Killeen Independent School District

Manor Middle School

2019-2020 Improvement Plan

Mission Statement

The mission of Manor Middle School is to remind students that they are determined, innovative and actively involved leaders in the community who understand their purpose to promote a culture of love and respect for all members of the Manor Family.

#DIALUP

(Determined, Innovative, Active, Leaders, Understanding, Purpose)

Vision

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

Core Beliefs

The core beliefs of MMS are:

- All students are capable of learning at higher levels.
- All students deserve a high quality educational experience.
- We, as the staff, are life long learners and must model and share our love of learning with all students.
- We are a big family at MMS. Everyone here is important and brings their personal gifts to enrich our school community.

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Comprehensive Needs Assessment

Needs Assessment Overview

MMS has a family atmosphere. The staff cares deeply for our students and one another. We are in need of a rhythm of predictable events that all stakeholders can expect. Our physical plant is in need of rejuvenation and will undergo beautification this year in order to improve perceptions. Our academic achievement is lacking in some areas and we are eager to improve our practice through data disaggregation so that we may develop plans to help our students be more successful.

Demographics

Demographics Summary

Manor Middle School is a Title I school built in 1971, as a neighborhood school. While Killeen has expanded around us, we want to continue to serve the neighborhoods that surround our school. We have a long, proud Ram history of creating a family atmosphere. Our current enrollment, which is about the same as previous years, is approximately 700 total students with the following real time demographic breakdown (spring 2019)

- Hispanic - 233 students (33.29%)
- African American - 276 students (39.43%)
- Asian - 17 students (2.43%)
- Indian - 6 students (.86)
- Pacific Islander - 22 students (3.14%)
- White - 94 students (13.43%)
- Two of more races - 52 students (7.43%)

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

- 504 - 109 students (15.57%)
- SPED - 133 students (19%)
- At Risk - 446 students (63.71%)
- Dyslexia - 60 students (8.57%)
- LEP - 101 students (14.43%)
- TAG - 18 students (2.57%)

Due to our number of low SES students and our "at-risk" population, we are considered a Title I school. This designation allows us to utilize federal dollars to hire intervention staff so that our students are receiving additional assistance with their academic struggles. This is needed because many of our student groups continue to fall below the campus, district, and/or state average on the state assessment. We have also hired a Campus Instructional Specialist who works half time to ensure our teachers are meeting the needs of our students through their instructional techniques and approaches.

Using the 2017-2018 TAPR report, the staff of Manor Middle School have the following distribution:

46 teachers employed by the campus. Twenty members of the staff have five years or less of experience. With this experience distribution, the administration must purposefully plan professional development in order for learning experiences to be supportive of the delivery of the appropriate teaching strategies and approaches for the students who are served at MMS.

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. In addition, we practice a "Buddy Teacher" system, which provides additional support for *all* teachers on campus. Professional development will be driven by student data and student trends to ensure professional learning is aimed at improving student achievement. We will also focus on effective communication and collaborative planning during Professional Learning Communities and Departmental Meetings. Staff will continue to be surveyed to ensure that administration is meeting their expectations in regards to professional development and mentorship.

Additionally, looking at student classroom achievement, we had some classrooms where students had a disproportionate number of class failures which aligned with their discipline referrals being elevated. A further look at the data showed that the overall campus percentage of referrals that occurred in the learning environment were close to 75%. We had a significant number of students across the core content who were required to attend summer school due to lack of success in the classroom environment. These students also had discipline referrals. The connection between lost instructional time, discipline referrals and class failures must be part of our focus as we intervene for our students and their academic and social needs. Upon seeking to understand this trend with students, we found that students were apt to act out, rather than ask a teacher for assistance. We further found that our referrals were up, overall on campus by 16%, leading us to the conclusion that our students need more focus on appropriate academic and social behaviors for the school environment. Piloting restorative discipline at MMS last spring, showed tremendous potential with the students, hence, we will be full school restorative this school year in an effort to teach our children not only content in multiple disciplines, but appropriate social behaviors

Demographics Strengths

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

Our teachers, and their level of experience, make them effective mentors for those new to the profession as greater than 50% of the staff have over five years of experience in the field of education. Manor staff embraces a family culture and support and care for all students and one another.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Manor Middle School has a high number of ECD and At-Risk students. The academic achievement for many of our student groups continues to fall below the campus, district, and/or state average. **Root Cause**: In the past Manor Middle School has not had a strong focus on a continuous improvement model for data driven school improvement/literacy to close learning gaps of our students.

Problem Statement 2: Manor Middle School students are not adept at goal setting and owning/internalizing their academic progress as indicated through the high percentage of class failures and discipline referrals that are occurring in the classroom environment. **Root Cause**: MMS has not had an intentional structure in place focused on teaching/modeling grade/goal tracking for students.

Student Academic Achievement

Student Academic Achievement Summary

Utilizing the meets standard measure, MMS, across the board, is below the State and District averages. Reading and writing, across the grade levels, is especially concerning since reading and writing are a critical skill impacting the other disciplines. To this effort, we will set about to increase literacy across the campus through a prescribed approach so that all teachers are involved and all students receive a consistent experience to improve reading and writing skills.

With our focus on literacy in the four core content areas, we are noticing trends using STAAR and teacher feedback data indicating that students are struggling with both reading comprehension and vocabulary acquisition. We will ensure that we are intentionally working with vocabulary acquisition to help our students through close reading and high yield vocabulary strategies to purposefully increase fluency.

Using our data from instructional rounds, we found that the first phase of GRR is more utilized than the other three phases combined. We will make a concerted effort to release responsibility more to our students through planning for more interactive experiences, academic discourse, learning centers and collaboration among students.

The achievement of MMS students is below the district and state average and must improve in all areas. Using the targets set by the testing averages of our state assigned cohort of 40 schools, we should raise our student achievement scores by 10% in the meets standards measure in all grade levels. This level of student achievement will increase the future readiness of our students and increase their success at the high school level.

Data table below shows the data changes from the prior year student achievement. Using this data we can see a decrease in several areas for our students; especially in grades 7 and 8. Our 6th grade students had no decreases and this is an area from which to build our increases in the meets measure.

Grade 6 Reading from 2018-2019	Grade 6 Math from 2018 - 2019		
Approaches +4%	Approaches +14%		
Meets +1%	Meets +8		
Masters Consistent	Masters +8		
Grade 7 Reading from 2018 – 2019	**Grade 7 Math from 2018 – 2019**	**Grade 7 Writing from 2018 – 2019**	
Approaches -7%	Approaches -10%	Approaches -9%	
Meets -7%	Meets -11%	Meets -11%	
Masters -2%	Masters -9%	Masters -Consistent	
Grade 8 Social Studies from 2018 – 2019	**Grade 8 Science form 2018 – 2019**	**Grade 8 Reading from 2018-2019 (1st Admin)**	**Grade 8 Math from 2018-2019 (1st Admin)**
Approaches -6%	Approaches -1%	Approaches -4%	Approaches +14
Meets -2%	Meet -6%	Meets +2%	Meets +3%
Masters -3%	Masters -2%	Masters -1%	Masters -2%

2018 State, District and Campus academic performance levels: as a point of comparison.

Content 2018	State	District	Manor Campus
All Subjects	77	73	63
Reading	74	70	65
Mathematics	81	79	69
Writing	66	62	56
Science	80	75	58
Social Studies	78	73	49

In order to raise student achievement, we will embark on a targeted approach to focus on teaching, learning and quality instruction. We will also focus on balanced literacy in the four core areas to assist our students with reading and increase reading comprehension; which is tightly tied to achievement gaps. The focus for the coming year is:

- Continue our work with our ELA instructional coach. The coach will observe in all ELA classes and offer timely feedback on instruction to teachers.
- Dr. Katie McKnight and Dr. Melissa Dixon will continue their work with our staff, but will focus their time in the non-ELA core areas for balanced literacy implementation.
- Dr. Richard Cash will also be working with all staff on student self regulation as well as differentiated instructional techniques and methods.
- Professional Development will focus on high yield teaching strategies so that our students can have a great opportunity to learn concepts/content. GRR, balanced literacy, vocabulary acquisition, collaborative groupings and accountable talk will all be a part of our instruction. These strategies are a continuation from their introduction in the 2018-2019 school year.
- Restorative Discipline will move from pilot to full school. We have seen tremendous success through the pilot. We will ensure that all students feel safe in their classrooms and that learning is the focus. All students must be able to interact with their teachers and peers in a way that is non-threatening and positive.
- PLC's will be intentionally planned. This was started in 2018-2019 and will continue moving forward with a clear plan in our momentum plan for implementation.
- Instructional Rounds will continue through our district initiative. We will continue our practice from 2018-2019 to split into teams to see more classrooms and then share the data with the MMS staff in PLC's. This data is not teacher specific as it is intended to be a temperature of the school with regard to instruction. 2018-2019 indicated a strong affinity for the first phase of GRR, which we must differentiate to release learning to our students.
- Our work with Dr. Eric Cupp will continue as he is working with our at-risk students and helping them to cope with some of the stresses that growing up bring. If students feel they belong, they feel more able to engage in the work that is expected in class.
- We will continue to work with Gear Up to garner intentionally supportive opportunities for students as they mature emotionally and grow academically.
- We will engage in a purposeful activity period three days each week. These lessons will be designed so that teachers do not have another prep. All teachers will be expected to implement the lessons provided with fidelity. We will model and assist students in goal setting, grade tracking, goal measurement, anti-bullying lessons and team building exercises. All of this is intended to assist students both academically and socio-emotionally.
- We will faithfully plan and enroll students in remediation classes for ACC math and reading in order to shore up learning gaps.

The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military. The Effective Schools Framework (ESF) is a tool created by the TEA to assist campuses not meeting the state accountability standard in one or more Domain. The ESF Targeted Improvement Plan process assists campus leadership by providing a clear vision for what schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school (see addendum).

Student Academic Achievement Strengths

Our mathematics team saw an improvement in the first administration of the 8th grade STAAR test of 13% in the approaches category. While we need our students to measure at the meets or masters level, this level of improvement in approaches is a strong indicator of growth. We also saw increases with our 6th grade students and are encouraged for future continued gains in achievement. We are also seeing a decrease in discipline occurrences at the end of the 2018-2019 school year. This is an indicator that students are adopting some of the new habits we are requiring of them and we have a positive opportunity for greater improvement in the 2019-2020 school year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Manor Middle School falls below the State and District averages for achievement. **Root Cause**: There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and more hands on/authentic learning experiences.

Problem Statement 3: Manor Middle School students struggle with vocabulary acquisition and fluency and well as overall literacy within the four core content as indicated through CUA, MAP and teacher observation data. **Root Cause**: Manor Middle School students often read below grade level, therefore, impacting their ability to expand vocabulary within the content as well as comprehend grade level academic text. This must be an intentional effort on our part to help close these learning gaps across the content for all learners.

Problem Statement 4: Manor Middle School students fall below district and state achievement in multiple measures of data. **Root Cause**: The number of struggling learners has taxed the ability of the classroom teacher to respond in a timely fashion. (MMS will continue to utilize two full time interventionists who will monitor data and intervene with struggling learners through classroom and small group interventions.)

School Processes & Programs

School Processes & Programs Summary

Manor Middle School had a decrease in staff for the coming school year. We will employee a total of 35 general education teachers and 8 special education teachers. We also employee about 20 ancillary/support staff members. We are committed to the team approach of interviewing for all applicants that we consider for our students. As we are hiring staff, we are seeking to understand their affinity for our students, their commitment to customer service and how they will complement the staff that is preexisting. All teachers are state certified in the areas they are assigned to teach. The master board is built taking into account the number of preparations/content/certifications for individual teachers.

Our Campus Instructional Specialists (Anderson/Frisch) will be working with a coaching model this year with staff. The CIS's and administration will concentrate on instructional support and teachers increasing the use of high yield strategies as indicated by the research of Dr. Hattie. Lesson plans will be reviewed by teacher supervisors and walk through observations will occur using all admin, CIS and district instructional coaches. The PLC will be specifically leveraged for all staff, as indicated in the Momentum Plan, to occur once each week, and concentrate on the continuous improvement model. We will consistently use data to inform our practices. We will use CUA, MAP, STAAR, IR, teacher surveys and student failure rates in classes to help us glean valuable information about our students and how we can assist their academic achievement. We will also discuss student work, desegregate data, share successful strategies and learn new techniques to work with our students. We will affirm good practice and student success, while questioning how we can improve our practice for the benefit of our students. PLC's will be led by our CIS's and administration.

Because the use of the PLC has not been effectively used at MMS, as indicated by student achievement data, we will focus on the use of the PLC and how we will leverage data and collective teacher efficacy to continuously improve our practice and intervene for students who are struggling with concepts/content. We will meet once each week in content PLC and once each month after school in grade level PLC. We will also have content related planning days each nine week grading cycle in order to offer time to teachers for the intricate work that must be done to increase student achievement. Substitute teachers will be used to continue classes while teachers analyze data and plan for the success of their students. The increased success of students is gratifying to teachers and will increase retention. Also, increasing positive behaviors through previously mentioned interventions in the two day per week activity period will assist with retention, as well. Lastly, as teachers see the fruits of the labor of the PLC, the satisfaction of increased student achievement and teacher clarity and efficacy will also help with staff morale.

We will also utilize professional development to hone our work with our students and increase effectiveness for how our students learn and retain what they are learning. A review of the previous year revealed that the campus professional development provided to teachers did not target the unique needs of our students or the high yield teaching strategies intended to meet those needs. As a result, the instructional capacity of our teachers was not strengthened to the extent it could have been if the PD had been more focused in nature. As we focus on literacy across all four content areas, we will analyze the success of our learners and intervene as they need us to do so. We will put systems in place to offer more consistency for our students so they are more apt to meet expectations both for academics and behavior at school. We will reduce distracting behaviors and create a place where all students feel valued and safe to push themselves to learn at higher levels and celebrate that learning.

The administrative team will purposefully assign mentors and buddies to the new staff on the campus. We will be pairing staff for their commonalities and

expertise. The power of mentorship cannot be undervalued and our use of our mentors is intended to strengthen the instructional delivery for our students.

In an effort to address camaraderie among the staff, committees will be working on several school initiatives throughout the school year to bring a sense of community and family to all of the staff and students at MMS. We will also be deliberate in the way we celebrate special events/occasions on the campus so that all staff, parents and students feel valued and recognized for their contributions to the Manor Community.

Our discipline data illustrates a large number of office referrals for our students this past year. The majority of the referrals occurred in the classroom environment (greater than 70%). Manor had an overall increase of 17% in referrals, with only a slight increase in enrollment over last year. While we had an increase in fighting this was singularly seen in our female population (increase 30%), as our male students decreased their fighting on the campus. We also had a 24% increase in our SPED students receiving discipline referrals and additional behavior intervention plans needed to be implemented or revised based on these behaviors. The months of December, February and April were our most statistically significant months for referral entries. Implementation of Restorative Discipline and a uniformed campus expectation of classroom behavior is intended to decrease discipline incidences by 50% on the campus.

School Processes & Programs Strengths

Many staff members at MMS have been here for greater than five years. This length of stay allow cohesion to grow and staff to develop a sense of community. Working with one another and helping one another creates strong bonds that allow staff members to feel connected to one another and to the common cause of our students' success at MMS.

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

In addition, Manor has a strong AVID program, which was deemed a "Highly Certified Site" during the 2017-2018 school year. This program is valuable to all At Risk students. It emphasizes organizational skills that will benefit our At Risk students throughout their educational experiences. Also, the AVID program provides a wealth of insight about adequately preparing for college. It is the intention that this program will continue to grow in order to serve larger numbers of students. Mrs. Dill is leading the AVID charge and dozens of teachers on staff have now gone to the AVID conference and are employing methods in their classrooms that support our vision of AVID academic readiness.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: MMS has not been using PLC appropriately. We will be laser focused on using data to increase student achievement through the PLC process and PLC planning days. **Root Cause**: Teachers have not had the time or training to fully disaggregate data for the purposes of targeted remediation or enrichment.

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

Problem Statement 3: MMS students have a high number of discipline referrals (various violations of the student code of conduct) resulting in lost or distracted instructional time. **Root Cause**: MMS has not had strong enough supports in place to help students understand and internalize the needed skills for successful interdependent relationships. This will be an intentional, cross curricular focus for MMS.

