Killeen Independent School District

Manor Middle School - TIP

2022-2023 Targeted Improvement Plan

Superintendent: Dr. John Craft
DCSI/Grant Coordinator: Dagmar Harris

Principal: Rhea Bell
ESC Case Manager: Jessica Torres
ESC Region: 12

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, 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.

Signature: Dagmar Harris

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator 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.

Signature: Dagmar Harris

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (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.

Signature: Rhea Bell

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

We determined that our goals should be aligned with the State average as posted last year. With our current data, we used incremental progress to align with a final goal of the State average for all students.

School Progress

What accountability goal has your campus set for this year?

As we are looking at our current data, the growth measure is very important for us as a measure. As we are concentrating on 2A, this allows us to look at all learners and concentrate on incremental growth. By setting incremental measures, the students and teachers are able to set incremental goals and track progress toward that goal. By working toward the State average, we are helping our students to use goal setting and assessment tracking to see their growth over time, rather than using one larger number as a goal that may seen unachievable. Administration needs to support students and teachers in looking at our growth over time to ensure that we do not have either group give up because they believe that the goal of State measures are unattainable.

Closing the Gaps

What accountability goal has your campus set for this year?

Our students have challenges that must be addressed. By analyzing our data, as compared to others, we are able to determine that our focus must look to the areas that our students need the most to achieve growth. The students are aware of their data and how they need to improve. Interventions are focusing on conferencing with students individually to assess learning and chart progress along the way to build confidence and academic growth. The aggregate of growth through the year should help us to get MMS, as a whole, above the line.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

We are focused on our areas of achievement for all students. We are also looking at the growth measure that can occur by focusing on math and ELAR. Using the State measure to guide our growth, we are setting our goals to move closer to alignment with the State for student achievement and growth so our learners are more aligned with their grade level peers. Our intended impact on our scores is for our children to move to grade level performance, which would increase our overall accountability rating for the State to a status above the line.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

We are concentrating on our eco dis population so that we can impact their opportunity to make gains to be more aligned with their peers in other areas of the State. It is important to meet the needs of this population of our children as they are a very large percentage of the student body. Increases in this sub-population will proportionally increase the all students group measure, as well.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Essential Action 5.3: Data-driven instruction.
Implementation Level: Fully Implemented
Key Practices:

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

    Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: The core leadership must shift from an operational slant in our meetings to a learning/coaching focus. We must maintain our operational systems, but now that so many of those are in place and functioning, it is time to continue forward with coaching for school improvement. We will partner with our instructional staff to offer additional supports and lines of communication for intentional feedback.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Using the TTESS framework, the evaluative staff (AP and P) will be repeating the language in the domains, especially 2 and 3. We will place our feedback in the STRIVE system and plan immediate conversations when warranted. CIS's will use a non-evaluative form that also uses the language of domains 2 and 3. We are consistently looking for instructional successes and management strength.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We have already met with the staff to discuss the areas of focus. The principal discussed items from last year that were concerning, data that is current, and how we need to focus on how we move forward. All stakeholders will also meet with Dawn Sills to see our data, in their area, in a different break down so there is specificity and connections drawn to practice and student outcomes.

Desired Annual Outcome: The overall goal for the 2022-2023 school year is that MMS will achieve in the all students category at the State level or above in the domains of student achievement and student growth.

District Commitment Theory of Action: If the district provides opportunities for on-going support and coaching of the campus leadership team, then the campus leadership team can ensure campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Desired 90-day Outcome: In the first 90 days, MMS will tighten our leadership process by streamlining weekly meetings to be less operational and more data, student achievement, driven for 100% of our meetings. We will spend at least 75% of our time on data and instructional improvement conversation. We will also hold ourselves accountable for increased coaching observations by 50% over this time last year to enhance instruction in our classrooms.

District Actions: The DCSI and the district will support the campus by providing a continuum of resources that include professional learning and engagement for all members of the campus leadership team and on-going, regularly scheduled campus visits that focus on campus improvement and best practices. The DCSI and campus leadership team will focus on a process of observation, feedback and adjustment of practices as aligned to campus goals and objectives.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Time will be a challenge and we must overcome this challenge with intentional planning and increased communication.	Action Step 1	The intentionality of the work we are prioritizing must be research based and adaptable of various student groups and teaching styles.

