

Killeen Independent School District

Manor Middle School

2024-2025



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Comprehensive Needs Assessment

Student Success

Student Success Summary

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

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

Goal 1: Pathways for All students to build connections

The staff at Manor Middle School is building pathways for students to build connections with their school and greater community. We are doing this by focusing on the following areas:

Academic: The use of differentiated instruction, student discourse, and peer tutoring in the classroom as a regular part of the learning environment. Providing teachers with professional development to support student collaboration.

Social: The inclusion of Capturing Kids Hearts as an integrated piece in the classroom and school culture, providing Social Emotional Learning (SEL) lessons for students, and the utilization of student ambassadors for new students. Students will also be able to become involved in various clubs, organizations, and sports offered as well as the Boys and Girls Club of America.

Parental: Parent contact is done through regular correspondence in both English and Spanish, as well as through on-campus parental engagement programs.

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

Through focused professional development for staff, an emphasis on student discourse, reflective writing, and collaboration, we will create an atmosphere of high expectations for success and academic struggle.

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

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

Student Success Strengths

Goal 1: Pathways for All students to build connections

1.1.a. Recruit and retain students in Fine Arts, Athletics, and scholastic events, to include clubs and extracurricular activities

1. Students are involved in the Boys and Girls Club activities throughout the year
2. Students are able to connect through Communities in Schools with small groups and programs designed to promote connection and personal growth
3. The SEL counselor supports students individually and gave them opportunities to connect through the use of group meetings.
4. A club that focuses on community service and volunteering is established
5. Our Communities In Schools advisor meets with small groups to discuss various academic and social issues students were experiencing.
6. Establish a chess club
7. School counselors meets with students during lunch to focus on restorative practices and wellness.
8. The Flames dance club was established and allowed 6th graders to participate.
 1. Dance team recruited with bilingual flyers
 2. Dance team will have open tryouts in the Fall and Spring
9. Band and Choir will have open tryouts/information sessions in the Spring and also recruit using bilingual flyers
10. Student Council is established giving students a voice in their school and the activities that happen
11. Team grade challenge is being implemented to capture competition between grade levels as well as boys and girls in various sports.
 1. Goal is to begin with athletics and move to the entire school by next semester
12. Activating the drone club
13. Activating the LEGO robotics club and competing in events this school year
14. Honoring the academic achievements of students at a pep rally as well as with a program

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

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

1. **High Performance in Algebra I:**
 - **Data Insight:** High scores in Algebra I, with a significant percentage of students achieving Masters Grade Level (70.37%).
 - **Strength:** Strong mathematics program for higher-grade levels.
2. **Success Among Certain Ethnic Groups:**
 - **Data Insight:** Asian students show exceptionally high performance across all subjects.
 - **Strength:** Effective teaching methods and possibly better access to educational resources for these students.
3. **Consistent Improvement in Some Grades:**
 - **Data Insight:** Grade 8 students generally have higher scores compared to lower grades.
 - **Strength:** Positive impact of accumulated learning and experience over the years.

Problem Statements Identifying Student Success Needs

Problem Statement 1: Problem: Low Mathematics Scores Across Grades Data Insight: For instance, the percent scores for May 2024 STAAR/EOC Mathematics, Grade 8, show that only 6.21% of students achieved the Masters Grade Level, and the Meets Grade Level percentage is 42.24%. **Root Cause:** Insufficient focus on fundamental math skills in earlier grades. Lack of engaging and interactive teaching methods for mathematics. Potential gaps in the curriculum that fail to cover essential topics adequately

Problem Statement 2: Significant Performance Gap Between Ethnic Groups Data Insight: The data shows that the performance of Asian students is significantly higher compared to other ethnic groups. For example, Asian students had high percent scores (e.g., 100% Masters in some cases), while Black/African American and Hispanic students had much lower scores. **Root Cause:** Socioeconomic disparities leading to varying levels of access to educational resources. Cultural differences and possible language barriers that affect learning. Differences in parental involvement and support.

Problem Statement 3: Low Mastery Levels in Reading Language Arts Data Insight: For example, Grade 7 Reading Language Arts, only 8.62% of students achieved Masters Grade Level. This is consistent across grade levels. **Root Cause:** Ineffective reading comprehension strategies being taught. Lack of access to high-quality reading materials. Possible disengagement or lack of interest in the curriculum.

Problem Statement 4: Special Education Students Underperformance Data Insight: Special Ed Indicator shows significantly lower scores, such as 0% Masters Grade Level in several subjects. **Root Cause:** Insufficient specialized instructional strategies tailored to the needs of special education students. Lack of adequate training for teachers in special education best practices. Inadequate resources and support for special education programs.

