

Killeen Independent School District

Nolan Middle School

2023-2024



Mission Statement

Here at Nolan we are a family of life long learners that will motivate one another to build a community of resiliency, integrity, and innovation.

Vision

Every **MUSTANG** will leave with the support and tools needed to achieve their goals.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	11
Goals	14
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.	14
Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.	35
Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.	41
Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.	43
Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.	46
2023-2024 SBDM & Title I Stakeholders (MS)	48

Comprehensive Needs Assessment

Demographics

Demographics Summary

Nolan is located in Harker Heights, near the largest military base in the United States, Ft. Cavazos. We focus on providing quality education for all our students with instruction delivered by highly qualified teachers in a rigorous classroom setting.

Our curriculum is implemented through a framework and the lenses of the TEKS Resource System, ensuring that the TEKS (Texas Essential Knowledge and Skills) are implemented in all subjects. Instruction is primarily provided in the classroom where a variety of methods are utilized to ensure success for all. We have numerous initiatives in place to supplement and enhance student learning in various settings, including school-day interventions and after-school tutoring center. Assessments provide data for teachers primarily to determine student needs, growth, and potential. This data is gathered in several ways, including (but not limited to) teacher-made tests, state assessments, teacher observations, common assessments, and CUA data for all core subjects. Student data is used by the instructional staff to determine programs and progress, in addition to making decisions for the implementation of various initiatives.

The administrative leadership consists of a principal, three assistant principals, a STEM counselor, two counselors, an at-risk counselor, a curriculum instructional specialist, a special programs facilitator, and a campus technologist.

Nolan Middle School is a Title 1 campus. All students receive free breakfast. Several staff positions are funded through the Title 1 program to provide interventions and Parent outreach. Student access to technology, social-emotional learning, and teacher professional development are also funded through Title 1. All activities provided through Title 1 focus on providing a high-quality education. A parent and family engagement policy outlines opportunities for parents to be involved at the school. Public hearings and meetings were also scheduled throughout the year to disseminate information and answer parent/community concerns. Parents are encouraged to participate in their student's education.

Teacher by Ethnicity

African American- 24%

Hispanic-24%

White- 48%

Asian- 2%

American Indian- 2%

Average Class Size-26

Staff Quality

The professional staff at Nolan meets Texas Education Agency certification requirements. Para-professional staff members meet highly qualified requirements of the Every Student Succeeds Act. Campus-based strategies and structures are in place for professional development including Professional Learning Communities and built-in full-day professional development planning days. Including extensive summer professional development opportunities at the district level. Professional development needs are identified through walkthroughs and T-TESS appraisals, individual teacher conferences, and Professional Learning Communities.

Teachers by years of experience:

Beginning: 3%

1-5 Years: 45%

6-10 Years: 20%

11-20 Years: 16%

Over 20 Years: 16%

Demographics Strengths

- Diverse student body
- Teacher-student relationships
- Campus programs, extracurricular activities, clubs, and organizations
- Professional Learning Communities (PLC) with a focus on lesson planning; collaboration; and TEKS implementation.

Problem Statements Identifying Demographics Needs

Problem Statement 1: New teachers are not yet certified to teach GT students and will need time and professional development to build their capacity and meet this requirement.

Root Cause: The teachers are new to teaching TAG students and haven't had the required initial 30 hours of training.

Problem Statement 2: Teachers who are new to the district will need support and training throughout the year on District initiatives. **Root Cause:** Nolan MS has hired new teaching staff members who do not know the district initiatives such as GRR, PLC, and STEM.

Problem Statement 3: As a campus, staff struggles to meet the needs of economically disadvantaged, EB, GT, and At Risk students. There is a need to build the instructional capacity of teachers. **Root Cause:** All teachers can continue to improve their practice with updated ideas and methods regarding teaching.

Student Learning

Student Learning Summary

Nolan Middle School strives to facilitate the social, and emotional well-being, and academic growth of students with the use of innovative learning experiences, technology, and positive relationships. Our staff incorporates the Gradual Release of Responsibility teaching model into our instruction to help students develop a broader range of problem-solving and critical-thinking skills essential for post-secondary academic readiness. Union Grove MS academic achievement focuses on how our student population scored on the Meets Grade Level Performance Standard. According to the Texas Education Agency (TEA) when students meet grade-level standards, they are most likely to be successful in the next grade or course but may still need some short-term, targeted academic interventions. Our campus-wide goal is to increase the percentage of students achieving a Meets Grade Level Performance Standard across all grade levels and subject areas. Nolan MS will use a variety of data sources including End of year STAAR Results, Map testing three times a year, STAAR Interim Assessments twice a year, and Common Unit Assessments (CUAs) to monitor student progress and use CUA tests to identify any potential gaps in student learning as well as measure student academic growth throughout the school year.

Using the STAAR data below from the school year 2022-2023 our findings are:

2022-2023 Nolan – Math STAAR			
	Approaching	Meets	Masters
6 th Grade	79	38	14
7 th Grade	65	34	7
8 th Grade	74	38	10

2022-2023 Nolan – Reading STAAR			
	Approaching	Meets	Masters
6 th Grade	84	58	24
7 th Grade	85	57	21
8 th Grade	81	53	27

2022-2023 Nolan – Reading STAAR for ESL			
ESL	Approaching	Meets	Masters
6 th Grade	79	56	19
7 th Grade	89	51	14
8 th Grade	69	26	10

2022-2023 Nolan – Science STAAR			
	Approaching	Meets	Masters

2022-2023 Nolan – Science STAAR			
8 th Grade	71	43	15

Nolan – Social Studies STAAR			
	Approaching	Meets	Masters
8 th Grade	60	32	17

2022-2023 Nolan – All Students			
	Approaching	Meets	Masters
Math - All Grades	73	37	10
ELA - All Grades	83	56	24
All grades & Subjects	75	44	17

Student Learning Strengths

Nolan Middle School has several areas of academic strength. Some of these are:

- Campus Tutoring Center is open four days a week from 3:30 pm -6:00 pm. Students have the opportunity for enrichment and work to bridge gaps that may exist in their learning.
- Teacher-led planning to support learning gaps in special populations
- Student STAAR data reports
- STEM Academy

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Less than 40% of Nolan Math students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level course work on the Math STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 2: Less than 60% of Nolan ELAR students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level course work on the Reading STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 3: Less than 50% of Nolan Science students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level coursework on the Science STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 4: Less than 40% of Nolan Social Studies students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our

students are not ready for the next grade level coursework on the Social Studies STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 5: The percentage of GT students scoring at the Meets and Masters levels is slightly lower than State performance levels, indicating that some of our students are not ready for the next grade level course work on STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 6: Teachers struggle to provide students with differentiated activities and understanding regarding the new State Standards and STAAR Assessments. **Root Cause:** Teachers need access to additional supplemental materials and training to meet the new State Assessments STAAR. There is a lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

Problem Statement 7: At-risk students, Special Education, Emergent Bilingual / ELL, Advanced GT, and some Special Population Students at all grade levels scored below the campus average on all state assessments. **Root Cause:** Interventions have not been implemented with fidelity to individualize instruction and there is a need to provide targeted support for each student group.

School Processes & Programs

School Processes & Programs Summary

School Organization

The STEM program has completed its second year at Nolan with students chosen by lottery from the campuses of Rancier, Union Grove, Eastern Hills, Liberty Hill, Manor, and Nolan. As STEM is still a new program for our campus, several teachers lack experience with the STEM curriculum and will need additional support and mentoring.

Professional Learning Communities are structured by departments and track student progress on SMART/learning goals set by the department and grade level. They analyze CUA data and use the data to guide instruction for reteaching. Professional development is provided on an ongoing basis to all staff with a focus on the campus needs based on student performance data. Through monthly faculty meetings, PLCs, PD days, and frequent collaborative interactions among staff and leadership, we have systems currently in place to build teacher capacity, support continuous improvement, and retain highly qualified staff. Teachers meet in professional learning communities. The leadership Team meets weekly. SBDM meets monthly. Teacher Leaders meet weekly.

Nolan Middle School is using a comprehensive approach to student success through a range of interventions and support mechanisms. Enrichment activities cater to those already performing at grade level, fostering curiosity and exploration. Specialized reading and math interventions target students who have not met STAAR requirements, delivering focused instruction in small groups with designated teachers and online resources. Mustang Time ensures that all students receive additional support during the school day. The integration of online platforms like Imagine Math, iLit20, and ST Math bolsters personalized learning and progress tracking. Moreover, the Nolan Tutoring Center stands as a valuable resource, offering academic support and device assistance four days a week. Its three distinct learning environments - a quiet room, collaborative space, and small group teacher-led support room - accommodate diverse learning needs, underscoring the commitment to nurturing every student's potential and academic growth.

