | 93.64 | 93.5 | 93.04 | 94.27 | 92.23 | 90.7 | 93.3 | 92.7 |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Number of Employees

| Year | Employees |
|---------|-----------|
| 2024-25 | 103.1 |
| 2023-24 | 114 |
| 2022-23 | 104 |

| Year | Employees |
|---------|-----------|
| 2021-22 | 108 |
| 2020-21 | 106 |
| | |
| | |
| | |
| | |

Demographics Strengths

Nimitz has 4 Opportunity Culture MCLs, 1 MTRT, and 3 RAs. These teams allow master teachers to provide additional coaching and support to other teachers on campus.

Nimitz staff members have diverse backgrounds which enables them to build positive relationships with the students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our English Language Learners are under performing compared to other students.

Root Cause: Lack of ESL strategies utilized in the classroom.

Problem Statement 2: Nimitz Special Education students are under performing when compared to other sub populations on campus.

Root Cause: Reading and Math skills are below grade level.

Student Achievement

Student Achievement Summary

How are our students doing? Potential Content:

Student achievement and progress on state/local assessments, benchmarks, advanced course/dual enrollment, CCMR, grades, graduation plans, retention data, dropouts, special education data, English language assessments & other data.

MAP Student Summary RLA 2024-2025



Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Ector County ISD

Norms Reference Data: 2025 and User Norms¹
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)

End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

NIMITZ MIDDLE SCHOOL

Language Arts:
Reading

| Grade (Spring 2025) | Total Number of Growth Events [‡] | Comparison Periods | | | | | | | Growth Evaluated Against | | | | | | | |
|---------------------|--|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2024 | | | Spring 2025 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 06 | 401 | 205.8 | 18.4 | 36 | 213.7 | 15.8 | 63 | 8 | 0.5 | 3.0 | 1.18 | 88 | 401 | 289 | 72 | 68 |
| 07 | 383 | 206.0 | 18.4 | 22 | 214.7 | 17.2 | 54 | 9 | 0.5 | 2.7 | 1.33 | 91 | 383 | 283 | 74 | 69 |
| 08 | 365 | 210.4 | 18.3 | 28 | 221.3 | 16.9 | 71 | 11 | 0.5 | 2.6 | 1.57 | 94 | 365 | 306 | 84 | 80 |

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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MAP Student Summary Math 2024-2025



Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Ector County ISD

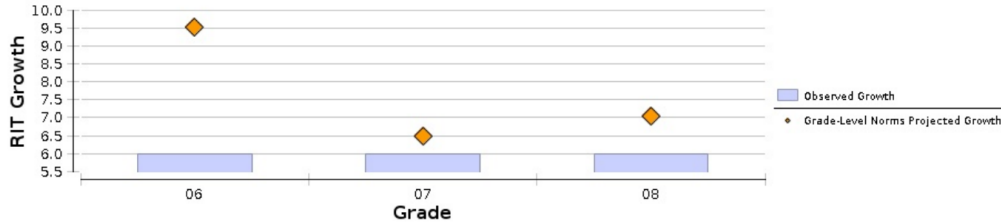
Norms Reference Data: 2025 and User Norms¹
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

NIMITZ MIDDLE SCHOOL

Math: Math K-12

| Grade (Spring 2025) | Total Number of Growth Events [‡] | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | | | | |
|---------------------|--|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2024 | | | Spring 2025 | | | Observed Growth | Observed Growth SE | Grade-Level Norms | | | Student Norms | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | | | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 06 | 411 | 212.4 | 14.8 | 63 | 218.6 | 15.8 | 47 | 6 | 0.4 | 9.5 | -0.47 | 32 | 411 | 129 | 31 | 30 |
| 07 | 389 | 215.6 | 17.1 | 46 | 221.1 | 17.3 | 42 | 6 | 0.5 | 6.5 | -0.19 | 43 | 389 | 164 | 44 | 42 |
| 08 | 229 | 211.0 | 15.7 | 16 | 216.8 | 15.4 | 18 | 6 | 0.5 | 7.0 | -0.21 | 42 | 229 | 93 | 41 | 41 |

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
²Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
³Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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MAP Student Growth Science 2024-2025



Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Ector County ISD

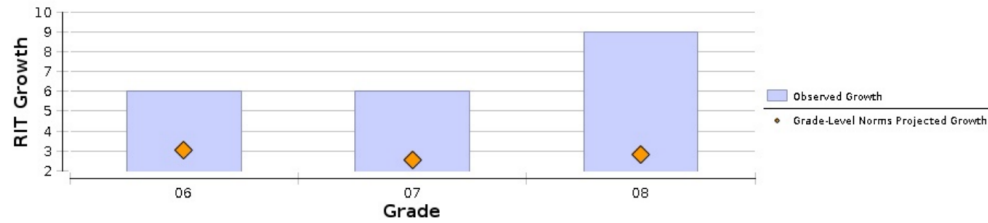
Norms Reference Data: 2025 and User Norms¹
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

NIMITZ MIDDLE SCHOOL

Science: Science K-12

| Grade (Spring 2025) | Total Number of Growth Events [‡] | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | |
|---------------------|--|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|--------------------------|--------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2024 | | | Spring 2025 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 06 | 406 | 205.8 | 13.6 | 61 | 212.0 | 13.7 | 77 | 6 | 0.4 | 3.0 | 1.04 | 85 | 406 | 283 | 70 | 68 |
| 07 | 380 | 207.8 | 14.8 | 54 | 213.8 | 14.9 | 72 | 6 | 0.4 | 2.6 | 0.70 | 76 | 380 | 258 | 68 | 67 |
| 08 | 364 | 210.3 | 13.9 | 55 | 218.9 | 13.8 | 82 | 9 | 0.4 | 2.8 | 1.62 | 95 | 364 | 289 | 79 | 77 |

Science: Science K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
^{*} Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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MAP Student Growth Summary RLA 2023-2024

map Student Growth Summary Report
GROWTH

Aggregate by School

Term: Spring 2023-2024
District: Ector County ISD

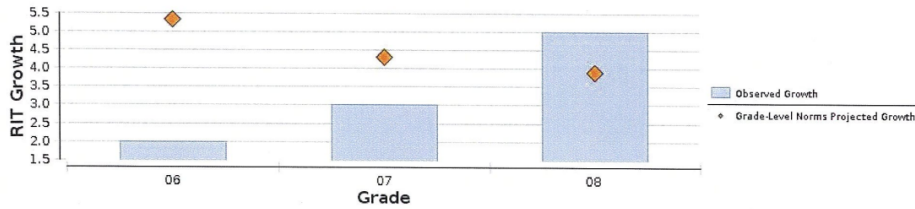
Norms Reference Data: 2020 and User Norms¹
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

