

Kerrville Independent School District



Nimitz Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Nimitz Elementary School believes that the fundamental purpose of our education system is to provide for the intellectual, social, emotional, and physical growth and development of each child. Education must not only develop abilities in the fundamental tools of learning, communicating, and problem solving, but also teach children the meaning of democracy, respect for others, and the development of the habit of positive thinking.

Vision

Kerrville ISD- An educational leader in the heart of the Hill Country inspiring all students to become lifelong learners and productive citizens.

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Comprehensive Needs Assessment

Lever 1: Strong School Leadership & Planning

Summary

The Campus Leadership Team convenes on a monthly basis to meticulously examine and refine the master schedule, ensuring that instructional minutes are optimally allocated to meet the diverse content needs of our teachers. This strategic focus allows us to create a learning environment that is both efficient and responsive to the educational demands of our faculty and students.

Our Campus Assessment Team is dedicated to the comprehensive evaluation of student assessments, accommodations, and the provision of necessary supports. By focusing on Individualized Education Programs (IEP), Section 504 plans, and the Multi-Tiered System of Supports (MTSS), we strive to address and support the unique learning needs of each student, ensuring equitable access to education.

The Admin Team is committed to maintaining a high standard of teaching and learning through weekly classroom walkthroughs. During these visits, we provide constructive and immediate feedback to educators, fostering a culture of continuous improvement and professional growth within our school.

Campus Instructional Leaders play a pivotal role in guiding Professional Learning Communities (PLCs) every Tuesday, Wednesday, and Friday. These sessions are centered around the four essential questions that drive instructional practice, promoting collaborative inquiry and shared responsibility for student learning outcomes.

In addition to leading PLCs, Campus Instructional Leaders meet weekly to analyze student progress and formative data. This focused approach enables us to make informed decisions that enhance instructional strategies and support student achievement.

We actively encourage professional development through programs such as Solution Tree's RTI at Work and Behavior Solutions. These initiatives provide our educators with the tools and strategies necessary to effectively respond to the diverse needs of our students and foster a positive learning environment.

To further support positive student behavior, our Capturing Kids' Hearts and Positive Behavioral Interventions and Supports (PBIS) leaders will conduct monthly training sessions for staff. These trainings are designed to equip our educators with the skills to build meaningful relationships with students and implement effective behavior support strategies.

Strengths

At our school, we prioritize transparency and alignment with our Campus Vision and Mission by ensuring they are a focal point in our weekly discussions with staff. This commitment extends to our communication with parents and staff, as we incorporate these guiding principles into our weekly and monthly updates. By doing so, we foster a cohesive and unified approach to education that is shared by all stakeholders.

Our dedication to student growth and development is unwavering. We engage in weekly Professional Learning Communities (PLCs) where we meticulously analyze formative assessment data across all grade levels in Reading and Math. This practice allows us to tailor our instructional strategies to meet the diverse needs of our students, ensuring that each child receives the support necessary to thrive academically.

We are proud to highlight the exceptional achievement of our Third Grade Math students, who have surpassed their Measures of Academic Progress (MAP) goal. This accomplishment is a testament to the hard work of our students and the effective teaching strategies employed by our dedicated educators.

In our early education grades, Kindergarten through second grade teachers have received specialized training from our reading specialist and instructional coach. This training focused on implementing reading and writing workshops that are both age-appropriate and aligned with state standards. Such professional development ensures that our youngest learners are equipped with the foundational literacy skills they need for future success.

Furthermore, our Kindergarten through fifth grade math teachers have been trained in the use of small group instruction. This approach is designed to help students achieve mastery of mathematical skills by providing targeted, individualized support. By employing this method, we are able to address the unique learning needs of each student, fostering a deeper understanding and proficiency in math.

Problem Statements Identifying Lever 1: Strong School Leadership & Planning Needs

Problem Statement	Root Cause
1 Kindergarten through fifth grade vertical alignment of the processes and protocols of PLCs.	Fifth grade educators are singletons, and Kindergarten through second grade lack accountability.

 = Priority

Lever 2: Strategic Staffing

Summary

Our campus is committed to fostering a culture of continuous professional growth and development. We offer a variety of professional development opportunities, including Professional Learning Communities (PLCs), Behavior Solutions, Capturing Kids' Hearts, and Positive Behavioral Interventions and Supports (PBIS). These programs are designed to equip our educators with the skills and strategies necessary to create a positive and effective learning environment for all students.