Step 1 Details	Reviews
Action Step 1: Core leadership team meetings will ensure that instruction is discussed in 100% of weekly meetings. Discussion will be based in data and student achievement. **Evidence Used to Determine Progress:** Notes will be taken to reflect the content of meetings regarding instructional and operational topics. **Person(s) Responsible:** Principal **Resources Needed:** Minutes will be kept and distributed to the leadership team after each meeting. **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Core leadership team will increase walk through observations and coaching opportunities for those they directly supervise. **Evidence Used to Determine Progress:** Walk through observations and coaching walks will focus on domain II so that instructional techniques are supporting our work with GRR phases. All walk through data will be recorded in STRIVE through EDUPHORIA and will indicate a minimal score of proficient in domain II as collaboration and student interaction is essential for the learning environment. At present, many teachers are in developing due to GRR phase I being the most common measure as indicated in walk throughs. **Person(s) Responsible:** APs and Principal **Resources Needed:** Strive observation/coaching feedback documents. PLC room record of feedback contacts for transparency. **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: CIS staff will improve their coaching capability by using a non-evaluative, T-TESS aligned document to offer feedback and support to staff for instructional improvement with GRR.
 	
    Evidence Used to Determine Progress: Feedback to teachers for increased instructional efficacy through high yield strategies, increased student engagement, and GRR.
 	
    Numbers of contacts will be posted in the PLC room for transparency.
    Person(s) Responsible: Curriculum Instructional Specialists and Principal
    Resources Needed: Non-evaluative feedback document aligned to T-TESS domains II and III
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews

Action Step 4: AP, Principal, CIS and Instructional Coach will be working with the ELL designated teacher for increased leadership and expertise for the EB population of students.
    Evidence Used to Determine Progress: Regular meetings with ESL teacher, support with UBD, lesson design, and expertise in ELPS and sheltered instruction.
    Person(s) Responsible: AP over ELL, Principal, CIS for ELAR and ELAR instructional coach.
    Resources Needed: PD for ELL teacher for ELPS, sheltered instruction, UBD. Bi-monthly meetings to review artifacts for the achievement of the EB students.
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 1 - (Sept – Nov)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: The use of effective instruction is essential to the growth and achievement of the MMS students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We have already begun using ASCD quick guide resources to build the capacity of our instructional staff for high yield engagement with our students.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We have held several PD sessions and will continue to do so. We are meeting each Wednesday after school for school improvement. We are also meeting in PLC once each week. In my last survey of the staff, they were very clear that they WANT improvement and they feel very positive about our ability as a team to achieve!

Desired Annual Outcome: By the end of the school year 2022-2023, walk through data will show 100% of classrooms at Manor Middle School teaching bell to bell using the GRR framework to increase student achievement. Purposeful planning with the PLC will result in chunked lessons, student academic discourse, teacher and student data disaggregation, intentional student grouping, timely reteaching of difficult concepts and other high yield strategies throughout each unit of study.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and on-going coaching to the implementation of instructional leadership systems, then campus instructional leaders can provide training and on-going support so that teachers implement best practices that maximize instructional time and build strong relationships.

Desired 90-day Outcome: We will enhance the planning capacity of teachers during the first 90 day cycle to ensure the use of high yield strategies in all lessons and 75% of instructional time being used for all classes with these strategies.

District Actions: The DCSI and district will continue to provide training and resources on a regular basis that is designed to help campus instructional leaders train and coach teachers in practices that maximize student learning and assessment outcomes. DCSI and district will provide regularly scheduled opportunities for observation and feedback of teacher practices.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
New teachers do not have a frame of reference for this work so they must be taught strategies and implementation. Experienced teachers are overcoming sub par teaching strategies used during the pandemic so they must relearn implementation strategies, through planning time, for the use of high yield strategies for all classes.	Action Step 1	We are intentionally teaching high yield strategies and modeling the use of these strategies. We are observing classrooms to ensure implementation.

Step 1 Details	Reviews
Action Step 1: Increased intentionality for professional development for all teaching staff so that students may increase achievement. **Evidence Used to Determine Progress:** Weekly Wednesday after school focus on school improvement. PD will be offered based on teacher feedback gathered from surveys and research based instructional strategies. **Person(s) Responsible:** Principal, APs, CISs, Instructional Coaches, DISs, outside PD **Resources Needed:** Variable based on the PD offered **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Meet with all instructional staff to ensure a deep understanding of the achievement and growth measures for which we are measured. **Evidence Used to Determine Progress:** Calendared meetings with Dawn Sills and MMS staff through PLC meetings **Person(s) Responsible:** Principal, AP, CISs, District Director of Accountability and Assessment **Resources Needed:** Calendared **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: MMS staff will collective create the MMS Top 5. This will be a consistent set of expectations that will guide our work in classrooms and common areas. Student behaviors must support the learning environment so that students may thrive.
 	