NIMITZ MIDDLE SCHOOL

Language Arts:
Reading

| Grade (Spring 2024) | Total Number of Growth Events ² | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | | | |
|---------------------|--|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|--------------------------|--------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|--|--|
| | | Fall 2023 | | | Spring 2024 | | | Growth | | Grade-Level Norms | | | | | Student Norms | | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | | | |
| 06 | 371 | 208.1 | 17.4 | 39 | 210.3 | 16.7 | 23 | 2 | 0.5 | 5.3 | -1.79 | 4 | 371 | 141 | 38 | 36 | | | |
| 07 | 381 | 219.8 | 17.7 | 32 | 213.4 | 17.2 | 24 | 3 | 0.5 | 4.3 | -0.97 | 18 | 381 | 153 | 42 | 41 | | | |
| 08 | 388 | 213.1 | 18.1 | 27 | 218.4 | 16.5 | 34 | 5 | 0.5 | 3.9 | 0.70 | 76 | 388 | 233 | 60 | 57 | | | |

Language Arts: Reading



MAP Student Growth Summary Math 2023-2024

map Student Growth Summary Report
GROWTH

Aggregate by School

Term: Spring 2023-2024
District: Ector County ISD

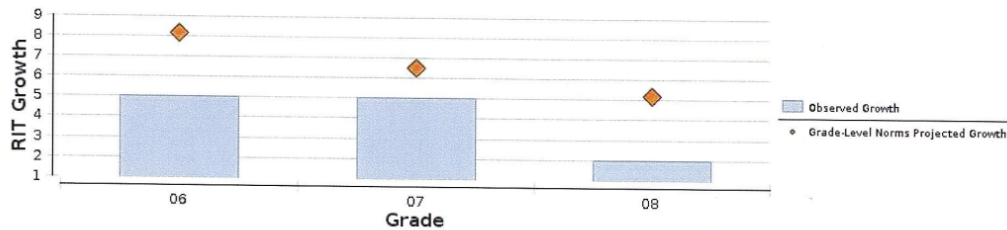
Norms Reference Data: 2020 and User Norms¹
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

NIMITZ MIDDLE SCHOOL

Math: Math K-12

| Grade (Spring 2024) | Total Number of Growth Events ² | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | | | |
|---------------------|--|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|--------------------------|--------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|--|--|
| | | Fall 2023 | | | Spring 2024 | | | Growth | | Grade-Level Norms | | | | | Student Norms | | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | | | |
| 06 | 374 | 214.8 | 14.8 | 50 | 220.2 | 17.7 | 38 | 5 | 0.4 | 8.1 | -1.25 | 11 | 374 | 162 | 43 | 37 | | | |
| 07 | 345 | 219.8 | 16.6 | 48 | 224.4 | 19.0 | 40 | 5 | 0.4 | 6.5 | -0.93 | 18 | 345 | 144 | 42 | 41 | | | |
| 08 | 238 | 212.9 | 15.0 | 11 | 215.3 | 16.1 | 7 | 2 | 0.5 | 5.2 | -1.16 | 12 | 238 | 81 | 34 | 31 | | | |

Math: Math K-12



MAP Student Growth Summary Algebra 1: 2023-2024

map™ Student Growth Summary Report
GROWTH

Aggregate by School

Term: Spring 2023-2024
District: Ector County ISD

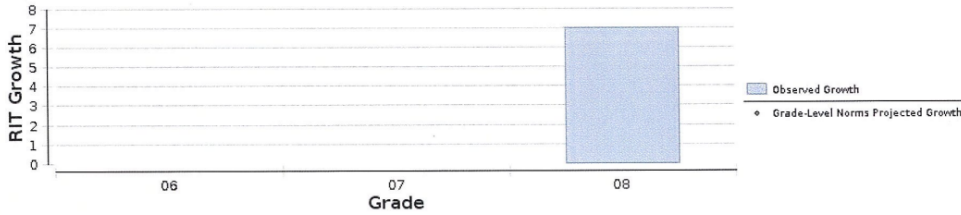
Norms Reference Data: 2020 and User Norms¹
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

NIMITZ MIDDLE SCHOOL

Math: Algebra 1

| Grade (Spring 2024) | Total Number of Growth Events† | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|--------------------------|--------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2023 | | | Spring 2024 | | | Growth | | | Grade-Level Norms | | | Student Norms | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 06 | 0 | ** | | ** | | | ** | | | | | ** | | | | |
| 07 | 7 | * | | * | | | * | | | | | * | | | | |
| 08 | 136 | 238.0 | 8.8 | 244.5 | 13.1 | | 7 | 0.7 | | | | 136 | 64 | 47 | 45 | |

Math: Algebra 1



MAP Student Growth Summary Science 2023-2024

map™ Student Growth Summary Report
GROWTH

Aggregate by School

Term: Spring 2023-2024
District: Ector County ISD

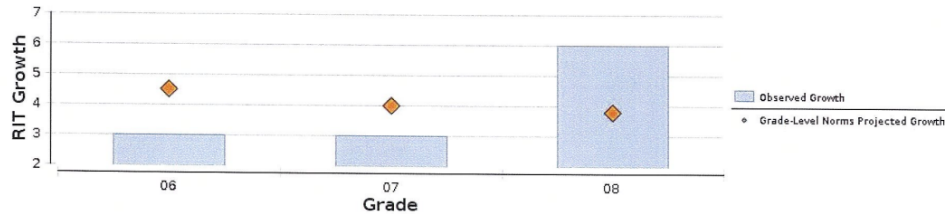
Norms Reference Data: 2020 and User Norms¹
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

NIMITZ MIDDLE SCHOOL

Science: Science K-12

| Grade (Spring 2024) | Total Number of Growth Events† | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|--------------------------|--------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2023 | | | Spring 2024 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 06 | 365 | 206.5 | 13.2 | 67 | 209.7 | 13.1 | 58 | 3 | 0.4 | 4.5 | -0.62 | 27 | 365 | 169 | 46 | 43 |
| 07 | 363 | 208.3 | 14.4 | 61 | 211.2 | 14.4 | 54 | 3 | 0.4 | 4.0 | -0.51 | 30 | 363 | 168 | 46 | 45 |
| 08 | 396 | 210.0 | 14.5 | 52 | 215.6 | 15.7 | 63 | 6 | 0.4 | 3.8 | 0.85 | 80 | 396 | 258 | 65 | 60 |