Problem Statement 4: Manor students are in need of highly effective teachers to ensure adequate academic progress. **Root Cause**: Highly effective pedagogy is a learned craft and takes time and intentional execution to master.

Perceptions

Perceptions Summary

As a Title I school, we are intentionally involved in community and parent outreach. Our Title I Home-School Compact and Parent and Family Engagement Policy are both plans for how we want to reach out to our Manor Family and partner for the benefit of the students here at Manor. Additionally, the PTA was suspended this past school year in an effort to realign with the expectations of the State PTA organization. Our intent is to re-institute PTA for the 2019-2020 school year with a strict adherence to the expectations and guidelines set forth from the PTA organization. Manor is very thankful for the assistance and commitment of the staff at Texas PTA as we are resetting this valuable organization for the benefit of our students and Manor Community.

Mrs. Bell will continue to contact parents on most Fridays with 6:00pm calls/text/emails to keep us all connected. Other offices will continue their contacts for discipline/attendance/counseling concerns/special program outreach etc. We will continue to work on our calendar work so that we can give our parents notice for events on campus. Additionally we will continue the practice of sending home our newsletter, which started in 2018-2019, to our families with each report card. We will also begin a practice of a weekly automated phone call to parents if students have a grade below 70 in one or more classes.

Contacts are listed below:

- Call outs from Principal Bell for events
- Newsletter with 1st, 2nd and 3rd report cards
- Marquee updates
- Re-institution of PTA
- Title I Parent Family Compact meetings
- Parent/Family Engagement Meetings
- Increased Facebook presence
- Improve athletic program parental outreach (new initiative for 2019-2020)
- Weekly calls to home if a student is failing one or more classes (new initiative for 2019-2020)
- Teachers will perform regular contacts home on a rotation for students in their classes (new initiative for 2019-2020)
- Meetings will be offered through various departments to help connect us with our parents (Cupp of Coffee, Cookies with the Counselors, Seminars on David's Law with the AP's and Student Code of Conduct, Literacy Night Fall and Spring, various student performances and competitions, open lab to assist with access to the HAC, Understanding the STAAR test with our CIS, etc)

We will also be working on campus beautification. The dying tree and unwieldy bush has been removed from the southern side of MMS and we have added picnic tables and crepe myrtles. The crepe myrtles have not all survived from the planting, but our district has agreed to replace the ones that did not survive. We will determine what our next steps are for additional beautification. Our front entry way is the first encounter for our stakeholders. Our new security measures were put in place in the spring of 2019. We will additionally beautify this area with ornate pots and greenery. The front office has been de-cluttered and has renewed customer service orientation. We have reorganized the area for the counselors, files and refreshment machines. This will permit for a more customer-centric message to be sent to our stakeholders. The copy machines have been relocated to create work zones and we have

returned the conference room to a designated area for conferences. The main copy room has been relocated so our teacher workroom is now ADA accessible and is more aligned with the purpose of the room. The Manor Art Gallery is fully functional in the main ramp, by the cafeteria, We will now work on the Commons Area with a focus of College, Career and Military Readiness. We will also create a reading nook in the Commons area with the assistance of Gear Up. Lastly, two innovative classroom spaces will join the reading nook; Seminar Central in the Commons and an outdoor area near the tennis courts.

We will also continue to add outside seating areas that are more welcoming to our parents and students when they are at MMS for events. We will continue to invite our parents to come to school and partner with us as we serve the needs of their children.

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

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

Teachers have discussed in PLC and faculty meetings a concern about student grit. When asking students about this in informal conversations in the counseling, AP office,principal counsel and classrooms the answers to this are often similar. Many of the students do not feel they are not good at school. They share stories of past experiences where they were not successful and it left a negative impression with them and about their abilities. Students have discussed feeling overwhelmed by coming to middle school from elementary school and not knowing how to traverse the new environment/transition. The stress of learning is sometimes hard on our learners, especially as they are juggling social turmoil at home (mostly shared in the counseling and AP offices.) Over 100 campus level conferences were held at MMS this year so that parents, students, assistant principals and Mrs. Bell could better understand what was occurring with the decisions of a student. Many times, the outcome of that meeting led to information that allowed the administration to better serve the student in his or her social or academic endeavors. Dr. Cupp also shared that some of his conferences indicated a need for students to feel they are capable of persevering through turbulent times. Affirmation and specific ways for students to develop the "yet" philosophy is essential to fostering much needed perseverance.

A plan for grade level leaders and streamlined processes is needed. When we arrive in August, we will vote on grade level leaders so that those staff

members can be a part of the grade level staying connected. One administrator will partner with the grade level leader so that everyone is in the loop regarding needs on the campus.

Ram-Fam will be established two days each week, for 38 minutes, which will allow students and teachers to work on goal setting, grade tracking and mentorship. These will be gender specific groups for the general education students. The special education students will be assigned for Ram-Fam to their case managers so that staff members have the opportunity for three days each week of face time and interaction with the students assigned to his or her case load.

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

Mission: The mission of Manor Middle School is to encourage students to be determined, innovative and actively involved leaders in the community who understand

their purpose.

Vision: Promote a culture of love and respect for all members of the Manor Family to foster high academic achievement.

Motto: DIAL-UP

Perceptions Strengths

Manor Middle School is a Gear Up school with one more school year left under this designation. Through this wonderful grant, our affiliation with Region 12 and Gear Up has enhanced our school community. Mrs. Crittenden has ensured additional parental involvement through outreach opportunities, as has our Communities in School representative. We will continue to ask our parents how we can better serve them and the community. We will continue to reach out and ask for their partnership as we all are invested in seeing our Manor Rams succeed.

Our commons area will be transformed by our affiliation with Gear Up. We will use the wall space to support College, Career and Military Readiness in the Commons Area. We will also create a reading nook for students to have an alternate location to read. This is supportive of our balanced literacy push across the campus. The school will also create a "seminar Central" location for students to have an alternate class setting in the commons. This will be able to seat numbers of students, a bit larger than the average class, so we can have guest speakers or innovative lessons in the commons area.

Our commitment to Ram-Fam time, two days a week for 38 minutes a day, to track grades, goals, participate in restorative circles and generally create

groups of family that offer support, encouragement and mentorship will be a boost to our culture and commitment to being a part of the Ram Family.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: MMS is not perceived as consistently communicating and serving all stakeholders. **Root Cause**: Systemic routines are lacking for the consistent communication, execution and implementation of school wide initiatives for parents, students and teachers. MMS staff have not consistently focused on communicating and serving all stakeholders.

Problem Statement 2: Manor staff is very in-tuned to their connections one to another and they have conveyed they feel this is in need of improvement. **Root Cause**: The hectic nature of our work requires that we create purposeful opportunities for staff to stay connected to one another.

Problem Statement 3: MMS students, through the principal's counsel and student surveys, indicate a lack of connection and pride in the school. **Root Cause**: The appearance of MMS is not cohesive, and at times, is in disrepair.

Problem Statement 4: MMS students have stated they find school difficult and often times give up on themselves, rather than persevering through the struggle of learning new content. **Root Cause**: MMS structures have not intentionally focused on grit and building perseverance with our students and how they relate to school expectations.

Problem Statement 5: As indicated by multiple data sources, MMS is experiencing student behaviors that negatively impact the climate/culture of the school. **Root Cause**: Students have not been instructed on how to track grades and progress. They have also not been expected to regulate their responses to their peers in a school appropriate way.

Problem Statement 6: 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 and teacher surveys. **Root Cause**: Manor has not intentionally worked with students to set behavioral (social) and academic goals and then analyzed the success of those goals for continuous improvement.

Goals

Revised/Approved: September 03, 2019

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 1: MMS will increase student achievement by 10% or greater in all STAAR tested areas at the meets level.

