

**Killeen Independent School District**  
**Manor Middle School**  
**Campus Improvement Plan**  
**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

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

#GROWTH

#DIALUP

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

## Vision

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

## Core Beliefs

The core beliefs of MMS are:

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

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# Comprehensive Needs Assessment

## Needs Assessment Overview

MMS has a family atmosphere. The staff cares deeply for our students and one another. We are in need of a rhythm of predictable events that all stakeholders can expect. We area also in need to systemic processes that are embraced by all staff to increase our clarity of mission and our collective efficacy. Our physical plant is in need of rejuvenation and will undergo continued beautification to improve perceptions. Our academic achievement is lacking in some areas and we are eager to improve our practice through data disaggregation so that we may develop plans to help our students be more successful.

# Demographics

## Demographics Summary

Manor Middle School is a Title I school built in 1971, as a neighborhood school. While Killeen has expanded around us, we want to continue to serve the neighborhoods that surround our school. We have a long, proud Ram history of creating a family atmosphere. Our current enrollment, which is about the same as previous years, is approximately 700 total students with the following real time demographic breakdown (spring 2020). We are expected to increase in our enrollment for the coming year due to the rezoning of the KISD middle schools and the movement of Nolan Middle School. We are excited to receive more students. We are also grandfathering several students who wish to remain at MMS, rather than going to another school.

- Hispanic - 248 students (34.44%)
- African American - 310 students (43.06%)
- Asian - 9 students (1.25%)
- Indian - 3 students (.42%)
- Pacific Islander - 20 students (2.78%)
- White - 82 students (11.39%)
- Two of more races - 48 students (6.67%)

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

- 504 - 100 students (13.89%)
- SPED - 145 students (20.1%)
- At Risk - 483 students (67.08%)
- Dyslexia - 62 students (8.5%)
- LEP - 90 students (12.50%)
- TAG - 29 students (4.03%)

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

Using the 2018-2019 TAPR report, the staff of Manor Middle School have the following distribution:

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

We will continue to utilize a mentoring program not only for teachers who are new to the profession, but also for those who are new to the campus. In addition, we practice a "Buddy Teacher" system, which provides additional support for *all* teachers on campus. Professional development will be driven by student data and student trends to ensure professional learning is aimed at improving student achievement. We will also focus on effective communication and collaborative planning during Professional Learning Communities and Departmental Meetings. Staff will continue to provide feedback in various forms to ensure that administration is meeting their expectations in regards to professional development and mentorship.

Piloting restorative discipline at MMS in the spring of 2019 and then going full school Restorative for the 2019-2020 school year, showed tremendous potential with the students, however, due to the interruption of the on-site school experience we were unable to complete a full year of data collection to determine if the Restorative measures put in place were decreasing referrals. Data up to spring break of 2020 indicated a decrease in discipline referrals, with a concentration of referrals in classrooms of less experienced teachers. Moving forward to the coming year we will continue with our Restorative practices, as well as providing strong support for our new teachers in the area of classroom management and Restorative practice.

### **Demographics Strengths**

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

Our twenty four teachers with six years of experience or greater, are effective and committed mentors for those new to the profession. Manor staff embraces a family culture and support and care for all students and one another.

Our administrative team has many years of teaching, as well as administration. Our principal, assistant principals, special program facilitator, counselors and CIS's have over 150 years of educational experience between them. This uniquely qualifies the administrative team to work with the instructional staff to disaggregate data and implement practices to enhance the learning experiences of the students at MMS.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 2 (Prioritized):** Manor Middle School students are not mastering goal setting and owning/internalizing academic progress as indicated through the high percentage of class failures (greater than 33%) and in class discipline referrals (greater than 75% occurring in the classroom.). **Root Cause:** MMS has not had an intentional consistent classroom structure in place focused on teaching/modeling grade/goal tracking for students.

**Problem Statement 3 (Prioritized):** Manor Middle School has a high number of At-Risk students (67%) therefore they have difficulty financing additional educational opportunities in support of college and career readiness. **Root Cause:** MMS will fund some academic opportunities for students so they will be able to participate in opportunities that support college and career readiness.

# Student Learning

## Student Learning Summary

Reviewing past STAAR tests and last year's CUA's, MMS, in most categories, is below the State and District averages. Reading and writing, across the grade levels, is especially concerning since reading and writing are a critical skill impacting all other disciplines. To this effort, we will implement specific strategies in all classes that increase the expectation of reading and discussing what was read for all students. This is intended to help our students embrace the written word and increase fluency, vocabulary acquisition and reading comprehension. Through Engage2Learn coaches and professional development, we will hone our skills to deliver high quality instruction that serves our students in all classrooms, with an emphasis on the ELA and math classrooms. PD will also concentrate on high yield strategies, Webb's Depth of Knowledge and purposeful groupwork in our classrooms. Using these techniques through the GRR model will enable our teachers to collaboratively create strong, student centered lesson plans that increase learning and student efficacy across the disciplines.

Using our CUA data from this past school year, we noticed that our students struggled to demonstrate their learning. They were consistently below the "meets" designation on these assessments. We consistently concentrated on growth, tracked progress and posted data in our PLC room so we had a visual construct for the learning of our children. Students also tracked their learning so they had the same reference for internalizing if they were growing from one assessment to another. The focus on growth will continue this coming school year as we did not have the opportunity to measure our growth through a State assessment due to the interruption of school due to COVID-19.

The achievement of MMS students is below the district and state average and must improve in all areas. As we look at this data, we see significant deficiencies in the Manor campus as compared to the district and the State. We will continue to strive for the meets measure, as well as looking at growth in the approaches category from which to build. We expect to continue to work with our students and teachers to prioritize a growth mindset as we strategically improve our academic performance.

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

2018 State, District and Campus academic performance levels: as a point of comparison. Again, we do not have 2019-2020 data to reference due to COVID-19.

| Content 2019 (meets) | State | District | Manor Campus |
|----------------------|-------|----------|--------------|
| All Subjects         | 50    | 44       | 32           |
| Reading              | 48    | 42       | 30           |
| Mathematics          | 52    | 48       | 42           |
| Writing              | 38    | 29       | 20           |
| Science              | 54    | 45       | 27           |
| Social Studies       | 55    | 50       | 18           |

In order to raise student achievement, we will embark on a targeted approach to focus on teaching, learning and quality instruction. We will also focus on Engaged2Learn structures in our ELA and math departments to improve our practice for the benefit of student learning.

- Begin our new relationship with Engage2Learn in our math and ELA departments. Professional Development will focus on high yield teaching strategies so that our students can have a great opportunity to learn concepts/content. GRR, balanced literacy, vocabulary acquisition, purposeful group work and accountable talk will all be a part of our instruction. These strategies are a continuation from their introduction in the

2018-2019 school year.

- Restorative Discipline will continue in a full school model. We have seen tremendous success through the pilot (2018-2019) and inferred some progress through the partial year data from this school year (2019-2020). We will ensure that all students feel safe in their classrooms and that learning is the focus. All students must be able to interact with their teachers and peers in a way that is non-threatening and positive.
- PLC's will be intentionally planned. This was started in 2018-2019 and will continue moving forward with a clear plan in our momentum plan for implementation.
- Coaching walks will continue. This year will be clearly scheduled and purposeful with the leadership team on campus. This will be of benefit to all involved. Teachers will receive immediate feedback for implementation in their practice.
- Our work with Dr. Eric Cupp will continue as he is working with our at-risk students and helping them to cope with some of the stresses that growing up bring. Dr. Cupp is helping students to make connections with poor academic performance and behaviors. If students feel they have control, they feel more able to engage in the work that is expected in class when they see connections to their actions and outcomes in the classroom.
- We will engage in a purposeful activity period two days each week called Ram-Fam. These lessons will be designed so that teachers do not have another prep. All teachers will be expected to implement the lessons provided with fidelity. We will model and assist students in goal setting, grade tracking, goal measurement, anti-bullying lessons, AVID strategies and social emotional support. All of this is intended to assist students both academically and socio-emotionally.
- We will have a full school organization through a binder and planner. The binder will be called BOB (big ole' binder.) This will help us to speak the same language in a fun way while simultaneously teaching organization and responsibility for classwork and timeliness.
- We will faithfully plan and enroll students in remediation classes for ACC math and reading in order to shore up learning gaps.

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

## Student Learning Strengths

MMS teachers have embraced the data expectations for growth. The tracking of these measurement points and then adjusting instruction is imperative for the outcomes that we seek for our students. The majority of teachers posted their data without prompting and often celebrated the data when they measured a positive growth measure. We also understand the need to critically analyze what we are doing and planning for our students so that we can increase the learning of our students. The personal pride of our students and teachers when they succeed is contagious. Our 8th grade math department scored more than once higher than the district average on their CUA's this past year. Their commitment to planning and executing lessons together was unwavering and will be transplanted to other teams.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Manor Middle School has a high number At-Risk students. (67%) and students served in SPED, 504 and ELL (45%). The academic achievement for many of our over all student population continues to fall below the campus, district, and/or state average. Math is currently at 69%, Reading at 65%, Writing at 56%, Science at 58% and Social Studies at 49% according to the most recent STAAR data. **Root Cause:** There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and more hands on/authentic learning experiences.

**Problem Statement 2 (Prioritized):** Manor Middle School students struggle with vocabulary acquisition and fluency and well as overall literacy within the four core content as indicated through CUA, STAAR and teacher observation data. Writing (56%) and Reading (65%) scores are an indicator that negatively impact the other core content, as fluency

and comprehension impact RICA. **Root Cause:** Manor Middle School students often read below grade level, therefore, impacting their ability to expand vocabulary within the content as well as comprehend grade level academic text. This must be an intentional effort to close these learning gaps across the content for all learners.

