

Killeen Independent School District

Manor Middle School

2022-2023



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Parent and student surveys indicated a need for more opportunities for intervention with students.

Parent surveys indicated a need for more parent communication.

Parent surveys did not indicate a strong desire to develop a parent organization.

Students surveys indicated a need for more student activities, after school opportunities, school pride focus and culture shift.

Staff surveys a strong desire to be more connected school wide, rather than in silos of departments or hallways.

Staff surveys indicated a need to celebrate staff and students more frequently and predictably.

Staff and students indicated a need to beautify the physical plant to increase school identity.

Data indicated a need for increased instructional efficacy.

Discipline data indicated a significant decrease in student self regulation.

Discipline data indicated a significant need for consistent and uniform management techniques.

Data, conversations, and feedback all indicated that students have a self doubt about school that needs to be addressed.

Demographics

Demographics Summary

Manor Middle School is a Title I school built in 1971, as a neighborhood school. While Killeen has expanded around us, we want to continue to serve the neighborhood that surrounds our school. We have a long, proud Ram history of creating a family atmosphere. Our current enrollment, which is reduced from previous years, is approximately 625 total students with the following real time summer 2022 demographics. We also have several children that transfer to MMS each year due to various circumstances from the home campuses, or due to parental preference.

- Hispanic - 260 students
- African American - 254 students
- Asian - 11 students
- Indian - 1 students
- Pacific Islander - 13 students
- White - 48 students
- Two of more races - 38 students

We have several special program served on the campus. We are the only KISD middle school which has the honor of serving all functional SKILLS children. The current enrollment in our programs are listed below:

- 504 - 94 students
- SPED - 111 students
- At Risk - 502 students
- Dyslexia - 70 students
- LEP - 131 students
- TAG - 25 students

Due to our percentage of economically disadvantaged students, we qualify to be served as a Title I school. This designation allows us to utilize federal dollars to hire intervention staff so that our students are receiving additional assistance with their academic challenges. We are also receiving additional intervention staff from the district for the coming year to help us with the gaps in learning that have increased due to the pandemic and the impact from online schooling for so many. Interventions and a robust RtI program are essential as many of our student groups continue to fall below the campus, district, and/or state average on the state assessment and local CUA assessments. We have also hired an additional Campus Instructional Specialist and an At-Risk Counselor. The CIS will ensure our teachers are meeting the needs of our students through their instructional techniques and approaches to instruction as she uses data to determine how to best intervene. The At-Risk counselor will work with students and intervention teams to ensure that we are working with our struggling students to build capacity for positive academic and behavioral outcomes.

We just completed our first year with an at-risk counselor and we now have a better point of reference for how the role is best used. This is a position that is well-suited for small group intervention and peer to peer conflict resolution. This counselor is also an integral part of our work with struggling students who need academic intervention and the communication between the at-risk counselor and the interventionist is an integral part of getting students the help they need. Our interventionists are focused on data to help the team respond to the needs of students individual needs and then plan interventions accordingly.

Using the 2020-2021 TAPR report, the staff of Manor Middle School have the following distribution:

Forty seven teachers employed by the campus. Sixteen members of the staff have five years or less of experience. With a wide experience distribution, the administration must purposefully plan professional development so learning experiences are intentionally built around appropriate teaching strategies and approaches for the students who are served at MMS. We have found in our survey's, conversations, and observations, that students who are in more active classrooms, where peer to peer discourse and teamwork are planned, are

seeing better academic and behavioral outcomes. We will be intentionally planning professional development to ensure that all staff are comfortable with planning these types of experiences for their learners.

We will continue to utilize a mentoring program, not only for teachers who are new to the profession, but also for those who are new to the campus. Professional development will be driven by student data and student trends to ensure professional learning is targeted to improve student achievement. We will also focus on effective communication and collaborative planning during Professional Learning Communities and Departmental Meetings. Staff will continue to provide feedback in various forms to ensure that administration is meeting their expectations regarding professional development and mentorship.

Piloting restorative discipline at MMS in the spring of 2019 and then going full school Restorative for the 2019-2020 school year, showed tremendous potential with the students, however, due to the interruption of the on-site school experience, due to COVID, we were unable to complete a full year of data collection to determine if the Restorative measures put in place were decreasing referrals systemically. Data, up to spring break of 2020, indicated a decrease in discipline referrals, with a concentration of referrals in classrooms of less experienced teachers. This school year we saw increases in referrals, fighting, and strained peer interactions. We worked diligently to understand the levels of frustration our children were experiencing. We will be putting interventions in place to intentionally address these areas of strife with our children and their peer to peer interactions. We hypothesize that the interruptions to social interactions and maturity trajectories were altered due to the COVID 19 pandemic and we will purposefully intervene to target interactions with our students. We are also seeing a great need among our students to have active learning experiences and increases in opportunities for discourse and movement. These needs will be purposefully planned in lessons this coming year to provide learning environments where students are able to experience classrooms that best suit their learning needs.

Demographics Strengths

Manor Middle School's strength lies in our diversity. We are a culturally and ethnically diverse population. We will be working through our designated activity period this year, Ram-Fam, to honor and embrace the differences among us so that we may learn from one another. and increase our social emotional skills, as well as academic endeavors. Our goal is to have all learners be "future ready". Embracing and honoring our differences is an integral part of being ready for high school and beyond.

Our twenty eight teachers with six years of experience or greater, are effective and committed mentors for those new to the profession. Manor staff embraces a family culture and support and care for all students and one another.

Our principal, assistant principals, special program facilitator, counselors and CIS's have over 125 years of educational experience between them. This uniquely qualifies the administrative team to work with the instructional staff to disaggregate data and implement practices to enhance the learning experiences and needed interventions of the students at MMS.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Manor Middle School students are not mastering goal setting and owning/internalizing academic progress as indicated through the high percentage of class failures (greater than 40% as indicated by failure reports) and in class discipline referrals (greater than 50% occurring in the classroom.). **Root Cause:** MMS has not had a consistent approach to classroom structures/expectations focused on teaching/modeling grade/goal tracking for students.

Problem Statement 2: Manor Middle School has a high number of children on free/reduced lunch (92%) so there is some difficulty financing additional educational opportunities in support of college career or military readiness (CCMR.) **Root Cause:** MMS will fund academic opportunities for students so they will be able to participate in opportunities that support college, career and military readiness (CCMR).

Problem Statement 3: Manor Middle School has 80% of our children identified as at-risk. We also have special programs serving 18% of our learners in SPED , 15% in 504, 11% in dyslexia programming, and 21% of our students served in our LEP program. **Root Cause:** Manor Middle School identifies and works with students who are in special programs or

interventions.

Problem Statement 4: Due to the pandemic, learning challenges have become more apparent. In conversations with staff, parents, and students we have identified a pattern of significant learning regression and peer interaction difficulties. **Root Cause:** MMS is 80% at-risk. As a Title I campus, the pandemic impacted our children through a loss of consistent access to educational resources and face to face educator interventions.

Student Learning

Student Learning Summary

Reviewing past STAAR tests and last year's CUA's, MMS, in most categories, is below the State and District averages. Reading, writing, and math across the grade levels is especially concerning since reading and writing are critical skills which impact all other disciplines. We will implement specific strategies in all classes that increase the expectation of reading and discussing what was read for all students. This is intended to help our students embrace the written word and increase fluency, vocabulary acquisition and reading comprehension. Through intentional PLC's and professional development, we will hone our skills to deliver high quality instruction that serves our students in all classrooms, with an emphasis on the core classrooms. PD will also concentrate on high yield strategies, Webb's Depth of Knowledge, relevance, cross curricular connections, and purposeful group-work in all classes. Using these techniques through the GRR model will enable our teachers to collaboratively create strong, student centered lesson plans that increase learning and student efficacy across the disciplines. We have noticed some classrooms are struggling to release with GRR. This will also be a focus in our PLC's.

Using our CUA data from this past school year, we noticed that our students struggled to demonstrate/connect their learning. They were consistently below the "meets" designation on many assessments. We consistently hyped growth tracked progress and posted data in our classrooms so we had a visual construct for the learning for our children. Students also tracked their learning so they had the same reference for internalizing if they were growing from one assessment to another. The focus on growth will continue this coming school year, as well as interventions. We are very concerned at the reduction in data this year. Although we expected to have a variety of learning outcomes due to the pandemic, and the stress students were feeling due to the loss of continuity with their educational processes, we are seeing a lack of significant growth, as well as regression, across several core tested areas.

The achievement of MMS students is below the district and state average and must improve in all areas. As we look at this data, we see significant deficiencies in the Manor campus as compared to the District and the State. We will continue to strive for the meets measure, as well as looking at growth in the approaches category from which to build. We expect to continue to work with our students and teachers to prioritize a growth mindset as we strategically improve our academic performance.

We will use the at-risk counselor and two interventionists to intentionally intervene for learners both in a push in and pull out capacity. We will increase the role of the teacher leaders in this endeavor, as well. We will use our LEVEL UP period for interventions and SEL lessons. While this has a mixed level of support, we will retool this for 100% implementation with fidelity across the campus. We will use goal setting, grade tracking, student conferences, data walls and interventions to help our students be aware of their progress and track when they need assistance. We will work with our teachers to create meaningful intervention and enrichment for those students who are academically succeeding. We will increase technology to allow all staff members to have access to i-pads/laptops in their classrooms to permit greater access to technology and intervention tools for the core areas, as well as electives. We will maintain three computer labs, as well as maintain technology in the library through an i-pad cart.

