

Killeen Independent School District

Nolan Middle School

2020-2021 Campus Improvement Plan

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.*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Nolan is located in Harker Heights, near the largest military base in the United States, Ft. Hood. We focus on providing quality education for all our students with instruction delivered by highly qualified teachers in either a rigorous classroom setting or online learning 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, to include an extended day intervention and interventions during the day. Assessments provide data for teachers primarily to determine student need, 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 implementation of various initiatives.

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

Teacher by Ethnicity

African American-27%

Hispanic-22 %

White-49%

Asian-2 %

American Indian-N/A

Average Class Size-26

Staff Quality

Professional staff at Nolan meet 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 include: Professional Learning Communities and built in full day professional development planning days. Professional development at the District Level: Extensive summer professional development opportunities and built in full day PD planning days. Professional development needs are identified through walkthroughs and T-TESS appraisals, individual teacher conferences and through Professional Learning Communities.

Gifted and Talented: Although, 64% (23) of our teachers are qualified to teach our Gifted and Talented students, with the addition of new staff members or teachers new to teaching GT students, we will have several teachers in need of the 30 hours of GT training this year.

Teachers by years of experience:

Beginning: 5%

1-5 Years: 47%

6-10 Years: 18%

11-20 Years: 11%

Over 20 Years: 19%

Demographics Strengths

- Strong and diverse student body
- Student participation in school activities during and after school (includes academic, extra and co-curricular, and volunteer)
- Grade Level Teams (PLC)
- Teacher-student relationships
- Intentionally planned, grade appropriate lessons/activities
- Professional Learning Communities (PLC) of Core Subjects with a focus on lesson planning; collaboration; and TEKS implementation.

Problem Statements Identifying Demographics Needs

Problem Statement 2 (Prioritized): There are about 12 teachers (core subjects) that are not yet certified to teach Gifted and Talented Students. **Root Cause:** The teachers are new to teaching TAG/STEM students and haven't had the required initial 30 hours of training.

Student Learning

Student Learning Summary

Nolan Middle School is a new campus within the Killeen Independent School District (KISD). Nolan will use a variety of data sources to include STAAR test results at the end of the year and Cumulative Unit Assessments (CUA's) at the end of every unit in the core subjects. The CUA test will identify any potential gaps in student learning as well as measure student academic growth throughout the school year.

Due to Covid-19, STAAR data for the school year 2019-2020 is unavailable. STAAR data for school year 2018-2019 was used to address student learning.

To get scores for Nolan Middle school, the scores from all four middle schools from which our student population will be drawn were used for the tested subjects of Math, Reading, Writing, Science, and Social Studies were averaged. The three categories of Approaching, Meets, and Masters were averaged.

Math STAAR 2018-2019												
	Union Grove			Rancier			Eastern Hills			Smith		
	Approaching	Meets	Masters	Approaching	Meets	Masters	Approaching	Meets	Masters	Approaching	Meets	Masters
6 th Grade	93	70	43	80	41	12	77	41	15	86	52	21
7 th Grade	91	68	41	70	39	8	78	37	12	74	42	14
8 th Grade	93	71	23	83	44	8	83	41	6	88	60	18

Nolan – Math STAAR Avg			
	Approaching	Meets	Masters
6 th Grade	84	51	23
7 th Grade	78	47	19
8 th Grade	87	54	14

Reading STAAR 2018-2019												
	Union Grove			Rancier			Eastern Hills			Smith		
	Approaching	Meets	Masters	Approaching	Meets	Masters	Approaching	Meets	Masters	Approaching	Meets	Masters
6 th Grade	74	41	21	56	24	8	54	30	11	69	32	14

Reading STAAR 2018-2019												
7 th Grade	87	62	41	63	33	18	69	34	18	79	44	24
8 th Grade	96	71	39	76	39	19	90	58	29	86	55	28

Nolan – Reading STAAR Avg			
	Approaching	Meets	Masters
6 th Grade	63	32	14
7 th Grade	75	43	25
8 th Grade	87	56	29

Science STAAR 2018-2019												
	Union Grove			Rancier			Eastern Hills			Smith		
	Approaching	Meets	Masters	Approaching	Meets	Masters	Approaching	Meets	Masters	Approaching	Meets	Masters
8 th Grade	90	60	31	60	27	7	80	46	15	83	51	25