Our mission and vision are centered around the success of every student. We believe that every child has the potential to achieve greatness, and it is our responsibility to provide the support and resources necessary to help them reach their full potential. Our commitment to student success is reflected in every aspect of our educational approach, from curriculum design to classroom management.

To ensure that our teachers are continuously improving their practice, we conduct regular walkthroughs and provide constructive feedback. This feedback is followed up with targeted teaching strategies and classroom management techniques, allowing teachers to refine their skills and enhance their instructional methods. Our goal is to support our educators in creating engaging and effective learning experiences for their students.

We also prioritize the development of our grade level and content leaders by providing them with specialized PLC training. This training includes a comprehensive book study on the "5 Disciplines of a PLC" from Solution Tree, which equips our leaders with the knowledge and skills to effectively guide their teams. By investing in the leadership capabilities of our educators, we aim to foster a collaborative and supportive professional community that is dedicated to student achievement.

Strengths

As a school, we pride ourselves on fostering an environment of transparency and collaboration, exemplified by our teachers' open door policy for observation. This approach not only encourages peer learning and professional development but also builds a culture of trust and continuous improvement among our educators.

Our teachers are adept at aligning lessons with both educational standards and the unique needs of our students. This ensures that our curriculum is not only compliant with academic requirements but also relevant and responsive to the individual learning journeys of our students.

We are committed to supporting new or struggling teachers through comprehensive coaching and modeling. By providing these educators with the guidance and resources they need, we help them to develop their skills and confidence, ultimately enhancing the quality of education our students receive.

Recognizing the diverse learning styles and abilities of our students, our teachers tailor their teaching methods to accommodate these differences. This personalized approach ensures that each student has the opportunity to succeed and thrive in their educational pursuits.

Our school places great importance on understanding and valuing the backgrounds of our students and their families. By acknowledging and respecting these diverse cultural and personal histories, we create an inclusive and welcoming

environment that supports student engagement and success.

Engaging parents and families in learning and school activities is a cornerstone of our educational philosophy. We believe that active family involvement is crucial to student achievement, and we strive to create meaningful opportunities for parents to participate in their children's education.

We leverage student performance data to inform instruction, using this information to make data-driven decisions that enhance teaching effectiveness and student outcomes. This approach allows us to identify areas for improvement and celebrate successes, ensuring that our educational strategies are both targeted and impactful.

Finally, our educators demonstrate adaptability and a growth mindset, continuously seeking to learn and improve. This commitment to professional development and openness to new ideas ensures that our teaching practices remain dynamic and effective, ultimately benefiting our students and the broader school community.

Problem Statements Identifying Lever 2: Strategic Staffing Needs

	Problem Statement	Root Cause
1	Obtaining teachers that specialize in special student populations such as bilingual, ESL and special education with a concentration in behavior strategies specifically students in Tier 3.	Teacher pool is minimal state wide and specific training is not adequate to meet the needs of the classroom and teacher support throughout the state.

★ = Priority

Lever 3: Positive School Culture

Summary

The creation and refinement of our mission, vision, and values have been a comprehensive process that involved the authentic and collaborative participation of administrators, teachers, parents, and students. This inclusive approach ensures that our guiding principles truly reflect the diverse perspectives and needs of our school community, fostering a shared commitment to our educational goals.

Throughout the past school year, our campus engaged in a collective effort to refine and adjust our mission and vision statements. This process was essential to ensure that these statements accurately represent our current state and aspirations, aligning with the evolving dynamics and priorities of our school environment.

Our practices and policies are meticulously documented and consistently implemented with fidelity. To maintain transparency and ensure that all staff members are informed, we incorporate these practices and policies into our regular communications, such as our monthly staff S'more. This approach helps to reinforce our commitment to consistency and clarity across the campus.

Administrators and teachers on our campus uphold high expectations for all students, employing asset-based language in their interactions. This approach emphasizes the strengths and potential of each student, fostering a positive and supportive environment. Our campus is distinguished by a collective responsibility for student success, where every staff member is dedicated to helping all students overcome challenges and achieve their full potential.