**Problem Statement 3 (Prioritized):** As indicated by discipline referrals, campus level conference feedback, counseling interviews and student observations, MMS is experiencing student behaviors that negatively impact the success of Manor students. Students are engaging in negative mindset and self defeating self-talk which is diminishing their academic success and behavioral interactions with their peers. **Root Cause:** Students have not been instructed on how to track grades and progress. Students have not been systemically taught the connection between mindset, academics and behavior toward others.

**Problem Statement 4 (Prioritized):** During the time of COVID, students have struggled with online learning, both due to devices and connectivity. Through conversations with students, parents, teachers, administrators and State officials it is reasonable to suspect learning gaps have increased in the time since March 2020 when we began online learning. **Root Cause:** MMS is 67% at-risk. As a Title I campus, not all students have home access to connectivity or devices.

# School Processes & Programs

## School Processes & Programs Summary

Manor Middle School had a decrease in staff for the coming school year. We will employ a total of 33 general education teachers and 8 special education teachers. We also employ about 20 ancillary/support staff members. We are committed to the team approach of interviewing for all applicants that we consider for our students. As we are hiring staff, we are seeking to understand their affinity for our students, their commitment to customer service and how they will complement the staff that is preexisting. All teachers are state certified in the areas they are assigned to teach. The master board is built taking into account the number of preparations/content/certifications for individual teachers.

Our Campus Instructional Specialists (Anderson/Frisch) will be working with a coaching model this year with staff. We will enter into a partnership with Engaged2Learn for our principal, AP, CIS, math and ELA departments to increase our capacity through additional coaching. The CIS's and administration will concentrate on instructional support and teachers increasing the use of high yield strategies as indicated by the research of Dr. Hattie. Lesson plans will be reviewed by teacher supervisors and walk through observations will occur using all admin, CIS and E2L instructional coaches. The PLC will be specifically leveraged for all staff, as indicated in the Momentum Plan, to occur once each week, and concentrate on the continuous improvement model. We will consistently use data to inform our practices. We will use CUA, State supported intermittent testing, STAAR (when reinstated) coaching walk data, teacher surveys and student failure rates in classes to help us glean valuable information about our students and how we can assist their academic achievement. We will also discuss student work, disaggregate data, share successful strategies and learn new techniques to work with our students. We will affirm good practice and student success, while reflecting on how we can improve our practice for the benefit of our students. PLC's will be led by our CIS's and administration.

PLC's are still a work in progress at MMS, as indicated by student achievement data, so we will focus on the use of our collective and how we will leverage data and collective teacher efficacy/clarity to continuously improve our practice and intervene for students who are struggling with concepts/content. We will meet once each week in content PLC and once each month after school in grade level PLC. We will also meet once each month after school for continued education through the after school special model. This will all occur through using Wednesdays each week as a way to focus on school improvement. We will also have content related planning days each nine week grading cycle in order to offer time to teachers for the intricate work that must be done to increase student achievement. Substitute teachers will be used to continue classes while teachers analyze data and plan for the success of their students. The district has also provided, through the district calendar, an opportunity for additional PD days throughout the school year. The increased success of students is gratifying to teachers and will increase retention. Also, increasing positive behaviors through previously mentioned interventions in the two day per week activity period will assist with retention, as well. Lastly, as teachers see the fruits of the labor of the PLC, the satisfaction of increased student achievement and teacher clarity and efficacy will also help with staff morale.

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

The administrative team will purposefully assign mentors and buddies to the new staff on the campus. We will be pairing staff for their commonalities and expertise. The power of mentorship cannot be undervalued and our use of our mentors is intended to strengthen the instructional delivery for our students.

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

Our discipline data illustrates a slight decrease in the number of office referrals for our students this past year. (until the COVID interruption.) The majority of the referrals during

the school year occurred in the classroom environment (greater than 70%). Manor had an overall decrease in referrals, with a slight increase in enrollment over last year. The majority of the referrals originated in classrooms of inexperienced teachers. This school year, we had a decrease in fighting as well as campus level hearings and placements at DAEP as compared to the prior school year. We still had staff members injured this year breaking up students who were choosing to fight. We will continue to address this consistently as we must make MMS a place to learn, rather than fight or bully others. We also had similar numbers with our SPED students receiving discipline referrals and additional behavior intervention plans still need to be implemented or revised based on these behaviors. Implementation of Restorative Discipline and a uniformed campus expectation of classroom behavior is intended to decrease discipline incidences by 50% on the campus for the coming year. The increase in the structure of Ram-Fam will also assist in this endeavor by addressing academic and social emotional learning, as well. We learned so much from our Ram-Fam experiences this last year and look forward to the new and improved model this school year.

Procedures this school year we will be addressing the following in a school-wide systemic approach:

- RamFam will have structured lessons and expectations. Teachers are expected to carry out Ram-Fam with fidelity. Ram-Fam is being created in a collaborative effort with Ms. Gardere as the lead as we will implement restorative practices, AVID strategies, the creation of BOB (big ole binder) for all students and school wide planners.
- Our staff will have a uniformed PLC binder which we will be revisited from last year. Some items will remain and others will be replaced. This is being led by Mrs. Bell and supported by volunteers that wished to be a part of this integral learning binder.
- We will work with staff to implement the same expectations across the campus to give students a consistent set of parameters that are reminded and expected uniformly from all staff members. This will include hallway behaviors, tardy procedures, expectations for behavior, discipline steps to follow, the way we prepare for substitute teachers in the building, etc. Mr. Badillo is leading this endeavor.
- We will continue to reach out to parents to encourage involvement. We will continue Title I outreach and Ms. Anderson is leading this expectation. We will also begin our efforts at encouraging and supporting a parent group and more volunteers on campus. This effort will be led by Ms. Gardere, along with Ms. Anderson.
- We will continue mentoring programs with our students through Ram-Fam, CARES and POM. Any other mentor programs that are brought to our attention will be evaluated for efficacy and possible implementation.

### **School Processes & Programs Strengths**

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

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

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

Parents have been pleased with the weekly call outs coming from Mrs. Bell and offered praise for the consistency of communication. They have asked for an additional monthly calendar that will show events coming for the next month. This will be disseminated from Mrs. Bell's office. We are excited about this feedback and how we can better serve our parents through this additional layer of communication they have suggested.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** MMS has not been using PLC as effectively as we can. We will be structured with disaggregation, interpretation and implementation of interventions of the data we collect from our student assessments. Planning will reflect intentional interventions from the data to increase student learning. **Root Cause:** Teachers have not had the time or training to fully disaggregate data for the purposes of targeted remediation, intervention or enrichment.

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

**Problem Statement 3 (Prioritized):** MMS students have a high number of discipline referrals (various violations of the student code of conduct) resulting in lost or distracted instructional time as over 75% of referrals originate in the classroom environment. **Root Cause:** MMS has not had strong enough supports in place to help students understand and internalize the needed skills for successful interdependent relationships. This will be an intentional, cross curricular focus for MMS.

**Problem Statement 4 (Prioritized):** Manor has not had consistency/clarity across the school with expectations for students both academically and behaviorally as indicated through student surveys, administrative observation and feedback from faculty. **Root Cause:** Administration has not been clear/consistent with oversight of school-wide systemic implementation.

# Perceptions

## Perceptions Summary

As a Title I school, we are intentionally involved in community and parent outreach. Our Title I Home-School Compact and Parent and Family Engagement Policy are both plans for how we want to reach out to our Manor Family and partner for the benefit of the students here at Manor. Additionally, the PTA was suspended during the 2018-2019 school year in an effort to realign with the expectations of the State PTA organization. Our intent was to re-institute PTA for the 2019-2020 school year with a strict adherence to the expectations and guidelines set forth from the PTA organization. Unfortunately, the guidelines required that we disband PTA as when we put out a call for reconstitution of the PTA, we did not have interest from parents at that time. Manor is very thankful for the assistance and commitment of the staff at Texas PTA as we are resetting this valuable organization for the benefit of our students and Manor Community. For the 2020-2021 school year we will try to bring back a parent organization. This will not be an official PTA and fund raising will not be a part of the organization. A suggestion of the VIP, very important parent group, name to be used. Ms. Gardere will lead this as a part of her job duties, along with Ms. Anderson and her Title I duties.

Mrs. Bell will continue to contact parents on Fridays with 6:00pm calls/text/emails to keep us all connected. She will also begin a monthly calendar going out to help our parents be more connected by having more notice. This was a parent request and we are very excited about this opportunity to have more parent involvement at MMS. Other offices will continue their contacts for discipline/attendance/counseling concerns/special program outreach etc. We will continue to work on our calendar work so that we can give our parents notice for events on campus. Additionally we will continue the practice of sending home our newsletter, which started in 2018-2019, to our families with each report card. We will also continue the practice of a weekly automated phone call to parents if students have a grade below 70 in one or more classes. While we started this on the MMS campus in 2019-2020, mirroring the high school procedures, it has now been picked up by the district and these automated calls are centrally coordinated for all KISD middle schools at this time.