Our library will undergo a revitalization. Our librarian will work in PLC's and offer a support to co-teach classes, research strategies for interventions, hold small groups and engage learners in growth. Our vision is to have a "dynamic" library where all are welcome and all stakeholders are able to access learning opportunities. Book fairs, after school reading opportunities, and available book choices will all be a part of this new approach to the MMS library. Additionally partnerships with the lead teachers in history and ELAR with the librarian will be fostered for additional cross curricular teaming and initiatives.

Teams will be established to allow for a greater focus on our students' learning. We will have two teams in the following format; one will serve math and science and the other ELA and social studies. Each team will have:

1. Assistant principal (1)
2. Counselor (1)
3. Curriculum Specialist (1)
4. Interventionist (1)
5. Lead teacher of that content (1)
6. Teachers of the content (multiple)

The SPED facilitator, At-Risk Counselor and Principal will serve on both teams as needed.

Data table below shows the data changes from the prior year student achievement. Almost across the board, we see decreases, some very significant.

Content	Approaches		Meets		Masters		Notes
Math (6)	55%	(District 68%)	11%	(District 27%)	3%	(District 9%)	
Math (7)	38%	(District 51%)	13%	(District 20%)	3%	(District 5%)	
Math (8)	41%	(District 58%)	14%	(District 24%)	1%	(District 6%)	
Reading (6)	43%	(District 62%)	13%	(District 31%)	7%	(District 13%)	
Reading (7)	55%	(District 71%)	27%	(District 43%)	14%	(District 26%)	
Reading (8)	72%	(District 76%)	38%	(District 47%)	23%	(District 26%)	
Science	71%	(District 65%)	30%	(District 32%)	15%	(District 14%)	
Social Studies	29%	(District 51%)	8%	(District 20%)	3%	(District 11%)	

In order to raise student achievement, most specifically the growth measure of all learners, we will embark on a targeted approach to focus on teaching, learning and quality instruction.

- Professional Development will focus on high yield teaching strategies so that our students have an increased, research based opportunity to learn concepts/content. GRR, balanced literacy, vocabulary acquisition, purposeful group work and accountable talk will all be a part of our instruction.
- Restorative Discipline will continue in a full school model. We have seen tremendous success through the pilot (2018-2019) and inferred some progress through the partial year data from school year (2019-2020). School year 2020-2021 saw continued improvement in the first three 9 week grading cycles, but saw an uptick in behaviors in the last 9 weeks of the school year. The 2021-2022 school year was a disciplinary regression in behaviors. We will start this year strong, with two AP's fully on board, along with small group assemblies the first week of school, to communicate clear expectations. We will additionally ensure that all students feel safe in their classrooms and that learning is the focus through consistent communication and a common classroom management plan, so that all students may learn.
- We will add "I will" statements in all areas of MMS. We will do this through consistency and repetition so that students are internalizing expectations for the learning environment. All staff must consistently approach these statements so we are of one accord.
- PLC's will be intentionally planned. This was started in 2018-2019 and will continue moving forward with targeted implementation. The PLC room will have a large calendar that outlines units and testing so all departments see what the others are doing. This communication tool will be invaluable with planning and approaching cross curricular opportunities in our classes.
- Coaching walks will improve as this year as we had a hard time getting in classrooms due to student discipline. This year classroom visits will be clearly scheduled and purposeful with the leadership team on campus. This will be a benefit to all involved. We will also do team coaching walks to ensure we are continuing to be calibrated. Teachers will receive immediate feedback for implementation in their practice and students will see us in classrooms, which usually tends to increase our sense of community and accountability.
- Professional learning will be based on strategies needed for instruction to improve our release in GRR. We will focus on accountable talk, intentional group work, relevance, questioning, PBL, and vocabulary acquisition. All modules will be credited in the Eduphoria system and ASCD quick guides will be used and placed in PLC binders for additional reference.
- Our work with Dr. Eric Cupp will continue as he is working with our at-risk students and supporting them to cope with some of the stresses that growing up bring and which manifest in poor learning outcomes. Dr. Cupp is supporting the efforts of our counselors and interventionists so students can make connections with poor academic performance and behaviors. If students feel they have control, and are working to accomplish goals they set, they feel more able to engage in the work that is expected in class as they see the connections to their actions and outcomes in the classroom.
- We will engage in a purposeful activity period called Level-Up. All teachers will be expected to implement i-lit and imagine math with fidelity. We will model and assist students in goal setting, grade tracking, goal measurement, anti-bullying lessons, AVID strategies, reading interventions and social emotional support. All of this is intended to assist students both academically and socio-emotionally.

- We will purposefully plan and enroll students in remediation classes for ACC math and reading in order to shore up learning gaps.
- Our PE classes will focus on activity. The students have stated in surveys they need recess and time to play. This will be addressed in PE through planning and execution of active and engaging opportunities for movement and planned activities aligned to the State standards/TEKS.

Student Learning Strengths

MMS teachers have embraced the data expectations for growth. The tracking of these measurement points and then adjusting instruction is imperative for the outcomes that we seek for our students. The majority of teachers posted their data without prompting and many rooms celebrated their data outcomes when they saw a positive growth measure. We also understand the need to critically analyze what we are doing and planning for our students so that we can increase the learning of our students. The personal pride of our students and teachers when they succeed is contagious.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The academic achievement for many of our student populations continue to fall below the campus, district, and/or state average. Math is currently at 31%, Reading at 30% Science at 40% and Social Studies at 21% according to the most recent STAAR data at the Approaches level. **Root Cause:** There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and hands-on authentic/relevant learning experiences. The pandemic is a contributing factor.

Problem Statement 2: Manor Middle School students struggle with vocabulary acquisition and fluency as well as overall literacy within the four core content areas as indicated through CUA, STAAR and teacher observation data. Reading at 30% approaches is an indicator that negatively impacts the other core content areas, as fluency and comprehension impact RICA(literacy.) **Root Cause:** Manor Middle School students often read below grade level, therefore, impacting their ability to expand vocabulary within the content as well as comprehend grade level academic text. This must be an intentional focus across the content for all learners.

Problem Statement 3: During the time of this pandemic, we have seen an increase in learning deficiencies across the content and grade levels. We had approximately 55% of our students F2F and 45% virtual . **Root Cause:** MMS is 80% at-risk. As a Title I campus, not all students have access to technology or additional help to close learning gaps.

Problem Statement 4: All GT students at MMS have not achieved Mastery level on STAAR in their identified areas of giftedness. **Root Cause:** Teachers at MMS need additional opportunities to engage in PD that adequately challenges our GT population.

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

School Processes & Programs

School Processes & Programs Summary

Manor Middle School had a decrease in instructional staff for the coming school year due to a projected enrollment of 600 students. We are committed to the team approach of interviewing for as many applicants as possible for multiple perspectives. As we are hiring staff, we are seeking to understand their affinity for our students, their commitment to customer service and how they will complement the staff that is preexisting. All teachers are state certified in the areas they are assigned to teach. The master board is built taking into account the number of preparations/content/certifications for individual teachers. With the reduction in staff, we are working to use our staff as efficiently as possible.

We also lost several staff members to #growth. They have chosen to live what we preach by seeking to move to the high school and grow their ability to serve the children of KISD. We will work diligently to find new staff members who will be a great fit for the MMS family and our Rams!

Our At-Risk Counselor, two Campus Interventionists, and two Curriculum Instructional Specialists will all team together to serve our students and staff. Coaching our staff for increased instructional efficacy and working our intervention responses as a team will increase our capacity to make a positive impact with our students. Appraisers will be assigned to departments to allow for calibration with TTESS, as well as cross curricular instructional planning, assessments, and student success measures. The CIS's and administration will concentrate on instructional support and increasing the use of high yield strategies as indicated by the research of Dr. Hattie. As administration is looking at our T-PESS evaluations, we need to concentrate on instructional coaching and quality classroom instruction. Improving these areas will assist our students to be more successful. Lesson plans will be reviewed by the teams and walk through observations will occur using all administrators and CIS's. PLC's will be specifically scheduled for all staff once each week. We will calendar our work to make our communication across the departments meaningful and integrated. We will use data regularly to concentrate on the continuous improvement model and a consistent focus to improve our practices. We will use CUA, STAAR, MAP, coaching walks, teacher surveys, student surveys, parent surveys and student failure rates to help us glean information about our students and how we can assist their academic achievement. We will also discuss student work, disaggregate data, share successful strategies and learn new techniques to work with our students. We will affirm good practice and student success, while reflecting on how we can improve our practice for the benefit of our students. PLC's will be led by teacher leaders and supported by CIS's, assistant principals and the principal. We will track data consistently to analyze growth and reset our work if we see that growth is not occurring.