In our classrooms and hallways, artifacts such as posters prominently display our district's mission and vision, along with the district-created profile of a graduate. These visual reminders serve to reinforce our commitment to our educational objectives and provide a constant reference point for both students and staff, ensuring that our practices and policies are consistently aligned with our overarching goals.

Strengths

One of our key strengths lies in our commitment to engaging all stakeholders in the development and ongoing refinement of our campus' mission, vision, and values. By ensuring that everyone's voice is heard and their input is considered, we foster a collaborative environment where the entire campus community feels invested in our shared goals. This inclusive approach not only strengthens our mission but also builds a sense of unity and purpose among students, staff, and parents alike.

We prioritize the integration of our mission and vision into all staff communications, ensuring that these guiding principles remain at the forefront of our daily operations. By consistently referencing our mission and vision, we reinforce their importance and ensure that they are implemented with fidelity across all aspects of our campus life. This continuous visibility helps to align our actions with our core values and keeps our community focused on our collective objectives.

Our campus culture is built on the principle of collective responsibility for all students. By changing the language we use to reflect ownership of every student, regardless of their label or grade level, we emphasize that "all means all." This shift in perspective encourages a supportive and inclusive environment where every student is valued and given the opportunity to succeed. It underscores our commitment to equity and ensures that no student is left behind.

We maintain high expectations for all of our students, believing in their potential to achieve excellence. By setting ambitious goals and providing the necessary support, we challenge our students to reach their full potential. This commitment to high standards is a driving force behind our educational practices and is reflected in the achievements of our students.

Our campus is rich with visual reminders of our expectations, with multiple artifacts displayed in classrooms, hallways, and common areas such as the cafeteria. These references to our campus and district expectations serve as constant reminders of our shared goals and standards. They help to create an environment that is conducive to learning and personal growth, reinforcing the values we hold dear and the behaviors we expect from our students and staff.

Problem Statements Identifying Lever 3: Positive School Culture Needs

Problem Statement	Root Cause
1 Although our campus collaboratively developed a shared mission and vision to foster a positive school culture, staff members are currently unable to articulate these guiding statements without prompting.	A lack of intentional and sustained integration of the mission and vision into everyday life of the school. While the statements were shared through initial communications , there has been insufficient follow-through. As a result, staff may view the mission and vision as abstract or disconnected from their daily work, rather than tools that inform and inspire a cohesive school culture.

 = Priority

Lever 4: High-Quality Instructional Materials and Assessments

Summary

Our curriculum is meticulously aligned with the Texas Essential Knowledge and Skills (TEKS), with a particular focus on readiness standards. This ensures that our students are well-prepared for the academic challenges they will face, as these standards are designed to equip them with the necessary skills and knowledge for success.

Instruction is delivered through logically sequenced units that are backwards planned from assessments. This approach allows us to ensure that our teaching is purposeful and that each lesson builds towards a clear set of learning objectives, ultimately preparing students for their assessments.

We have developed common assessments that are intended to be administered across all grade levels and content areas. This consistency allows us to measure student progress uniformly and make informed decisions about instructional strategies and interventions.

Our campus calendar is thoughtfully structured to include dedicated time for both introductory and ongoing job-embedded professional development. This commitment to continuous learning ensures that our educators are equipped with the latest teaching strategies and best practices.

The campus assessment calendar is a critical tool that outlines key dates and timelines for assessments throughout the academic year. This ensures that all stakeholders are aware of assessment schedules and can plan accordingly.

We have established a campus assessment team to oversee the development and implementation of assessments. This team plays a vital role in ensuring that our assessments are fair, reliable, and aligned with our instructional goals.

Professional Learning Community (PLC) agendas are designed to include time for making connections between data analysis, reteach plans, and the selection of appropriate instructional materials. This collaborative approach ensures that our teaching is data-driven and responsive to student needs.

Lesson plans are made accessible to all teachers across every grade level through One Note. This platform facilitates collaboration and sharing of resources, ensuring that all educators have access to high-quality instructional materials.

Our PLCs are centered around the four essential questions and the analysis of data. This focus ensures that our discussions are purposeful and aimed at improving student outcomes through targeted instructional strategies.

Specific PLC agendas are crafted to guide our meetings and ensure that we remain focused on our goals. These agendas help us to systematically address the needs of our students and continuously improve our teaching practices.