Problem Statement 5: A low number of Manor Middle school students are participating in extracurricular activities, such as UIL, clubs, etc. outside of the school day. **Root Cause:** Students are not offered variety nor are they surveyed to find out what types of clubs they want to attend. There are also not enough sponsors nor in-depth advertising. Sponsors also need to advertise in English and Spanish

Problem Statement 6: The percentage of students in 7th and 8th grade that are passing STAAR Math in the Meets or Masters range is declining. **Root Cause:** Students need more opportunities for collaborative problem solving with real world connections as well as the use of manipulatives for concept development as applicable.

Problem Statement 7: Expand professional development opportunities, particularly for early-career and DOI teachers. **Root Cause:** Incorporate training on differentiated instruction, classroom management, and culturally responsive teaching.

Problem Statement 8: All GT students did not achieve Mastery level on STAAR in their identified areas of giftedness. **Root Cause:** Students are not getting hands on, problem based learning opportunities where they can grapple with real world problems and engage in critical thinking.

Problem Statement 9: Average daily attendance is below the district and the state, and 89% of students at MMS had at least one tardy for the year. **Root Cause:** Students need to see the correlation between prompt, regular attendance and the impact on teaching, learning, and overall academic success.

Problem Statement 10: EB students are consistently under-performing other student groups on CUAs and STAAR. **Root Cause:** Instructional supports and training is needed on how to support EB students in the classroom. Integrating small group guided reading and independent opportunities to read into the iLit and Summit k-12 program will improve reading fluency and comprehension through the ELPS.

Problem Statement 11: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. **Root Cause:** Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.

Problem Statement 12: There is a need to increase parental involvement and participation in school processes. **Root Cause:** The volunteer program and parent outreach responsibilities do not always receive priority when those tasks are a small part of another staff member's job duties, and more opportunities for parents to be involved need to be planned throughout the year.

Problem Statement 13: Students in all grade levels on all STAAR assessments scored below state and district averages. **Root Cause:** Students need consistent access to standards based, aligned curriculum delivered through the Gradual Release of Responsibility Instructional Model. Students need more opportunities to engage in rigorous, aligned tasks with at least 50% of activities at a DOK 2 or higher.

Problem Statement 14: The percentage of students in 7th and 8th grade that are passing STAAR Reading in the Meets or Masters range is declining. **Root Cause:** Students need access to a variety of reading genres and instructional materials to support reading comprehension and vocabulary development.

Problem Statement 15: 24% to 51% of students in 6th, 7th, and 8th grade are failing at the 9 week grading period. **Root Cause:** More students will need access to formalized math and reading interventions during intervention period to fill gaps and meet HB4545 requirements. We need to improve Tier I instruction, implement RtI, and utilize systems to help students who get behind on school work (individual tutoring by teachers, the after school Learning Lab, Saturday School).

Problem Statement 16: Disciplinary incidents at Manor Middle School undermine the educational experience and well-being of students and teachers. Weak teacher-student relationships and ineffective behavior management strategies contribute to classroom disruptions, a negative school climate, and reduced academic performance. **Root Cause:** The root cause of the high disciplinary incidents is the lack of training and support for teachers in building strong relationships with students and managing classroom behavior effectively. This is coupled with students needing an opportunity to retire from the classroom, yet still be able to complete their assignments.

Problem Statement 17: Students are not consistently being provided the opportunity to understand the learning target through tracking and evaluating their progress, engaging in academic discourse, and justifying their own thinking. **Root Cause:** Teachers need consistent PLCs and professional development on topics, such as establishing the purpose, student goal tracking, questioning and discourse, which needs ongoing monitoring and support by campus instructional leaders.

Problem Statement 18: As determined through walkthroughs and coaching walks, more DOK 2, 3, and 4 tasks are needed to ensure students are interacting with higher level tasks. **Root Cause:** Not all teachers plan tasks and have objectives that are aligned to the standard through the Gradual Release of Responsibility

Problem Statement 19: The percentage of students in 7th and 8th grade that are passing STAAR Math in the Meets and Masters range is declining. **Root Cause:** Students need more opportunities for collaborative problem solving with real world connections as well as the use of manipulatives for concept development as applicable.

Problem Statement 20: There is a need for MMS to consistently communicate and serve all stakeholders as indicated through parent surveys and feedback to school staff. **Root Cause:** Systemic routines are developing for the consistent communication, execution and implementation of school wide initiatives for parents, students, and staff.

Problem Statement 21: MMS students have stated they find school difficult and often times give up on themselves, rather than persevering through the struggle of learning new content. **Root Cause:** MMS structures have not intentionally focused on grit, goal setting and tracking, and building perseverance with our students and how they relate to school expectations.

Problem Statement 22: Most students have not been exposed to post-secondary opportunities. **Root Cause:** Students will need the opportunity to make real world connections between their curriculum and the educational opportunities they have after middle school.