PLC's are still a work in progress at MMS, as indicated by student achievement data, so we will focus on the use of our collective and how we will leverage data for collective teacher efficacy/clarity to continuously improve our practice and intervene for students who are struggling with concepts/content. We will also meet once each week after school for continued education. This will occur on Wednesdays each week as designated time to focus on school improvement. We will also have content related planning days each nine week grading cycle (more often if possible) in order to offer time to teachers for the intricate work that must be done to increase student achievement. The teachers have given feedback that planning time is very important, and the time with their peers to adequately plan is invaluable to their practice. Substitute teachers/alternate activities for learners will be used to continue classes while teachers analyze data and plan for the success of their students. We will also consider the role of assemblies on these days to help the day be a day that helps to move MMS forward as the teachers are planning. The district has also provided, through the district calendar, an opportunity for additional PD days throughout the school year. This year we protected these days for planning and we will continue to do so for the benefit of planning time for the teaching staff. Increasing positive behaviors, goal setting, grade tracking, progress monitoring and restorative practice through previously mentioned interventions embedded in the daily activity period will assist with retention of staff and increase student achievement. Lastly, as teachers see the fruits of the labor of the PLC, the satisfaction of increased student achievement and teacher clarity and efficacy will also help with staff and student morale.

The administrative team will purposefully assign mentors and buddies to the new staff on the campus. We will pair staff based on their commonalities and expertise. The power of mentorship cannot be undervalued and our use of our mentors is intended to strengthen the instructional delivery for our students. We will also assign mentors if there is a teacher who is struggling. Observing another teacher's classroom and collaborating for improvement is a way to tap into the expertise that exists on and off the campus and help others to increase their capacity through intentional collegial interactions.

In an effort to address camaraderie among the staff, committees will be working on several school initiatives throughout the school year to bring a sense of community and family to all of the staff and students at MMS. We will also be deliberate in the way we celebrate special events/occasions on the campus so that all staff, parents and students feel valued and recognized for their contributions to the Manor Community. This past year, gathering has been difficult as people have not returned to school since we had past restrictions from COVID. Now that vaccinations are readily available from the district and our community has seen a reduction in COVID-19 cases, it is hoped that we will return to our previous

method of meeting in person in a way that allows us to have meaningful peer interactions, both at the teacher and student level.

Our discipline data illustrates an increase in the number of office referrals for our students this past year. The majority of the referrals during the school year occurred in the classroom environment (greater than 60%). Manor had an overall increase in referrals, with a slight decrease in enrollment over the prior year. This past school year, we had an increase in fighting as well as campus level hearings and placements at DAEP as compared to the prior school year. We will continue to address this consistently as we must make MMS a place to learn, rather than fight or mistreat others. We also had similar numbers with our SPED students receiving discipline referrals and additional behavior intervention plans still need to be implemented or revised based on these behaviors. Implementation of Restorative Discipline and a uniformed campus expectation of classroom behavior is intended to decrease discipline incidences by 50% on the campus for the coming year. The increase in the structure of Level-Up will also assist in this endeavor by addressing academic and social emotional learning, as well. We look forward to a more meaningful Level-Up for the coming school year.

Procedures this school year we will be addressing the following in a school-wide systemic approach:

- LEVEL UP will have structured lessons and expectations as created from the district plan. Teachers are expected to carry out LEVEL UP with fidelity.
- Our staff will have a uniformed PLC binder. Some items will remain from previous years and others will be replaced. This is being led by the principal and supported by volunteers that wished to be a part of this integral learning binder.
- We will work with staff to implement the TOP 5 expectations across the campus to give students a consistent set of parameters that are reminded and expected uniformly from all staff members. This list was created as the staff worked together to identify the barrier we experienced last year in our classes that limited our learning experiences. This will include hallway behaviors, tardy procedures, expectations for behavior, discipline steps to follow, and the way we prepare for substitute teachers in the building.
- We will continue to reach out to parents to encourage involvement. We will continue Title I outreach, with our CIS leading this expectation. We will also begin our efforts at encouraging and supporting a parent group and more volunteers on campus.
- We will continue mentoring programs with our students through LEVEL UP, At Risk Counselor groups, CIS (Communities in Schools) and Rites of Passage. We will also continue our mentoring of students in transition from DAEP. Any other mentor programs that are brought to our attention will be evaluated for efficacy and possible implementation.

School Processes & Programs Strengths

Many staff members at MMS have been here for greater than five years. This length of time allows for cohesion to grow and staff to develop a sense of community. Working with one another and helping one another creates strong bonds that allow staff members to feel connected to one another and to the common cause of our students' success at MMS. We will intentionally work to tap into this strength and grow it this school year.

Parent communication continues to be encouraged and fostered for the academic and behavioral success of our students. The focus of MMS staff will continue to be building positive relationships and rapport so that all students feel empowered to make positive and appropriate choices. We will work with students so to take responsibility for the culture and climate at MMS. We are using methods that allow students to work with their peers to solve problems and make positive contributions to the MMS family.

This past school year we held over 175 campus level conferences with parents, students, AP's and the principal. This was in addition to parent/teacher and parent/counselor conferences. We are taking great care to meet with families and partner with them for the benefit of their child's educational experience. We are consistently creating interventions by discussing concerns and developing plans that will help the child to use strategies for the concern.

AVID has been a fabric of past practice at MMS. We have been attempting to grow this program so we are enhancing the educational experience of our at risk students. We need to increase the enrollment and can do that through using the substitution of the 6th grade reading elective with the AVID class. The use of organization, goal setting and weekly tutorials is a positive way to allow students extra time to take ownership of their learning and create new habits of mind for their academic success. Our AVID teacher, is exceptionally enthusiastic and has great plans to increase the footprint of AVID on the MMS campus this coming school year.

Parents have been pleased with the weekly call outs coming from the principal and offered praise for the consistency of communication. They have asked for an additional monthly calendar that will show events coming for the next month. This will be disseminated from the principal's office in the form of a monthly calendar release. We are excited about this

feedback and how we can better serve our parents through this additional layer of communication. We are also looking into ways to send home more communication in Spanish as we have a large number of Spanish speaking parents and their feedback has been very positive when they received communication in their first language.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: MMS has not been using the PLC's as effectively as we can. We are now structured with disaggregation, interpretation and implementation of interventions of the data we collect from our student assessments. Planning will reflect intentional interventions from the data to increase student learning. **Root Cause:** Teachers will continue with professional development to focus on disaggregating data for the purposes of targeted remediation, intervention, and enrichment for students.

Problem Statement 2: MMS staff members have not had sufficient PD focused on best practice: i.e.: high yield teaching strategies, Hattie's Power Zone, use of the content rigor matrix, implementation of AVID strategies, balanced literacy strategies, needs of at-risk and struggling students. **Root Cause:** MMS students are a diverse mix of students who need intervention in an intentional way. Campus leadership has not offered sufficient training and support to enable teachers to understand what strategies are the most appropriate for which students (data driven continuous improvement model.)

Problem Statement 3: MMS students have an unacceptable incidence of discipline referrals (various violations of the student code of conduct) resulting in lost or distracted instructional time as over 60% of referrals originate in the classroom environment. **Root Cause:** MMS has not had consistent supports in place to help students understand and internalize the needed skills for successful interdependent relationships. This will be an intentional, cross curricular focus for MMS.

Problem Statement 4: Manor has not had consistency/clarity across the school with expectations for students both academically and behaviorally as indicated through student surveys, administrative observation and feedback from faculty. **Root Cause:** Administration has not been clear/consistent with oversight of school-wide systemic implementation for behavior and academics.

Problem Statement 5: As indicated by discipline referrals, campus level conference feedback, counseling interviews and student observations, MMS is experiencing student behaviors that negatively impact the success of Manor students. Students are engaging in negative mindset and self defeating self-talk which is diminishing their academic success and behavioral interactions with their peers. **Root Cause:** Students have not been instructed on how to track grades and progress. Students have not been systemically taught the connection between mindset, academics and behavior toward others.

Perceptions

Perceptions Summary

As a Title I school, we are intentionally involved in community and parent outreach. Our Title I Home-School Compact and Parent and Family Engagement Policy are both plans for how we intend to reach out to our Manor Family and partner for the benefit of the students here at Manor. This last school year, we had a reduction in traffic to the campus. We suspect this is a remnant from the pandemic and we are hopeful that the participation of our community will increase with the changes in vaccinations and reduction in community spread of COVID-19. We are intentionally planning ways we can reach out to our community so they are aware of our sincere desire to work together as a team for the benefit of the education of our Rams.

The principal will continue to contact parents on Fridays with 5:30pm calls/text/emails to keep us all connected. She will also begin a monthly newsletter, with a calendar of upcoming events to help our parents be more connected by having more notice for events on campus. The calendar was requested by parents in the survey and we are very excited about this opportunity to have more parent involvement at MMS. Other offices will continue their contacts for discipline/attendance/counseling concerns/special program outreach etc. We will also continue the practice of a weekly Tuesday automated phone call to parents if students have a grade below 70 in one or more classes. While we started this on the MMS campus in 2019-2020, mirroring the high school procedures, it has now been implemented by the district and these automated calls are centrally coordinated for all KISD middle schools at this time.