Science: Science K-12

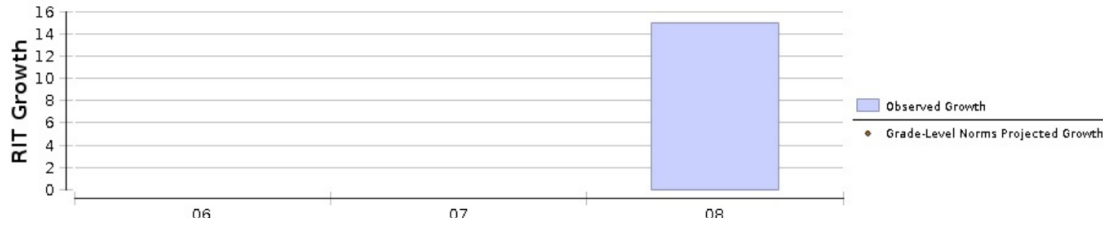


MAP Student Growth Summary Math 2022-2023

Math: Algebra 1

| Grade (Spring 2023) | Total Number of Growth Events | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | |
|---------------------|-------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|--------------------------|--------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | |
| 06 | 0 | ** | | ** | | | ** | | | | | ** | | | | | |
| 07 | 6 | * | | * | | | * | | | | * | | | | | | |
| 08 | 121 | 243.8 | 9.6 | 258.6 | 12.4 | | 15 | 0.8 | | | | 121 | 92 | 76 | 74 | | |

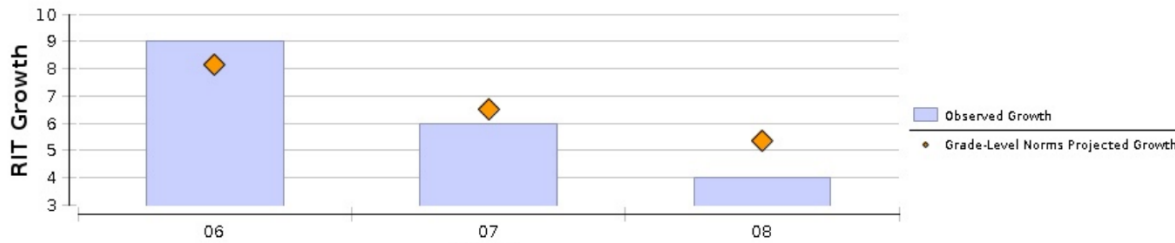
Math: Algebra 1



Math: Math K-12

| Grade (Spring 2023) | Total Number of Growth Events | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | |
|---------------------|-------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|--------------------------|--------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | |
| 06 | 343 | 215.3 | 14.1 | 53 | 224.3 | 17.2 | 57 | 9 | 0.5 | 8.2 | 0.38 | 65 | 343 | 204 | 59 | 55 | |
| 07 | 382 | 220.0 | 16.5 | 49 | 225.6 | 19.1 | 45 | 6 | 0.4 | 6.5 | -0.45 | 33 | 382 | 173 | 45 | 46 | |
| 08 | 254 | 221.6 | 14.3 | 37 | 225.1 | 16.3 | 30 | 4 | 0.6 | 5.3 | -0.76 | 22 | 254 | 120 | 47 | 43 | |

Math: Math K-12

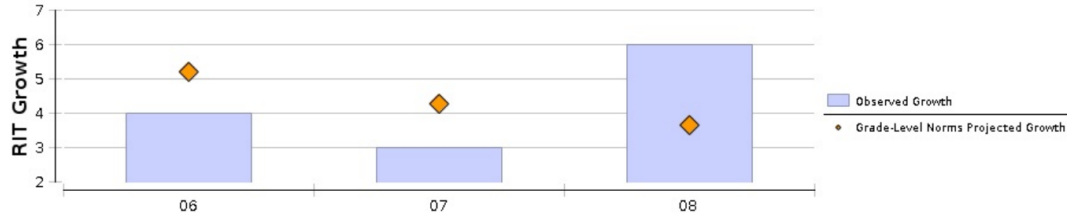


MAP Student Growth Reading 2022-2023

Language Arts:
Reading

| Grade (Spring 2023) | Total Number of Growth Events | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | |
|---------------------|-------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|--------------------------|--------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | |
| 06 | 341 | 210.4 | 16.3 | 51 | 214.6 | 15.8 | 46 | 4 | 0.5 | 5.2 | -0.56 | 29 | 341 | 168 | 49 | 46 | |
| 07 | 388 | 211.5 | 17.0 | 35 | 214.6 | 17.3 | 30 | 3 | 0.5 | 4.3 | -0.67 | 25 | 388 | 186 | 48 | 46 | |
| 08 | 419 | 217.8 | 16.2 | 49 | 223.5 | 15.7 | 59 | 6 | 0.4 | 3.7 | 1.01 | 84 | 419 | 273 | 65 | 62 | |

Language Arts: Reading



MAP Student Growth Summary Math 2021-2022

map Student Growth Summary Report
GROWTH

Aggregate by School

Term: Spring 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms¹
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 28 (Spring 2021)

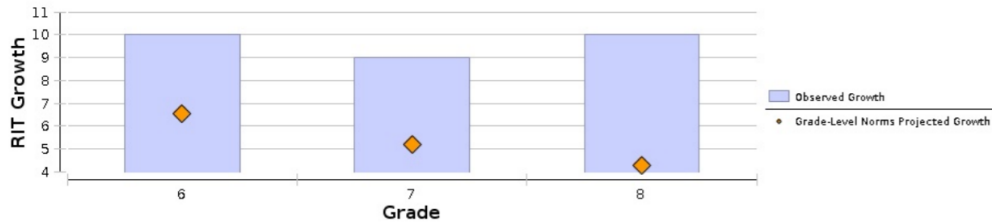
Grouping: None
Small Group Display: No

NIMITZ MIDDLE SCHOOL

Math: Math K-12

| Grade (Spring 2021) | Growth Count | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | |
|---------------------|--------------|--------------------|------|------------|-------------|------|------------|--------------------------|--------------------|-------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|--|
| | | Fall 2020 | | | Spring 2021 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | 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 | 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 | 5.2 | 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

map Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Ector County ISD

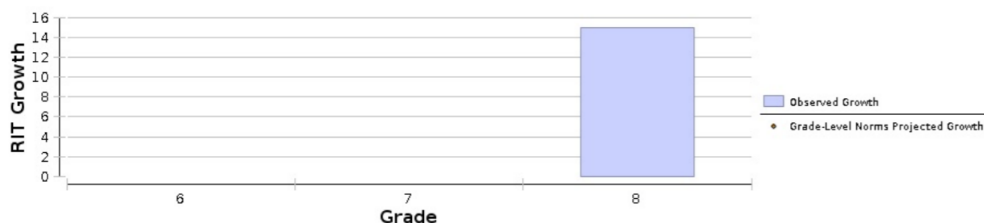
Norms Reference Data: 2020 and User Norms
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 5 (Fall 2020)
End - 28 (Spring 2021)
Grouping: None
Small Group Display: No