Strengths

Our curriculum is meticulously aligned with state academic standards, ensuring that our students receive an education that meets the rigorous benchmarks set forth by educational leaders. This alignment guarantees that our teaching methods and materials are consistently updated to reflect the latest educational requirements and best practices, providing our students with a solid foundation for academic success.

We are committed to supporting diverse learners by incorporating scaffolding and various supports into our teaching strategies. This approach allows us to meet the unique needs of each student, ensuring that all learners, regardless of their

background or learning style, have the opportunity to succeed. By providing tailored support, we help students build confidence and achieve their full potential.

Our school places a strong emphasis on promoting equity and inclusion within our content and representation. We strive to create an educational environment where all students feel valued and respected, and where diverse perspectives are celebrated. By integrating diverse voices and experiences into our curriculum, we prepare our students to thrive in a multicultural world and foster a sense of belonging for everyone.

We actively encourage critical thinking, creativity, and problem-solving skills in our students. By engaging them in activities that challenge their intellect and spark their imagination, we equip them with the tools necessary to navigate complex situations and develop innovative solutions. This focus on higher-order thinking skills prepares our students to become thoughtful, adaptable, and resourceful individuals in their future endeavors.

Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments Needs

Problem Statement	Root Cause
1 District alignment with curriculum, scope and sequence and formative and summative assessments. As a district, we are still not aligned through all contents, grade levels and campuses.	Different curriculums and scope and sequences were utilized through contents in past years.

 = Priority

Lever 5: Effective Instruction

Summary

Our school has established a robust system for lesson planning, where teachers submit their plans on a weekly basis and store them on One Note. This centralized approach not only ensures consistency and accessibility but also fosters collaboration among educators, allowing them to share resources and strategies effectively.

The support for lesson plans is further enhanced through our Professional Learning Communities (PLCs). Within these collaborative groups, teachers are able to refine their instructional strategies and align their lesson plans with best practices, ensuring that our students receive a high-quality education.

In our planning process, we focus on addressing the four essential questions that guide our instructional practices. This focus ensures that our teaching is purposeful and aligned with our educational goals, ultimately leading to improved student outcomes.

Our PLCs also play a crucial role in the aggregation of formative and summative assessments. By analyzing these assessments collectively, teachers can identify trends, address learning gaps, and adjust their instruction to better meet the needs of all students.

We encourage our students to take an active role in their learning by setting their own academic goals. This is facilitated through the use of data binders and student-teacher conferences, which empower students to track their progress and engage in meaningful discussions about their academic journey. This approach not only promotes self-regulation but also fosters a sense of ownership and responsibility for their learning.

Strengths

Our school has established a robust system for lesson planning, where teachers submit their plans on a weekly basis and store them on One Note. This centralized approach not only ensures consistency and accessibility but also fosters collaboration among educators, allowing them to share resources and strategies effectively.

The support for lesson plans is further enhanced through our Professional Learning Communities (PLCs). Within these collaborative groups, teachers are able to refine their instructional strategies and align their lesson plans with best practices, ensuring that our students receive a high-quality education.

In our planning process, we focus on addressing the four essential questions that guide our instructional practices. This focus ensures that our teaching is purposeful and aligned with our educational goals, ultimately leading to improved student outcomes.

Our PLCs also play a crucial role in the aggregation of formative and summative assessments. By analyzing these assessments collectively, teachers can identify trends, address learning gaps, and adjust their instruction to better meet the needs of all students.

We encourage our students to take an active role in their learning by setting their own academic goals. This is facilitated through the use of data binders and student-teacher conferences, which empower students to track their progress and engage in meaningful discussions about their academic journey. This approach not only promotes self-regulation but also

fosters a sense of ownership and responsibility for their learning.

Problem Statements Identifying Lever 5: Effective Instruction Needs

Problem Statement	Root Cause
1 Lack of consistent alignment between instructional objectives, learning activities, and assessments with the depth and rigor of the TEKS.	Many teachers are not consistently utilizing vetted, high-quality instructional materials aligned to the TEKS. Instead, they often rely on unverified external resources such as Teachers pay Teachers that may prioritize engagement over rigor and do not ensure alignment to state standards.

