Killeen Independent School District

Nolan Middle School

2024-2025

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.

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Goal 1.1: Pathways for All students to build connections.

Nolan MS foster a sense of belonging and community among students to support their social and emotional development.

Strategies:

- **Mentorship Programs**: Establish peer and teacher mentorship programs to help students build positive relationships. SEL and counseling programs throughout the year will focus on topics that deal with the well-being of students. Lessons on bullying and violence will be provided through classroom guidance lessons.
- **Capturing Kids' Hearts Training**: Provide training for teachers and staff on the Capturing Kids' Hearts program to build positive, productive relationships with students.
  - **Social Contracts:** Develop social contracts in classrooms to establish norms and expectations collaboratively with students.
  - **Incentive Programs:** Reward students for good attendance and punctuality with tickets to dances, dress-up days, and pep rallies.
- **Parent Engagement:** Host Parent Program Nights regularly (2 to 4 nights per year) to inform parents about all campus programs and enhance their ability to support their child's academic achievement.
    - **Parent Liaison:** Foster collaboration between the community, parents, students, and staff. The liaison will support a positive campus culture by providing parent support, community outreach, and organizing cultural events.
    - **Community Events:** Organize regular events such as Community Pep Rallies, Family Nights, Holiday Nights, Cultural Nights, Dyslexia Nights, Open House, and Athletic Events to bring together students, parents, and staff.
    - **Communication:** Provide information in the weekly newsletter regarding the importance of regular attendance and the support available for families.
- **Extracurricular Activities**: Expand the range of extracurricular activities to cater to diverse interests, ensuring every student finds a niche. Clubs offered: National Junior Honor Society, Student Counsel, Science Club, Art Club, Garden Club.
- **Advisory Period on Fridays:** The implement advisory period where students can discuss academic goals with their advisor and use data to set SMART Goals each marking period. They will engage in campus events through this period as a team and receive guidance lesion over diverse topics.

Goal 1.2: All students meet or exceed the Texas grade-level standards in reading and writing

Improve literacy skills to ensure all students meet or exceed state standards in reading and writing.

Strategies:

- **Differentiated Instruction:** Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.
- **Reading Programs:** Implement school-wide reading programs, including book clubs and reading challenges. All grade levels and teachers will use RACE strategies in the classroom to improve reading and writing comprehension. This cross-curricular approach will continue to support all learners in a systematic way for success.
- **Writing Workshops:** Conduct writing workshops as part of the curriculum focusing on different genres and purposes of writing.
- **Professional Development:** Provide teachers with ongoing professional development on effective literacy instruction strategies.
- **Staff and Student Professional Development**: Think Big will provide teacher and student workshops throughout the year. The program will offer feedback on writing and lesson plan development to meet or exceed grade-level standards.

- **Parental Involvement:** Engage parents in literacy activities and provide resources to support reading and writing at home.
- **Campus Planning**: Departmental planning, PLC, Analyzing student data for acceleration/intervention, and Tutorial in the Nolan MS Tutoring Center.

Goa

Spring 2024 3-8 Results												

	Grade 6 Reading											
	Did Not Meet			**Approaches or Above**			**Meets or Above**			**Masters**		
	2023	2024		2023	2024		2023	2024		2023	2024	
District	28%	30%		72%	70%		42%	44%		13%	14%	
Region	25%	26%		75%	74%		40%	51%		18%	19%	
State	23%	25%		77%	75%		52%	55%		22%	25%	
Nolan Middle School	16%	15%	1%	84%	85%	1%	60%	65%	5%	25%	31%	6%

	Grade 7 Reading											
	Did Not Meet			**Approaches or Above**			**Meets or Above**			**Masters**		
	2023	2024		2023	2024		2023	2024		2023	2024	
District	26%	34%		74%	66%		44%	41%		15%	16%	
Region	23%	29%		77%	71%		51%	48%		23%	23%	
State	22%	28%		78%	72%		55%	52%		27%	28%	
Nolan Middle School	15%	22%	7%	85%	78%	7%	58%	56%	2%	21%	26%	5%

	Grade 8 Reading											
	Did Not Meet			**Approaches or Above**			**Meets or Above**			**Masters**		

Spring 2024 3-8 Results

	2023	2024		2023	2024		2023	2024		2023	2024	
District	22%	23%		78%	77%		46%	45%		18%	19%	
Region	17%	21%		83%	79%		55%	52%		24%	25%	
State	17%	21%		83%	79%		58%	54%		28%	28%	
Nolan Middle School	17%	16%		83%	84%		55%	57%		28%	21%	

l 1.3: All student meet or exceed the Texas grade level standards in math

Enhance mathematical understanding and problem-solving skills to ensure all students meet or exceed state standards in math.

Strategies:

- **Math Intervention Programs:** Implement targeted intervention programs for students struggling in math.
- **Differentiated Instruction:** Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.
- **Professional Development:** Provide teachers with ongoing professional development on effective math instruction strategies utilizing Region 12 resources and learning center.
- **Parental Involvement**: Engage parents in Math Night activities and provide resources to support learning at home at home.
- **Math-Focused Tutoring Center:** Nolan MS will provide targeted tutoring outside of the school day with resources and manipulatives to support hands-on learning.
- **Cross-Curricular Connections:** Integrate math into other subjects to show real-world applications and relevance through Campus PLC.
- **Campus Planning**: Departmental planning, PLC, Analyzing student data for acceleration/intervention, and Tutorial in the Nolan MS Tutoring Center.

Spring 2024 3-8 Results

			Grade 6 Math								
	Did Not Meet		Approaches or Above			Meets or Above			Masters		
	2023	2024	2023	2024		2023	2024		2023	2024	
District	30%	39%	70%	61%		28%	25%		9%	6%	
Region	26%	32%	74%	68%		36%	33%		13%	10%	

Spring 2024 3-8 Results										
State	25%	30%		75%	70%		40%	37%		16%	13%
Nolan Middle School	20%	27%	7%	80%	73%	7%	40%	34%	6%	16%	12%

	Grade 7 Math									
	Did Not Meet			Approaches or Above			Meets or Above			Masters	
	2023	2024		2023	2024		2023	2024		2023	2024
District	38%	54%		62%	46%		31%	24%		7%	5%
Region	36%	47%		64%	53%		36%	30%		10%	9%
State	27%	47%		63%	53%		37%	32%		11%	10%
Nolan Middle School	34%	42%	8%	66%	58%	8%	36%	34%	2%	8%	8%

	Grade 8 Math									
	Did Not Meet			Approaches or Above			Meets or Above			Masters	
	2023	2024		2023	2024		2023	2024		2023	2024
District	33%	44%		67%	56%		31%	20%		7%	5%
Region	26%	34%		74%	66%		41%	30%		12%	8%
State	24%	30%		76%	70%		46%	40%		17%	15%
Nolan Middle School	24%	35%		76%	65%		41%	29%		11%	

Goal 1.4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce.

Prepare students for successful transitions to high school, whether they choose to pursue higher education, join the military, or enter the workforce.

