

Killeen Independent School District
Manor Middle School
2023-2024 Formative Review with Notes



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Goals





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







Performance Objective 1: 70% of all ELAR students will achieve approaches/meets/masters grade level on the STAAR exam.

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

Strategy 1 Details	Reviews
<p>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.</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>Title I: 2.4, 2.6</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>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Content PLCs are happening weekly to support CIA, and two campus PLCs per month support ongoing PD.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>

Strategy 2 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principals Curriculum Instructional Specialists Lead Teacher</p> <p>Title I: 2.5</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 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>Teachers will attend TCTELA January 26-28.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Their conference is coming up this month.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will improve their reading comprehension skills and STAAR scores will increase.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialists Reading Interventionist Reading Coach Lead Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 8</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Teachers are following district curriculum. Scholastic Scope is still not here.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Scholastic Scope was finally ordered and the first magazines arrived.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 4 Details	Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: Providing access to books will promote literacy, help students become critical thinkers, analytic readers, and informed citizens.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialists Interventionist Coach Lead Teacher ESL Teacher Dyslexia Teacher</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 8</p>	<div> <div>Nov</div> <div>  10% </div> <div>November Evidence of Progress</div> <div>Books for classroom libraries need to be selected.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Books have been ordered.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: Reinforcing difficult concepts and spiraling curriculum encourages reinforcement of previously learned concepts, which promote retention of skills.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialists Lead Teacher</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 4, 8, 11</p>	<div> <div>Nov</div> <div>  10% </div> <div>November Evidence of Progress</div> <div>Materials have not been ordered.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Materials have been ordered.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>





Strategy 6 Details	Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: An increase in academic performance and achievement on state tests.</p> <p>Staff Responsible for Monitoring: Principals Curriculum Instructional Specialists Interventionists Lead Teacher</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 11</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Tutoring is being offered four times per week after school and iLit 20 is used for interventions on Tuesdays & Thursdays.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Students are receiving small group, targeted support. We have reevaluated based on STAAR data to further meet the needs of students by creating a 10 week plan.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% </div> <div>No Progress</div> </div> <div> <div>  100% </div> <div>Accomplished</div> </div> <div> <div>  </div> <div>Continue/Modify</div> </div> <div> <div>  </div> <div>Discontinue</div> </div>	





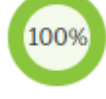




Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 2: 70% of all MATH students will achieve approaches/meets/masters grade level on the STAAR exam.

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

Strategy 1 Details	Reviews
<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>Title I: 2.4, 2.6</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>	<div><div>Nov</div><div><div></div><div>35%</div></div><div>November Evidence of Progress</div><div>Content PLCs are happening weekly to support CIA, and two campus PLCs per month support ongoing PD.</div></div> <div><div>Jan</div><div><div></div><div>50%</div></div><div>January Evidence of Progress</div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>

Strategy 2 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principals Curriculum Instructional Specialists Lead Teacher</p> <p>Title I: 2.5</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 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	<div> <div>Nov</div> <div>  10% </div> <div>November Evidence of Progress</div> <div>Math teachers will attend their annual conference this summer.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Math teachers have decided on a conference and they will attend in February.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: Reinforcing difficult concepts and spiraling curriculum encourages reinforcement of previously learned concepts, which promote retention of skills.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialists Lead Teacher</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 9</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Materials have not been ordered yet. Teachers have access to Manuvering the Middle and several other materials that cater to TEKS.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Materials have been ordered.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>






Strategy 4 Details	Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: An increase in academic performance and achievement on state tests.</p> <p>Staff Responsible for Monitoring: Principals Curriculum Instructional Specialists Interventionist Lead Teacher</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 9, 11</p>	<p>Nov November Evidence of Progress</p> <p> Tutoring is being offered four times per week after school and Imagine Math is used for interventions on Mondays & Wednesdays.</p> <p>Jan January Evidence of Progress</p> <p> Students are receiving small group, targeted support. We have reevaluated based on STAAR data to further meet the needs of students by creating a 10 week plan.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Manor Middle School will add a Title I class size reduction teacher to improve the academic progress of math students.</p> <p>Strategy's Expected Result/Impact: Improved Math Achievement and Assessment Scores</p> <p>Staff Responsible for Monitoring: Principal Curriculum Instructional Specialists Lead Math Teacher</p> <p>Title I: 2.4, 2.6 - 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</p>	<p>Nov November Evidence of Progress</p> <p> We have filled this position to decrease class sizes in math.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	





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








Performance Objective 3: 70% of all 8th grade SCIENCE students will achieve approaches/meets/masters grade level on the STAAR exam.

