

Killeen Independent School District

Manor Middle School

2023-2024



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Comprehensive Needs Assessment

Revised/Approved: September 13, 2023

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 (MMS) is one of 11 public middle schools in the Killeen Independent School District (KISD). Our 8th grade students feed into Killeen High School. Built in 1971, MMS is located in the heart of Killeen, Texas. MMS is a sixth through eighth grade campus comprised of a culturally diverse student population. The campus mobility rate averages approximately 26.3%, which is well above the district (25.4%) and the state (13.6%).

Enrollment for the 2023-2024 school year has us starting with 231 sixth graders, 197 seventh graders, and 205 eighth graders for a total enrollment of 633 students.

The enrollment by Race/Ethnicity is as follows:

African American = 36.18%
Hispanic = 40.28%
White = 11.22%
American Indian = 0.32%
Asian = 0.79%
Pacific Islander = 2.37%
Two or More Races = 8.85%

We have several special programs 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 special programs is listed below:

Enrollment by Student Group is as follows:

Section 504 = 10.27%
At-Risk = 62.24%
Dyslexia = 9.48%
Immigrant = 0.63%
LEP (EL) = 20.70%
ESL = 20.22%
Title I = 100%
Special Education = 23.85% (6.16% Mainstream, 9% Resource, 6.16% Self-Contained, 8.69% Speech)

The average daily attendance for the 2022-2023 school year for all students was 88.43%, which is below the district and state average. Tardies, specifically tardies between classes, were a chronic issue for the 2022-2023 school year. Only 64 students (11%) had no tardies for the year.

Discipline incidents in 2021-2022 totaled 1376. Last year (2022-2023), the number of incidents almost doubled with 2478 total discipline infractions. This is above the district average for middle schools (1081 incidents); however, restorative practices for the 2022-2023 school year did positively impact the number of referrals for fighting.

Manor Middle School Staff

Due to our percentage of economically disadvantaged students, we qualify as a Title I school. This designation allows us to utilize federal dollars to hire intervention staff so our students receive additional assistance with their academic challenges. Four additional allocations have been created for the 2023-2024 school year in addition to the allocations provided by the district. We added a second Curriculum Instructional Specialist, a Math Teacher, a Science/Social Studies Teacher, and a Parent Liaison.

We will continue to utilize our intervention staff from the district for the 2023-2024 year to help with learning gaps that have increased. We are assigned a Reading/Language Arts Coach and a Math Coach. In addition, our At-Risk counselor (Social Emotional Learning Specialist) 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.

Using the 2021-2022 TAPR report, there were 47 teachers employed at Manor Middle School with the following years of experience:

Years of Teaching Experience:

- Beginning Teachers - 6.3%
- 1-5 Years of Experience – 32.8%
- 6-10 Years of Experience – 20.1%
- 11-20 Years of Experience – 36.0%
- 21-30 Years of experience 2.4%

Using the Killeen ISD Campus Report for Teacher Qualifications, our staff distribution as May 25, 2023 was as follows:

Thirty-seven teachers were employed by the campus; nine of which were teachers that qualified under the educator waiver, four campus administrators, two campus support staff (CISs), three counselors and eight instructional para-professionals.

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. District of Innovation (DOI) teachers, formerly called waiver teachers, will have a second year of mentorship per district guidelines.

MMS strives to be a culturally diverse campus where students and communities see a teaching staff that mirrors our community.

Teachers by Ethnicity is as follows:

African American – 29.9%
Hispanic – 7.4%
White – 47.9%
American Indian – 2.1%
Asian – 2.1%
Pacific Islander - 0%
Two or More Races 10.6%

Teachers are appraised using the Texas Teacher Evaluation and Support System (T-TESS).

A variety of other staff members support instruction and school operations. Aide positions include a clinic aide, media aide, computer aide, library aide, two resource/inclusion aide, SPED aide III, a Restorative Practices aide III, and ten self-contained SPED aides. This year, MMS will add a parent liaison, which is an aide II position. There are four secretaries and one receptionist. The leadership team consists of one principal, three assistant principals, three counselors, one librarian, two curriculum instructional specialists, one campus technologist, and one facilitator. To support the needs of both students and parents, we also have a Communities in Schools staff member, and the only KISD School Behavior Teacher assigned to our campus. The nutrition staff and custodial team round out the allocations at MMS.

Although the year has started, we will have multiple vacancies. We have long-term substitutes in our ESL teacher vacancy and our dyslexia teacher vacancy. Additionally, we are using current staff to cover vacancies in resource math, two SPED inclusion teacher vacancies, and functional skills. We have six positions to fill although our school year has already started.

Demographics Strengths

- Diverse student population
- Backgrounds of faculty and staff reflect the population/community they serve
- Support staff include a Math Coach, a Reading/Language Arts Coach, a Math Interventionist, a Reading Interventionist, Communities in Schools, and School Behavior Teacher
- A district provided Social Emotional Learning Specialist (at-risk counselor)
- Additional principal support with one principal and three assistant principals

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus professional development, conferences, refresher training, and new teacher supports are needed to provide ongoing learning opportunities for all teachers. **Root Cause:** 39% of our teachers have five years or less teaching experience and there has been a high turnover rate at MMS over the past few years.

Problem Statement 2: The total number of discipline referrals for the 2022-2023 school year demonstrated a significant increase from the 2021-2022 school year. **Root Cause:** Students need consistent access to school guidance curriculum and restorative practices. Teachers need ongoing support with classroom management strategies.

Problem Statement 3: Average daily attendance is below the district and the state, and 89% of students at MMS had at least one tardy for the year. **Root Cause:** Students need to see the correlation between prompt, regular attendance and the impact on teaching, learning, and overall academic success.

Problem Statement 4: CUA and T-TESS data do not always align with STAAR performance data. Out of nine STAAR assessments, Manor was the lowest scoring campus on five of those assessments. **Root Cause:** T-TESS administrators need to increase the frequency of classroom visits and ongoing T-TESS calibration.

Student Learning

Student Learning Summary

Manor Middle School (MMS) strives to incorporate innovative learning experiences, technology, best teaching practices, and positive relationships to support the academic, social, and emotional needs of our students. Teachers are expected to utilize the Gradual Release of Responsibility Instructional Framework along with tasks aligned to learning objectives to provide a broad range of problem-solving and critical-thinking skills essential for post-secondary academic readiness.

MMS academic achievement focuses on how our student population scores on the Meets and Masters Grade Level Performance Standards. According to the Texas Education Agency (TEA) when students meet grade level standards, they are most likely to be successful in the next grade or course but may still need some short-term, targeted academic interventions. Our campus-wide goal is to not only improve the percentage of students Approaching Grade Level Standards, but to increase the percentage of students achieving the Meets or Masters Performance Standard across all grade levels and subject areas.

In the 2022-2023 school year, student achievement at MMS was measured using a variety of methods including Common Unit Assessments (CUA), Measures of Academic Progress (MAP), and the State of Texas Assessments of Academic Readiness (STAAR).

STAAR DATA

The three data tables below show the spring 2023 STAAR data for all 6th, 7th, and 8th grade students over a 6 year period.

8 th Grade All STAAR																
8 th Grade	2017-2018			2018-2019			2019-2020	2020-2021			2021-2022			2022-2023		
	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>Appr</i>	<i>Meets</i>	<i>Mast</i>	COVID No Test Data	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>
ELA	82%	32%	14%	78%	34%	12%		70%	38%	23%	70%	38%	23%	48%	18%	7%
Math	80%	36%	4%	86%	38%	2%		40%	13%	1%	40%	13%	1%	23%	4%	0%
Science	56%	29%	10%	58%	23%	8%		69%	29%	14%	69%	29%	14%	33%	5%	1%
S Studies	47%	16%	7%	41%	14%	4%		29%	8%	3%	29%	8%	3%	13%	1%	1%
Algebra	100%	98%	68%	100%	98%	71%		100%	67%	38%	89%	63%	40%	85%	23%	4%

Eighth grade STAAR scores for the 2022-2023 school year show a decline in all five STAAR tests from the previous year.

7 th Grade All STAAR						
7 th Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	**2022-2023

7 th Grade All STAAR																
	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>	COVID No Test Data	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>
Reading	56%	31%	15%	52%	25%	13%		54%	27%	14%	54%	27%	14%	56%	23%	4%
Writing	52%	25%	5%	45%	17%	6%		**	**	**	**	**	**	**	**	**
Math	60%	34%	14%	51%	24%	6%		38%	13%	3%	38%	13%	5%	41%	9%	1%

While seventh grade STAAR data shows an increase in both reading and math, those increases are minimal. STAAR Reading increased 2% and STAAR Math increased 3%. STAAR Meets and Masters for both tests decreased from the previous year.

6 th Grade All STAAR																
6 th Grade	2017-2018			2018-2019			2019-2020	2020-2021			2021-2022			**2022-2023		
	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>	COVID No Test Data	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>	<i>App</i>	<i>Meets</i>	<i>Mast</i>
Reading	49%	21%	6%	53%	22%	7%		42%	13%	6%	42%	13%	6%	54%	26%	9%
Math	58%	25%	5%	74%	36%	14%		54%	11%	2%	54%	11%	2%	62%	22%	6%

The biggest improvement for STAAR Reading and Math took place with our sixth grade students. Students improved at all levels - Approaches, Meets, and Masters - for both STAAR Reading and STAAR Math as compared to the previous year.