Social Studies STAAR 2018-2019												
	Union Grove			Rancier			Eastern Hills			Smith		
	Approaching	Meets	Masters	Approaching	Meets	Masters	Approaching	Meets	Masters	Approaching	Meets	Masters
8 th Grade	75	38	22	42	16	9	65	32	15	74	35	14

Nolan – Science STAAR Avg			
	Approaching	Meets	Masters
8 th Grade	78	46	20

Nolan – Social Studies STAAR Avg			
	Approaching	Meets	Masters
8 th Grade	64	30	15

Writing STAAR 2018-2019												
	Union Grove			Rancier			Eastern Hills			Smith		
	Approaching	Meets	Masters	Approaching	Meets	Masters	Approaching	Meets	Masters	Approaching	Meets	Masters
8 th Grade	81	51	22	59	30	8	53	21	5	72	39	12

Nolan – Writing STAAR Avg			
	Approaching	Meets	Masters
8 th Grade	66	35	12

All Students STAAR 2018-2019												
	Union Grove			Rancier			Eastern Hills			Smith		
	Approaching	Meets	Masters	Approaching	Meets	Masters	Approaching	Meets	Masters	Approaching	Meets	Masters
All grades & Subjects	87	60	34	66	33	13	72	39	15	80	47	22
ELA – All grades	87	59	35	65	32	15	71	40	19	78	43	21
Math – All grades	93	73	42	78	43	15	80	43	15	85	57	27

Nolan – Reading STAAR Avg			
	Approaching	Meets	Masters
6 th Grade	76	45	21
7 th Grade	75	46	23
8 th Grade	84	54	25

Student Learning Strengths

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

- Tutorials after school. Students have the opportunity for enrichment and work to bridge gaps that may exist in their learning.
- Student STAAR data reports
- Students Comparative Academic Growth achieved on STAAR
- STEM Academy

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 60% of students are attaining the Meets achievement level on the Math STAAR. **Root Cause:** Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.

Problem Statement 2 (Prioritized): Less than 50% of students are attaining the Meets achievement level on the Reading STAAR. **Root Cause:** Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.

Problem Statement 3 (Prioritized): Less than 50% of students are attaining the Meets achievement level on the Science STAAR. **Root Cause:** Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners..

Problem Statement 4 (Prioritized): Only 30% of students are attaining the Meets achievement level on the Social Studies STAAR. **Root Cause:** Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.

School Processes & Programs

School Processes & Programs Summary

School Organization

The master schedule is designed with 50 minutes per class for instruction.

STEM program will be newly implemented at Nolan with students chosen by lottery from the campuses of Rancier, Union Grove, Eastern Hills, Liberty Hill, Manor and Nolan. As STEM is 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 by Pods for STEM - 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 reteach.

Leadership Team meets weekly. SBDM meets monthly. Teacher Leaders meet at least once a month.

Tutorials are offered 4 days per week (Monday- Math; Tuesday- Science; Wednesday - Social Studies; Thursday - ELAR).

Interventions are implemented during the school day and includes enrichment activities for students who are already at grade level. The Reading interventions for students who failed STAAR reading is ACC reading with a designated ACC reading teacher using a small group setting and online platforms. Math interventions for students who failed STAAR math are provided once a week during the Advisory period with math teachers. Students are in a small group setting and will receive services through pull out using Imagine Math.

The Special Education Dept. will continue to build and improve upon the co-teach model during the 2020-2021 school year to increase achievement amongst our special education population. In addition, Nolan will service students through Positive Behavior Support, CASTLE 2, 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

The district's created scope and sequence is 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 reteach or interventions.

Nolan will continue to implement Coaching Walks with the 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.

Support Staff - by Department

Mrs. Sharp - ELAR (Mr. Murphy - Dept. Lead)

Mrs. Stephens - Science (Mrs. Pierce - Dept. Lead)

Mrs. York - Math (Mr. Taylor - Dept. Lead)

Mr. Rainwater - Social Studies (Mr. Fife - Dept. Lead)

Mrs. Stewart - SPED (Mr. Schlessiger - Dept. Lead)

Mrs. Sharp - STEM 6th grade

Mrs. Stephens - STEM 7th grade

Mr. Rainwater - STEM 8th grade

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 but teacher PD days for teachers to collaborate and create lesson plans.
- 4) We are an AVID campus and eight of our staff members will be attending the AVID institute virtually this summer.
- 5) Students will be celebrated for academic achievement with award ceremonies.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2 (Prioritized): Some members of the Nolan Stem staff lack the academic STEM curriculum experience. **Root Cause:** KISD's second STEM Academy will be housed at the New Nolan beginning the 2020-21 school year.