Contacts are listed below:

- Call outs from Principal Bell for events
- Monthly calendar going out to parents for the following month, Mrs. Bell and Mrs. Cox
- Newsletter with 1st, 2nd and 3rd report cards, Ms. Anderson
- Marquee updates, Mrs. Cox
- Re-institution of a MMS parent organization, Ms. Gardere and Ms. Anderson
- Title I Parent Family Compact meetings, Ms. Anderson
- Parent/Family Engagement Meetings, Ms. Anderson
- Increased Facebook presence, Counseling office, Mrs. Bell, Mr. Walker
- Improve athletic program parental outreach. Coach Keener and Coach Polk
- Weekly calls to home if a student is failing one or more classes, Central Coordination
- Teachers will perform regular contacts home on a rotation for students in their classes, follow ups by teacher supervisors
- Meetings will be offered through various departments to help connect us with our parents (Cupp of Coffee, Cookies with the Counselors, Seminars on David's Law with the AP's and Student Code of Conduct, Literacy Night Fall and Spring, various student performances and competitions, open lab to assist with access to the HAC, Understanding the STAAR test with our CIS, etc)

We will also be working on campus beautification. The dying tree and unwieldy bush has been removed from the southern side of MMS and we have added crepe myrtles to beautify as well as protect the sidewalk. The crepe myrtles have not all survived from the initial planting, but our district did replace the ones that perished and they are thriving. Additionally picnic tables have been placed near the football field to help our parents with younger children to eat snacks and meals while watching older kids compete athletically. We will be painting over the mural in the cafeteria as it is showing wear and tear and is no longer aesthetically pleasing. This was a suggestion of the campus beautification club. The staff was asked for feedback on this two times and no feedback was given on the mural being retained. Ms. Chernivec and Ms. Watts will put up a tree (#growth) in its place and we will have the opportunity for students to add "thankful" leaves (hand prints) to the tree throughout the school year. Our tennis/activity courts are

being beautified. They had fallen into disrepair and our district will be overhauling this area the summer of 2020. Our front entry way is the first encounter for our stakeholders and we will have new furnishings delivered to allow for a positive and welcoming first impression. The new furnishing will be delivered from the district the summer of 2020. Our new security measures were put in place in the spring of 2019 for our front door. We will additionally beautify this area with ornate pots and greenery which are being supplied by Mrs. Bell and her husband. The front office has been de-cluttered and has renewed customer service orientation along with pictures of campus life prominently displayed. We have reorganized the area for the counselors, files and refreshment machines have been removed from that area. This will permit a more customer-centric message to be sent to our stakeholders. The copy machines have been relocated to create work zones and we have returned the conference room to a designated area for conferences. The main copy room has been relocated so our teacher workroom is now ADA accessible and is more aligned with the purpose of the room. The Manor Art Gallery is fully functional in the main ramp, by the cafeteria. The Commons area has been addressed with university pennants, a white board for seminars and a book nook for reading in an alternate location. This is in support of our acknowledgement of CCMR and a need to focus students on this very important future ready process. The fencing projects have been completed from the safety portion of the bond election. The addition of the black powder coat fence on the front facing fencing is a welcome addition to making Manor look welcoming for all that come to visit. We will use the fences to place positive messages to our students to promote school spirit and positive perceptions of MMS. We have also added a community garden fenced area at the back of the school. COVID interrupted the planting season this year, so we are hopeful that this coming year we will be able to enjoy this space with our garden club. This group of students and staff were so excited for this new addition to MMS. We intend this year to put some outdoor seating near the community garden to help our teachers have a place to relax and rejuvenate throughout their busy day.

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

Student safety remains a top priority and we will continue to make MMS a safe place where students enjoy coming to school. Our goal is to have employees that feel empowered with the necessary tools to teach and challenge our students to reach their maximum potential. MMS has a rich tradition, strong relationships between teachers and staff focused on customer service, and meaningful student-teacher relationships. Clear and consistent classroom and school rules have been established and will be collectively enforced throughout the campus consistently. The traffic flow for the beginning and the end of the day was reworked last year from a collaboration between campus administration, school safety and transportation. This is an effort to create a safer flow of traffic for all stakeholders arriving and departing school. Mrs. Bell worked with district leadership to add safety barriers to the new bus pick up area outside the gym. This has allowed for more streamlined bus loading and is much safer for the students as they await bus pick up.

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

Teachers have discussed in PLC and faculty meetings a concern about student grit. When asking students about this in informal conversations in the counseling, AP office, principal counsel and classrooms the answers to this are often similar. Many of the students do not feel they are good at school. They share stories of past experiences where they were not successful and it left a negative impression with them and about their abilities. Students have discussed feeling overwhelmed by coming to middle school from elementary school and not knowing how to traverse the new environment/transition. The stress of learning is sometimes hard on our students, especially as they are juggling social turmoil at home (mostly shared in the counseling and AP offices.) Over 100 campus level conferences were held the prior school year at MMS so that parents, students, assistant principals and Mrs. Bell could better understand what was occurring with the decisions of a student. Many times, the outcome of that meeting led to information that allowed the administration to better serve the student in his or her social or academic endeavors. This school year there have been less of these conferences as we see positive effects from our restorative approaches. We are not sure if the overall lessening of this need would have persisted as we have the closure due to COVID 19 which could have skewed this perception. Dr. Cupp also shared that some of his conferences indicated a need for students to feel they are capable of persevering through turbulent times. Affirmation and specific ways for students to develop the "yet" philosophy is essential to fostering much needed perseverance. Dr. Cupp also spoke with Mrs. Bell at length regarding the positive outcomes he was seeing with restorative circles, while still having serious concerns at some of the choices that students are making which are leading to

poor academic and behavioral outcomes. Dr. Cupp is working each month to show students the connections between choices and academic outcomes.

A plan for grade level leaders and streamlined processes is needed. Last year we voted on grade level leaders so that those staff members could be a part of the grade level staying connected. One administrator partnered with each grade level leader so that everyone is in the loop regarding needs on the campus. The teachers were very pleased with this addition and it will continue this coming year. This will allow us to continue our work with our collective and systemic approach to improving MMS.

Ram-Fam will continue two days each week, for 34 minutes, which will allow students and teachers to work on goal setting, grade tracking, AVID strategies, academic gap closures and mentorship. These will be gender specific groups for the general education students. The special education students will be assigned for Ram-Fam to their case managers so that staff members have the opportunity for two days each week of face time and interaction with the students assigned to his or her case load.

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

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

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

Motto: DIAL-UP and #growth

### **Perceptions Strengths**

Our physical plant is undergoing beautification in phases as mentioned above. Outdoor seating, landscaping, fencing, tennis/outdoor court repair, community garden space, benches for outdoor seating by the concession stand, safety barriers on the bus loop, re-configuring the traffic flow for safety, refreshing of the foyer with plants and welcoming furnishings, security measures in the front of the school, commons area messaging with university focus and the reading nook as well as landscaping in the front of the building.

Our commitment to Ram-Fam time, two days a week for 34 minutes a day, to track grades, goals, participate in restorative circles and generally create groups of family that offer support, encouragement and mentorship will be a boost to our culture and commitment to being a part of the Ram Family. We will also use this time this year to close academic gaps and ensure that all students are collectively using BOB (big ole binder) and their planners to stay abreast of school responsibilities.

We will continue to communicate with our families in an effort to bridge the gaps that sometimes exist between school and home. It take a village working together to help our children learn and succeed. We need all involved to help our kids be their best.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There is a need for MMS to continue improving in its ability to consistently communicate and serve all stakeholders as indicated through parent surveys and feedback to school staff. **Root Cause:** Systemic routines are lacking for the consistent communication, execution and implementation of school wide initiatives for parents, students and teachers. MMS staff have not consistently focused on communicating and serving all stakeholders.

**Problem Statement 2 (Prioritized):** MMS students, through the principal's counsel and student surveys, indicate a lack of connection and pride in the school. **Root Cause:** The appearance of MMS is not cohesive, and at times, is in disrepair.

**Problem Statement 3 (Prioritized):** MMS students have stated they find school difficult and often times give up on themselves, rather than persevering through the struggle of learning new content. **Root Cause:** MMS structures have not intentionally focused on grit and building perseverance with our students and how they relate to school expectations.

**Problem Statement 4 (Prioritized):** Manor Middle School students struggle with self regulation concerning academic performance and personal behavior. The connection between lost instructional time, as correlated to poor behavior choices is strong as seen in referral data, teacher feedback and student feedback/surveys.. **Root Cause:** Manor has not intentionally worked with students to set behavioral (social) and academic goals and then analyzed the success of those goals for continuous improvement.

# Priority Problem Statements

**Problem Statement 1:** Manor Middle School students are not mastering goal setting and owning/internalizing academic progress as indicated through the high percentage of class failures (greater than 33%) and in class discipline referrals (greater than 75% occurring in the classroom.).

**Root Cause 1:** MMS has not had an intentional consistent classroom structure in place focused on teaching/modeling grade/goal tracking for students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Manor Middle School students struggle with self regulation concerning academic performance and personal behavior. The connection between lost instructional time, as correlated to poor behavior choices is strong as seen in referral data, teacher feedback and student feedback/surveys..

**Root Cause 2:** Manor has not intentionally worked with students to set behavioral (social) and academic goals and then analyzed the success of those goals for continuous improvement.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Manor Middle School students struggle with vocabulary acquisition and fluency and well as overall literacy within the four core content as indicated through CUA, STAAR and teacher observation data. Writing (56%) and Reading (65%) scores are an indicator that negatively impact the other core content, as fluency and comprehension impact RICA.

**Root Cause 3:** Manor Middle School students often read below grade level, therefore, impacting their ability to expand vocabulary within the content as well as comprehend grade level academic text. This must be an intentional effort to close these learning gaps across the content for all learners.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** MMS has not been using PLC as effectively as we can. We will be structured with disaggregation, interpretation and implementation of interventions of the data we collect from our student assessments. Planning will reflect intentional interventions from the data to increase student learning.