NIMITZ MIDDLE SCHOOL

Math: Algebra 1

| Grade (Spring 2021) | Growth Count | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | |
|---------------------|--------------|--------------------|------|------------|-------------|------|------------|--------------------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|
| | | Fall 2020 | | | Spring 2021 | | | Growth | | | Grade-Level Norms | | | Student Norms | | |
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | 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 | 0 | ** | | | ** | | | ** | | | | | ** | | | |
| 7 | 0 | ** | | | ** | | | ** | | | | | ** | | | |
| 8 | 121 | 241.2 | 11.2 | | 256.4 | 12.0 | | 15 | 1.1 | | | | 121 | 89 | 74 | 83 |

Math: Algebra 1

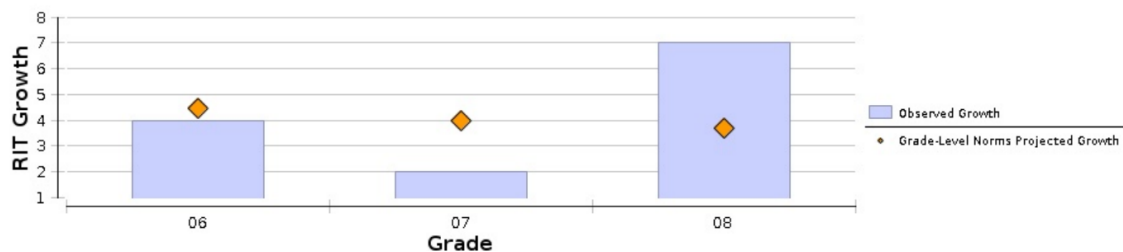


MAP Growth Summary Science 2022-2023

Science: Science K-12

| Grade (Spring 2023) | Total Number of Growth Events | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | |
|---------------------|-------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|--------------------------|--------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 06 | 339 | 207.5 | 11.5 | 72 | 211.7 | 12.2 | 70 | 4 | 0.4 | 4.5 | -0.13 | 45 | 339 | 184 | 54 | 50 |
| 07 | 388 | 208.8 | 12.5 | 64 | 211.2 | 13.5 | 54 | 2 | 0.4 | 4.0 | -0.74 | 23 | 388 | 190 | 49 | 45 |
| 08 | 420 | 212.5 | 13.0 | 67 | 219.4 | 14.0 | 82 | 7 | 0.3 | 3.7 | 1.51 | 93 | 420 | 305 | 73 | 70 |

Science: Science K-12



MAP Student Growth Summary Reading

NIMITZ MIDDLE SCHOOL

Language Arts: Reading

| Grade (Spring 2021) | Growth Count‡ | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | |
|---------------------|---------------|--------------------|------|------------|-------------|------|------------|--------------------------|--------------------|-------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|--|
| | | Fall 2020 | | | Spring 2021 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | 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

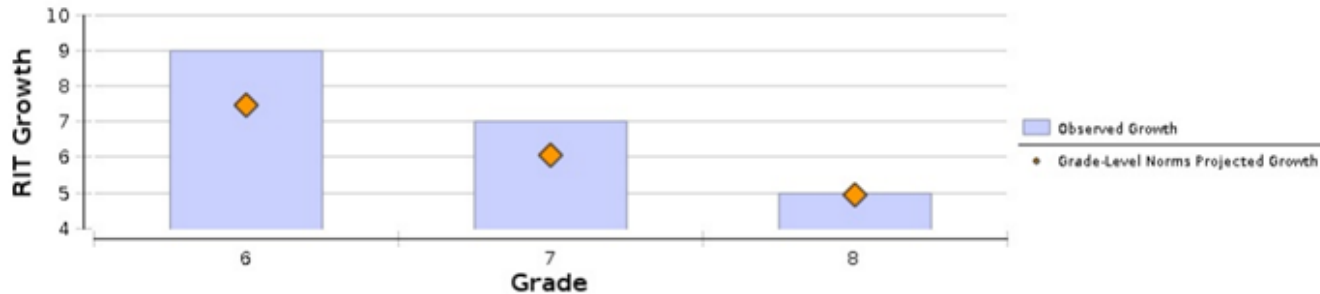


Nimitz Middle School

Math: Math K-12

| Grade (Spring 2022) | Total Number of Growth Events‡ | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|--------------------------|--------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|
| | | Fall 2021 | | | Spring 2022 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | |
| 6 | 375 | 212.4 | 15.4 | 38 | 221.8 | 16.6 | 47 | 9 | 0.3 | 7.5 | 0.95 | 83 | 375 | 248 | 66 | 65 | |
| 7 | 413 | 219.9 | 14.4 | 49 | 226.9 | 16.2 | 53 | 7 | 0.4 | 6.1 | 0.49 | 69 | 413 | 247 | 60 | 56 | |
| 8 | 282 | 219.0 | 14.1 | 27 | 223.6 | 13.8 | 26 | 5 | 0.5 | 4.9 | -0.15 | 44 | 282 | 133 | 47 | 44 | |

Math: Math K-12

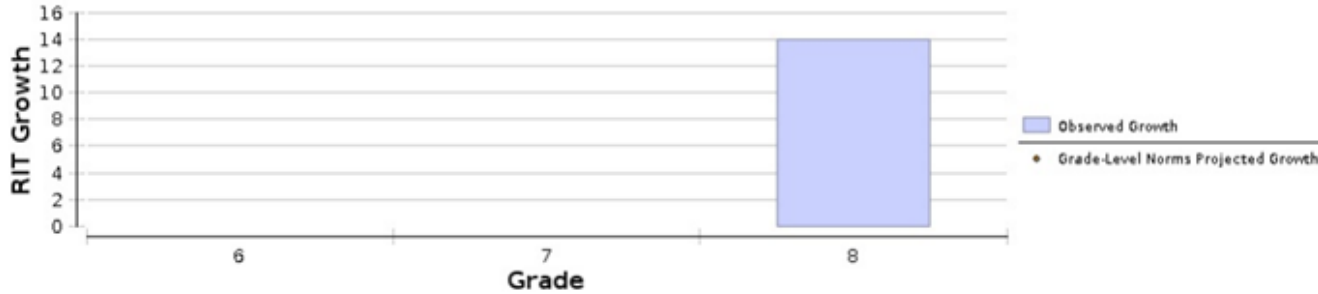


Nimitz Middle School

Math: Algebra 1

| Grade (Spring 2022) | Total Number of Growth Events† | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|--------------------------|--------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2021 | | | Spring 2022 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 6 | 0 | ** | | ** | | | ** | | | | | ** | | | | |
| 7 | 0 | ** | | ** | | | ** | | | | | ** | | | | |
| 8 | 137 | 240.5 | 8.9 | | 254.0 | 12.5 | | 14 | 0.7 | | | | 137 | 104 | 76 | 76 |