    Evaluation Data Source(s) 1: STAAR 2020 data

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Additional Targeted Support will be provided to all students with priority given to the_____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 meeting grade level standard on STAAR.	2.4, 2.5, 2.6	Lead Teachers/Admin Team/LPAC Coordinator/ELL Teacher					
	Problem Statements: Student Academic Achievement 1, 3 **Funding Sources**: 165/ES0 - ELL - 4500.00, 211 - ESEA, Title I Part A - 4652.88, 166 - State Comp Ed - 7200.00						
2) Field-based instructional experiences will be provided to teach and reinforce concepts that are difficult to duplicate in the classroom setting. Field-based instruction will include the following: Perot Museum (Dallas), The Alamo (San Antonio), Challenger Museum (Waco), Space Center (Houston), Inner Space Cavern (Georgetown)	2.4, 2.5, 2.6	Lead Teachers/Admin Team					
	Problem Statements: Student Academic Achievement 1 **Funding Sources**: 166 - State Comp Ed - 10000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 3) Through purposeful planning in PLCs, teachers will create lessons that challenge students to a greater depth and complexity of the required State standards.	2.4, 2.5, 2.6	All staff	-100% CUA participation. -An increase in CUA scores with students earning an passing rate of 80% or higher on all CUAs.				
Problem Statements: School Processes & Programs 1							
4) Elevate instructional rigor through the increased use of project-based learning.		Lead Teachers/CIS	Increase in academic performance on classroom, campus and district assessments.				
Problem Statements: Student Academic Achievement 1							
Funding Sources: 166 - State Comp Ed - 13000.00							
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Teachers and Interventionists will provide academic support to ELL students specifically in the area of Literacy. with emphasis on vocabulary. Teachers will create Literacy and Learning Centers so ELL students will build their academic vocabulary in the content areas.	2.4, 2.5, 2.6	ELL Teachers, Lead Teachers, Interventionists, Admin Team, District Instructional Coach	-An increase in academic performance specifically in the areas of Reading. -An increase of academic performance on classroom, campus and district assessments.				
Problem Statements: Student Academic Achievement 3							
Funding Sources: 165/ES0 - ELL - 982.50							
6) Additional Targeted Support will be provided to _____ student groups through the medium of Literacy Centers (LLC) to increase academic achievement by meeting grade level standard in non-ELA core disciplines.		Teachers/Interventionists/Admin Team					
Problem Statements: Student Academic Achievement 3							
Funding Sources: 211 - ESEA, Title I Part A - 1500.00, 166 - State Comp Ed - 1500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

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

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Manor Middle School falls below the State and District averages for achievement. **Root Cause 1**: There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and more hands on/authentic learning experiences.
Problem Statement 3: Manor Middle School students struggle with vocabulary acquisition and fluency and well as overall literacy within the four core content as indicated through CUA, MAP and teacher observation data. **Root Cause 3**: Manor Middle School students often read below grade level, therefore, impacting their ability to expand vocabulary within the content as well as comprehend grade level academic text. This must be an intentional effort on our part to help close these learning gaps across the content for all learners.

School Processes & Programs
Problem Statement 1: MMS has not been using PLC appropriately. We will be laser focused on using data to increase student achievement through the PLC process and PLC planning days. **Root Cause 1**: Teachers have not had the time or training to fully disaggregate data for the purposes of targeted remediation or enrichment.

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 2: Manor students will earn a passing score of 80% of higher on core department CUAs.

Evaluation Data Source(s) 2: STAAR data, CUA data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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'll be able to intentionally recognize TEKS students are having success with and TEKS that students struggle with.	2.4, 2.5, 2.6	Lead Teachers/Admin Team/Content Area Teachers	-Teachers developing tailored/targeted instruction for students -Students scoring 80% or higher on CUAs.				
Problem Statements: Demographics 1 - Student Academic Achievement 4							

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Manor Middle School has a high number of ECD and At-Risk students. The academic achievement for many of our student groups continues to fall below the campus, district, and/or state average. **Root Cause 1**: In the past Manor Middle School has not had a strong focus on a continuous improvement model for data driven school improvement/literacy to close learning gaps of our students.

Student Academic Achievement
Problem Statement 4: Manor Middle School students fall below district and state achievement in multiple measures of data. **Root Cause 4**: The number of struggling learners has taxed the ability of the classroom teacher to respond in a timely fashion. (MMS will continue to utilize two full time interventionists who will monitor data and intervene with struggling learners through classroom and small group interventions.)

Goal 1: Killeen ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future ready students.

Performance Objective 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.

Evaluation Data Source(s) 3: Student enrollment in AVID courses

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will assist MMS students in developing self-management, self- regulation and organizational skills.	2.6	AVID Coordinator/AVID Site Team/Admin Team/Teachers	Increased number of students exhibiting organizational and self-managing skills.				
Problem Statements: Demographics 2 - Perceptions 5							
2) MMS will host Career Day (with emphasis on military careers and trades), College Week, college campus visits, guest speakers, college t-shirt day each month and other activities that incorporate helping students pursue interests and goals upon graduation.	2.6	AVID Coordinator/AVID Site Team/CIS/Counselors	Increased college awareness/readiness for both students and parents.				
Problem Statements: Perceptions 5, 6							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Manor Middle School students are not adept at goal setting and owning/internalizing their academic progress as indicated through the high percentage of class failures and discipline referrals that are occurring in the classroom environment. **Root Cause 2**: MMS has not had an intentional structure in place focused on teaching/modeling grade/goal tracking for students.

Perceptions
Problem Statement 5: As indicated by multiple data sources, MMS is experiencing student behaviors that negatively impact the climate/culture of the school. **Root Cause 5**: Students have not been instructed on how to track grades and progress. They have also not been expected to regulate their responses to their peers in a school appropriate way.

Perceptions
Problem Statement 6: 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 and teacher surveys. **Root Cause 6**: Manor has not intentionally worked with students to set behavioral (social) and academic goals and then analyzed the success of those goals for continuous improvement.

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

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

    Evaluation Data Source(s) 1: T-TESS; T-PESS; Campus walk- through data; PLC efficacy

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Non-ELA content area teachers/staff will receive Literacy and Student Self-Regulation coaching from Dr. Katie McKnight, Melissa Dickson and Dr. Richard Cash to increase exposure to and improve literacy across the content areas.		Lead Teachers/Admin	To see an increased intentionally in planning, success of lesson delivery and increased learning of students.	0%	0%	0%	
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 2 - Perceptions 6							
Funding Sources: 211 - ESEA, Title I Part A - 39000.00							
2) Teachers and staff will engage in before/after school PD that focus on: -Mentoring 1st and 2nd year teachers. -Restorative Discipline -Campus Beautification -Campus Committees -Professional book studies -Parent Outreach		Admin	To provide teachers with additional resources and support which will in turn enhance the quality of instruction and improve student outcomes.	0%	0%	0%	
Problem Statements: School Processes & Programs 2							
Funding Sources: 166 - State Comp Ed - 5000.00							
3) ELL teacher will attend TXTESOL to advance professional expertise in English language teaching and learning for speakers of other languages		Admin Team	The implementation of new and effective strategies that will assist in enhancing academic performance of our ELL students.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2							
Funding Sources: 165/ES0 - ELL - 1500.00							
100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✕ = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Manor Middle School falls below the State and District averages for achievement. **Root Cause 1**: There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and more hands on/authentic learning experiences.

Problem Statement 3: Manor Middle School students struggle with vocabulary acquisition and fluency and well as overall literacy within the four core content as indicated through CUA, MAP and teacher observation data. **Root Cause 3**: Manor Middle School students often read below grade level, therefore, impacting their ability to expand vocabulary within the content as well as comprehend grade level academic text. This must be an intentional effort on our part to help close these learning gaps across the content for all learners.

School Processes & Programs

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

Perceptions

Problem Statement 6: 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 and teacher surveys. **Root Cause 6**: Manor has not intentionally worked with students to set behavioral (social) and academic goals and then analyzed the success of those goals for continuous improvement.

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 2: By the end of the 2019-2020 school year, students will show one year or more academic growth.

Evaluation Data Source(s) 2: STAAR data, MAP data; CUA data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students needing additional interventions will be identified using STAAR/MAP/CUA data, teacher observation and classroom performance data. Interventionists will create plans and work with identified students during the school day to provide extensive academic support.	2.4, 2.5, 2.6	Interventionists/Interventionist Aide/Admin Team/Teachers	Academic growth of one year or more.				
Problem Statements: Student Academic Achievement 4 **Funding Sources**: 211 - ESEA, Title I Part A - 150342.24							
2) MMS will continue to be committed to the team approach for interviewing. This puts candidates at ease and allows the team to assess fit.		Admin Team	To recruit and retain quality educators.				
3) An additional Curriculum Instructional Specialist will provide teacher support through coaching, modeling, facilitating collaborative discussions and examinations of data.	2.4, 2.6	Principal	Improved teacher performance and student achievement.				
Problem Statements: Perceptions 4 **Funding Sources**: 211 - ESEA, Title I Part A - 47836.78							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 4: Manor Middle School students fall below district and state achievement in multiple measures of data. **Root Cause 4**: The number of struggling learners has taxed the ability of the classroom teacher to respond in a timely fashion. (MMS will continue to utilize two full time interventionists who will monitor data and intervene with struggling learners through classroom and small group interventions.)