Contacts are listed below:

- Call outs from the principal for events
- Monthly newsletter with calendar going out to parents for the following month
- Marquee updates
- Title I Parent Family Compact meetings
- Parent/Family Engagement Meetings
- Increased Facebook presence
- Improve athletic program parental outreach.
- Weekly calls on Tuesday go home when a student is failing one or more classes, Central Coordination
- Teachers will perform regular contacts home on a rotation for students in their classes, follow ups by teacher supervisor
- Offerings of parent seminars to facilitate knowledge of how to intervene with their teens will occur at least once each nine weeks (social media, peer interactions, expectations for academic success, etc)

We continue to work on campus beautification. The crepe myrtles have not all survived from the initial planting, so KISD will replace them. The grounds team created a beautiful flower bed we will maintain to enhance our curb appeal and school pride. Additionally picnic tables have been placed near the football field to help our parents with younger children to eat snacks and meals while watching older kids compete athletically. We added benches and two tether ball poles have also been installed. We have also created an outdoor classroom that will be up and running for the coming for this school year. We will also invest in shepherd hooks for bird feeders that the science classes can maintain. The cafe, athletic hall and gym have all been painted. Several murals and school spirit visual displays will be completed prior to the start of the this school year to increase our focus on our collective identity. Three classrooms of innovative seating have been purchased by KISD and will be placed in three classrooms for the coming school year. Our college pennants will be completed this summer, as well, for a continuous look in our commons area. The Manor Art Gallery is fully functional in the main ramp, by the cafeteria, as well as down the theater arts hallway to display the talents of our students. The displays will be changed throughout the school year. The bulletin boards up and down the main halls will be numbered and assigned to various groups for upkeep. This will enable all of them to consistently be fresh and spirited.

Student safety remains a top priority and we will continue to make MMS a safe place where students enjoy coming to school. Our goal is to have employees that feel empowered with the necessary tools to teach and challenge our students to reach their maximum potential. MMS has a rich tradition, strong relationships between teachers and staff focused on customer service, and meaningful student-teacher relationships. Clear and consistent classroom and school rules will be established and will be collectively enforced throughout the campus consistently. The traffic flow for the beginning and the end of the day was reworked last year from a collaboration between campus administration, school safety and transportation.

The principal intends to continue the student/principal counsel, parent/staff/student surveys and personal conversations with all stakeholders that glean the needs and perceptions of all stakeholders. Students and teachers have been very forthright in their conversations concerning how they want to see Manor progress for the future. Creating connections with teachers and opportunities to meet with one another is a high priority as evidenced from the feedback given to the principal in faculty meetings, PLC's, surveys, and conferences. Students stated in their survey that they want a consistent set of expectations and a kinder and gentler environment for learning. Students also expressed a desire for more school spirit and continuity in the physical plant of the building/hallways. Students and teachers both conveyed that there is a need for students to better understand how to organize calendars, due dates, set goals, keep up with grades, and in general, take responsibility for their learning experiences. Teachers and students have both expressed a desire to increase learning that occurs in the classrooms through this type of structural increase and self regulation of the students' habits. As middle school students anything we can do to help them gain this skill set and confidence in their academic skills helps them at the high school level.

Teachers have discussed in PLC, surveys, personal conversations with admin, and faculty meetings a concern about student grit. When asking students about this in informal conversations in the counseling office, AP office, principal conferences, campus level conferences, and classrooms, the answers to this are often similar. Many of the students do not feel they are good at school. They share stories of past experiences where they were not successful and it left a negative impression with them about their abilities. Students have discussed feeling overwhelmed by coming to middle school from elementary school and not knowing how to traverse the new environment/transition. The stress of learning is sometimes hard on our students, especially as they are juggling social turmoil at home (mostly shared in the counseling and AP offices.) Over 170 campus level conferences were held this year at MMS so that parents, students, assistant principals and Mrs. Bell could better understand what was occurring with the decisions of a student. Many times, the outcome of that meeting led to information that allowed the administration to better serve the student in his or her social or academic endeavors. Dr. Cupp also shared that some of his conferences indicated a need for students to feel they are capable of persevering through turbulent times. Affirmation and specific ways for students to develop the "yet" philosophy is essential to fostering much needed perseverance. Dr. Cupp also spoke with the principal at length regarding the positive outcomes he was seeing with small goal setting groups, while still having serious concerns at some of the choices that students are making which are leading to poor academic and behavioral outcomes. Dr. Cupp is working each month to show students the connections between choices, goals, and academic outcomes.

Parent communication has improved, with an emphasis on a partnership with the school, student, and parent to meet the needs of all students. The focus of MMS staff is to empower students to make positive and appropriate choices to understand their purpose (DIAL-UP.) Students will also be tasked to track their academic performance/growth. Staff is participating in restorative discipline campus wide. Restorative practice is a philosophy intended to strengthen positive rapport and relationships between staff and students, as well as students with one another. It encourages a critical look at why decisions are made and how interactions can be supportive and positive for all in the community. It is intended to increase positive decision making and decrease negative human interactions.

Mission: The mission of Manor Middle School is to encourage students to be **determined, innovative** and **actively involved leaders** in the community who **understand** their **purpose** (DIAL-UP.)

Vision: The vision of Manor Middle School is to promote a culture of love and respect for all members of the Manor Family to foster high academic achievement.

Motto: DIAL-UP and #growth

Perceptions Strengths

Our physical plant is undergoing beautification in phases as mentioned above. Outdoor seating, art gallery, hallway displays, landscaping, fencing, outdoor classroom, community garden space, commons area messaging with university focus, repainting common areas, and the installation of several spirit oriented areas.

Our commitment to Level-Up time is to close academic gaps.

We did not use lockers the past three school years and teachers have given feedback that they liked this shift. The principal received no complaints over the locker deletion from our practice these past two years. Hallway loitering has decreased, locker door accidents have disappeared, the requests to leave class to go the locker have vanished and students are less congested in the hallways as the traffic flows during transitions more freely due to the lack of use of lockers in our narrow hallways.

We will continue to communicate with our families in an effort to bridge the gaps that sometimes exist between school and home. It take a village working together to help our children learn and succeed. We need everyone involved to help our kids be their best.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for MMS to consistently communicate and serve all stakeholders as indicated through parent surveys and feedback to school staff. **Root Cause:** Systemic routines are developing for the consistent communication, execution and implementation of school wide initiatives for parents, students , and staff.

Problem Statement 2: MMS student surveys, indicate a lack of connection and pride in the school. **Root Cause:** The appearance of MMS is not cohesive, and at times, is in disrepair.

Problem Statement 3: MMS students have stated they find school difficult and often times give up on themselves, rather than persevering through the struggle of learning new content. **Root Cause:** MMS structures have not intentionally focused on grit and building perseverance with our students and how they relate to school expectations.

Problem Statement 4: Manor Middle School students struggle with self regulation concerning academic performance and personal behavior. The connection between lost instructional time, as correlated to poor behavior choices is strong as seen in referral data, teacher feedback and student feedback/surveys.. **Root Cause:** Manor has not intentionally worked with students to set behavioral (social) and academic goals and then analyzed the success of those goals for continuous improvement.

Goals

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

Performance Objective 1: The percentage of students approaching grade level standards on STAAR reading will increase in all grade levels from 30% to 70% to reach the district performance rate.

Evaluation Data Sources: STAAR 2023 data

Strategy 1 Details
<p>Strategy 1: Additional Targeted Support will be provided to all students through small group interventions during the school day and extended-day tutoring sessions after school. Various STAAR supplemental review materials will be used with our At-Risk, ELL and SPED populations to increase the number of students approaching grade level standard on STAAR.</p> <p>Strategy's Expected Result/Impact: An increase in academic performance and achievement on state tests.</p> <p>Staff Responsible for Monitoring: Interventionists/Lead Teachers/Admin Team/LPAC Coordinator/ELL Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Supplies for reading interventions - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$7,500, Reading materials for reading interventions - 166 - State Comp Ed - 166.11.6329.00.044.30.AR0 - \$1,000</p>
Strategy 2 Details
<p>Strategy 2: Students needing additional interventions will be identified using STAAR, CUA data, teacher observation and classroom performance data. Teachers and aides will assess students, create plans and work with identified students during the school day and after school to provide extensive academic support.</p> <p>Strategy's Expected Result/Impact: Academic growth of one year or more.</p> <p>Staff Responsible for Monitoring: Admin Team/Teachers/Para-professionals</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: One Teacher for RLA Intervention Accelerated Instruction - 211 - ESEA, Title I Part A - 211.11.6119.00.044.30.000 - \$83,302</p>

Strategy 3 Details

Strategy 3: Off-campus and virtual field-based instructional experiences will be provided to teach and reinforce concepts that are difficult to duplicate in the classroom setting. Virtual field-based instruction affords all students the opportunity to participate in field-based instruction. It will also increase the level of student engagement due to the experience being in a controlled environment.

Strategy's Expected Result/Impact: Increase in student performance and academic achievement on campus, district and state assessments through relevant learning experiences.

Staff Responsible for Monitoring: Lead Teachers/Admin

Problem Statements: Demographics 2 - Student Learning 1, 5

Funding Sources: Student travel for in-person and/or virtual field-based instruction - 166 - State Comp Ed - 166.11.6494.00.044.30.AR0 - \$1,700, Student registration for in-person and/or virtual field-based instruction - 166 - State Comp Ed - 166.11.6412.00.044.30.AR0 - \$2,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Manor Middle School has a high number of children on free/reduced lunch (92%) so there is some difficulty financing additional educational opportunities in support of college career or military readiness (CCMR.) **Root Cause:** MMS will fund academic opportunities for students so they will be able to participate in opportunities that support college, career and military readiness (CCMR).