Strategies:

- **College and Career Readiness Class:** Will expose students to various career paths and postsecondary education options.
  - Provide students with Career Nights and guest speakers in the classroom.
- **STEM Curriculum:** The Nolan Middle School STEM Curriculum aims to provide students with the skills and knowledge necessary to thrive in a rapidly changing world. Our strategies focus on integrating STEM concepts into the broader curriculum, fostering a love for inquiry and innovation, and preparing students for future academic and career

opportunities.
- ○ *Features:*
  - Cross-disciplinary projects, Collaborative Teaching, STEM Labs, Project-Based Learning (PBL), Inquiry-Based Learning, STEM Pathways, Advisor, and STEM Night.
- **Intervention & Enrichment:** Nolan Middle School has implemented a comprehensive approach to student success by offering a wide range of interventions and support mechanisms. Enrichment activities are designed to engage students who are already performing at grade level, encouraging curiosity and exploration. Additionally, specialized reading and math interventions are provided to support students who have not met STAAR requirements. These interventions involve focused instruction in small groups, with support from designated teachers and online resources.
  - ○ Mustang Time ensures that all students receive additional support during the school day. The integration of online platforms like Imagine Math, iLit20, and ST Math bolsters personalized learning and progress tracking.
- **Interventions and After-School Programs:** Nolan offers a campus Tutoring Center that is committed to helping students achieve their academic goals. All students are welcome to get help in Math, Science, Reading, and Social Studies.
  - ○ *Tutoring Center Features:*
    - **Independent Study Room:** A quiet space to concentrate, take tests, or work on assignments without distractions. Our teacher is available to answer questions and provide guidance.
    - **Collaborative Room:** Engage with peers on projects and homework. Our teacher will facilitate your learning and offer assistance when needed.
    - **Teacher/Student Room:** Experience-focused, small-group tutoring with a teacher. Groups consist of 1-4 students for personalized attention.

Student Success Strengths

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

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

Problem Statements Identifying Student Success Needs

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

Problem Statement 2: Less than 30% of Nolan ELAR students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level course work on the Reading STAAR   **Root Cause:** Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students

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

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

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

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

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

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

Problem Statement 8: Nolan is in need of a Dean of Instruction and Instructional Specialist to help improve Tier I instruction and effectively implement accelerated instruction programs to help improve student performance in all areas.   **Root Cause:** Lack of consistency throughout the campus with Tier I instruction and implementation of accelerated instruction. Focused coaching time for staff in order to address learning gaps in students and build strong Tier I instruction across all 4 core content areas.

Problem Statement 9: There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next.   **Root Cause:** Teachers might not have a clear understanding of the goals and objectives for vertical collaboration, lack training on the importance of vertical alignment and strategies, leading to a lack of focused efforts.

Problem Statement 10: Average daily attendance is around 92%, and many of our students frequently come to school later than our 8:00 am start time and miss morning instruction.   **Root Cause:** As an early start school (doors open at 7:30 am), families struggle to get young children up, dressed, and to school by 8:00 am.

Problem Statement 11: According to a recent survey, 15% of students do not feel connected to the campus and struggle academically.   **Root Cause:** Staff do not implemented strategies for engagement and struggle to build relationships with all students

Problem Statement 12: Nolan Middle School students scored between 8-11% lower on their math STAAR assessments from 2023 to 2024.   **Root Cause:** Teachers struggle to disaggregate data to spiral targeted tier one and two interventions into lessons.

Problem Statement 13: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.   **Root Cause:** Students benefit from the tutoring center to achieve continued academic support and growth.

Problem Statement 14: There is a need for students to have more opportunities to explore college, career and military options in middle school through additional CTE courses, instruction-based field trips, and AVID.   **Root Cause:** As a STEM campus, student exposure to CCMR is only limited to students in the STEM program.

Human Capital

Human Capital Summary

Goal 2.1: To Recruit and Retain Staff, the District Will Promote a Positive Work Environment and Provide a Competitive Compensation and Benefits Plan

Create a supportive and attractive work environment to recruit and retain high-quality staff.

Strategies:

- **Work Environment:** Foster a positive work culture through team-building activities, recognition programs, and staff wellness throughout the year.
- **Employee Recognition:** celebrate staff achievements and milestones.

Goal 2.2: The District Will Implement Effective Standards and Practices That Will Consistently and Strategically Staff Campuses and Departments

Ensure all campuses and departments are adequately staffed with qualified personnel.

Strategies:

- **Strategic Staffing Plan:** Develop and implement a staffing plan that anticipates future needs based on student enrollment trends and program growth.
- **Diversity and Inclusion:** Prioritize diversity and inclusion in hiring practices to reflect the community and bring varied perspectives to the school.

Goal 2.3: The District Will Identify and Provide Ongoing Training and Coaching Needed for Staff to Build Their Professional Capacity

Enhance staff skills and knowledge through continuous professional development.

Strategies:

- **Technology Training:** Provide training on the latest educational technologies to ensure staff are equipped to integrate these tools into their teaching.
- **Mentoring Program:** Provide mentoring of all new to Nolan and new teachers throughout the year. Supported through after-school, lunchtime, and classroom visits.
- **New to Teaching:** All new teachers will attend lunch and learn sessions to help support them on campus during their first year. The training will focus on campus culture, grade book, technology, best practices, and targeted strategies to help the new teacher on campus.
- **Professional Development:** Ensure staff receive professional development opportunities that align with district and campus initiatives, focusing on high-quality instruction to enhance student performance on CUAs, MAP, and STAAR through best practices and DOK learning progression within the PLC framework.
- **PLC/Planning:** Provide half-day PLC planning time for each marking period. Engage in effective PLC planning twice a month, with a focus on Depth of Knowledge (DOK) learning progression. Additionally, target supplemental focus on building lessons to engage all learners in each student group.
  - *The Focus:*
    - *Establish detailed conditions for creating collective teacher efficacy, using data to identify student learning needs and*
    - *Plan collectively, implement strategies, and observe colleagues in deliberate classroom practices that deepen expertise and facilitate increased student and teacher learning.*
    - *Select learning opportunities to bolster knowledge and enhance professional skills surrounding evidence-based practices that address needs and accelerate learning.*

- *Define how teacher teams can cultivate and increase motivation and energy as individuals and, equally importantly, with one other.*

Goal 2.4: All Staff Will Have Formal and Informal Opportunities to Give and Receive Feedback Regarding Job Satisfaction and Performance

Create a culture of open communication and continuous improvement through regular feedback.

Strategies:

- **Performance Evaluations:** Conduct regular performance evaluations that provide constructive feedback and identify areas for growth.
- **Staff Surveys:** Administer regular surveys to gather feedback on job satisfaction, work environment, and school leadership.

Human Capital Strengths

- 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.
- The District and Nolan will utilize coaching walks to help focus instruction.
- The District has built into the calendar student holidays that allow for teacher professional development days for teachers to collaborate and create lesson plans.
- We are an AVID campus working towards being a schoolwide AVID campus.
- Students will be celebrated for academic achievement with award ceremonies.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.   **Root Cause:** Teachers may feel overwhelmed by the volume of data and not know how to prioritize which data to analyze.

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

Problem Statement 3: Not all students have access to technology at home resulting in a need for additional devices and technology to be available for students before and after school.   **Root Cause:** State and district assessments are taken online and there are insufficient devices available to meet the demand during various times throughout the day.

Problem Statement 4: There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next.   **Root Cause:** Teachers might not have a clear understanding of the goals and objectives for vertical collaboration, lack training on the importance of vertical alignment and strategies, leading to a lack of focused efforts.

Problem Statement 5: Nolan is in need of a Dean of Instruction and Instructional Specialist to help improve Tier I instruction and effectively implement accelerated instruction programs to help improve student performance in all areas.   **Root Cause:** Lack of consistency throughout the campus with Tier I instruction and implementation of accelerated instruction. Focused coaching time for staff in order to address learning gaps in students and build strong Tier I instruction across all 4 core content areas.

Financial Stewardship

Financial Stewardship Summary

Financial Stewardship

Goal 3.1: The District Will Use Data-Driven Planning to Prioritize Resource Allocations

Utilize data to make informed decisions about resource allocation to maximize student success.