Math: Algebra 1

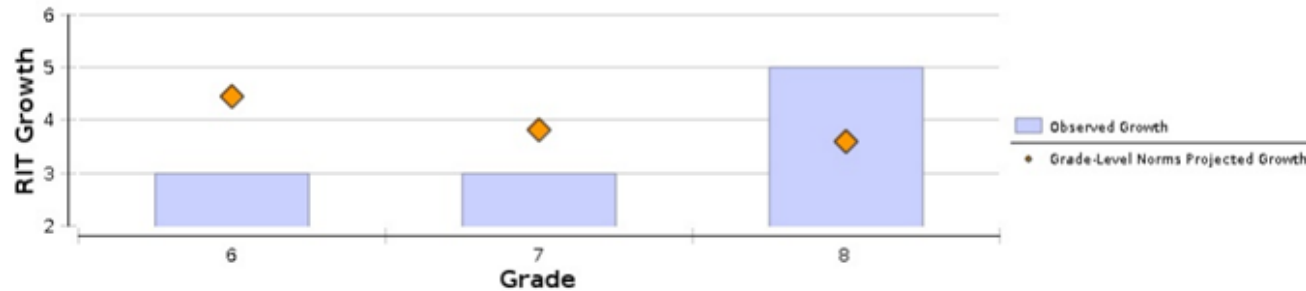


Nimitz Middle School

Science: Science K-12

| Grade (Spring 2022) | Total Number of Growth Events† | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|--------------------------|--------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2021 | | | Spring 2022 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 6 | 374 | 204.9 | 12.5 | 57 | 208.3 | 12.3 | 50 | 3 | 0.4 | 4.4 | -0.53 | 30 | 374 | 175 | 47 | 43 |
| 7 | 404 | 210.2 | 11.7 | 72 | 212.8 | 10.9 | 64 | 3 | 0.3 | 3.8 | -0.62 | 27 | 404 | 188 | 47 | 44 |
| 8 | 432 | 212.2 | 12.6 | 66 | 217.2 | 13.7 | 73 | 5 | 0.4 | 3.6 | 0.71 | 76 | 432 | 264 | 61 | 59 |

Science: Science K-12

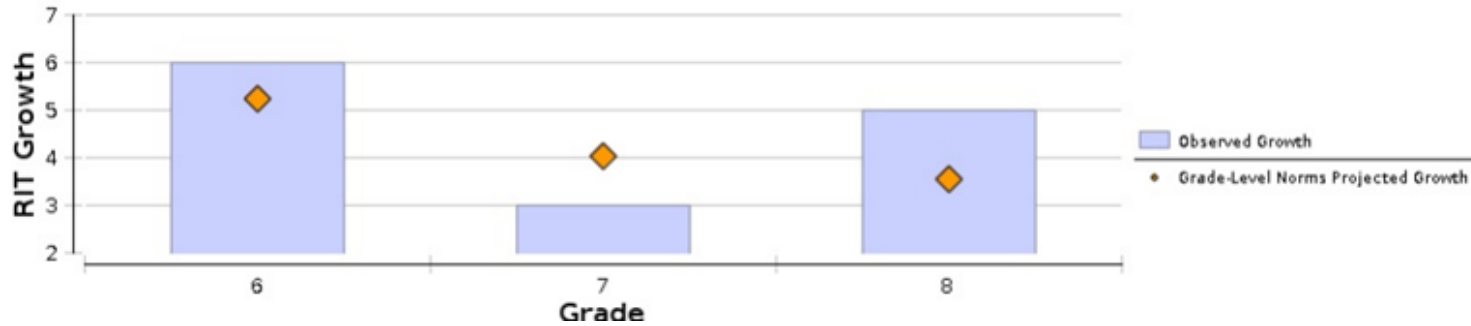


Nimitz Middle School

Language Arts:
Reading

| Grade (Spring 2022) | Total Number of Growth Events | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | |
|---------------------|-------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|--------------------------|--------------------|-------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|
| | | Fall 2021 | | | Spring 2022 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | |
| 6 | 370 | 206.4 | 17.7 | 30 | 211.9 | 15.9 | 32 | 6 | 0.5 | 5.2 | 0.18 | 57 | 370 | 193 | 52 | 48 | |
| 7 | 417 | 213.9 | 15.5 | 48 | 217.1 | 15.4 | 44 | 3 | 0.5 | 4.0 | -0.50 | 31 | 417 | 213 | 51 | 49 | |
| 8 | 428 | 216.8 | 16.1 | 44 | 221.9 | 15.2 | 52 | 5 | 0.4 | 3.6 | 0.82 | 79 | 428 | 258 | 60 | 61 | |

Language Arts: Reading



| | 2019 STAAR | | | 2018 STAAR | 2020 Spring Benchmark | | | | | |
|------|----------------|-------|---------|------------|-----------------------|-------|---------|----------------|----|----|
| | Approaches | Meets | Masters | | 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 | 2022 STAAR | Approaches | Meets | Masters | | | | |
| Math | (6 th Grade) 67 | 37 | 13 | MATH | (6th Grade) 74 | 44 | 17 | | | | |
| | (7 th Grade) 56 | 27 | 10 | | (7th Grade) 66 | 41 | 19 | | | | |
| | (8 th Grade) 40 | 12 | 0 | | (8th Grade) 48 | 11 | 1 | | | | |
| Algebra | 89 | 51 | 27 | Algebra | 97 | 65 | 27 | | | | |
| Reading | (6 th Grade) 63 | 27 | 11 | Reading | (6th Grade) 65 | 39 | 17 | | | | |
| | (7 th Grade) 63 | 37 | 18 | | (7th Grade) 79 | 52 | 32 | | | | |
| | (8 th Grade) 71 | 41 | 15 | | (8th Grade) 82 | 58 | 38 | | | | |
| Writing | 62 | 31 | 5 | | | | | | | | |

| 2019 STAAR | Approaches | Meets | Masters | 2018 STAAR | Approaches | Meets | Masters | 2020 Spring Benchmark | Approaches | Meets | Masters |
|----------------|------------|-------|---------|----------------|------------|-------|---------|-----------------------|------------|-------|---------|
| Science | 64 | 37 | 19 | Science | 70 | 39 | 17 | | | | |
| Social Studies | 51 | 18 | 6 | Social Studies | 34 | 9 | 4 | | | | |