**Root Cause 4:** Teachers have not had the time or training to fully disaggregate data for the purposes of targeted remediation, intervention or enrichment.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** MMS staff members have not had sufficient PD focused on best practice: i.e.: high yield teaching strategies, Hattie's Power Zone, use of the content rigor matrix, implementation of AVID strategies, balanced literacy strategies, needs of at-risk and struggling students.

**Root Cause 5:** MMS students are a diverse mix of students who need intervention in an intentional way. Campus leadership has not offered sufficient training and support to enable teachers to understand what strategies are the most appropriate for which students (data driven continuous improvement model.)

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** MMS students have a high number of discipline referrals (various violations of the student code of conduct) resulting in lost or distracted instructional time as over 75% of referrals originate in the classroom environment.

**Root Cause 6:** MMS has not had strong enough supports in place to help students understand and internalize the needed skills for successful interdependent relationships. This will be an intentional, cross curricular focus for MMS.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** There is a need for MMS to continue improving in its ability to consistently communicate and serve all stakeholders as indicated through parent surveys and feedback to school staff.

**Root Cause 7:** Systemic routines are lacking for the consistent communication, execution and implementation of school wide initiatives for parents, students and teachers. MMS staff have not consistently focused on communicating and serving all stakeholders.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** MMS students, through the principal's counsel and student surveys, indicate a lack of connection and pride in the school.

**Root Cause 8:** The appearance of MMS is not cohesive, and at times, is in disrepair.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** 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 9:** MMS structures have not intentionally focused on grit and building perseverance with our students and how they relate to school expectations.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Manor Middle School has a high number of At-Risk students (67%) therefore they have difficulty financing additional educational opportunities in support of college and career readiness.

**Root Cause 10:** MMS will fund some academic opportunities for students so they will be able to participate in opportunities that support college and career readiness.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** Manor has not had consistency/clarity across the school with expectations for students both academically and behaviorally as indicated through student surveys, administrative observation and feedback from faculty.

**Root Cause 11:** Administration has not been clear/consistent with oversight of school-wide systemic implementation.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** Manor Middle School has a high number At-Risk students. (67%) and students served in SPED, 504 and ELL (45%). The academic achievement for many of our over all student population continues to fall below the campus, district, and/or state average. Math is currently at 69%, Reading at 65%, Writing at 56%, Science at 58% and Social Studies at 49% according to the most recent STAAR data.

**Root Cause 12:** There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and more hands on/authentic learning experiences.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** As indicated by discipline referrals, campus level conference feedback, counseling interviews and student observations, MMS is experiencing student

behaviors that negatively impact the success of Manor students. Students are engaging in negative mindset and self defeating self-talk which is diminishing their academic success and behavioral interactions with their peers.

**Root Cause 13:** Students have not been instructed on how to track grades and progress. Students have not been systemically taught the connection between mindset, academics and behavior toward others.

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** During the time of COVID, students have struggled with online learning, both due to devices and connectivity. Through conversations with students, parents, teachers, administrators and State officials it is reasonable to suspect learning gaps have increased in the time since March 2020 when we began online learning.

**Root Cause 14:** MMS is 67% at-risk. As a Title I campus, not all students have home access to connectivity or devices.

**Problem Statement 14 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

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

**Performance Objective 1:** The percentage of students meeting grade level standards on STAAR READING will increase in all grade levels from from 30% to 42% to at a minimum reach the district performance rate.

**Evaluation Data Sources:** STAAR 2021 data

**Summative Evaluation:** None

| <p><b>Strategy 1:</b> Additional Targeted Support will be provided to all students through small group interventions during the school day and extended-day tutoring sessions after school. Various STAAR supplemental review materials to include but not limited to SIRIUS Education will be used with our At-Risk, ELL and SPED populations to increase the number of students meeting grade level standard on STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in academic performance and achievement on state tests.</p> <p><b>Staff Responsible for Monitoring:</b> Lead Teachers/Admin Team/LPAC Coordinator/ELL Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Instructional Supplies for reading interventions and extended day tutoring. - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$1,059, Instructional Supplies for reading interventions - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$1,250</p> | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
|  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
| <p><b>Strategy 2:</b> Students needing additional interventions will be identified using STAAR, CUA data, teacher observation and classroom performance data. Teachers and aides will assess students, create plans and work with identified students during the school day and after school to provide extensive academic support.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic growth of one year or more.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team/Teachers/Para-professionals</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> One Teacher for RLA Intervention Accelerated Instruction - 211 - ESEA, Title I Part A - 211.11.6119.00.044.30.000 - \$74,380, Supplemental pay for Aides for extended day tutoring - 166 - State Comp Ed - 166.11.6121.CA.044.30.AR0 - \$500, Supplemental pay for Teachers for extended day tutoring - 166 - State Comp Ed - 166.11.6118.CA.044.30.AR0 - \$500</p>  | Reviews   |     |     |           |
|  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
| <p>  No Progress            Accomplished            Continue/Modify            Discontinue         </p>  |           |     |     |           |

## Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** Manor Middle School has a high number At-Risk students. (67%) and students served in SPED, 504 and ELL (45%). The academic achievement for many of our over all student population continues to fall below the campus, district, and/or state average. Math is currently at 69%, Reading at 65%, Writing at 56%, Science at 58% and Social Studies at 49% according to the most recent STAAR data. **Root Cause:** There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and more hands on/authentic learning experiences.

**Problem Statement 2:** Manor Middle School students struggle with vocabulary acquisition and fluency and well as overall literacy within the four core content as indicated through CUA, STAAR and teacher observation data. Writing (56%) and Reading (65%) scores are an indicator that negatively impact the other core content, as fluency and comprehension impact RICA. **Root Cause:** Manor Middle School students often read below grade level, therefore, impacting their ability to expand vocabulary within the content as well as comprehend grade level academic text. This must be an intentional effort to close these learning gaps across the content for all learners.

### School Processes & Programs

**Problem Statement 1:** MMS has not been using PLC as effectively as we can. We will be structured with disaggregation, interpretation and implementation of interventions of the data we collect from our student assessments. Planning will reflect intentional interventions from the data to increase student learning. **Root Cause:** Teachers have not had the time or training to fully disaggregate data for the purposes of targeted remediation, intervention or enrichment.

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

**Performance Objective 2:** The percentage of students meeting grade level standards on STAAR MATH will increase in all grade levels from 42% to 48% to, at a minimum, reach the district average.

**Evaluation Data Sources:** STAAR 2021 data

**Summative Evaluation:** None

|  |                  |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Additional Targeted Support will be provided to all students through small group interventions during the school day and extended-day tutoring sessions after school. Various STAAR supplemental review materials to include but not limited to SIRIUS Education will be used with our At-Risk, ELL and SPED populations to increase the number of students meeting grade level standard on STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in academic performance and achievement on state tests.</p> <p><b>Staff Responsible for Monitoring:</b> ELL Teachers, Lead Teachers, Admin Team</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Supplemental instructional materials for math intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$2,200</p>  | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Elevate instructional rigor through the increased use of project-based learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic performance on classroom, campus and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Core Content Teachers/CIS</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional supplies for GT students - 177 - Gifted/Talented - 177.11.6399.00.044.21.000 - \$350, Instructional supplies for math project-based learning endeavors. - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$2,300</p>  | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Students needing additional interventions will be identified using STAAR, CUA data, teacher observation and classroom performance data. Teachers and aides will assess students, create plans and work with identified students during the school day and after school to provide extensive academic support.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic growth of one year or more.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team/Teachers/Para-professionals</p> <p><b>Funding Sources:</b> One Teacher for Math Intervention Accelerated Instruction - 211 - ESEA, Title I Part A - 211.11.6119.00.044.30.000 - \$77,283, Supplemental pay for teachers extended day tutoring - 166 - State Comp Ed - 166.11.6118.CA.044.30.AR0 - \$500, Supplemental pay for aides extended day tutoring - 166 - State Comp Ed - 166.11.6121.CA.044.30.AR0 - \$500</p> | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                  |            |            |                  |

**Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 1:** Manor Middle School has a high number At-Risk students. (67%) and students served in SPED, 504 and ELL (45%). The academic achievement for many of our over all student population continues to fall below the campus, district, and/or state average. Math is currently at 69%, Reading at 65%, Writing at 56%, Science at 58% and Social Studies at 49% according to the most recent STAAR data. **Root Cause:** There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and more hands on/authentic learning experiences.

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

**Performance Objective 3:** The percentage of students meeting grade level standards on STAAR HISTORY will increase in all grade levels from 18% to 50% to, at a minimum, reach the district average.

**Evaluation Data Sources:** STAAR 2021 data

**Summative Evaluation:** None

| <p><b>Strategy 1:</b> Virtual field-based instructional experiences will be provided to teach and reinforce concepts that are difficult to duplicate in the classroom setting. Virtual field-based instruction affords all students the opportunity to participate in field-based instruction. It will also increase the level of student engagement due to the experience being in a controlled environment. Field-based instruction will include the following:<br/>Perot Museum (Dallas), The Alamo (San Antonio), Bob Bullock Museum (Austin)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance and academic achievement on campus, district and state assessments due to having experiences to connect the learning to.</p> <p><b>Staff Responsible for Monitoring:</b> Lead Teachers/Admin</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Admissions fees for GT students - 177 - Gifted/Talented - 177.11.6412.00.044.21.000 - \$283.28, Virtual Reality goggles for students - 211 - ESEA, Title I Part A - 211.11.6398.00.044.30.000 - \$6,021.35</p> | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
|  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
| <p><b>Strategy 2:</b> Elevate instructional rigor through the increased use of project-based learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic performance on classroom, campus and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Core Content Teachers/CIS</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional supplies - 177 - Gifted/Talented - 177.11.6399.00.044.21.000 - \$350, Instructional supplies for history project-based learning endeavors. - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$2,300</p>   | Reviews   |     |     |           |
|  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Student Learning   |
|--|
| <p><b>Problem Statement 1:</b> Manor Middle School has a high number At-Risk students. (67%) and students served in SPED, 504 and ELL (45%). The academic achievement for many of our over all student population continues to fall below the campus, district, and/or state average. Math is currently at 69%, Reading at 65%, Writing at 56%, Science at 58% and Social Studies at 49% according to the most recent STAAR data. <b>Root Cause:</b> There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and more hands on/authentic learning experiences.</p> |

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

**Performance Objective 4:** The percentage of students meeting grade level standards on STAAR SCIENCE will increase in all grade levels from 27% to 45% to, at a minimum, reach the district average.

