

# Irving Independent School District

## Nimitz High School

### 2023-2024 Improvement Plan



# 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.

## Motto

ALL N

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

This year, Nimitz High School currently has 2,389 students. 84% of our students are considered Economically Disadvantaged, 38% labeled as Emergent Bilingual, 14% 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- 1%

### Demographics Strengths

South Irving is a close-knit community full of tradition and hardworking families.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our enrollment has significantly decreased from 2400 to 2250 students. **Root Cause:** Affordability, mobility and educational options have impacted the number of students on our campus.

**Problem Statement 2 (Prioritized):** Attendance has taken a dip since COVID in 2020. Last year's attendance rate ended at an 89% at the end of the year. This year, we will finish the year between 89%-90%. **Root Cause:** Various factors continue to impact student attendance including lack of motivation, home environment, lack of understanding of high school credits, and APV.

# 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. As we continue our journey post-covid, our 2022-2023 STAAR EOC performance is below:

STAAR EOC's	Approaches	Meets	Masters
<b>English I</b>	60%	37%	3%
<b>English II</b>	70%	44%	3%
<b>Algebra</b>	69%	18%	3%
<b>Biology</b>	89%	47%	10%
<b>U.S. History</b>	95%	65%	31%

## Accountability Rating Summary

Accountability rating is still pending due to a delayed release by TEA as of October 4, 2023.

## Student Learning Strengths

Our campus made positive and significant gains in all of the areas of STAAR EOC and even scored at or higher in comparison to our pre-pandemic student achievement percentages. The following data reflects the gains made in each EOC area:

STAAR EOC's	Approaches	Meets	Masters
<b>English I</b>	+8%	+9%	0%
<b>English II</b>	+9%	+3%	+1%
<b>Algebra</b>	+8%	+1%	-3%
<b>Biology</b>	+11%	+2%	-1%
<b>U.S. History</b>	+10%	+8%	+3%

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

**Problem Statement 1 (Prioritized):** Our campus continues to underperform in STAAR EOC's in when compared to the state level averages in the areas of Approaches, Meets and Masters. **Root Cause:** The lack of consistency throughout each classroom when it comes to effective Tier I instruction and targeted individual student interventions continues to impede our progress in closing the gaps and our accountability rating.

# School Processes & Programs

## School Processes & Programs Summary

On our campus, we place a heavy emphasis on growing capacity in our stakeholders to assist in the development of our students. While our faculty meetings do include updates, the majority of the meeting is focused on professional development that addresses student achievement and classroom pedagogy. Many of our teachers also offer professional development opportunities where they lead sessions throughout the school year. Our New2Nimitz group, led by our Academic Specialist, is designed to provide support to any new teacher on our campus with professional development, instructional coaching and a mentor for the school year.

Nimitz is also a part of the Verizon Innovative Learning Schools (VILS) program which provides our 9th and 10th grade students with a device and free data access to the internet at any location. We also receive additional professional development sessions to train our teachers on the frequent implementation of technology in the classrooms. Our 11th and 12th graders are equipped with district provided Chromebooks.

## School Processes & Programs Strengths

At Nimitz, we offer a variety of programs and pathways that fit the interests and needs of ALL students. Some of these programs include:

**Academic Offerings:** Advanced Placement (AP), AVID, Deaf Education, Dual Credit, Special Education

**Academics, Service, and Leadership:** Academic Decathlon, Business Professionals of America, DECA, FCCLA, FFA, Foreign Language Club, HOSA, Journalism, Junior Achievement, National Honorary Society, Operation Here, SkillsUSA, STEM, Student Council, and TAFE

**Athletics:** Baseball, Basketball, Bowling, Cheerleading, Cross Country, Football, Golf, Soccer, Softball, Special Olympics, Swimming, Tennis, Track and Field, Volleyball, Wrestling

**Fine Arts:** Art, Ballet Folklorico, Band, Choir, Color Guard, Dance, Orchestra, Theatre Arts

### **Signature Studies (CTE):**

Agriculture Sciences, Energy and Environmental Entrepreneurship, Arts/AV/Technology/Communications, Automotive Technology, Business/Marketing/Finance, Cosmetology, Culinary/Hospitality, Education/Coaching, Human Services, JROTC, and Veterinary Services

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Our campus has been underperforming in achieving the current percentage of students achieving their CCMR point which has significantly impacted accountability. Our 21-22 scale score was a 45% under the district average of 53%. **Root Cause:** TEA has recently changed the scale score and achievement percentages for CCMR with the highest percentage being 88% ("A" rating).

# Perceptions

## Perceptions Summary

Our goal at Nimitz is to update and keep our stakeholders informed/up to date on All Things Nimitz HS. We utilize our Parent Messenger system to send out timely phone recorded messages, emails and text messages. As a campus, we also maximize the use of social media platforms to communicate with our stakeholders via Facebook, Twitter, and Instagram.

