Killeen Independent School District

Nolan Middle School

2019-2020 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

Student Demographics:

Student Populations: 759

Student Groups:

African American: 35.57%

Hispanic: 43.08%

White: 12.25%

Asian: 1.71%

Pacific Islander: 1.45%

Economically Disadvantaged: 83.4%

Limited English Proficient(ELL): 23.32%

SPED: 17.79%

At Risk: 63.37%

Homeless: 0.79%

Mobility Rate: 33.4%

504: 11.73%

Dyslexia: 10.14%

Teachers by Ethnicity:

African American: 22.7%

Hispanic: 32.1%

White: 37.3%

Asian: 3.7%

American Indian: 1.9%

Average Class Size: 20.2

Staff Quality:

Professional staff at Nolan meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. Hiring practices include in-depth interviews using FIT questions, recommendations/good references, and previous performance information.

Campus-based strategies and structures in place for professional development include: Professional Learning Communities and early out planning opportunities, pre-service learning oportunities and after-school training along with online opportunities with PD in Focus.

Professional development at the disrict level: Extensive summer professional development opportunities, PD in Focus, built-in early outs throughout the year. Professional development needs are identified through walkthroughs and T-TESS appraisals, individual teacher confernces and through Professional Learning Communities.

Teacher performance is evaluated through T-TESS and STAAR data. Support for new teachers is provided by mentors and the Campus Instructional Specialist and administrators.

Teachers by years of experience:

Beginning: 11.4%

1-5 Years: 31.8%

6-10 Years: 18.8%

11-20 Years: 30.3%

Over 20 Years: 7.7%

Demographics Strengths

1- We have a very diverse student population at Nolan Middle School.

2- Our teachers demographics reflect that of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 53% of the teachers at Nolan Middle School have less than 5 years of teaching experience. **Root Cause**: Due to high rate of teacher mobility.

Student Academic Achievement

Student Academic Achievement Summary

ALL TESTS – Satisfactory Standard	2013	2014	2015	2016	2017	2018	2019
All students	63	67	65	62	56	63	
African American	59	61	60	56	60	52	
Hispanic	63	66	64	64	54	68	
White	67	73	74	64	53	69	
SPED	44	48	22	41	56	39	
Econ. Disadvantaged	62	66	63	60	63	62	
ELL	47	51	47	55	54	61	

READING – Satisfactory Standard	2013	2014	2015	2016	2017	2018	2019
All students	74	76	72	64	56	63	60
African American	69	73	66	60	64	54	52
Hispanic	75	73	72	66	53	68	63
White	76	79	83	64	51	70	70
SPED	48	58	31	40	58	34	25
Econ. Disadvantaged	72	74	70	62	66	62	60
ELL	55	56	56	55	58	58	53

MATH – Satisfactory Standard	2013	2014	2015	2016	2017	2018	2019
All students	63	68	60	66	57	73	69
African American	58	60	53	58	56	63	62
Hispanic	62	68	64	70	55	80	73
White	67	75	64	66	55	75	69
SPED	51	51	23	46	55	48	38
Econ. Disadvantaged	62	67	57	65	73	72	42
ELL	45	55	52	68	51	73	70

WRITING – Satisfactory Standard	2013	2014	2015	2016	2017	2018	2019
All students	63	64	66	47	56	59	48

	2013	2014	2015	2016	2017	2018	2019
African American	54	58	67	39	40	44	42
Hispanic	68	63	60	50	59	69	51
White			59	55	63	59	47
SPED	37	43	18	33	27	34	8
Econ. Disadvantaged	61	62	62	47	54	58	48
ELL	48	63	47	37	57	60	45

SCIENCE – Satisfactory Standard	2013	2014	2015	2016	2017	2018	2019
All students	53	54	58	67	60	63	74
African American	53	45	44	64	53	52	67
Hispanic	49	55	57	66	62	66	74
White	60	59	79	74	72	76	86
SPED	31	21	17	40	43	42	36
Econ. Disadvantaged	51	52	49	62	59	62	67
ELL	33	28	49	53	58	59	52

SOCIAL STUDIES – Satisfactory Standard	2013	2014	2015	2016	2017	2018	2019
All students	42	59	45	53	35	35	45
African American	43	47	44	46	33	11	41
Hispanic	39	60	42	53	33	14	39
White	47	69	55	64	46	5	58
SPED	34	36	7	34	35	8	18
Econ. Disadvantaged	38	57	44	49	32	28	42
ELL	11	34	14	29	19	3	24

Algebra: 100%

GT Students: 64% of gifted students met expected growth on the Math and 84% on the Reading MAP testing from the beginning of the school year to the end of the school testing.

Student Academic Achievement Strengths

1- Algebra EOC scores (19 total students)

* All students scored mastery level

*3 students scored perfect score

2- 8th grade Math & Reading both showed progress for the 2018-2019 school year

* Reading made a gain of 10 % from last year for students who approached

* Math made a gain of 12 % from last year for students who approached

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Sixty percent of all students and 53% of ELL students approached grade level standards in reading as measured by STAAR. **Root Cause**: Teachers possess limited proficiency in the design and implementation of high cognitive learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.

Problem Statement 2: Forty-eight percent of all students and 45% of ELL students approached grade level standards in writing as measured by STAAR. **Root Cause**: There is not a campus wide systematic approach to teaching both composition skills and revising and editing.