Human Capital

Human Capital Summary

Goal 2.1 To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Human Capital Strengths

1. MMS strives to reflect the community's diversity within its teaching staff.

Supporting Evidence: Teacher ethnicity distribution includes African American (29.9%), Hispanic (7.4%), White (47.9%), American Indian (2.1%), Asian (2.1%), and Two or More Races (10.6%)

2. The leadership team at MMS is well-rounded and includes roles specifically dedicated to curriculum and instruction, technology, and behavior.

Supporting Evidence: The leadership team consists of a principal, assistant principals, counselors, a librarian, curriculum instructional specialists, a campus technologist, and a facilitator.

3. A varied student population with different academic and social-emotional needs requires specialized staff and tailored interventions

Supporting Evidence: Support staff roles such as SPED aides, Restorative Practices aide, and Communities in Schools staff member.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: Support for Early-Career Teachers Description: Early-career teachers require additional support and professional development to enhance their teaching effectiveness and retain them within the profession. **Root Cause:** High percentage of beginning teachers and those with 1-5 years of experience.

Problem Statement 2: Consistency in Instructional Quality Description: Ensuring consistent instructional quality across all grade levels and subjects is a challenge due to varying levels of teacher experience and qualifications. **Root Cause:** Diverse range of teacher experience and qualifications.

Problem Statement 3: Implement targeted academic intervention programs focused on economically disadvantaged students. **Root Cause:** Use data-driven approaches to identify

and support students with the greatest needs.

Problem Statement 4: Enhance the mentoring program to include more peer observations and feedback sessions. **Root Cause:** Provide additional resources and support for teachers working with high-needs students. Continuous improvement in teaching practices is required to address diverse student needs and close achievement gaps.

Problem Statement 5: Teacher inexperience with classroom management, and implementation of differentiation as well as culturally relevant teaching strategies. **Root Cause:** A mix of teacher experience levels, with a notable percentage of beginning and early-career teachers, necessitates ongoing professional development and support. 6.3% beginning teachers and 32.8% with 1-5 years of experience.

Problem Statement 6: There is a need for more effective utilization and management of resources to support both instructional and operational goals. **Root Cause:** Complex resource environment with multiple support roles and specialized staff.

Problem Statement 7: Campus professional development, conferences, refresher training, and new teacher supports are needed to provide ongoing learning opportunities for all teachers. **Root Cause:** 39% of our teachers have five years or less teaching experience and there has been a high turnover rate at MMS over the past few years.

Problem Statement 8: There is a need for MMS to consistently communicate and serve all stakeholders as indicated through parent surveys and feedback to school staff. **Root Cause:** Systemic routines are developing for the consistent communication, execution and implementation of school wide initiatives for parents, students, and staff.

Problem Statement 9: Provide activities to build a sense of community among staff members. **Root Cause:** Campus has had leadership turnover for the last 3 consecutive years

Priorities

Priority 1: Student Success

Goal 1: Goal 1: Pathways for All students to build connections

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Implementation of a Student council with representation from all grade levels.</p> <p>Progress Measure (Lead): Student council is formed to ensure that grade levels and student group interests are represented. Students will be given surveys to find out student interest.</p> <p>Outcome Measure (Lag): By the end of May 2025, 50% of students will have the opportunity to participate in student council.</p> <p>Dates/Timeframes: September 2024-May 2025</p> <p>Staff Responsible for Monitoring: Sponsor, Principal, AP, Dean</p> <p>Collaborating Departments: Teen Leadership</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action</p> <p>Problem Statements: Student Success 5</p>

Key Strategic Action 2 Details

Key Strategic Action 2: Increased clubs and organizations throughout the campus

Progress Measure (Lead): At least 15 active and functioning clubs and organizations on campus this year

Outcome Measure (Lag): At least 30% student involvement in clubs as well as increased school pride and connection to the school as a result of being involved in campus activities.

Dates/Timeframes: Aug. 2024-May 2025

Staff Responsible for Monitoring: Sponsor, Principal, AP, Dean

Collaborating Departments: Determined by the nature of the club

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Key Strategic Action**

Problem Statements: Student Success 5

Key Strategic Action 3 Details

Key Strategic Action 3: Develop and implement a structured Reflection and Refocus Room program led by a dedicated teacher's aide, incorporating Capturing Kids' Hearts strategies. This program will include individualized support plans for students, regular reflection sessions, and Capturing Kids Heart strategies to address behavioral issues. The program will focus on building positive relationships, setting personal goals, and providing targeted interventions to help students develop self-regulation skills and improve their behavior, ultimately aiming to reduce overall discipline rates and support students' pathways to success.

Progress Measure (Lead: Implementation Metrics: Track the development and roll-out of the Reflection and Refocus Room program, including the completion of individualized support plans for students, the frequency of reflection sessions, and the integration of Capturing Kids' Hearts strategies.