STAAR Passing Rate Comparison for Special Populations from 2022 to 2023										
6 th Grade										
	At-Risk		ESL		GT		SPED		Econ Dis	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Reading	33%	49%	40%	60%	100%	100%	10%	21%	41%	58%
Math	47%	49%	69%	56%	100%	100%	18%	27%	55%	54%
7 th Grade										
	At-Risk		ESL		GT		SPED		Econ Dis	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Reading	51%	55%	51%	59%	100%	N/A	18%	26%	53%	60%
Math	35%	45%	33%	62%	83%	N/A	18%	24%	40%	51%
8 th Grade										
	At-Risk		ESL		GT		SPED		Econ Dis	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Reading	66%	58%	62%	61%	100%	100%	22%	31%	71%	60%
Math	37%	42%	41%	40%	N/A	N/A	12%	11%	39%	47%

STAAR Passing Rate Comparison for Special Populations from 2022 to 2023										
Science	65%	35%	59%	41%	100%	86%	21%	21%	70%	43%
S. Studies	23%	15%	18%	18%	73%	71%	4%	10%	28%	22%

At-Risk students in sixth and seventh grade saw improvements in both STAAR Reading (+16%) and STAAR Math (+2%). At-Risk eighth graders improved in STAAR Math (+5%), but showed a decline this year in STAAR Reading (-8%), STAAR Science (-30%), and STAAR Social Studies (-8%).

Our ESL students showed improvement in 6th grade STAAR Reading (+20%), 7th grade STAAR Reading (+8%), and 7th grade STAAR Math (+29%). Sixth Grade STAAR Math declined 13%. As for our 8th grade ESL students, there was a small decline from the previous year in STAAR Reading (-1%) and STAAR Math (-1%). STAAR Science had the biggest decline with a 13% difference from the previous year.

Students in the gifted and talented program (GT) scored a 100% pass rate in both 6th grade STAAR assessments (Reading and Math) and in 8th grade STAAR Reading. There were not enough 7th grade GT students in a group to get a percentage this year. GT students showed a decline in 8th grade STAAR Science (-14%) and STAAR Social Studies (-2%).

Our special education students reported positive gains in all STAAR assessments in all grade levels with the exception of 8th grade STAAR Math (-1%).

Economically disadvantaged students in 6th grade improved 9% in STAAR Reading, but declined by 1% in STAAR Math. Seventh grade economically disadvantaged students showed improvement on both the STAAR Reading (+7%) and STAAR Math (+11%) tests respectively. Eighth grade economically disadvantaged students improved in STAAR Math (+8%), but declined in STAAR Reading (-11%), STAAR Science (-27%), and STAAR Social Studies (-6%).

The three data charts below show STAAR comparison data between the state, the district, and Manor Middle School.

8 th Grade STAAR Comparison Data				
	Approach	Meet	Masters	Above/Below
Reading State Average	82%	56%	27%	
Reading KISD Average	78%	46%	18%	below
Reading MMS Average	64%	36%	10%	focus mode
Math State Average	74%	44%	16%	
Math KISD Average	66%	30%	6%	below
Math MMS Average	47%	15%	0%	focus mode
Science State Average	72%	45%	16%	
Science KISD Average	64%	33%	9%	below
Science MMS Average	46%	17%	2%	focus mode
S. Studies State Average	60%	31%	15%	
S. Studies KISD Average	48%	20%	9%	below
S. Studies MMS Average	24%	5%	2%	focus mode

7 th Grade STAAR Comparison Data				
	Approach	Meet	Masters	Above/Below
Reading State Average	76%	52%	26%	
Reading KISD Average	74%	42%	15%	below
Reading MMS Average	61%	25%	3%	focus mode
Math State Average	61%	35%	10%	
Math KISD Average	59%	28%	5%	below
Math MMS Average	52%	19%	3%	focus mode

6 th Grade STAAR Comparison Data				
	Approach	Meet	Masters	Above/Below
Reading State Average	76%	51%	22%	
Reading KISD Average	71%	40%	12%	below

6 th Grade STAAR Comparison Data				
Reading MMS Average	60%	27%	6%	focus mode
Math State Average	74%	38%	15%	
Math KISD Average	67%	25%	7%	below
Math MMS Average	58%	16%	6%	focus mode

All STAAR tests in all grade levels scored below both the state and district averages.

FAILURE RATE DATA

The data table below shows the percentage of students in each grade level that were failing at least one course throughout the 2022-2023 school year.

% of Students Failing 1 or More Courses 2022-2023				
	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
6 th Grade	37%	35%	51%	38%
7 th Grade	44%	36%	35%	36%
8 th Grade	42%	27%	34%	24%

As evidenced above, for every grade level each nine week period, there are approximately a quarter of our students failing at least one subject. Over half of our 6th grade students failed at least one subject in the 3rd nine weeks. The lowest percentage of students at any point in time was 8th grade during the last nine weeks.

Student Learning Strengths

- The percentage of 6th and 7th grade students passing STAAR Reading and Math increased
- All 6th grade students improved in Approaches, Meets, and Masters for both STAAR Reading and STAAR Math
- The percentage of At-Risk students in 6th, 7th, and 8th grade increased on STAAR Math from the previous year. The percentage of 6th and 7th grade students passing STAAR Reading increased
- The percentage of ESL students passing STAAR Reading for 6th and 7th grade, STAAR math for 7th grade, and STAAR Social Studies for 8th grade increased

- All 6th grade GT students and 8th grade STAAR Reading students passed their STAAR exams
- The percentage of SPED students who passed their STAAR exams increased in every grade level and for every test with the exception of 8th grade STAAR Math
- The percentage of economically disadvantaged students passing 6th grade STAAR reading, both 7th grade STAAR tests, and 8th grade STAAR Math increased
- All 7th grade special population students showed an increase in passing rates for all STAAR exams

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in all grade levels on all STAAR assessments scored below state and district averages. **Root Cause:** Students need consistent access to standards based, aligned curriculum delivered through the Gradual Release of Responsibility Instructional Model. Students need more opportunities to engage in rigorous, aligned tasks with at least 50% of activities at a DOK 2 or higher.

Problem Statement 2: The Approaches, Meets, and Masters passing rates for all 8th grade students on all STAAR tests declined from the previous year. **Root Cause:** Students do not progress monitor their performance on common formative and summative assessments MAPs, or set academic SMART goals.

Problem Statement 3: All GT students did not achieve Mastery level on STAAR in their identified areas of giftedness. **Root Cause:** Students are not getting hands on, problem based learning opportunities where they can grapple with real world problems and engage in critical thinking.

Problem Statement 4: EB students are consistently under-performing other student groups on CUAs and STAAR. **Root Cause:** Instructional supports and training is needed on how to support EB students in the classroom. Integrating small group guided reading and independent opportunities to read into the iLit program will improve reading fluency and comprehension through the ELPS.

Problem Statement 5: SPED students are under performing in the Meets and Masters levels on STAAR. **Root Cause:** Walkthrough data shows when collaborative teaching is taking place, almost 100% of the time the only model observed is One Teach, One Assist. More opportunities are needed for parallel, station, and team teaching. Additionally, STAAR accommodations, such as charts, manipulatives, graphic organizers should be used from the BOY and with fidelity.

Problem Statement 6: The STAAR Science Approaches passing rate declined 36% from the previous year. **Root Cause:** More opportunities for hands-on science as it relates to problem solving is needed along with rigorous tasks implemented through the Gradual Release of Responsibility Model.

Problem Statement 7: The STAAR Social Studies Approaches passing rate declined 16% from the previous year. **Root Cause:** Students need more opportunities for discourse through purposeful questioning and time build in the scope and sequence for spiraling previously taught TEKS.

Problem Statement 8: The percentage of students in 7th and 8th grade that are passing STAAR Reading in the Meets or Masters range is declining. **Root Cause:** Students need access to a variety of reading genres and instructional materials to support reading comprehension and vocabulary development.

Problem Statement 9: The percentage of students in 7th and 8th grade that are passing STAAR Math in the Meets or Masters range is declining. **Root Cause:** Students need more opportunities for collaborative problem solving with real world connections as well as the use of manipulatives for concept development as applicable.

Problem Statement 10: At-Risk students are not as successful as their peers in achieving Meets or Masters on STAAR. **Root Cause:** Students need more opportunities to engage in rigorous, aligned tasks with at least 50% of activities at a DOK 2 or higher.

Problem Statement 11: 24% to 51% of students in 6th, 7th, and 8th grade are failing at the 9 week grading period. **Root Cause:** More students will need access to formalized math and reading interventions during intervention period to fill gaps and meet HB4545 requirements. We need to improve Tier I instruction, implement RtI, and utilize systems to

help students who get behind on school work (individual tutoring by teachers, the after school Learning Lab, Saturday School).