Student Learning

Problem Statement 1: The academic achievement for many of our student populations continue to fall below the campus, district, and/or state average. Math is currently at 31%, Reading at 30% Science at 40% and Social Studies at 21% according to the most recent STAAR data at the Approaches level. **Root Cause:** There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and hands-on authentic/relevant learning experiences. The pandemic is a contributing factor.

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

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

Performance Objective 2: The percentage of students approaching grade level standards on STAAR math will increase in all grade levels from 31% to 59% to at a minimum, reach the district performance rate.

Evaluation Data Sources: STAAR 2023 data

Strategy 1 Details
<p>Strategy 1: Additional Targeted Support will be provided to all students through small group interventions during the school day and extended-day tutoring sessions after school. Various STAAR supplemental review materials will be used with our At-Risk, ELL and SPED populations to increase the number of students approaching grade level standard on STAAR.</p> <p>Strategy's Expected Result/Impact: An increase in academic performance and achievement on state tests.</p> <p>Staff Responsible for Monitoring: Interventionists/Lead Teachers/Admin Team/LPAC Coordinator/ELL Teacher</p> <p>Problem Statements: Student Learning 1, 5</p> <p>Funding Sources: Supplemental instructional materials for math intervention - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$1,000</p>
Strategy 2 Details
<p>Strategy 2: Elevate instructional rigor through the increased use of project-based learning in math.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance on classroom, campus and district assessments.</p> <p>Staff Responsible for Monitoring: Core Content Teachers/CIS</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Instructional supplies for math project-based learning endeavors. - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$3,000</p>
Strategy 3 Details
<p>Strategy 3: Students needing additional interventions will be identified using STAAR, CUA data, teacher observation and classroom performance data. Teachers, interventionists and aides will assess students, create plans and work with identified students during the school day and after school to provide extensive academic support.</p> <p>Strategy's Expected Result/Impact: Academic growth of one year or more.</p> <p>Staff Responsible for Monitoring: Admin Team/Teachers/Interventionists/Para-professionals</p> <p>Problem Statements: Student Learning 1, 5</p> <p>Funding Sources: One Teacher for Math Intervention Accelerated Instruction - 211 - ESEA, Title I Part A - 211.11.6119.00.044.30.000 - \$77,484</p>

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The academic achievement for many of our student populations continue to fall below the campus, district, and/or state average. Math is currently at 31%, Reading at 30% Science at 40% and Social Studies at 21% according to the most recent STAAR data at the Approaches level. **Root Cause:** There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and hands-on authentic/relevant learning experiences. The pandemic is a contributing factor.

Problem Statement 2: Manor Middle School students struggle with vocabulary acquisition and fluency as well as overall literacy within the four core content areas as indicated through CUA, STAAR and teacher observation data. Reading at 30% approaches is an indicator that negatively impacts the other core content areas, as fluency and comprehension impact RICA(literacy.) **Root Cause:** Manor Middle School students often read below grade level, therefore, impacting their ability to expand vocabulary within the content as well as comprehend grade level academic text. This must be an intentional focus across the content for all learners.

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

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

Performance Objective 3: The percentage of students approaching grade level standards on STAAR social studies will increase in all grade levels from 29% to 53% to reach the district performance rate.

Evaluation Data Sources: STAAR 2023 data

Strategy 1 Details
<p>Strategy 1: Off-campus and virtual field-based instructional experiences will be provided to teach and reinforce concepts that are difficult to duplicate in the classroom setting. Virtual field-based instruction affords all students the opportunity to participate in field-based instruction. It will also increase the level of student engagement due to the experience being in a controlled environment. Field-based instruction will include but not be limited to the following: Perot Museum (Dallas), The Alamo (San Antonio), Bob Bullock Museum (Austin)</p> <p>Strategy's Expected Result/Impact: Increase in student performance and academic achievement on campus, district and state assessments due to having experiences to connect the learning to.</p> <p>Staff Responsible for Monitoring: Lead Teachers/Admin</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 4</p> <p>Funding Sources: Student registration for in-person and/or virtual field-based instruction - 166 - State Comp Ed - 166.11.6412.00.044.30.AR0 - \$1,000, Student travel for in-person and/or virtual field-based instruction - 166 - State Comp Ed - 166.11.6494.00.044.30.AR0 - \$780, Student registration for in-person and/or virtual field-based instruction - 177 - Gifted/Talented - 177.11.6412.00.044.21.000 - \$1,500, Student travel for in-person and/or virtual field-based instruction - 177 - Gifted/Talented - 177.11.6494.00.044.21.000 - \$1,000</p>
Strategy 2 Details
<p>Strategy 2: Elevate instructional rigor through the increased use of project-based learning.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance on classroom, campus and district assessments.</p> <p>Staff Responsible for Monitoring: Core Content Teachers/CIS</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional supplies for history project-based learning endeavors. - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$2,500</p>

Strategy 3 Details

Strategy 3: Additional Targeted Support will be provided to all students through small group interventions during the school day and extended-day tutoring sessions after school. Various STAAR supplemental review materials will be used with our At-Risk, ELL and SPED populations to increase the number of students approaching grade level standard on STAAR.

Strategy's Expected Result/Impact: An increase in academic performance and achievement on state tests.

Staff Responsible for Monitoring: Interventionists/Lead Teachers/Admin Team/LPAC Coordinator/ELL Teacher

Problem Statements: Student Learning 1, 5

Funding Sources: Supplemental instructional materials for social studies intervention - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$2,000

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Manor Middle School has a high number of children on free/reduced lunch (92%) so there is some difficulty financing additional educational opportunities in support of college career or military readiness (CCMR.) **Root Cause:** MMS will fund academic opportunities for students so they will be able to participate in opportunities that support college, career and military readiness (CCMR).

Student Learning

Problem Statement 1: The academic achievement for many of our student populations continue to fall below the campus, district, and/or state average. Math is currently at 31%, Reading at 30% Science at 40% and Social Studies at 21% according to the most recent STAAR data at the Approaches level. **Root Cause:** There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and hands-on authentic/relevant learning experiences. The pandemic is a contributing factor.

Problem Statement 4: All GT students at MMS have not achieved Mastery level on STAAR in their identified areas of giftedness. **Root Cause:** Teachers at MMS need additional opportunities to engage in PD that adequately challenges our GT population.

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

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

Performance Objective 4: The percentage of 8th grade students approaching grade level standards on STAAR science will reach 72% or higher.

Evaluation Data Sources: STAAR 2023 data

Strategy 1 Details
<p>Strategy 1: Off-campus and virtual field-based instructional experiences will be provided to teach and reinforce concepts that are difficult to duplicate in the classroom setting. Virtual field-based instruction affords all students the opportunity to participate in field-based instruction. It will also increase the level of student engagement due to the experience being in a controlled environment. Field-based instruction will include but not be limited to the following: Challenger Museum (Waco), Space Center (Houston), Inner Space Cavern (Georgetown)</p> <p>Strategy's Expected Result/Impact: Increase in student performance and academic achievement on campus, district and state assessments due to having experiences to connect the learning to.</p> <p>Staff Responsible for Monitoring: Lead Teacher/Admin</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 5</p> <p>Funding Sources: Student registration for in-person and/or virtual field-based instruction - 166 - State Comp Ed - 166.11.6412.00.044.30.AR0 - \$2,000, Student travel for in-person and/or virtual field-based instruction - 166 - State Comp Ed - 166.11.6494.00.044.30.AR0 - \$1,290, Student registration for in-person and/or virtual field-based instruction - 177 - Gifted/Talented - 177.11.6412.00.044.21.000 - \$1,500, Student travel for in-person and/or virtual field-based instruction - 177 - Gifted/Talented - 177.11.6494.00.044.21.000 - \$1,500</p>
Strategy 2 Details
<p>Strategy 2: Elevate instructional rigor through the increased use of project-based learning.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance on classroom, campus and district assessments.</p> <p>Staff Responsible for Monitoring: Core Content Teachers/CIS</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional supplies for science project based learning endeavors. - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$2,000</p>
Strategy 3 Details
<p>Strategy 3: Online programs will be used to engage students and enhance instruction by enabling teachers to model concepts difficult to replicate in a classroom setting. Students will utilize programs to extend learning and receive additional intervention and remediation support.</p> <p>Strategy's Expected Result/Impact: increase in academic performance on campus, district and state assessments.</p> <p>Staff Responsible for Monitoring: Core Content Teachers/CIS</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 3</p> <p>Funding Sources: Online subscriptions such as BrainPop, Education Galaxy, Sirius, Explore Learning or similar science based online resource - 211 - ESEA, Title I Part A - 211.11.6299.OL.044.30.000</p>

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: Manor Middle School has a high number of children on free/reduced lunch (92%) so there is some difficulty financing additional educational opportunities in support of college career or military readiness (CCMR.) **Root Cause:** MMS will fund academic opportunities for students so they will be able to participate in opportunities that support college, career and military readiness (CCMR).

Problem Statement 4: Due to the pandemic, learning challenges have become more apparent. In conversations with staff, parents, and students we have identified a pattern of significant learning regression and peer interaction difficulties. **Root Cause:** MMS is 80% at-risk. As a Title I campus, the pandemic impacted our children through a loss of consistent access to educational resources and face to face educator interventions.