| STAAR 2023 | Approaches | Meets | Masters |
|--------------------|------------|-------|---------|
| 6th RLA | 71% | 44% | 16% |
| 6th Math | 78% | 40% | 17% |
| 7th RLA | 68% | 45% | 21% |
| 7th Math | 58% | 40% | 13% |
| 8th RLA | 87% | 67% | 30% |
| 8th Math | 68% | 21% | 2% |
| 8th Social Studies | 52% | 19% | 6% |
| 8th Science | 79% | 55% | 18% |
| Algebra | | | |

| STAAR 2024 | Approaches | Meets | Masters |
|--------------------|------------|-------|---------|
| 6th RLA | 60% | 42% | 17% |
| 6th Math | 60% | 30% | 10% |
| 7th RLA | 65% | 37% | 14% |
| 7th Math | 55% | 34% | 10% |
| 8th RLA | 75% | 49% | 24% |
| 8th Math | 47% | 14% | 3% |
| 8th Science | 65% | 39% | 12% |
| 8th Social Studies | 34% | 9% | 3% |

| STAAR 2024 | Approaches | Meets | Masters |
|------------|------------|-------|---------|
| Algebra 1 | 98% | 60% | 24% |

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Student Achievement Strengths

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

* By the end of the year some students showed growth in some areas.

Students showed growth above the expected RIT growth in 8th ELAR and 8th Science.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Low rigor in RLA and Math

Root Cause: Lack of Tier 1 instruction

Problem Statement 2: Special Education students are under performing compared to other sub populations on campus.

Root Cause: Students are reading below grade level.

Problem Statement 3: Emergent Bilingual Population is under performing compared to other sub populations on campus.

Root Cause: Language barrier

Problem Statement 4: Algebra teacher does not have a team to collaborate and plan with.

Root Cause: There is only one Algebra teacher on campus.

Problem Statement 5: Lack of highly qualified teachers

Root Cause: Lack of applicants

School Culture and Climate

School Culture and Climate Summary

Nimitz utilizes Relay protocols to provide data-driven instruction and coaching. Nimitz has 4 Opportunity Culture MCLs, 1 MTRT, and 3 RAs. This allows us to extend the reach of excellent teachers to more students and teachers on the teams.

All STAAR tested areas have a daily PLC. This enables teachers to collaboratively desegregate data and create lessons aligned to individual student needs.

Teachers attend professional development such as SEL training, Safe Schools, Sexual Harassment, bullying prevention, aggressive monitoring, policies and procedures, Safety Policies and Procedures, and the PLC process.

Teachers build monthly PLC calendars utilizing the district calendar and YAG.

Administrators utilize Big Rock calendars to focus on the coaching process and planning with teachers.

Administrators attend PLCs with an emphasis on DDI process and new PLC process.

Safety and Bullying Prevention teams have been established.

School Culture and Climate Strengths

Campus procedures provide schoolwide structure both in the classroom and in common areas. This in turn decreases behavioral infractions and allows for more instructional time in the classroom.

Our key words this year are Be Responsible, Be Respectful, and Be Ready

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

Teachers will participate in "Teacher Themed Thursdays" boosting teacher morale.

Core teachers are able to collaboratively plan instruction that meets the needs of all students.

Students will be able to participate in Teen Leadership, Theater, AVID, and grade level nautical themed competitions.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Nimitz is an Opportunity Culture campus with four teams: 6th Math, 7th Math, 8th RLA, and 8th Science.

MCLs assist with planning and lesson delivery, daily PLC's are scheduled for all core areas.

Lead teachers in each core.

New teachers are assigned a mentor to assist with all aspects of instruction and classroom management.

Staff Quality, Recruitment, and Retention Strengths

Campus department chairs, Opportunity Culture teams, and Admin assist new and struggling teachers in leading campus procedures and implementing quality Tier I instructional strategies in all classrooms.

Monthly birthday celebrations, positive notes to teachers, recognition bulletin board, jean passes, and team building activities are utilized to keep moral high on the campus and to reward for effort and improved performance.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Lack of highly qualified teachers and administrators

Root Cause: lack of applicants

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Core teachers meet daily in PLCs to review data, create know/show charts, develop exemplars and lesson plans including reteach/reassess and rehearse lessons.

Teachers follow the district curriculum utilizing only district approved resources.

7th grade math scores were significantly lower than previous years. 72% of 7th grade math students did not meet on the STAAR test.

Curriculum, Instruction, and Assessment Strengths

Opportunity Culture teams along with lead teachers provide support both in curriculum planning and delivery as well as classroom culture.

PLCs were implemented with fidelity and supported by Admin and district staff

District curriculum and calendar.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Lack of teacher experience impacts instruction on campus

Root Cause: Lack of Tier 1 instruction

Problem Statement 2: Special education students under perform compared to other sub populations

Root Cause: Vacancies of certified teachers in special education lead to lack of consistent interventions

Family and Community Engagement

Family and Community Engagement Summary

Nimitz holds an Open House in the fall to allow parents to walk through their child's entire schedule while meeting each teacher and learning about their classes.

Nimitz holds learning nights during both semesters in which parents are encouraged to attend with their students.

Fine arts performances are held during both in the fall and spring semesters. Awards assemblies are held at the end of the year to celebrate student achievements.

Family and Community Engagement Strengths

Nimitz is working to continue to build parent and community engagement by offering more opportunities for parents to be involved in their student's learning. Our Communities in Schools liaison worked closely with families to help bridge the gap between home and school.

School Organization

School Organization Summary

Nimitz is working to increase parent and community involvement events such as open house, building a campus PTO, and parent meetings. Intentional efforts to increase parent communication will include the utilization of district communication through Focus, teacher phone calls, social media, and teacher to parent communication.

Extracurricular activities and events increase parent participation and student involvement. Parent engagement nights will be hosted in the Fall and Spring.

School Organization Strengths

Strong extracurricular in athletics, band, art club, dance team, and awards allows for student and parent connectedness.

NJHS hosts multiple school events such as dances and an induction ceremony.

AVID incorporates mentorship, encourages college awareness, and student accountability. For the 2025-2026 school year Nimitz will offer College and Career Exploration to 6th graders to build College Awareness and promote CCMR.

Nimitz will work in partnership with Communities in School to work in partnership to provide basic needs resources such as food and clothing to students and families. We will host a Veterans Day presentation in November and college and career fair in the Spring.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Parent involvement and attendance at parent engagements nights remain low.