**Evaluation Data Sources:** STAAR 2021 data

**Summative Evaluation:** None

|  |                  |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Virtual field-based instructional experiences will be provided to teach and reinforce concepts that are difficult to duplicate in the classroom setting. Virtual field-based instruction affords all students the opportunity to participate in field-based instruction. It will also increase the level of student engagement due to the experience being in a controlled environment. Field-based instruction will include the following:Challenger Museum (Waco), Space Center (Houston), Inner Space Cavern (Georgetown)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance and academic achievement on campus, district and state assessments due to having experiences to connect the learning to.</p> <p><b>Staff Responsible for Monitoring:</b> Lead Teacher/Admin</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Virtual Reality goggles for students - 211 - ESEA, Title I Part A - 211.11.6398.00.044.30.000 - \$6,021.35</p> | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Elevate instructional rigor through the increased use of project-based learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic performance on classroom, campus and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Core Content Teachers/CIS</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional supplies for science project based learning endeavors - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$2,050, Instructional supplies for GT students - 177 - Gifted/Talented - 177.11.6399.00.044.21.000 - \$350, Instructional supplies for science project based learning endeavors. - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$2,000</p>   | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                  |            |            |                  |

**Performance Objective 4 Problem Statements:**

| <b>Student Learning</b>  |
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| <p><b>Problem Statement 1:</b> Manor Middle School has a high number At-Risk students. (67%) and students served in SPED, 504 and ELL (45%). The academic achievement for many of our over all student population continues to fall below the campus, district, and/or state average. Math is currently at 69%, Reading at 65%, Writing at 56%, Science at 58% and Social Studies at 49% according to the most recent STAAR data. <b>Root Cause:</b> There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and more hands on/authentic learning experiences.</p> |

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

**Performance Objective 5:** Manor students will earn a passing score of 75% of higher on core department CUAs.

**Evaluation Data Sources:** STAAR data, CUA data

**Summative Evaluation:** None

|  |                  |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Core content area teachers at all grade levels will utilize Common Unit Assessments (CUA) created by the district. CUAs will allow us to collect data for evaluative purposes. Through this data we'll be able to intentionally recognize TEKS students are having success with and TEKS that students struggle with.</p> <p><b>Strategy's Expected Result/Impact:</b> -Teachers developing tailored/targeted instruction for students<br/>-Students scoring 75% or higher on CUAs.</p> <p><b>Staff Responsible for Monitoring:</b> Lead Teachers/Admin Team/Content Area Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p>   | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> Through purposeful planning in PLCs, teachers will create lessons that challenge students to a greater depth and complexity of the required State standards.</p> <p><b>Strategy's Expected Result/Impact:</b> -100% CUA participation<br/>- Given that composite CUA passing rates for 2019-2020 SY at all grade levels did not exceed 60%, the expectation is an increase in CUA scores with students earning a passing rate of 75% or higher on all CUAs.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p>  | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Teachers will provide academic support to At-Risk and ELL students specifically in the area of Literacy with emphasis on vocabulary. Teachers will implement learned strategies and lessons so At-Risk and ELL students will build their academic vocabulary in the content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> -An increase in academic performance specifically in the areas of Reading.<br/>-An increase in academic performance on classroom, campus and district assessment.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers, ELL Teachers, Lead Teachers, Admin Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Instructional supplies for enhancing literacy in all content areas - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$2,000, Supplemental Instructional Supplies for building ELL students' academic vocabulary - 165/ES0 - ELL - 165.11.6399.00.044.25.ES0 - \$5,000, Instructional software for academic vocabulary (Flocabulary) - 165/ES0 - ELL - 165.11.6299.OL.044.25.ES0 - \$2,570.50</p> | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |

|  |                  |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 4:</b> With the use teacher observation, classroom performance data, STAAR and CUA data we will identify students in need of additional interventions. Teachers and instructional aides will assess students, create plans and work with identified students during the instructional day and after to provide additional academic support.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic growth of one year or more.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team, Teachers, Para-professionals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Supplemental pay for teachers for extended day tutoring - 166 - State Comp Ed - 166.11.6118.CA.044.30.AR0 - \$500, Supplemental pay for aides for extended day tutoring - 166 - State Comp Ed - 166.11.6121.CA.044.30.AR0 - \$500</p> | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 5 Problem Statements:**

|  |
|--|
| <b>Student Learning</b>  |
| <p><b>Problem Statement 1:</b> Manor Middle School has a high number At-Risk students. (67%) and students served in SPED, 504 and ELL (45%). The academic achievement for many of our over all student population continues to fall below the campus, district, and/or state average. Math is currently at 69%, Reading at 65%, Writing at 56%, Science at 58% and Social Studies at 49% according to the most recent STAAR data. <b>Root Cause:</b> There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and more hands on/authentic learning experiences.</p> |
| <p><b>Problem Statement 2:</b> Manor Middle School students struggle with vocabulary acquisition and fluency and well as overall literacy within the four core content as indicated through CUA, STAAR and teacher observation data. Writing (56%) and Reading (65%) scores are an indicator that negatively impact the other core content, as fluency and comprehension impact RICA. <b>Root Cause:</b> Manor Middle School students often read below grade level, therefore, impacting their ability to expand vocabulary within the content as well as comprehend grade level academic text. This must be an intentional effort to close these learning gaps across the content for all learners.</p> |
| <b>School Processes &amp; Programs</b>   |
| <p><b>Problem Statement 1:</b> MMS has not been using PLC as effectively as we can. We will be structured with disaggregation, interpretation and implementation of interventions of the data we collect from our student assessments. Planning will reflect intentional interventions from the data to increase student learning. <b>Root Cause:</b> Teachers have not had the time or training to fully disaggregate data for the purposes of targeted remediation, intervention or enrichment.</p>  |

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

**Performance Objective 6:** MMS will use AVID (Advancement Via Individual Determination) as a support system to build students capacity for the rigor of high school and college readiness.

**Evaluation Data Sources:** Student enrollment in AVID courses

**Summative Evaluation:** None

| <p><b>Strategy 1:</b> Teachers will assist MMS students in developing self-management, self- regulation, writing, inquiry, collaboration, organizational critical reading skills and test-taking skills for future readiness. They'll assist students through the implementation of resources and strategies gained from their attendance of various PD to include but not limited to AVID PD and content specific PD offered through Region 12 and/or other approved agencies.</p> <p><b>Strategy's Expected Result/Impact:</b> -An increase of students outside of those enrolled in the AVID course exhibiting organizational, self-managing and test-taking skills.<br/>-Increase the number of teachers trained in AVID strategies from 33% to a minimum of 75%.</p> <p><b>Staff Responsible for Monitoring:</b> AVID Coordinator/AVID Site Team/Admin Team/Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 2 - Perceptions 3</p> <p><b>Funding Sources:</b> Student binders, planners binder supplies. - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$5,000, AVID Weekly - 166 - State Comp Ed - 166.11.6299.OL.044.30.AR0 - \$1,200</p> | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
|  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
| <p><b>Strategy 2:</b> MMS will host virtual and/or physical Career Day (with emphasis on military careers and trades), College Week, virtual and/or physical college campus visits, guest speakers, college t-shirt day each month and other activities that incorporate helping students pursue interests and goals upon graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased college awareness/readiness for both students and parents.</p> <p><b>Staff Responsible for Monitoring:</b> AVID Coordinator/AVID Site Team/CIS/Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1</p>  | Reviews   |     |     |           |
|  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |           |     |     |           |

**Performance Objective 6 Problem Statements:**

| Demographics   |
|--|
| <p><b>Problem Statement 1:</b> Manor Middle School students are not mastering goal setting and owning/internalizing academic progress as indicated through the high percentage of class failures (greater than 33%) and in class discipline referrals (greater than 75% occurring in the classroom.). <b>Root Cause:</b> MMS has not had an intentional consistent classroom structure in place focused on teaching/modeling grade/goal tracking for students.</p> |
| School Processes & Programs  |
| <p><b>Problem Statement 2:</b> MMS staff members have not had sufficient PD focused on best practice: i.e.: high yield teaching strategies, Hattie's Power Zone, use of the content rigor</p>  |

matrix, implementation of AVID strategies, balanced literacy strategies, needs of at-risk and struggling students. **Root Cause:** MMS students are a diverse mix of students who need intervention in an intentional way. Campus leadership has not offered sufficient training and support to enable teachers to understand what strategies are the most appropriate for which students (data driven continuous improvement model.)

### Perceptions

**Problem Statement 1:** There is a need for MMS to continue improving in its ability to consistently communicate and serve all stakeholders as indicated through parent surveys and feedback to school staff. **Root Cause:** Systemic routines are lacking for the consistent communication, execution and implementation of school wide initiatives for parents, students and teachers. MMS staff have not consistently focused on communicating and serving all stakeholders.

