

**Manor Independent School District**  
**Manor Middle School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

“Manor ISD will ensure the social, emotional and academic development of every student through innovative opportunities.”

## Vision

Manor ISD strives for excellence through strong partnerships and a culture of continuous improvement resulting in innovative, proficient, empowered, forward-looking students.



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Campus Population: 734 students

6th Grade: 255 students

7th Grade: 219 students

8th Grade: 260 students

AA:

Hisp

White

AI

Asian

PI

Two or More

SpEd

Eco Dis

ELL

GT

## At Risk

Demographic Change 3-5 Year: 2017-18 school year, district opened new campus dropping MMS population by 300 students.

Enrollment continues to increase with City of Manor Growth

Mobility rate: 13.2%, Social Services on campus help with transition, truancy office, Campus Teaming Time in place to make parental contact and discuss any issues.

MIgrant Students: \_\_\_\_\_, Students withdrawl in spring semester and return in the fall.

Dropout Rates: 0.1%, 2018-19 Two students were classified as dropout. No trend in student groups. Principal and parent volunteers work on reaching out and tracking down students. Teaming time is utilized to discuss any issues and campus RtI team and attendance team meetings.

Use state indicators to code at-risk. State Comp Ed funds intervention programs are used to help at-risk students. 80% participation in intervention programs.

SpEd seems to be overpopulated with AA students.

Attendance Rates: Campus \_\_\_\_; 6th Grade \_\_\_\_\_, 7th Grade \_\_\_\_\_; 8th Grade \_\_\_\_\_; Attendance rate remains around 95%, We host campus attendance incentives and target low-attendance days to encourage students to come to school. Campus tracks attendance daily and announces attendance to students.

Campus continues to struggle with tardiness. Late busing causes tardiness to 1st and early pickups cause loss of instructional time during the last period of the day.

ELL: Newcomer classes to all 1st year or beginner students. ELL Reading elective for intermediate students.

Teacher demographics do not match student demographics. The staff is predominantly White, about one-third Hispanic, and about one-fifth African American

Average sized class is 25.

## Demographics Strengths

Our staff includes more males in the profession. We have more bilingual staff. We have fewer novice teachers. We have a low dropout rate. We retained more staff and included a new IC position.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** MMS has a diverse population of students, but the campus does not have effective means to communicate with families in home languages. **Root Cause:** Demographics of role-models on campus do not reflect student demographics.

**Problem Statement 2:** MMS students are majority (2/3) Hispanic with one-third English Language Learners, but the campus has not been able to overcome the language barrier during instruction. **Root Cause:** Staff lacks tools to overcome language barriers to convey content knowledge at the appropriate level of cognitive demand.

# Student Achievement

## Student Achievement Summary

Overall Campus Achievement:

| Grade/Test | App | Meets | Masters |
|------------|-----|-------|---------|
| 6 Reading  | 42  | 14    | 3       |
| 6 Math     | 50  | 14    | 2       |
| 7 Reading  | 42  | 16    | 6       |
| 7 Math     | 37  | 9     | 1       |
| 7 Writing  | 31  | 10    | 1       |
| 8 Reading  | 50  | 21    | 9       |
| 8 Math     | 41  | 5     | 0       |
| Algebra    | 96  | 65    | 20      |
| 8 Science  | 52  | 25    | 11      |

8 Social Studies: App 26, Meet 5, Masters 1

Overall Campus trends:

SpEd data is lagging.

7th Grade boys outperformed girls.

ELLs did not score well on any tests

Number of students Meeting and Mastering are low across all subjects. (Algebra, Science, and 8th Reading are doing better here)

SpEd students did not meet growth expectations. ELLs did not meet growth expectations.

Algebra students exceeded growth in the level 3 category, 8th Science exceeded growth in level 3 category.

6th Grade reading scores have declined, 6th Math scores have remained the same



7th Grade reading scores have declined, 7th Math scores have declined, 7th Writing has sharply declined

8th Reading scores \_\_\_\_\_, 8th Math scores \_\_\_\_\_, 8th Science scores have declined, 8th Social Studies have sharply declined.