 = Priority



Goals

Goal 1

Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

Performance Objective 1

NES will continue to refine and strengthen curriculum alignment, instructional practices, professional development, and instructional leadership to maximize growth and achievement for all students.

Evaluation Data Source: STAAR, T-TESS, Professional development feedback, PLC meetings, MTSS, Lesson plans, Employee survey, MClass, MAP, Instructional Leadership Team, Instructional Coach

Strategy 1

Utilize new KISD walkthrough tool to perform 5 walkthroughs per administrator per week including a coaching conversation in order to provide positive feedback, monitor quality of instruction, ensure student engagement, rigor, and effective use of instructional time.

Strategy's Expected Result/Impact: Overall growth and improvements in STAAR, MClass, MAP, and TELPAS scores

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2

Increase opportunities for vertical planning to ensure curriculum alignment.

Strategy's Expected Result/Impact: Improved longitudinal STAAR results
Increased % of positive responses regarding opportunities to collaborate with colleagues on yearly KISD Employee Survey
Increased collaboration between grade levels

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 3

Implement Teacher Learning Walks for new Nimitz staff once a semester to give teachers an opportunity to model/learn effective instructional practices, collaborate and share resources, and reflect on their own practices

Strategy's Expected Result/Impact: Increased in number of positive responses regarding opportunities to learn from each other on yearly KISD Employee Survey. Teacher growth demonstrated in T-TESS appraisals and walk-throughs

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Strategy 4

Provide increased instructional support to all sub-populations in all content areas by optimizing the use of Reading Specialist, Instructional Aides, Instructional Coaches, Contract Tutors (if needed), and other supplementary resources.

Strategy's Expected Result/Impact: The percentage gap in STAAR results between all students and sub-populations will show a decrease of 3 percentage points

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 5

Monitor and facilitate grade level planning to ensure backwards lesson planning models are being implemented in order to meet the rigor of the TEKS and ensure curriculum matches the required rigor.

Strategy's Expected Result/Impact: Checkpoints and Benchmark results will show continued growth STAAR results will exceed previous year's results

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 2

Improve parent communication regarding campus activities and available resources in order to increase parent participation and provide additional support for the social, emotional, and academic growth of students.

Evaluation Data Source: Parent Surveys

Strategy 1

Consistently provide monthly updates to parents regarding campus activities via The Dolphin Pod Message, which is shared via Blackboard and Social Media, so that parents can access resources to assist them in supporting their student academically, behaviorally, and socio-emotionally.

Strategy's Expected Result/Impact: Increase in the number of families participating in campus events
Improved feedback on parent surveys regarding communication and resources

Staff Responsible for Monitoring: Principal

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Strategy 2

Increase the number of Family Engagement opportunities provided by Nimitz Elementary for parents and students. These opportunities will focus specifically on educating parents on ways to support their student academically and how this prepares them for CCMR. Parent Engagement opportunities for the 2025-2026 school year will include Family Reading Night, Fun Run, Family STEAM Night, Music Programs, and PTO Special Events.

Strategy's Expected Result/Impact: Increased participation in family engagement events. NES will begin collecting participation data and track growth over time

ESF Levers: Lever 3: Positive School Culture

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Goal 2

Develop future-ready students and build a strong academic foundation in literacy and math by working to have all students reading on grade level by grade 3 and by preparing all students to successfully complete algebra coursework.

Performance Objective 1

Develop future-ready students and build a strong academic foundation in literacy and math by ensuring all students are reading on grade level by Grade 3 (and remain on grade level) and by ensuring all students successfully complete algebra coursework.

Evaluation Data Source: 2024-2025 NWEA MAP Math Assessments, 2025-2026 NWEA MAP Math Assessments, Common Assessments

Strategy 1

NES will prioritize providing opportunities for student collaboration and academic discussion, with an emphasis on appropriate academic vocabulary in mathematics.

Strategy's Expected Result/Impact: Improved student performance

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2

NES will consistently provide frequent, relevant checks for understanding during Tier 1 instruction.

Strategy's Expected Result/Impact: Improved student performance

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 3

NES will implement goal directed, targeted walkthroughs and coaching specifically focused on math content.

