

Irving Independent School District

Nimitz High School

2022-2023 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:

Academic Achievement in Science

Postsecondary Readiness



Mission Statement

We encourage ALL students to find their personal paths by closing academic gaps and supporting social & emotional well-being.

Vision

Ensuring and advancing personal growth to reach maximum potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

This year, Nimitz High School currently has 2,385 students. 76% of our students are considered Economically Disadvantaged, 37% labeled as Emergent Bilingual, 15% coded as Gifted and Talented, and a Special Education percentage of 9%.

Hispanic or Latino- 85%

White- 7%

African American- 5%

2 or More Races- 3%

Student Learning

Student Learning Summary

Prior to the COVID pandemic in the 2019-2020 school year, Nimitz HS made significant growth and gains in the areas of English I, English II, Algebra and Biology STAAR EOC's. Our heavy emphasis on students attaining "meets level" led to 5% or more on the same EOC's areas. Our why for utilizing the data is to remember where our campus was prior to the pandemic, so that we can create future goals that surpass our previous performance with all students being in-person learning. Last year, we began our journey back to our pre-covid numbers with our STAAR EOC performance below:

STAAR EOC's Approaches Meets Masters

English I	48	28	2
English II	60	44	3
Algebra	61	18	4
Biography	76	40	8
U.S. History	82	55	26

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		75	C
Student Achievement		75	C
STAAR Performance	38	65	
College, Career and Military Readiness	45	77	
Graduation Rate	96	90	
School Progress		77	C
Academic Growth	65	73	C
Relative Performance (Eco Dis: 84.5%)	42	77	C
Closing the Gaps	30	70	C

Student Learning Strengths

Nimitz HS earned an overall rating of 75% as rated by TEA for the 2021-2022 school year which earned the campus a "C." Through our hard work and dedication, we were also able to earn two distinctions in the area Academic Achievement in Science and Postsecondary Readiness.

Priority Problem Statements

Problem Statement 1: samples

Root Cause 1: sample

Problem Statement 1 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

Performance Objective 1: Increase the percentage of students who score at Approaches on STAAR English (I and II combined) from 56% to 63% by May 2023.





Increase the percentage of students who score at Meets or above on STAAR English (I and II combined) from 36.5 % to 42 % by May 2023.

High Priority

HB3 Goal

Evaluation Data Sources: District curriculum/scope and sequence, district resources and materials, teacher made instructional planning calendars, formal and informal assessments (state release tests, district common assessments, benchmarks, campus common assessments, exit tickets)

Strategy 1 Details	Reviews			
<p>Strategy 1: Nimitz HS will implement the TalkReadTalkWrite (TRTW) strategy in 100% of the classrooms and utilized at least twice each marking period.</p> <p>Strategy's Expected Result/Impact: - Intentional planning of strategy utilization in Instructional Planning Calendar (IPC)</p> <ul style="list-style-type: none"> - Feedback provided on strategy via administrator and colleague walkthroughs - Improvement of reading comprehension in all content areas <p>Staff Responsible for Monitoring: Administrators, Department Chair, PLC Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <ul style="list-style-type: none"> - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy 	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Nimitz HS will implement the AVID CER (Claim, Evidence, Reasoning) literacy strategy in 100% of the classrooms and utilized at least twice each marking period.</p> <p>Strategy's Expected Result/Impact: - Intentional planning of strategy utilization in Instructional Planning Calendar (IPC)</p> <ul style="list-style-type: none"> - Feedback provided on strategy via administrator and colleague walkthroughs - Improvement of reading comprehension in all content areas <p>Staff Responsible for Monitoring: Administrators, Department Chair, PLC Team, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy 	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.





Performance Objective 2: Increase the percentage of students who meet or exceed projected growth on MAP Growth Reading from 54.5% to 60% by May 2023.

Increase the percentage of Hispanic students in MAP Growth Reading from 54.6% to 65% by May 2023.