Algebra Scores have remained the same.

Areas of low performance are Social Studies, Writing, 7th Math

Accelerated Instruction is being addressed by small group instruction, interventions, and tutorials.

Student needs are identified through PLC data analysis and teaming meetings.

There is a mismatch between student assessment scores and report card scores.

In general committee decisions are not communicated effectively to benefit students.

RtI is in the beginning stages and being refined this year.

Course failures were mostly in 7th grade where many novice teachers were populated.

Classroom observations indicated that classrooms with poor management and lack of instructional strategies yield more course failures.

Small group instruction and campus tutoring is in place to address loss of instruction.

### **Student Achievement Strengths**

In Math our completing 8th grade cohort - scored 6th grade 50, 7th grade 38, 8th grade 60 (We recovered loss of instruction in 7th grade and made growth)

In Reading our completing 8th grade cohort - scored 6th grade 50, 7th grade 51, 8th grade 68

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Approximately 50% of students are passing the Reading and Math tests, indicating a need for all staff to use strategies for reading, writing, and problem solving. **Root Cause:** Literacy and numeracy skills are low.

# Comprehensive Needs Assessment Data Documentation

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

# Goals

## Goal 1: Be a district of choice in this Texas Region based on student success

**Performance Objective 1:** Improve the campus instructional program to increase the number of students that Meet grade level by ten percent in each content.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

| Strategy Description   | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|---------|-----------------------------------|-----------|-----|-----|-----------|
|  |         |                                   | Formative |     |     | Summative |
|  |         |                                   | Oct       | Jan | Mar | May       |
| 1) Implement campus wide problem solving strategy, reading strategy, and writing strategy.                         |         |                                   |           |     |     |           |
| 2) Create and monitor priority pacing for each content.  |         |                                   |           |     |     |           |
| 3) hold weekly instructional leadership meeting to review lesson artifacts for cognitive complexity and alignment. |         |                                   |           |     |     |           |
| = Accomplished               = Continue/Modify               = No Progress               = Discontinue             |         |                                   |           |     |     |           |

**Goal 1:** Be a district of choice in this Texas Region based on student success

**Performance Objective 2:** Successfully apply for International Baccalaureate (IB) Candidacy.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

| Strategy Description  | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|---------|-----------------------------------|-----------|-----|-----|-----------|
|   |         |                                   | Formative |     |     | Summative |
|   |         |                                   | Oct       | Jan | Mar | May       |
| 1) Conduct a one-day site workshop Category one training.   |         |                                   |           |     |     |           |
| 2) Participate in two-day consultation pre-application visit.                                       |         |                                   |           |     |     |           |
| 3) Complete application for candidacy to become an IB school.                                       |         |                                   |           |     |     |           |
| = Accomplished              = Continue/Modify              = No Progress              = Discontinue |         |                                   |           |     |     |           |

# Goal 2: Serve internal and external customers in partnership to support the highest levels of student success

Performance Objective 1: Increase home-to-school connection.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

| Strategy Description  | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|---------|-----------------------------------|-----------|-----|-----|-----------|
|   |         |                                   | Formative |     |     | Summative |
|   |         |                                   | Oct       | Jan | Mar | May       |
| 1) Implement take home folder routine to include school calendars, parent education, and other important information.     |         |                                   |           |     |     |           |
| 2) Hold at least two open house nights that include IB, Academics, College/Career/Military Readiness, and Literacy focus. |         |                                   |           |     |     |           |
| = Accomplished               = Continue/Modify               = No Progress               = Discontinue                    |         |                                   |           |     |     |           |

**Goal 2:** Serve internal and external customers in partnership to support the highest levels of student success

**Performance Objective 2:** Implement campus wide systems for students to own their learning.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

| Strategy Description  | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|---------|-----------------------------------|-----------|-----|-----|-----------|
|   |         |                                   | Formative |     |     | Summative |
|   |         |                                   | Oct       | Jan | Mar | May       |
| 1) Student data tracking folders  |         |                                   |           |     |     |           |
| 2) Weekly grade checking during advisory with communication log to parents.                               |         |                                   |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue |         |                                   |           |     |     |           |