Perceptions

Problem Statement 4: 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 4: MMS structures have not intentionally focused on grit and building perseverance with our students and how they relate to school expectations.

Goal 2: Killeen ISD will recruit, retain, and develop excellent, creative educators to maximize student achievement.

Performance Objective 3: Manor MS will purposefully create structures that permit PLCs to flourish through various endeavors. PLCs will meet bimonthly for common planning, to review CUA data and engage in purposeful teaching strategies.

Evaluation Data Source(s) 3: Lesson plans, CUA data, walk-through data, STAAR data, MAP data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide instructional support to strengthen teacher capacity through PLCs, Instructional/Internal Rounds, modeling, and lesson planning.	2.4, 2.5	Admin Team/CIS/Lead Teachers/Teachers	Improved student academic performance.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1							
Funding Sources: 166 - State Comp Ed - 5000.00							
2) During PLCs teachers will be provided with further assistance from peers, Lead Teachers and Admin Team on how to plan effective instruction based on the components of balanced literacy and the GRR model. Weekly review and monitoring of lesson plans will occur in order to maintain consistency.	2.4, 2.5, 2.6	Admin Team/Lead Teachers/Teachers	Teacher observation and evaluation of instructional practices which show growth in identified areas or refinement.				
Problem Statements: School Processes & Programs 1							
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Manor Middle School falls below the State and District averages for achievement. **Root Cause 1**: There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and more hands on/authentic learning experiences.

School Processes & Programs
Problem Statement 1: MMS has not been using PLC appropriately. We will be laser focused on using data to increase student achievement through the PLC process and PLC planning days. **Root Cause 1**: Teachers have not had the time or training to fully disaggregate data for the purposes of targeted remediation or enrichment.

Goal 3: Killeen ISD will engage all stakeholders in the work of developing lifelong learners through positive, collaborative relationships and meaningful communication.

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 Source(s) 1: PTA membership, attendance at Title 1 parent meetings/workshops; positive communication and interaction with parents, surveys, 8th graders 4 year plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Quarterly parent meetings will be held on a variety of topics to include but not limited to: Home Access Center, Parent/Teacher Conference, College Readiness, Circle Up w/ APs, Social-Media Safety, STAAR Prep for Parents and Literacy nights. Additional meetings will be held for parents of ELL students to address their specific needs.	3.2	Counselors/Admin Team/Communities in School Coordinator/PTA/CIT	1) Surveys at the end of session for parents. 2) Increased positive parental involvement in students' academic and social endeavors.				
Problem Statements: Perceptions 1 **Funding Sources**: 211/PAR - ESEA, Title I Parent Involvement - 2693.00, 263 - ESEA, Title III Part A - 2403.50							
2) Create partnerships with the local agencies, businesses, and organizations to increase services and opportunities offered to students and community members		Counselors/Admin Team/Communities in School Coordinator/PTA	Increased positive school and community interactions.				
Problem Statements: Perceptions 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 3) Parent workshops to educate parents on HB 5, career plans and endorsements.	3.1, 3.2						
Parents will also be invited to help review and revise the Parent and Family Engagement Policy and the Home-School Compact. Parents will also be invited to various seminars throughout the year.	**Problem Statements**: Perceptions 1 **Funding Sources**: 211 - ESEA, Title I Part A - 1191.00						

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: MMS is not perceived as consistently communicating and serving all stakeholders. **Root Cause 1**: Systemic routines are lacking for the consistent communication, execution and implementation of school wide initiatives for parents, students and teachers. MMS staff have not consistently focused on communicating and serving all stakeholders.

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

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 failure reduction.

Evaluation Data Source(s) 1: Failure lists, analysis of interventions; discipline referrals; counselor referrals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) MMS will positively shift the culture of the campus by instituting the following: - Advisory period (Ram Fam) -Restorative Circles w/ staff and students -Group and individual sessions with Dr. Cupp to work with students regarding academic decision making. He will work with students in small groups to help them identify and make a plan to overcome difficulties that hinder academic success. -After-school mentoring	2.4, 2.5, 2.6	Admin Team/Interventionists/Teachers	Increased student academic achievement, reduction in student failure rate and discipline referrals.				
Problem Statements: School Processes & Programs 3 - Perceptions 4, 5 **Funding Sources**: 166 - State Comp Ed - 29700.00							
2) Develop a parent communication process for keeping parents informed and ensuring that students attend tutorials and other opportunities for accelerated instruction that may extend beyond the school day (via Campus Newsletter, MMS website, MMS Facebook page, Connect Ed calls and/or email).	2.4, 2.5, 2.6, 3.2	Counselors/Admin Team/Interventionists/Teachers	Increased parental support and involvement.				
Problem Statements: Perceptions 1							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: MMS students have a high number of discipline referrals (various violations of the student code of conduct) resulting in lost or distracted instructional time. **Root Cause 3**: MMS has not had strong enough supports in place to help students understand and internalize the needed skills for successful interdependent relationships. This will be an intentional, cross curricular focus for MMS.

Perceptions
Problem Statement 1: MMS is not perceived as consistently communicating and serving all stakeholders. **Root Cause 1**: Systemic routines are lacking for the consistent communication, execution and implementation of school wide initiatives for parents, students and teachers. MMS staff have not consistently focused on communicating and serving all stakeholders.
Problem Statement 4: 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 4**: MMS structures have not intentionally focused on grit and building perseverance with our students and how they relate to school expectations.
Problem Statement 5: As indicated by multiple data sources, MMS is experiencing student behaviors that negatively impact the climate/culture of the school. **Root Cause 5**: Students have not been instructed on how to track grades and progress. They have also not been expected to regulate their responses to their peers in a school appropriate way.

Goal 4: Killeen ISD will provide a safe and healthy learning environment, and identify and address social, emotional, and behavioral distractors; thereby improving student achievement.

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.

Evaluation Data Source(s) 2: Campus-wide discipline management plans, discipline referrals, counselor referrals, student participation in leadership opportunities, failure lists, UIL lists.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Design and/or revamp programs/clubs so that all Manor students will be afforded opportunities to become socially, athletically and academically connected to our campus.	2.6	Counselors/Athletic Director & Co-Director/Admin Team/AVID Site Team/Communities in Schools Liaison	100% of students connected to at least one area outside of the academic classroom.				
Problem Statements: Perceptions 1							
2) MMS will provide students with opportunities to celebrate and be recognized for positive behavior, character, and academic achievements.	2.4, 2.6	Counselors/Athletic Director & Co-Director/Admin Team/AVID Site Team/Communities in Schools Liaison	Improved culture and increased number of students being honored throughout the year				
Problem Statements: School Processes & Programs 3 - Perceptions 4, 5, 6							
Funding Sources: 166 - State Comp Ed - 2000.00							
3) Students and staff will participate in various campus and community- based mentoring programs.	2.6	Admin Team/Communities in Schools Liaison/Teachers	Increased positive social interaction with peers.				
Problem Statements: School Processes & Programs 3 - Perceptions 4, 5							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: MMS students have a high number of discipline referrals (various violations of the student code of conduct) resulting in lost or distracted instructional time. **Root Cause 3**: MMS has not had strong enough supports in place to help students understand and internalize the needed skills for successful interdependent relationships. This will be an intentional, cross curricular focus for MMS.

Perceptions
Problem Statement 1: MMS is not perceived as consistently communicating and serving all stakeholders. **Root Cause 1**: Systemic routines are lacking for the consistent communication, execution and implementation of school wide initiatives for parents, students and teachers. MMS staff have not consistently focused on communicating and serving all stakeholders.
Problem Statement 4: 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 4**: MMS structures have not intentionally focused on grit and building perseverance with our students and how they relate to school expectations.
Problem Statement 5: As indicated by multiple data sources, MMS is experiencing student behaviors that negatively impact the climate/culture of the school. **Root Cause 5**: Students have not been instructed on how to track grades and progress. They have also not been expected to regulate their responses to their peers in a school appropriate way.
Problem Statement 6: 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 and teacher surveys. **Root Cause 6**: Manor has not intentionally worked with students to set behavioral (social) and academic goals and then analyzed the success of those goals for continuous improvement.