Problem Statement 3 (Prioritized): All students have experienced gaps in learning due to COVID 19. **Root Cause:** Due to COVID 19, school was closed for the last three months of the 2019-20 school year.

Perceptions

Perceptions Summary

Student Engagement

Nolan continues to create a climate in which students expect to be greeted and acknowledged daily prior to class starting. Students will participate in advisory period weekly, which helps them to address personal and academic needs. This provides an outlet for students to learn conflict resolution, 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 from our four feeder campuses is as follows: Rancier (15), Eastern Hills (12), Union Grove (8) and Smith (4).

Staff Engagement

Staff turnover rate is low compared to previous years. Staff that left were due to military duty 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 for the most part and are invested in being on campus daily to educate our learners.

Family and Community Engagement

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. District sends out emails and call outs about these events.

Parent and community communication are provided on the Nolan website and Nolan 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 ensure a transition to both face-to-face and virtual for students during COVID 19. Additional safety and cleaning measures are implemented to help mitigate the spread of COVID 19. Our Counselors and staff will work to build a feeling of community through out our campus.

Perceptions Strengths

Parent Climate Strengths

*Leadership is building a campus calendar of events to ensure parent invitations and announcements on social media/marquee are made in a timely manner.

Staff Climate Strengths

*Welcome Baskets for new and returning teachers

* Monthly Teacher & Professional Staff Member will be implemented for a third year. Honorees were announced to staff/students, pictures will be posted on a designated bulletin board.

* Seasonal/Holiday celebrations set up in each grade level workroom to promote staff relationships.

*Campus Instructional Specialist created fun games/activities throughout the year to help build staff morale. Examples: Valentine's Famous Couple Match Up, Thanksgiving Turkey Hunt, Find Your Christmas Grinch, Secret Santa, 12 Days of Christmas, February Fridays

*EOY Staff Awards- voted on by students and staff.

Student Climate Strengths

*Academic Awards at the end of the year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Nolan Middle School is a new building that has not yet established relationships with its surrounding community. **Root Cause:** Nolan has now moved from Killeen to Harker Heights, with a new student population and community.

Problem Statement 2 (Prioritized): The social-emotional well-being of students, staff and families has been negatively impacted as a result of COVID 19. **Root Cause:** Due to COVID 19, school was closed for the last three months of the 2019-20 school year.

Priority Problem Statements

Problem Statement 1: There are about 12 teachers (core subjects) that are not yet certified to teach Gifted and Talented Students.

Root Cause 1: The teachers are new to teaching TAG/STEM students and haven't had the required initial 30 hours of training.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Some members of the Nolan Stem staff lack the academic STEM curriculum experience.

Root Cause 2: KISD's second STEM Academy will be housed at the New Nolan beginning the 2020-21 school year.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Less than 60% of students are attaining the Meets achievement level on the Math STAAR.

Root Cause 3: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Less than 50% of students are attaining the Meets achievement level on the Reading STAAR.

Root Cause 4: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.

Problem Statement 4 Areas: Student Learning

Problem Statement 7: Nolan Middle School is a new building that has not yet established relationships with its surrounding community.

Root Cause 7: Nolan has now moved from Killeen to Harker Heights, with a new student population and community.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Teachers struggle with using data from CUAs and STAAR to guide lesson planning.

Root Cause 8: PLCs and planning often look at all data instead of focusing on one hot spot at a time.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Less than 50% of students are attaining the Meets achievement level on the Science STAAR.

Root Cause 9: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners..

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Only 30% of students are attaining the Meets achievement level on the Social Studies STAAR.

Root Cause 10: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: All students have experienced gaps in learning due to COVID 19.

Root Cause 11: Due to COVID 19, school was closed for the last three months of the 2019-20 school year.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: The social-emotional well-being of students, staff and families has been negatively impacted as a result of COVID 19.