    Evidence Used to Determine Progress: Student education and execution of the MMS top 5. The top 5 is posted in all classrooms and common areas and has been taught and re-taught to all students. This will continue intermittently.
 	
    Person(s) Responsible: All Manor instructional and leadership staff.
 	
    Resources Needed: Group meeting and planning session to create top 5.
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews

Action Step 4: The cell phone procedure, aligned with school board expectations in the SCOC, will be placed in written form and sent home to all families. This procedure will be adopted by all staff members and consistently enforced for all learners. This is to limit distractions and support the learning environment.
 	
    Evidence Used to Determine Progress: Cell phone procedure, crafted by Dr. Warren
 	
    Person(s) Responsible: MMS leadership and instructional staff
 	
    Resources Needed: handout and student/parent education
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 5 Details	Reviews

Action Step 5: Connect walk through feedback to one another to create continuity and growth to positively impact student achievement using high yield strategies and GRR.
 	
    Evidence Used to Determine Progress: Walk through conversations/feedback connections from APs, P, and CISs
 	
    Person(s) Responsible: APs, P, and CISs
 	
    Resources Needed: walk through observations in STRIVE and CIS documents
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: The core leadership must shift from an operational slant in our meetings to a learning/coaching focus. We must maintain our operational systems, but now that so many of those are in place and functioning, it is time to continue forward with coaching for school improvement. We will partner with our instructional staff to offer additional supports and lines of communication for intentional feedback.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Using the TTESS framework, the evaluative staff (AP and P) will be repeating the language in the domains, especially 2 and 3. We will place our feedback in the STRIVE system and plan immediate conversations when warranted. CIS's will use a non-evaluative form that also uses the language of domains 2 and 3. We are consistently looking for instructional successes and management strength.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We have already met with the staff to discuss the areas of focus. The principal discussed items from last year that were concerning, data that is current, and how we need to focus on how we move forward. All stakeholders will also meet with Dawn Sills to see our data, in their area, in a different break down so there is specificity and connections drawn to practice and student outcomes.

Desired Annual Outcome: The overall goal for the 2022-2023 school year is that MMS will achieve in the all students category at the State level or above in the domains of student achievement and student growth.

District Commitment Theory of Action: If the district provides opportunities for on-going support and coaching of the campus leadership team, then the campus leadership team can ensure campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Desired 90-day Outcome: In the next 90 day cycle the core leadership team meetings will be a minimum of 90% about student achievement data and how we are addressing the data through coaching/instruction.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Falling into old routines of operations will have to be intentionally addressed.	Action Step 1	We are placing a priority on data and student achievement and communicating that goal to hold one another accountable.

Cycle 2 - (Dec – Feb)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: The use of effective instruction is essential to the growth and achievement of the MMS students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We have already begun using ASCD quick guide resources to build the capacity of our instructional staff for high yield engagement with our students.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We have held several PD sessions and will continue to do so. We are meeting each Wednesday after school for school improvement. We are also meeting in PLC once each week. In my last survey of the staff, they were very clear that they WANT improvement and they feel very positive about our ability as a team to achieve!

Desired Annual Outcome: By the end of the school year 2022-2023, walk through data will show 100% of classrooms at Manor Middle School teaching bell to bell using the GRR framework to increase student achievement. Purposeful planning with the PLC will result in chunked lessons, student academic discourse, teacher and student data disaggregation, intentional student grouping, timely reteaching of difficult concepts and other high yield strategies throughout each unit of study.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and on-going coaching to the implementation of instructional leadership systems, then campus instructional leaders can provide training and on-going support so that teachers implement best practices that maximize instructional time and build strong relationships.

Desired 90-day Outcome: Each Wednesday, we will meet as a staff after school to discuss our student data as related to high yield instructional strategies in our school improvement progress. We will use walk through data to ensure 75% implementation in our classroom with strategies to improve student engagement and achievement.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
We will ensure we do not use this time for operational work, as instructional focus must be maintained.	Action Step 1	We will calendar and be responsive to needs seen through walk through observations to help all staff improve lesson delivery and student achievement.

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: The core leadership must shift from an operational slant in our meetings to a learning/coaching focus. We must maintain our operational systems, but now that so many of those are in place and functioning, it is time to continue forward with coaching for school improvement. We will partner with our instructional staff to offer additional supports and lines of communication for intentional feedback.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Using the TTESS framework, the evaluative staff (AP and P) will be repeating the language in the domains, especially 2 and 3. We will place our feedback in the STRIVE system and plan immediate conversations when warranted. CIS's will use a non-evaluative form that also uses the language of domains 2 and 3. We are consistently looking for instructional successes and management strength.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We have already met with the staff to discuss the areas of focus. The principal discussed items from last year that were concerning, data that is current, and how we need to focus on how we move forward. All stakeholders will also meet with Dawn Sills to see our data, in their area, in a different break down so there is specificity and connections drawn to practice and student outcomes.