Goal 5: Killeen ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

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

Evaluation Data Source(s) 1: Student access to computer/iPad; Teacher lab calendars, failure lists, MAP data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Technology will be utilized to enhance instruction, support interventions, and improve student achievement.	2.4, 2.5, 2.6	Campus Tech/CIS /Lead Teachers/Teachers	Students will continue to use technology and enhance rigor in curriculum.				
Problem Statements: Student Academic Achievement 1							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Manor Middle School falls below the State and District averages for achievement. **Root Cause 1**: There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and more hands on/authentic learning experiences.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment is an essential part of the MMS plan. Using multiple data sources is essential to ensure that we are getting a full picture of the current status of MMS and how we will help our learners achieve at higher levels. We utilize data throughout the school year to inform our practices for the future. Using all administrations of the MAP test is essential to intervene for struggling students, while also looking for growth is necessary for our interventionists to tailor the most effective interventions for our struggling students. Using CUA data is needed to utilize real time assessments to re-teach and offer remediation for students before they have time to solidify misconceptions. Using STAAR data allows us to see if the incremental work throughout the year has resulted in whole school gains and increases, as well as discaggregatin sub populations and drilling down to individual students for future intervention. Discussing these academic data points in PLC's is an integral part of how we will analyze our successes and make plans as a team to continuously improve our practice for our student academic outcomes.

It is also critical that we analyze behavioral data. Excessive absences/tardies, fighting with others, assaults, defiance and other inappropriate behavior on campus caused alarm. When students are participating in this type of behavior, they are not engaged in the learning process, therefore, they are negatively impacting their academic standing. Consistently missing time in the classroom, failing to develop supportive relationships with staff and peers and being in the ISS/OSS environment were all identified as reasons for underachievement that must be addressed.

Seeking staff, parent and student feedback is essential to understanding the current status at MMS and how we can develop better processes and procedures that will assist with our shortcomings. Feedback is garnered in the following ways: surveys to parents, surveys to students, surveys to staff, SBDM committee feedback, student principal counsel, informal/formal conversations with parents during conferences and through complaints, as well as parent and student feedback during school events. Teachers are also consistently seeking feedback in their classrooms from students in order to improve practice as needs are expressed or identified through formal and informal assessments.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed with multiple forms of feedback as described in the CNA section. We are consistently seeking ways in which we can serve the students at MMS. We also want to make sure that teachers are providing feedback of what is and is not working in their classrooms. We do not want to expend funding on resources that are not helping children. Teachers are consistently asked for feedback so that we can expend monies where it makes the most difference for students (and meets the guidelines set forth by the funding source.) Our SBDM committee reviews the CIP and offers suggestions of how they believe monies should be spent. We are consistently using data to determine the best place for our resources.

The CIP is developed by the campus administrative team, SBDM and multiple rounds of teacher feedback. We do not complete the CIP without having first gone through multiple revisions of what worked the previous year, what data indicates needs to be addressed, what teachers believe is critical for MMS and what demands are in place from the monies received for our students.

2.2: Regular monitoring and revision

The CIP is reviewed in intervals of November, January and March each year. If we determine in mid-year that a strategy is not working, was no longer applicable or had too much of a delay to help our students with the intended outcome, we revamp and revise the plan. The faculty is apprised of the status of the CIP in the faculty meeting of the corresponding month to the review. They are asked to give feedback and suggestions for the future.

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

The CIP is available on the campus website where it can be translated to multiple languages, if needed. We will also help stakeholders with reviewing the plan here at school if they do not have access to internet at home.

2.4: Opportunities for all children to meet State standards

MMS will focus on the following (all described specifically in the plan and tagged with the 2.4 Title I element)

- Small group intervention groups focused on reading/math.
- Field based instructional experiences to make learning more relevant.
- Leveraging PLC's to increase collective teacher efficacy for the benefit of struggling learners (good support for novice teachers)
- ELL students will have literacy interventions in small groups with staff and programmatic intervention.
- Multiple measures of data will be used to ascertain success and additional interventions needed for struggling students.
- Both interventionists will use data to create plans for struggling students in need of intervention.
- Additional CIS will be used to work with teachers to assist them in being more effective with struggling students in their classes.
- Weekly lesson plans will be monitored and feedback provided to teachers to increase instructional effectiveness.

- Implementation of RamFam will increase student self efficacy and a focus on learning, grade tracking and goal setting (student ownership of learning)
- Increased, deliberate, parental communication from all staff to partner with parents in their child's educational process.
- Positive reinforcement with all learners to develop positive relationships between school staff and students.
- Technology will be used to enhance the learning experiences of all students.

2.5: Increased learning time and well-rounded education

MMS will focus on the following (all described specifically in the plan and tagged with the 2.5 Title I element)

- Field based instructional opportunities to open up the world outside of our town.
- Virtual field trips will also be used in classrooms using VR goggles.
- Teachers will work in PLC's to purposefully plan lessons with relevance for all learners to tie content to real life.
- RamFam will increase student connections to one another and assist with a stronger learning environment for all students.
- Restorative discipline will help students to understand that mistakes are a part of life and how they handle them and recover makes all the difference (restorative practices, respect agreements)
-

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

MMS will focus on the following (all described specifically in the plan and tagged with the 2.6 Title I element)

- Small group interventions
- RamFam will allow for small group connections to occur among peers
- Field based learning experiences, as well as virtual field trips, to make learning relevant and visible
- Purposefully using the PLC to plan for students learning experiences to be more meaningful, relevant and complex
- Utilization of data to ensure that all learners are addressed and remediated when appropriate
- Focus on student self regulation, goal setting, organization skills, success ownership, self management, personal responsibility, character traits
- Career Day, College Week, College Shirt Day, College Visits with AVID
- Additional CIS will ensure that new teachers are meeting student need
- Interventionists will use data to create small groups of learners that need additional assistance.
- Restorative practices school wide, Dr. Cupp, mentoring programs will all be used to connect to students to help them academically, socially and emotionally.
- Increased parental communication to encourage partnerships with parents in our school community
- Increase clubs to allow students a place to feel as though they belong.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

We offer both evening and morning opportunities for parents to come and participate in the engagement policy and home school compact. We welcome input and feedback so that all voices are represented in the plans. These plans are posted on the school website and are also available in the front office in a hard copy format.

3.2: Offer flexible number of parent involvement meetings

We offer several opportunities throughout the school year and invite parents to come to school to be a part of our community:

- Coffee with the counselors
- David's Law seminar
- Internet Safety Class
- Dr. Cupp, How to help your child in Middle School
- Discipline Explained with the AP's
- Literacy Nights
- Athletic Events
- Meet the teacher
- Fine Arts Exhibition
- Band Performances
- Choir Performances
- AVID nights
- NJHS induction
- Parts of Many Celebration

Title I Personnel

Name	Position	Program	FTE
Cheek, Corlis	Teacher PCN 22153	Math/Science Interventions 6-8	1.0
Frisch, Susan	CIS PCN 22423	Curriculum	.5
Nelson, Mia	Teacher PCN 22152	ELA/Reading/History 6-8	1.0

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Rhea Bell	principal
Administrator/Chair	Shaunta' Bailey	Campus Administrator
Classroom Teacher	Frank Achana	Teacher
Campus Administrator	Zendria Anderson	Instructional Specialist
Classroom Teacher	Christopher Caesar	Classroom Teacher
Classroom Teacher	Corlis Cheek	Classrooom Title 1 Teacher
Classroom Teacher	Mia Nelson	Classroom Title 1 Teacher
Classroom Teacher	Kisha Marsland	Classroom Teacher-SPED
Classroom Teacher	John Nelson	Classroom Teacher
Classroom Teacher	Almond Seals	Classroom Teacher
Classroom Teacher	Aubry White	Classroom Teacher
Non-classroom Professional	Alice Anderson	librarian
Classroom Teacher	Elizabeth Wirtz	Choir Teacher
Administrator	Sharita Herrera	Administrator
Non-classroom Professional	Maria Jackson	Counselor
Community Partner	Connie Crittenden	Gear Up Region 12 Representative
Classroom Teacher	Stacy Whitley	Teacher
District-level Professional	Dagmar Harris	District Director of Secondary Curriculum

Addendums

2019-2020 Site Based Decision Making Committee

Meeting Date: September 25, 2019

3:45 P.M.