Problem Statement 3: Sixty-nine percent of all students and 70% of ELL students approached grade level standards in math as measured by STAAR. **Root Cause**: Teachers possess limited proficiency in the design and implementation of high cognitive learning tasks that relate to real world problem solving while differentiating for the needs of all learners.

Problem Statement 4: Forty-five percent of all students approached grade level standards in social studies as measured by STAAR. **Root Cause**: Teachers possess limited proficiency in the design and implementation of high cognitive learning tasks that address real-world situations while making the content relevant to students.

Problem Statement 5: Seventy-Four percent of all students approached grade level standards in science as measured by STAAR. **Root Cause**: Opportunities to engage in hands-on, real-world experiences during the school day are not consistently provided.

Problem Statement 6: 64% of gifted students meet expected growth in Math and 84% in Reading as measured by MAP. **Root Cause**: Teachers possess limited proficiency in the design and implementation of differentiated tasks that address real-world situations and that engage students in higher order thinking.

School Processes & Programs

School Processes & Programs Summary

School Organization

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

Professional Learning Communities are structured by departments - they track student progress on SMART/learning goals set by the department and/grade level.

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

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

Intervention is inplemented during the school day and includes enrichment activities for students who are already at grade level.

Special Education Dept. will continue to build and improve upon the co-teach model during the 2019-2020 school year to increase achievement amongst our growing special education population.

Curriculum and Instruction

The district's scope and sequence is provided through the use of TEKS Resource System. This system is the curriculum provided district wide which provides the rigor of the TEKS. CUAs are provided for all content area and are used to monitor student progress using data tracked through eduphoria. Data from CUA's as well as from STAAR exams has not consistently been used to planinstruction and/or intervention.

Support Staff - by Department

Aycock/Cuthbert - ELAR (Mrs. Landes- Dept. Lead)

Rainwater- Science (Mrs. Rangel-Dept. Lead)

York - Math (Mrs. Fink- Dept. Lead) (Loya- Instructional Coach)

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

York/Stewart- SPED (Mr. Schlessiger-Dept. Lead)

Implementation of Instructional Rounds district/campus level, focusing on overall goal and target alignment.

School Processes & Programs Strengths

1) Nolan has 2 instructional coaches for the 2019-2020 school year

2) PLCs are being redesigned to involve all stakeholders in a more meaningful way.

3) The leadership team had worked hard to build a family style of communication that benefits both students and staff.

4)The Sped department at Nolan had worked hard to establish relationship with families in order to help our students.

Problem Statements Identifying School Processes & Programs Needs

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.

Perceptions

Perceptions Summary

Culture & Climate

Overall, 81.5% of our students felt safe at school, 18.5% did not feel safe at school.

Overall, 84.5% of our students had fair to great relationships with their teachers, 15.5% did not have good relationships with their teachers.

Information gained from school counselor survey.

Nolan had 50 students that were assigned to DAEP this school year.

6th grade- 3 mandatory & 14 discretionary

7th grade- 10 mandatory & 14 discretionary

8th grade- 4 mandatory & 3 discretionary

We saw an increase in student involvement in extracurricular activities during the 2018-2019 school year. The Nolan Choir grew in numbers where there was the need to hire a half-time choir director to assist Mrs. Hogan. Cheerleading/Pep Squad doubled membership from the 2017-2018 school year. National Junior Honor Society was reinstated this year with new sponsorship.

The over 2000 referrals that were processed last year impacted school/student safety. The Nolan Step System has been implemented to improve student to teacher relationships and reduce the number of referrals being written. We also have implemented Restorative Practices to build relationships between staff and students and students to students.

Family and Community Engagement

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

Parent education opportunities are provided by the Killeen ISD Special Programs department who sends out newsletters and emails about parent education classes and resources.

Parent and community communication are provided on the Nolan MS website, Nolan MS Facebook pages for Nolan and Athletics, Nolan Family newsletter, parent letters, Connect-Ed calls, and Home Access center.

Parent and community events are band and choir concerts, end of the year fine arts gala, academic awards, National Junior Honor Society induction ceremony, Title 1 parent meeting, and Talented and Gifted presentations. Parent turnout for events concerning band, choir, and fine arts have a higher family attendance rate than meetings that share information about Title 1 and academics.

Perceptions Strengths

Parent Climate Strengths

*Although parent participation in school events may not have reached the level we desire, we have seen growth in this area.

*Parents of ESL, SPED and 504 students have boiced that they feel our staff is working to provide the best services possible for their student(s).

Staff Climate Strengths

*Welcome Baskets for teachers that were new to the campus

* Monthly Teacher & Professional Staff Member was implemeted for the second year. Honorees were announced to staff/students, pictures were posted on designated bulletin board and they were given special parking place.

* Quarterly Potlucks were set up during each grade level lunch, so that staff could enjoy eating together. Admin and leadership made sure to be present.

*Campus Instructional Specialist/Instructional Coaches created fun games/activities throughout the year to help build staff moral. 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

*NRS (No Referral Squad) Students who received no referrals for each of these time frames received the following rewards. 1st 9 weeks- Popsicles

2nd 9weeks- Dance

3rd 9weeks- Cookies & Juice

4th 9weeks- Ice Cream Bar

All year- Field Day & Staff vs. Student Basketball game

*MAP Growth Celebrations- Campus Instructional Specialist would award the students in each grade level who showed the largest amount of growth on their MAP assessment.