Strategies:

- **Needs Assessment:** Conduct regular needs assessments to identify priorities based on student performance data, enrollment trends, and facility needs.
- **Data Analysis:** Use financial data and performance metrics to guide resource allocation decisions.
- **Resource Allocation Model:** Develop a transparent model that aligns resources with strategic priorities and educational goals.
- **Regular Review:** Implement a cycle of regular review and adjustment based on data insights to ensure optimal resource use.
- **Attendance Monitoring:** Implement a robust attendance monitoring system to identify and address attendance issues promptly.
-

Measurement:

- Alignment of resource allocation with strategic priorities.
- Improvement in key performance indicators (KPIs) such as student achievement and attendance.
- Feedback from stakeholders on the effectiveness of resource allocation.
- Periodic audits and reviews of resource allocation processes.
- Regular analysis of attendance data to identify trends and areas for improvement.
- Reduction in the number of attendance-related issues.
- Increased student attendance rates.

Goal 3.2: The District Will Prepare Budgets Using Transparent and Open Communication Amongst Stakeholders

Promote transparency and inclusively in the budgeting process by involving key stakeholders.

Strategies:

- **Stakeholder Meetings:** Conduct regular meetings with the school secretary, lead teachers, and the Site-Based Decision-Making (SBDM) committee to discuss and prepare budgets.
- **Communication:** Maintain open lines of communication with all stakeholders throughout the budgeting process.
- **Stakeholder Engagement:** Involve teachers, parents, staff, and community members in the budgeting process through meetings, surveys, and forums.

Goal 3.3: The District Will Continuously Evaluate and Update Policies and Procedures to Foster a Positive Culture and Climate

Ensure that school policies and procedures are regularly reviewed and updated to support a positive school culture and climate.

Strategies:

- **Regular Meetings:** Hold regular meetings with the SBDM committee, department/grade-level teams, and Title I stakeholders to evaluate and update policies and procedures.
- **Parent Engagement:** Organize meetings with the Parent Liaison, Family Engagement Nights, volunteer programs, and community pep rallies to involve parents and the community in school activities and decision-making.

Goal 3.4: District Operational Department Training Will Focus on Effective and Sustainable Use of District Resources and Procedures

Enhance the efficiency and sustainability of district operations through targeted training programs.

Strategies:

- **Operational Training:** Provide training for staff on the effective use of district resources and procedures, including tools such as Hero, iLit, Carnegie, Schoology, NWEA MAP, and Eduphoria.
- **Training Programs:** Develop and deliver training programs on resource management, sustainability practices, and efficient procedures.
- **Best Practices Sharing:** Facilitate the sharing of best practices and successful strategies among departments.
- **Sustainability Initiatives:** Implement sustainability initiatives to reduce waste and promote environmentally responsible practices.

Financial Stewardship Strengths

- 72% average attendance at SBDM meetings
- Weekly meetings with leadership team and Lead Teachers
- Monthly staff and SBDM meetings to have open and transparent communication with stakeholders.
- Training and professional development supported throughout the year.
- Volunteer meetings and celebrations
- Parent involvement
- Celebrations for students and staff throughout the year.
- Survey participation rate of 40%
- The campus effectively uses data to prioritize resource allocations, ensuring that funds are directed towards programs and initiatives that have the greatest impact on scholar

  success.

- Budget reports and resource allocation reviews demonstrate that financial decisions are consistently aligned with district goals. Stakeholder feedback indicates satisfaction with how resources are prioritized.

- Monthly meetings between administration and principal secretary to review and assess resource allocation.

- The campus regularly reviews and updates policies and procedures to ensure they are relevant and effective.

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Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: Allocating the correct funds to expenditures throughout the year must be a priority.   **Root Cause:** The budget continues to increase in complexity.

Problem Statement 2: There are occasional delays in data collection and analysis, such as the delayed release of EOC scores, impacting the timeliness of financial decision-making.   **Root Cause:** Limited capacity and resources for comprehensive data analysis.

Problem Statement 3: Some stakeholders feel that they are not adequately involved in the early stages of the budgeting process.   **Root Cause:** Limited outreach and communication channels during the initial budget planning phase.

Problem Statement 4: Not all staff are fully aware of updated policies and procedures, leading to inconsistent implementation.   **Root Cause:** Gaps in communication and training regarding policy updates.

Problem Statement 5: A low number of parents attend school events and struggle to connect with student success.   **Root Cause:** Parents do not feel connected to their students' school and struggle to understand changing STAAR and TEKS system.

Problem Statement 6: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.   **Root Cause:** Students benefit from the tutoring center to achieve continued academic support and growth.

Problem Statement 7: Average daily attendance is around 92%, and many of our students frequently come to school later than our 8:00 am start time and miss morning instruction.   **Root Cause:** As an early start school (doors open at 7:30 am), families struggle to get young children up, dressed, and to school by 8:00 am.

Problem Statement 8: Campus staff struggles with implementing safety protocols due to not understanding their responsibilities for the different drills and safety protocols.   **Root Cause:** Administrators do not follow-up on safety procedure training periodically to ensure proper implementation.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
Key Strategic Action 1: All students will be encouraged to attend and participate in after school campus interventions to address student weakness and gaps in learning. Healthy snacks will be provided in tutorials.

Progress Measure (Lead: Student attendance will be evaluated at the end of every 3 weeks to determine effectiveness

Outcome Measure (Lag): The number of students achieving mastery or 70% or higher of the content will increase from 80% to 85% each marking period.

Dates/Timeframes: Every 3 weeks for progress reports, 9 week marking period, and semester progress checks.

Staff Responsible for Monitoring: Principal, Dean of Instruction

Collaborating Departments: All Departments to include DOI, CIC, CIS, and Interventionist

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Student Success 7, 13 - Financial Stewardship 6

Funding Sources: Healthy snacks for tutoring center - 211 - ESEA, Title I Part A - 211.11.6499.00.055.30.000 - $3,000

Key Strategic Action 2 Details

Key Strategic Action 2: Nolan will hire a Parent Liaison to foster collaboration between the community, our parents, students, and staff. Parent Liaison to support a positive campus culture that brings the community, parents, students and staff together. This staff member will provide parent support, community outreach, student /parent support with the staff, and cultural events. ,

Progress Measure (Lead: Opportunities for parents and the community to stay connected to the campus and create a collaborative community will be provided each month.

Outcome Measure (Lag): The number of parent/community activities will increase from 6 to 10

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Principal

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Student Success 11, 13 - Financial Stewardship 5, 6

Funding Sources: Salary and Benefits for a Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.055.30.000 - $30,482, Refreshments for Parent Meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.055.24.PAR - $1,608, Supplies for Parent Meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.055.24.PAR - $1,500

Key Strategic Action 3 Details

Key Strategic Action 3: Nolan Middle School will provide students with the opportunity to participate in student created clubs that are geared towards student interest, in addition to the current clubs and organizations established on the campus.

Progress Measure (Lead: Procedures and expectations will be implemented that will allow students to create a club or organization based on their interests. Monthly club sponsor meeting will occur to determine success or needs of clubs.

Outcome Measure (Lag): By May 2026, the number of student led clubs and organizations will increase from 10 to 15.

Dates/Timeframes: Monthly Club Check-Ins

Staff Responsible for Monitoring: Principal

Collaborating Departments: Parent Liaison

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 11

Key Strategic Action 4 Details

Key Strategic Action 4: Nolan will implement strategies to attract and maintain a strong student base in advanced academic programs and provide students with enrichment opportunities to collaborate with their peers on activities to build advanced academic skills.

Progress Measure (Lead: Provide opportunities for staff in advanced academics to promote benefits of advanced courses with prospective students and parents. Enhance the educational experience of advanced academic students through enriching field trip opportunities.

Outcome Measure (Lag): Increased enrollment in each grade level by 10% in advanced academic courses.