Outcome Measure (Lag): Outcome Measure (Lag): By the end of the academic year, the Reflection and Refocus Room program will achieve a 25% reduction in overall discipline rates.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Administrative Staff, Instructional aide III

Collaborating Departments: All Department

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Key Strategic Action**

Problem Statements: Student Success 16

Funding Sources: Instructional Supplies for Students to support CKH Support Plans - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$2,500

Key Strategic Action 4 Details

Key Strategic Action 4: Reduce disciplinary incidents, improve attendance, and celebrate student success at Manor Middle School by encouraging replacement habits to allow students to focus on positive behaviors and creating a variety of ways to celebrate students.

Progress Measure (Lead): Teacher checks on Capturing Kid's Heart Strategies, Weekly Discipline Reports, student surveys, monitoring of infractions on HERO

Outcome Measure (Lag): Decrease the number of disciplinary incidents by the end of the academic year, as tracked through disciplinary records and incident reports by 25% compared to the previous school year

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Assistant Principals

Collaborating Departments: All Depts.

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

Problem Statements: Student Success 16

Funding Sources: Low cost incentives/awards for positive interactions - 211 - ESEA, Title I Part A - 211.11.6498.00.044.30.000 - \$3,000

Key Strategic Action 5 Details

Key Strategic Action 5: Implementation of "Capturing Kids' Hearts" Program:

The district will implement the Capturing Kids' Hearts program to improve student-teacher relationships, build a positive school culture, and foster social-emotional learning. The program will focus on empowering teachers to engage students, promote emotional well-being, and reduce behavioral issues, thereby enhancing academic performance.

Progress Measure (Lead): Target: 100% of teachers and staff complete the training within the first semester and implement CKH strategies - Social Contracts, Good Things, etc. in their classrooms.

85% of classrooms demonstrate consistent use of program strategies by mid-year.

Classroom observation checklists, peer/administrator walkthroughs, and teacher self-reports.

Outcome Measure (Lag): 25% decrease in student behavioral referrals by the end of the school year.

Discipline records, office referral logs, and behavioral incident reports

10% improvement in student attendance rates by the end of the year.

80% positive feedback from staff, students, and parents about the school's climate and culture by year-end.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Counselor, Dean,

Collaborating Departments: All Departments

TEA Priorities:

Improve low-performing schools

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

Problem Statements: Student Success 16

Key Strategic Action 6 Details

Key Strategic Action 6: Create partnerships with the local agencies, businesses, and organizations to increase services and opportunities offered to students and community members

Progress Measure (Lead): 75% of targeted students and 50% of community members engage in at least one partnership-related event or service by the end of the year. Establish at least five new partnerships by the end of the school year.

Outcome Measure (Lag): 20% increase in community participation in partnership-driven events and services compared to the previous year. 80% of established partnerships are renewed and continue offering services or opportunities in the following school year. Surveys will determine the strength of the community-school relationship.

Dates/Timeframes: August 2024-May 2025

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

Collaborating Departments: All Departments

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

Problem Statements: Student Success 20

Key Strategic Action 7 Details

Key Strategic Action 7: Increase parent engagement by offering workshops and/or literacy/math nights for parents to help them support their student's education at home.

Progress Measure (Lead): Stronger connection between school and home life.

Outcome Measure (Lag): By May 2025, parent engagement will increase by 20%.

Dates/Timeframes: Quarterly

Staff Responsible for Monitoring: Lead Teachers, Counselors, Leadership Team

Collaborating Departments: all

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

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

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

Problem Statements: Student Success 1, 6

Funding Sources: Resources for families - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.044.30.PAR - \$2,000, Light Snacks for Parent Nights and Workshops - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.044.24.PAR - \$500, Supplies for Parent Nights and Workshops - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.044.30.PAR - \$542

Goal 1 Problem Statements:

Student Success

Problem Statement 1: Problem: Low Mathematics Scores Across Grades Data Insight: For instance, the percent scores for May 2024 STAAR/EOC Mathematics, Grade 8, show that only 6.21% of students achieved the Masters Grade Level, and the Meets Grade Level percentage is 42.24%. **Root Cause:** Insufficient focus on fundamental math skills in earlier grades. Lack of engaging and interactive teaching methods for mathematics. Potential gaps in the curriculum that fail to cover essential topics adequately

Problem Statement 5: A low number of Manor Middle school students are participating in extracurricular activities, such as UIL, clubs, etc. outside of the school day. **Root Cause:** Students are not offered variety nor are they surveyed to find out what types of clubs they want to attend. There are also not enough sponsors nor in-depth advertising. Sponsors also need to advertise in English and Spanish

Problem Statement 6: The percentage of students in 7th and 8th grade that are passing STAAR Math in the Meets or Masters range is declining. **Root Cause:** Students need more opportunities for collaborative problem solving with real world connections as well as the use of manipulatives for concept development as applicable.