Strategy's Expected Result/Impact: Coaching and support for teachers with district math curriculum will lead to increased student performance in math.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 4

NES teachers will maximize instructional time by the intentional use of W.I.N. Time for intervention and/or enrichment group

Strategy's Expected Result/Impact: Coaching and support for teachers with district math curriculum will lead to increased student performance in math.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 2 HB3 Goal

The average growth indicator for 3rd-5th grade, as measured by NWEA MAP Math, will increase from 40.3% to 50% by the end of the 2025-2026 school year.

Evaluation Data Source: 2024-2025 NWEA MAP Assessments, 2024-2025 NWEA MAP Assessments, District Common Assessments, Checkpoints, and Benchmarks

Strategy 1

NES will prioritize providing opportunities for student collaboration and academic discussion, with an emphasis on appropriate academic vocabulary in mathematics.

Strategy's Expected Result/Impact: Student performance will improve on MAP checkpoints throughout the school year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

NES will consistently provide frequent, relevant checks for understanding during Tier 1 instruction.

Strategy's Expected Result/Impact: Improved student performance and student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

NES will implement goal directed, targeted walkthroughs and coaching specifically focused on

math content.

Strategy's Expected Result/Impact: Improved student achievement and growth

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4

NES teachers will maximize instructional time by the intentional use of W.I.N. time for intervention and/or enrichment groups.

Strategy's Expected Result/Impact: Improved student achievement and growth

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 3

Students receiving Special Education services will improve the meets level of performance on STAAR Reading and Math by 5% in each grade level by May 2025

Evaluation Data Source: District Common Assessments, Progress Monitoring, NWEA MAP Assessments

Strategy 1

The campus will create a system to regularly progress monitor performance of students receiving Special Education services on District Common Assessments (DCAs) in 3rd-5th.

Strategy's Expected Result/Impact: Meets performance on STAAR for students receiving Special Education services will increase

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Special Education Teachers/Case Managers, Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2

Reading and Math DCA results will be analyzed during PLC time after each DCA with a focus on Special Education serviced students.

Strategy's Expected Result/Impact: Meets performance on STAAR for students receiving Special Education services will increase

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Special Education Teachers/Case Managers, Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 3

W.I.N. intervention groups will include identified Special Education students.

Strategy's Expected Result/Impact: Meets performance on STAAR for students receiving Special Education services will increase

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Special Education Teachers/Case Managers, Classroom Teachers

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 4

Professional Learning time will include strategies on teaching staff how to use accommodations routinely and how the teacher can track data to see if the student was successful with the accommodations

Strategy's Expected Result/Impact: Meets performance on STAAR for students receiving Special Education services will increase

Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education Teachers/Case Managers, School Psychologist
Intern, Special Education Director and Assistant Director

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 4

The percentage of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 56% to 60% by the end of the 2025-2026 school year.

Evaluation Data Source: 2025 STAAR Data, 2026 STAAR Data, District Common Assessments, Benchmarks, Checkpoints, NWEA MAP Reading Assessments

Strategy 1

Provide specific and ongoing professional development will be provided to support teachers in small group reading instruction, implementation of ELAR TEKS, and student goal setting to help students make growth in reading.

Strategy's Expected Result/Impact: Increase in student performance on the 5th Grade RLA STAAR Assessment

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Provide targeted reading interventions during WIN time for students at risk of not meeting state achievement goals including professional development for staff on effective intervention strategies .

Strategy's Expected Result/Impact: 25-26 RLA 5th Grade STAAR scores will show an increase in the Meets and Masters performance levels

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

5th grade Reading formative/summative results will be analyzed during Professional Learning Community (PLC) time after each assessment.

Strategy's Expected Result/Impact: Meets performance on STAAR for will increase

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach & 5th grade Teacher

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4

All K-2 and 3-5 ELAR teachers will dedicate 30 minutes per day to Writer's Workshop or other researched based writing activity. 3-5 teachers will use common strategies to teach evidence based writing strategies.

Strategy's Expected Result/Impact: 3rd grade students will enter into 3rd grade better prepared for being able to create a constructed response based on text evidence

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Reading Specialist, Classroom Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 5

The percentage of 5th grade students that score Meets grade level on Science STAAR will increase from 29% to 40% at the end of the 2025-2026 school year.