*Academic Awards at the end of the year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The over 2000 processed discipline referrals impacted school/student safety. **Root Cause**: Many students are struggling with social skills and some teachers struggle to build relationships with students and struggle to implement classroom management plans consistently.

Problem Statement 2: Low parent involvement in events and activities focused on the academic needs of students. **Root Cause**: Opportunities provided may not fit parent schedules and better communication with parents is needed.

Priority Problem Statements

Problem Statement 1: Teachers struggle with using data from CUAs and STAAR to guide lesson planning.

Root Cause 1: PLCs and planning often look at all data instead of focusing on one hot spot at a time.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The over 2000 processed discipline referrals impacted school/student safety.

Root Cause 2: Many students are struggling with social skills and some teachers struggle to build relationships with students and struggle to implement classroom management plans consistently.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: 53% of the teachers at Nolan Middle School have less than 5 years of teaching experience.

Root Cause 3: Due to high rate of teacher mobility.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Sixty percent of all students and 53% of ELL students approached grade level standards in reading as measured by STAAR.

Root Cause 4: Teachers possess limited proficiency in the design and implementation of high cognitive learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Forty-eight percent of all students and 45% of ELL students approached grade level standards in writing as measured by STAAR.

Root Cause 5: There is not a campus wide systematic approach to teaching both composition skills and revising and editing.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: Sixty-nine percent of all students and 70% of ELL students approached grade level standards in math as measured by STAAR.

Root Cause 6: Teachers possess limited proficiency in the design and implementation of high cognitive learning tasks that relate to real world problem solving while differentiating for the needs of all learners.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: Forty-five percent of all students approached grade level standards in social studies as measured by STAAR.

Root Cause 7: Teachers possess limited proficiency in the design and implementation of high cognitive learning tasks that address real-world situations while making the content relevant to students.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: Seventy-Four percent of all students approached grade level standards in science as measured by STAAR.

Root Cause 8: Opportunities to engage in hands-on, real-world experiences during the school day are not consistently provided.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: Low parent involvement in events and activities focused on the academic needs of students.

Root Cause 9: Opportunities provided may not fit parent schedules and better communication with parents is needed.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: 64% of gifted students meet expected growth in Math and 84% in Reading as measured by MAP.

Root Cause 10: Teachers possess limited proficiency in the design and implementation of differentiated tasks that address real-world situations and that engage students in higher order thinking.

Problem Statement 10 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 1: Implement and monitor researched-based instructional practices to improve student achievement on the Reading/Writing STAAR Assessments.

Evaluation Data Source(s) 1: 80% of students will meet the standards on the Reading and 70% will meet the standards on the Writing STAAR assessments set by the Texas Education Agency.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) ELAR teachers (including SPED) will offer tutorials on Thursdays for at-risk students. Scaffolded learning will be provided for all students, especially targeting at-risk special education students and ELL student groups, and includes an online component through internet-based availability. Tutorials for ELL students will be in addition to the tutoring paid with 166 funds and will be done after-school &/or on Saturdays. Additional Target Support will be provided to All Students with a focus on White Students in ELA/Reading through tutorials in order to increase academic achievement status meeting grade level standard in ELA/Reading from 28% to 44% for all students and 32 to 60% at a minimum. To lower the student/teacher ratio an additional ELAR teacher will be hired.	2.4, 2.6	CIS, Teacher Leader, ELA Teachers	Track student attendance with sign-in sheets. Increased passing rate in all ELAR classes and STAAR assessments.				
			Problem Statements: Student Academic Achievement 1, 2 **Funding Sources**: 166 - State Comp Ed - 5000.00, 165/ES0 - ELL - 8348.00, 211 - ESEA, Title I Part A - 58500.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 2) Improve vocabulary of all students in all subject areas using multiple modes of learning and resources, such as "flocabulary". Additional Target Support will be provided to All Students with a focus on White Students in ELA/Reading in order to increase growth status in ELA/Reading from 62% to 66% for all students and 65% to 69% at a minimum.	2.6	Teacher Leader, ELAR Teachers, CIS	Increased improvement as measured by MAP and STAAR assessments.				
	Problem Statements: Student Academic Achievement 1, 2 **Funding Sources**: 166 - State Comp Ed - 2000.00						
3) ELL teacher will support ELL students in both "push-in" and "pull-out" instructional settings and monitor and document progress. Academic content vocabulary will be "pre-taught" whenever possible. ELL teacher will collaborate with regular education classroom teachers to ensure that vocabulary and literacy skills taught in small group are transferring to classwork in the regualr education classroom. ELL teacher will integrate technology that encourages English vocabulary development in real-world situations.	2.6	ELL teacher, technologist	Increased ELL student exposure to technology as they acquire English language skills and success in reading.				
	Problem Statements: Student Academic Achievement 1, 2, 3 **Funding Sources**: 263 - ESEA, Title III Part A - 1850.40						
4) Track and monitor At Risk, SPED and ELL student performance.	2.6	Principal, Academic Adviser, Teachers	Increase passing rate in ELAR classes and STAAR assessments.				
	Problem Statements: Student Academic Achievement 1, 2, 3						
5) Interventions: All general education students that do not pass the reading STAAR the previous school year will be in an ACC class.	2.4, 2.6	ELA teachers, CIS,	Increased MAP and STAAR test scores for ACC students.				
	Problem Statements: Student Academic Achievement 1, 2						
	Funding Sources: 166 - State Comp Ed - 10000.00						
6) Students will participate in a schoolwide writing activity each 9 weeks. Scoring will be conducted by ELAR teachers.	2.4	ELAR teachers, Teacher Leader, CIS	Students writing scores will improve by 10% between 1st semester and 2nd semester.				
	Problem Statements: Student Academic Achievement 2						
	Funding Sources: 166 - State Comp Ed - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 7) One instructional coach will support student achievement in all core subject areas by helping monitor student achievement and organize/work with struggling student groups.	2.4	Principal, APs, CIS, Teacher Leaders	Increased improvement as measured by MAP and STAAR assessments.				
Problem Statements: Demographics 1 - School Processes & Programs 1 **Funding Sources**: 211 - ESEA, Title I Part A - 64667.00							
8) Differentiated instruction provided for struggling students (for all sub groups; African American, Hispanic, white, special ed, economically disadvantaged, and ELL) through classroom stations and small group instruction.	2.4, 2.6	Principal, AP's, CIS	Increase in student performance of all students serviced.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 1 **Funding Sources**: 166 - State Comp Ed - 500.00							
TEA Priorities Build a foundation of reading and math 9) All ELAR teachers will focus on: - dictionary skills - Root Words (Latin/Greek) - Drawing Inferences, in order to assist all students to include all at-risk students.		Principal, AP's, CIS, ELAR teachers, Teacher Leader	Increase in student performance of all students serviced.				
Problem Statements: Student Academic Achievement 1 **Funding Sources**: 166 - State Comp Ed - 2373.36							
TEA Priorities Build a foundation of reading and math 10) Instructional Aides will support student achievement in all core subject areas by working with students in classrooms during small group instruction.	2.4, 2.6	Principal, APs, CIS, Teacher Leaders	Increase student performance of students served.				
Problem Statements: Student Academic Achievement 1, 2, 3 **Funding Sources**: 211 - ESEA, Title I Part A - 24797.00, 166 - State Comp Ed - 22250.00							