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

Strategy 1 Details	Reviews
<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>Title I: 2.4, 2.6</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>	<div><div>Nov</div><div><div>35%</div></div><div>November Evidence of Progress</div><div>Content PLCs are happening weekly to support CIA, and two campus PLCs per month support ongoing PD.</div></div> <div><div>Jan</div><div><div>50%</div></div><div>January Evidence of Progress</div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>

Strategy 2 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principals Curriculum Instructional Specialists Lead Teacher</p> <p>Title I: 2.5</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 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>100% of science teachers attended their annual conference in November.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> <div>All science teachers attended a science specific conference.</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialists Science Teachers Lead Teacher</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>Some classrooms are providing hands-on experiments.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Both of the lead teachers for science and social studies homework with the CIS to create one DOK 3/4 project per nine weeks for this semester.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 4 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialists Lead Teacher</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 6</p>	<div> <div>Nov</div> <div>  10% </div> <div>November Evidence of Progress</div> <div>Instructional materials have not been ordered.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Materials have been ordered.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialists 8th Grade Science Teachers Lead Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p>	<div> <div>Nov</div> <div>  10% </div> <div>November Evidence of Progress</div> <div>Discussions are taking place about where the 8th grade students will go for their field based learning.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>The 8th graders are going to the planetarium in February.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>









Strategy 6 Details	Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and scores in Science/Social Studies</p> <p>Staff Responsible for Monitoring: Principal Curriculum Instructional Specialist Lead Science Teacher Lead Social Studies Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 6</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>We hired a class size reduction teacher.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> <div>We were able to fill this position, and the teacher started in January. He will teach social studies, but his position creates smaller groups for both science and social studies.</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	










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

Performance Objective 4: 70% of all 8th grade SOCIAL STUDIES students will achieve approaches/meets/masters grade level on the STAAR exam.

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

Strategy 1 Details	Reviews
<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>Title I: 2.4, 2.6</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>	<div><div>Nov</div><div><div></div><div>35%</div></div><div>November Evidence of Progress</div><div>Content PLCs are happening weekly to support CIA, and two campus PLCs per month support ongoing PD.</div></div> <div><div>Jan</div><div><div></div><div>50%</div></div><div>January Evidence of Progress</div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>

Strategy 2 Details	Reviews
<p>Strategy 2: Social Studies Teachers will attend professional development opportunities in order to grow so they can better meet the needs of their students.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principals Curriculum Instructional Specialists Lead Teacher</p> <p>Title I: 2.5</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 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>No social studies teachers attended the annual social studies conference.</div> </div> <div> <div>Jan</div> <div>  N/A </div> <div>January Evidence of Progress</div> <div>No social studies teachers attended the annual social studies conference.</div> </div> <div> <div>Mar</div> <div>  N/A </div> <div>March Evidence of Progress</div> <div>No social studies teachers attended the annual social studies conference.</div> </div> <div> <div>June</div> <div>  N/A </div> <div>June Evidence of Progress</div> <div></div> </div>
Strategy 3 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialists Social Studies Teachers Lead Teacher</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>Consistent DOK3/4 activities are not taking place in all classrooms.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Both of the lead teachers for science and social studies homework with the CIS to create one DOK 3/4 project per nine weeks for this semester.</div> </div> <div> <div>Mar</div> <div>  N/A </div> <div>March Evidence of Progress</div> <div></div> </div> <div> <div>June</div> <div>  N/A </div> <div>June Evidence of Progress</div> <div></div> </div>









Strategy 4 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialists Lead Teacher</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 7</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>Instructional materials have not yet been ordered.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Materials have been ordered.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialists 7th Grade Social Studies Teachers Lead Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7, 10</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>7th grade students are participating in a field based instruction trip to Bob Bullock Museum in Austin on December 7th.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> <div>7th grade students are participating in a field based instruction trip to Bob Bullock Museum in Austin on December 7th.</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> <div>7th grade students are participating in a field based instruction trip to Bob Bullock Museum in Austin on December 7th.</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% </div> <div>No Progress</div> </div> <div> <div>  100% </div> <div>Accomplished</div> </div> <div> <div>  Continue/Modify </div> </div> <div> <div>  Discontinue </div> </div>	

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%.