Evaluation Data Source: Common Assessments, STAAR Scores, MAP Science Assessments

Strategy 1

NES will prioritize providing opportunities for student collaboration and academic discussion, with an emphasis on appropriate academic vocabulary

Strategy's Expected Result/Impact: Improved student achievement and growth

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

NES teachers will maximize instructional time by the intentional use of W.I.N. time for intervention and/or enrichment groups.

Strategy's Expected Result/Impact: Improved students achievement and growth

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teacher

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Provide a Master Schedule that includes time daily for Science instruction in Kinder-5th grade.

Strategy's Expected Result/Impact: Improved student achievement and growth

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4

Hold a K-5 Science Vertical Team Meeting at least once per semester to align instructional strategies and share best practices. Meet with Instructional Coach once a week for a PLC.

Strategy's Expected Result/Impact: Improves lesson design and understanding of grade level TEKS
Improved student achievement and growth

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Title I: 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Goal 3

Empower all students to identify post-secondary pathways and provide personalized support for college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM), Career and Technology Education (CTE), workforce certification, college credit, Advanced Placement and other program opportunities.

Performance Objective 1

Provide enrichment and extension activities to students in each content area.

Evaluation Data Source: STAAR Meets and Masters Data

Strategy 1

Effectively implement curriculum extensions emphasizing depth and complexity for GT and high achieving students within the classroom. Continue to encourage participation in programs and clubs as appropriate such as Robotics, UIL Number Sense, UIL Ready Writing, UIL Storytelling, and Study Group.

Strategy's Expected Result/Impact: Increase in student achievement and growth at the Meets and Masters Level

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers, Challenge Lab Teacher

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Provide GT resources and support to teachers in ELAR, math, science, and social studies to include differentiation and extension activities with students who exhibit mastery of skills and/or sustained high academic success. Utilize the Challenge Lab to extend lessons, provide for independent and small group study, and meet the social/emotional needs of GT identified and high achieving students.

Strategy's Expected Result/Impact: Growth in T-TESS Dimension 2.4 Differentiation
GT and High Achieving students will show an increase of 5 percentage points on the STAAR Math and Reading assessments from previous year

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Challenge Lab Teacher

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

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Goal 4

Recruit, develop, and retain employees that are student-centered, focused on continuous learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.

Performance Objective 1

All NES instructional staff will participate in weekly PLCs using a structured format that provides opportunities for collaboration, planning, and professional learning centered on student data and needs.

Evaluation Data Source: Evaluation Data Sources: PLC Agendas
Professional Development Campus Plans
T-TESS and Walkthrough Data
Lesson Plans reflecting data driven instruction

Strategy 1

NES PLCs will be differentiated based on data to meet each grade level team needs and goals and Nimitz staff will invite Central Office Employees to collaborate if the content pertains to their position.

Strategy's Expected Result/Impact: Teacher growth and professional development learning will lead to change in practice which results in student achievement growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Each PLC will close by reviewing the PLC objectives and setting a goal for the following week's PLC.

Strategy's Expected Result/Impact: Teachers will come prepared to PLCs each week.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 3

All NES teachers will participate in one Learning Walk per nine weeks based on student learning targets that are identified during PLC data digs.

Strategy's Expected Result/Impact: Improves lesson design and understanding of grade level TEKS

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2

The campus will achieve a staff retention rate of 90% or higher for the 25-26 school year.

Evaluation Data Source: KISD Staff Workplace Survey, Capturing Kids' Hearts Staff Survey, HR Data

Strategy 1

The campus will include teacher input on what types of Professional Learning they are seeking to positively impact instruction

Strategy's Expected Result/Impact: Staff Validation

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2

Provide professional learning opportunities that support teacher growth that will impact instruction and retain highly engaged and satisfied staff.

Strategy's Expected Result/Impact: Staff Validation

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Goal 5

Maintain sound fiscal management of district budgets by aligning resources to improve student learning, ensure future-ready students and meet district goals while continuously advocating for an adequate and equitable Texas public school finance system.

Performance Objective 1

NES will implement interventions and incentives that will promote higher attendance rate (96% or greater per six-weeks) and decrease the number of tardies.

Evaluation Data Source: 2025-2026 Average Daily Attendance Data

Strategy 1

The NES Attendance Committee will evaluate, update, and regularly monitor the current systems and follow up with families on attendance expectations in their home language.