Root Cause: Lack of parent communication

Technology

Technology Summary

Nimitz is a one to one campus. We have supplied computer carts in all core content classes in 6th and 7th grade. 8th grade students still have their own device.

All classrooms have a Promethean board and we have several Promethean boards on wheels.

Teachers utilize the district platforms and use schology to enhance instruction.

Technology Strengths

Teachers will have trainings during PLCs for new technology initiatives such as Lightening Classroom and AI expectations.

Digital Learning specialist is available to support teacher technology needs and questions for all faculty.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology damages exceed other district campus damages

Root Cause: Lack of procedures and accountability for technology with teachers and students.

Priority Problem Statements

Board Goals

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



Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 68% to 74%

High Priority

Indicators of Success:


Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP 2025-2026 EOY

| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| <p>Strategy 1: Use MAP Growth data to identify students not on track to meet their RIT goals and provide consistent, differentiated small group instruction during intervention/enrichment blocks.</p> <p>Strategy's Expected Result/Impact: 74% of students will meet or exceed Reading RIT scores</p> <p>Staff Responsible for Monitoring: Admin, MCL, IC, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Moderate Progress | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Enhance Professional Learning Communities (PLCs) to include regular MAP RIT goal monitoring, instructional planning tied to student needs, and progress checks.</p> <p>Strategy's Expected Result/Impact: 74% of students will meet or exceed Reading RIT scores</p> <p>Staff Responsible for Monitoring: MCLs, Admin, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Some Progress | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue







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

Performance Objective 2: By May of 2025, the percentage of students achieving or exceeding their math RIT goal will increase from 36% to 42%

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: EOY MAP

| Strategy 1 Details | Reviews | | | |
|--|--|------------|------------|------------------|
| <p>Strategy 1: Use MAP Growth data to identify students not on track to meet their RIT goals and provide consistent, differentiated small group instruction during intervention/enrichment blocks.</p> <p>Strategy's Expected Result/Impact: 42% of students will meet or exceed Math RIT scores</p> <p>Staff Responsible for Monitoring: Admin Team, MCL, Math Specialist, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Moderate Progress | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Enhance Professional Learning Communities (PLCs) to include regular MAP RIT goal monitoring, instructional planning tied to student needs, and progress checks.</p> <p>Strategy's Expected Result/Impact: 42% of students will meet or exceed Math RIT scores</p> <p>Staff Responsible for Monitoring: Admin Team, MCL, Math Specialist, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Some Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |







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

Performance Objective 3: By May of 2026, the percentage of students performing at the meets level on the Algebra I EOC will increase from 72.4% to 79% as measured by STAAR.

Indicators of Success:

English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: 2026 STAAR EOC Score

| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| <p>Strategy 1: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting masters performance objective. Teacher's will use PLCs to unpack standards and disaggregate data to further assess student's learning level and adjust lessons accordingly with reteach.</p> <p>Strategy's Expected Result/Impact: Increase Meets from 72.4% to 79%</p> <p>Staff Responsible for Monitoring: Alg. 1 Teacher, Admin,</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Some Progress | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Focus Tier 1 instruction on high-leverage, readiness TEKS that are most frequently tested and carry the most weight on the Algebra I EOC. 8th grade Algebra students will receive additional tutoring and intervention through IXL math and have access to tutoring before and after school.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students meeting grade level on the Alg. 1 EOC</p> <p>Staff Responsible for Monitoring: Alg 1 Teacher, Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Some Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |



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






Performance Objective 4: By May of 2026, the percentage of students performing at the Meets level on the 6th -8th grade Math STAAR will increase from 20% to 26%.

Indicators of Success:

Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: Checkpoints, BOYMAP, STAAR Interim, STAAR Test

| Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| <p>Strategy 1: Teachers will utilize data to assess student achievement and will disaggregate checkpoints, BOY MAP, and interim data to track students' growth.</p> <p>Strategy's Expected Result/Impact: Increase in 7th grade meets performance measured by the 2026 STAAR</p> <p>Staff Responsible for Monitoring: MCL, Teachers, Admin Team</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  <p>Some Progress</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to unpack standards and disaggregate data to further assess students' learning level and adjust lessons accordingly with reteach</p> <p>Strategy's Expected Result/Impact: Increase in 7th grade meets performance to 20%</p> <p>Staff Responsible for Monitoring: MCL, Teachers, Admin Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  <p>Some Progress</p> | | | |

| Strategy 3 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| <p>Strategy 3: Through support of Region 18, curriculum, Department head, implementation of the PLC process, observations within classrooms, and coaching sessions to improve curriculum and teacher content knowledge of MathTEKS/standards.</p> <p>Strategy's Expected Result/Impact: Increase of students who MEET on the STAAR test</p> <p>Staff Responsible for Monitoring: Admin DC Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Some Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |



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

Performance Objective 5: By May of 2026, the percentage of students performing at the Meets level on 6th-8th Reading STAAR will increase from 48% to 54%


Indicators of Success:


Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Checkpoints, STAAR Interim, STAAR 2026

| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| <p>Strategy 1: Using I-Ready data, BOY MAP data, and district checkpoint assessments teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to unpack standards and disaggregate data to further assess students learning level and adjust lessons accordingly with reteach</p> <p>Strategy's Expected Result/Impact: Increase in 7th grade meets performance to 20%</p> <p>Staff Responsible for Monitoring: Teachers, Admin Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Moderate Progress | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly with reteach.</p> <p>Strategy's Expected Result/Impact: Increase in 7th grade meets performance to 20%</p> <p>Staff Responsible for Monitoring: Teachers, Admin Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Moderate Progress | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



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

Performance Objective 6: Students overall achievement at meets or above on 8th grade SCIENCE STAAR will increase from 43% to 50% by the end of May 2026.


Indicators of Success:


Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: STAAR Science, Checkpoints

| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| <p>Strategy 1: Using BOY MAP data, and district checkpoint assessments teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly with reteach</p> <p>Strategy's Expected Result/Impact: Student achievement will increase to 50% on Meets STAAR</p> <p>Staff Responsible for Monitoring: Teachers, MCL, Admin</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  <p>Some Progress</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will use district checkpoints and teacher-created tests to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to disaggregate data to further assess student's learning level and adjust lessons accordingly with reteach</p> <p>Strategy's Expected Result/Impact: Student achievement will increase to 50% on Meets STAAR</p> <p>Staff Responsible for Monitoring: Teachers, MCL, Admin</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Title 1 Funds Region 18 - State Comp Ed</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  <p>Some Progress</p> | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



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

Performance Objective 7: Students overall achievement at meets or above on 8th grade SOCIAL STUDIES STAAR will increase from 10% to 20% by the end of May 2026.