Root Cause 12: Due to COVID 19, school was closed for the last three months of the 2019-20 school year.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact



Goals






Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 1: By the end of the 2020-2021 school year, the percent of students meeting grade level standards in Math STAAR will increase from 54% to 60% in all grade levels.

Evaluation Data Sources: Math STAAR Data & CUA Data

Summative Evaluation: None

Strategy 1: Provide planning time during teacher PD days for Math teachers to collaboratively review data and develop lessons utilizing research-based, best practice to ensure success of at-risk students. 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. Staff Responsible for Monitoring: Lead Teacher CIS TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Additional Targeted Support will be provided to students through school day interventions and after school tutoring in order to increase academic achievement status meeting grade level standards and fill in learning gaps as a result of COVID 19. Strategy's Expected Result/Impact: Increase in meeting grade level standards on STAAR scores in math. Staff Responsible for Monitoring: Lead Teachers CIS TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Instructional supplies for math intervention - 166 - State Comp Ed - 166.11.6399.00.055.24.AR0 - \$4,000, At-Risk After-school Tutoring for Math - 166 - State Comp Ed - 166.11.6118.CA.055.24.AR0 - \$3,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 3: Nolan will integrate technology into intervention lessons (such as Imagine Math and advisory lessons) and tutoring for at-risk 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, APs, CIS Problem Statements: Student Learning 1 Funding Sources: iPad Charging Cart - 166 - State Comp Ed - 166.11.6394.00.055.24.AR0 - \$724, iPads for intervention - 166 - State Comp Ed - 166.11.6398.00.055.24.AR0 - \$25,508	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

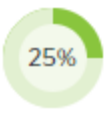

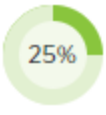
Student Learning
Problem Statement 1: Less than 60% of students are attaining the Meets achievement level on the Math STAAR. Root Cause: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.


Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.





Performance Objective 2: By the end of the 2020-2021 school year, the percent of students meeting grade level standards in Reading STAAR will increase from 46% to 50% in all grade levels.

Evaluation Data Sources: Reading STAAR Data & CUA Data

Summative Evaluation: None

Strategy 1: Provide planning time during teacher PD days for ELA/Reading/ELL teachers to collaboratively review data and develop lessons utilizing research-based, best practice to ensure success of at-risk students. 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. Staff Responsible for Monitoring: Lead Teacher CIS TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Additional Targeted Support will be provided to students through school day interventions and after school tutoring in order to increase academic achievement status meeting grade level standards and fill in learning gaps as a result of COVID 19. Saturday boot camps will be held for ELL students to fill in learning gaps. Strategy's Expected Result/Impact: Increase in meeting grade level standards on STAAR scores in Reading. Staff Responsible for Monitoring: Lead Teachers CIS TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 Funding Sources: Instructional Supplies for reading intervention - 166 - State Comp Ed - 166.11.6399.00.055.24.AR0 - \$4,000, At-Risk After-school Tutoring for ELAR - 166 - State Comp Ed - 166.11.6118.CA.055.24.AR0 - \$3,000, ELL Saturday Boot camps - 263 - ESEA, Title III Part A - 263.11.6118.LE.055.25.000 - \$1,150	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: All ELA/Reading teachers will implement NEWSELA to support AT-RISK learners with classroom instruction by helping bring grade level content to students at various reading levels. Strategy's Expected Result/Impact: Improved grades and grasp of ELA TEKS. Staff Responsible for Monitoring: Teachers CIS Assistant Principals Principal Problem Statements: Student Learning 2 Funding Sources: Newsela - 166 - State Comp Ed - 166.11.6299.OL.055.24.AR0 - \$6,644	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: ELA teachers will attend either the Texas Council of teachers of English Language Arts or the Texas Association of Literacy Education conference in order to learn skills that will help fill gaps for AT-RISK learners. Strategy's Expected Result/Impact: To increase knowledge/application of ELAR TEKS and increase STAAR scores. Staff Responsible for Monitoring: Principal Assistant Principals CIS Problem Statements: Student Learning 2 Funding Sources: Registration and Travel for TCTELA or TALE conference - 166 - State Comp Ed - 166.13.6411.00.055.24.AR0 - \$2,522	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

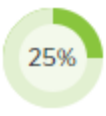

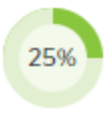
Student Learning
Problem Statement 2: Less than 50% of students are attaining the Meets achievement level on the Reading STAAR. Root Cause: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.








Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 3: By the end of the 2020-2021 school year, the percent of students meeting grade level standards in Science STAAR will increase from 46% to 50% in 8th grade.

Evaluation Data Sources: Science STAAR Data & CUA Data

Summative Evaluation: None

Strategy 1: Provide planning time during teacher PD days for Science teachers to collaboratively review data and develop lessons utilizing research-based, best practice to ensure success of at-risk students. 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. Staff Responsible for Monitoring: Lead Teacher CIS TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Additional Targeted Support will be provided to students through after school tutoring in order to increase academic achievement status meeting grade level standards and fill in learning gaps as a result of COVID 19. Strategy's Expected Result/Impact: Increase in meeting grade level standards on STAAR scores in Science. Staff Responsible for Monitoring: Lead Teachers CIS TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3 Funding Sources: At-Risk After-school Tutoring for Science - 166 - State Comp Ed - 166.11.6118.CA.055.24.AR0 - \$3,000, Instructional Supplies for science intervention - 166 - State Comp Ed - 166.11.6399.00.055.24.AR0 - \$4,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: All Science teachers will implement NEWSELA to support at-risk learners with classroom instruction and reading across the curriculum. Strategy's Expected Result/Impact: Improved grades and grasp of Science TEKS. Staff Responsible for Monitoring: Teachers CIS Assistant Principals Principal Problem Statements: Student Learning 2, 3	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: Science teachers will attend CAST 2020 reimagined conference in order to learn skills that will help fill gaps for AT-RISK learners. Strategy's Expected Result/Impact: To increase knowledge/application of Science TEKS and increase STAAR scores.. Staff Responsible for Monitoring: Principal Assistant Principals CIS Problem Statements: Student Learning 3 Funding Sources: Registration for CAST conference - 166 - State Comp Ed - 166.13.6411.00.055.24.AR0 - \$1,200	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

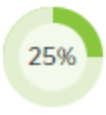

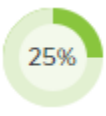




Student Learning
Problem Statement 2: Less than 50% of students are attaining the Meets achievement level on the Reading STAAR. Root Cause: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.
Problem Statement 3: Less than 50% of students are attaining the Meets achievement level on the Science STAAR. Root Cause: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners..

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 4: By the end of the 2020-2021 school year, the percent of students meeting grade level standards in Social Studies STAAR will increase from 30% to 35% in 8th grade.

Evaluation Data Sources: Social Studies STAAR Data & CUA Data

Summative Evaluation: None

Strategy 1: Provide planning time during teacher PD days for Social Studies teachers to collaboratively review data and develop lessons utilizing research-based, best practice to ensure success of at-risk students. 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. Staff Responsible for Monitoring: Lead Teacher CIS TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 4	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Additional Targeted Support will be provided to students through after school tutoring in order to increase academic achievement status meeting grade level standards and fill in learning gaps as a result of COVID 19. Strategy's Expected Result/Impact: Increase in meeting grade level standards on STAAR scores in Social Studies. Staff Responsible for Monitoring: Lead Teachers CIS TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 4 Funding Sources: Instructional Supplies for social studies intervention - 166 - State Comp Ed - 166.11.6399.00.055.24.AR0 - \$4,000, At-Risk After-school Tutoring for Social Studies - 166 - State Comp Ed - 166.11.6118.CA.055.24.AR0 - \$3,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: All Social Studies teachers will implement NEWSLA to support at-risk learners with classroom instruction and reading across the curriculum. Strategy's Expected Result/Impact: Improved grades and grasp of Social Studies TEKS. Staff Responsible for Monitoring: Teachers CIS Assistant Principals Principal Problem Statements: Student Learning 4	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

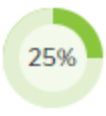
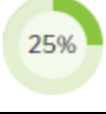




Student Learning
Problem Statement 4: Only 30% of students are attaining the Meets achievement level on the Social Studies STAAR. Root Cause: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in 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.