The Special Education Dept. will continue to build and improve upon the co-teach model during the 2023-2024 school year to increase achievement amongst our special education population. In addition, Nolan will service students through BMU, SKILLS, and CASTLE 3 programs. Special education students will receive instruction through inclusion, co-teach, and resource classes as stated in their IEPs.

Curriculum and Instruction

Through Professional Learning Communities Nolan MS strongly supports the personal and professional growth of teachers in their process of planning and evaluating rigorous instructional materials for students. We strive each year to maintain our current staff population by building leadership capacity, and a positive school culture, and ensuring we work collaboratively together for the benefit of our students. Our PLC planning consists of the district's created scope and sequence provided through the Secondary Curriculum Schoology Course: unit mapping, pacing calendar, and year at a glance. CUAs are provided for all content areas and are used to monitor student progress using data tracked through Eduphoria. CUA and STAAR data results are used to look at low-performing TEKS to identify areas for reteaching or interventions.

Nolan will continue to implement Coaching Walks with a focus on the Gradual Release of Responsibility (GRR). We can identify where specific lessons fall on the GRR and guide and coach teachers on how to improve upon their craft.

Interventions and After-School Programs

Nolan offers a campus Tutoring Center that has had over 5,000 student check-ins over the course of the year. Our dedicated team of educators is committed to helping students achieve their academic goals. All students are welcome to get help in Math, Science, Reading, and Social Studies. Our Title I parent survey indicated the need for us to expand our hours to help students in extracurricular activities who need support but have conflicts.

Tutoring Center features

- **Independent Study Room:** A quiet space to concentrate, take tests, or work on assignments without distractions. Our teacher is available to answer questions and provide guidance.
- **Collaborative Room:** Engage with peers on projects and homework. Our teacher will facilitate your learning and offer assistance when needed.
- **Teacher/Student Room:** Experience-focused, small-group tutoring with a teacher. Groups consist of 1-4 students for personalized attention.

School Processes & Programs Strengths

- 1) PLCs analyze CUA data through Eduphoria to track student progress. CUA and STAAR data results are used to look at low-performing TEKS to identify areas for reteach or interventions.
- 2) The District and Nolan will utilize coaching walks to help focus instruction.
- 3) The District has built into the calendar student holidays that allow for teacher professional development days for teachers to collaborate and create lesson plans.
- 4) We are an AVID campus working towards being a schoolwide AVID campus.
- 5) Students will be celebrated for academic achievement with award ceremonies.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning. **Root Cause:** PLCs and planning often look at all data instead of focusing on one hot spot at a time. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.

Problem Statement 2: Teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than state averages in targeted student populations such as EB, ELL, At Risk, STEM, and GT students. **Root Cause:** Nolan MS teachers lack time to study student data in a meaningful context. They need time and professional training using and planning with student data for EB, ELL, At Risk, STEM, and GT students.

Problem Statement 3: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Students benefit from the tutoring center to achieve continued academic support and growth.

Problem Statement 4: Not all students have access to technology at home resulting in a need for additional devices and technology to be available for students before and after school. **Root Cause:** State and district assessments are taken online and there are insufficient devices available to meet the demand during various times throughout the day.

Perceptions

Perceptions Summary

Student Engagement

The parent survey in April identified that our students and parents need for better communication about events and student academics. The students indicated a need for more student-led activities and clubs to improve campus culture.

Family and Community Engagement

Nolan MS will now have a Parent Liaison who will work to build our community relationship through our parents and staff.

Volunteer orientation is provided for parents and community members who volunteer at Nolan. Volunteer opportunities include field trips, award ceremonies, and fine arts sponsors.

Parent education opportunities are provided by Killeen ISD to include Special Education, Technology, ESL, and 504. The district sends out emails and call-outs about these events. We will host Curriculum Nights, and Family Fun Nights (core content learning). We will also have training on how to access student grades,& community resources

Parent and community communication is provided on the Nolan website and Nolan's Facebook Page. Connect-Ed calls, texts, emails, and, parent letters are sent home as needed.

Parent and community events include band and choir concerts, parent information night, sporting events, end-of-the-year fine arts gala, academic awards, National Junior Honor Society induction ceremony, and Talented and Gifted presentations.

Health and Safety

Campus leadership and staff are working to build a feeling of community throughout our campus.

Nolan continues to create a climate in which students expect to be greeted and acknowledged daily prior to class start. Students will participate in an intervention period daily, which helps them to address personal and academic needs. This provides an outlet for students to learn conflict resolution, and organizational skills to help with academic growth and address learning gaps. Students will be informed about the peer mediation program available to aid in conflict resolution.

Discipline data for DAEP placement: 27 students (6 - 6th graders, 9 - 7th graders, 12 - 8th graders)

Discipline Incident:

2023			2022		
Total Incidents	Repeat Offenders	% Repeat Offenders	Total Incidents	Repeat Offenders	% Repeat Offenders
2287	380	16.6%	1519	267	17.58%

Staff Engagement

The staff turnover rate is low compared to previous years. Staff that left were due to military PCS, relocation, or retirement. New teachers and returning staff members were partnered with mentors who had been trained through the District mentoring program to provide quality strategies to reach all learners. Staff members are aware of academic expectations and follow newly implemented District department unit mapping and curriculum resources to meet academic needs. Staff members are present daily and are invested in being on campus daily to educate our learners.

Perceptions Strengths

Parent Climate Strengths

1. Leadership is building a campus calendar of events to ensure parent invitations and announcements on social media/marquee are made in a timely manner.
2. Curriculum Nights
3. Weekly Newsletter
4. Welcoming campus
5. Active PTO
6. Volunteer meetings and celebrations

Staff Climate Strengths

1. Welcome Baskets for new and returning teachers
2. Monthly Teacher & Professional Staff Members will be implemented for the third year. Honorees were announced to staff/students, pictures will be posted on a designated bulletin board.
3. Seasonal/Holiday celebrations are set up in each grade-level workroom to promote staff relationships.
4. Games/activities throughout the year to help build staff morale. Examples: Secret Santa, 12 Days of Christmas, Jean Days, Appreciation Wagon

Student Climate Strengths

1. Academic Awards at the end of the year.
2. Field Day
3. Engaged Teachers
4. Special Events: TPSP Showcase, Sneak Peak Night, School Dances, Honor Roll Ceremonies
5. Special Events: TPSP Showcase, Sneak Peak Night, Cub Camp, Honor Roll Ceremonies

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Nolan Middle School is a new building that is still working towards establishing relationships with its surrounding community. **Root Cause:** Nolan moved from Killeen to Harker Heights before the 2019-2020 school year, which made it difficult to build strong community ties.

Problem Statement 2: Our staff does not feel confident implementing Restorative Practices with our students. **Root Cause:** They have not received sufficient training and follow-up on Restorative Practices.

Problem Statement 3: Campus survey shows there is a need to increase two-way communication between parents and staff in order to increase parent engagement and feedback.

Root Cause: Staff sends emails rather than calling home with follow-up information.

Problem Statement 4: The district and campus survey shows some of our students are not involved in extra-curricular activities or programs. **Root Cause:** The campus does not promote these programs so students are aware of what is available to them on campus.

Problem Statement 5: Students who are placed in alternative settings struggle academically and socially. There is a need to provide additional academic and social-emotional support for these students. **Root Cause:** The teacher visits these settings to support the student but the students need additional support to meet their academic and behavioral goals.

Goals

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 1: By the end of the current school year, the percentage of students meeting grade-level standards in Math STAAR will increase 5% in all grade levels.

Evaluation Data Sources: Math STAAR Data & CUA Data

Strategy 1 Details

Strategy 1: Teachers of at-risk students will participate in half-day planning sessions to evaluate student data, plan instruction, and design common formative assessments in order to improve achievement in all sub-populations. Substitutes will be provided for teachers when needed.

Strategy's Expected Result/Impact: Teachers will have common lessons and assessments from which they can gather data and plan interventions for at-risk learners. The impact will be seen in an increase in the number of students who meet grade level on STAAR, MAP Growth, and CUA assessments.

Staff Responsible for Monitoring: Principal

Instructional Leaders

Lead Teacher

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

- Targeted Support Strategy

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 5, 6, 7 - School Processes & Programs 1, 2

Funding Sources: Substitutes for Planning Days - 166 - State Comp Ed - 166.11.6116.00.055.24.AR0 - \$3,000

Strategy 2 Details

Strategy 2: Additional targeted support will be provided to at-risk learners and current Special Education students in order to increase academic growth status, to meet grade-level standards in math, by 5% for both our Special Education and EB / ESL student population.

Strategy's Expected Result/Impact: Increase in meeting grade level standards on STAAR scores in math.