Indicators of Success:


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

Evaluation Data Sources: Social Studies STAAR

| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| <p>Strategy 1: Through support of Region 18, curriculum, Department head, implementation of the PLC process, observations within classrooms, and coaching sessions to improve curriculum and teacher content knowledge of SS TEKS/standards.</p> <p>Strategy's Expected Result/Impact: Increase teacher efficiency and content knowledge leading to growth in the area of MEETS as measured by the STAAR</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  <p>Some Progress</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting meets performance objective. Teacher's will use PLCs to disaggregate data to further assess student's learning level and adjust lessons accordingly with reteach</p> <p>Strategy's Expected Result/Impact: Increase teacher efficiency and content knowledge leading to growth in the area of MEETS as measured by the STAAR</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Title 1 Funds Region 18 - State Comp Ed</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  <p>Moderate Progress</p> | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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







Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: By May 2026, Nimitz will increase student awareness and engagement in college, career, and military readiness activities through the implementation of monthly CCMR-focused lessons, career exploration events, and student self-assessments, as measured by pre- and post-program surveys and participation tracking.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%,
 School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: AVID evidence, increase in students taking Honors level curriculum, increase across all contents and grades students performing at meets level.

| Strategy 1 Details | Reviews | | | |
|--|--|------------|------------|------------------|
| <p>Strategy 1: Nimitz AVID site team will meet monthly and will communicate AVID goals to teams and teachers, and will collect AVID evidence of the implementation of WICOR from all content area classrooms.</p> <p>Strategy's Expected Result/Impact: Increase CCMR awareness and build student knowledge</p> <p>Staff Responsible for Monitoring: Admin, ACID Teacher</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Some Progress | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Nimitz will hold a CCMR fair campus-wide in the Spring to increase student awareness and exposure to college, career, and military readiness opportunities through an engaging and informative campus-wide fair.</p> <p>Strategy's Expected Result/Impact: Increases awareness of college, career, and/or military options after attending the fair</p> <p>Staff Responsible for Monitoring: Admin, AVID, CIS</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  No Progress | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |







Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: By May of 2026, student attendance will increase from 92% to 94%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Attendance Rates

| Strategy 1 Details | Reviews | | | |
|--|--|------------|------------|------------------|
| <p>Strategy 1: Nimitz will follow the tiered intervention for students with Chronic absenteeism by documenting calls home in Eduphoria. Teachers, Counselors, AP's, and Principal will call home and document in Eduphoria.</p> <p>Strategy's Expected Result/Impact: Decrease in chronic absenteeism</p> <p>Staff Responsible for Monitoring: Admin Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Moderate Progress | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Nimitz will have attendance wars and the grade level with attendance at or above 94% will win a prize</p> <p>Strategy's Expected Result/Impact: Increase in attendance</p> <p>Staff Responsible for Monitoring: Attendance clerk, Admin</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Moderate Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |







Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: By May of 2026, decrease the number of discipline referrals from 1360 to 1100.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%







Evaluation Data Sources: Discipline data reports

| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| <p>Strategy 1: Implementation of Emergent Tree and consistent expectations campus-wide. Respectful, Responsible, Ready</p> <p>Strategy's Expected Result/Impact: Decreased number in referrals</p> <p>Staff Responsible for Monitoring: Admin, Discipline Clerk</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Some Progress | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: A campus culture of respect and accountability reinforced through consistent application of iLEAD principles, resulting in fewer chronic discipline incidents.</p> <p>Strategy's Expected Result/Impact: Increased student by-in and belonging</p> <p>Staff Responsible for Monitoring: Admin, MTSS Campus Behavior Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Moderate Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Board Goal 4: Culture of Excellence

Performance Objective 1: Nimitz will raise the connectedness indicator within Panorama from 32% to 55%

Evaluation Data Sources: Panorama Survey



| Strategy 1 Details | Reviews | | | |
|--|--|------------|------------|------------------|
| <p>Strategy 1: Nimitz will build a team culture of acceptance and diversity through iLead and Transformation Tables. Strategy's Expected Result/Impact: Over connectedness will increase with students and staff Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Moderate Progress | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Nimitz will offer multiple opportunities for students and families to engage with the campus through Family Engagement, Open House, TELPAS parent night, and extra-curricular events. Strategy's Expected Result/Impact: Increase student and family connectedness Staff Responsible for Monitoring: Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Moderate Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Board Goal 4: Culture of Excellence


Performance Objective 2: To strengthen instructional practices and increase student engagement, campus leadership at Nimitz Middle School will implement a focused monitoring system that emphasizes:


- Clear and aligned classroom objectives
- High levels of academic rigor
- Consistent use of multiple response strategies to raise the student participation ratio

Evaluation Data Sources: Strong Tier 1 instruction

| Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| <p>Strategy 1: Administrators will conduct a minimum of ten classroom walkthroughs per week, focusing on the alignment between lesson objectives, instructional delivery, and student engagement strategies. Observations will be documented in Eduphoria, allowing for data-driven coaching cycles, targeted support, and continuous instructional improvement.</p> <p>Strategy's Expected Result/Impact: Strong Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  <p>Some Progress</p> | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide teachers with a ready-to-use toolkit of engagement strategies (e.g., cold call, whiteboards, turn and talk, equity sticks, choral response).</p> <p>Strategy's Expected Result/Impact: Strong Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  <p>Some Progress</p> | | | |

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

Board Goal 5: Classroom of Excellence

Performance Objective 1: Opportunity Culture is being implemented in more areas to maximize support, build capacity and rigorous instruction.

Evaluation Data Sources: Improvement in Tier 1 instruction

| Strategy 1 Details | Reviews | | | |
|--|--|------------|------------|------------------|
| <p>Strategy 1: MCLs will lead PLCs in Reading, Math, and Science</p> <p>Strategy's Expected Result/Impact: Teachers will be supported in planning effective, rigorous, well designed lessons and coaches in teaching best practices.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Moderate Progress | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Each teacher will make positive phone calls home each month, ensuring that 100% of students receive a positive contact from their teacher by the end of each month. Teachers will use class rosters and will be assigned a class period per month to call home and will document the conversation.</p> <p>Strategy's Expected Result/Impact: Positive behaviors, academic achievements, growth and character development.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | | Summative |
| | Oct | Jan | Mar | May |
| |  Some Progress | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Campus Funding Summary

| State Comp Ed | | | | | |
|------------------|-----------|----------|-------------------------|--------------|---------------|
| Board Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 2 | Title 1 Funds Region 18 | | \$0.00 |
| 1 | 7 | 2 | Title 1 Funds Region 18 | | \$0.00 |
| Sub-Total | | | | | \$0.00 |