Dates/Timeframes: May 2026

Staff Responsible for Monitoring: Principal, AVID coordinator, GT Coordinator

Collaborating Departments: ELAR, Math, Science, Social Studies

ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Success 5, 7, 11

Funding Sources: Buses for approved field trips - 166 - State Comp Ed - 166.11.6494.00.055.30.AR0 - $2,000, Printing of enrichment activities - 211 - ESEA, Title I Part A - 211.11.6397.000.055.30.000 - $500, Supplies to support math and science - 211 - ESEA, Title I Part A - 211.31.6399.00.055.30.000 - $500

Key Strategic Action 5 Details

Key Strategic Action 5: Develop career and technical exploration programs that expose students to various CTE pathways early in their academic journey.

Progress Measure (Lead: Collaborate monthly with CCR, AVID, and CTE teachers to Increase the number of guest speakers and instructional based field trips for all grade levels based on student interest for real-world application and to plan a Career Fair for all 16 career clusters.

Outcome Measure (Lag): Increase enrollment in CTE courses by 10%.

Dates/Timeframes: May 2026

Staff Responsible for Monitoring: Principal, CIC

Collaborating Departments: AVID, CTE

TEA Priorities:
Connect high school to career and college
 - **ESF Levers:**
Lever 2: Strategic Staffing

Problem Statements: Student Success 11

Key Strategic Action 6 Details

Key Strategic Action 6: Teachers, supported by counselors and administration, will increase their use of relationship building strategies for all students.

Progress Measure (Lead: Teachers will utilize the weekly Capturing Kids Hearts (CKH) implementation and utilize CKH resources to help implement strategies for building positive, professional student relationships.

Outcome Measure (Lag): Attendance will increase by 5% and hearings for DAEP placement will decrease by 5%

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction

Collaborating Departments: All contents

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Student Success 10, 11 - Financial Stewardship 7

Funding Sources: PD for Counselors - 211 - ESEA, Title I Part A - 211.31.6411.00.055.30.000 - $2,000

Key Strategic Action 7 Details

Key Strategic Action 7: GT teachers will provide differentiated instruction and challenging learning experiences for gifted and talented students.

Progress Measure (Lead: Walkthroughs and Coaching walk data will be utilized to determine implementation of differentiated lessons for GT students.

Outcome Measure (Lag): Teacher walkthroughs, coaching walk, and observation data will improve.

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: GT Coordinator, Assistant Principals, Dean of Instruction

Collaborating Departments: All departments

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 5

Key Strategic Action 8 Details

Key Strategic Action 8: Supplies will be purchased to support the GT students with their TPSP projects and in their weekly pull-out block of instruction. A hands-on learning experience will afford students the opportunity to apply critical thinking skills in real world situations.

Key Strategic Action 9 Details

Key Strategic Action 9: By the end of the 24-25 school year, Nolan Middle School aims to increase the percentage of students meeting and mastering grade-level expectations in Social Studies and Science by 10%, in meets and 5% in masters. and increase the percentage of students approaching grade level by 15%. This will be achieved through targeted instructional strategies, differentiated instruction, and ongoing assessment and feedback to support student learning and achievement in these subjects.

Progress Measure (Lead: Benchmarks, MAPs assessments, Unit Assessments

Outcome Measure (Lag): Increased Percentage of Students Meeting Grade-Level Expectations:
Increase the percentage of students meeting grade-level expectations in Social Studies and Science by 10%
Increase the percentage of student mastering grade level expectations in Social Studies and Science by 5%

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: Dean of Instruction, CIS, Principal

Collaborating Departments: Science and Social Studies

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3, 4, 5, 7, 12 - Human Capital 1, 2

Funding Sources: Science Instructional Supplies - 177 - Gifted/Talented - 177.11.6399.00.055.21.000 - $3,000, Social Studies Instructional Supplies - 177 - Gifted/Talented - 177.11.6399.00.055.21.000 - $3,000, Science Instructional Supplies - 211 - ESEA, Title I Part A - 211.11.6399.00.055.30.000 - $2,000

Goal 1 Problem Statements:

Student Success

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

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

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

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

Problem Statement 10: Average daily attendance is around 92%, and many of our students frequently come to school later than our 8:00 am start time and miss morning instruction.   **Root Cause**: As an early start school (doors open at 7:30 am), families struggle to get young children up, dressed, and to school by 8:00 am.

Problem Statement 11: According to a recent survey, 15% of students do not feel connected to the campus and struggle academically.   **Root Cause**: Staff do not implemented strategies for engagement and struggle to build relationships with all students

Student Success

Problem Statement 12: Nolan Middle School students scored between 8-11% lower on their math STAAR assessments from 2023 to 2024.   **Root Cause**: Teachers struggle to disaggregate data to spiral targeted tier one and two interventions into lessons.

Problem Statement 13: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause**: Students benefit from the tutoring center to achieve continued academic support and growth.

Human Capital

Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.   **Root Cause**: Teachers may feel overwhelmed by the volume of data and not know how to prioritize which data to analyze.

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

Financial Stewardship

Problem Statement 5: A low number of parents attend school events and struggle to connect with student success.   **Root Cause**: Parents do not feel connected to their students' school and struggle to understand changing STAAR and TEKS system.

Problem Statement 6: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause**: Students benefit from the tutoring center to achieve continued academic support and growth.

Problem Statement 7: Average daily attendance is around 92%, and many of our students frequently come to school later than our 8:00 am start time and miss morning instruction. **Root Cause**: As an early start school (doors open at 7:30 am), families struggle to get young children up, dressed, and to school by 8:00 am.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details
Key Strategic Action 1: ELAR teachers will collaboratively review data and implement lessons that utilize high-impact strategies (collaboration, Gradual Release Model, Accountable Talk, RACE) and promote rigor and thinking at high cognitive levels in the ELAR Classroom to include the use of student reading materials that allow for real-world application to enrich and grow their Reading achievement.

> **Progress Measure (Lead:** Grade level ELAR teachers will increase their regular meeting times in collaborative teams to calibrate the instructional expectations of the unit maps. Design and provide rigorous, engaging, hands on instruction anchored in the standards.
>
> **Outcome Measure (Lag):** STAAR ELAR scores will improve by 10% in meets and 5% in masters
>
> **Dates/Timeframes:** Weekly
>
> **Staff Responsible for Monitoring:** Dean of Instruction, CIS, CIC
>
> **Collaborating Departments:** ELA Department
>
> **TEA Priorities:**
> Recruit, support, retain teachers and principals
> - **ESF Levers:**
> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
>
> **Problem Statements:** Student Success 2, 6, 8 - Human Capital 1, 2, 5
>
> **Funding Sources:** Substitutes for half day planning - 211 - ESEA, Title I Part A - 211.13.6299.00.055.30.000 - $2,500

Key Strategic Action 2 Details
Key Strategic Action 2: All students will develop foundational literacy skills through clear, systematic practice, while enhancing knowledge coherence through vocabulary acquisition.

> **Progress Measure (Lead:** Staff members will meet in department PLCs and collaborative team to utilize district curriculum and resources to implement effective Tier 1 instruction.
>
> **Outcome Measure (Lag):** Increase teacher ability to internalize lessons and strategies(Domain 1) that are provided by the district by 25%.
>
> **Dates/Timeframes:** May 2025
>
> **Staff Responsible for Monitoring:** Principal, Dean of Instruction, CIC, CIS, Assistant Principals
>
> **Collaborating Departments:** English and Social Studies
>
> **TEA Priorities:**
> Build a foundation of reading and math
> - **ESF Levers:**
> Lever 5: Effective Instruction
>
> **Problem Statements:** Student Success 2, 5, 6, 7, 12

Key Strategic Action 3 Details

Key Strategic Action 3: Provide small group or one-to-one interventions for at-risk students that struggle with ELAR content.