**Problem Statement 3:** MMS students have stated they find school difficult and often times give up on themselves, rather than persevering through the struggle of learning new content. **Root Cause:** MMS structures have not intentionally focused on grit and building perseverance with our students and how they relate to school expectations.

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

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

**Evaluation Data Sources:** T-TESS; T-PESS; Campus walk-through data; PLC efficacy

**Summative Evaluation:** None

| <p><b>Strategy 1:</b> Teachers and staff will engage in before/after school PD that focus on:<br/>                     -Restorative Discipline<br/>                     -Professional book studies</p> <p><b>Strategy's Expected Result/Impact:</b> To provide teachers with additional resources and support which will in turn enhance the quality of instruction and improve student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> PD reading materials for Teachers - 166 - State Comp Ed - 166.13.6329.00.044.30.AR0 - \$7,000</p>   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
|  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
| <p><b>Strategy 2:</b> Due to COVID-19 and changes in practices for relative to how educators engage in PD, administrative leaders and teachers will attend and participate in virtual professional development (originally intended to be hosted on campus) to gain resources to increase literacy, fluency and vocabulary acquisition and strategies to assist in closing academic gaps in learning for Manor students.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student performance and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team and Lead teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Virtual PD registration fees for Teachers - 211 - ESEA, Title I Part A - 211.13.6299.OL.044.30.000 - \$1,000</p> | Reviews   |     |     |           |
|  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |           |     |     |           |

**Performance Objective 1 Problem Statements:**

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

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

**Performance Objective 2:** Manor MS will purposefully create structures that permit PLCs to flourish through various endeavors. By the end of 2020-2021 teachers will have developed an efficient method of conducting PLCs that includes common planning, CUA analysis and highlighting best instructional practices. This will increase teacher content knowledge and efficacy which will ultimately increase student achievement.

**Evaluation Data Sources:** Lesson plans, CUA data, walk-through data, STAAR data

**Summative Evaluation:** None

|   |                  |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Provide instructional support to strengthen teacher capacity through PLCs, modeling, and lesson planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team/CIS/Lead Teachers/Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Substitutes for teachers to conduct department lesson planning once per quarter. - 166 - State Comp Ed - 166.11.6116.00.044.30.AR0 - \$5,000</p>   | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> During PLCs teachers will be provided with further assistance from peers, Lead Teachers and Admin Team on how to plan effective instruction based on the components of balanced literacy and the GRR model. Weekly review and monitoring of lesson plans will occur in order to maintain consistency.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher observation and evaluation of instructional practices which show growth in identified areas or refinement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team/Lead Teachers/Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p> | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> An additional Curriculum Instructional Specialist will provide teacher support through coaching, modeling, facilitating collaborative discussions and examinations of data.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher performance and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Additional CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.044.30.000 - \$49,778</p>  | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                  |            |            |                  |

## Performance Objective 2 Problem Statements:

### Student Learning

**Problem Statement 2:** Manor Middle School students struggle with vocabulary acquisition and fluency and well as overall literacy within the four core content as indicated through CUA, STAAR and teacher observation data. Writing (56%) and Reading (65%) scores are an indicator that negatively impact the other core content, as fluency and comprehension impact RICA. **Root Cause:** Manor Middle School students often read below grade level, therefore, impacting their ability to expand vocabulary within the content as well as comprehend grade level academic text. This must be an intentional effort to close these learning gaps across the content for all learners.

### School Processes & Programs

**Problem Statement 1:** MMS has not been using PLC as effectively as we can. We will be structured with disaggregation, interpretation and implementation of interventions of the data we collect from our student assessments. Planning will reflect intentional interventions from the data to increase student learning. **Root Cause:** Teachers have not had the time or training to fully disaggregate data for the purposes of targeted remediation, intervention or enrichment.

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

**Performance Objective 3:** MMS will seek to hire and retain effective teaching staff with the capacity to effectively instruct and grow At-Risk students.

**Evaluation Data Sources:** STAAR data, CUA data, classroom academic performance

**Summative Evaluation:** None

|  |                  |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> MMS will continue to be committed to the team approach for interviewing. This puts candidates at ease and allows the team to assess fit.</p> <p><b>Strategy's Expected Result/Impact:</b> To recruit and retain quality educators.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>Problem Statements:</b> Student Learning 1</p>                     | <b>Reviews</b>   |            |            |                  |
|  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                  |            |            |                  |

**Performance Objective 3 Problem Statements:**

| <b>Student Learning</b>  |
|--|
| <p><b>Problem Statement 1:</b> Manor Middle School has a high number At-Risk students. (67%) and students served in SPED, 504 and ELL (45%). The academic achievement for many of our over all student population continues to fall below the campus, district, and/or state average. Math is currently at 69%, Reading at 65%, Writing at 56%, Science at 58% and Social Studies at 49% according to the most recent STAAR data. <b>Root Cause:</b> There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and more hands on/authentic learning experiences.</p> |

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

**Performance Objective 1:** Manor MS will increase its efforts at parental outreach by offering multiple opportunities for parents to be active participants in the Manor community. Manor MS will make it a priority to partner with all stakeholders to strengthen relationships through communication, education and involvement.

**Evaluation Data Sources:** VIP (Very Important People) parent/community organization, attendance (virtual or in-person) at Title 1 parent meetings/workshops; positive communication and interaction with parents, surveys, 8th graders 4 year plans

**Summative Evaluation:** None

| <p><b>Strategy 1:</b> Virtual and/or in-person quarterly parent meetings will be held on a variety of topics to include but not limited to: Home Access Center, Parent/Teacher Conference, College Readiness, HB 5, Career Planning, Circle Up w/ APs, Social-Media Safety, STAAR Prep for Parents, Literacy, History and STEM nights for parents and students. Additional meetings will be held for parents of ELL students to address their specific needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 1) Surveys at the end of session for parents.</p> <p>2) Increased positive parental involvement in students' academic and social endeavors.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors/Admin Team/Communities in School Coordinator/VIP/CIT</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Problem Statements:</b> Perceptions 3</p> <p><b>Funding Sources:</b> Workshop materials, supplies and resources for parent workshops - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.044.24.PAR - \$3,275, Workshop materials, supplies and resources for parent workshops - 263 - ESEA, Title III Part A - 263.61.6399.LE.044.25.000 - \$2,575</p> | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
|   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
| <p><b>Strategy 2:</b> Create partnerships with the local agencies, businesses, and organizations to increase services and opportunities offered to students and community members</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive school and community interactions.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors/Admin Team/Communities in School Coordinator/VIP</p> <p><b>Problem Statements:</b> Perceptions 1</p>  | Reviews   |     |     |           |
|   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
| <p>  No Progress            Accomplished            Continue/Modify            Discontinue         </p>   |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Perceptions  |
|--|
| <p><b>Problem Statement 1:</b> There is a need for MMS to continue improving in its ability to consistently communicate and serve all stakeholders as indicated through parent surveys and feedback to school staff. <b>Root Cause:</b> Systemic routines are lacking for the consistent communication, execution and implementation of school wide initiatives for parents, students and teachers. MMS staff have not consistently focused on communicating and serving all stakeholders.</p> |
| <p><b>Problem Statement 3:</b> MMS students have stated they find school difficult and often times give up on themselves, rather than persevering through the struggle of learning new</p>   |

content. **Root Cause:** MMS structures have not intentionally focused on grit and building perseverance with our students and how they relate to school expectations.

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

**Performance Objective 1:** Manor MS will focus on the social/emotional, physical and academic well-being of all students specifically those failing multiple classes. The emphasis will be on class failure reduction and increasing student attendance.

**Evaluation Data Sources:** Failure lists, analysis of interventions; discipline referrals; counselor referrals, attendance reports

**Summative Evaluation:** None

| <p><b>Strategy 1:</b> MMS will positively shift the culture of the campus by instituting the following:</p> <ul style="list-style-type: none"> <li>- Advisory period (Ram Fam)</li> <li>-Restorative Circles w/ staff and students</li> <li>- C.A.R.E.S (Committed to Achieving Respect for All Educators and Students) program through the district's Community Relations Department. Through this program students perspective will be shifted towards their future versus their current circumstance.</li> <li>-Additional mentoring programs will be evaluated for both efficacy and implementation.</li> <li>- Celebrations/recognition for student attendance</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased student academic achievement, increased student attendance reduction in student failure rate and discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team/Teachers/Attendance Secretary</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3 - Perceptions 2, 3, 4</p> <p><b>Funding Sources:</b> Awards for student achievement celebrations - 166 - State Comp Ed - 166.11.6498.00.044.30.AR0 - \$5,000</p> | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
|   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
| <p><b>Strategy 2:</b> Develop a parent communication process for keeping parents informed and ensuring that students attend tutorials and other opportunities for accelerated instruction that may extend beyond the school day (via Campus Newsletter, MMS website, MMS Facebook page, Connect Ed calls and/or email).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental support and involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors/Admin Team//Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p> <p><b>Problem Statements:</b> Perceptions 1</p>  | Reviews   |     |     |           |
|   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
| <p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>  |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| School Processes & Programs   |
|---|
| <p><b>Problem Statement 3:</b> MMS students have a high number of discipline referrals (various violations of the student code of conduct) resulting in lost or distracted instructional time as over 75% of referrals originate in the classroom environment. <b>Root Cause:</b> MMS has not had strong enough supports in place to help students understand and internalize</p> |

the needed skills for successful interdependent relationships. This will be an intentional, cross curricular focus for MMS.