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

Strategy 1 Details	Reviews
<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 -Students' percent scores at 75% or higher on CUAs.</p> <p>Staff Responsible for Monitoring: Lead Teachers/Admin Team/Content Area Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: 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 4 - School Processes & Programs 1, 3 - Perceptions 1</p>	<div><div>Nov</div><div><div></div><div>35%</div></div><div>November Evidence of Progress</div><div>CUAs are being administered.</div></div> <div><div>Jan</div><div><div></div><div>50%</div></div><div>January Evidence of Progress</div><div>CUAs are being administered.</div></div> <div><div>Mar</div><div></div><div>March Evidence of Progress</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>









Strategy 2 Details	Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: -An increase in academic performance specifically in reading with students reading at or above grade level -An increase in academic performance on classroom, campus and district assessments.</p> <p>Staff Responsible for Monitoring: ESL Teacher RLA Coach Curriculum Instructional Specialists</p> <p>Title I: 2.4, 2.6 - 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</p>	<p>Nov November Evidence of Progress</p> <p> We have not had an ESL teacher all year long. There is currently a long-term sub in this position. We are providing lesson plan and classroom support through our curriculum, instructional specialist, and our ELA coach.</p> <p>Jan January Evidence of Progress</p> <p> Our ESL teacher started in January.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>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 after school tutoring and Saturday school.</p> <p>Strategy's Expected Result/Impact: Academic growth of one year or more.</p> <p>Staff Responsible for Monitoring: Principals All Teachers Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - 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</p>	<p>Nov November Evidence of Progress</p> <p> Students are attending interventions for math and ELA. Technology will soon be ordered, but we have not ordered instructional supplies, games, or manipulatives. After school, tutoring, and Saturday school are going strong.</p> <p>Jan January Evidence of Progress</p> <p> Technology and materials have been ordered.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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	Reviews
<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>	<div><div>Nov</div><div><div>35%</div></div><div>November Evidence of Progress</div><p>Students who have lunch detention receive restorative lessons. Our social emotional learning specialist pushes into social studies classrooms to provide lessons to 100% of our students. Six grade students receive two lessons per month, wow seventh and eighth grade students really receive one lesson per month.</p></div> <div><div>Jan</div><div><div>50%</div></div><div>January Evidence of Progress</div><p>Students are still working on AVID strategies and getting lessons from our SEL counselor. Interventions will be repurposed to focus on critical reading skills and test taking skills.</p></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>

Strategy 2 Details	Reviews
<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>Title I: 2.5</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>	<p>Nov November Evidence of Progress</p> <p> We are currently discussing the dates and specifics for this event. It will take place in the spring.</p> <p>Jan January Evidence of Progress</p> <p> Our counselors have planned a career week that will take place in March complete with a career fair.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: MMS will use AVID (Advancement Via Individual Determination) as a support system to build students' capacity for the rigor of high school and college readiness.</p> <p>Strategy's Expected Result/Impact: Increased college and career awareness/ readiness</p> <p>Staff Responsible for Monitoring: AVID coordinator/AVID site team/CIS/Counselors</p> <p>Title I: 2.5</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 1</p>	<p>Nov November Evidence of Progress</p> <p> AVID practices are found in many classes.</p> <p>Jan January Evidence of Progress</p> <p> AVID practices are found in many classes.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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	Reviews
<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>Title I: 2.4, 2.5</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>Nov  November Evidence of Progress Students have not yet started working on their projects.</p> <p>Jan  January Evidence of Progress The GT coordinator has started meeting with students. GT students that scored at least meets or masters will have extension activities during intervention for the next 10 weeks.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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>Title I: 2.4</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>Nov  November Evidence of Progress There is a field trip planned for the spring.</p> <p>Jan  January Evidence of Progress Date there has not been a time or place set for the GT field trip.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



No Progress



Accomplished



Continue/Modify








Discontinue









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.

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

Strategy 1 Details	Reviews
<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 Lead Teachers Principals</p> <p>Title I: 2.4, 2.5, 2.6</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 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 2, 3</p>	<div><div>Nov</div><div><div>35%</div></div><div>November Evidence of Progress</div><div>Content PLCs are happening weekly to support CIA, and two campus PLCs per month support ongoing PD.</div></div> <div><div>Jan</div><div><div>50%</div></div><div>January Evidence of Progress</div><div>Content PLCs are happening weekly to support CIA, and two campus PLCs per month support ongoing PD.</div></div> <div><div>Mar</div><div></div><div>March Evidence of Progress</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>





Strategy 2 Details	Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: Data will drive instruction.</p> <p>Staff Responsible for Monitoring: Lead Teachers</p> <p>Title I: 2.4, 2.6</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 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>Teachers are meeting regularly with their teams.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Teachers are meeting regularly with their teams.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Instructional Specialists</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 3</p>	<div> <div>Nov</div> <div>  100% </div> <div>November Evidence of Progress</div> <div>A CIS was hired over the summer.</div> </div> <div> <div>Jan</div> <div>  100% </div> <div>January Evidence of Progress</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>