High Priority

HB3 Goal

Evaluation Data Sources: District curriculum/scope and sequence, district resources and materials, teacher made instructional planning calendars, formal and informal assessments (MAP (BOY, MOY, EOY), state release tests, district common assessments, benchmarks, campus common assessments, exit tickets)





Strategy 1 Details	Reviews			
<p>Strategy 1: English I and II teachers will monitor student performance on MAP by having intentional goal setting conferences with students in order to track progress on BOY, MOY, and EOY assessment sessions.</p> <p>Strategy's Expected Result/Impact: - Students and teaches will be fully aware of targeted goals - Students will continue to stay motivated and celebrated throughout each session</p> <p>Staff Responsible for Monitoring: Administrators, English I and II teachers, counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

Performance Objective 3: Nimitz will end the 2022-2023 school year with at least a 95% attendance rate.

High Priority


Evaluation Data Sources: IrvingISD Cognos reports, Attendance Committee agendas, campus data tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: All Nimitz stakeholders will do their part in the campus monitoring of attendance, checking the week before progress reports and report cards.</p> <p>Strategy's Expected Result/Impact: -Accountability for ADA attendance period -Flowchart for attendance tracking -Weekly meetings with admin/counselor -Weekly meetings with attendance team to discuss weekly attendance reports -Incentivize attendance to motivate our students to attend and be successful -Higher attendance rate -Decrease in unexcused absences -Lower truancy rate</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Attendance Clerks, Teachers, Truancy Officer, Attendance Administrator</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

Performance Objective 4: Through the 2022-2023 school year, Nimitz HS will decrease the gap between the state average and campus average by 20% as measured on each EOC by May 2023.

Evaluation Data Sources: District curriculum/scope and sequence, district resources and materials, teacher made instructional planning calendars, formal and informal assessments (state release tests, district common assessments, benchmarks, campus common assessments, exit tickets)

Strategy 1 Details	Reviews			
<p>Strategy 1: Train all faculty and staff members on the usage of academic conversation strategies to increase listening and speaking skills.</p> <p>Strategy's Expected Result/Impact: -Intentional planning of Academic Conversations in Instructional Planning Calendar to use daily. -Increase results in campus, local, and state assessments. -Documented evidence as observed by walkthroughs</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Academic Specialist, Interventionist, Leadership Coalition</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 1: Increase the percentage of students who score Approaches on STAAR Algebra I from 68% to 73% by May 2023.
Increase the percentage of students who score at Meets or above on STAAR Algebra I from 20% to 27% by May 2023.

High Priority

HB3 Goal

Evaluation Data Sources: District curriculum/scope and sequence, district resources and materials, teacher made instructional planning calendars, formal and informal assessments (state release tests, district common assessments, benchmarks, campus common assessments, exit tickets)

Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.





Performance Objective 2: Increase the percentage of Algebra students who meet or exceed (fall to spring) projected growth on MAP Growth Mathematics from 65.4% to 70% by May 2023.

Increase the percentage of Hispanic students in MAP growth Math from 66.1% to 70% by May 2023.

High Priority

HB3 Goal





Evaluation Data Sources: District curriculum/scope and sequence, district resources and materials, teacher made instructional planning calendars, formal and informal assessments (MAP (BOY, MOY, EOY), state release tests, district common assessments, benchmarks, campus common assessments, exit tickets)

Strategy 1 Details	Reviews			
<p>Strategy 1: Algebra teachers will monitor student performance on MAP by having intentional goal setting conferences with students in order to track progress on BOY, MOY, and EOY assessment sessions.</p> <p>Strategy's Expected Result/Impact: - Students and teaches will be fully aware of targeted goals - Students will continue to stay motivated and celebrated throughout each session</p> <p>Staff Responsible for Monitoring: Administrators, Algebra teachers, counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 3: All Nimitz stakeholders will incorporate at least one common assessment and one reassessment/extension per six weeks to track student progress, close academic gaps, and adjust instruction during the 2022-2023 school year.