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 53% of the teachers at Nolan Middle School have less than 5 years of teaching experience. **Root Cause 1**: Due to high rate of teacher mobility.

Student Academic Achievement

Problem Statement 1: Sixty percent of all students and 53% of ELL students approached grade level standards in reading as measured by STAAR. **Root Cause 1**: Teachers possess limited proficiency in the design and implementation of high cognitive learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.

Problem Statement 2: Forty-eight percent of all students and 45% of ELL students approached grade level standards in writing as measured by STAAR. **Root Cause 2**: There is not a campus wide systematic approach to teaching both composition skills and revising and editing.

Problem Statement 3: Sixty-nine percent of all students and 70% of ELL students approached grade level standards in math as measured by STAAR. **Root Cause 3**: Teachers possess limited proficiency in the design and implementation of high cognitive learning tasks that relate to real world problem solving while differentiating for the needs of all learners.

Problem Statement 4: Forty-five percent of all students approached grade level standards in social studies as measured by STAAR. **Root Cause 4**: Teachers possess limited proficiency in the design and implementation of high cognitive learning tasks that address real-world situations while making the content relevant to students.

Problem Statement 5: Seventy-Four percent of all students approached grade level standards in science as measured by STAAR. **Root Cause 5**: Opportunities to engage in hands-on, real-world experiences during the school day are not consistently provided.

School Processes & Programs

Problem Statement 1: Teachers struggle with using data from CUAs and STAAR to guide lesson planning. **Root Cause 1**: PLCs and planning often look at all data instead of focusing on one hot spot at a time.

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 2: Implement and monitor researched-based instructional practices to improve student achievement on the Math STAAR Assessments.

Evaluation Data Source(s) 2: 70% of students will meet the standards on the STAAR assessment set by the Texas Education Agency.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Teachers will provide interventions for at-risk students, including SPED and African American student groups, during the school day to provide the time needed to work with small groups. Additional Target Support will be provided to All Students with a focus on White Students in Math through interventions in order to increase growth status in Math from 70% to 71% for all students and 41% to 74% at a minimum.	2.6	Principal, APs, CIS, Principal Secretary	Increase the number of students passing their Math classes and the STAAR assessments.				
Problem Statements: Student Academic Achievement 3 **Funding Sources**: 166 - State Comp Ed - 3000.00							
2) Track and monitor At Risk, ELL, and SPED student performance.	2.6	Principal, Academic Advisor, SPED and ELL Teachers	Increase passing rate in Math classes and STAAR assessments.				
Problem Statements: School Processes & Programs 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 3) Math teachers will offer tutorials for at-risk students on Mondays. Additional Target Support will be provided to All Students with a focus on White, Asian, and Pacific Islander Students in Student Success Status through tutorials in order to increase academic achievement status meeting grade level standard from 35% to 47% for all students and 40 to 58% for White Student group, 62% to 73% for Asian student group and 26% to 48% for Pacific Islander from 26% to 48% at a minimum.	2.5, 2.6	CIS, Teacher Leader, Math Teachers	Track student attendance with sign-in sheets. Increased passing rate in all Math classes and STAAR assessments.				
	Problem Statements: Student Academic Achievement 3 **Funding Sources**: 166 - State Comp Ed - 2000.00						
TEA Priorities Build a foundation of reading and math 4) Differentiated instruction provided for struggling students (for all sub groups; African American, Hispanic, white, special ed, economically disadvantaged, and ELL) through classroom stations and small group instruction.	2.4, 2.6	Math teachers, Teacher Leader, CIS					
	Problem Statements: Student Academic Achievement 3 **Funding Sources**: 166 - State Comp Ed - 5576.64						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 3: Sixty-nine percent of all students and 70% of ELL students approached grade level standards in math as measured by STAAR. **Root Cause 3**: Teachers possess limited proficiency in the design and implementation of high cognitive learning tasks that relate to real world problem solving 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 1**: PLCs and planning often look at all data instead of focusing on one hot spot at a time.