Progress Measure (Lead: At-Risk Interventionist and At-Risk Aide will push into intervention classes daily to assist with small group instruction, and also pull out of class for more targeted one-to-one interventions. Weekly logs will be utilize to determine effectiveness.

Outcome Measure (Lag): At-Risk student passing rate on STAAR ELAR in ELAR intervention classes will increase by 10% in meets.

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: At-Risk Coordinator, Assistant Principal

Collaborating Departments: ELAR

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 2: Strategic Staffing

Problem Statements: Student Success 2, 7

Funding Sources: At-Risk Aide Salary and Benefits - 166 - State Comp Ed - 166.11.6129.00.055.30.AR0 - $25,907, At-Risk Teacher Salary and Benefits - 166 - State Comp Ed - 166.11.6119.00.055.30.AR0 - $52,424.50

Key Strategic Action 4 Details

Key Strategic Action 4: ELL/EB students will be referred to Multi-Tiered Systems of Support(MTSS). Evidence-based interventions will be put into place to address the gaps in learning and will be monitored by the ELL teacher. Various interventions and resources will be utilized as appropriate to meet the needs of individual students in reading, writing, and behavior.

Progress Measure (Lead: Weekly updates with ELL teacher
Monthly Meetings with ELL teacher
MAP test

Outcome Measure (Lag): STAAR scores in Reading and Writing will increase by 3% in both meets and masters.

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: Ell Teacher, Dean of Instruction

Collaborating Departments: All departments

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Success 7 - Human Capital 2

Funding Sources: Supplies - 165/ES0 - ELL - 165.11.6399.00.055.25.ES0 - $3,700

Goal 2 Problem Statements:

Student Success

Problem Statement 2: Less than 30% of Nolan ELAR students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level course work on the Reading STAAR   **Root Cause**: Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students

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

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

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

Problem Statement 8: Nolan is in need of a Dean of Instruction and Instructional Specialist to help improve Tier I instruction and effectively implement accelerated instruction programs to help improve student performance in all areas.   **Root Cause**: Lack of consistency throughout the campus with Tier I instruction and implementation of accelerated instruction. Focused coaching time for staff in order to address learning gaps in students and build strong Tier I instruction across all 4 core content areas.

Problem Statement 12: Nolan Middle School students scored between 8-11% lower on their math STAAR assessments from 2023 to 2024.   **Root Cause**: Teachers struggle to disaggregate data to spiral targeted tier one and two interventions into lessons.

Human Capital

Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.   **Root Cause**: Teachers may feel overwhelmed by the volume of data and not know how to prioritize which data to analyze.

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

Problem Statement 5: Nolan is in need of a Dean of Instruction and Instructional Specialist to help improve Tier I instruction and effectively implement accelerated instruction programs to help improve student performance in all areas.   **Root Cause**: Lack of consistency throughout the campus with Tier I instruction and implementation of accelerated instruction. Focused coaching time for staff in order to address learning gaps in students and build strong Tier I instruction across all 4 core content areas.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

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

Progress Measure (Lead: Math content teams will be able to analyze summative and formative data to plan lessons, remediation, and enrichment and differentiate lessons for at-risk, gifted and talented, and students in other special populations at the end of each nine weeks.

Outcome Measure (Lag): Student mastery of the content (70% or higher) will increase by 10% each nine weeks.

Dates/Timeframes: every 9 weeks

Staff Responsible for Monitoring: Dean of Instruction, CIS, CIC

Collaborating Departments: special programs and math department

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Success 6, 7

Funding Sources: Substitutes for half-day planning - 166 - State Comp Ed - 166.13.6299.00.055.30.AR0 - $5,000

Key Strategic Action 2 Details

Key Strategic Action 2: A Title 1 aide position will be utilized to push into math classrooms so that all students will learn, understand, and apply common mathematical terminology across all grade levels that align to the lesson. The aide will also provide supports in the math content for students.

Progress Measure (Lead: Increase opportunities for students to utilize common vocabulary terms in constructed responses.

Monthly collaborative time with Title 1 Aide

Review of student progress each nine weeks

Outcome Measure (Lag): STAAR Math scores will increase 10% in meets and 5% in master at all grade levels.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Dean of Instruction

Collaborating Departments: Math

Problem Statements: Student Success 1, 7, 12

Funding Sources: Title I Instructional Aide - 211 - ESEA, Title I Part A - 211.11.6129.00.055.30.000 - $25,304

Key Strategic Action 3 Details

Key Strategic Action 3: PLCs and PLTs will utilize data protocols to identify concepts for student growth in each grade level and provide effective Tier 1 instruction.

Progress Measure (Lead: Department PLC meetings will occur every 10 instructional days and Content PLT meetings will occur a minimum of once a week.

Outcome Measure (Lag): STAAR Math scores will increase by 10% in the meets category and 5% in the master category.

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: Principal, DOI, CIS, CIC, and Lead Teachers

Collaborating Departments: Math

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
Problem Statements: Student Success 1, 5, 6, 7, 9, 12 - Human Capital 1, 2, 4

Goal 3 Problem Statements:

Student Success

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

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

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

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

Problem Statement 9: There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next.   **Root Cause**: Teachers might not have a clear understanding of the goals and objectives for vertical collaboration, lack training on the importance of vertical alignment and strategies, leading to a lack of focused efforts.

Problem Statement 12: Nolan Middle School students scored between 8-11% lower on their math STAAR assessments from 2023 to 2024.   **Root Cause**: Teachers struggle to disaggregate data to spiral targeted tier one and two interventions into lessons.

Human Capital

Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.   **Root Cause**: Teachers may feel overwhelmed by the volume of data and not know how to prioritize which data to analyze.

Human Capital

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

Problem Statement 4: There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next. **Root Cause**: Teachers might not have a clear understanding of the goals and objectives for vertical collaboration, lack training on the importance of vertical alignment and strategies, leading to a lack of focused efforts.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details
Key Strategic Action 1: Nolan will increase awareness of AVID courses with students and parents that assist with college and career readiness.

Progress Measure (Lead: Monthly AVID Site team meetings will identify strategies to increase AVID awareness across the campus and in the community.

Outcome Measure (Lag): Enrollment in AVID will increase b 10% for all grade levels.

Dates/Timeframes: May 2026

Staff Responsible for Monitoring: AVID Coordinator

Collaborating Departments: Principal, Assistant Principal, Dean of Instruction

TEA Priorities:
Connect high school to career and college
 - ESF Levers:
Lever 1: Strong School Leadership and Planning

Problem Statements: Student Success 11, 14

Key Strategic Action 2 Details
Key Strategic Action 2: Create community partnerships to provide students the opportunity to be exposed to college, career, and military avenues to begin planning their future and remain motivated to finish school and graduate.

Progress Measure (Lead: Collaborate monthly with CCR and AVID teachers to Increase the number of guest speakers and instructional based field trips for all grade levels based on student interest for real-world application.

Outcome Measure (Lag): Increase community partnerships and student exposure to college, career, and military readiness from 0% to 15%.

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: Principal, AVID Coordinator, Parent Liaison

Collaborating Departments: CTE, ELL

TEA Priorities:
Connect high school to career and college

Problem Statements: Student Success 14

Funding Sources: Approved Student Travel (At-Risk) - 166 - State Comp Ed - 166.11.6494.00.055.30.AR0 - $1,000

Key Strategic Action 3 Details

Key Strategic Action 3: EB/ELL Students will attend field trips, to include virtual trips when appropriate, to enhance and support their learning experiences, academic performance and make connections to real-world experiences.