Staff Responsible for Monitoring: Principal

Instructional Leaders

CIS

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Demographics 2, 3 - Student Learning 1, 5, 6, 7 - School Processes & Programs 1, 2

Funding Sources: Instructional supplies for math intervention - 166 - State Comp Ed - 166.11.6399.00.055.24.AR0 - \$800

Strategy 3 Details

Strategy 3: Nolan will integrate technology into intervention lessons (such as Imagine Math, ST Math, and Imagine Reading) and tutoring for at-risk, EB, & GT students.

Strategy's Expected Result/Impact: At-risk students will improve individual academic skills allowing them to close the achievement gap.

Staff Responsible for Monitoring: Principal

Instructional Leaders

Problem Statements: Demographics 3 - Student Learning 1, 6, 7 - School Processes & Programs 4 - Perceptions 4

Funding Sources: Additional Technology (iPads or computers) for Tutoring - 166 - State Comp Ed - 166.11.6398.00.055.24.AR0 - \$10,500, Cases for iPads - 166 - State Comp Ed - 166.11.6399.00.055.24.AR0 - \$4,000, iPad Charging Station and Cart - 166 - State Comp Ed - 166.11.6394.00.055.24.AR0 - \$2,000

Strategy 4 Details

Strategy 4: Math teachers will collaboratively review data and implement lessons that utilize high-impact strategies (collaboration, Gradual Release Model, Accountable Talk) and promote rigor and thinking at high cognitive levels in all math classrooms.

Strategy's Expected Result/Impact: Teachers will have common lessons and assessments from which they can gather data and plan interventions for at-risk learners. The impact will be seen in an increase in the number of students who meet grade level on STAAR, MAP Growth, and CUA assessments.

Staff Responsible for Monitoring: Principal

Instructional Leaders

Lead Teacher

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

- Targeted Support Strategy

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 5, 6, 7 - School Processes & Programs 1, 2

Funding Sources: Online planning support such as Maneuvering the Middle or similar resource. - 211 - ESEA, Title I Part A - 211.11.6299.OL.055.30.000 - \$1,100

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: New teachers are not yet certified to teach GT students and will need time and professional development to build their capacity and meet this requirement.

Root Cause: The teachers are new to teaching TAG students and haven't had the required initial 30 hours of training.

Problem Statement 2: Teachers who are new to the district will need support and training throughout the year on District initiatives. **Root Cause:** Nolan MS has hired new teaching staff members who do not know the district initiatives such as GRR, PLC, and STEM.

Problem Statement 3: As a campus, staff struggles to meet the needs of economically disadvantaged, EB, GT, and At Risk students. There is a need to build the instructional capacity of teachers. **Root Cause:** All teachers can continue to improve their practice with updated ideas and methods regarding teaching.

Student Learning

Problem Statement 1: Less than 40% of Nolan Math students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level course work on the Math STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 5: The percentage of GT students scoring at the Meets and Masters levels is slightly lower than State performance levels, indicating that some of our students are not ready for the next grade level course work on STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 6: Teachers struggle to provide students with differentiated activities and understanding regarding the new State Standards and STAAR Assessments. **Root Cause:** Teachers need access to additional supplemental materials and training to meet the new State Assessments STAAR. There is a lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

Problem Statement 7: At-risk students, Special Education, Emergent Bilingual / ELL, Advanced GT, and some Special Population Students at all grade levels scored below the campus average on all state assessments. **Root Cause:** Interventions have not been implemented with fidelity to individualize instruction and there is a need to provide targeted support for each student group.

School Processes & Programs

Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning. **Root Cause:** PLCs and planning often look at all data instead of focusing on one hot spot at a time. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.

Problem Statement 2: Teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than state averages in targeted student populations such as EB, ELL, At Risk, STEM, and GT students. **Root Cause:** Nolan MS teachers lack time to study student data in a meaningful context. They need time and professional training using and planning with student data for EB, ELL, At Risk, STEM, and GT students.

Problem Statement 4: Not all students have access to technology at home resulting in a need for additional devices and technology to be available for students before and after school. **Root Cause:** State and district assessments are taken online and there are insufficient devices available to meet the demand during various times throughout the day.

Perceptions

Problem Statement 4: The district and campus survey shows some of our students are not involved in extra-curricular activities or programs. **Root Cause:** The campus does not promote these programs so students are aware of what is available to them on campus.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 2: By the end of the current school year, the percentage of students meeting grade-level standards in Reading STAAR will increase by 5% in all grade levels.

Evaluation Data Sources: Reading STAAR Data & CUA Data

Strategy 1 Details
<p>Strategy 1: Teachers of at-risk students will participate in half-day planning sessions to evaluate student data, plan instruction, and design common formative assessments in order to improve achievement in all sub-populations. Substitutes will be provided for teachers when needed.</p> <p>Strategy's Expected Result/Impact: Teachers will have common lessons and assessments from which they can gather data and plan intervention for at-risk learners.</p> <p>Staff Responsible for Monitoring: Principal Instructional Leaders Lead Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 2 - School Processes & Programs 1, 2</p> <p>Funding Sources: Substitutes for Planning - 166 - State Comp Ed - 166.11.6116.00.055.24.AR0 - \$3,000</p>
Strategy 2 Details
<p>Strategy 2: Additional targeted support will be provided to at-risk learners and current Special Education students in order to increase academic growth status, to meet grade-level standards in ELAR, by 5% for both our Special Education and EB / ESL student population. Saturday boot camps will be held for ELL students to fill in learning gaps.</p> <p>Strategy's Expected Result/Impact: The impact will be seen in an increase in the number of students who meet grade level on STAAR, MAP Growth, and CUA assessments</p> <p>Staff Responsible for Monitoring: Principal Instructional Leaders Lead Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Supplies for reading intervention - 165/ES0 - ELL - 165.11.6399.00.055.25.ES0 - \$50, Instructional resources for targeted ELL interventions and language support - 165/ES0 - ELL - 165.11.6399.00.055.25.ES0 - \$500, Bilingual Dictionaries - 165/ES0 - ELL - 165.11.6329.00.055.25.ES0 - \$50</p>

Strategy 3 Details

Strategy 3: ELAR teachers will attend professional development that focuses on ELAR standards and strategies during the school year in order to learn skills that will help fill gaps for AT-RISK, EB, and GT learners by attending conferences such as TCTELA, RTI at Work, Get your Teach on, or other similar conferences through places such as Solution Tree and Corwin.

Strategy's Expected Result/Impact: To increase knowledge/application of ELAR TEKS and increase STAAR scores.

Staff Responsible for Monitoring: Principal
Instructional Leaders

TEA Priorities:

Connect high school to career and college

- ESF Levers:

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

- Additional Targeted Support Strategy

Problem Statements: Demographics 2, 3 - Student Learning 2, 7 - School Processes & Programs 1, 2

Funding Sources: Registration and Travel for ELAR conference focused on improving student achievement through data, teaching strategies for teachers of at risk students - 166 - State Comp Ed - 166.13.6411.00.055.30.AR0 - \$6,000, Registration and Travel for ELAR conference focused on improving student achievement through data, teaching strategies for teachers of GT students - 177 - Gifted/Talented - 177.13.6411.00.055.21.000, Registration and Travel for ELAR conference focused on improving student achievement through data, teaching strategies for teachers of EB / ELL students - 165/ES0 - ELL - 165.13.6411.00.055.25.ES0 - \$1,000, Subs for teachers attending ELAR conferences in support of the At Risk Program - 166 - State Comp Ed - 166.11.6116.00.055.24.AR0 - \$2,000

Strategy 4 Details

Strategy 4: ELAR teachers will collaboratively review data and implement lessons that utilize high-impact strategies (collaboration, Gradual Release Model, Accountable Talk) and promote rigor and thinking at high cognitive levels in the ELAR Classroom to include the use of student reading materials that allow for real-world application to enrich and grow their Reading achievement.

Strategy's Expected Result/Impact: Teachers will have common lessons and assessments from which they can gather data and plan interventions for at-risk learners using resource material that makes the learning relevant to the learner.

Staff Responsible for Monitoring: Principal
Instructional Leaders
Lead Teachers
Teachers
CIS

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 1, 2, 3 - Student Learning 2 - School Processes & Programs 1, 2

Funding Sources: Scholastic magazine for student real world application to enrich and grow their Reading achievement - 166 - State Comp Ed - 166.11.6329.00.055.24.AR0 - \$3,000

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: New teachers are not yet certified to teach GT students and will need time and professional development to build their capacity and meet this requirement.

Root Cause: The teachers are new to teaching TAG students and haven't had the required initial 30 hours of training.

Problem Statement 2: Teachers who are new to the district will need support and training throughout the year on District initiatives. **Root Cause:** Nolan MS has hired new teaching staff members who do not know the district initiatives such as GRR, PLC, and STEM.

Problem Statement 3: As a campus, staff struggles to meet the needs of economically disadvantaged, EB, GT, and At Risk students. There is a need to build the instructional capacity of teachers. **Root Cause:** All teachers can continue to improve their practice with updated ideas and methods regarding teaching.