Student Learning

Problem Statement 1: The academic achievement for many of our student populations continue to fall below the campus, district, and/or state average. Math is currently at 31%, Reading at 30% Science at 40% and Social Studies at 21% according to the most recent STAAR data at the Approaches level. **Root Cause:** There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and hands-on authentic/relevant learning experiences. The pandemic is a contributing factor.

Problem Statement 3: During the time of this pandemic, we have seen an increase in learning deficiencies across the content and grade levels. We had approximately 55% of our students F2F and 45% virtual . **Root Cause:** MMS is 80% at-risk. As a Title I campus, not all students have access to technology or additional help to close learning gaps.

Problem Statement 5: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.

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

Performance Objective 5: Manor students will earn a percent score of 75% or higher on core department CUAs.

Evaluation Data Sources: CUA data

Strategy 1 Details
<p>Strategy 1: Core content area teachers at all grade levels will utilize Common Unit Assessments (CUA) created by the district. CUAs will allow us to collect data for evaluative purposes. Through this data we will be able to intentionally recognize TEKS students are having success with and TEKS that students struggle with.</p> <p>Strategy's Expected Result/Impact: -Teachers developing tailored/targeted instruction for students -Students' percent scores at 75% or higher on CUAs.</p> <p>Staff Responsible for Monitoring: Lead Teachers/Admin Team/Content Area Teachers</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>
Strategy 2 Details
<p>Strategy 2: Through purposeful planning in PLCs, teachers will create lessons that challenge students to a greater depth and complexity of the required State standards.</p> <p>Strategy's Expected Result/Impact: -100% CUA participation -The expectation is an increase in CUA scores with students percent passing rate rising to 75% or higher on all CUAs.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: School Processes & Programs 1</p>
Strategy 3 Details
<p>Strategy 3: Teachers will provide academic support to At-Risk and ELL students specifically in the area of Literacy with emphasis on vocabulary. Teachers will implement learned strategies and lessons so At-Risk and ELL students will build their academic vocabulary in the content areas.</p> <p>Strategy's Expected Result/Impact: -An increase in academic performance specifically in reading. with students reading at or above grade level -An increase in academic performance on classroom, campus and district assessment.</p> <p>Staff Responsible for Monitoring: All Teachers, ELL Teachers, Lead Teachers, Admin Team</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: Instructional software for academic vocabulary to support English Learners - 165/ES0 - ELL - 165.11.6299.OL.044.25.ES0 - \$3,957, Supplemental Instructional Supplies for building ELL students' academic vocabulary - 165/ES0 - ELL - 165.11.6399.00.044.25.ES0 - \$2,000, Reading materials for ELL student needs. - 165/ES0 - ELL - 165.11.6329.00.044.25.ES0 - \$2,000</p>

Strategy 4 Details

Strategy 4: With teacher observation, classroom performance data, STAAR and CUA data we will identify students in need of additional interventions.

Strategy's Expected Result/Impact: Academic growth of one year or more.

Staff Responsible for Monitoring: Admin Team, Teachers, Interventionists, Para-professionals

Problem Statements: Demographics 3 - School Processes & Programs 1

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 3: Manor Middle School has 80% of our children identified as at-risk. We also have special programs serving 18% of our learners in SPED , 15% in 504, 11% in dyslexia programming, and 21% of our students served in our LEP program. **Root Cause:** Manor Middle School identifies and works with students who are in special programs or interventions.

Student Learning

Problem Statement 1: The academic achievement for many of our student populations continue to fall below the campus, district, and/or state average. Math is currently at 31%, Reading at 30% Science at 40% and Social Studies at 21% according to the most recent STAAR data at the Approaches level. **Root Cause:** There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and hands-on authentic/relevant learning experiences. The pandemic is a contributing factor.

Problem Statement 2: Manor Middle School students struggle with vocabulary acquisition and fluency as well as overall literacy within the four core content areas as indicated through CUA, STAAR and teacher observation data. Reading at 30% approaches is an indicator that negatively impacts the other core content areas, as fluency and comprehension impact RICA(literacy.) **Root Cause:** Manor Middle School students often read below grade level, therefore, impacting their ability to expand vocabulary within the content as well as comprehend grade level academic text. This must be an intentional focus across the content for all learners.

School Processes & Programs

Problem Statement 1: MMS has not been using the PLC's as effectively as we can. We are now structured with disaggregation, interpretation and implementation of interventions of the data we collect from our student assessments. Planning will reflect intentional interventions from the data to increase student learning. **Root Cause:** Teachers will continue with professional development to focus on disaggregating data for the purposes of targeted remediation, intervention, and enrichment for students.

Problem Statement 2: MMS staff members have not had sufficient PD focused on best practice: i.e.: high yield teaching strategies, Hattie's Power Zone, use of the content rigor matrix, implementation of AVID strategies, balanced literacy strategies, needs of at-risk and struggling students. **Root Cause:** MMS students are a diverse mix of students who need intervention in an intentional way. Campus leadership has not offered sufficient training and support to enable teachers to understand what strategies are the most appropriate for which students (data driven continuous improvement model.)

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

Performance Objective 6: MMS will work to increase the number of students who are prepared for high school, college, meaningful work, and active citizenship through increasing enrollment in rigorous coursework throughout all three years of middle school to 50%.

Evaluation Data Sources: Student enrollment in AVID , Honors courses and high school credit courses, student surveys, report card data

Strategy 1 Details
<p>Strategy 1: Teachers will assist MMS students in developing self-management, self-regulation, writing, inquiry, collaboration, organizational critical reading skills and test-taking skills for future readiness. They'll assist students through the implementation of resources and strategies gained from their attendance of various PD sessions to include but not limited to AVID PD and content specific PD sessions offered through Region 12 and/or other approved agencies.</p> <p>Strategy's Expected Result/Impact: -An increase of students outside of those enrolled in the AVID course exhibiting organizational, self-managing and test-taking skills. -At minimum, 75% of teachers will be trained in AVID strategies.</p> <p>Staff Responsible for Monitoring: AVID Coordinator/AVID Site Team/Admin Team/Teachers</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 3, 4</p>
Strategy 2 Details
<p>Strategy 2: MMS will host virtual and/or in-person Career Day (with emphasis on military careers and trades), College Week, virtual and/or physical college campus visits, guest speakers, college t-shirt day each month and other activities that incorporate helping students pursue interests and goals upon graduation.</p> <p>Strategy's Expected Result/Impact: Increased college and career awareness/readiness for both students and parents.</p> <p>Staff Responsible for Monitoring: AVID Coordinator/AVID Site Team/CIS/CCMR teacher/Counselors</p> <p>Problem Statements: Demographics 2</p>
Strategy 3 Details
<p>Strategy 3: MMS will use AVID (Advancement Via Individual Determination) as a support system to build students' capacity for the rigor of high school and college readiness.</p> <p>Strategy's Expected Result/Impact: Increased college and career awareness/ readiness</p> <p>Staff Responsible for Monitoring: AVID coordinator/AVID site team/CIS/Counselors</p> <p>Problem Statements: School Processes & Programs 2</p>

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 2: Manor Middle School has a high number of children on free/reduced lunch (92%) so there is some difficulty financing additional educational opportunities in support of college career or military readiness (CCMR.) **Root Cause:** MMS will fund academic opportunities for students so they will be able to participate in opportunities that support college, career and military readiness (CCMR).

School Processes & Programs

Problem Statement 2: MMS staff members have not had sufficient PD focused on best practice: i.e.: high yield teaching strategies, Hattie's Power Zone, use of the content rigor matrix, implementation of AVID strategies, balanced literacy strategies, needs of at-risk and struggling students. **Root Cause:** MMS students are a diverse mix of students who need intervention in an intentional way. Campus leadership has not offered sufficient training and support to enable teachers to understand what strategies are the most appropriate for which students (data driven continuous improvement model.)

Perceptions

Problem Statement 3: MMS students have stated they find school difficult and often times give up on themselves, rather than persevering through the struggle of learning new content. **Root Cause:** MMS structures have not intentionally focused on grit and building perseverance with our students and how they relate to school expectations.

Problem Statement 4: Manor Middle School students struggle with self regulation concerning academic performance and personal behavior. The connection between lost instructional time, as correlated to poor behavior choices is strong as seen in referral data, teacher feedback and student feedback/surveys.. **Root Cause:** Manor has not intentionally worked with students to set behavioral (social) and academic goals and then analyzed the success of those goals for continuous improvement.

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

Performance Objective 7: GT students at MMS will achieve masters status on STAAR assessment in their identified area of giftedness.