Problem Statement 16: Disciplinary incidents at Manor Middle School undermine the educational experience and well-being of students and teachers. Weak teacher-student relationships and ineffective behavior management strategies contribute to classroom disruptions, a negative school climate, and reduced academic performance. **Root Cause:** The root cause of the high disciplinary incidents is the lack of training and support for teachers in building strong relationships with students and managing classroom behavior effectively. This is coupled with students needing an opportunity to retire from the classroom, yet still be able to complete their assignments.

Problem Statement 20: There is a need for MMS to consistently communicate and serve all stakeholders as indicated through parent surveys and feedback to school staff. **Root Cause:** Systemic routines are developing for the consistent communication, execution and implementation of school wide initiatives for parents, students, and staff.

Priority 1: Student Success

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

Key Strategic Action 1 Details

Key Strategic Action 1: We will enhance student achievement in ELAR , expand the reach of effective teachers, foster collaboration, and provide targeted support through the Opportunity Culture framework by selecting an experienced and highly effective ELAR teacher to serve as Multi-Classroom Leader (MCLs) and Reach Associates.

Progress Measure (Lead): Benchmarks, MAPs Data, Amplify progress measures

Outcome Measure (Lag): STAAR Assessment Scores for ELAR

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, MCL,ELAR

Collaborating Departments: ELAR Department

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

Problem Statements: Student Success 3

Funding Sources: Stipend for Multi Classroom Leader (MCL) - 211 - ESEA, Title I Part A - 211.11.6119.00.044.30.000 - \$11,000, Salary for Reach Associate - 166 - State Comp Ed - 166.11.6129.00.044.30.ARO - \$44,700

Key Strategic Action 2 Details

Key Strategic Action 2: Targeted Support will be provided to all students through small group interventions during the school day and extended-day tutoring sessions after school. Various STAAR supplemental review materials will be used with our At-Risk, ELL and SPED populations to increase the number of students approaching grade level standard on STAAR. healthy snacks included.

GT Teacher will support GT students in instructional settings. GT teachers will work to provide enrichment activities to extend the student learning in order for student to meet Masters grade level standard on the STAAR test in the content areas they are identified as GT. This will also extend their Texas Performance Standards Project (TPSP) learning.

Progress Measure (Lead): An increase in academic performance and achievement on state tests.

Outcome Measure (Lag): STAAR scores will improve by 5% in each category

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principals, Curriculum Instructional Specialists, Lead Teacher

Collaborating Departments: Math, SPED

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

Problem Statements: Student Success 3

Funding Sources: Nutritional snacks for afterschool tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.044.30.000 - \$3,000, Supplies for At-Risk Students during tutoring - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$3,000, Instructional Supplies for EB Students - 165/ES0 - ELL - 165.11.6399.00.044.25.ES0 - \$1,500, Instructional supplies for GT students - 177 - Gifted/Talented - 177.11.6399.00.044.21.000 - \$2,000

Key Strategic Action 3 Details

Key Strategic Action 3: Implement school-wide reading programs, including reading challenges. Teachers will use a variety of strategies in the classroom to improve reading and writing comprehension. This cross-curricular approach will continue to support all learners in a systematic way for success.

Progress Measure (Lead): View the percentage of classrooms actively participating in school-wide reading programs and challenges.

Outcome Measure (Lag): The percentage of students who demonstrate measurable improvement in their reading and writing comprehension skills as a result of the implemented programs and strategies from 0% to 5% for the 24-25 school year.

Dates/Timeframes: yearly- check updates monthly

Staff Responsible for Monitoring: DOI, CIC, Teachers

TEA Priorities:

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

- **ESF Levers:**

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

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

Problem Statements: Student Success 3

Funding Sources: Reading Materials for EB Students to support language acquisition - 165/ES0 - ELL - 165.11.6329.00.044.25.ES0 - \$2,000, Instructional Supplies for EB Students - 165/ES0 - ELL - 165.11.6399.00.044.25.ES0 - \$5,000, Lowman for Social Studies - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$500, Science Kits for at-risk learners to enhance reading - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$6,000, Reading materials for school-wide reading program - 211 - ESEA, Title I Part A - 211.11.6329.00.044.30.000 - \$3,000, Reading resources for school-wide reading program - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$1,000

Goal 2 Problem Statements:

Student Success

Problem Statement 3: Low Mastery Levels in Reading Language Arts Data Insight: For example, Grade 7 Reading Language Arts, only 8.62% of students achieved Masters Grade Level. This is consistent across grade levels. **Root Cause:** Ineffective reading comprehension strategies being taught. Lack of access to high-quality reading materials. Possible disengagement or lack of interest in the curriculum.

Priority 1: Student Success

Goal 3: All students will meet or exceed the Texas grade level standards for math

Key Strategic Action 1 Details

Key Strategic Action 1: Provide teachers with ongoing professional development opportunities in effective math strategies, (THINK)as well as Lead4Ward resources.