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

Summative Evaluation: None

Strategy 1: AVID Site-team Meetings are held monthly involving staff, parents, and students. Strategy's Expected Result/Impact: Increase in students' knowledge of college preparation Staff Responsible for Monitoring: Leann Butler Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Once per semester, AVID will host Family Night and increase parent involvement during site team meetings. Strategy's Expected Result/Impact: Increase parents and students' knowledge of college preparation. Staff Responsible for Monitoring: Leann Butler Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: WICOR (Writing, Inquiry, Collaboration, Organization, Reading)will be implemented throughout core classes school wide. Strategy's Expected Result/Impact: Increase students' knowledge and understanding of TEKS and college preparation. Staff Responsible for Monitoring: Leann Butler Teacher Leads Problem Statements: Student Learning 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

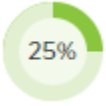
Performance Objective 5 Problem Statements:





Student Learning
Problem Statement 1: Less than 60% of students are attaining the Meets achievement level on the Math STAAR. Root Cause: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.
Problem Statement 2: Less than 50% of students are attaining the Meets achievement level on the Reading STAAR. Root Cause: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.
Perceptions

Problem Statement 1: Nolan Middle School is a new building that has not yet established relationships with its surrounding community. **Root Cause:** Nolan has now moved from Killeen to Harker Heights, with a new student population and community.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in 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.

Strategy 1: Gifted and Talented students will receive differentiated instruction, preparing them to participate in the Texas Performance Standards Project. Strategy's Expected Result/Impact: Students participate in activities that challenge their thinking and foster academic growth. Staff Responsible for Monitoring: GT Teachers GT Coordinators Assistant Principals Problem Statements: Demographics 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 6 Problem Statements:






Demographics
Problem Statement 1: There are about 12 teachers (core subjects) that are not yet certified to teach Gifted and Talented Students. Root Cause: The teachers are new to teaching TAG/STEM students and haven't had the required initial 30 hours of training.

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 1: 100% of all NMS first year teachers will receive a master teacher to mentor them.

Evaluation Data Sources: Mentor paperwork, Mentor Training Records

Summative Evaluation: None







Strategy 1: Mentors will be assigned and attend district training in order to learn ways to assist new teachers. Strategy's Expected Result/Impact: First-year teachers will become more acclimated to the environment and culture of Killeen ISD and Nolan. Staff Responsible for Monitoring: Principal CIS TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 2: Nolan Middle School will provide staff development to develop high quality instruction.

Evaluation Data Sources: Percentage of staff participating in staff development.

Summative Evaluation: None

Strategy 1: Provide professional development opportunities to include the TESOL and TCEA conferences. Will lead to an increase in the collaborative environment among teachers in planning for their At-Risk and ELL students' learning and TCEA to increase technology awareness. An administrator will attend each conference in order to bring back and implement strategies in PLCs. Strategy's Expected Result/Impact: Attendance at TESOL and TCEA conferences will increase teachers' collaboration to benefit the at-risk students or ELL student population. Staff Responsible for Monitoring: Principal Assistant Principal CIS Lead Teachers Problem Statements: Student Learning 2 - School Processes & Programs 1, 2 Funding Sources: Travel to TESOL (ELL) conference - 165/ES0 - ELL - 165.13.6411.00.055.25.ES0 - \$3,675, Staff Development Travel and registration to PLC and AVID. - 166 - State Comp Ed - 166.13.6411.00.055.24.AR0 - \$2,000, Admin travel and registration for PLC and AVID. - 166 - State Comp Ed - 166.23.6411.00.055.24.AR0 - \$2,000	Reviews			
	Formative			Summative
		Nov	Jan	Mar
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 Problem Statements: Demographics 2	Reviews			
	Formative			Summative
		Nov	Jan	Mar
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There are about 12 teachers (core subjects) that are not yet certified to teach Gifted and Talented Students. Root Cause: The teachers are new to teaching TAG/STEM students and haven't had the required initial 30 hours of training.
Student Learning
Problem Statement 2: Less than 50% of students are attaining the Meets achievement level on the Reading STAAR. Root Cause: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.
School Processes & Programs



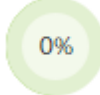
Problem Statement 1: Teachers struggle with using data from CUAs and STAAR to guide lesson planning. Root Cause: PLCs and planning often look at all data instead of focusing on one hot spot at a time.
Problem Statement 2: Some members of the Nolan Stem staff lack the academic STEM curriculum experience. Root Cause: KISD's second STEM Academy will be housed at the New Nolan beginning the 2020-21 school year.





Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 3: Nolan will provide instructional planning and delivery support for all teachers to ensure instructional alignment to the state curriculum.

Evaluation Data Sources: Increase in student assessment scores as result of rigorous instruction.

Summative Evaluation: None

Strategy 1: Teachers of at-risk students will participate in full day planning sessions to evaluate student data, plan instruction, and design common formative assessments in order to improve achievement on STAAR and CUA's. Substitutes will be provided for teachers. Strategy's Expected Result/Impact: Improvement in lesson planning; increased student engagement. Staff Responsible for Monitoring: Principal Assistant Principals CIS Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1 Funding Sources: Substitutes for teachers to conduct lesson planning once per semester - 166 - State Comp Ed - 166.11.6112.00.055.24.AR0 - \$10,000	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

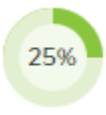




Student Learning
Problem Statement 1: Less than 60% of students are attaining the Meets achievement level on the Math STAAR. Root Cause: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.
Problem Statement 2: Less than 50% of students are attaining the Meets achievement level on the Reading STAAR. Root Cause: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.
Problem Statement 3: Less than 50% of students are attaining the Meets achievement level on the Science STAAR. Root Cause: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners..
Problem Statement 4: Only 30% of students are attaining the Meets achievement level on the Social Studies STAAR. Root Cause: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.
School Processes & Programs
Problem Statement 1: 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.

Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

Performance Objective 1: By the end of 2020-2021, 25% of student parents will attend at least one campus function during the school year.

Evaluation Data Sources: Sign-in sheets

Summative Evaluation: None

Strategy 1: Use communication tools such as social media to engage with stake holders to determine community values and encourage attendance at school events. Strategy's Expected Result/Impact: Increase parent awareness of resources and school events. Staff Responsible for Monitoring: Leadership team Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Host ELL parent nights to increase involvement in the classroom and to provide parents with strategies they can use to help their children academically at home. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Assistant Principals CIS Problem Statements: Student Learning 2 - School Processes & Programs 3 - Perceptions 1 Funding Sources: Refreshments for ELL Parent Engagement Events - 263 - ESEA, Title III Part A - 263.61.6499.LE.055.25.000 - \$100	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:


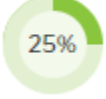
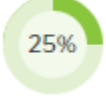




Student Learning
Problem Statement 2: Less than 50% of students are attaining the Meets achievement level on the Reading STAAR. Root Cause: Teachers struggle with lesson design and implementation of learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.
School Processes & Programs
Problem Statement 3: All students have experienced gaps in learning due to COVID 19. Root Cause: Due to COVID 19, school was closed for the last three months of the 2019-20 school year.
Perceptions
Problem Statement 1: Nolan Middle School is a new building that has not yet established relationships with its surrounding community. Root Cause: Nolan has now moved from Killeen to Harker Heights, with a new student population and community.

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

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

Evaluation Data Sources: Safety survey results

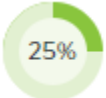




Summative Evaluation: None

Strategy 1: Guidance lessons will be provided through advisory and/or classroom guidance lessons to focus on character education. Strategy's Expected Result/Impact: Students will develop character traits that lead to a positive school climate. Staff Responsible for Monitoring: Counselors CIS	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Nolan Middle School will conduct fire/tornado and lockdown drills in accordance with district policy and procedure guidelines. Strategy's Expected Result/Impact: Successful drills Staff Responsible for Monitoring: Leadership team	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Lessons on bullying and violence will be provided through advisory and/or classroom guidance lessons. The Safe School program by Bell County will also be implemented. Strategy's Expected Result/Impact: Awareness about violence and bullying. Decrease in occurrences and increase in reporting. Staff Responsible for Monitoring: Counselors and APs	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

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
Summative Evaluation: None

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. Strategy's Expected Result/Impact: Increase in sport participation. Increase in Fitness grams participation and data. Staff Responsible for Monitoring: PE Teachers and Coaches.	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div><div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>				

Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

Performance Objective 1: Nolan Middle School will integrate technology and online learning platforms in order to maximize learning opportunities for students.