### Perceptions

**Problem Statement 1:** There is a need for MMS to continue improving in its ability to consistently communicate and serve all stakeholders as indicated through parent surveys and feedback to school staff. **Root Cause:** Systemic routines are lacking for the consistent communication, execution and implementation of school wide initiatives for parents, students and teachers. MMS staff have not consistently focused on communicating and serving all stakeholders.

**Problem Statement 2:** MMS students, through the principal's counsel and student surveys, indicate a lack of connection and pride in the school. **Root Cause:** The appearance of MMS is not cohesive, and at times, is in disrepair.

**Problem Statement 3:** MMS students have stated they find school difficult and often times give up on themselves, rather than persevering through the struggle of learning new content. **Root Cause:** MMS structures have not intentionally focused on grit and building perseverance with our students and how they relate to school expectations.

**Problem Statement 4:** Manor Middle School students struggle with self regulation concerning academic performance and personal behavior. The connection between lost instructional time, as correlated to poor behavior choices is strong as seen in referral data, teacher feedback and student feedback/surveys.. **Root Cause:** Manor has not intentionally worked with students to set behavioral (social) and academic goals and then analyzed the success of those goals for continuous improvement.

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

**Performance Objective 2:** Manor MS will provide meaningful opportunities for students to be successful in both social and academic pursuits. 100% of Manor students will be connected to areas outside of the academic classroom.

**Evaluation Data Sources:** Campus-wide discipline management plans, discipline referrals, counselor referrals, student participation in leadership opportunities, failure lists, UIL lists.

**Summative Evaluation:** None

|   |                  |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Design and/or revamp programs/clubs so that all Manor students will be afforded opportunities to meet the mandated health and physical education requirements. There will also be additional opportunities for students to become socially, academically and athletically connected to our campus.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students connected to at least one area outside of the academic classroom.</p> <p>100% of students participating in the campus's required physical activities.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors/Athletic Director &amp; Co-Director/Admin Team/AVID Site Team/Communities in Schools Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Perceptions 2</p> | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 2:</b> MMS will provide students with opportunities to celebrate and be recognized for positive behavior, character, and academic achievements.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved culture and increased number of students being honored throughout the year</p> <p><b>Staff Responsible for Monitoring:</b> Counselors/Athletic Director &amp; Co-Director/Admin Team/AVID Site Team/Communities in Schools Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Perceptions 2, 3, 4</p> <p><b>Funding Sources:</b> Awards for student achievement celebrations - 166 - State Comp Ed - 166.11.6498.00.044.30.AR0 - \$2,000</p>  | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
| <p><b>Strategy 3:</b> Students and staff will participate in various campus and community- based mentoring programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive social interaction with peers.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team/Communities in Schools Liaison/Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Perceptions 3, 4</p>  | <b>Reviews</b>   |            |            |                  |
|   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                  |            |            |                  |

## Performance Objective 2 Problem Statements:

### Perceptions

**Problem Statement 2:** MMS students, through the principal's counsel and student surveys, indicate a lack of connection and pride in the school. **Root Cause:** The appearance of MMS is not cohesive, and at times, is in disrepair.

**Problem Statement 3:** MMS students have stated they find school difficult and often times give up on themselves, rather than persevering through the struggle of learning new content. **Root Cause:** MMS structures have not intentionally focused on grit and building perseverance with our students and how they relate to school expectations.

**Problem Statement 4:** Manor Middle School students struggle with self regulation concerning academic performance and personal behavior. The connection between lost instructional time, as correlated to poor behavior choices is strong as seen in referral data, teacher feedback and student feedback/surveys.. **Root Cause:** Manor has not intentionally worked with students to set behavioral (social) and academic goals and then analyzed the success of those goals for continuous improvement.

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

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

**Evaluation Data Sources:** Student access to computer/iPad; Teacher lab calendars, failure lists, MAP data

**Summative Evaluation:** None

| <p><b>Strategy 1:</b> Technology to include but not limited to laptops, iPads, hot-spots for remote learners and online programs will be utilized to enhance instruction by allowing students to use online programs and apps that will enhance and/or extend student learning and /or provide intervention/remediation.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will continue to use technology to help minimize academic deficits students may have due to the impact of COVID-19. Also, to help students better connect the learning to real-world situations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Tech/CIS /Lead Teachers/Teachers/CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4</p> <p><b>Funding Sources:</b> Wi-fi hot-spots for for online and remote learning and intervention - 211 - ESEA, Title I Part A - 211.11.6299.00.044.30.AIR - \$1,000, iPad accessories for online and remote learning and intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.044.30.000 - \$3,000, Laptops and/or iPads for for online and remote learning and intervention - 211 - ESEA, Title I Part A - 211.11.6398.00.044.30.000 - \$28,907.30, iPads for online and remote learning and intervention - 166 - State Comp Ed - 166.11.6398.00.044.30.AR0 - \$35,000, iPad accessories for online and remote learning and intervention - 166 - State Comp Ed - 166.11.6399.00.044.30.AR0 - \$5,000, Software licenses for but not limited to Brain Pop and Flocabulary. - 211 - ESEA, Title I Part A - 211.11.6299.OL.044.30.000 - \$8,000</p> | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
|   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

| Student Learning   |
|--|
| <p><b>Problem Statement 1:</b> Manor Middle School has a high number At-Risk students. (67%) and students served in SPED, 504 and ELL (45%). The academic achievement for many of our over all student population continues to fall below the campus, district, and/or state average. Math is currently at 69%, Reading at 65%, Writing at 56%, Science at 58% and Social Studies at 49% according to the most recent STAAR data. <b>Root Cause:</b> There has been more of a focus on prepping, rather than planning our lessons for students. Our lesson plans have not reflected bell to bell teaching, using high yield strategies/techniques, and more hands on/authentic learning experiences.</p> |
| <p><b>Problem Statement 2:</b> Manor Middle School students struggle with vocabulary acquisition and fluency and well as overall literacy within the four core content as indicated through CUA, STAAR and teacher observation data. Writing (56%) and Reading (65%) scores are an indicator that negatively impact the other core content, as fluency and comprehension impact RICA. <b>Root Cause:</b> Manor Middle School students often read below grade level, therefore, impacting their ability to expand vocabulary within the content as well as comprehend grade level academic text. This must be an intentional effort to close these learning gaps across the content for all learners.</p> |
| <p><b>Problem Statement 4:</b> During the time of COVID, students have struggled with online learning, both due to devices and connectivity. Through conversations with students, parents, teachers, administrators and State officials it is reasonable to suspect learning gaps have increased in the time since March 2020 when we began online learning. <b>Root Cause:</b> MMS is 67% at-risk. As a Title I campus, not all students have home access to connectivity or devices.</p>   |



## Additional Targeted Support Strategies

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 1    | 1         | 1        | Additional Targeted Support will be provided to all students through small group interventions during the school day and extended-day tutoring sessions after school. Various STAAR supplemental review materials to include but not limited to SIRIUS Education will be used with our At-Risk, ELL and SPED populations to increase the number of students meeting grade level standard on STAAR. |

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

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

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

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

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

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

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

### **2.2: Regular monitoring and revision**

The CIP is reviewed in intervals of November, January and March each year. If we determine in mid-year that a strategy is not working, was no longer applicable or had too

much of a delay to help our students with the intended outcome, we revamp and revise the plan. The faculty is apprised of the status of the CIP in the faculty meeting of the corresponding month to the review. They are asked to give feedback and suggestions for the future.

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

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

### **2.4: Opportunities for all children to meet State standards**

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

- Small group intervention groups focused on reading/math.
- Field based instructional experiences to make learning more relevant.
- Leveraging PLC's to increase collective teacher efficacy for the benefit of struggling learners (good support for novice teachers)
- ELL students will have literacy interventions in small groups with staff and programmatic intervention.
- Multiple measures of data will be used to ascertain success and additional interventions needed for struggling students.
- Both interventionists will use data to create plans for struggling students in need of intervention.
- Additional CIS will be used to work with teachers to assist them in being more effective with struggling students in their classes.
- Weekly lesson plans will be monitored and feedback provided to teachers to increase instructional effectiveness.
- Implementation of RamFam will increase student self efficacy and a focus on learning, grade tracking and goal setting (student ownership of learning)
- Increased, deliberate, parental communication from all staff to partner with parents in their child's educational process.
- Positive reinforcement with all learners to develop positive relationships between school staff and students.
- Technology will be used to enhance the learning experiences of all students.