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 3: Implement and monitor researched-based instructional practices to improve student achievement on the Science STAAR Assessments.

Evaluation Data Source(s) 3: 65% of students will meet the standards on the STAAR Science assessment set by the Texas Education Agency.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide differentiated instruction for GT students with project-based learning that will meet their unique needs and ensure that they are challenged to grow academically.	2.4, 2.5	CIS, Teacher Leaders, Teachers	Increase the number of students that achieve Level III mastery.				
2) Science teachers will offer tutorials on Tuesdays for at-risk students (for all sub groups; African American, Hispanic, white, special ed, economically disadvantaged, and ELL). Technology will be integrated with instruction to improve student learning.	2.5, 2.6	Science and SPED teachers	Track student attendance with sign-in sheets. Increased passing rate in all science classes and STAAR Science assessments.				
Problem Statements: Student Academic Achievement 5							
Funding Sources: 211 - ESEA, Title I Part A - 5448.70, 166 - State Comp Ed - 7000.00							
3) Enhance higher order thinking skills in science by providing opportunities that would enhance students understanding of models in the real world, spatial learning and support innovative instruction in each grade level.	2.4	Science Lead, teachers, CTSS, and CIS	Improve higher order thinking skills and increase student performance in Science STAAR.				
Problem Statements: Student Academic Achievement 5							
Funding Sources: 166 - State Comp Ed - 1000.00							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 5: Seventy-Four percent of all students approached grade level standards in science as measured by STAAR. **Root Cause 5**: Opportunities to engage in hands-on, real-world experiences during the school day are not consistently provided.

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 4: To increase students' ability to retain information, increase vocabulary comprehension, make connections from history to their lives and current events, and gain a deeper understanding of historical concepts and government structures.

Evaluation Data Source(s) 4: Increase student performance on Social Studies STAAR by 10% (62%).

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Track and monitor At Risk and SPED student performance.	2.6	Principal, Academic Adviser, Teachers	Increase passing rate in Social studies classes and STAAR assessments.				
Problem Statements: Student Academic Achievement 4							
2) Social Studies teachers (including SPED) will offer tutorials on Wednesdays for at-risk students.	2.5, 2.6	CIS, Teacher Leader, Social Studies Teachers	Track student attendance with sign-in sheets. Increased passing rate in all Social Studies classes and STAAR assessments.				
Problem Statements: Student Academic Achievement 4							
Funding Sources: 166 - State Comp Ed - 3000.00							
3) Increase Vocabulary Comprehension for SPED, ELL, African-American, and all students in social studies classes: -Daily vocabulary in classes -Increased vocabulary comprehension activities that target content specific words and STAAR test words (i.e. Identify, Analyze, Explain, etc.)	2.4	Social Studies Teachers	Increased success on Summative Assessments. Increased Class Participation and Discussion.				
Problem Statements: Student Academic Achievement 4							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 4: Forty-five percent of all students approached grade level standards in social studies as measured by STAAR. **Root Cause 4**: Teachers possess limited proficiency in the design and implementation of high cognitive learning tasks that address real-world situations while making the content relevant to students.

Goal 1: Killeen ISD will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 5: Increase college readiness through the use of Duke Tip, Redistep opportunities Pre-AP and AVID classes.

Evaluation Data Source(s) 5: Increase participation and performance in Pre-AP and AVID classes for all students.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities for 8th graders to visit college campuses and learn about the opportunities provided by each campus.	2.5	AVID teacher	Increase number of students enrolling in college.				
	Problem Statements: Perceptions 2						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 5 Problem Statements:

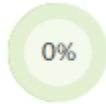| Perceptions |
|---|
| **Problem Statement 2**: Low parent involvement in events and activities focused on the academic needs of students. **Root Cause 2**: Opportunities provided may not fit parent schedules and better communication with parents is needed. |

Goal 2: Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.

Performance Objective 1: Provide ongoing Professional Development for teachers and administrative support staff to improve teacher growth in content specific learning, classroom management, and differentiated instruction. Student data will be used to plan professional development.