Evaluation Data Sources: 2023 STAAR data

Strategy 1 Details
<p>Strategy 1: Off-campus/in-person and virtual field-based instructional experiences will be provided to teach and reinforce concepts that are difficult to duplicate in the classroom setting. Virtual field-based instruction affords all students the opportunity to participate in field-based instruction. It will also increase the level of student engagement due to the experience being in a controlled environment.</p> <p>Strategy's Expected Result/Impact: Increase in students' ability to connect and apply learning to the real-world</p> <p>Staff Responsible for Monitoring: GT Teachers, CISs and GT Coordinator</p> <p>Problem Statements: Student Learning 4</p>
Strategy 2 Details
<p>Strategy 2: Additional Targeted Support will be provided to GT students through enrichment sessions during the school day and outside of the traditional school day.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR performance</p> <p>Staff Responsible for Monitoring: GT teachers, CIS's, GT Coordinator</p> <p>Problem Statements: Student Learning 4</p>

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 4: All GT students at MMS have not achieved Mastery level on STAAR in their identified areas of giftedness. Root Cause: Teachers at MMS need additional opportunities to engage in PD that adequately challenges our GT population.</p>

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

Performance Objective 1: Campus administration and teaching staff will attend and participate in virtual and/or in person PD that allows them to address the specific needs of our At-Risk student population. The intent of PD attended off-campus or virtually will be to share and implement what is learned with the campus.

Evaluation Data Sources: T-TESS; T-PESS; Campus walk- through data; PLC efficacy

Strategy 1 Details
<p>Strategy 1: Teachers and staff will engage in PD that focus on:</p> <ul style="list-style-type: none">-Restorative Practice-Classroom Management-Professional book studies-Increasing student engagement-Differentiation-Strategies for engaging At-Risk students-Engaging students through technology-Data analysis and interpretation <p>Strategy's Expected Result/Impact: To provide teachers with additional resources and support which will in turn enhance the quality of instruction and improve student outcomes.</p> <p>Staff Responsible for Monitoring: Admin/CIS/Lead Teachers</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2, 3 - Perceptions 4</p> <p>Funding Sources: PD addressing the academic needs of At-Risk students - 166 - State Comp Ed - 166.13.6411.00.044.30.AR0 - \$15,740</p>
Strategy 2 Details
<p>Strategy 2: Administrative leaders and teachers will attend and participate in in-person and/or virtual professional development to increase literacy, fluency and vocabulary acquisition and strategies to assist in closing academic gaps in learning for At-Risk and ELL students.</p> <p>Strategy's Expected Result/Impact: An increase in student performance and student achievement.</p> <p>Staff Responsible for Monitoring: Admin Team and Lead teachers</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: PD for Teachers on literacy, fluency, and vocabulary acquisition strategies - 263 - ESEA, Title III Part A - 263.13.6411.LE.044.25.000 - \$1,000</p>

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Manor Middle School has a high number of children on free/reduced lunch (92%) so there is some difficulty financing additional educational opportunities in support of college career or military readiness (CCMR.) **Root Cause:** MMS will fund academic opportunities for students so they will be able to participate in opportunities that support college, career and military readiness (CCMR).

Student Learning

Problem Statement 2: Manor Middle School students struggle with vocabulary acquisition and fluency as well as overall literacy within the four core content areas as indicated through CUA, STAAR and teacher observation data. Reading at 30% approaches is an indicator that negatively impacts the other core content areas, as fluency and comprehension impact RICA(literacy.) **Root Cause:** Manor Middle School students often read below grade level, therefore, impacting their ability to expand vocabulary within the content as well as comprehend grade level academic text. This must be an intentional focus across the content for all learners.

School Processes & Programs

Problem Statement 2: MMS staff members have not had sufficient PD focused on best practice: i.e.: high yield teaching strategies, Hattie's Power Zone, use of the content rigor matrix, implementation of AVID strategies, balanced literacy strategies, needs of at-risk and struggling students. **Root Cause:** MMS students are a diverse mix of students who need intervention in an intentional way. Campus leadership has not offered sufficient training and support to enable teachers to understand what strategies are the most appropriate for which students (data driven continuous improvement model.)

Problem Statement 3: MMS students have an unacceptable incidence of discipline referrals (various violations of the student code of conduct) resulting in lost or distracted instructional time as over 60% of referrals originate in the classroom environment. **Root Cause:** MMS has not had consistent supports in place to help students understand and internalize the needed skills for successful interdependent relationships. This will be an intentional, cross curricular focus for MMS.

Perceptions

Problem Statement 4: Manor Middle School students struggle with self regulation concerning academic performance and personal behavior. The connection between lost instructional time, as correlated to poor behavior choices is strong as seen in referral data, teacher feedback and student feedback/surveys.. **Root Cause:** Manor has not intentionally worked with students to set behavioral (social) and academic goals and then analyzed the success of those goals for continuous improvement.

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

Performance Objective 2: Manor MS will purposefully create structures that permit PLCs to flourish through various endeavors. By the end of the 2022-2023 school year teachers will have developed an efficient method of conducting PLCs that includes common planning, CUA analysis and highlighting best instructional practices. This will increase teacher content knowledge and efficacy which will ultimately increase student achievement.

Evaluation Data Sources: Lesson plans, CUA data, walk-through data, STAAR data

Strategy 1 Details
<p>Strategy 1: Provide instructional support to strengthen teacher capacity through PLCs, modeling, and lesson planning.</p> <p>Strategy's Expected Result/Impact: -Improved student academic performance -Increased PLC efficiency and effectiveness</p> <p>Staff Responsible for Monitoring: Admin Team/Lead Teachers/Teachers/Instructional Coach</p> <p>Problem Statements: School Processes & Programs 1</p>
Strategy 2 Details
<p>Strategy 2: During PLCs teachers will be provided with further assistance from peers, Lead Teachers and Admin Team on how to plan effective instruction based on the components of balanced literacy, student engagement and the GRR model. Weekly review and monitoring of lesson plans will occur in order to maintain consistency. Feedback will be provided in PLC's or in writing.</p> <p>Strategy's Expected Result/Impact: Teacher observation and evaluation of instructional practices which show growth in identified areas or refinement.</p> <p>Staff Responsible for Monitoring: Admin Team/Lead Teachers/Teachers/District ELAR Coach</p> <p>Problem Statements: School Processes & Programs 1, 2</p>
Strategy 3 Details
<p>Strategy 3: An additional Curriculum Instructional Specialist will provide teacher support through coaching, modeling, facilitating collaborative discussions and examinations of data.</p> <p>Strategy's Expected Result/Impact: Improved teacher performance and student achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Supplemental Curriculum Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.044.30.000 - \$85,216</p>

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: MMS has not been using the PLC's as effectively as we can. We are now structured with disaggregation, interpretation and implementation of interventions of the data we collect from our student assessments. Planning will reflect intentional interventions from the data to increase student learning. **Root Cause:** Teachers will continue with professional development to focus on disaggregating data for the purposes of targeted remediation, intervention, and enrichment for students.

Problem Statement 2: MMS staff members have not had sufficient PD focused on best practice: i.e.: high yield teaching strategies, Hattie's Power Zone, use of the content rigor matrix, implementation of AVID strategies, balanced literacy strategies, needs of at-risk and struggling students. **Root Cause:** MMS students are a diverse mix of students who need intervention in an intentional way. Campus leadership has not offered sufficient training and support to enable teachers to understand what strategies are the most appropriate for which students (data driven continuous improvement model.)

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

Performance Objective 3: MMS will seek to hire and retain effective teaching staff with the capacity to effectively instruct and grow At-Risk students.

Evaluation Data Sources: STAAR data, CUA data, classroom academic performance

Strategy 1 Details
Strategy 1: MMS will continue to be committed to the team approach for interviewing. This puts candidates at ease and allows the team to assess fit. Strategy's Expected Result/Impact: To recruit and retain quality educators. Staff Responsible for Monitoring: Admin Team
Strategy 2 Details
Strategy 2: MMS will practice a Buddy-Teacher system to provide additional support to all teachers on campus. Strategy's Expected Result/Impact: To increase teacher retention of quality teachers. Staff Responsible for Monitoring: CIS

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

Performance Objective 1: Manor MS will increase its efforts at parental outreach by offering multiple opportunities for parents to be active participants in the Manor community. Manor MS will make it a priority to partner with all stakeholders to strengthen relationships through communication, education and involvement.

Evaluation Data Sources: Parent/community organization participation, attendance (virtual or in-person) at Title 1 parent meetings/workshops; feedback and evaluations relative to communication and interaction with parents, surveys, 8th graders 4 year plans

Strategy 1 Details
<p>Strategy 1: Quarterly parent meetings will be held on a variety of topics to include but not limited to: Understanding the transition to adolescence, Home Access Center, Parent/Teacher Conference, College Readiness, HB 5, Career Planning, Circle Up w/ APs, Social-Media Safety, Understanding STAAR for Parents, Literacy, Core Academic and STEM nights for parents and students. Additional meetings will be held for parents of ELL students to address their specific needs.</p> <p>Strategy's Expected Result/Impact: 1) Positive feedback from parents from surveys at the end of sessions.</p> <p>2) Increased positive parental involvement in students' academic and social endeavors.</p> <p>3) Increase levels of positive engagement of parents in campus endeavors.</p> <p>Staff Responsible for Monitoring: Counselors/Admin Team/Communities in School Coordinator/PTO/CIT</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Workshop materials, supplies and resources for Emergent Bilingual parent workshops - 263 - ESEA, Title III Part A - 263.61.6399.LE.044.25.000 - \$400, Refreshments for Emergent Bilingual parent workshops, education sessions and meetings - 263 - ESEA, Title III Part A - 263.61.6499.LE.044.25.000 - \$235, Workshop materials, supplies and resources for parent workshops - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.044.30.PAR - \$2,000, Refreshments for parent workshops, education sessions and PFEP/HSC meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.044.24.PAR - \$2,020</p>
Strategy 2 Details
<p>Strategy 2: Create partnerships with the local agencies, businesses, and organizations to increase services and opportunities offered to students and community members</p> <p>Strategy's Expected Result/Impact: Increased positive school and community interactions.</p> <p>Staff Responsible for Monitoring: Counselors/Admin Team/Communities in School Coordinator/PTO</p> <p>Problem Statements: Perceptions 1</p>

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: There is a need for MMS to consistently communicate and serve all stakeholders as indicated through parent surveys and feedback to school staff. Root Cause: Systemic routines are developing for the consistent communication, execution and implementation of school wide initiatives for parents, students , and staff.</p>

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

Performance Objective 1: Manor MS will focus on the social/emotional, physical and academic well-being of all students specifically those failing multiple classes. The emphasis will be on class failures being under 20%.