MMS PLC RM 202

Committee Role	Name	Position	Signature
Administrator	Rhea Bell	principal	
Administrator/Chair	Shaunta' Bailey	Campus Administrator	
Classroom Teacher	Frank Achana	Teacher	
Campus Administrator	Zendria Anderson	Instructional Specialist	
Classroom Teacher	Christopher Caesar	Classroom Teacher	
Classroom Teacher	Corlis Cheek	Classrooom Title 1 Teacher	
Classroom Teacher	Mia Nelson	Classroom Title 1 Teacher	
Classroom Teacher	Kisha Marsland	Classroom Teacher-SPED	
Classroom Teacher	John Nelson	Classroom Teacher	
Classroom Teacher	Almond Seals	Classroom Teacher	
Classroom Teacher	Aubry White	Classroom Teacher	

Campus #044
September 25, 2019 2:42 pm

2019-2020 Site Based Decision Making Committee

Meeting Date: September 25, 2019

3:45 P.M.

PLC room

Committee Role	Name	Position	Signature
Administrator	Rhea Bell	principal	
Administrator/Chair	Shaunta' Bailey	Campus Administrator	
Classroom Teacher	Frank Achana	Teacher	
Campus Administrator	Zendria Anderson	Instructional Specialist	
Classroom Teacher	Christopher Caesar	Classroom Teacher	
Classroom Teacher	Corlis Cheek	Classrooom Title 1 Teacher	
Classroom Teacher	Mia Nelson	Classroom Title 1 Teacher	
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Community Partner	Connie Crittenden	Gear Up Region 12 Representative	
Classroom Teacher	Stacy Whitley	Teacher	

SBDM 9/25/19

*TIP Update
Admin & Data are our focus under Effective School Framework

DATA
Cycle 1 Sept-Nov
Cycle 2 Dec-Feb
Cycle 3 Mar-May

*We are going to plot data points from CUA averages for each class during each cycle
% are loosely based on STAAR % for Approaches, Meets & Masters Grade Level

*For each cycle we talk about desired outcome milestones and obstacles

Cycle 1 Milestones
*Weekly Data tracks will be recorded in the PLC room. On Tuesday after PLCs the data will be erased and reset for the next week.
*Feedback on lesson plans for EQs
*Feedback with teachers about failure rates and how/when to intervene
*Autocalls for students with failing classes sent out weekly on Tuesday @5:45pm
*Teachers increasing planning during teacher planning days

Cycle 2 Milestones
*Protecting PLC time
*DOK feedback from classrooms
*Teacher planning during PLC
*Coaching for increased teaching effectiveness

Cycle 3 Milestones
*Continued coaching
*Analysis of date trends
*Continued interventions with students
*Teacher preparedness for class
*STAAR increases (GOAL: +10% Meets for all subject areas)

504 & SPED Paperwork
Mr. Nelson has created a plan for streamlining paperwork. Mr. Garland has been contacted for support to see if some of the data entry could be automated.

Faculty Club
Mrs. Nelson
Dance Oct. 18th
We need donations for food items to sell

Choir Concert
Killeen HS, Oct. 17th @5:30
Chaperones needed

Campus Tech
Buck Walker will start Oct. 9th

Adopt-a-school Partnership

Adopt-a-school will be here on Friday the 27th for World Rabies Day

Campus Information

District Name	Killeen ISD	Campus Name	Manor Middle School	Superintendent	Dr. John Craft	Principal	Rhea Bell
District Number	014906	Campus Number	014906044	District Coordinator of School Improvement (DCSI)	David Manley	ESC Support	Region 12 / David Hamilton

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**David Manley - September 26, 2019**
Principal Supervisor (Only necessary if the DCSI is NOT the Principal supervisor)	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Dr. Susan Buckley - September 26, 2019**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Rhea Bell, September 6, 2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	We need to see a minimum of a 10 point increase in student achievement in the "all students" category, as well as "white" and "two or more race" students.
	What changes in student group and subject performance are included in these goals?	Our scores are not reflective of our students' capacity. We expect to achieve a high C to a B in student achievement and growth for the coming year.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA

Self-Assessment Results
(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	2
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	3
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3
5.1 Objective-driven daily lesson plans with formative assessments.	2

5.3 Data-driven instruction.		2	
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Rationale	Our current meetings are currently more administrative in content. We must shift to looking at data and instructionally coaching our staff to improve student learning outcomes. Through PLC's we must consistently analyze the data and create systemic approaches to increase student success in the learning environment.	There are not systems in place to utilize data to effect student outcomes. Identification of learning gaps and rapid, meaningful interventions must become a part of our usual rhythm.	
Desired Annual Outcome	If we are shifting the focus to data driven instruction, collaborative practice and collective teacher efficacy, the student achievement outcomes of our students will increase significantly.	If we consistently leverage the PLC process to analyze data we will improve student academic outcomes. We must track data to determine if our practices are impacting student learning.	
Barriers to Address During the Year	Consistency and adherence to the academic work when other things pop up will be a constant battle to meet all the needs, not just the most pressing at the current moment.	Data is difficult to look at when it is low. We must resist the inclination to judge or dismiss the legitimacy of the data, but rather accept it. We will celebrate success, discuss areas of concern and commit to interventions and improvement consistently.	
District Commitment Theory of Action:		If KISD will provide ongoing support and coaching of the campus leadership team while ensuring the campus has access to high-quality formative assessment resources that are aligned to the state standards for all tested areas then the campus leadership team will establish systems and structures that produce effective student outcomes.	

ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			

Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
6th grade	reading	CUA	53		CUA	63		CUA	70		STAAR	42	
6th grade	math	CUA	56		CUA	66		CUA	70		STAAR	50	
7th grade	reading	CUA	45		CUA	55		CUA	65		STAAR	40	
7th grade	math	CUA	40		CUA	50		CUA	60		STAAR	44	
8th grade	reading	CUA	35		CUA	45		CUA	60		STAAR	55	
8th grade	math	CUA	40		CUA	45		CUA	50		STAAR	55	
8th grade	science	CUA	40		CUA	50		CUA	65		STAAR	43	
8th grade	social studies	CUA	25		CUA	35		CUA	50		STAAR	34	
8th grade	algebra I EOC	CUA	100		CUA	100		CUA	100		STAAR	100	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Desired Annual Outcome	If we are shifting the focus to data driven instruction, collaborative practice and collective teacher efficacy, the student achievement outcomes of our students will increase significantly.	If we consistently leverage the PLC process to analyze data we will improve student academic outcomes. We must track data to determine if our practices are impacting student learning.	
Desired 90-day Outcome	As instructional leaders, we will develop a new rhythm for our meetings as we will focus on instructional and student data in a way that informs our practice and increases our capacity as instructional leaders.	As a faculty, we will develop habits of mind that support a continuous improvement model for the benefit of increasing student academic achievement.	
Barriers to Address During this Cycle	Breaking old habits and not allowing the administrative tasks to take us away from our core mission of teaching and learning for the benefit of students. If we need to, we will meet twice a week to ensure that both priorities are met.	This has not been a part of our school wide practice. This will take time to embrace and implement as data is often seen as something to make excuses for rather than to use as a point of reference for improvement.	
District Actions for this Cycle	Administration will continue to grow through coaching opportunities and district guided PLC opportunities and learning.	CUA timelines and uploads schedules have been created for the year by the district C&I department and will be followed by the campus with fidelity.	
District Commitments Theory of Action	If KISD will provide ongoing support and coaching of the campus leadership team while ensuring the campus has access to high-quality formative assessment resources that are aligned to the state standards for all tested areas then the campus leadership team will establish systems and structures that produce effective student outcomes.		