Progress Measure (Lead): Integrate Lead Forward resources into the training curriculum. This could include using their instructional strategies, data tools, and planning guides to enhance teachers' understanding and application of reading instruction techniques.

Outcome Measure (Lag): Teachers will continue to grow their professional knowledge, competence, skill, and effectiveness in order to improve student engagement and achievement.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean

Collaborating Departments: Math

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

- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

Problem Statements: Human Capital 7

Funding Sources: Registration and travel for Math conference - 166 - State Comp Ed - 166.13.6411.00.044.30.AR0 - \$10,000, Substitutes for Math conference - 166 - State Comp Ed - 166.13.6299.SB.044.30.AR0 - \$1,400

Key Strategic Action 2 Details

Key Strategic Action 2: Manor Middle School will add a Title I class size reduction teacher to improve the academic performance of the math scores of our students.

Progress Measure (Lead): By the addition of a class size reduction teacher, students will be able to work in smaller classes to allow for an improvement in Math achievement and assessments.

Outcome Measure (Lag): By the end of school year 2025, 30 % of sixth grade mathematics students will be on grade level for the STAAR exam.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Curriculum Instructional Specialist, Dean of Instruction, Lead Math teacher

Collaborating Departments: Math

TEA Priorities:

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

- **ESF Levers:**

Lever 2: Strategic Staffing

- **Targeted Support Key Strategic Action**

Problem Statements: Student Success 4, 6, 15

Funding Sources: Salary for Title I Class Size /Reduction Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.044.30.000 - \$75,032

Goal 3 Problem Statements:

Student Success

Problem Statement 4: Special Education Students Underperformance Data Insight: Special Ed Indicator shows significantly lower scores, such as 0% Masters Grade Level in several subjects. **Root Cause:** Insufficient specialized instructional strategies tailored to the needs of special education students. Lack of adequate training for teachers in special education best practices. Inadequate resources and support for special education programs.

Problem Statement 6: The percentage of students in 7th and 8th grade that are passing STAAR Math in the Meets or Masters range is declining. **Root Cause:** Students need more opportunities for collaborative problem solving with real world connections as well as the use of manipulatives for concept development as applicable.

Problem Statement 15: 24% to 51% of students in 6th, 7th, and 8th grade are failing at the 9 week grading period. **Root Cause:** More students will need access to formalized math and reading interventions during intervention period to fill gaps and meet HB4545 requirements. We need to improve Tier I instruction, implement RtI, and utilize systems to help students who get behind on school work (individual tutoring by teachers, the after school Learning Lab, Saturday School).

Human Capital

Problem Statement 7: Campus professional development, conferences, refresher training, and new teacher supports are needed to provide ongoing learning opportunities for all teachers. **Root Cause:** 39% of our teachers have five years or less teaching experience and there has been a high turnover rate at MMS over the past few years.

Priority 1: Student Success

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

Key Strategic Action 1 Details

Key Strategic Action 1: MMS will host virtual and/or in-person Career Day , College Week, virtual and/or physical college campus visits, guest speakers, college t-shirt day each month and other activities that incorporate helping students pursue interests and goals upon graduation.

Progress Measure (Lead: Increased college and career awareness/readiness for both students and parents.

Outcome Measure (Lag): Students will gain an in depth understanding of the hard and soft skills necessary to engage in either post-secondary education or the workforce.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, COounselor

Collaborating Departments: AVID, College and Career

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

Problem Statements: Student Success 20

Key Strategic Action 2 Details

Key Strategic Action 2: 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. all teachers will utilize WICOR strategies and also attend ongoing campus as well as AVID summer PD.

Progress Measure (Lead: Increased college and career awareness/ readiness

Outcome Measure (Lag): Manor students and staff will engage in various instructional strategies connected to the WICOR framework.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, AVID Coordinator, Dean

Collaborating Departments: All Departments

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

Problem Statements: Human Capital 3, 5

Key Strategic Action 3 Details

Key Strategic Action 3: Selected GT students will participate in field-based instruction that cannot be replicated in the classroom to extend their learning and prepare them for both STAAR and the Texas Performance Standards Project (TPSP).

Progress Measure (Lead): 100% of selected GT students attend at least two field-based instruction experiences by the end of the year.

Outcome Measure (Lag): 15% increase in the number of GT students achieving "Masters Grade Level" on STAAR, and 90% of students complete TPSP projects with a rating of "Proficient" or higher by the end of the school year.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: GT Coordinator GT Teachers

Collaborating Departments: All Departments

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

Problem Statements: Student Success 8

Funding Sources: Registration fees for students - 177 - Gifted/Talented - 177.11.6412.00.044.21.000 - \$3,400, Yellow School Bus for GT trip - 177 - Gifted/Talented - 177.11.6494.00.044.21.000 - \$498

Key Strategic Action 4 Details

Key Strategic Action 4: Students visit various opportunities available to them in high school. Some of these items include visiting the career center, early college high school, and fine arts.