School Processes & Programs

School Processes & Programs Summary

To ensure students are learning to their maximum potential, Manor Middle School (MMS) follows the Killeen ISD 3+1 Instructional Model for Curriculum, Instruction, and Assessment. Our teachers, administrators, and support staff meet weekly during professional learning communities (PLCs) to study curriculum documents in order to collaboratively plan effective Tier I instruction. Two additional PLCs per month are scheduled so teachers have the opportunity for ongoing learning around effective instructional practices and the Gradual Release of Responsibility Model (GRR). Teachers are expected to meet on a consistent basis to discuss formative and summative data in order to assess the level of student learning. MMS utilizes multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement.

MMS teachers identify current units of study from TEKS Resource System (TRS) and Killeen ISD's Mapping Documents. Teachers use Webb's Depth of Knowledge, Bloom's Taxonomy, Hess' Cognitive Rigor matrix and other resources to:

- Unpack the standards to determine the learning goals and targets
- Identify the cognitive level of objectives, targets, activities, tasks, and/or assessments
- Develop learning goals and targets to post, articulate, and reference throughout the lesson
- Assess student understanding, at high cognitive levels, through student discourse, justification, and questioning.

Gradual Release of Responsibility Instructional Framework (GRR) was introduced to the staff in 2017-18; however, coaching walk data continues to support the need for additional training to support the full, consistent implementation of the GRR.

MMS strives to be an Advancement Via Individual Determination (AVID) campus with teachers utilizing the AVID research-based best practices in teaching methodology. The focus of these strategies is on promoting rigor through Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). These methods increase engagement through student ownership, accountability, and critical thinking. AVID strategies have been observed during walkthroughs and coaching walks; however, not all classrooms are using AVID strategies consistently.

We are a co-teaching campus where special education teachers work together with general education teachers to help special education students acquire content and high educational standards. Being in a co-taught classroom benefits students by allowing students to have more time opportunities for individual or small group attention inside a classroom setting. Ongoing training is needed to support teachers with working together as equals in the classroom. The Co-Teaching Model includes one teach/one observe, one teach/one assist, parallel teaching, station teaching, alternative teaching, and team teaching. Almost 100% of the time, the co-teach model observed is one teach/one observe.

Professional development is provided on an ongoing basis to all staff through monthly faculty meetings, PLCs, PD days, conferences, and

frequent collaborative interactions among staff and leadership. Systems have been put in place to build teacher capacity, support continuous improvement, and retain highly qualified staff. Teachers meet weekly in professional learning communities by content area for planning purposes, and twice per month in campus-level PLCs for ongoing professional development. District level STAAR data shows a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next.

During this school year, coaching walks have identified the need for improvements in providing rigorous tasks aligned to the standards, teaching “bell to bell,” holding all students accountable for the learning, differentiation practices, effective questioning with opportunities for student discourse, accountable student talk, and wait time. The district has assigned a math coach and a reading/language arts coach to help support teachers with Tier I instruction.

Our campus utilizes technology to support classroom instruction and supplement intervention programs. Our staff and students have access to laptop mobile carts, camcorders, digital cameras, document cameras, and iPads. Each teacher has a staff laptop and a document camera available for daily technology integration. Ensuring all students have access to technology is always an ongoing priority.

All students attend embedded daily interventions in reading and math as part of HB4545. MMS also has a math interventionist and a reading interventionist to provide additional small group support. Students can attend tutoring in their core content area (math, reading/language arts, science, and social studies) each week after school. All core content teachers host at least one after school tutoring day each week. Students may also utilize our after-school tutoring program, The Learning Lab, which we have Monday through Thursday in the cafeteria in collaboration with the Boys & Girls Club. Targeted areas of improvement are getting more students to attend and having more instructional materials for hands-on, spiral activities that support red-line TEKS when students do not bring work. Students who continue to struggle or need additional support above Tier I instruction are referred to Response to Intervention (RtI) for Tier II and Tier III support.

MMS is adding a Parent Liaison to build bridges of communication and work to remove cultural or linguistic barriers or other obstacles that can impede the home and school from working together. Our parent liaison will help empower parents to become active participants in the education of their children. Adding a parent liaison will help target parents who need help in determining how to best help their children, and it will also bolster our volunteer program and parent participation.

School Processes & Programs Strengths

- PLC time has been built into the instructional day for ongoing collaboration surrounding curriculum, instruction, and assessment
- MMS has two curriculum instructional specialists and two coaches (math and RLA) to support teachers with content and delivery
- The district provides a math interventionist and a reading interventionist for additional small group academic support
- Coaching walks are implemented to gather feedback for overall school improvement
- Response to Intervention (RtI) identifies struggling students for Tier II and Tier III interventions
- All students take part in daily reading and math interventions as part of HB4545

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Evidence through walkthroughs and coaching walks indicates support is still needed regarding standards-based, aligned instruction through the Gradual Release of Responsibility as an instructional framework. **Root Cause:** Not all teachers are planning consistently and collaboratively in PLCs with their content teams using the Killeen ISD 3 Essentials + 1 Model, and ongoing professional development and support have not been consistent.

Problem Statement 2: As determined through walkthroughs and coaching walks, more DOK 2, 3, and 4 tasks are needed to ensure students are interacting with higher level tasks. **Root Cause:** Not all teachers plan tasks that are aligned to the standard or higher than the standard using Bloom's Taxonomy, Webb's Depth of Knowledge Framework, and/or Hess' Cognitive Rigor Matrix through the Gradual Release of Responsibility Instructional Model.

Problem Statement 3: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. **Root Cause:** Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.

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 overall campus procedures, student behavior, and academics, and safety.

Problem Statement 5: Students do not always have ease of access to iPads for interventions. **Root Cause:** Classrooms need access to "one to one" technology devices for HB4545 reading and math interventions.

Perceptions

Perceptions Summary

Manor Middle School (MMS) has a collaborative, family type culture that has been steeped in many rich traditions from the time the campus opened in 1971. Located in the heart of Killeen ISD, MMS holds many fond memories for many in the community. You will often hear “I went to Manor,” and it is not uncommon for previous Manor Rams to stop by and visit years and even decades after they attended.

Every student we teach has a diverse set of needs, and we will work diligently to support the cultural, personal, emotional, and educational needs of all our students. Teacher feedback reflects a concern about increasing student apathy/engagement in learning. 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 shared they 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.

At the end of this school year, MMS will host a “sneak peek” for our incoming 5th graders. Additionally, MMS will continue to offer incoming 6th grade students and new students an opportunity each summer to visit the campus before school starts as part of our Ram Readiness Days.

In recent years, students have not always been honored academically, but we are adding award ceremonies back on the calendar. We also have multiple teachers that have offered their time to sponsor a variety of student clubs this year to improve overall student engagement. Additionally, we are working on ways to recognize students for their positive character traits/behavior and academic growth. In addition to appreciation, MMS values accountability. We would like to add more opportunities for students to track their own progress and set their own goals for the 2023-2024 year.

All staff members are trained in restorative practices. 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. The Social Emotional Learning Specialist (at-risk counselor) is pushing into classrooms during social studies to provide ongoing restorative practice and character building support to students. She will visit with all 6th grade students twice per month and each 7th and 8th grader will have one visit per month.

Every student needs different attributes to success, so we nurture the whole child at MMS. Counselors provided guidance and advisory support to students as they developed their four-year plans and as they selected courses for the following year. We added an at-risk counselor to

supplement the counseling program by planning, organizing, implementing and delivering program activities to improve at-risk students' interpersonal effectiveness, personal health and safety, and post-secondary planning and readiness. Our Communities in Schools (CIS) staff member provides additional community support and resources. MMS is also excited to host the district's first Behavior Teacher. The Behavior Teacher will support students, teachers, and all staff with discipline concerns, classroom management strategies, and overall positive behavior support.

We know the climate for learning is greatly enhanced by involved parents. 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 at MMS. In a recent survey, our parents would like more parent engagement opportunities and improved communication. Parents requested opportunities to learn more about understanding STAAR, reading strategies, math skills, homework help, and navigating middle school successfully. Evening meetings, virtual meetings, and access to information online would help parents be more active in the school community. MMS will send out a monthly parent newsletter as well as improve our social media presence to improve parent communication.

Parent, business, and community members are supportive of campus standards and initiatives and regularly contribute to campus decision-making processes through our site-based committee meetings. We have plans in place to provide more opportunities for parents to get involved for the 2023-2024 school year. MMS is adding a Parent Liaison to further build bridges of communication and work to remove cultural or linguistic barriers or other obstacles that can impede the home and school from working together. Our parent liaison will help empower parents to become active participants in the education of their children. Adding a parent liaison will help target parents who need help in determining how to best help their children, and it will also bolster our volunteer program and parent participation.

At MMS, we will value every person we work beside and we are "all in" this year when it comes to supporting our students, parents, community, and each other. MMS is under new instructional leadership this year. Recent staff survey data indicates staff members want a visible, involved campus leader with strong skills in behavior management, systems thinking, student and staff accountability, and culture building. So far this year, we have created both student and staff handbooks so all stakeholders understand policies and procedures at MMS. We have taken the zip ties off of lockers so cell phones do not deter from instructional time. Policies that are in place are expected to be enforced. With staff collaboration, duties and procedures have been created and/or updated for efficiency and effectiveness. Instructional time for teachers to collaborate and plan in professional learning communities was formalized and scheduled.