## Perceptions Strengths

At Nimitz, we've placed a heavy emphasis on ensuring a safe and secure campus environment. Since 2019, we've established strong systems and protocols on our campus that have decreased the number of discipline incidents 72% and discipline referrals by 88%. Our motto, "ALLN", is our rally call which we all are bound to on our campus. If we see a need, we fill a need!

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Our campus continues to struggle in the area of parent involvement and attendance in our parent/community events. **Root Cause:** Possible lack of understanding on how parent involvement makes a huge impact on student performance and success.



# Priority Problem Statements

**Problem Statement 1:** Our enrollment has significantly decreased from 2400 to 2250 students.

**Root Cause 1:** Affordability, mobility and educational options have impacted the number of students on our campus.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Attendance has taken a dip since COVID in 2020. Last year's attendance rate ended at an 89% at the end of the year. This year, we will finish the year between 89%-90%.

**Root Cause 2:** Various factors continue to impact student attendance including lack of motivation, home environment, lack of understanding of high school credits, and APV.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Our campus continues to underperform in STAAR EOC's in when compared to the state level averages in the areas of Approaches, Meets and Masters.

**Root Cause 3:** The lack of consistency throughout each classroom when it comes to effective Tier I instruction and targeted individual student interventions continues to impede our progress in closing the gaps and our accountability rating.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Our campus has been underperforming in achieving the current percentage of students achieving their CCMR point which has significantly impacted accountability. Our 21-22 scale score was a 45% under the district average of 53%.

**Root Cause 4:** TEA has recently changed the scale score and achievement percentages for CCMR with the highest percentage being 88% ("A" rating).

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Our campus continues to struggle in the area of parent involvement and attendance in our parent/community events.

**Root Cause 5:** Possible lack of understanding on how parent involvement makes a huge impact on student performance and success.

**Problem Statement 5 Areas:** Perceptions

# 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

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

**Employee Data**

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

**Parent/Community Data**

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

# Goals

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 1:** Increase the percentage of students who score at Approaches on STAAR English (I and II combined) from 63% to 73% by May 2024.

Increase the percentage of students who score at Meets on STAAR English (I and II combined) from 40% to 50% by May 2024.

Increase the percentage of students who score at Masters on STAAR English (I and II combined) from 3% to 10% by May 2024.

**High Priority**

**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><b>Strategy 1:</b> Nimitz HS will implement the AVID CER (Claim, Evidence, Reasoning) literacy strategy and/or the (SCR) Short Constructive Response strategy in 100% of the classrooms and utilized at least twice each week.</p> <p><b>Strategy's Expected Result/Impact:</b> - Intentional planning of strategy utilization in Instructional Planning Calendar (IPC)</p> <ul style="list-style-type: none"> <li>- Feedback provided on strategy via administrator and colleague walkthroughs</li> <li>- Improvement of reading comprehension in all content areas</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administrators, Department Chair, PLC Team, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <ul style="list-style-type: none"> <li>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Funding Sources:</b> Interventionist, interventionist aide, and tutoring - 199 - General Funds: SCE - \$67,585</p>	Formative			Summative
	Nov	Feb	Apr	July
	Empty review cells			

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 2:** Nimitz will end the 2023-2024 school year with at least a 95% attendance rate.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All Nimitz stakeholders will do their part in the campus monitoring of attendance by submitting daily attendance correctly, identifying any truancy trends, and communicating with parents if an issue arises.</p> <p><b>Strategy's Expected Result/Impact:</b> -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><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Attendance Clerks, Teachers, Truancy Officer, Attendance Administrator</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	July

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 3:** Increase the percentage of students who score Approaches on STAAR Algebra I from 66% to 76% by May 2024.

Increase the percentage of students who score at Meets on STAAR Algebra I from 18% to 30% by May 2024.

Increase the percentage of students who score at Masters on STAAR Algebra I from 3% to 10% by May 2024.

**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><b>Strategy 1:</b> 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 2023-2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> - PLT's will be able to create a common assessment aligned with the standards that have been taught.</p> <ul style="list-style-type: none"> <li>- Data received from the common assessment can provide an overview of what needs to be retaught.</li> <li>- Ability to create an action plan to address student needs.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Interventionist, Academic Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Interventionist, Intervention Aides, Tutoring - 199 - General Funds: SCE - \$37,230</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize collaborative planning days or campus approved business days to create assessments to identify achievement gap levels, construct reassessments.</p> <p><b>Strategy's Expected Result/Impact:</b> -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><b>Staff Responsible for Monitoring:</b> Administrators, teachers, Academic Specialist, Interventionist</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Interventionist, Tutoring - 199 - General Funds: SCE - \$37,230</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Our campus continues to underperform in STAAR EOC's in when compared to the state level averages in the areas of Approaches, Meets and Masters.  <b>Root Cause:</b> The lack of consistency throughout each classroom when it comes to effective Tier I instruction and targeted individual student interventions continues to impede our progress in closing the gaps and our accountability rating.</p>

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.