Strategy's Expected Result/Impact: Student daily attendance will increase

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Attendance Secretary/Registrar, Attendance Committee, Homeroom Teachers

Title I: 2.5.1

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

: Build beginning of the day routines/moments that encourage student to "want" to be at school on time. This could include read alouds, hands-on activities, student interest activities, stem bins, music at the car rider line, etc

Strategy's Expected Result/Impact: Increased student attendance

Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Secretary/Registrar, Homeroom Teachers

Title I: 2.5.1

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

The NES Attendance Committee will evaluate and update the systems of incentivizing student attendance.

Strategy's Expected Result/Impact: Increased student attendance

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Attendance Committee, Attendance Secretary/Registrar, Homeroom Teachers

Title I: 2.5.1

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Implement interventions for chronic absenteeism - Contact absent students via phone call on a daily basis - Updated accountability system where teachers and admin are reporting excessive absences and making calls and sending attendance letters - Home visits to chronically absent students - Attendance contracts for students with excessive unexcused absences or excessive tardies

Strategy's Expected Result/Impact: Increased student attendance

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Attendance Committee, Attendance Secretary/Registrar, Homeroom Teachers

Title I: 2.5.1

ESF Levers: Lever 3: Positive School Culture

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Goal 6

Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.

Performance Objective 1

NES will develop transparent and fair behavior systems that monitor and reduce the number of behavior incidences from the end of the first semester to the end of the 2025-2026 school year.

Evaluation Data Source: Skyward Incident Reports, PBIS Rewards Points

Strategy 1

30 staff members will participate in the initial two day training for Capturing Kids' Hearts before the 2025-2026 school year begins.

Strategy's Expected Result/Impact: Staff will have additional tools to support student behavior and building relationships within their classrooms.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

All NES staff will have 10-15 minutes at the beginning of each monthly staff meeting to identify CKH resources and strategies that meet the needs of their students.

Strategy's Expected Result/Impact: The teachers and staff will become more familiar with CKH and will regularly visit the CKH website for strategies.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CKH Process Champions, Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Proper documentation of behavior incidences in Skyward by administration that will be regularly shared with staff each grading period

Strategy's Expected Result/Impact: With proper documentation and data shared, staff will be aware of focus areas and discipline incidences will decrease.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2

Using Capturing Kids' Hearts, Behavior Solutions and PBIS (Positive Behavioral Interventions and Supports), Nimitz staff, students, and community members will implement a consistent language of behavior expectations

Evaluation Data Source: CKH Surveys, PBIS App Data, Parent Surveys

Strategy 1

The PBIS team and CKH Process Champions team (Nimitz Behavior Team) will provide professional development to introduce the consistent language that will be implemented campus wide and will monitor the use by staff and students through walkthroughs, observations, referrals in Skyward, and MTSS referrals.

Strategy's Expected Result/Impact: Student discipline will decrease and teachers will feel supported by administration and the Counselor

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PBIS Team, CKH Process Champions

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

The NES Leadership team will create opportunities for parents and family members to learn more about campus practices and norms through in-person meetings and campus communication.

Strategy's Expected Result/Impact: Consistent common language shared at home and school

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3

Continue to service students through school wide counseling/guidance plan to promote social, emotional, and behavioral growth for all students.

Evaluation Data Source: End of year survey on effectiveness of guidance program
Decrease in office referrals due to behavior

Strategy 1

Counselor will develop a schedule to provide guidance lessons at least twice a semester to each classroom. Guidance program will cover Interpersonal Effectiveness, Intrapersonal Effectiveness, Post-Secondary Planning/Career Readiness and Personal Health and Safety.

Strategy's Expected Result/Impact: 100% of NES students will be exposed to group guidance program and have access to individual counseling

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 4

Create Threat Assessment Team focused on identification of students with at-risk behaviors.

Evaluation Data Source: Threat Assessment Documentation
Skyward Referrals

Strategy 1

Form a collaborative multi-disciplinary team for the purpose of identifying and evaluating any type of potential threat presented by a student and develop an appropriate intervention plan.

Strategy's Expected Result/Impact: Creation of a proactive approach to ensure the safety of students and staff at NES

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, School Resource Officer, Threat Assessment Team
Members

ESF Levers: Lever 3: Positive School Culture

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