Evaluation Data Source(s) 1: Document attendance and implementation through PLC agendas, Walk-throughs and common assessment data.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Professional development for Administrative Support Team in order to provide support to teachers and increase student achievement: Lead4ward and PLC. These conferences provide administrators with the tools to better understand and use student data, as well as guide teachers in PLCs and lesson planning.		Principal, Team Members	Support staff will assist teachers and support implementation of new strategies in the classroom.				
	Problem Statements: Demographics 1 - School Processes & Programs 1 **Funding Sources**: 166 - State Comp Ed - 3000.00						
TEA Priorities Recruit, support, retain teachers and principals 2) Professional development for teachers which focuses on research-based, best practices for instruction in order to increase student achievement. Lead4ward, PLC AVID, CAMT, CAST (science conf.), TCSS (social studies conf.)	2.4	CIS, Principal, Teachers	Teachers will demonstrate and implement new strategies in thierclassrooms.				
	Problem Statements: Demographics 1 - School Processes & Programs 1 **Funding Sources**: 166 - State Comp Ed - 7000.00						
TEA Priorities Recruit, support, retain teachers and principals 3) Professional development for ELL teachers which focuses on best practices for improving ELL student achievement and increasing language acquisition and vocabulary development.	2.6	ELL teachers, CIS	Teachers will demonstrate and implement new strategies in their classrooms.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1 **Funding Sources**: 263 - ESEA, Title III Part A - 2000.00, 165/ES0 - ELL - 4000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) CIS will meet with new teachers on a monthly basis to provide support throughout their first year.		CIS, Principal	Document attendance and dates of classroom visits.				
Problem Statements: Demographics 1							
TEA Priorities Recruit, support, retain teachers and principals 5) An additional CIS will provide support for teachers with strategies to promote student achievement.	2.4	Principal	Improve performance on MAP and STAAR assessments.				
Problem Statements: Demographics 1 - School Processes & Programs 1							
Funding Sources: 211 - ESEA, Title I Part A - 76043.00							
TEA Priorities Recruit, support, retain teachers and principals 6) An additional At-risk counselor will assist struggling students and students having any difficulties in the school environment.	2.6	Principal	Promote student success with the At-risk student population.				
Problem Statements: Perceptions 1							
Funding Sources: 211 - ESEA, Title I Part A - 81063.00							
7) Core subject area teachers will utilize data from CUAs and STAAR assessments to plan instruction and needed interventions.		Principal APs CIS	Data will be used effectively to provide timely intervention for struggling students				
Problem Statements: School Processes & Programs 1							
Funding Sources: 166 - State Comp Ed - 5600.00							

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 53% of the teachers at Nolan Middle School have less than 5 years of teaching experience. **Root Cause 1**: Due to high rate of teacher mobility.

Student Academic Achievement
Problem Statement 1: Sixty percent of all students and 53% of ELL students approached grade level standards in reading as measured by STAAR. **Root Cause 1**: Teachers possess limited proficiency in the design and implementation of high cognitive learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.
Problem Statement 2: Forty-eight percent of all students and 45% of ELL students approached grade level standards in writing as measured by STAAR. **Root Cause 2**: There is not a campus wide systematic approach to teaching both composition skills and revising and editing.

School Processes & Programs

Problem Statement 1: Teachers struggle with using data from CUAs and STAAR to guide lesson planning. **Root Cause 1**: PLCs and planning often look at all data instead of focusing on one hot spot at a time.

Perceptions

Problem Statement 1: The over 2000 processed discipline referrals impacted school/student safety. **Root Cause 1**: Many students are struggling with social skills and some teachers struggle to build relationships with students and struggle to implement classroom management plans consistently.

Goal 3: All Killeen ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: Provide opportunities for parent involvement that will enhance student achievement.

Evaluation Data Source(s) 1: Community awareness and involvement with Nolan MS.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Family/Cultural events (including 8th grade parents and ELL parents). Local funding will also be used for these events. Information sessions for ELL parents will be offered in conjunction with other events.	3.2	Communities in Schools, teachers	Increase exposure of Nolan MS to the parents and community.				
Problem Statements: Perceptions 2							
2) Parent meetings will be held to provide information concerning student academics and to provide parents with ways they can help their children succeed in school.	3.2	Principal, Communities in schools, Teachers	Increase exposure of Nolan MS to the parents and community.				
Problem Statements: Perceptions 2							
Funding Sources: 211/PAR - ESEA, Title I Parent Involvement - 3420.00							
3) Parents and family members will be invited to review/revise the Parent and Family Engagement Policy and the Home-School Compact. These meetings will be held annually in the early spring. The Parent and Family Engagement Policy will be included in the Parent Handbook, posted on the campus web-site, and hard copies will be available upon request. The Home-School Compact will be discussed and signed at a parent-teacher conference held each fall.	3.1	Administration	Parents and family members will have a role in developing, reviewing/revising PAFE & Home-School Compact.				
Problem Statements: Perceptions 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) The annual Title I meeting will be held each fall and will be offered at various times and dates. Parents will be notified in advance of the meetings so that they are able to attend at the time that is most convenient for them. The agenda for the meetings will include information about Title I programs, a description/explanation of the curriculum, and an opportunity for parents to provide suggestions relating to the education of their children.	3.2	Administration	Parents and family members will have a better understanding of Title I and will provide feedback about Title I programs.				
	Problem Statements: Perceptions 2						
5) Parents and family members of ELL students will be invited to attend learning sessions intended to provide strategies and resources for improving literacy and building academic vocabulary.	2.4	Administration ESL Teacher	Parents will gain tools for helping students at home. ELL students' literacy skills will improve.				
	Problem Statements: Student Academic Achievement 1, 2 - Perceptions 2						
	Funding Sources: 263 - ESEA, Title III Part A - 400.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Sixty percent of all students and 53% of ELL students approached grade level standards in reading as measured by STAAR. **Root Cause 1**: Teachers possess limited proficiency in the design and implementation of high cognitive learning tasks that align to the rigor of the TEKS while differentiating for the needs of all learners.
Problem Statement 2: Forty-eight percent of all students and 45% of ELL students approached grade level standards in writing as measured by STAAR. **Root Cause 2**: There is not a campus wide systematic approach to teaching both composition skills and revising and editing.