**Performance Objective 4:** By the end of 2023-2024 school year, 100% of our seniors will be College, Career, Military, Readiness (CCMR) ready by fulfilling all of their graduation requirements and earn their accountability CCMR point.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TEA Accountability Report Card, TAPR Report, Eduphoria Data, OnData Suite Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus Intervention Team will track and monitor the performance of all students on campus to ensure that they are on path to complete their CCMR requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> - All students will fulfill the requirements of their pathway and earn any possible certification.</p> <p>- Complete one of the CCMR requirements.</p> <p><b>Staff Responsible for Monitoring:</b> - CCMR Coach, Interventionist, Academic Specialist, Administrators, Counselors, Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 1:</b> Our campus has been underperforming in achieving the current percentage of students achieving their CCMR point which has significantly impacted accountability. Our 21-22 scale score was a 45% under the district average of 53%. <b>Root Cause:</b> TEA has recently changed the scale score and achievement percentages for CCMR with the highest percentage being 88% ("A" rating).</p>



**Goal 2:** In Irving ISD, we will increase parent and community engagement in the city of Irving.

**Performance Objective 1:** By the end of the 2023-2024 school year, Nimitz High School will increase parent participation by at least 30% based on last year's participation.

**Evaluation Data Sources:** - Surveys, Sign in sheets, Parent Emails

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Nimitz High School will provide at least one workshop/class per month to grow the capacity of our parents as partners in education.</p> <p><b>Strategy's Expected Result/Impact:</b> - Provide insight on how parents can assist the campus in their student's education. - Show parents how to access the district platforms to keep them informed and up to date on their student's progress.</p> <p><b>Staff Responsible for Monitoring:</b> - Parent Liaison, Administrators, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Our campus will offer at least four All-Pro Dad sessions during the 2023-2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> - Increased involvement by dads in the education of their student's. - Build the capacity of both student and dad via the utilization of guidance lessons and hands on experiences.</p> <p><b>Staff Responsible for Monitoring:</b> - Dean of Students, Administration, Counselors, Guest Speakers, Parent Liaison</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**





Perceptions
<p><b>Problem Statement 1:</b> Our campus continues to struggle in the area of parent involvement and attendance in our parent/community events. <b>Root Cause:</b> Possible lack of understanding on how parent involvement makes a huge impact on student performance and success.</p>

**Goal 3:** In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

**Performance Objective 1:** By the end of the 2023-2024 school year, Nimitz High School will retain at least 90% of its faculty and staff.

**Evaluation Data Sources:** - Human Resources Staffing Data, TEA Accountability Report Card, TAPR Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify the needs of the campus by March to ensure that strong candidates are targeted and selected beginning in April 2024.</p> <p><b>Strategy's Expected Result/Impact:</b> - Identify the amount of teaching units that will be available for the new school year.</p> <ul style="list-style-type: none"> <li>- Receive feedback from "On the Nimitz Bus" survey to identify which teachers will be returning.</li> <li>- Review and upgrade the interview process to include effective questions.</li> <li>- Organize an interview team consisting of stakeholders to assist in the selection of new teachers.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> - Administrators, teachers, counselors, interventionist, Academic Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Build the capacity of our new teachers through our New2Nimitz program by offering a professional development session monthly for the 2023-2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> - New to Nimitz teachers will be provided with professional development sessions intentionally selected to fill their current needs.</p> <ul style="list-style-type: none"> <li>- Teachers will become a part of the Nimitz culture and ALLN mentality.</li> <li>- New to Nimitz teachers will be provided with a mentor to assist and support them throughout the school year.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> - Academic Specialist, Administration, Mentors</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

# State Compensatory

## Budget for Nimitz High School

**Total SCE Funds:** \$142,045.00

**Total FTEs Funded by SCE:** 3

### Brief Description of SCE Services and/or Programs

The 2023-2024 SCE budget is utilized on personnel that will assist our students in tested content areas via the form of additional intervention support. Currently, the following positions are funded with SCE funds: - Interventionist - SCE Interventionist Aide - SCE Interventionist Aide Also, funds are allocated to provide professionals and paraprofessionals with the opportunity to be compensated for conducting before/after school tutoring and Saturday school tutoring.

## Personnel for Nimitz High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cristal Elias	Interventionist	1
VACANT (As of October 13, 2023)	Intervention Aide	1
VACANT (As of October 13, 2023)	Intervention Aide	1

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventionist, interventionist aide, and tutoring		\$67,585.00
1	3	1	Interventionist, Intervention Aides, Tutoring		\$37,230.00
1	3	2	Interventionist, Tutoring		\$37,230.00
<b>Sub-Total</b>					<b>\$142,045.00</b>