> **Progress Measure (Lead:** Collaborate every nine weeks with the ELL teacher to discuss options and opportunities for ELL and EB students to be exposed to college, career, and military readiness.
>
> **Outcome Measure (Lag):** Increase student exposure to CCR opportunities by 10%
>
> **Dates/Timeframes:** May 2025
>
> **Staff Responsible for Monitoring:** ELL Teacher
>
> **Collaborating Departments:** Principal. Dean of instruction
>
> **TEA Priorities:**
> Connect high school to career and college
>
> **Problem Statements:** Student Success 14
>
> **Funding Sources:** Student Travel - 166 - State Comp Ed - 166.11.6494.00.055.30.AR0 - $1,000

Goal 4 Problem Statements:

Student Success

Problem Statement 11: According to a recent survey, 15% of students do not feel connected to the campus and struggle academically.   **Root Cause**: Staff do not implemented strategies for engagement and struggle to build relationships with all students

Problem Statement 14: There is a need for students to have more opportunities to explore college, career and military options in middle school through additional CTE courses, instruction-based field trips, and AVID.   **Root Cause**: As a STEM campus, student exposure to CCMR is only limited to students in the STEM program.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details
Key Strategic Action 1: To foster professional development for teachers and staff, we will implement a comprehensive program that includes book studies, leadership opportunities (such as leading department PLCs and grade level RTI meetings), and professional consultants focused on enhancing collaboration in PLCs and classrooms.

Progress Measure (Lead: Teacher appraisal data

Individual teacher professional and SLO goals

Appraiser quarterly meetings with teacher

Outcome Measure (Lag): Student STAAR scores will increase by 10% in meets and 5% in masters

Dates/Timeframes: Monthly

Staff Responsible for Monitoring: Dean of Instruction

Collaborating Departments: all Stakeholders

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Success 9 - Human Capital 1, 2, 4

Goal 1 Problem Statements:

Student Success
Problem Statement 9: There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next.   **Root Cause**: Teachers might not have a clear understanding of the goals and objectives for vertical collaboration, lack training on the importance of vertical alignment and strategies, leading to a lack of focused efforts.

Human Capital
Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.   **Root Cause**: Teachers may feel overwhelmed by the volume of data and not know how to prioritize which data to analyze.
Problem Statement 2: Teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than state averages in targeted student populations such as EB, ELL, At Risk, STEM, and GT students.   **Root Cause**: Nolan MS teachers lack time to study student data in a meaningful context. They need time and professional training using and planning with student data for EB, ELL, At Risk, STEM, and GT students.

Human Capital
Problem Statement 4: There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next.   **Root Cause**: Teachers might not have a clear understanding of the goals and objectives for vertical collaboration, lack training on the importance of vertical alignment and strategies, leading to a lack of focused efforts.

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Key Strategic Action 1 Details
Key Strategic Action 1: Implement a strategic staffing model to ensure that all classrooms and the campus are staffed with highly qualified teachers and staff by the start of each academic year,
Progress Measure (Lead: Create targeted systems of support for all campus employee positions that will build staff morale and individualize professional growth.
Outcome Measure (Lag): Improve teacher retention rate by 15% at the end of the academic year.
Dates/Timeframes: May 2025
Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals
Collaborating Departments: All departments

TEA Priorities:
 Recruit, support, retain teachers and principals
  - **ESF Levers:**
 Lever 2: Strategic Staffing, Lever 3: Positive School Culture
     Problem Statements: Student Success 9 - Human Capital 1, 2, 4

Goal 2 Problem Statements:

Student Success
Problem Statement 9: There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next.   **Root Cause**: Teachers might not have a clear understanding of the goals and objectives for vertical collaboration, lack training on the importance of vertical alignment and strategies, leading to a lack of focused efforts.

Human Capital
Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.   **Root Cause**: Teachers may feel overwhelmed by the volume of data and not know how to prioritize which data to analyze.
Problem Statement 2: Teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than state averages in targeted student populations such as EB, ELL, At Risk, STEM, and GT students.   **Root Cause**: Nolan MS teachers lack time to study student data in a meaningful context. They need time and professional training using and planning with student data for EB, ELL, At Risk, STEM, and GT students.
Problem Statement 4: There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next.   **Root Cause**: Teachers might not have a clear understanding of the goals and objectives for vertical collaboration, lack training on the importance of vertical alignment and strategies, leading to a lack of focused efforts.

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details
Key Strategic Action 1: Nolan Middle School will employ a Dean of Instruction, who will assist the school principal in overall administration of instructional program and campus level operations. The Dean of Instruction will provide teacher support in implementation of Tier 1 instruction.

> **Progress Measure (Lead:** The Dean of Instruction will develop a system to identify team and individual teacher areas of instructional growth to provide targeted professional development.
>
> **Outcome Measure (Lag):** STAAR scores in Math, ELAR, Science and Social Studies will increase by 10% in Meets and 5% in masters.
>
> **Dates/Timeframes:** 2024-2025 School Year
>
> **Staff Responsible for Monitoring:** Principal
>
> **Collaborating Departments:** Math, Science, English ,Social Studies
>
> **TEA Priorities:**
> Recruit, support, retain teachers and principals, Build a foundation of reading and math
> - ESF Levers:
> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
>
> **Problem Statements:** Student Success 1, 2, 3, 4, 5, 6, 7, 8, 12 - Human Capital 1, 2, 5
>
> **Funding Sources:** Salary and Benefits for a Dean of Instruction - 211 - ESEA, Title I Part A - 211.11.6119.00.055.30.000 - $107,165

Key Strategic Action 2 Details
Key Strategic Action 2: Nolan Middle School will employ a Curriculum Instructional Specialist, who will assist the school principal and Dean of Instruction in overall administration of instructional program and campus level operations. The CIS will provide teacher support in implementation of Tier 1 instruction

> **Progress Measure (Lead:** The Curriculum Instructional Specialist (CIS) will work with the Dean of Instruction to develop a system to identify team and individual teacher areas of instructional growth to provide targeted professional development.
>
> **Outcome Measure (Lag):** STAAR scores in Math, ELAR, Science and Social Studies will increase by 10% in Meets and 5% in masters.
>
> **Dates/Timeframes:** 2024-2025 School Year
>
> **Staff Responsible for Monitoring:** Dean of Instruction
>
> **Collaborating Departments:** Principal
>
> **TEA Priorities:**
> Recruit, support, retain teachers and principals, Build a foundation of reading and math
> - ESF Levers:
> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
>
> **Problem Statements:** Student Success 1, 2, 3, 4, 5, 6, 7, 8, 12 - Human Capital 1, 2, 5
>
> **Funding Sources:** Salary and Benefits for a Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.055.30.000 - $78,925

Key Strategic Action 3 Details

Key Strategic Action 3: Core Department Lead Teachers will strengthen their understanding of professional learning communities in order to disaggregate data effectively, identify areas of concern by student and standard, and lead the content teams to build engaging lessons that target Tier 1 instruction.

> **Progress Measure (Lead:** Lead teachers will implement with fidelity the concepts and strategies learned at the PLC at Work Conference
>
> **Outcome Measure (Lag):** Department PLCs will data discussions will increase by 25% and content teams will increase their planning time by 15%.
>
> **Dates/Timeframes:** May 2025
>
> **Staff Responsible for Monitoring:** Principal, DOI, CIS, CIC, Assistant Principals
>
> **Collaborating Departments:** Math, Science, English, and Social Studies
>
> **Problem Statements:** Student Success 5, 6, 7, 9 - Human Capital 1, 2, 4
>
> **Funding Sources:** Travel - 211 - ESEA, Title I Part A - 211.13.6411.00.055.30.000 - $20,000

Key Strategic Action 4 Details

Key Strategic Action 4: Core teachers will strengthen their understanding of professional learning communities in order to disaggregate data effectively, identify areas of concern by student and standard, and build engaging lessons that target Tier 1 instruction. Teachers will also attend professional development that will assist with integrating strategies that target rigor, depth of knowledge, and the intervention processes to ensure the academic and social-emotional needs of all students are met, including SPED, At-Risk, and EB students.