Progress Measure (Lead): Conduct information sessions where representatives from each program can present their offerings and answer student questions. Monitor attendance and engagement levels.

Outcome Measure (Lag): Compare the number of students enrolling in the career center, early college high school, and fine arts programs before and after the visits.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Counselors, Dean, CIC

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Key Strategic Action**

Problem Statements: Student Success 22

Goal 4 Problem Statements:

Student Success

Problem Statement 8: All GT students did not achieve Mastery level on STAAR in their identified areas of giftedness. **Root Cause:** Students are not getting hands on, problem based learning opportunities where they can grapple with real world problems and engage in critical thinking.

Student Success

Problem Statement 20: There is a need for MMS to consistently communicate and serve all stakeholders as indicated through parent surveys and feedback to school staff. **Root Cause:** Systemic routines are developing for the consistent communication, execution and implementation of school wide initiatives for parents, students , and staff.

Problem Statement 22: Most students have not been exposed to post-secondary opportunities. **Root Cause:** Students will need the opportunity to make real world connections between their curriculum and the educational opportunities they have after middle school.

Human Capital

Problem Statement 3: Implement targeted academic intervention programs focused on economically disadvantaged students. **Root Cause:** Use data-driven approaches to identify and support students with the greatest needs.

Problem Statement 5: Teacher inexperience with classroom management, and implementation of differentiation as well as culturally relevant teaching strategies. **Root Cause:** A mix of teacher experience levels, with a notable percentage of beginning and early-career teachers, necessitates ongoing professional development and support. 6.3% beginning teachers and 32.8% with 1-5 years of experience.

Priority 2: Human Capital

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Foster a positive work culture through team-building activities, recognition programs, and staff wellness throughout the year.</p> <p>Progress Measure (Lead): Implement a structured recognition program that regularly acknowledges and rewards staff achievements and contributions. Monitor the frequency and variety of recognition events, and collect feedback on their impact.</p> <p>Outcome Measure (Lag): Monitor staff retention rates over time to see if there is a decrease in turnover rates after introducing the team-building, recognition, and wellness programs.</p> <p>Dates/Timeframes: August 2024-May2025</p> <p>Staff Responsible for Monitoring: Prinicpal, Dean</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action</p> <p>Problem Statements: Human Capital 9</p>

Goal 1 Problem Statements:

Human Capital
<p>Problem Statement 9: Provide activities to build a sense of community among staff members. Root Cause: Campus has had leadership turnover for the last 3 consecutive years</p>

Priority 2: Human Capital

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Effectively staff administration to support the growth and development of teachers.</p> <p>Progress Measure (Lead): Increase the number of curriculum administrators who can support all content areas in PLC's.</p> <p>Outcome Measure (Lag): At the start of the school year MMS will be fully staffed with one Dean, one CIS, and one CIC.</p> <p>Dates/Timeframes: Daily</p> <p>Staff Responsible for Monitoring: Dean of Instruction/Campus Instructional Coach/Principal</p> <p>Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action</p> <p>Problem Statements: Human Capital 2, 5</p> <p>Funding Sources: Salary for Dean of Instruction - 211 - ESEA, Title I Part A - 211.23.6119.00.044.30.000 - \$99,790, Salary for Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.044.30.000 - \$84,738</p>

Goal 2 Problem Statements:

Human Capital
<p>Problem Statement 2: Consistency in Instructional Quality Description: Ensuring consistent instructional quality across all grade levels and subjects is a challenge due to varying levels of teacher experience and qualifications. Root Cause: Diverse range of teacher experience and qualifications.</p> <p>Problem Statement 5: Teacher inexperience with classroom management, and implementation of differentiation as well as culturally relevant teaching strategies. Root Cause: A mix of teacher experience levels, with a notable percentage of beginning and early-career teachers, necessitates ongoing professional development and support. 6.3% beginning teachers and 32.8% with 1-5 years of experience.</p>

Priority 2: Human Capital

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

Key Strategic Action 1 Details

Key Strategic Action 1: The ESL teacher will attend an ESL or literacy specific conference.

Progress Measure (Lead): Teachers will return to campus to review learning with others in department or school. Teachers will also apply learning to their classes.

Outcome Measure (Lag): Teachers will continue to grow their professional knowledge, competence, skill, and effectiveness in order to improve student engagement and achievement.