Evaluation Data Sources: Edugence data analysis reports, progress reports/report cards, Instructional Planning Calendars

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize collaborative planning days or campus approved business days to create assessments to identify achievement gap levels, construct reassessments.</p> <p>Strategy's Expected Result/Impact: -Progress monitor students throughout the school year. -Use of a teacher created planning guide to strategically address the concepts in need -Assessment results reflecting improvement/growth areas -Teacher data talks to identify trends, upgrades, and action plans.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, Academic Specialist, Interventionist</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 4: During each marking period of the 2022-2023 school year, we will have intentional focused intervention/extension opportunities during our schedule 30-minute intervention Viking Time.

Evaluation Data Sources: Curriculum Planning Guides, Instructional Planning Calendars

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use PLT Collaborative time to identify and design intervention and extension needs based on qualitative and quantitative data.</p> <p>Strategy's Expected Result/Impact: -PLC members will reach consensus regarding management of Intervention/extension methods to be implemented -Established protocol utilized by teachers for student selections. -Results from exit tickets or other assessments to measure student growth and effectiveness of interventions.</p> <p>Staff Responsible for Monitoring: Administration, teachers, Academic Specialist, Interventionist</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

Performance Objective 1: Increase the percentage of students attaining qualifying scores on the Advanced Placement Exams from 23% to 29% by May 2023.

High Priority

HB3 Goal

Evaluation Data Sources: -Mock Exam Results

-AP Classroom Assessments and Activities

-Progress Checks

-National Math and Science Initiative Activities

-Student Study Session Activities





-College Board Syllabus/Guidelines

-Teacher Created Assessments

-Timed Writings

-Document Based Questions

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use PLT Collaborative time to identify and design intervention and extension needs based on qualitative and quantitative data.</p> <p>Strategy's Expected Result/Impact: -Laboratory activities to reinforce skills.</p> <ul style="list-style-type: none"> -Choose problems for quality, not quantity. -Teach that every question requires explanation. -Consistently use the AP free-response questions. -Foster collaboration among students. -Give tests in AP style. -Organizational Skills and Note-taking -Talk Read Talk Write -Free-Response writing <p>Staff Responsible for Monitoring: Admin, AP teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Use Viking Time to strategically intervene with both performing and underperforming AP students.</p> <p>Strategy's Expected Result/Impact: - Increase in scores on both formal and informal assessments throughout the school year.</p> <p>- Provide teachers with qualitative and quantitative data to strategically select students for interventions during Viking Time and tutorials.</p> <p>Staff Responsible for Monitoring: AP teacher of record, Intervention Team, Admin, Counselors</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

Performance Objective 2: Increase the percentage of White and Black/African American students participating in Advanced Placement exams from approximately 8% to 15% by July 2023.

HB3 Goal

Evaluation Data Sources: -Mock Exam Results

-AP Classroom Assessments and Activities

-Progress Checks

-National Math and Science Initiative Activities

-Student Study Session Activities


-College Board Syllabus/Guidelines


-Teacher Created Assessments


-Timed Writings


-Document Based Questions

Strategy 1 Details	Reviews			
<p>Strategy 1: AP teachers and counselors will place a heavy emphasis on identifying students based on qualification criteria and monitoring their progress throughout the school year in order to ensure student success.</p> <p>Strategy's Expected Result/Impact: - Actively identify students who may qualify for the program. - Recruit students to be a part of the AP program by conferencing with both the student and parent. - Progress monitor and conference with students each six weeks.</p> <p>Staff Responsible for Monitoring: Admin, Counselors, AP teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: Nimitz will increase the amount of community members in the Parent Teacher Association (PTA) by 20% by the end the 2022-2023 school year.