Creating a positive culture is key for staff retention and recruitment. MMS has historically struggled to fill vacancies and retain staff. We are adding back a staff-faculty club to promote MMS staff engagement. To show staff appreciation, we have added a "shout out" section to the weekly staff email. We are adding a Ram of the Month for both teachers and auxiliary staff, and we are planning to show appreciation throughout the year through small tokens of appreciation. The leadership team is more visible, and systems for teacher/staff support have been

strengthened. Ultimately; however, our climate and culture will only change with authentic positive relationships that get built over time.

Perceptions Strengths

- A Parent Liaison will be added to support parents
- MMS has the only Killeen ISD Behavior Teacher in the district
- Three counselors help meet the social and emotional needs of our students
- MMS is steeped in strong community traditions
- A variety of clubs and other opportunities will be offered to all students
- Strong and intensive Communities in Schools support
- Strong campus leadership

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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, goal setting and tracking, and building perseverance with our students and how they relate to school expectations.

Problem Statement 2: 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. Students need positive intrinsic and extrinsic rewards to promote academic and social success.

Problem Statement 3: 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 4: There is a need to increase parental involvement and participation in school processes. **Root Cause:** The volunteer program and parent outreach responsibilities do not always receive priority when those tasks are a small part of another staff member's job duties, and more opportunities for parents to be involved need to be planned throughout the year.

Problem Statement 5: MMS has historically struggled to fill vacancies and retain staff. **Root Cause:** Not enough opportunities have been created to support and celebrate staff members.

Goals

Revised/Approved: September 13, 2023

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

Performance Objective 1: 100% of all ELAR students will achieve approaches/meets/masters grade level on the STAAR exam.

High Priority

Evaluation Data Sources: STAAR Reading Results

Reading CUA Data

Common Formative Assignments

Benchmark Data

Strategy 1 Details

Strategy 1: Provide collaborative lesson planning time through weekly content PLCs and one full day of per semester for ELA/Reading/EB teachers to develop lessons utilizing research-based, best practice to ensure success of At-Risk students, ESL students, GT/Honors students, SPED students, and students of all demographic groups.

Strategy's Expected Result/Impact: Teachers will work on collaborative lesson plans and common formative assessments, so every student receives high-quality, Tier I instruction and teachers have access to data for intervention, reteach, and future instruction.

Staff Responsible for Monitoring: Principals
Curriculum Instructional Specialists

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

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

Funding Sources: Subs for ELAR Planning Days - 211 - ESEA, Title I Part A - 211.11.6116.00.044.30.000 - \$1,800, Supplies for Planning - 211 - ESEA, Title I Part A - 211.13.6399.00.044.30.000 - \$1,000

Strategy 2 Details

Strategy 2: ELAR, Dyslexia, and ESL teachers will attend professional development opportunities in order to learn and grow so they can better meet the needs of their students. The ESL teacher will attend an ESL or literacy specific conference. the Dyslexia teacher will attend a Dyslexia or literacy specific conference.

Strategy's Expected Result/Impact: Teachers will continue to grow their professional knowledge, competence, skill, and effectiveness in order to improve student engagement and achievement.

Staff Responsible for Monitoring: Principals
Curriculum Instructional Specialists
Lead Teacher

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Funding Sources: ELAR/Dyslexia Teacher Travel & Registration for Conference - 166 - State Comp Ed - 166.13.6411.00.044.30.AR0 - \$11,500, Substitutes for ELAR/Dyslexia Teachers - 166 - State Comp Ed - 166.11.6116.00.044.30.AR0 - \$800, ESL Teacher Travel & Registration for Conference - 165/ES0 - ELL - 165.13.6411.00.044.25.ES0 - \$1,200, Substitute for ESL Teacher - 165/ES0 - ELL - 165.11.6116.00.044.25.ES0 - \$100

Strategy 3 Details

Strategy 3: Teachers will provide all ELAR students a digital/print resources that includes multi-genre stories and engaging activities that strengthen literacy skills and instill a lifelong love of reading.

Strategy's Expected Result/Impact: Students will improve their reading comprehension skills and STAAR scores will increase.

Staff Responsible for Monitoring: Curriculum Instructional Specialists
Reading Interventionist
Reading Coach
Lead Teacher

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 8

Funding Sources: Print Resources for ELAR At-Risk Students - 166 - State Comp Ed - 166.11.6329.00.044.30.AR0 - \$7,200

Strategy 4 Details

Strategy 4: ELAR, ESL, and Dyslexia teachers will provide a classroom library with a diverse array of book levels and genres so students have immediate and frequent access to books to encourage reading.

Strategy's Expected Result/Impact: Providing access to books will promote literacy, help students become critical thinkers, analytic readers, and informed citizens.

Staff Responsible for Monitoring: Curriculum Instructional Specialists

Interventionist

Coach

Lead Teacher

ESL Teacher

Dyslexia Teacher

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 8

Funding Sources: Books and Materials for ELAR and Dyslexia Classroom Libraries - 211 - ESEA, Title I Part A - 211.11.6329.00.044.30.000 - \$18,000

Strategy 5 Details

Strategy 5: ELAR, ESL, and Dyslexia students will have access to a variety of ELA based games and station activities for review and application of learned concepts.

Strategy's Expected Result/Impact: Reinforcing difficult concepts and spiraling curriculum encourages reinforcement of previously learned concepts, which promote retention of skills.

Staff Responsible for Monitoring: Curriculum Instructional Specialists

Lead Teacher

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 4, 8, 11

Funding Sources: Instructional Supplies and Learning Games for ELAR and Dyslexia Students - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$8,000,
Instructional Supplies Learning Games for ESL Students - 165/ES0 - ELL - 165.11.6399.00.044.25.ES0 - \$1,000

Strategy 6 Details

Strategy 6: Additional targeted reading support will be provided to all students through small group interventions during the school day as part of HB4545 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: Principals

Curriculum Instructional Specialists

Interventionists

Lead Teacher

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 11

Funding Sources: Supplemental Instructional Materials for Reading Intervention & Tutoring for Students - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$5,000,
Supplemental Instructional Materials for Reading Intervention & Tutoring for ESL Students - 165/ES0 - ELL - 165.11.6399.00.044.25.ES0 - \$1,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Campus professional development, conferences, refresher training, and new teacher supports are needed to provide ongoing learning opportunities for all teachers. **Root Cause:** 39% of our teachers have five years or less teaching experience and there has been a high turnover rate at MMS over the past few years.

Student Learning

Problem Statement 4: EB students are consistently under-performing other student groups on CUAs and STAAR. **Root Cause:** Instructional supports and training is needed on how to support EB students in the classroom. Integrating small group guided reading and independent opportunities to read into the iLit program will improve reading fluency and comprehension through the ELPS.

Problem Statement 8: The percentage of students in 7th and 8th grade that are passing STAAR Reading in the Meets or Masters range is declining. **Root Cause:** Students need access to a variety of reading genres and instructional materials to support reading comprehension and vocabulary development.

Problem Statement 11: 24% to 51% of students in 6th, 7th, and 8th grade are failing at the 9 week grading period. **Root Cause:** More students will need access to formalized math and reading interventions during intervention period to fill gaps and meet HB4545 requirements. We need to improve Tier I instruction, implement RtI, and utilize systems to help students who get behind on school work (individual tutoring by teachers, the after school Learning Lab, Saturday School).

School Processes & Programs

Problem Statement 1: Evidence through walkthroughs and coaching walks indicates support is still needed regarding standards-based, aligned instruction through the Gradual Release of Responsibility as an instructional framework. **Root Cause:** Not all teachers are planning consistently and collaboratively in PLCs with their content teams using the Killeen ISD 3 Essentials + 1 Model, and ongoing professional development and support have not been consistent.

Problem Statement 2: As determined through walkthroughs and coaching walks, more DOK 2, 3, and 4 tasks are needed to ensure students are interacting with higher level tasks. **Root Cause:** Not all teachers plan tasks that are aligned to the standard or higher than the standard using Bloom's Taxonomy, Webb's Depth of Knowledge Framework, and/or Hess' Cognitive Rigor Matrix through the Gradual Release of Responsibility Instructional Model.

School Processes & Programs

Problem Statement 3: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. **Root Cause:** Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.

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

Performance Objective 2: 100% of all MATH students will achieve approaches/meets/masters grade level on the STAAR exam.

High Priority

Evaluation Data Sources: STAAR Math Results
Math CUA Data
Common Formative Assignments
Benchmark Data

Strategy 1 Details
<p>Strategy 1: Provide collaborative lesson planning time through weekly content PLCs and one full day of per semester for Math teachers to develop lessons utilizing research-based, best practice to ensure success of At-Risk students, ESL students, GT/Honors students, SPED students, and students of all demographic groups.</p> <p>Strategy's Expected Result/Impact: Teachers will work on collaborative lesson plans and common formative assessments, so every student receives high-quality, Tier I instruction and teachers have access to data for intervention, reteach, and future instruction.</p> <p>Staff Responsible for Monitoring: Principals Curriculum Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Subs for MATH Planning Days - 211 - ESEA, Title I Part A - 211.11.6116.00.044.30.000 - \$1,200, Supplies for Planning - 211 - ESEA, Title I Part A - 211.13.6399.00.044.30.000 - \$1,000</p>

Strategy 2 Details

Strategy 2: Math teachers will attend professional development opportunities in order to learn and grow so they can better meet the needs of their students.