Student Learning

Problem Statement 2: Less than 60% of Nolan ELAR students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level course work on the Reading STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 7: At-risk students, Special Education, Emergent Bilingual / ELL, Advanced GT, and some Special Population Students at all grade levels scored below the campus average on all state assessments. **Root Cause:** Interventions have not been implemented with fidelity to individualize instruction and there is a need to provide targeted support for each student group.

School Processes & Programs

Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning. **Root Cause:** PLCs and planning often look at all data instead of focusing on one hot spot at a time. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.

Problem Statement 2: Teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than state averages in targeted student populations such as EB, ELL, At Risk, STEM, and GT students. **Root Cause:** Nolan MS teachers lack time to study student data in a meaningful context. They need time and professional training using and planning with student data for EB, ELL, At Risk, STEM, and GT students.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 3: By the end of the current school year, the percentage of students meeting grade-level standards in Science STAAR will increase 5% in 8th grade.

Evaluation Data Sources: Science STAAR, MAP, & CUA Data

Strategy 1 Details
<p>Strategy 1: Provide planning time during each nine weeks either as a department or grade level for science teachers to collaboratively review data and develop lessons based on the new phenomena-based learning. Developing lessons during the current school year that will also carry over into the 2024-25 school year with new standards and required teaching practices that will ensure success for all students to include: At Risk, EB/ ELL, and Advanced GT students.</p> <p>Strategy's Expected Result/Impact: Teachers will have common lessons and assessments from which they can gather data and plan interventions for at-risk learners. The impact will be seen in an increase in the number of students who meet grade level on STAAR, MAP Growth, and CUA assessments.</p> <p>Staff Responsible for Monitoring: Principal Instructional Leaders Lead Teachers CIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 3, 6, 7 - School Processes & Programs 1, 2</p> <p>Funding Sources: Substitutes for Planning - 166 - State Comp Ed - 166.11.6116.00.055.24.AR0 - \$3,000</p>

Strategy 2 Details

Strategy 2: Additional targeted support will be provided to at-risk learners and current Special Education students in order to increase academic growth status, to meet grade-level standards in math, by 5% for both our Special Education and EB / ESL student population. These lessons will include areas of concern needing to be retaught or spiraled back into instruction ensuring student success.

Strategy's Expected Result/Impact: The impact will be seen in an increase in the number of students who meet grade level on STAAR, MAP Growth, and CUA assessments.

Staff Responsible for Monitoring: Principal

Instructional Leaders

Lead Teachers

TEA Priorities:

Build a foundation of reading and math

- **Additional Targeted Support Strategy**

Problem Statements: Demographics 3 - Student Learning 3, 6, 7 - School Processes & Programs 2

Funding Sources: Instructional Supplies for science intervention - 166 - State Comp Ed - 166.11.6399.00.055.24.AR0 - \$7,000, Supplemental Science lesson and videos Science to close instructional gaps Generation Genius - 166 - State Comp Ed - 166.11.6299.OL.055.24.AR0 - \$300

Strategy 3 Details

Strategy 3: Additional targeted support will be provided to teachers through the attendance of CAST or other science-based professional development. Through continued education, teachers will be better able to support the learning of all students.

Strategy's Expected Result/Impact: Teachers who attend CAST will be tasked with sharing their learning with the department in PLC upon return. Teachers attending conferences that have targeted at least one of these supports for students through best practices, data analysis, teacher growth & student achievement

Staff Responsible for Monitoring: Principal

Department Principals

CIS

Teacher leaders

TEA Priorities:

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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 1, 3 - Student Learning 3, 5, 6, 7 - School Processes & Programs 1, 2

Funding Sources: Subs for teachers attending Science conferences in support of the At Risk Program - 166 - State Comp Ed - 166.11.6116.00.055.24.AR0 - \$2,000, Teachers attending Science conferences that have targeted at least one of these supports for students through best practices, data analysis, teacher growth & student achievement - 211 - ESEA, Title I Part A - 211.13.6411.00.055.30.000 - \$4,000, Registration fees for teachers attending Science conferences that have targeted at least one of these supports for students through best practices, data analysis, teacher growth & student achievement - 166 - State Comp Ed - 166.13.6411.00.055.30.AR0 - \$1,000

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: New teachers are not yet certified to teach GT students and will need time and professional development to build their capacity and meet this requirement.

Root Cause: The teachers are new to teaching TAG students and haven't had the required initial 30 hours of training.

Problem Statement 2: Teachers who are new to the district will need support and training throughout the year on District initiatives. **Root Cause:** Nolan MS has hired new teaching staff members who do not know the district initiatives such as GRR, PLC, and STEM.

Problem Statement 3: As a campus, staff struggles to meet the needs of economically disadvantaged, EB, GT, and At Risk students. There is a need to build the instructional capacity of teachers. **Root Cause:** All teachers can continue to improve their practice with updated ideas and methods regarding teaching.

Student Learning

Problem Statement 3: Less than 50% of Nolan Science students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level coursework on the Science STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 5: The percentage of GT students scoring at the Meets and Masters levels is slightly lower than State performance levels, indicating that some of our students are not ready for the next grade level course work on STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 6: Teachers struggle to provide students with differentiated activities and understanding regarding the new State Standards and STAAR Assessments. **Root Cause:** Teachers need access to additional supplemental materials and training to meet the new State Assessments STAAR. There is a lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

Problem Statement 7: At-risk students, Special Education, Emergent Bilingual / ELL, Advanced GT, and some Special Population Students at all grade levels scored below the campus average on all state assessments. **Root Cause:** Interventions have not been implemented with fidelity to individualize instruction and there is a need to provide targeted support for each student group.

School Processes & Programs

Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning. **Root Cause:** PLCs and planning often look at all data instead of focusing on one hot spot at a time. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.

Problem Statement 2: Teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than state averages in targeted student populations such as EB, ELL, At Risk, STEM, and GT students. **Root Cause:** Nolan MS teachers lack time to study student data in a meaningful context. They need time and professional training using and planning with student data for EB, ELL, At Risk, STEM, and GT students.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 4: By the end of the current school year, the percentage of students meeting grade-level standards in Social Studies STAAR will be 10% higher than KISD.

Evaluation Data Sources: Social Studies STAAR, MAP, & CUA Data

Strategy 1 Details
<p>Strategy 1: Teachers of at-risk students will participate in half-day planning sessions to evaluate student data, plan instruction, and design common formative assessments in order to improve achievement in all sub-populations. Substitutes will be provided for teachers when needed.</p> <p>Strategy's Expected Result/Impact: Teachers will have common lessons and assessments from which they can gather data and plan intervention for at-risk learners.</p> <p>Staff Responsible for Monitoring: Principal Instructional Leaders Lead Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 4, 5, 6, 7 - School Processes & Programs 1, 2</p> <p>Funding Sources: Substitutes for Planning - 166 - State Comp Ed - 166.11.6116.00.055.24.AR0 - \$2,000, Resources for students - 211 - ESEA, Title I Part A - 211.11.6329.00.055.30.000 - \$500</p>
Strategy 2 Details
<p>Strategy 2: Additional Targeted Support will be provided to students through interventions to promote rigor and engagement by intentionally planning and incorporating AVID strategies, including writing, inquiry, collaboration, organization, reading, and hands-on learning through instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increase in meeting grade level standards on STAAR scores in Social Studies.</p> <p>Staff Responsible for Monitoring: Principal Instructional Leaders Lead Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4, 6, 7</p> <p>Funding Sources: Instructional Supplies for social studies intervention - 166 - State Comp Ed - 166.11.6399.00.055.24.AR0 - \$500</p>

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: New teachers are not yet certified to teach GT students and will need time and professional development to build their capacity and meet this requirement. Root Cause: The teachers are new to teaching TAG students and haven't had the required initial 30 hours of training.</p> <p>Problem Statement 2: Teachers who are new to the district will need support and training throughout the year on District initiatives. Root Cause: Nolan MS has hired new teaching staff members who do not know the district initiatives such as GRR, PLC, and STEM.</p> <p>Problem Statement 3: As a campus, staff struggles to meet the needs of economically disadvantaged, EB, GT, and At Risk students. There is a need to build the instructional capacity of teachers. Root Cause: All teachers can continue to improve their practice with updated ideas and methods regarding teaching.</p>
Student Learning
<p>Problem Statement 4: Less than 40% of Nolan Social Studies students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level coursework on the Social Studies STAAR. Root Cause: Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.</p> <p>Problem Statement 5: The percentage of GT students scoring at the Meets and Masters levels is slightly lower than State performance levels, indicating that some of our students are not ready for the next grade level course work on STAAR. Root Cause: Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.</p> <p>Problem Statement 6: Teachers struggle to provide students with differentiated activities and understanding regarding the new State Standards and STAAR Assessments. Root Cause: Teachers need access to additional supplemental materials and training to meet the new State Assessments STAAR. There is a lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.</p> <p>Problem Statement 7: At-risk students, Special Education, Emergent Bilingual / ELL, Advanced GT, and some Special Population Students at all grade levels scored below the campus average on all state assessments. Root Cause: Interventions have not been implemented with fidelity to individualize instruction and there is a need to provide targeted support for each student group.</p>
School Processes & Programs
<p>Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning. Root Cause: PLCs and planning often look at all data instead of focusing on one hot spot at a time. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.</p> <p>Problem Statement 2: Teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than state averages in targeted student populations such as EB, ELL, At Risk, STEM, and GT students. Root Cause: Nolan MS teachers lack time to study student data in a meaningful context. They need time and professional training using and planning with student data for EB, ELL, At Risk, STEM, and GT students.</p>

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 5: All AVID students will achieve college readiness skills that will prepare them to succeed in rigorous curricula and increase their opportunities to enroll in four-year colleges, trade school, community college.