Action plan-Milestones								
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**
Creating appropriate core team agendas that reflect priorities of data disaggregation and continuous improvement.	1.1; 5.3	26-Aug	Calendar scheduled protected time to meet and discuss data.	Rhea Bell	agendas and walk through data	ongoing		
Introducing staff to ESF 1.1 and 5.3.	1.1 ; 5.3	17-Sep	PLC time and handouts for these levers	Rhea Bell	PLC agenda	September		
Administration training of ESF.	1.1;5.3	10 and 11 Sept	ESF Training materials	Rhea Bell and Sharita Herrera	Complete TIP	September		
Work with Dr. McKnight using the ESF to continue our instructional focus on literacy.	5.3	16-19 September	ESF levers, current school data	Rhea Bell, Zendria Anderson, Dr. Katie McKnight	Literacy plan updated	September		
Creation of a data board in PLC room for posting of data for all CORE CUA's by teacher and grade level.	5.3	13-Sep	Master board by grade and content, PLC white boards, legend to post data in a color coded way to clearly see with	Rhea Bell	Data board	ongoing		
Walk through observations and coaching walks; posting weekly data in the PLC room so staff are aware of current instructional trends from walks.	1.1	ongoing all year	coaching guide, Eduphoria	all admin on campus, DIC, Dr. McKnight	walk through observations in Eduphoria with meaningful and timely feedback	ongoing		
Feedback on lesson plans for all staff members. Attention to EQ's, Targets, Tasks and GRR. Feedback will be specific and timely.	1.1	ongoing all year	Eduphoria	all admin on campus	comments on LP and meetings with teachers if needed	ongoing		

Discussion with teachers regarding classroom failure rates in order to determine the best course of action for intervention.	1.1; 5.3	ongoing all year	SSRS reports	all admin on campus and all teachers on campus	coaching and collaboration sessions for the benefit of student success	ongoing		
Auto call home each week for students failing two or more classes.	1.1;5.3	ongoing all year	SSRS reports and blackboard connect	all admin on campus and all teachers on campus	increasing relationships between school and home to increase student achievement	ongoing		
Teachers will increase their planning and collaboration through PLC for the benefit of their instruction. We will also offer additional planning time with full or half planning days.	1.1;5.3	September November	PLC binders, TEKS, unit maps, laptops, DOK	all admin on campus and all teachers on campus	increased teacher efficacy and positive student outcomes	ongoing		
Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		**Carryover Milestones**			**New Milestones**			

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Desired Annual Outcome	If we are shifting the focus to data driven instruction, collaborative practice and collective teacher efficacy, the student achievement outcomes of our students will increase significantly.	If we consistently leverage the PLC process to analyze data we will improve student academic outcomes. We must track data to determine if our practices are impacting student learning.	
Desired 90-day Outcome	The core team will increase our comfort level and expertise with the framework and expectations.	Teachers will become more comfortable and skilled with data disaggregation and conversations.	
Barriers to Address During this Cycle	Dedication to this new rhythm when the minutiae of daily business is in full swing and threatens to divert our focus.	Feeling overwhelmed with so many tasks and commitments. They do not seem bad but in the aggregate they are a lot for teachers to juggle.	
District Actions for this Cycle	District continues to support lead forward data tools and our growth as professionals through PLC's and expectations for data driven decisions with aligned unit maps and CUA's in most core subjects.	CUA timelines and uploads schedules have been created for the year by the district C&I department and will be followed by the campus with fidelity.	
District Commitments Theory of Action	If KISD will provide ongoing support and coaching of the campus leadership team while ensuring the campus has access to high-quality formative assessment resources that are aligned to the state standards for all tested areas then the campus leadership team will establish systems and structures that produce effective student outcomes.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Continue core team meetings.	1.1;5.3	December -February	calendar, agendas, clear goals	Rhea Bell	fidelity with calendars, agendas, attendance	ongoing		
PLC data disaggregation.	1.1;5.3	December -February	CUA's, Data board in PLC room, professional conversations	all admin team, all teachers	increased orange and green on the data board	ongoing		
Increased DOK and alignment in LP's.	1.1;5.3	December -February	Lesson plans, Eduphoria, DOK, teaching strategies to increase student engagement and learning	all admin team, all teachers	lesson plans, increased student engagement, increased teacher capacity	ongoing		
Teachers will increase their planning and collaboration through PLC for the benefit of their instruction. We will also offer additional planning time with full or half days each 9 weeks to help with the time commitment this requires.	1.1;5.3	December -February	lesson plans, unit maps, TEKS, computers, texts, instructional materials, DOK, PLC binder	all admin team, all teachers	increased collective teacher efficacy and positive student outcomes	ongoing		
Continue interventions for students through the use of data and teacher feedback.	5.3	December -February	formative data, summative data, classroom observation, MAP data	Corlis Cheek, Mia Nelson all teachers, Dr. McKnight, Dr. Cupp, all admin	decrease in learning gaps for struggling students and increase student confidence	ongoing		
Continued observations and coaching of staff for increased instructional effectiveness.	1.1;5.3	December -February	walk through information, teacher failure rates, T-TESS, coaching walk forms	all admin team, DIC, Dr. McKnight, interventionists	decrease in student failure and increase in student overall learning/increase in DOK and evidence of aligned planning	ongoing		

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Desired Annual Outcome	If we are shifting the focus to data driven instruction, collaborative practice and collective teacher efficacy, the student achievement outcomes of our students will increase significantly.	If we consistently leverage the PLC process to analyze data we will improve student academic outcomes. We must track data to determine if our practices are impacting student learning.	
Desired 90-day Outcome	Creating a strong rhythm of administrative meetings that focus on student data and growth patterns.	Collective efficacy increases through the use of the PLC and student data. Planning effectiveness and time efficiency will be significantly increased	
Barriers to Address During this Cycle	Ensuring that the time is protected and administrative tasks do not distract us from continuous improvement and data disaggregation.	Teacher commitment to collective PLC decisions. Teacher fidelity to the continuous improvement model using student formative and summative data.	
District Actions for this Cycle	Continued support of administrative growth through PLC and coaching.	Continued support of Eduphoria and Lead Forward reports. Continued planning for tightly aligned unit maps and CUA's.	
District Commitments Theory of Action	If KISD will provide ongoing support and coaching of the campus leadership team while ensuring the campus has access to high-quality formative assessment resources that are aligned to the state standards for all tested areas then the campus leadership team will establish systems and structures that produce effective student outcomes.		

Action plan-Milestones								
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**
Continued core team meetings.	1.1;5.3	Mar-May	outlook calendar, time commitment, email communication, student data reports	all core team members	fidelity to meet, agenda, teacher data and continuous improvement model with student data	ongoing		
Continued coaching with teachers for student improvement.	1.1; 5.3	Mar-May	walk through narratives, coaching documents, student data, T-TESS	all core team members; DIC, Dr. McKnight	increase student outcomes, increase in DOK, increase in alignment of Target to Task, posting and communication of	ongoing		
Continued increase in posting of data in the PLC room and analysis of trends for continuous improvement (becomes a part of how we conduct our work).	1.1;5.3	Mar-May	Data board, color coded legend, clear rationale/purpose	all MMS staff	increase student outcomes through increase in DOK, increase in alignment of Target to Task, increase in	ongoing		
Continued purposeful and intentional interventions with students.	1.1; 5.3	Mar-May	data points, plans for interventionists to meet with students, parental contact regarding interventions that	all MMS staff (admin, teachers, interventionists, etc.) Dr. McKnight, Dr. Cupp	increased student outcomes with decreasing learning gaps and increased student confidence	ongoing		
Continue expectations of purposeful, aligned planning for student experiences through lesson plans and strong teacher preparation.	1.1;5.3	Mar-May	walk through, faculty meetings, grade level and content PLC's, coaching walks	all admin, teacher leaders, CIS's, DIC, Dr. McKnight	increased student outcomes with decreasing learning gaps and increased student confidence	ongoing		

Reflection and Planning for Next 90-Day Cycle		
Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Milestones	**New Milestones**
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

END OF YEAR REFLECTION		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	If we are shifting the focus to data driven instruction, collaborative practice and collective teacher efficacy, the student achievement outcomes of our students will increase significantly.	If we consistently leverage the PLC process to analyze data we will improve student academic outcomes. We must track data to determine if our practices are impacting student learning.	
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	As instructional leaders, we will develop a new rhythm for our meetings as we will focus on instructional and student data in a way that informs our practice and increases our capacity as instructional leaders	As a faculty, we will develop habits of mind that support a continuous improvement model for the benefit of increasing student academic achievement.	
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?	

	Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		