Strategy 4 Details	Reviews
<p>Strategy 4: Our campus will implement Coaching Walks for systematic instructional improvement through the Gradual Release of Responsibility Instructional Framework.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principals Curriculum Instructional Specialists Math & RLA Coaches</p> <p>Title I: 2.4, 2.6</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 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - School Processes & Programs 1</p>	<p>Nov November Evidence of Progress</p> <p> Coaching walks have begun. All teachers will have at least one coaching walk before the December break.</p> <p>Jan January Evidence of Progress</p> <p> All teachers received one coaching walk for the first semester.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: We will better retain quality teachers and ultimately see an improvement in our student achievement.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Instructional Specialists</p> <p>Title I: 2.4, 2.6</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	<p>Nov November Evidence of Progress</p> <p> New teachers are getting additional support through district coaches, and our behavior teacher.</p> <p>Jan January Evidence of Progress</p> <p> New teachers are getting additional support through district coaches, and our behavior teacher.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

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.

Evaluation Data Sources: Staff Retention
Staff Recruitment
Staff Surveys

Strategy 1 Details	Reviews
<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</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 5</p>	<p>Nov  November Evidence of Progress The faculty staff club has met throughout the year. The leader ship team helps facilitate staff celebrations and honors.</p> <p>Jan  January Evidence of Progress We have consistently celebrated staff through a variety of activities.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 5</p>	<p>Nov  November Evidence of Progress Dr. Warren sends out the weekly newsletter.</p> <p>Jan  January Evidence of Progress Dr. Warren sends out the weekly newsletter.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 3 Details	Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased Staff Morale</p> <p>Staff Responsible for Monitoring: Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 5</p>	<p>Nov November Evidence of Progress</p> <p> At least once a month, we honor and surprise, staff with treats, or other trinkets to boost morale.</p> <p>Jan January Evidence of Progress</p> <p> At least once a month, we honor and surprise, staff with treats, or other trinkets to boost morale.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved teacher satisfaction and reduction of teacher burn out</p> <p>Staff Responsible for Monitoring: Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 4</p>	<p>Nov November Evidence of Progress</p> <p> Duty schedules are leader ship, focused to allow teachers more time for teaching. Tweaks and changes have been made as needed.</p> <p>Jan January Evidence of Progress</p> <p> With the new hire in January, we have been able to give additional planning time to the eighth grade, social studies and science league teachers. An interventionist was hired for RLA, and she is pulling small groups to help maximize seventh grade instruction.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	







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	Reviews
<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>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</p>	<div><div>Nov</div><div><div>35%</div></div><div>November Evidence of Progress</div><div>A bilingual parent liaison has been hired. We still need to work on increasing our volunteer presence at Manor.</div></div> <div><div>Jan</div><div><div>35%</div></div><div>January Evidence of Progress</div><div>We still need to work on increasing our volunteer presence at Manor. No progress has been made.</div></div> <div><div>Mar</div><div></div><div>March Evidence of Progress</div><div></div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div><div></div></div>





Strategy 2 Details	Reviews
<p>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.</p> <p>Strategy's Expected Result/Impact: 1) Positive feedback from parents from surveys at the end of sessions.</p> <p>2) Increased positive parental involvement in students' academic and social endeavors.</p> <p>3) Increase levels of positive engagement of parents in campus endeavors.</p> <p>Staff Responsible for Monitoring: Counselors/Admin Team/Communities in School Coordinator/PTO/CIT</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>We have hosted open house, our title I meeting, a navigating middle school meeting, the dyslexia meeting, and pastries with the principal.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>We have had ECHS and a Fine Arts night since November. This month, we have a Title III meeting.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: Create partnerships with the local agencies, businesses, and organizations to increase services and opportunities offered to students and community members</p> <p>Strategy's Expected Result/Impact: Increased positive school and community interactions.</p> <p>Staff Responsible for Monitoring: Counselors/Admin Team/Communities in School Coordinator/PTO</p> <p>Title I: 2.5, 4.2</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>	<div> <div>Nov</div> <div>  35% </div> <div>November Evidence of Progress</div> <div>We have a strong communities in schools partnership. She recently hosted a haircutting event and invited the mayor to meet students. We are still working on getting our adopt a unit involved.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>There is a Manor's Closet event planned by the CIS, and she partnered with the AVID teacher to have a student forum with the Superintendent.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 4 Details	Reviews
<p>Strategy 4: Communication between home and school will include MMS Facebook, MMS Instagram, a monthly parent newsletter, and the district approved communication system.</p> <p>Strategy's Expected Result/Impact: Increased Student & Parent Involvement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 3</p>	<div> <div>Nov</div> <div>  <div>35%</div> </div> <div>November Evidence of Progress</div> <div>We are consistently providing a variety of communication efforts to our community.</div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div>January Evidence of Progress</div> <div>We are consistently providing a variety of communication efforts to our community. The athletics coaches are hosting a parent meeting for the spring sports.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div>  <div>No Progress</div> </div> <div>  <div>Accomplished</div> </div> <div>  <div>Continue/Modify</div> </div> <div>  <div>Discontinue</div> </div>	