Evaluation Data Sources: Student's interest in pursuing further education after high school.

Strategy 1 Details
<p>Strategy 1: AVID Site-team Meetings are held monthly involving staff, parents, and students. Informational support for students to improve in their coursework by bringing all parts together about student needs.</p> <p>Strategy's Expected Result/Impact: Increase in students' knowledge of college preparation</p> <p>Staff Responsible for Monitoring: Instructional Leaders Principal Department Principals CIS</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 3, 4</p>
Strategy 2 Details
<p>Strategy 2: Once per semester, AVID will host Family Night and increase parent involvement during site team meetings.</p> <p>Strategy's Expected Result/Impact: Increase parents and students' knowledge of college preparation.</p> <p>Staff Responsible for Monitoring: Instructional Leaders</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 7 - Perceptions 1, 3, 4</p>

Strategy 3 Details

Strategy 3: WICOR (Writing, Inquiry, Collaboration, Organization, Reading)will be implemented throughout core classes school wide by being included in lesson plans. Student work will be uploaded to the AVID shared folder as evidence.

Strategy's Expected Result/Impact: Increase students' knowledge and understanding of TEKS and college preparation.

Staff Responsible for Monitoring: Instructional Leaders

Principal

Department Principals

CIS

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

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

- Targeted Support Strategy

Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2

Funding Sources: Resources needed for classroom implementation such as AVID News - 211 - ESEA, Title I Part A - 211.11.6399.00.055.30.000 - \$400

Strategy 4 Details

Strategy 4: Support teachers by having them attend AVID Professional Development so they can support student learning to improve student achievement in our At Risk and EB/ELL populations.

Strategy's Expected Result/Impact: Best Practices, lesson planning with the intention to improve student achievement, active PLC using data to drive instruction, and implementation of Core AVID strategies resulting in student growth and achievement over the course of the year

Staff Responsible for Monitoring: Principal, CIS, Instructional Leaders, and Lead Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Demographics 1, 2, 3 - Student Learning 7 - School Processes & Programs 1

Funding Sources: AVID Professional Development Workshops and Conferences for At Risk Student Needs - 166 - State Comp Ed - 166.13.6411.00.055.24.AR0, AVID Professional Development Workshops and Conferences for GT Student Needs - 177 - Gifted/Talented - 177.13.6411.00.055.21.000

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: New teachers are not yet certified to teach GT students and will need time and professional development to build their capacity and meet this requirement.

Root Cause: The teachers are new to teaching TAG students and haven't had the required initial 30 hours of training.

Problem Statement 2: Teachers who are new to the district will need support and training throughout the year on District initiatives. **Root Cause:** Nolan MS has hired new teaching staff members who do not know the district initiatives such as GRR, PLC, and STEM.

Demographics
<p>Problem Statement 3: As a campus, staff struggles to meet the needs of economically disadvantaged, EB, GT, and At Risk students. There is a need to build the instructional capacity of teachers. Root Cause: All teachers can continue to improve their practice with updated ideas and methods regarding teaching.</p>
Student Learning
<p>Problem Statement 1: Less than 40% of Nolan Math students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level course work on the Math STAAR. Root Cause: Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.</p> <p>Problem Statement 2: Less than 60% of Nolan ELAR students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level course work on the Reading STAAR. Root Cause: Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.</p> <p>Problem Statement 3: Less than 50% of Nolan Science students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level coursework on the Science STAAR. Root Cause: Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.</p> <p>Problem Statement 4: Less than 40% of Nolan Social Studies students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level coursework on the Social Studies STAAR. Root Cause: Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.</p> <p>Problem Statement 5: The percentage of GT students scoring at the Meets and Masters levels is slightly lower than State performance levels, indicating that some of our students are not ready for the next grade level course work on STAAR. Root Cause: Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.</p> <p>Problem Statement 6: Teachers struggle to provide students with differentiated activities and understanding regarding the new State Standards and STAAR Assessments. Root Cause: Teachers need access to additional supplemental materials and training to meet the new State Assessments STAAR. There is a lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.</p> <p>Problem Statement 7: At-risk students, Special Education, Emergent Bilingual / ELL, Advanced GT, and some Special Population Students at all grade levels scored below the campus average on all state assessments. Root Cause: Interventions have not been implemented with fidelity to individualize instruction and there is a need to provide targeted support for each student group.</p>
School Processes & Programs
<p>Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning. Root Cause: PLCs and planning often look at all data instead of focusing on one hot spot at a time. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.</p> <p>Problem Statement 2: Teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than state averages in targeted student populations such as EB, ELL, At Risk, STEM, and GT students. Root Cause: Nolan MS teachers lack time to study student data in a meaningful context. They need time and professional training using and planning with student data for EB, ELL, At Risk, STEM, and GT students.</p>
Perceptions
<p>Problem Statement 1: Nolan Middle School is a new building that is still working towards establishing relationships with its surrounding community. Root Cause: Nolan moved from Killeen to Harker Heights before the 2019-2020 school year, which made it difficult to build strong community ties.</p> <p>Problem Statement 3: Campus survey shows there is a need to increase two-way communication between parents and staff in order to increase parent engagement and feedback. Root Cause: Staff sends emails rather than calling home with follow-up information.</p>

Perceptions
Problem Statement 4: The district and campus survey shows some of our students are not involved in extra-curricular activities or programs. Root Cause: The campus does not promote these programs so students are aware of what is available to them on campus.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 6: Gifted Learners will be challenged to expand their thinking and capacity by engaging in high-level activities that require critical thinking and analysis skills that will culminate into a TPSP project.

Strategy 1 Details
<p>Strategy 1: Gifted and Talented students will receive differentiated instruction, technology, and support while preparing them to participate in the Texas Performance Standards Project.</p> <p>Strategy's Expected Result/Impact: Students participate in activities that challenge their thinking and foster academic growth.</p> <p>Staff Responsible for Monitoring: GT Teachers GT Coordinators Instructional leaders Principal Department Principals CIS</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 5, 6, 7 - School Processes & Programs 1, 2 - Perceptions 1</p> <p>Funding Sources: Technology to supplement the instruction (Ipads, Inspire, laptops) - 177 - Gifted/Talented - 177.11.6398.00.055.21.000, Rewards for GT Projects and success in Student achievement - 177 - Gifted/Talented - 177.11.6498.00.055.21.000, Professional Development partnerships and collaborators - 177 - Gifted/Talented - 177.13.6299.00.055.21.000, Teacher Book Study - 177 - Gifted/Talented - 177.13.6329.00.055.21.000</p>

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: New teachers are not yet certified to teach GT students and will need time and professional development to build their capacity and meet this requirement. Root Cause: The teachers are new to teaching TAG students and haven't had the required initial 30 hours of training.</p> <p>Problem Statement 3: As a campus, staff struggles to meet the needs of economically disadvantaged, EB, GT, and At Risk students. There is a need to build the instructional capacity of teachers. Root Cause: All teachers can continue to improve their practice with updated ideas and methods regarding teaching.</p>
Student Learning
<p>Problem Statement 5: The percentage of GT students scoring at the Meets and Masters levels is slightly lower than State performance levels, indicating that some of our students are not ready for the next grade level course work on STAAR. Root Cause: Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.</p>

Student Learning

Problem Statement 6: Teachers struggle to provide students with differentiated activities and understanding regarding the new State Standards and STAAR Assessments. **Root Cause:** Teachers need access to additional supplemental materials and training to meet the new State Assessments STAAR. There is a lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

Problem Statement 7: At-risk students, Special Education, Emergent Bilingual / ELL, Advanced GT, and some Special Population Students at all grade levels scored below the campus average on all state assessments. **Root Cause:** Interventions have not been implemented with fidelity to individualize instruction and there is a need to provide targeted support for each student group.

School Processes & Programs

Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning. **Root Cause:** PLCs and planning often look at all data instead of focusing on one hot spot at a time. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.