Desired Annual Outcome: The overall goal for the 2022-2023 school year is that MMS will achieve in the all students category at the State level or above in the domains of student achievement and student growth.

District Commitment Theory of Action: If the district provides opportunities for on-going support and coaching of the campus leadership team, then the campus leadership team can ensure campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Desired 90-day Outcome: By growing our instructional effectiveness in our classes, as indicated by walk through data, we should see a natural decrease in the need for administration to be bogged down in disciplinary matters. We expect to see a reduction in referrals from the classroom setting by 50%. This will permit administration to be more supportive in the classroom instructional setting.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Staying focused on instruction and ensuring that our systems are working at their optimal level.	Action Step 1	We will continue with our focus on instruction which should increase student engagement and decrease student management issues that need attention through systems and operations.

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: The use of effective instruction is essential to the growth and achievement of the MMS students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We have already begun using ASCD quick guide resources to build the capacity of our instructional staff for high yield engagement with our students.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We have held several PD sessions and will continue to do so. We are meeting each Wednesday after school for school improvement. We are also meeting in PLC once each week. In my last survey of the staff, they were very clear that they WANT improvement and they feel very positive about our ability as a team to achieve!

Desired Annual Outcome: By the end of the school year 2022-2023, walk through data will show 100% of classrooms at Manor Middle School teaching bell to bell using the GRR framework to increase student achievement. Purposeful planning with the PLC will result in chunked lessons, student academic discourse, teacher and student data disaggregation, intentional student grouping, timely reteaching of difficult concepts and other high yield strategies throughout each unit of study.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and on-going coaching to the implementation of instructional leadership systems, then campus instructional leaders can provide training and on-going support so that teachers implement best practices that maximize instructional time and build strong relationships.

Desired 90-day Outcome: By the end of the school year administration should see a 75% reduction in referrals hence giving an opportunity for increased instructional support and walk through opportunities. Walk throughs will increase by 25%. Administrative visibility will increase by 50%.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Fatigue and stress will need to be combated at this point in the school year.	Action Step 1	The support of administration will assist in the burn out that often happens when we get into the latter part of the school year.

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2023 Accountability Goal Summative Goal	2023 Accountability Goal Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	617	52	58	N/A	MAP	65		MAP	70		78	
			All	All	Reading	Meets	STAAR	617	22	28	N/A	MAP	38		MAP	48		51	
			All	All	Reading	Masters	STAAR	617	8	15	N/A	MAP	21		MAP	28		32	
			All	All	Mathematics	Approaches	STAAR	617	42	49	N/A	MAP	55		MAP	61		67	
			All	All	Mathematics	Meets	STAAR	617	15	17	N/A	MAP	23		MAP	30		35	
			All	All	Mathematics	Masters	STAAR	617	6	5	N/A	MAP	8		MAP	11		13	
			All	All	Science	Approaches	STAAR	617	46	72	N/A	MAP	60		MAP	68		73	
			All	All	Science	Meets	STAAR	617	18	33	N/A	MAP	28		MAP	38		43	
			All	All	Science	Masters	STAAR	617	6	15	N/A	MAP	10		MAP	16		22	
			All	All	Social Studies	Approaches	STAAR	617	31	32	N/A	District Created Benchmark	42		District Created Benchmark	52		59	
			All	All	Social Studies	Meets	STAAR	617	6	10	N/A	District Created Benchmark	18		District Created Benchmark	25		29	
			All	All	Social Studies	Masters	STAAR	617	1	3	N/A	District Created Benchmark	9		District Created Benchmark	14		17	
Closing the Gaps	Focus 1	Academic Growth Status	All	All Students	STAAR	N/A	STAAR	N/A	45	53	98	MAP	59		MAP	65		69	
	Focus 2	Academic Achievement	All	Econ Disadv	STAAR	N/A	STAAR	N/A	41	53	98	MAP	51		MAP	61		69	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	617	Did Not Meet	42	35		28		22	
					Approaches	58	63		73		78	
					Meets	28	38		48		51	
					Masters	15	22		28		32	
	Math	All	STAAR	617	Did Not Meet	51	45		38		33	
					Approaches	49	54		60		67	
					Meets	17	23		29		35	
					Masters	5	9		11		13	