Perceptions
Problem Statement 2: Low parent involvement in events and activities focused on the academic needs of students. **Root Cause 2**: Opportunities provided may not fit parent schedules and better communication with parents is needed.

Goal 4: Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

Performance Objective 1: Provide a safe, positive learning environment for all students and staff.

Evaluation Data Source(s) 1: Recognize students throughout the year for positive behavior.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Promote high expectations by recognizing positive student behavior. Pizza party, ice cream coupons, etc. used as positive rewards.		Teachers, Support Staff	Document the number of students recognized for positive student behavior.				
	Problem Statements: Perceptions 1						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The over 2000 processed discipline referrals impacted school/student safety. **Root Cause 1**: Many students are struggling with social skills and some teachers struggle to build relationships with students and struggle to implement classroom management plans consistently.

Goal 4: Killeen ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

Performance Objective 2: Promote school safety using consistent safety drills for responding in event of an emergency.

Evaluation Data Source(s) 2: Train staff and students on safety procedures.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct monthly fire drills		NMS staff, APs	Evacuate in a timely manner.				
2) Conduct monthly tornado drills.		NMS staff, APs	Procedures are followed appropriately.				
3) Lockdown drills at least once each 9 weeks.		NMS Staff, APs	Procedures are followed appropriately.				
4) All visitors will check-in the front office and receive a visitor's badge.		Front office staff, NMS staff	All staff will monitor and report/escort visitor to the front office.				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 5: Killeen ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Performance Objective 1: Nolan Middle School will implement educational initiatives that will support staff and student learning.

Evaluation Data Source(s) 1: Campus performance and initiatives will be reviewed on an ongoing basis through campus committees.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) District Employee Advocacy Committee (DEAC) and Campus Employee Advocacy Committee (CEAC) will address staff questions and concerns.		Committee members	Teachers will support each other and build a positive work environment.				
2) PLCs will work together in learning building capacity for all teachers and impact student learning.	2.4	Principal, APs, CIS, Teacher Leaders, Teachers	Learning together will promote school pride for staff and students.				
3) SBDM Committee will represent all staff members in developing and evaluating the Campus Improvement Plan.		Principal, SBDM members	SBDM minutes will be made available to all staff members.				

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

State Compensatory

Personnel for Nolan Middle School:

Name	Position	Program	FTE
Robin McGary	Teacher PCN 22780	6th Grade ELA	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment summarized student achievement for the 2019 STAAR test assessment. It identified strengths and problem statements with root causes. It included data on student groups as well. It also includes campus status on student needs, curriculum and instruction, profressional development for staff members, parental involvement/engagement.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) was developed by Nolan staff members. Each department meets and reviews data in order to develop a plan to serve the needs our students. Their list of instructional materials is prioritized from most to least important. During this process admin/leadership team is available to help assist with questions/advice. The department plans are then complied into the CIP.

2.2: Regular monitoring and revision

The CIP will be monitored quarterly by staff personnel. The CIP will be adjusted as needed throughout the 2019-2020 school year.

2.3: Available to parents and community in an understandable format and language

The CIP is posted online on the school website and copies are available as needed. A Title I Meeting is held and parents are encouraged to attend. The plan

is shared with them at this meeting and questions are answered as they arise.

2.4: Opportunities for all children to meet State standards

The CIP is created and implemented to assist all Nolan students, but also addresses the needs of targeted student groups. We strive to help all students be successful and grow academically in order to reach their maximum potential.

2.5: Increased learning time and well-rounded education

Our schedule is developed at the district level. Interventions are built in to the schedule, so that all students can participate. We have also implemented advisory period on Thursday's to help students learn social skills, organizational skills and self progress monitoring. Interuptions are kept to a minimum in order to maximize learning time.

2.6: Address needs of all students, particularly at-risk

The CIP is planned and implemented to assist all our students but also addresses the needs of all student groups served. We strive to help all students, especially our at risk student group, be successful and grow academically to their maximum potential.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

A title 1 parent meeting is held at the beginning and end of the school year. During the meeting at the beginning of the year, the Parent and Family Engagement Policy is shared. At the end of the year, parents are invited to give input on any changes to the Parent and Family Engagment Policy.

3.2: Offer flexible number of parent involvement meetings

To accommodate our parents varied schedules, meetings are offered both in the morning and evening.

Title I Personnel

Name	Position	Program	FTE
Cuthbert, Shuntala	CIS PCN 21341	CIS	1.0
Dixon, Crystal	Aide PCN 21811	Intervention Support	1.0
Helvetius, Daniel	Counselor PCN 21342	Counselor	1.0
Loya, Maegan	Teacher PCN 21340	Instructional Coach	1.0

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
Administrator	Shuntala Cuthbert	CIS
Classroom Teacher	Kelly Fife	History Dept. Lead
Classroom Teacher	Sandy Landes	ELAR Dept. Lead
Classroom Teacher	Angelia Fink	Math Dept. Lead
Classroom Teacher	Sabrina Rangel	Science Dept. Lead
Non-classroom Professional	Zane Guerrero	Campus Technologist
Classroom Teacher	Bryan Schlessiger	SPED Dept. Lead
Classroom Teacher	Kolleen Perrow	Skills Teacher
Instructional Coach	Maegan Loya	Instructional Coach
Classroom Teacher	Ashley Hogan	Choir Director
Non-classroom Professional	Sasha Sharp	Counselor
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	Aileen Ryan	
Parent	Jorge Morales	Parent
Classroom Teacher	Dominique Littleton	Math Teacher