Strategy's Expected Result/Impact: Teachers will continue to grow their professional knowledge, competence, skill, and effectiveness in order to improve student engagement and achievement.

Staff Responsible for Monitoring: Principals
Curriculum Instructional Specialists
Lead Teacher

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Funding Sources: Math Teacher Travel for Conference - 166 - State Comp Ed - 166.13.6411.00.044.30.AR0 - \$8,850

Strategy 3 Details

Strategy 3: Math students will have access to a variety of math based manipulatives, games, and materials to apply learned knowledge and skills across multiple contexts enabling them to move between concrete and abstract thinking and to solve problems to the depth and rigor of the TEKS.

Strategy's Expected Result/Impact: Reinforcing difficult concepts and spiraling curriculum encourages reinforcement of previously learned concepts, which promote retention of skills.

Staff Responsible for Monitoring: Curriculum Instructional Specialists
Lead Teacher

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 9

Funding Sources: Instructional Supplies for Math Students - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$14,000

Strategy 4 Details

Strategy 4: 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: Principals

Curriculum Instructional Specialists

Interventionist

Lead Teacher

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 9, 11

Funding Sources: Supplemental Instructional Materials for Math Intervention & Tutoring - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$4,000

Strategy 5 Details

Strategy 5: Manor Middle School will add a Title I class size reduction teacher to improve the academic progress of math students.

Strategy's Expected Result/Impact: Improved Math Achievement and Assessment Scores

Staff Responsible for Monitoring: Principal

Curriculum Instructional Specialists

Lead Math Teacher

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 9

Funding Sources: Salary for Title I Class Size Reduction Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.044.30.000 - \$76,550

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Campus professional development, conferences, refresher training, and new teacher supports are needed to provide ongoing learning opportunities for all teachers. **Root Cause:** 39% of our teachers have five years or less teaching experience and there has been a high turnover rate at MMS over the past few years.

Student Learning

Problem Statement 1: Students in all grade levels on all STAAR assessments scored below state and district averages. **Root Cause:** Students need consistent access to standards based, aligned curriculum delivered through the Gradual Release of Responsibility Instructional Model. Students need more opportunities to engage in rigorous, aligned tasks with at least 50% of activities at a DOK 2 or higher.

Student Learning

Problem Statement 9: The percentage of students in 7th and 8th grade that are passing STAAR Math in the Meets or Masters range is declining. **Root Cause:** Students need more opportunities for collaborative problem solving with real world connections as well as the use of manipulatives for concept development as applicable.

Problem Statement 11: 24% to 51% of students in 6th, 7th, and 8th grade are failing at the 9 week grading period. **Root Cause:** More students will need access to formalized math and reading interventions during intervention period to fill gaps and meet HB4545 requirements. We need to improve Tier I instruction, implement RtI, and utilize systems to help students who get behind on school work (individual tutoring by teachers, the after school Learning Lab, Saturday School).

School Processes & Programs

Problem Statement 1: Evidence through walkthroughs and coaching walks indicates support is still needed regarding standards-based, aligned instruction through the Gradual Release of Responsibility as an instructional framework. **Root Cause:** Not all teachers are planning consistently and collaboratively in PLCs with their content teams using the Killeen ISD 3 Essentials + 1 Model, and ongoing professional development and support have not been consistent.

Problem Statement 2: As determined through walkthroughs and coaching walks, more DOK 2, 3, and 4 tasks are needed to ensure students are interacting with higher level tasks. **Root Cause:** Not all teachers plan tasks that are aligned to the standard or higher than the standard using Bloom's Taxonomy, Webb's Depth of Knowledge Framework, and/or Hess' Cognitive Rigor Matrix through the Gradual Release of Responsibility Instructional Model.

Problem Statement 3: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. **Root Cause:** Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.

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

Performance Objective 3: 100% of all 8th grade SCIENCE students will achieve approaches/meets/masters grade level on the STAAR exam.

High Priority

Evaluation Data Sources: STAAR Math Results
Math CUA Data
Common Formative Assignments
Benchmark Data

Strategy 1 Details
<p>Strategy 1: Provide collaborative lesson planning time through weekly content PLCs and one full day of per semester for Science teachers to develop lessons utilizing research-based, best practice to ensure success of At-Risk students, ESL students, GT/Honors students, SPED students, and students of all demographic groups.</p> <p>Strategy's Expected Result/Impact: Teachers will work on collaborative lesson plans and common formative assessments, so every student receives high-quality, Tier I instruction and teachers have access to data for intervention, reteach, and future instruction.</p> <p>Staff Responsible for Monitoring: Principals Curriculum Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Subs for Science Planning Days - 211 - ESEA, Title I Part A - 211.11.6116.00.044.30.000 - \$1,000, Supplies for Planning - 211 - ESEA, Title I Part A - 211.13.6399.00.044.30.000 - \$1,000</p>

Strategy 2 Details

Strategy 2: Science teachers will attend professional development opportunities in order to learn and grow so they can better meet the needs of their students.

Strategy's Expected Result/Impact: Teachers will continue to grow their professional knowledge, competence, skill, and effectiveness in order to improve student engagement and achievement.

Staff Responsible for Monitoring: Principals
Curriculum Instructional Specialists
Lead Teacher

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Funding Sources: Science Teacher Travel for Conference - 166 - State Comp Ed - 166.13.6411.00.044.30.AR0 - \$6,500, Substitutes for Science Teachers - 166 - State Comp Ed - 166.11.6116.00.044.30.AR0 - \$500

Strategy 3 Details

Strategy 3: All 6th, 7th, and 8th grade science students will engage in one DOK3/4 project based learning task each nine weeks to allow students the opportunity to engage in higher level, rigorous tasks.

Strategy's Expected Result/Impact: Science knowledge and skills will improve through having the opportunity to engage in projects set around challenges and problems students may face in the real world.

Staff Responsible for Monitoring: Curriculum Instructional Specialists
Science Teachers
Lead Teacher

TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Strategy 4 Details

Strategy 4: All 6th, 7th, and 8th grade science students will have access to a variety of science based instructional materials and supplies for hands-on-learning and experiments to include technology such as microscopes and slides.

Strategy's Expected Result/Impact: Students in hands-on science programs retain information better and are better able to transfer experiences to other learning situations by enhancing creativity and critical thinking skills.

Staff Responsible for Monitoring: Curriculum Instructional Specialists
Lead Teacher

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1, 6

Funding Sources: Instructional Supplies for Science Students - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$5,000

Strategy 5 Details

Strategy 5: 8th grade science students will participate in relevant field-based instruction. The learning location is selected based on the ability to teach and reinforce concepts that are difficult to replicate in the classroom setting.

Strategy's Expected Result/Impact: Students who participate in science field trips score better on the state science test. Field trips and hands on learning make concepts more memorable.

Staff Responsible for Monitoring: Curriculum Instructional Specialists
8th Grade Science Teachers
Lead Teacher

TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Problem Statements: Student Learning 6

Funding Sources: Admission for 8th Grade Science Students - 166 - State Comp Ed - 166.11.6412.00.044.30.AR0 - \$1,550, Yellow Bus for 8th Grade Science Students - 166 - State Comp Ed - 166.11.6494.00.044.30.AR0 - \$3,000

Strategy 6 Details

Strategy 6: Manor Middle School will add a Title I class size reduction teacher for Science/Social Studies to improve achievement for Science and Social Studies Students.

Strategy's Expected Result/Impact: Improved student achievement and scores in Science/Social Studies

Staff Responsible for Monitoring: Principal

Curriculum Instructional Specialist

Lead Science Teacher

Lead Social Studies Teacher

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 6

Funding Sources: Salary for Title I Class Size Reduction Science (Social Studies) Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.044.30.000 - \$66,309

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Campus professional development, conferences, refresher training, and new teacher supports are needed to provide ongoing learning opportunities for all teachers. **Root Cause:** 39% of our teachers have five years or less teaching experience and there has been a high turnover rate at MMS over the past few years.

Student Learning

Problem Statement 1: Students in all grade levels on all STAAR assessments scored below state and district averages. **Root Cause:** Students need consistent access to standards based, aligned curriculum delivered through the Gradual Release of Responsibility Instructional Model. Students need more opportunities to engage in rigorous, aligned tasks with at least 50% of activities at a DOK 2 or higher.

Problem Statement 6: The STAAR Science Approaches passing rate declined 36% from the previous year. **Root Cause:** More opportunities for hands-on science as it relates to problem solving is needed along with rigorous tasks implemented through the Gradual Release of Responsibility Model.