Evaluation Data Sources: Lesson plans
Walkthroughs

Summative Evaluation: None

Strategy 1: Digital lesson design will be incorporated in PLC and staff development. Strategy's Expected Result/Impact: Students and staff will integrate technology in their learning. Staff Responsible for Monitoring: Principal Assistant Principals CIS Campus Technologist	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div><div>25%</div></div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator/Chair	Ashley York	Principal
Administrator	Agneris Aycock	CIS
Administrator	Joshua Rainwater	Asst. Principal
Administrator	Jaime Stephens	Asst. Principal
Classroom Teacher	Kelly Fife	History Dept. Lead
Classroom Teacher	Arnold Murphy	ELAR Dept. Lead
Classroom Teacher	Brian Taylor	Math Dept. Lead
Classroom Teacher	Sebrenia Rangel	STEM Dept. Lead
Non-classroom Professional	Zane Guerrero	Campus Technologist
Classroom Teacher	Bryan Schlessiger	SPED Dept. Lead
Classroom Teacher	Ashley Hogan	Choir Director
Administrator	Sasha Sharp	Asst. Principal
Administrator	Anika Stewart	Special Programs Facilitator
Business Representative	Brian Aycock	Owner-Top Notch Roofing
District-level Professional	Liodolee Garcia	Director of Bilingual & ESL
Community Representative	Scott Kerschner	Community Member
Parent	Jorge Morales	Parent
Classroom Teacher	Karen Pierce	Science Dept. Lead

Campus Funding Summary

166 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional supplies for math intervention	166.11.6399.00.055.24.AR0	\$4,000.00
1	1	2	At-Risk After-school Tutoring for Math	166.11.6118.CA.055.24.AR0	\$3,000.00
1	1	3	iPad Charging Cart	166.11.6394.00.055.24.AR0	\$724.00
1	1	3	iPads for intervention	166.11.6398.00.055.24.AR0	\$25,508.00
1	2	2	Instructional Supplies for reading intervention	166.11.6399.00.055.24.AR0	\$4,000.00
1	2	2	At-Risk After-school Tutoring for ELAR	166.11.6118.CA.055.24.AR0	\$3,000.00
1	2	3	Newsela	166.11.6299.OL.055.24.AR0	\$6,644.00
1	2	4	Registration and Travel for TCTELA or TALE conference	166.13.6411.00.055.24.AR0	\$2,522.00
1	3	2	At-Risk After-school Tutoring for Science	166.11.6118.CA.055.24.AR0	\$3,000.00
1	3	2	Instructional Supplies for science intervention	166.11.6399.00.055.24.AR0	\$4,000.00
1	3	4	Registration for CAST conference	166.13.6411.00.055.24.AR0	\$1,200.00
1	4	2	Instructional Supplies for social studies intervention	166.11.6399.00.055.24.AR0	\$4,000.00
1	4	2	At-Risk After-school Tutoring for Social Studies	166.11.6118.CA.055.24.AR0	\$3,000.00
2	2	1	Staff Development Travel and registration to PLC and AVID.	166.13.6411.00.055.24.AR0	\$2,000.00
2	2	1	Admin travel and registration for PLC and AVID.	166.23.6411.00.055.24.AR0	\$2,000.00
2	3	1	Substitutes for teachers to conduct lesson planning once per semester	166.11.6112.00.055.24.AR0	\$10,000.00
Sub-Total					\$78,598.00
Budgeted Fund Source Amount					\$78,598.00
+/- Difference					\$0.00
165/ES0 - ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Travel to TESOL (ELL) conference	165.13.6411.00.055.25.ES0	\$3,675.00
Sub-Total					\$3,675.00
Budgeted Fund Source Amount					\$3,675.00
+/- Difference					\$0.00

177 - Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,749.81
+/- Difference					\$4,749.81
263 - ESEA, Title III Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	ELL Saturday Boot camps	263.11.6118.LE.055.25.000	\$1,150.00
3	1	2	Refreshments for ELL Parent Engagement Events	263.61.6499.LE.055.25.000	\$100.00
Sub-Total					\$1,250.00
Budgeted Fund Source Amount					\$1,250.00
+/- Difference					\$0.00
Grand Total					\$83,523.00