Dates/Timeframes: August 2024-May 2025

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

Collaborating Departments: ELAR, Dyslexia, ESL

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

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

- Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action

Problem Statements: Human Capital 7

Funding Sources: Registration and Travel for ESL Teacher - 165/ES0 - ELL - 165.13.6411.00.044.25.ES0 - \$460

Key Strategic Action 2 Details

Key Strategic Action 2: Provide collaborative lesson planning time through weekly content PLCs for all core subjects in order to improve Tier I instruction. RLA will PLC daily.

Progress Measure (Lead): Teachers will work on collaborative lesson plans and common formative assessments, so every student receives high-quality, Tier I instruction and teachers have access to data for intervention, reteach, and future instruction.

Outcome Measure (Lag): Lesson plans will be either completed or internalized with a focus on differentiation and student engagement

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, CIS, Dean, CIC,

Collaborating Departments: All Departments

TEA Priorities:

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

- ESF Levers:

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

- Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action

Problem Statements: Human Capital 5, 6

Key Strategic Action 3 Details

Key Strategic Action 3: Provide full day planning opportunities for Math, Science, and Social Studies teachers in order to provide time for data driven instructional practices and lesson internalization.

Progress Measure (Lead): Teachers will work on collaborative lesson plans and common formative assessments, so every student receives high-quality, Tier I instruction and teachers have access to data for intervention, reteach, and future instruction.

Outcome Measure (Lag): Students will increase STAAR scores by 5% in each category

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principals Curriculum Instructional Specialists

Collaborating Departments: Science

TEA Priorities:

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

- ESF Levers:

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

- Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action

Problem Statements: Human Capital 7

Funding Sources: Substitutes for Planning - 211 - ESEA, Title I Part A - 211.13.6299.00.044.30.SUB - \$4,000, Supplies for Planning - 211 - ESEA, Title I Part A - 211.13.6399.00.044.30.000 - \$3,000

Goal 3 Problem Statements:

Human Capital

Problem Statement 5: Teacher inexperience with classroom management, and implementation of differentiation as well as culturally relevant teaching strategies. **Root Cause:** A mix of teacher experience levels, with a notable percentage of beginning and early-career teachers, necessitates ongoing professional development and support. 6.3% beginning teachers and 32.8% with 1-5 years of experience.

Problem Statement 6: There is a need for more effective utilization and management of resources to support both instructional and operational goals. **Root Cause:** Complex resource environment with multiple support roles and specialized staff.

Problem Statement 7: Campus professional development, conferences, refresher training, and new teacher supports are needed to provide ongoing learning opportunities for all teachers. **Root Cause:** 39% of our teachers have five years or less teaching experience and there has been a high turnover rate at MMS over the past few years.

Priority 2: Human Capital

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

Key Strategic Action 1 Details

Key Strategic Action 1: The campus will create formal and informal opportunities for all staff to provide and receive feedback on job satisfaction and performance, fostering a culture of continuous improvement and professional growth.

Progress Measure (Lead): Provide at least one formal feedback opportunity per semester and monthly informal feedback sessions for all staff.

85% of staff participate in formal feedback sessions, and at least 60% engage in informal feedback opportunities by mid-year.

Outcome Measure (Lag): 15% increase in positive staff responses regarding job satisfaction by the end of the school year.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Assistant Principal, Dean

Collaborating Departments: All Departments

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action

Problem Statements: Human Capital 4, 5

Key Strategic Action 2 Details

Key Strategic Action 2: Our campus will implement the Get Better Faster system for coaching walks in order to provide coaching and feedback to improve rigor and classroom management for all teachers.

Progress Measure (Lead): 100% of teachers receive actionable feedback after each coaching walk within 48 hours.

Outcome Measure (Lag): 50% of Tier III teachers will move to Tier II or Tier I

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principals Curriculum Instructional Specialists Math Coach

Collaborating Departments: All Departments

Problem Statements: Human Capital 1, 2

Goal 4 Problem Statements:

Human Capital

Problem Statement 1: Support for Early-Career Teachers Description: Early-career teachers require additional support and professional development to enhance their teaching effectiveness and retain them within the profession. **Root Cause:** High percentage of beginning teachers and those with 1-5 years of experience.

Human Capital

Problem Statement 2: Consistency in Instructional Quality Description: Ensuring consistent instructional quality across all grade levels and subjects is a challenge due to varying levels of teacher experience and qualifications. **Root Cause:** Diverse range of teacher experience and qualifications.

Problem Statement 4: Enhance the mentoring program to include more peer observations and feedback sessions. **Root Cause:** Provide additional resources and support for teachers working with high-needs students. Continuous improvement in teaching practices is required to address diverse student needs and close achievement gaps.

Problem Statement 5: Teacher inexperience with classroom management, and implementation of differentiation as well as culturally relevant teaching strategies. **Root Cause:** A mix of teacher experience levels, with a notable percentage of beginning and early-career teachers, necessitates ongoing professional development and support. 6.3% beginning teachers and 32.8% with 1-5 years of experience.

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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

Priority 3: Financial Stewardship

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