School Processes & Programs

Problem Statement 1: Evidence through walkthroughs and coaching walks indicates support is still needed regarding standards-based, aligned instruction through the Gradual Release of Responsibility as an instructional framework. **Root Cause:** Not all teachers are planning consistently and collaboratively in PLCs with their content teams using the Killeen ISD 3 Essentials + 1 Model, and ongoing professional development and support have not been consistent.

Problem Statement 2: As determined through walkthroughs and coaching walks, more DOK 2, 3, and 4 tasks are needed to ensure students are interacting with higher level tasks. **Root Cause:** Not all teachers plan tasks that are aligned to the standard or higher than the standard using Bloom's Taxonomy, Webb's Depth of Knowledge Framework, and/or Hess' Cognitive Rigor Matrix through the Gradual Release of Responsibility Instructional Model.

Problem Statement 3: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. **Root Cause:** Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.

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

Performance Objective 4: 100% of all 8th grade SOCIAL STUDIES students will achieve approaches/meets/masters grade level on the STAAR exam.

High Priority

Evaluation Data Sources: STAAR Social Studies Results
Social Studies CUA Data
Common Formative Assignments

Strategy 1 Details
<p>Strategy 1: Provide collaborative lesson planning time through weekly content PLCs and one full day of per semester for Science teachers to develop lessons utilizing research-based, best practice to ensure success of At-Risk students, ESL students, GT/Honors students, SPED students, and students of all demographic groups.</p> <p>Strategy's Expected Result/Impact: Teachers will work on collaborative lesson plans and common formative assessments, so every student receives high-quality, Tier I instruction and teachers have access to data for intervention, reteach, and future instruction.</p> <p>Staff Responsible for Monitoring: Principals Curriculum Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Subs for Social Studies Planning Days - 211 - ESEA, Title I Part A - 211.11.6116.00.044.30.000 - \$1,000, Supplies for Planning - 211 - ESEA, Title I Part A - 211.13.6399.00.044.30.000 - \$1,000</p>

Strategy 2 Details

Strategy 2: Social Studies Teachers will attend professional development opportunities in order to grow so they can better meet the needs of their students.

Strategy's Expected Result/Impact: Teachers will continue to grow their professional knowledge, competence, skills, and effectiveness in order to improve student engagement and achievement.

Staff Responsible for Monitoring: Principals
Curriculum Instructional Specialists
Lead Teacher

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Funding Sources: Social Studies Teacher Travel for Conference - 166 - State Comp Ed - 166.13.6411.00.044.30.AR0 - \$5,500, Substitutes for Social Studies Teachers - 166 - State Comp Ed - 166.11.6116.00.044.30.AR0 - \$500

Strategy 3 Details

Strategy 3: All 6th, 7th, and 8th grade social studies students will engage in one DOK3/4 project based learning task each nine weeks to allow students the opportunity to engage in higher level rigorous tasks.

Strategy's Expected Result/Impact: Social studies knowledge and skills will improve through having the opportunity to engage in project set around challenges and problems students may face in the real world.

Staff Responsible for Monitoring: Curriculum Instructional Specialists
Social Studies Teachers
Lead Teacher

TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Strategy 4 Details

Strategy 4: All 6th, 7th, and 8th grade social studies students will have access to a variety of social studies based instructional materials and supplies for hands-on learning.

Strategy's Expected Result/Impact: Instructional materials are essential to help the teacher and learners avoid overemphasis on recitation and rote learning that can easily dominate a social studies lesson. Resource materials will allow learners to have practical experiences which help develop and retain skills.

Staff Responsible for Monitoring: Curriculum Instructional Specialists
Lead Teacher

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 7

Funding Sources: Instructional Supplies for Social Studies Students - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$5,000

Strategy 5 Details

Strategy 5: 7th grade social studies students will participate in relevant field-based instruction. The Learning location is selected based on the ability to teach and reinforce concepts that are hard or difficult to replicate in the classroom setting.

Strategy's Expected Result/Impact: Students who participate in social studies field trip score better on the state social studies test. Field trips in hands-on learning make concepts more memorable.

Staff Responsible for Monitoring: Curriculum Instructional Specialists
7th Grade Social Studies Teachers
Lead Teacher

TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Problem Statements: Student Learning 7, 10

Funding Sources: Admission for 7th Grade Social Studies Students - 166 - State Comp Ed - 166.11.6412.00.044.30.AR0 - \$1,900, Yellow Bus for Students - 166 - State Comp Ed - 166.11.6494.00.044.30.AR0 - \$3,200

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Campus professional development, conferences, refresher training, and new teacher supports are needed to provide ongoing learning opportunities for all teachers. **Root Cause:** 39% of our teachers have five years or less teaching experience and there has been a high turnover rate at MMS over the past few years.

Student Learning

Problem Statement 7: The STAAR Social Studies Approaches passing rate declined 16% from the previous year. **Root Cause:** Students need more opportunities for discourse through purposeful questioning and time build in the scope and sequence for spiraling previously taught TEKS.

Student Learning

Problem Statement 10: At-Risk students are not as successful as their peers in achieving Meets or Masters on STAAR. **Root Cause:** Students need more opportunities to engage in rigorous, aligned tasks with at least 50% of activities at a DOK 2 or higher.

School Processes & Programs

Problem Statement 1: Evidence through walkthroughs and coaching walks indicates support is still needed regarding standards-based, aligned instruction through the Gradual Release of Responsibility as an instructional framework. **Root Cause:** Not all teachers are planning consistently and collaboratively in PLCs with their content teams using the Killeen ISD 3 Essentials + 1 Model, and ongoing professional development and support have not been consistent.

Problem Statement 2: As determined through walkthroughs and coaching walks, more DOK 2, 3, and 4 tasks are needed to ensure students are interacting with higher level tasks. **Root Cause:** Not all teachers plan tasks that are aligned to the standard or higher than the standard using Bloom's Taxonomy, Webb's Depth of Knowledge Framework, and/or Hess' Cognitive Rigor Matrix through the Gradual Release of Responsibility Instructional Model.

Problem Statement 3: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. **Root Cause:** Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.

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

Performance Objective 5: The number of At-Risk, economically disadvantaged, students performing below grade level, and students in special programs, including Special Education, Dyslexia, Section 504, and ESL who made meets/masters grade level on STAAR will increase by 5%.

- High Priority
 - Evaluation Data Sources: STAAR Results
 - CUA Data
 - Common Formative Assignments
 - Benchmark 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 the difficult to learn standards students are having success and TEKS where they struggle.</p> <p>Strategy's Expected Result/Impact: -Teachers developing tailored/targeted instruction for students</p> <p>-Students' percent scores at 75% or higher on CUAs.</p> <p>Staff Responsible for Monitoring: Lead Teachers/Admin Team/Content Area Teachers</p> <p>TEA Priorities:</p> <p>Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers:</p> <p>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - School Processes & Programs 1, 3 - Perceptions 1</p>

Strategy 2 Details

Strategy 2: Teachers will provide academic support to At-Risk and EB students specifically in the area of Literacy with emphasis on vocabulary. Teachers will implement learning strategies and lessons so At-Risk and EB students will build their academic vocabulary in the content areas.

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 assessments.

Staff Responsible for Monitoring: ESL Teacher
RLA Coach
Curriculum Instructional Specialists

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 4, 10

Funding Sources: Supplemental Instructional Supplies for building EB students' academic vocabulary and reading fluency - 165/ES0 - ELL - 165.11.6399.00.044.25.ES0 - \$2,320, Reading materials for EB students - 165/ES0 - ELL - 165.11.6329.00.044.25.ES0 - \$2,500

Strategy 3 Details

Strategy 3: With teacher observation, classroom performance data, STAAR and CUA data we will identify students in need of additional interventions such as HB4545 requirements and ACC Reading or ACC Math classes and provide appropriate technology for district-mandated interventions as well as instructional supplies, games, and manipulatives for tutoring.

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

Staff Responsible for Monitoring: Principals
All Teachers
Interventionists

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Student Learning 11 - School Processes & Programs 5

Funding Sources: iPads plus Apple Care (10 Pack) X3 - 211 - ESEA, Title I Part A - 211.11.6398.00.044.30.000 - \$10,590, iPad Cases (30 ea) - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$2,700, iPad Charging Cart (1 each) - 211 - ESEA, Title I Part A - 211.11.6394.00.044.30.000 - \$1,000, Instructional Supplies, Games, Manipulatives for HB4545 and After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$25,909

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 4: CUA and T-TESS data do not always align with STAAR performance data. Out of nine STAAR assessments, Manor was the lowest scoring campus on five of those assessments. **Root Cause:** T-TESS administrators need to increase the frequency of classroom visits and ongoing T-TESS calibration.

Student Learning

Problem Statement 4: EB students are consistently under-performing other student groups on CUAs and STAAR. **Root Cause:** Instructional supports and training is needed on how to support EB students in the classroom. Integrating small group guided reading and independent opportunities to read into the iLit program will improve reading fluency and comprehension through the ELPS.

Problem Statement 10: At-Risk students are not as successful as their peers in achieving Meets or Masters on STAAR. **Root Cause:** Students need more opportunities to engage in rigorous, aligned tasks with at least 50% of activities at a DOK 2 or higher.