Problem Statement 2: Teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than state averages in targeted student populations such as EB, ELL, At Risk, STEM, and GT students. **Root Cause:** Nolan MS teachers lack time to study student data in a meaningful context. They need time and professional training using and planning with student data for EB, ELL, At Risk, STEM, and GT students.

Perceptions

Problem Statement 1: Nolan Middle School is a new building that is still working towards establishing relationships with its surrounding community. **Root Cause:** Nolan moved from Killeen to Harker Heights before the 2019-2020 school year, which made it difficult to build strong community ties.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 7: Provide instructional and program support for at-risk students at Nolan MS to increase meets standards by 5% (Average of SPED, EB, & Eco-Dis populations) in all core subjects on the STAAR.

Evaluation Data Sources: Improved student achievement.

Strategy 1 Details
<p>Strategy 1: To meet the needs of all core academic growth on STAAR and CUAs the campus will provide additional supplemental staff who can support the learning environment through targeted intervention, best practices, data analysis, and classroom support.</p> <p>Strategy's Expected Result/Impact: To provide teachers and students additional support in the classroom setting impacting the class size, and student achievement as a campus by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, CIS, Teachers</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2 - Perceptions 1, 3</p> <p>Funding Sources: At Risk Aide - 166 - State Comp Ed - 166.11.6129.00.055.24.AR0 - \$26,500, Math Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.055.30.000 - \$72,893, Interventionist- ELA - 211 - ESEA, Title I Part A - 211.11.6119.00.055.30.000 - \$77,086, Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.055.30.000 - \$88,634, Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.055.30.000 - \$75,533</p>
Strategy 2 Details
<p>Strategy 2: A Nolan Tutoring Center will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps.</p> <p>Strategy's Expected Result/Impact: To provide teachers and students additional support in the classroom setting impacting student achievement as a campus by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Department Principals, CIS, Lead Teachers, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 7 - School Processes & Programs 2, 3, 4 - Perceptions 4</p> <p>Funding Sources: Healthy snacks for After School Tutoring Center - 211 - ESEA, Title I Part A - 211.11.6499.00.055.30.000 - \$500, Healthy snacks for students receiving additional targeted interventions and tutoring outside the school day - 211 - ESEA, Title I Part A - 211.11.6499.00.055.30.000 - \$1,500, Devices to help serve the needs of the Tutoring Center . We serve over 500 students each week - 166 - State Comp Ed - 166.11.6398.00.055.24.AR0 - \$14,000</p>

Strategy 3 Details

Strategy 3: Provide opportunities for students to include; At-Risk and EB/ELL and advanced students to take field trips that support student language acquisition and historical content that will help improve student performance and growth in the content areas.

Strategy's Expected Result/Impact: ELL and emergent bilingual students will be able to make connections to historical content and create vocabulary support to increase student achievement in all content areas resulting in 5% growth on all state testing. All students will make connections to the content in the classroom through real-world experiences.

Staff Responsible for Monitoring: LPAC coordinator, Reading, ELA, Math, Science, and Social Studies Teachers, CIS, Principal

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 3, 4 - Perceptions 4

Funding Sources: Transportation for Supplemental Instructional Field Trips - 166 - State Comp Ed - 166.11.6494.00.055.24.AR0 - \$3,000, admissions for field trips - 166 - State Comp Ed - 166.11.6412.TR.055.30.AR0, Substitutes for teachers attending field trip - 166 - State Comp Ed - 166.11.6112.00.055.30.AR0 - \$1,000

Performance Objective 7 Problem Statements:

Demographics

Problem Statement 3: As a campus, staff struggles to meet the needs of economically disadvantaged, EB, GT, and At Risk students. There is a need to build the instructional capacity of teachers. **Root Cause:** All teachers can continue to improve their practice with updated ideas and methods regarding teaching.

Student Learning

Problem Statement 1: Less than 40% of Nolan Math students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level course work on the Math STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 2: Less than 60% of Nolan ELAR students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level course work on the Reading STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 3: Less than 50% of Nolan Science students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level coursework on the Science STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 4: Less than 40% of Nolan Social Studies students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level coursework on the Social Studies STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 5: The percentage of GT students scoring at the Meets and Masters levels is slightly lower than State performance levels, indicating that some of our students are not ready for the next grade level course work on STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 6: Teachers struggle to provide students with differentiated activities and understanding regarding the new State Standards and STAAR Assessments. **Root Cause:** Teachers need access to additional supplemental materials and training to meet the new State Assessments STAAR. There is a lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

Student Learning

Problem Statement 7: At-risk students, Special Education, Emergent Bilingual / ELL, Advanced GT, and some Special Population Students at all grade levels scored below the campus average on all state assessments. **Root Cause:** Interventions have not been implemented with fidelity to individualize instruction and there is a need to provide targeted support for each student group.

School Processes & Programs

Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning. **Root Cause:** PLCs and planning often look at all data instead of focusing on one hot spot at a time. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.

Problem Statement 2: Teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than state averages in targeted student populations such as EB, ELL, At Risk, STEM, and GT students. **Root Cause:** Nolan MS teachers lack time to study student data in a meaningful context. They need time and professional training using and planning with student data for EB, ELL, At Risk, STEM, and GT students.

Problem Statement 3: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Students benefit from the tutoring center to achieve continued academic support and growth.

Problem Statement 4: Not all students have access to technology at home resulting in a need for additional devices and technology to be available for students before and after school. **Root Cause:** State and district assessments are taken online and there are insufficient devices available to meet the demand during various times throughout the day.

Perceptions

Problem Statement 1: Nolan Middle School is a new building that is still working towards establishing relationships with its surrounding community. **Root Cause:** Nolan moved from Killeen to Harker Heights before the 2019-2020 school year, which made it difficult to build strong community ties.

Problem Statement 3: Campus survey shows there is a need to increase two-way communication between parents and staff in order to increase parent engagement and feedback. **Root Cause:** Staff sends emails rather than calling home with follow-up information.

Problem Statement 4: The district and campus survey shows some of our students are not involved in extra-curricular activities or programs. **Root Cause:** The campus does not promote these programs so students are aware of what is available to them on campus.

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: All NMS first-year teachers will receive an experienced teacher to mentor them.

Evaluation Data Sources: Mentor paperwork, Mentor Training Records

Strategy 1 Details
<p>Strategy 1: Mentors will be assigned and attend district training in order to learn ways to assist new teachers.</p> <p>Strategy's Expected Result/Impact: First-year teachers will become more acclimated to the environment and culture of Killeen ISD and Nolan.</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - Student Learning 6 - School Processes & Programs 2 - Perceptions 1, 2, 3</p>
Strategy 2 Details
<p>Strategy 2: All new teachers will attend lunch and learn sessions to help support them on campus during their first year. The training will focus on campus culture, grade book, technology, best practices, and targeted strategies to help the new teacher on campus.</p> <p>Strategy's Expected Result/Impact: To provide teachers with additional strategies and support, which in turn will enhance the quality of instruction, improve student outcomes, and transform school culture.</p> <p>Staff Responsible for Monitoring: Principal Department Principals CIS Team Leads</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 7 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3</p> <p>Funding Sources: Resources such as a Corwin Publishing Playbook - Success Criteria , Teacher Clarity, - 166 - State Comp Ed - 166.13.6329.00.055.30.AR0 - \$1,500</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: New teachers are not yet certified to teach GT students and will need time and professional development to build their capacity and meet this requirement.</p> <p>Root Cause: The teachers are new to teaching TAG students and haven't had the required initial 30 hours of training.</p>

Demographics
<p>Problem Statement 2: Teachers who are new to the district will need support and training throughout the year on District initiatives. Root Cause: Nolan MS has hired new teaching staff members who do not know the district initiatives such as GRR, PLC, and STEM.</p> <p>Problem Statement 3: As a campus, staff struggles to meet the needs of economically disadvantaged, EB, GT, and At Risk students. There is a need to build the instructional capacity of teachers. Root Cause: All teachers can continue to improve their practice with updated ideas and methods regarding teaching.</p>
Student Learning
<p>Problem Statement 6: Teachers struggle to provide students with differentiated activities and understanding regarding the new State Standards and STAAR Assessments. Root Cause: Teachers need access to additional supplemental materials and training to meet the new State Assessments STAAR. There is a lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.</p> <p>Problem Statement 7: At-risk students, Special Education, Emergent Bilingual / ELL, Advanced GT, and some Special Population Students at all grade levels scored below the campus average on all state assessments. Root Cause: Interventions have not been implemented with fidelity to individualize instruction and there is a need to provide targeted support for each student group.</p>
School Processes & Programs
<p>Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning. Root Cause: PLCs and planning often look at all data instead of focusing on one hot spot at a time. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.</p> <p>Problem Statement 2: Teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than state averages in targeted student populations such as EB, ELL, At Risk, STEM, and GT students. Root Cause: Nolan MS teachers lack time to study student data in a meaningful context. They need time and professional training using and planning with student data for EB, ELL, At Risk, STEM, and GT students.</p>
Perceptions
<p>Problem Statement 1: Nolan Middle School is a new building that is still working towards establishing relationships with its surrounding community. Root Cause: Nolan moved from Killeen to Harker Heights before the 2019-2020 school year, which made it difficult to build strong community ties.</p> <p>Problem Statement 2: Our staff does not feel confident implementing Restorative Practices with our students. Root Cause: They have not received sufficient training and follow-up on Restorative Practices.</p> <p>Problem Statement 3: Campus survey shows there is a need to increase two-way communication between parents and staff in order to increase parent engagement and feedback. Root Cause: Staff sends emails rather than calling home with follow-up information.</p>

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 2: Nolan Middle School will provide staff development to develop high-quality instruction to improve student performance on CUAs, MAP, and STAAR through best practices and the DOK learning progression found in the Professional Learning Community. The additional targeted supplemental focus will be on building a PLC to engage all learners in each student group.