### **2.5: Increased learning time and well-rounded education**

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

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

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

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

- Small group interventions
- RamFam will allow for small group connections to occur among peers
- Field based learning experiences, as well as virtual field trips, to make learning relevant and visible
- Purposefully using the PLC to plan for students learning experiences to be more meaningful, relevant and complex

- Utilization of data to ensure that all learners are addressed and remediated when appropriate
- Focus on student self regulation, goal setting, organization skills, success ownership, self management, personal responsibility, character traits
- Career Day, College Week, College Shirt Day, College Visits with AVID
- Additional CIS will ensure that new teachers are meeting student need
- Interventionists will use data to create small groups of learners that need additional assistance.
- Restorative practices school wide, Dr. Cupp, mentoring programs will all be used to connect to students to help them academically, socially and emotionally.
- Increased parental communication to encourage partnerships with parents in our school community
- Increase clubs to allow students a place to feel as though they belong.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

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

### **3.2: Offer flexible number of parent involvement meetings**

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

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

# Title I Personnel

| <u>Name</u>   | <u>Position</u>   | <u>Program</u>            | <u>FTE</u> |
|---------------|-------------------|---------------------------|------------|
| Cheek, Corlis | Teacher PCN 22153 | Math Interventions 6-8    | 1.0        |
| Frisch, Susan | CIS PCN 22423     | Curriculum                | .5         |
| Mays, Bernard | Teacher PCN 22152 | Reading Interventions 6-8 | 1.0        |

# Campus Funding Summary

| 166 - State Comp Ed                |           |          |  |                           |             |
|------------------------------------|-----------|----------|--|---------------------------|-------------|
| Goal                               | Objective | Strategy | Resources Needed   | Account Code              | Amount      |
| 1                                  | 1         | 1        | Instructional Supplies for reading interventions                                   | 166.11.6399.00.044.30.AR0 | \$1,250.00  |
| 1                                  | 1         | 2        | Supplemental pay for Aides for extended day tutoring                               | 166.11.6121.CA.044.30.AR0 | \$500.00    |
| 1                                  | 1         | 2        | Supplemental pay for Teachers for extended day tutoring                            | 166.11.6118.CA.044.30.AR0 | \$500.00    |
| 1                                  | 2         | 2        | Instructional supplies for math project-based learning endeavors.                  | 166.11.6399.00.044.30.AR0 | \$2,300.00  |
| 1                                  | 2         | 3        | Supplemental pay for teachers extended day tutoring                                | 166.11.6118.CA.044.30.AR0 | \$500.00    |
| 1                                  | 2         | 3        | Supplemental pay for aides extended day tutoring                                   | 166.11.6121.CA.044.30.AR0 | \$500.00    |
| 1                                  | 3         | 2        | Instructional supplies for history project-based learning endeavors.               | 166.11.6399.00.044.30.AR0 | \$2,300.00  |
| 1                                  | 4         | 2        | Instructional supplies for science project based learning endeavors                | 166.11.6399.00.044.30.AR0 | \$2,050.00  |
| 1                                  | 5         | 4        | Supplemental pay for teachers for extended day tutoring                            | 166.11.6118.CA.044.30.AR0 | \$500.00    |
| 1                                  | 5         | 4        | Supplemental pay for aides for extended day tutoring                               | 166.11.6121.CA.044.30.AR0 | \$500.00    |
| 1                                  | 6         | 1        | Student binders, planners binder supplies.   | 166.11.6399.00.044.30.AR0 | \$5,000.00  |
| 1                                  | 6         | 1        | AVID Weekly  | 166.11.6299.OL.044.30.AR0 | \$1,200.00  |
| 2                                  | 1         | 1        | PD reading materials for Teachers  | 166.13.6329.00.044.30.AR0 | \$7,000.00  |
| 2                                  | 2         | 1        | Substitutes for teachers to conduct department lesson planning once per quarter.   | 166.11.6116.00.044.30.AR0 | \$5,000.00  |
| 4                                  | 1         | 1        | Awards for student achievement celebrations  | 166.11.6498.00.044.30.AR0 | \$5,000.00  |
| 4                                  | 2         | 2        | Awards for student achievement celebrations  | 166.11.6498.00.044.30.AR0 | \$2,000.00  |
| 5                                  | 1         | 1        | iPads for online and remote learning and intervention                              | 166.11.6398.00.044.30.AR0 | \$35,000.00 |
| 5                                  | 1         | 1        | iPad accessories for online and remote learning and intervention                   | 166.11.6399.00.044.30.AR0 | \$5,000.00  |
| <b>Sub-Total</b>                   |           |          |  |                           | \$76,100.00 |
| <b>Budgeted Fund Source Amount</b> |           |          |  |                           | \$76,100.00 |
| <b>+/- Difference</b>              |           |          |  |                           | \$0.00      |
| 165/ES0 - ELL                      |           |          |  |                           |             |
| Goal                               | Objective | Strategy | Resources Needed   | Account Code              | Amount      |
| 1                                  | 5         | 3        | Supplemental Instructional Supplies for building ELL students' academic vocabulary | 165.11.6399.00.044.25.ES0 | \$5,000.00  |
| 1                                  | 5         | 3        | Instructional software for academic vocabulary (Flocabulary)                       | 165.11.6299.OL.044.25.ES0 | \$2,570.50  |
| <b>Sub-Total</b>                   |           |          |  |                           | \$7,570.50  |

| 165/ES0 - ELL                      |           |          |   |                           |              |
|------------------------------------|-----------|----------|---|---------------------------|--------------|
| Goal                               | Objective | Strategy | Resources Needed  | Account Code              | Amount       |
| <b>Budgeted Fund Source Amount</b> |           |          |   |                           | \$7,570.50   |
| <b>+/- Difference</b>              |           |          |   |                           | \$0.00       |
| 177 - Gifted/Talented              |           |          |   |                           |              |
| Goal                               | Objective | Strategy | Resources Needed  | Account Code              | Amount       |
| 1                                  | 2         | 2        | Instructional supplies for GT students                                      | 177.11.6399.00.044.21.000 | \$350.00     |
| 1                                  | 3         | 1        | Admissions fees for GT students   | 177.11.6412.00.044.21.000 | \$283.28     |
| 1                                  | 3         | 2        | Instructional supplies  | 177.11.6399.00.044.21.000 | \$350.00     |
| 1                                  | 4         | 2        | Instructional supplies for GT students                                      | 177.11.6399.00.044.21.000 | \$350.00     |
| <b>Sub-Total</b>                   |           |          |   |                           | \$1,333.28   |
| <b>Budgeted Fund Source Amount</b> |           |          |   |                           | \$1,333.28   |
| <b>+/- Difference</b>              |           |          |   |                           | \$0.00       |
| 211 - ESEA, Title I Part A         |           |          |   |                           |              |
| Goal                               | Objective | Strategy | Resources Needed  | Account Code              | Amount       |
| 1                                  | 1         | 1        | Instructional Supplies for reading interventions and extended day tutoring. | 211.11.6399.00.044.30.000 | \$1,059.00   |
| 1                                  | 1         | 2        | One Teacher for RLA Intervention Accelerated Instruction                    | 211.11.6119.00.044.30.000 | \$74,380.00  |
| 1                                  | 2         | 1        | Supplemental instructional materials for math intervention                  | 211.11.6399.00.044.30.000 | \$2,200.00   |
| 1                                  | 2         | 3        | One Teacher for Math Intervention Accelerated Instruction                   | 211.11.6119.00.044.30.000 | \$77,283.00  |
| 1                                  | 3         | 1        | Virtual Reality goggles for students  | 211.11.6398.00.044.30.000 | \$6,021.35   |
| 1                                  | 4         | 1        | Virtual Reality goggles for students  | 211.11.6398.00.044.30.000 | \$6,021.35   |
| 1                                  | 4         | 2        | Instructional supplies for science project based learning endeavors.        | 211.11.6399.00.044.30.000 | \$2,000.00   |
| 1                                  | 5         | 3        | Instructional supplies for enhancing literacy in all content areas          | 211.11.6399.00.044.30.000 | \$2,000.00   |
| 2                                  | 1         | 2        | Virtual PD registration fees for Teachers                                   | 211.13.6299.OL.044.30.000 | \$1,000.00   |
| 2                                  | 2         | 3        | Additional CIS  | 211.13.6119.00.044.30.000 | \$49,778.00  |
| 5                                  | 1         | 1        | Wi-fi hot-spots for for online and remote learning and intervention         | 211.11.6299.00.044.30.AIR | \$1,000.00   |
| 5                                  | 1         | 1        | iPad accessories for online and remote learning and intervention            | 211.11.6399.00.044.30.000 | \$3,000.00   |
| 5                                  | 1         | 1        | Laptops and/or iPads for for online and remote learning and intervention    | 211.11.6398.00.044.30.000 | \$28,907.30  |
| 5                                  | 1         | 1        | Software licenses for but not limited to Brain Pop and Flocabulary.         | 211.11.6299.OL.044.30.000 | \$8,000.00   |
| <b>Sub-Total</b>                   |           |          |   |                           | \$262,650.00 |
| <b>Budgeted Fund Source Amount</b> |           |          |   |                           | \$262,650.00 |

| 211 - ESEA, Title I Part A                 |           |          |   |                           |                                    |              |
|--|-----------|----------|---|---------------------------|------------------------------------|--------------|
| Goal                                       | Objective | Strategy | Resources Needed  | Account Code              | Amount                             |              |
|  |           |          |   |                           | +/- Difference                     | \$0.00       |
| 211/PAR - ESEA, Title I Parent Involvement |           |          |   |                           |                                    |              |
| Goal                                       | Objective | Strategy | Resources Needed  | Account Code              | Amount                             |              |
| 3  | 1         | 1        | Workshop materials, supplies and resources for parent workshops | 211.61.6499.00.044.24.PAR | \$3,275.00                         |              |
|  |           |          |   |                           | <b>Sub-Total</b>                   | \$3,275.00   |
|  |           |          |   |                           | <b>Budgeted Fund Source Amount</b> | \$3,275.00   |
|  |           |          |   |                           | +/- Difference                     | \$0.00       |
| 263 - ESEA, Title III Part A               |           |          |   |                           |                                    |              |
| Goal                                       | Objective | Strategy | Resources Needed  | Account Code              | Amount                             |              |
| 3  | 1         | 1        | Workshop materials, supplies and resources for parent workshops | 263.61.6399.LE.044.25.000 | \$2,575.00                         |              |
|  |           |          |   |                           | <b>Sub-Total</b>                   | \$2,575.00   |
|  |           |          |   |                           | <b>Budgeted Fund Source Amount</b> | \$2,575.00   |
|  |           |          |   |                           | +/- Difference                     | \$0.00       |
|  |           |          |   |                           | <b>Grand Total</b>                 | \$353,503.78 |

# Addendums