Problem Statement 11: 24% to 51% of students in 6th, 7th, and 8th grade are failing at the 9 week grading period. **Root Cause:** More students will need access to formalized math and reading interventions during intervention period to fill gaps and meet HB4545 requirements. We need to improve Tier I instruction, implement RtI, and utilize systems to help students who get behind on school work (individual tutoring by teachers, the after school Learning Lab, Saturday School).

School Processes & Programs

Problem Statement 1: Evidence through walkthroughs and coaching walks indicates support is still needed regarding standards-based, aligned instruction through the Gradual Release of Responsibility as an instructional framework. **Root Cause:** Not all teachers are planning consistently and collaboratively in PLCs with their content teams using the Killeen ISD 3 Essentials + 1 Model, and ongoing professional development and support have not been consistent.

Problem Statement 3: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. **Root Cause:** Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.

Problem Statement 5: Students do not always have ease of access to iPads for interventions. **Root Cause:** Classrooms need access to "one to one" technology devices for HB4545 reading and math interventions.

Perceptions

Problem Statement 1: 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, goal setting and tracking, and building perseverance with our students and how they relate to school expectations.

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>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 4 - Perceptions 1, 2</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>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>

Strategy 3 Details

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.

Strategy's Expected Result/Impact: Increased college and career awareness/ readiness

Staff Responsible for Monitoring: AVID coordinator/AVID site team/CIS/Counselors

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Funding Sources: Instructional Materials for All Students to Engage in AVID Strategies - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$2,000

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: Students in all grade levels on all STAAR assessments scored below state and district averages. **Root Cause:** Students need consistent access to standards based, aligned curriculum delivered through the Gradual Release of Responsibility Instructional Model. Students need more opportunities to engage in rigorous, aligned tasks with at least 50% of activities at a DOK 2 or higher.

School Processes & Programs

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 overall campus procedures, student behavior, and academics, and safety.

Perceptions

Problem Statement 1: 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, goal setting and tracking, and building perseverance with our students and how they relate to school expectations.

Problem Statement 2: 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. Students need positive intrinsic and extrinsic rewards to promote academic and social success.

Problem Statement 3: 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.

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 increase masters status on STAAR assessment by 10% in their identified area of giftedness.

Evaluation Data Sources: 2024 STAAR data

Strategy 1 Details
<p>Strategy 1: GT Teacher will support GT students in instructional settings. GT teachers will work to provide enrichment activities to extend the student learning in order for student to meet Masters grade level standard on the STAAR test in the content areas they are identified as GT. This will also extend their Texas Performance Standards Project (TPSP) learning.</p> <p>Strategy's Expected Result/Impact: GT students will make Meets on all STAAR assessments</p> <p>Staff Responsible for Monitoring: GT Coordinator GT Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Instructional Materials for GT Enrichment/TPSP Project - 177 - Gifted/Talented - 177.11.6399.00.044.21.000 - \$2,500</p>
Strategy 2 Details
<p>Strategy 2: Selected GT students will participate in field-based instruction that cannot be replicated in the classroom to extend their learning and prepare them for both STAAR and the Texas Performance Standards Project (TPSP).</p> <p>Strategy's Expected Result/Impact: GT students will see an increase in achievement and engagement.</p> <p>Staff Responsible for Monitoring: GT Coordinator GT Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Entry Fees for GT Students - 177 - Gifted/Talented - 177.11.6412.00.044.21.000 - \$500, Yellow School Bus for GT Travel - 177 - Gifted/Talented - 177.11.6494.00.044.21.000 - \$850</p>

Performance Objective 7 Problem Statements:

Student Learning

Problem Statement 3: All GT students did not achieve Mastery level on STAAR in their identified areas of giftedness. **Root Cause:** Students are not getting hands on, problem based learning opportunities where they can grapple with real world problems and engage in critical thinking.

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: MMS administrators and teaching staff will engage in professional development opportunities, such as campus PLCs, district training, book studies, and conferences in order to improve our instructional practices so that student achievement on STAAR improves and MMS is no longer an F rated campus after the 2023-2024 STAAR assessment cycle.

- High Priority**
- Evaluation Data Sources:** STAAR Scores
- Walkthrough Data
- Coaching Walk Data
- CUA Data
- Teacher Surveys

Strategy 1 Details
<p>Strategy 1: All teachers will collaborate in campus PLCs using the district's 3+1 Model to study the curriculum, plan effective Tier I instruction and delivery, review student data to inform instruction, set learning goals, reflect on teaching practices, learn about new practices, and plan how to apply new learning.</p> <p>Strategy's Expected Result/Impact: PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialists</p> <p>Lead Teachers</p> <p>Principals</p> <p>TEA Priorities:</p> <p>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers:</p> <p>Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 2, 3</p>

Strategy 2 Details

Strategy 2: Lead teachers will facilitate weekly meetings with content teachers to collaboratively plan and disaggregate data in addition to meeting as needed with campus leadership to collaboratively plan for needed resources and instructional support.

Strategy's Expected Result/Impact: Data will drive instruction.

Staff Responsible for Monitoring: Lead Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1

Strategy 3 Details

Strategy 3: Add a second Campus Instructional Specialist to help facilitate instructional effectiveness, mentor new teachers, and coordinate curriculum development so that the learning needs of students can be met through the implementation of the district curriculum and effective Tier I instruction.

Strategy's Expected Result/Impact: Teachers will be provided more consistent instructional support so that we are better able to fight attrition and retain teachers at our campus.

Staff Responsible for Monitoring: Principal

Curriculum Instructional Specialists

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Funding Sources: Salary for Curriculum Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.044.30.000 - \$76,511

Strategy 4 Details

Strategy 4: Our campus will implement Coaching Walks for systematic instructional improvement through the Gradual Release of Responsibility Instructional Framework.

Strategy's Expected Result/Impact: Teachers will receive timely feedback on the GRR model so that instructional delivery improves so that the cognitive load shifts from teacher to student.

Staff Responsible for Monitoring: Principals

Curriculum Instructional Specialists

Math & RLA Coaches

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 4 - School Processes & Programs 1

Strategy 5 Details

Strategy 5: New teachers will be provided additional supports by attending the district's New Teacher Induction, participating in the one or two year mentoring program, and receiving additional classroom support, mentoring, and guidance from the district provided math coach, RLA coach, and behavior teacher.

Strategy's Expected Result/Impact: We will better retain quality teachers and ultimately see an improvement in our student achievement.

Staff Responsible for Monitoring: Principal
Curriculum Instructional Specialists

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Campus professional development, conferences, refresher training, and new teacher supports are needed to provide ongoing learning opportunities for all teachers. **Root Cause:** 39% of our teachers have five years or less teaching experience and there has been a high turnover rate at MMS over the past few years.

Problem Statement 4: CUA and T-TESS data do not always align with STAAR performance data. Out of nine STAAR assessments, Manor was the lowest scoring campus on five of those assessments. **Root Cause:** T-TESS administrators need to increase the frequency of classroom visits and ongoing T-TESS calibration.

Student Learning

Problem Statement 1: Students in all grade levels on all STAAR assessments scored below state and district averages. **Root Cause:** Students need consistent access to standards based, aligned curriculum delivered through the Gradual Release of Responsibility Instructional Model. Students need more opportunities to engage in rigorous, aligned tasks with at least 50% of activities at a DOK 2 or higher.

School Processes & Programs

Problem Statement 1: Evidence through walkthroughs and coaching walks indicates support is still needed regarding standards-based, aligned instruction through the Gradual Release of Responsibility as an instructional framework. **Root Cause:** Not all teachers are planning consistently and collaboratively in PLCs with their content teams using the Killeen ISD 3 Essentials + 1 Model, and ongoing professional development and support have not been consistent.

Problem Statement 2: As determined through walkthroughs and coaching walks, more DOK 2, 3, and 4 tasks are needed to ensure students are interacting with higher level tasks. **Root Cause:** Not all teachers plan tasks that are aligned to the standard or higher than the standard using Bloom's Taxonomy, Webb's Depth of Knowledge Framework, and/or Hess' Cognitive Rigor Matrix through the Gradual Release of Responsibility Instructional Model.

Problem Statement 3: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. **Root Cause:** Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.

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: Leadership and other key staff members will create a positive organizational culture with shared behavioral expectations and norms (culture) so that staff perceptions and feelings about working at MMS are positive (climate) in order to retain current teachers and recruit future teachers.

High Priority
Evaluation Data Sources: Staff Retention
Staff Recruitment
Staff Surveys

Strategy 1 Details
<p>Strategy 1: Manor Middle School will restart the faculty and staff club which honors and celebrates faculty and staff on birthdays, school anniversaries, new family members, and just because.</p> <p>Strategy's Expected Result/Impact: Improved campus morale and staff engagement</p> <p>Staff Responsible for Monitoring: Principal Principal Secretary Staff Faculty Club</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 5</p>
Strategy 2 Details
<p>Strategy 2: A weekly digital newsletter will be sent to all staff to maintain clear lines of communication and to celebrate faculty and staff accomplishments through Shout Outs given to and by any and all staff members.</p> <p>Strategy's Expected Result/Impact: Increased Staff Morale and Better Campus Communication</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 5</p>

Strategy 3 Details

Strategy 3: To boost staff morale, a cart (treat trolley) will deliver treats or surprises to staff monthly. Treats and surprises may also be distributed at meetings, professional development, or in office boxes. Daily coffee and treats are also offered in the main lounge.