Evaluation Data Sources: Percentage of staff participating in staff development and providing targeted support to students in each subgroup to a 5% growth for all students on targeted assessments through the district and State,

Strategy 1 Details
<p>Strategy 1: Provide professional development opportunities to include conferences such as TESOL, PLC at work/ Solution Tree, and Lead4ward conferences. This will lead to an increase in the collaborative environment among teachers in planning for their At-Risk and ELL students' learning . An administrator will attend each conference in order to bring back and implement strategies in the classroom.</p> <p>Strategy's Expected Result/Impact: To provide teachers with additional strategies and support, which in turn will enhance the quality of instruction, improve student outcomes, and transform school culture.</p> <p>Staff Responsible for Monitoring: Principal Instructional Leaders Lead Teachers</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 6, 7 - School Processes & Programs 1, 2 - Perceptions 2</p> <p>Funding Sources: Staff Development Travel - 166 - State Comp Ed - 166.13.6411.00.055.24.AR0 - \$8,000, Travel to TESOL (ELL) or EB conference to improve student performance - 165/ES0 - ELL - 165.13.6411.00.055.25.ES0 - \$6,000, Registration for conferences to improve instruction and campus culture - 166 - State Comp Ed - 166.13.6411.00.055.30.AR0 - \$887, Registration for conferences to improve instruction and campus culture with ELL/ EB students - 165/ES0 - ELL - 165.23.6411.00.055.25.ES0 - \$1,010</p>

Strategy 2 Details

Strategy 2: Provide state-required professional development for teachers of talented and gifted students.

Strategy's Expected Result/Impact: Teachers of TAG students will be certified to teach the course.

Staff Responsible for Monitoring: Principal
GT Coordinator

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 7 - School Processes & Programs 1, 2

Funding Sources: Training to support GT teachers that will improve instruction - 177 - Gifted/Talented - 177.11.6411.00.055.21.000, Registration for GT training to support GT students with academic strategies . - 177 - Gifted/Talented - 177.13.6411.00.055.21.000

Strategy 3 Details

Strategy 3: The campus will focus on strengthening the PLC process. Teachers and administrators will attend PLC related conferences and workshops to build instructional capacity and to increase the collaborative environment among teachers in planning for their at-risk students' learning.

Strategy's Expected Result/Impact: Purposeful PLC and team planning that results in student achievement.

Staff Responsible for Monitoring: Principal, Department Principals, CIS

Targeted Support Strategy

Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4, 6, 7 - School Processes & Programs 1, 2

Funding Sources: Professional development such as Solution Tree Workshops that target RTI, PLC, Student Achievement, Campus Culture , Growth Mind Set, Best Practice Strategies - 166 - State Comp Ed - 166.13.6411.00.055.24.AR0 - \$4,000, Subs for Teachers to attend conferences - 166 - State Comp Ed - 166.11.6116.00.055.24.AR0 - \$323 , Professional development such as Solution Tree Workshops that target RTI, PLC, Student Achievement, Campus Culture , Growth Mind Set, Best Practice Strategies - 211 - ESEA, Title I Part A - 211.23.6411.00.055.30.000 - \$1,500, Registration Fees - 211 - ESEA, Title I Part A - 211.23.6411.00.055.30.000 - \$1,332

Strategy 4 Details

Strategy 4: Provide teachers and staff professional development through book study, leadership opportunities (lead department PLC and grade level RTI meetings), and professional consultants focused on the collaboration in PLC and in the classroom with their students.

The focus:
Establish detailed conditions for creating collective teacher efficacy, using data to identify student learning needs and determine a common challenge
Plan collectively, implement strategies, and observe colleagues in deliberate classroom practices that deepen expertise and facilitate increased student and teacher learning.
Select learning opportunities to bolster knowledge and enhance professional skills surrounding evidence-based practices that address needs and accelerate learning.
Define how teacher teams can cultivate and increase motivation and energy as individuals and, equally importantly, with one other.

Strategy's Expected Result/Impact: Improve student achievement through the PLC process of planning and reviewing data. Student-focused classroom centered around collaborative work with an emphasis on a higher order of thinking.

Problem Statements: Demographics 2, 3 - Student Learning 6, 7 - School Processes & Programs 1, 2 - Perceptions 2

Funding Sources: Consultant -Corwin, Content Area individuals, Social emotional and wellness - 166 - State Comp Ed - 166.13.6299.00.055.24.AR0 - \$2,000, Materials and resources to support the consultant's work - 166 - State Comp Ed - 166.13.6329.00.055.30.AR0 - \$800, Social emotional and wellness campus culture services to improve teacher capacity with students - 211 - ESEA, Title I Part A - 211.11.6299.00.055.30.000 - \$1,000, Materials and resources to support the consultant's work with administrators - 211 - ESEA, Title I Part A - 211.23.6329.00.055.30.000 - \$1,000

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: New teachers are not yet certified to teach GT students and will need time and professional development to build their capacity and meet this requirement.

Root Cause: The teachers are new to teaching TAG students and haven't had the required initial 30 hours of training.

Problem Statement 2: Teachers who are new to the district will need support and training throughout the year on District initiatives. **Root Cause:** Nolan MS has hired new teaching staff members who do not know the district initiatives such as GRR, PLC, and STEM.

Problem Statement 3: As a campus, staff struggles to meet the needs of economically disadvantaged, EB, GT, and At Risk students. There is a need to build the instructional capacity of teachers. **Root Cause:** All teachers can continue to improve their practice with updated ideas and methods regarding teaching.

Student Learning

Problem Statement 1: Less than 40% of Nolan Math students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level course work on the Math STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 2: Less than 60% of Nolan ELAR students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level course work on the Reading STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 3: Less than 50% of Nolan Science students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level coursework on the Science STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Problem Statement 4: Less than 40% of Nolan Social Studies students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level coursework on the Social Studies STAAR. **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

Student Learning

Problem Statement 6: Teachers struggle to provide students with differentiated activities and understanding regarding the new State Standards and STAAR Assessments. **Root Cause:** Teachers need access to additional supplemental materials and training to meet the new State Assessments STAAR. There is a lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

Problem Statement 7: At-risk students, Special Education, Emergent Bilingual / ELL, Advanced GT, and some Special Population Students at all grade levels scored below the campus average on all state assessments. **Root Cause:** Interventions have not been implemented with fidelity to individualize instruction and there is a need to provide targeted support for each student group.

School Processes & Programs

Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning. **Root Cause:** PLCs and planning often look at all data instead of focusing on one hot spot at a time. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.

Problem Statement 2: Teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than state averages in targeted student populations such as EB, ELL, At Risk, STEM, and GT students. **Root Cause:** Nolan MS teachers lack time to study student data in a meaningful context. They need time and professional training using and planning with student data for EB, ELL, At Risk, STEM, and GT students.

Perceptions

Problem Statement 2: Our staff does not feel confident implementing Restorative Practices with our students. **Root Cause:** They have not received sufficient training and follow-up on Restorative Practices.

Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 1: Nolan MS will increase community and parental involvement in the school by 10% and increase the school's involvement and presence in the local community.