Evaluation Data Sources: Comparison data from the end of last school year to the 2021-2022 school year

Strategy 1 Details	Reviews			
<p>Strategy 1: Nimitz High School PTA will place a huge emphasis on growing the organization on our campus in order to increase the involvement of all stakeholders.</p> <p>Strategy's Expected Result/Impact: -Parents and families will be communicated to by School Messenger/Social Media -Work with Crystal Mendez, our Parent Liaison, to increase number of parent volunteers and workshops offered -Incentivize parent involvement for campus events -Increase in volunteers for PTA -Increased community member attendance at campus events -PTA will organize/lead teacher appreciation event(s)</p> <p>Staff Responsible for Monitoring: Principal, PTA board, Parent Liaison</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 2: Nimitz will outperform the district's expectations by conducting at least six Campus Improvement Committee (CIC) meetings for the 2022-2023 school year.





Evaluation Data Sources: - Meetings scheduled on the master calendar in advance.
- Meeting agenda created to receive input from CIC members.

Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.

Performance Objective 1: Nimitz will incorporate at least one school spirit activity per six weeks for the 2022-2023 school year.

High Priority





Evaluation Data Sources: Student Climate Survey, Parent Climate Survey, Faculty and staff surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: At the beginning of the school year, each department will be delegated a specific six weeks to conduct a school spirit activity.</p> <p>Strategy's Expected Result/Impact: -Calendar of events that will be distributed to teachers, students, and families -Parents and families will be communicated to by School Messenger/Social Media -More staff participation -Increase in community involvement -Positive feedback on all surveys</p> <p>Staff Responsible for Monitoring: Administration, Leadership Coalition, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.

Performance Objective 2: Nimitz will incorporate at least one social and emotional learning strategy to students at least once per six weeks for the 2022-2023 school year.

Evaluation Data Sources: Discipline reports, attendance data, Gaggle notifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers a professional development over one SEL strategy to be implemented so that teachers can effectively implement it into their curriculums once per six weeks.</p> <p>Strategy's Expected Result/Impact: - Collect feedback on the delivery of the strategy via Google Feedback Sheet.</p> <ul style="list-style-type: none"> - Documented evidence as observed by walkthroughs - Decrease in the number of discipline referrals - Increase in counselor referrals and visits - Increase in stakeholder attendance <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, Student Champion, Dean of Students</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Nimitz HS will implement the TalkReadTalkWrite (TRTW) strategy in 100% of the classrooms and utilized at least twice each marking period.
1	1	2	Nimitz HS will implement the AVID CER (Claim, Evidence, Reasoning) literacy strategy in 100% of the classrooms and utilized at least twice each marking period.

State Compensatory

Budget for Nimitz High School

Total SCE Funds: \$137,785.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

SCE funds have been strategically utilize to fund an interventionist position as well two interventionist aide positions. Left over funds will be utilized for intervention resources and extra duty pay for tutoring services.

Campus Leadership Team

Committee Role	Name	Position
Administrator	Francisco Miranda	Principal
Administrator	Patty Rodriguez	Associate Principal
Assistant Principal	Amanda Brown	
Administrator	Lisbeth Valdez	Assistant Principal
Administrator	Vanessa Smith	Assistant Principal
Classroom Teacher	Brandy Moore	Science Department Chair
Classroom Teacher	Zach Lynes	Science Department Chair
Classroom Teacher	John McFarland	Fine Arts Department Chair
Classroom Teacher	Brandi Burgher-Espinoza	English Department Chair
Classroom Teacher	Erin Scalisi	Fine Arts Department Chair
Classroom Teacher	Becky Forshage	Math Department Chair
Classroom Teacher	Stephen Smith	Social Studies Department Chair
Classroom Teacher	Laura Lopez	Math Department Chair
Classroom Teacher	Cameron Swisher	SPED Department Chair
Non-classroom Professional	Amber Hager	Academic Specialist
Non-classroom Professional	Cristal Elias	Interventionist
Counselor	Cristina Windom	Counselor
Counselor	Tamara Whitfield	Counselor
Classroom Teacher	Stan Johnson	SPED Department Chair