Strategy's Expected Result/Impact: Increased Staff Morale

Staff Responsible for Monitoring: Principals

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 5

Strategy 4 Details

Strategy 4: Creation and implementation of duty schedules and daily schedules maximize instructional planning time for teachers and staff so that there is ample time for teaching and learning.

Strategy's Expected Result/Impact: Improved teacher satisfaction and reduction of teacher burn out

Staff Responsible for Monitoring: Principals

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: School Processes & Programs 4

Performance Objective 2 Problem Statements:

School Processes & Programs

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 overall campus procedures, student behavior, and academics, and safety.

Perceptions

Problem Statement 5: MMS has historically struggled to fill vacancies and retain staff. **Root Cause:** Not enough opportunities have been created to support and celebrate staff members.

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: A Parent Liaison will help to assist the principal in establishing and maintaining the relationship between parents, teachers, and volunteers at the campus by providing them with materials and programs designed to increase parental involvement and improve student achievement.</p> <p>Strategy's Expected Result/Impact: Increased Parental Involvement Improved Student Achievement</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</p> <p>Funding Sources: Salary for Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.044.30.000 - \$31,181, Mileage for Parent Liaison - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.044.24.PAR - \$2,000</p>

Strategy 2 Details

Strategy 2: 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 EB students and Dyslexia students to address their specific needs.

Strategy's Expected Result/Impact: 1) Positive feedback from parents from surveys at the end of sessions.

2) Increased positive parental involvement in students' academic and social endeavors.

3) Increase levels of positive engagement of parents in campus endeavors.

Staff Responsible for Monitoring: Counselors/Admin Team/Communities in School Coordinator/PTO/CIT

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 3

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 - \$1,000, Refreshments for parent workshops, education sessions and PFEP/HSC meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.044.24.PAR - \$1,452, Refreshments for Emergent Bilingual parent workshops, education sessions and meetings - 263 - ESEA, Title III Part A - 263.61.6499.LE.044.25.000 - \$740, Supplies for parent workshops and education - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.044.30.PAR - \$300

Strategy 3 Details

Strategy 3: Create partnerships with the local agencies, businesses, and organizations to increase services and opportunities offered to students and community members

Strategy's Expected Result/Impact: Increased positive school and community interactions.

Staff Responsible for Monitoring: Counselors/Admin Team/Communities in School Coordinator/PTO

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 3

Strategy 4 Details

Strategy 4: Communication between home and school will include MMS Facebook, MMS Instagram, a monthly parent newsletter, and the district approved communication system.

Strategy's Expected Result/Impact: Increased Student & Parent Involvement

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 3

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 3: 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 4: There is a need to increase parental involvement and participation in school processes. Root Cause: The volunteer program and parent outreach responsibilities do not always receive priority when those tasks are a small part of another staff member's job duties, and more opportunities for parents to be involved need to be planned throughout the year.</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: The Social Emotional Learning Specialist (at-risk counselor) will meet with sixth grade students twice per month and seventh/eighth grade students once per month to work on restorative practices and social emotional coping skills with students. She will also provide ongoing training with Manor Middle School staff regarding restorative practices.</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: Social Emotional Learning Specialist</p> <p>Problem Statements: Demographics 2, 3 - Perceptions 2</p>
Strategy 2 Details
<p>Strategy 2: 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: Assistant Principals Counselors</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>
Strategy 3 Details
<p>Strategy 3: Manor Middle School will positively improve tardies by decreasing the number of tardies through the use the Hero Tardy system and other positive rewards.</p> <p>Strategy's Expected Result/Impact: Tardies between classes will decrease thus increasing learning time.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>Problem Statements: Demographics 3 - Student Learning 11 - Perceptions 1</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: The total number of discipline referrals for the 2022-2023 school year demonstrated a significant increase from the 2021-2022 school year. Root Cause: Students need consistent access to school guidance curriculum and restorative practices. Teachers need ongoing support with classroom management strategies.</p>

Demographics
Problem Statement 3: Average daily attendance is below the district and the state, and 89% of students at MMS had at least one tardy for the year. Root Cause: Students need to see the correlation between prompt, regular attendance and the impact on teaching, learning, and overall academic success.
Student Learning
Problem Statement 11: 24% to 51% of students in 6th, 7th, and 8th grade are failing at the 9 week grading period. Root Cause: More students will need access to to formalized math and reading interventions during intervention period to fill gaps and meet HB4545 requirements. We need to improve Tier I instruction, implement RtI, and utilize systems to help students who get behind on school work (individual tutoring by teachers, the after school Learning Lab, Saturday School).
Perceptions
<p>Problem Statement 1: 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, goal setting and tracking, and building perseverance with our students and how they relate to school expectations.</p> <p>Problem Statement 2: 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. Students need positive intrinsic and extrinsic rewards to promote academic and social success.</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: Demographics 3 - 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</p> <p>Funding Sources: Awards for student academic achievement - 166 - State Comp Ed - 166.11.6498.00.044.30.AR0 - \$2,500</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:

Demographics
Problem Statement 3: Average daily attendance is below the district and the state, and 89% of students at MMS had at least one tardy for the year. Root Cause: Students need to see the correlation between prompt, regular attendance and the impact on teaching, learning, and overall academic success.
Perceptions
Problem Statement 2: 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. Students need positive intrinsic and extrinsic rewards to promote academic and social success.

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 3: Manor Middle School will create and maintain an orderly environment and an atmosphere of safety for students, staff, families, and community.

Evaluation Data Sources: Safety Standards

Strategy 1 Details
<p>Strategy 1: Manor Middle School will conduct all safety drills in accordance to district requirements to ensure all students and staff are knowledgeable of emergency operation procedures. Random, weekly door checks will be held and data will be reported to the district.</p> <p>Strategy's Expected Result/Impact: School Safety Compliance</p> <p>Staff Responsible for Monitoring: Principals Safety Officer</p>
Strategy 2 Details
<p>Strategy 2: Manor Middle School has a Behavioral Threat Assessment Team to provide a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs.</p> <p>Strategy's Expected Result/Impact: Maximized Student & Staff Safety</p> <p>Staff Responsible for Monitoring: Principal Threat Assessment Team</p>

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

Performance Objective 1: Manor Middle School will be fiscally responsible for all monetary accounts.

Evaluation Data Sources: Financial Documents and Accounts

Strategy 1 Details
<p>Strategy 1: The principal and principal secretary will meet weekly and put procedures in place regarding all financial decisions.</p> <p>Strategy's Expected Result/Impact: Budget Fidelity</p> <p>Staff Responsible for Monitoring: Principal Principal Secretary</p>
Strategy 2 Details
<p>Strategy 2: All staff will receive annual budgetary training during in-service pertaining to clubs, charters, conference, and collecting money.</p> <p>Strategy's Expected Result/Impact: Budgetary Fidelity</p> <p>Staff Responsible for Monitoring: Principal Principal Secretary</p>

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

Performance Objective 2: Through SBDM, many significant decisions at the campus level will benefit from a consideration of the perspectives of all stakeholders. These decisions involve administrators, teachers, parents, business representatives and community members as partners in the business of increasing student achievement.

Evaluation Data Sources: SBDM Minutes and Meeting Logs

Strategy 1 Details
<p>Strategy 1: The SBDM committee will meet at least six times per year to collectively make campus-level decisions and to approve/evaluate the campus improvement plan.</p> <p>Strategy's Expected Result/Impact: SBDM decisions will help ensure fiduciary responsibility and improve student achievement.</p> <p>Staff Responsible for Monitoring: Principal SBDM Committee Members</p>

2023-2024 SBDM & Title I Stakeholders (MS)

Committee Role	Name	Position
Administrator/Chair	Jennifer Warren	Principal
Classroom Teacher	Mary Smith	English/ELAR
Classroom Teacher	Almond Seals	Math Teacher
Classroom Teacher	Brittany Rowe	Science Teacher
Classroom Teacher	Tracy King	SPED Teacher
Business Representative	Larry Hunter, Sr.	Business Representative
Community Representative	Yvette Little	Community Member
District-level Professional	Debbie Richardson	Diagnostician
Parent	Sim Dill	Parent
Parent	Autumn Demonbreun	Parent
Paraprofessional	Jacey Kinlaw	Technology Aide (Title I)
Paraprofessional	Iris Anderson	Parent Liaison (Title I)
Student	Braedon Dill	Student (Title I)
Student	Damian Demonbreun	Student (Title I)
Non-classroom Professional	Justin Ludwig	Campus Technologist (Title I)
CIS	Megan Schneider	Other School Leader (Title I)
Campus Administrator	Larry Hunter	Assistant Principal
Counselor	Ozioma Trimble	Specialized Instructional Support (Title I)
Classroom Teacher	Mary Jo Gould	Social Studies Lead Teacher
Classroom Teacher	Patricia Polkowske	Tech Apps Teacher