Campus Funding Summary

			166 - State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutors: after-school tutoring for at-risk students	166.11.6118.CA.042.30.AR0	$2,500.00
1	1	1	Supplemental supplies: after-school tutoring for at-risk students	166.11.6399.00.042.30.AR0	$2,500.00
1	1	2	Purchase "Flocabulary" online intervention program.	166.11.6299.OL.042.30.AR0	$2,000.00
1	1	5	Technology to support ACC reading class	166.11.6398.00.042.30.AR0	$10,000.00
1	1	6	Instructional supplies for schoolwide writing activity	166.11.6399.00.042.30.AR0	$1,000.00
1	1	8	Instructional resources for classroom reading/writing stations	166.11.6399.00.042.30.AR0	$500.00
1	1	9	Purchase Scholastic Magazine	166.11.6329.00.042.30.AR0	$2,373.36
1	1	10	Instructional aide salary to support at-risk students	166.11.6129.00.042.30.AR0	$22,250.00
1	2	1	Math instructional resources for small group interventions	166.11.6399.00.042.30.AR0	$3,000.00
1	2	3	Math Tutoring for at-risk students	166.11.6118.CA.042.30.AR0	$2,000.00
1	2	4	Imagine Learning-Think Through Math	166.11.6299.OL.042.30.AR0	$5,000.00
1	2	4	Instructional resources for classroom math stations	166.11.6399.00.042.30.AR0	$576.64
1	3	2	Gizmos, Brain Pop for at-risk students	166.11.6299.OL.042.30.AR0	$5,000.00
1	3	2	Science Tutoring for at-risk students	166.11.6118.CA.042.30.AR0	$2,000.00
1	3	3	Instructional resources for real world science experiences	166.11.6399.00.042.30.AR0	$1,000.00
1	4	2	Instructional supplies that will support social studies tutorials for at-risk students	166.11.6399.00.042.30.AR0	$1,000.00
1	4	2	Social Studies Tutoring for at risk students	166.11.6118.CA.042.30.AR0	$2,000.00
2	1	1	Professional Development for Administrative Support - Lead4Ward, PLC	166.23.6411.00.042.30.AR0	$3,000.00
2	1	2	Professional Development for Teachers - Lead4Ward, PLC, AVID, CAMT, CAST, and TCSS	166.13.6411.00.042.30.AR0	$7,000.00

166 - State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7	Subs for teacher planning days	166.11.6116.00.042.30.AR0	$5,600.00
				Sub-Total	$80,300.00
				Budgeted Fund Source Amount	$80,300.00
				+/- Difference	$0

165/ES0 - ELL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental supplies: additional after-school tutoring for ELL students	165.11.6399.00.042.25.ES0	$2,348.00
1	1	1	Tutors: additional after-school tutoring for ELL students	165.11.6118.CA.042.25.ES0	$6,000.00
2	1	3	Professional Development for ELL teachers that focuses on best practice strategies for teaching ELL students.	165.13.6411.00.042.25.ES0	$4,000.00
				Sub-Total	$12,348.00
				Budgeted Fund Source Amount	$12,348.00
				+/- Difference	$0

211 - ESEA, Title I Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELAR Class Size Reduction Teacher	211.11.6119.00.042.30.000	$58,500.00
1	1	7	Instructional coach to support core subject areas.	211.11.6119.00.042.30.000	$64,667.00
1	1	10	Instructional aide salary to support at-risk students	211.11.6129.00.042.30.000	$24,797.00
1	3	2	Science instructional supplies to support tutorials for at-risk students	211.11.6399.00.042.30.000	$5,448.70
2	1	5	Additional CIS to provide support for teachers and students.	211.13.6119.00.042.30.000	$76,043.00
2	1	6	additional counselor to assist struggling students.	211.31.6119.00.042.30.000	$81,063.00
				Sub-Total	$310,518.70
				Budgeted Fund Source Amount	$310,518.70
				+/- Difference	$0

211/PAR - ESEA, Title I Parent Involvement

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Provide light snacks for parent meetings.	211.61.6499.00.042.24.PAR	$1,420.00
3	1	2	Provide supplies for parent meetings.	211.61.6399.00.042.30.PAR	$2,000.00
				Sub-Total	$3,420.00
				Budgeted Fund Source Amount	$3,420.00
				+/- Difference	$0

263 - ESEA, Title III Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional resources for ELL vocabulary development.	263.11.6399.LE.042.25.000	$850.40
1	1	3	Reading materials to support ELL students language acquisition and vocabulary development	263.11.6329.LE.042.25.000	$1,000.00
2	1	3	Professional Development for ELL teachers - Title III Symposium	263.13.6411.LE.042.25.000	$2,000.00
3	1	5	Instructional Resources for ELL Parent Events	263.61.6399.LE.042.25.000	$250.00
3	1	5	Refreshments for ELL parent events	263.61.6499.LE.042.25.000	$150.00
				Sub-Total	$4,250.40
				Budgeted Fund Source Amount	$4,250.40
				+/- Difference	$0
				Grand Total	$410,837.10