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	Reviews
<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>	<p>Nov November Evidence of Progress</p>  Lessons are being provided through our social studies classes. Six graders received two lessons per month while seventh and eighth graders each receive one lesson per month. <p>Jan January Evidence of Progress</p>  Lessons are being provided through our social studies classes. Six graders received two lessons per month while seventh and eighth graders each receive one lesson per month. <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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>	<p>Nov November Evidence of Progress</p>  We have yet to implement a mentoring program, but we provide support through lunch bunch groups, and other after school clubs. <p>Jan January Evidence of Progress</p>  The AVID teacher is creating a club for male students to have positive male mentorship. <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>






Strategy 3 Details	Reviews
<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>	<div><div>Nov</div><div><div></div><div>20%</div></div><div>November Evidence of Progress</div><div>Tardies are still an issue. We are working on a plan to deter the number of students that are out in the hallways after the bell rings.</div></div> <div><div>Jan</div><div><div></div><div>45%</div></div><div>January Evidence of Progress</div><div>We have adjusted locations for hall coverage and started tardy sweeps.</div></div> <div><div>Mar</div><div></div><div>March Evidence of Progress</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>	

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	Reviews
<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>	<p>Nov  November Evidence of Progress There are variety of after school clubs to support all student interests.</p> <p>Jan  January Evidence of Progress There are variety of after school clubs to support all student interests.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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>Nov  November Evidence of Progress We have restarted the Ramtastic awards for students.</p> <p>Jan  January Evidence of Progress We have restarted the Ramtastic awards for students. We also have office snacks/treats for good citizens in lunch. We have a dance coming up for good behavior, and this week we have our A/B honor roll assemblies.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<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>	<p>Nov November Evidence of Progress N/A This strategy needs to be evaluated.</p> <p>Jan January Evidence of Progress  The SEL counselor took a team of student to participate in an event hosted by the Community Relations Department.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

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	Reviews
<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>	<div><div>Nov</div><div><div>35%</div></div><div>November Evidence of Progress</div><div>Manor is in compliance with all safety drills and door checks.</div></div> <div><div>Jan</div><div><div>50%</div></div><div>January Evidence of Progress</div><div>Manor is in compliance with all safety drills and door checks.</div></div> <div><div>Mar</div><div></div><div>March Evidence of Progress</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>
Strategy 2 Details	Reviews
<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>	<div><div>Nov</div><div><div>35%</div></div><div>November Evidence of Progress</div><div>Our behavioral threat assessment team members have now been trained.</div></div> <div><div>Jan</div><div><div>50%</div></div><div>January Evidence of Progress</div><div>Our behavioral threat assessment team members have now been trained.</div></div> <div><div>Mar</div><div></div><div>March Evidence of Progress</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></div></div>	

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	Reviews
Strategy 1: The principal and principal secretary will meet weekly and put procedures in place regarding all financial decisions. Strategy's Expected Result/Impact: Budget Fidelity Staff Responsible for Monitoring: Principal Principal Secretary	Nov  November Evidence of Progress Cadence of meetings are now in place.
	Jan  January Evidence of Progress Cadence of meetings are now in place. We have adjusted some forms and processes for requesting materials.
	Mar March Evidence of Progress
	June June Evidence of Progress
Strategy 2 Details	Reviews
Strategy 2: All staff will receive annual budgetary training during in-service pertaining to clubs, charters, conference, and collecting money. Strategy's Expected Result/Impact: Budgetary Fidelity Staff Responsible for Monitoring: Principal Principal Secretary	Nov  done November Evidence of Progress
	Jan  January Evidence of Progress
	Mar  March Evidence of Progress
	June June Evidence of Progress
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>	

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	Reviews
<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>	<div><div>Nov</div><div><div>35%</div></div><div>November Evidence of Progress</div><div>This is our third SBDM meeting this year.</div></div> <div><div>Jan</div><div><div>50%</div></div><div>January Evidence of Progress</div><div>This will be our fourth SBDM meeting this year.</div></div> <div><div>Mar</div><div></div><div>March Evidence of Progress</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>	