> **Progress Measure (Lead:** Teachers will implement with fidelity the concepts and strategies learned at the PLC at Work Conference
>
> Teachers will attend any conference that will strengthen department learning communities in core contents and provide strategies and interventions for student success.
>
> Curriculum debrief with teachers when they return from a conference to develop an implementation of strategies learned.
>
> Teacher appraisal, coaching walk, and walkthrough data will be viewed to determine if the conference will meet their professional growth needs.
>
> **Outcome Measure (Lag):** Department PLCs data meetings will increase by 25% and content teams will increase their planning time by 15%..
>
> Students academic success will improve by 10% in call core contents.
>
> **Dates/Timeframes:** May 2026
>
> **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals, CIS, CIC
>
> **Collaborating Departments:** All contents
>
> **TEA Priorities:**
> Recruit, support, retain teachers and principals
>
> **Problem Statements:** Student Success 1, 2, 3, 4, 5, 6, 7, 9 - Human Capital 1, 2, 4
>
> **Funding Sources:** Professional Development - 166 - State Comp Ed - 166.13.6411.00.055.30.AR0 - $12,742.50, Professional Development - Teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.055.30.000 - $12,794, Professional Development - Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.055.30.000 - $5,000

Key Strategic Action 5 Details

Key Strategic Action 5: The ELL teacher will attend training that will enhance her understanding of how to best serve ELL and EB students in her classroom and campus wide.

Progress Measure (Lead: Timeline for strategy implementation established in fall semester
Monthly meetings with ELL teacher and Supervisor
Monthly training for staff for strategy implementation

Outcome Measure (Lag): ELL and EB student ELAR scores will improve by 5%

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: ELL, T-TESS Supervisory

Collaborating Departments: All department

ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Success 6, 7, 9 - Human Capital 2, 4

Funding Sources: Teacher Travel - 165/ES0 - ELL - 165.13.6411.00.055.25.ES0 - $2,490, Supplies for ELL/EB Strategy Implementation - 165/ES0 - ELL - 165.11.6399.00.055.25.ES0 - $2,000

Key Strategic Action 6 Details

Key Strategic Action 6: Science and Social Studies teachers will participate in half-day planning sessions to evaluate student data, plan instruction, and design common formative assessments in order to improve achievement in all sub-populations. Substitutes will be provided for teachers when needed.

Progress Measure (Lead:
Science and Social Studies teams will continue analyze summative and formative data to plan lessons, remediation, and enrichment during the half-day planning.

Data Protocols will be implemented for planning

Observation data will be utilized by curriculum team to analyze effectiveness of department planning.

Coaching data will be utilized by curriculum team to analyze the correlation of Get Better Faster strategies and student success.

Nine weeks grade reports will be utilized by the curriculum team to provide feedback to professional learning teams.

Outcome Measure (Lag): Student mastery of the content (70% or higher) will increase by 10% each nine weeks.

Dates/Timeframes: Every 9 Week

Staff Responsible for Monitoring: Principal, Dean of Instruction, CIS, CIC, Assistant Principals

Collaborating Departments: Science and Social Studies

TEA Priorities:
Recruit, support, retain teachers and principals
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 3, 4, 5, 6, 7, 9 - Human Capital 1, 2, 4

Funding Sources: Substitutes for Half-Day Planning - 211 - ESEA, Title I Part A - 211.13.6299.00.055.30.000 - $2,500

Goal 3 Problem Statements:

Student Success
Problem Statement 1: Less than 40% of Nolan Math students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level course work on the Math STAAR.   **Root Cause**: Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.
Problem Statement 2: Less than 30% of Nolan ELAR students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level course work on the Reading STAAR   **Root Cause**: Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students
Problem Statement 3: Less than 50% of Nolan Science students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level coursework on the Science STAAR   **Root Cause**: Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.
Problem Statement 4: Less than 40% of Nolan Social Studies students are attaining the "meets grade level" performance in their grade level on STAAR, indicating that many of our students are not ready for the next grade level coursework on the Social Studies STAAR.   **Root Cause**: Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.
Problem Statement 5: The percentage of GT students scoring at the Meets and Masters levels is slightly lower than State performance levels, indicating that some of our students are not ready for the next grade level course work on STAAR.   **Root Cause**: Teachers struggle with the implementation of learning tasks that align with the rigor of the TEKS while differentiating for the needs of all learners. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.
Problem Statement 6: Teachers struggle to provide students with differentiated activities and understanding regarding the new State Standards and STAAR Assessments.   **Root Cause**: Teachers need access to additional supplemental materials and training to meet the new State Assessments STAAR. There is a lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.
Problem Statement 7: At-risk students, Special Education, Emergent Bilingual / ELL, Advanced GT, and some Special Population Students at all grade levels scored below the campus average on all state assessments.   **Root Cause**: Interventions have not been implemented with fidelity to individualize instruction and there is a need to provide targeted support for each student group.
Problem Statement 8: Nolan is in need of a Dean of Instruction and Instructional Specialist to help improve Tier I instruction and effectively implement accelerated instruction programs to help improve student performance in all areas.   **Root Cause**: Lack of consistency throughout the campus with Tier I instruction and implementation of accelerated instruction. Focused coaching time for staff in order to address learning gaps in students and build strong Tier I instruction across all 4 core content areas.
Problem Statement 9: There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next.   **Root Cause**: Teachers might not have a clear understanding of the goals and objectives for vertical collaboration, lack training on the importance of vertical alignment and strategies, leading to a lack of focused efforts.
Problem Statement 12: Nolan Middle School students scored between 8-11% lower on their math STAAR assessments from 2023 to 2024.   **Root Cause**: Teachers struggle to disaggregate data to spiral targeted tier one and two interventions into lessons.
Human Capital
Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.   **Root Cause**: Teachers may feel overwhelmed by the volume of data and not know how to prioritize which data to analyze.
Problem Statement 2: Teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than state averages in targeted student populations such as EB, ELL, At Risk, STEM, and GT students.   **Root Cause**: Nolan MS teachers lack time to study student data in a meaningful context. They need time and professional training using and planning with student data for EB, ELL, At Risk, STEM, and GT students.

Human Capital
Problem Statement 4: There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next.   **Root Cause**: Teachers might not have a clear understanding of the goals and objectives for vertical collaboration, lack training on the importance of vertical alignment and strategies, leading to a lack of focused efforts.
Problem Statement 5: Nolan is in need of a Dean of Instruction and Instructional Specialist to help improve Tier I instruction and effectively implement accelerated instruction programs to help improve student performance in all areas.   **Root Cause**: Lack of consistency throughout the campus with Tier I instruction and implementation of accelerated instruction. Focused coaching time for staff in order to address learning gaps in students and build strong Tier I instruction across all 4 core content areas.

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Key Strategic Action 1 Details

Key Strategic Action 1: The campus will create multiple and meaningful opportunities for staff to provide timely feedback during the school year.
    Progress Measure (Lead: Morning Huddles
1:1 Progress meetings each marking period with staff
Surveys
Committees
    Outcome Measure (Lag): 100% of staff will report that they have had opportunities to provide feedback.
    Dates/Timeframes: May 2025
    Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals
    Collaborating Departments: All departments
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: Student Success 9 - Human Capital 1, 4 - Financial Stewardship 3, 4

Goal 4 Problem Statements:

Student Success
Problem Statement 9: There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next.   **Root Cause**: Teachers might not have a clear understanding of the goals and objectives for vertical collaboration, lack training on the importance of vertical alignment and strategies, leading to a lack of focused efforts.