Evaluation Data Sources: Failure lists, analysis of interventions; discipline referrals; counselor referrals

Strategy 1 Details
<p>Strategy 1: MMS will positively shift the culture of the campus by instituting the following:</p> <ul style="list-style-type: none">- Weekly SEL lessons through Ram Fam (Intervention period)- Restorative Circles w/ staff and students- Rites of Passage- Community Mentors program through the district's Community Relations Department. Through this program students perspective will be shifted towards their future versus their current circumstance.- Additional mentoring programs will be evaluated for both efficacy and implementation. <p>Strategy's Expected Result/Impact: Increased student academic achievement, increased student attendance reduction in student failure rate and discipline referrals.</p> <p>Staff Responsible for Monitoring: Admin Team/Teachers/Counselors/Attendance Secretary</p> <p>Problem Statements: School Processes & Programs 3, 4 - Perceptions 2, 3</p>
Strategy 2 Details
<p>Strategy 2: Develop a parent communication process for keeping parents informed and ensuring that students attend tutorials and other opportunities for accelerated instruction that may extend beyond the school day (via Campus Newsletter, Campus Calendar, MMS website, MMS Facebook page, Connect Ed calls, texts and/or email).</p> <p>Strategy's Expected Result/Impact: - Increased parental support, involvement and engagement</p> <ul style="list-style-type: none">- A healthy school, family and community partnership <p>Staff Responsible for Monitoring: Counselors/Admin Team//Teachers</p> <p>Problem Statements: Perceptions 1</p>
Strategy 3 Details
<p>Strategy 3: Implement a mentoring program to motivate students towards academic, social and behavioral growth.</p> <p>Strategy's Expected Result/Impact: Increased student academic achievement, increased student attendance reduction in student failure rate and discipline referrals.</p> <p>Staff Responsible for Monitoring: Admin Team/Teachers/Counselors/Attendance Secretary</p> <p>Problem Statements: Perceptions 2, 3, 4</p> <p>Funding Sources: Guest facilitator(s) for interventions/sessions w/At-Risk students - 166 - State Comp Ed - 166.11.6299.00.044.30.AR0 - \$19,800</p>

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: MMS students have an unacceptable incidence of discipline referrals (various violations of the student code of conduct) resulting in lost or distracted instructional time as over 60% of referrals originate in the classroom environment. Root Cause: MMS has not had consistent supports in place to help students understand and internalize the needed skills for successful interdependent relationships. This will be an intentional, cross curricular focus for MMS.</p> <p>Problem Statement 4: Manor has not had consistency/clarity across the school with expectations for students both academically and behaviorally as indicated through student surveys, administrative observation and feedback from faculty. Root Cause: Administration has not been clear/consistent with oversight of school-wide systemic implementation for behavior and academics.</p>
Perceptions
<p>Problem Statement 1: There is a need for MMS to consistently communicate and serve all stakeholders as indicated through parent surveys and feedback to school staff. Root Cause: Systemic routines are developing for the consistent communication, execution and implementation of school wide initiatives for parents, students , and staff.</p> <p>Problem Statement 2: MMS student surveys, indicate a lack of connection and pride in the school. Root Cause: The appearance of MMS is not cohesive, and at times, is in disrepair.</p> <p>Problem Statement 3: MMS students have stated they find school difficult and often times give up on themselves, rather than persevering through the struggle of learning new content. Root Cause: MMS structures have not intentionally focused on grit and building perseverance with our students and how they relate to school expectations.</p> <p>Problem Statement 4: Manor Middle School students struggle with self regulation concerning academic performance and personal behavior. The connection between lost instructional time, as correlated to poor behavior choices is strong as seen in referral data, teacher feedback and student feedback/surveys.. Root Cause: Manor has not intentionally worked with students to set behavioral (social) and academic goals and then analyzed the success of those goals for continuous improvement.</p>

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

Performance Objective 2: Manor MS will provide meaningful opportunities for students to be successful in both social and academic pursuits. 100% of Manor students will be connected to areas outside of the academic classroom, therefore enhancing their agency and attendance at MMS.

Evaluation Data Sources: Campus-wide discipline management plans, discipline referrals, counselor referrals, student participation in leadership opportunities, failure lists, UIL lists, attendance statistics.

Strategy 1 Details
<p>Strategy 1: Design and/or revamp programs/clubs so that all Manor students will be afforded opportunities to meet the mandated health and physical education requirements. There will also be additional opportunities for students to become socially, academically and athletically connected to our campus.</p> <p>Strategy's Expected Result/Impact: 100% of students connected to at least one area outside of the academic classroom.</p> <p>100% of students participating in the campus's required physical activities.</p> <p>Staff Responsible for Monitoring: Counselors/Athletic Director & Co-Director/Admin Team/AVID Site Team/Communities in Schools Liaison</p> <p>Problem Statements: Perceptions 2</p>
Strategy 2 Details
<p>Strategy 2: MMS will provide students with opportunities to celebrate and be recognized for positive behavior and academic achievements.</p> <p>Strategy's Expected Result/Impact: Improved campus culture and increased number of students being honored throughout the year</p> <p>Staff Responsible for Monitoring: Counselors/Athletic Director & Co-Director/Admin Team/AVID Site Team/Communities in Schools Liaison</p> <p>Problem Statements: Perceptions 2, 3</p> <p>Funding Sources: Awards for student academic achievement - 166 - State Comp Ed - 166.11.6498.00.044.30.AR0 - \$2,000</p>
Strategy 3 Details
<p>Strategy 3: Students and staff will participate in various campus and community- based mentoring programs and endeavors the demonstrate school pride. to include but not limited to:</p> <ul style="list-style-type: none">-Community Mentors program through the district's Community Relations Department. Through this program students perspective will be shifted towards their future versus their current circumstance.- Additional mentoring programs that will be evaluated for both efficacy and implementation. <p>Strategy's Expected Result/Impact: Increased positive social interaction with peers for both students and adults on campus</p> <p>Staff Responsible for Monitoring: Admin Team/Communities in Schools Coordinator/Counselors/Teachers</p> <p>Problem Statements: Perceptions 2</p>

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: MMS student surveys, indicate a lack of connection and pride in the school. **Root Cause:** The appearance of MMS is not cohesive, and at times, is in disrepair.

Problem Statement 3: MMS students have stated they find school difficult and often times give up on themselves, rather than persevering through the struggle of learning new content. **Root Cause:** MMS structures have not intentionally focused on grit and building perseverance with our students and how they relate to school expectations.

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

Performance Objective 1: Manor MS will increase technology solutions in order to increase electronic instructional capacity.

Evaluation Data Sources: Student access to computer/iPad; Teacher lab calendars, failure lists, MAP data, CUA data

Strategy 1 Details
<p>Strategy 1: Technology resources will be expanded which may include additional laptops, iPads, and online subscriptions, and other resources as needed to enhance instruction, extend student learning, and/or provide intervention and remediation.</p> <p>Strategy's Expected Result/Impact: Students will continue to use technology to help minimize academic deficits. An increase in students connecting their learning to real-world situations.</p> <p>Staff Responsible for Monitoring: CIT/CIS /Lead Teachers/Teachers</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Technology accessories to support online and intervention - 211 - ESEA, Title I Part A - 211.11.6394.00.044.30.000, Technology accessories (cases, headphones, etc.) to support online intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$826</p>

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: During the time of this pandemic, we have seen an increase in learning deficiencies across the content and grade levels. We had approximately 55% of our students F2F and 45% virtual . Root Cause: MMS is 80% at-risk. As a Title I campus, not all students have access to technology or additional help to close learning gaps.</p>

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

Performance Objective 2: By June 2023, Manor MS will effectively manage resources, and operations 100% of the time so that learning time is maximized.

Evaluation Data Sources: Tutoring logs

Strategy 1 Details
<p>Strategy 1: An After School Learning Academy will be established to provide tutoring and instructional support to struggling students and to those experiencing learning gaps as result of the COVID-19 pandemic.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Reduction in learning gaps.</p> <p>Staff Responsible for Monitoring: Admin CIS</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Supplemental Pay for Teachers to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6118.CA.044.30.000 - \$50,000, Supplemental Pay for Aides to Tutor Outside the School Day - 211 - ESEA, Title I Part A - 211.11.6121.CA.044.30.000 - \$15,000, Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.044.30.000 - \$3,164, Instructional Supplies for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$5,000</p>

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 5: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps as a result of the COVID-19 pandemic.</p>