Evaluation Data Sources: Parent attendance at events with sign-in sheets and campus survey

Strategy 1 Details
<p>Strategy 1: Use communication tools such as social media to engage with stake holders to determine community values and encourage attendance at school events - such as: concerts, sporting events, and special events.</p> <p>Strategy's Expected Result/Impact: Increase parent awareness of resources and school events.</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 3, 4</p>
Strategy 2 Details
<p>Strategy 2: Parent Program Nights. In an effort to give parents the opportunity to learn about all programs offered on campus and to grow in their ability to support their child's academic achievement, Parent Program Nights will be regularly hosted to include Curriculum Night, Dyslexia Night, Open House, EB Parent Information Night, Title I and the Parent and Family Engagement Policy and Home School Compact, the annual Title I meeting. During the spring, parents and families will be invited to review/revise the parent and family engagement policy and the home-school compact.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement</p> <p>Staff Responsible for Monitoring: Principal Department Principals CIS Parent Liaison</p> <p>Funding Sources: Handouts and resources for ELL Parent Engagement Events - 263 - ESEA, Title III Part A - 263.61.6399.LE.055.25.000 - \$800, Refreshments for ELL Parent Engagement - 263 - ESEA, Title III Part A - 263.61.6499.LE.055.25.000 - \$1,045, Snacks for Parent Program Events and Community Involvement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.055.24.PAR - \$1,800, Supplies for parent program events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.055.24.PAR - \$600, Online resources for parents to support student achievement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.OL.055.24.PAR - \$100, Supplemental pay for Parent Liaison for after school hours for parent educational meetings that will assist parents as they support increased student achievement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6121.00.055.24.PAR - \$800</p>

Strategy 3 Details

Strategy 3: Nolan will hire a Parent Liaison to foster collaboration between the community, our parents, students, and staff. Parent Liaison to support a positive campus culture that brings the community, parents, students and staff together. This staff member will provide parent support, community outreach, student /parent support with the staff, and cultural events. ,

Strategy's Expected Result/Impact: As a campus we will host community and family engagement activities that result in positive feedback, a 5% increase in parent participation and students will benefit from additional support systems.

Staff Responsible for Monitoring: Principal, department principals, CIS, Parent liaison

Problem Statements: Demographics 3 - Perceptions 1, 2, 3, 4

Funding Sources: Salary and Benefits for Parent Liaison. - 211 - ESEA, Title I Part A - 211.61.6129.00.055.30.000 - \$38,947, Technology device for parent liaison to engage with parents. - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6398.00.055.24.PAR - \$1,108, Professional Development and parent engagement training's - 211 - ESEA, Title I Part A - 211.61.6411.00.055.30.000, parent engagement training's registration fees - 211 - ESEA, Title I Part A - 211.61.6411.00.055.30.000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: As a campus, staff struggles to meet the needs of economically disadvantaged, EB, GT, and At Risk students. There is a need to build the instructional capacity of teachers. **Root Cause:** All teachers can continue to improve their practice with updated ideas and methods regarding teaching.

Perceptions

Problem Statement 1: Nolan Middle School is a new building that is still working towards establishing relationships with its surrounding community. **Root Cause:** Nolan moved from Killeen to Harker Heights before the 2019-2020 school year, which made it difficult to build strong community ties.

Problem Statement 2: Our staff does not feel confident implementing Restorative Practices with our students. **Root Cause:** They have not received sufficient training and follow-up on Restorative Practices.

Problem Statement 3: Campus survey shows there is a need to increase two-way communication between parents and staff in order to increase parent engagement and feedback. **Root Cause:** Staff sends emails rather than calling home with follow-up information.

Problem Statement 4: The district and campus survey shows some of our students are not involved in extra-curricular activities or programs. **Root Cause:** The campus does not promote these programs so students are aware of what is available to them on campus.

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: Provide a safe school environment where all stakeholders work collaboratively to create a positive atmosphere for student learning and students discipline issues are minimized by 10%.

Evaluation Data Sources: Safety survey results

Strategy 1 Details
<p>Strategy 1: Guidance lessons will be provided through advisory to focus on character education for at-risk students that are struggling academically, socially, behaviorally and emotionally with the support of our school counselors.</p> <p>Parent Liaison will present and plan events such as Parent Nights, parent classes, Curriculum Night, cultural events , ESL Night, GT Showcase, STEM Night.</p> <p>Strategy's Expected Result/Impact: Students will develop character traits that lead to a positive school climate.</p> <p>Staff Responsible for Monitoring: At Risk Counselor Facilitator Parent Liaison</p> <p>Problem Statements: Perceptions 3, 4, 5</p> <p>Funding Sources: Student Awards and Incentives for Academic and behavioral Progress - 211 - ESEA, Title I Part A - 211.11.6498.00.055.30.000 - \$5,000, Instructional supplies related to social-emotional and behavioral support from our At Risk school counselors - 211 - ESEA, Title I Part A - 211.31.6329.00.055.30.000 - \$1,000</p>
Strategy 2 Details
<p>Strategy 2: Nolan Middle School will conduct fire/tornado and lock-down drills in accordance with district policy and procedure guidelines.</p> <p>Strategy's Expected Result/Impact: Successful drills</p> <p>Staff Responsible for Monitoring: Leadership team</p>
Strategy 3 Details
<p>Strategy 3: Lessons on bullying and violence will be provided through classroom guidance lessons. The Safe School program by Bell County will also be implemented.</p> <p>Strategy's Expected Result/Impact: Awareness about violence and bullying. Decrease in occurrences and increase in reporting.</p> <p>Staff Responsible for Monitoring: Counselors Department Principals</p>

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 3: Campus survey shows there is a need to increase two-way communication between parents and staff in order to increase parent engagement and feedback.

Root Cause: Staff sends emails rather than calling home with follow-up information.

Problem Statement 4: The district and campus survey shows some of our students are not involved in extra-curricular activities or programs. **Root Cause:** The campus does not promote these programs so students are aware of what is available to them on campus.

Problem Statement 5: Students who are placed in alternative settings struggle academically and socially. There is a need to provide additional academic and social-emotional support for these students. **Root Cause:** The teacher visits these settings to support the student but the students need additional support to meet their academic and behavioral goals.

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 2: Provide a school environment where daily physical activity is encouraged and provided and student health is a priority.

Evaluation Data Sources: Student surveys

Strategy 1 Details
<p>Strategy 1: Daily Physical Activity and healthy lifestyle choices are provided through PE, Pre-Athletics, or Athletics. Students are encouraged to participate in sports. Fitness grams are provided through PE multiple times a year.</p> <p>Strategy's Expected Result/Impact: Increase in sport participation. Increase in Fitness grams participation and data.</p> <p>Staff Responsible for Monitoring: Instructional Leader</p>

Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 1: Nolan Middle School will integrate technology and online learning platforms in order to maximize learning opportunities for students and increase student achievement by 5%.

Evaluation Data Sources: Lesson plans
Walkthroughs
Student engagement
Achievement improvement

Strategy 1 Details
<p>Strategy 1: Digital lesson design will be incorporated in PLC and staff development.</p> <p>Strategy's Expected Result/Impact: Students and staff will integrate technology in their learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals CIS Campus Technologist</p> <p>Problem Statements: Demographics 3 - Student Learning 6 - School Processes & Programs 1 - Perceptions 1, 2</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: As a campus, staff struggles to meet the needs of economically disadvantaged, EB, GT, and At Risk students. There is a need to build the instructional capacity of teachers. Root Cause: All teachers can continue to improve their practice with updated ideas and methods regarding teaching.</p>
Student Learning
<p>Problem Statement 6: Teachers struggle to provide students with differentiated activities and understanding regarding the new State Standards and STAAR Assessments. Root Cause: Teachers need access to additional supplemental materials and training to meet the new State Assessments STAAR. There is a lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.</p>
School Processes & Programs
<p>Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning. Root Cause: PLCs and planning often look at all data instead of focusing on one hot spot at a time. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.</p>
Perceptions
<p>Problem Statement 1: Nolan Middle School is a new building that is still working towards establishing relationships with its surrounding community. Root Cause: Nolan moved from Killeen to Harker Heights before the 2019-2020 school year, which made it difficult to build strong community ties.</p>

Perceptions
Problem Statement 2: Our staff does not feel confident implementing Restorative Practices with our students. Root Cause: They have not received sufficient training and follow-up on Restorative Practices.

2023-2024 SBDM & Title I Stakeholders (MS)

Committee Role	Name	Position
Administrator/Chair	Mary Lynn Gawryszewski	Principal
Classroom Teacher	Kimberly Moreno	English/ELAR
Classroom Teacher	jerry Stutz	Math
Classroom Teacher	Dominique Lewis	Social Studies
Classroom Teacher	Mariela Garcia	Science
Classroom Teacher	Deann Henderson	SPED Teacher
Business Representative	x x	Business Representative
Community Representative	Julene Figueroa	Community Member
District-level Professional	Sandra Marcussen	District-Level Professional
Parent	Jason Grant	Parent
Parent	Emily Baker	Parent
Paraprofessional	Jeanette Darling	Paraprofessional (Title I)
Student	x x	Student (Title I)
Student	x x	Student (Title I)
Technologist	x x	Other Appropriate Personnel (Title I)
Campus Administrator	Agneris Aycock	Other School Leader (Title I)
Administrator/Chair	Joshua Rainwater	Other School Leader (Title I)
Campus Administrator	Idamari DeGracia	Specialized Instructional Support (Title I)
Paraprofessional	Leann Smith	Paraprofessional Title 1