Human Capital
Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning.   **Root Cause**: Teachers may feel overwhelmed by the volume of data and not know how to prioritize which data to analyze.
Problem Statement 4: There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next.   **Root Cause**: Teachers might not have a clear understanding of the goals and objectives for vertical collaboration, lack training on the importance of vertical alignment and strategies, leading to a lack of focused efforts.

Financial Stewardship
Problem Statement 3: Some stakeholders feel that they are not adequately involved in the early stages of the budgeting process.   **Root Cause**: Limited outreach and communication channels during the initial budget planning phase.
Problem Statement 4: Not all staff are fully aware of updated policies and procedures, leading to inconsistent implementation.   **Root Cause**: Gaps in communication and training regarding policy updates.

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Key Strategic Action 1 Details
Key Strategic Action 1: The campus will follow all required security measures to ensure the safety of our students and staff.

    Progress Measure (Lead: Follow State and District expectations for conducting safety drills. Clear plan for staff with clear expectations. Students knowledgeable of importance of drills.

    Outcome Measure (Lag): 100 percent of required drills are conducted throughout the year. Drills are effective, efficient and practiced.

    Dates/Timeframes: All year.

    Staff Responsible for Monitoring: All staff.

    Collaborating Departments: KIlleen ISD Safety

    ESF Levers:
    Lever 3: Positive School Culture

    Problem Statements: Financial Stewardship 8

Key Strategic Action 2 Details
Key Strategic Action 2: The campus will collaborate with custodial services to ensure that the campus is thoroughly cleaned and a system is in place for daily cleaning.

    Progress Measure (Lead: Monthly meetings with Lead Custodian and Supervisor
Implement a daily check system for day and night crew
Feedback provided to Lead Custodian to implement change

    Outcome Measure (Lag): 100% of all classrooms will be swept and trash thrown daily
100% of all office spaces are cleaned daily
100% of all floors and stairs are free of trash and clean appropriately

    Dates/Timeframes: May 2025

    Staff Responsible for Monitoring: Principal, Lead Custodian

    Collaborating Departments: Custodial Services

    TEA Priorities:
    Recruit, support, retain teachers and principals
     - ESF Levers:
    Lever 3: Positive School Culture

    Problem Statements: Financial Stewardship 4

Goal 1 Problem Statements:

Financial Stewardship
Problem Statement 4: Not all staff are fully aware of updated policies and procedures, leading to inconsistent implementation.   **Root Cause**: Gaps in communication and training regarding policy updates.
Problem Statement 8: Campus staff struggles with implementing safety protocols due to not understanding their responsibilities for the different drills and safety protocols.   **Root Cause**: Administrators do not follow-up on safety procedure training periodically to ensure proper implementation.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Key Strategic Action 1 Details

Key Strategic Action 1: The campus will collaborate with the Site Based Decision Making committee to provide input on budget decisions for overall campus improvement.
    Progress Measure (Lead: Based on the end of year survey, all Site Base Decision Making members will have a "strong" or "very strong" understanding of the budgeting process.
    Outcome Measure (Lag): 100% of SBDM committee will have a sound understanding of the budgeting process.
    Dates/Timeframes: Monthly
    Staff Responsible for Monitoring: Principal
    Collaborating Departments: SBDM committee
 	
    ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments
    Problem Statements: Financial Stewardship 1, 3

Goal 2 Problem Statements:

Financial Stewardship
Problem Statement 1: Allocating the correct funds to expenditures throughout the year must be a priority.   **Root Cause**: The budget continues to increase in complexity.
Problem Statement 3: Some stakeholders feel that they are not adequately involved in the early stages of the budgeting process.   **Root Cause**: Limited outreach and communication channels during the initial budget planning phase.

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Key Strategic Action 1 Details
Key Strategic Action 1: The campus will engage stakeholders through the Family Engagement and Home Compact to review and update policies and procedures.
Progress Measure (Lead: By the end of the school year, all staff will indicate an overall "strong" or "very strong" understanding of campus policies and procedures. **Dates/Timeframes:** Marking Period **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Financial Stewardship 4, 5

Goal 3 Problem Statements:

Financial Stewardship
Problem Statement 4: Not all staff are fully aware of updated policies and procedures, leading to inconsistent implementation.   **Root Cause**: Gaps in communication and training regarding policy updates.
Problem Statement 5: A low number of parents attend school events and struggle to connect with student success.   **Root Cause**: Parents do not feel connected to their students' school and struggle to understand changing STAAR and TEKS system.

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

Key Strategic Action 1 Details
Key Strategic Action 1: Staff will implement adopted curriculum and supplemental programs with fidelity.
Progress Measure (Lead: PLC meetings Collaborative Time Meetings Nine week grade reports **Outcome Measure (Lag):** 100% of lesson plans will align with the district's curriculum standards and TEKS. **Dates/Timeframes:** Monthly **Staff Responsible for Monitoring:** Dean of Instruction, CIS, CIC, Assistant Principals **Collaborating Departments:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Success 6 - Human Capital 1, 2 - Financial Stewardship 2

Goal 4 Problem Statements:

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

Human Capital
Problem Statement 1: As determined in the Coaching Walks, there is a regression toward lesson design and instructional practices that are at the DOK level 1&2; however, it is not consistent across all grade levels and content areas. Teachers struggle with using data from CUAs and STAAR to guide lesson planning. **Root Cause**: Teachers may feel overwhelmed by the volume of data and not know how to prioritize which data to analyze.
Problem Statement 2: Teachers are not effectively using student data, resources, or collaborative teams to plan rigorous lessons. As a result, student STAAR scores are lower than state averages in targeted student populations such as EB, ELL, At Risk, STEM, and GT students.   **Root Cause**: Nolan MS teachers lack time to study student data in a meaningful context. They need time and professional training using and planning with student data for EB, ELL, At Risk, STEM, and GT students.

Financial Stewardship
Problem Statement 2: There are occasional delays in data collection and analysis, such as the delayed release of EOC scores, impacting the timeliness of financial decision-making.   **Root Cause**: Limited capacity and resources for comprehensive data analysis.

SBDM & Title I Stakeholders (SEC)

Committee Role	Name	Position
Business Representative	Amy Hughes	Business Representative
Community Representative	Andrea Knighton-West	Community Member
District-level Professional	Kimberly McClish	District-Level Professional
Parent	Lisa Nagia	Parent
Parent	x x	Parent
Administrator/Chair	Joe Gonzalez	Principal
Classroom Teacher	Lisa Davie	Subject: English/ELAR
Classroom Teacher	Angela Find	Subject: Math
Classroom Teacher	Mariela Garcia	Subject: Science
Classroom Teacher	Brenan Hrometz	Subject: Social Studies
Classroom Teacher	Bryan Sclessiger	Teacher: SPED
Classroom Teacher	Juanita Hamilton	Title I: Other Appropriate Personnel
ESL Teacher	Kimberly Moreno	Title I: Other Appropriate Personnel
Dean of Instruction	Joshua Rainwater	Title I: Other School Leader
Assistant Principal	Angela Bernier	Title I: Other School Leader
Paraprofessional	Leann Chase-Smith	Title I: Paraprofessional
Paraprofessional	x x	Title I: Paraprofessional
Campus Instructional Specialist	Joanna Barraza	Title I: Specialized Instructional Support
Student	x x	Title I: Student
Student	x x	Title I: Student