**Goal 2:** Serve internal and external customers in partnership to support the highest levels of student success

**Performance Objective 3:** Implement campus programs to increase community and parental involvement.

**Evaluation Data Source(s) 3:** Campus mentoring program & Parent volunteer programs

**Summative Evaluation 3:**

| Strategy Description  | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|---------|-----------------------------------|-----------|-----|-----|-----------|
|   |         |                                   | Formative |     |     | Summative |
|   |         |                                   | Oct       | Jan | Mar | May       |
| 1) Implement a campus wide mentoring program.   |         |                                   |           |     |     |           |
| 2) Implement parent volunteer programs.   |         |                                   |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue |         |                                   |           |     |     |           |

# Goal 3: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 1: Implement IB practices campus wide

Evaluation Data Source(s) 1:

Summative Evaluation 1:

| Strategy Description  | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|---------|-----------------------------------|-----------|-----|-----|-----------|
|   |         |                                   | Formative |     |     | Summative |
|   |         |                                   | Oct       | Jan | Mar | May       |
| 1) Incorporate learner profile in all aspects of school life, including on agendas, announcements, and awards ceremonies. |         |                                   |           |     |     |           |
| 2) Organize a community wide service project (Love Manor or Manor Matters)  |         |                                   |           |     |     |           |
| 3) Provide PD through PLC on inquiry-based teaching strategies and provide feedback on implementation.                    |         |                                   |           |     |     |           |
| 4) Generate and deliver two interdisciplinary units of study.   |         |                                   |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue                 |         |                                   |           |     |     |           |



**Goal 3:** Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

**Performance Objective 2:** Add high interest learning opportunities for students

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

| Strategy Description  | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|---------|-----------------------------------|-----------|-----|-----|-----------|
|   |         |                                   | Formative |     |     | Summative |
|   |         |                                   | Oct       | Jan | Mar | May       |
| 1) Add on to the MMS outdoor learning center.   |         |                                   |           |     |     |           |
| 2) Increase level of production of MMS broadcast program.   |         |                                   |           |     |     |           |
| 3) Add non-content specific after school clubs to engage students, such as dance, photography, american sign language, etc. |         |                                   |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue                   |         |                                   |           |     |     |           |

**Goal 3:** Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

**Performance Objective 3:** Close performance gaps for targeted student groups.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

| Strategy Description  | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|---------|-----------------------------------|-----------|-----|-----|-----------|
|   |         |                                   | Formative |     |     | Summative |
|   |         |                                   | Oct       | Jan | Mar | May       |
| 1) Advisory lessons and homework that focus on literacy and numeracy.                                     |         |                                   |           |     |     |           |
| 2) After school tutorials for each tested content area one day a week.                                    |         |                                   |           |     |     |           |
| 3) Pull out interventions in Math, Reading, Science, Social Studies.                                      |         |                                   |           |     |     |           |
| 4) Saturday STAAR Camps, 3 per tested content area.   |         |                                   |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue |         |                                   |           |     |     |           |

# Goal 4: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

**Performance Objective 1:** Provide students opportunities to master grade level content.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

| Strategy Description  | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|---------|-----------------------------------|-----------|-----|-----|-----------|
|   |         |                                   | Formative |     |     | Summative |
|   |         |                                   | Oct       | Jan | Mar | May       |
| 1) Add staff allocations for Reading to focus on literacy and Math Plus for students struggling in Math.                  |         |                                   |           |     |     |           |
| 2) For Math Plus, create scope and sequence that builds foundational skills while reinforcing grade level content.        |         |                                   |           |     |     |           |
| 3) For Reading, create a scope and sequence that builds reading fluency and lexile while reinforcing grade level content. |         |                                   |           |     |     |           |
| = Accomplished               = Continue/Modify               = No Progress               = Discontinue                    |         |                                   |           |     |     |           |

**Goal 4:** Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

**Performance Objective 2:** Provide instructional resources that challenge students.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

| Strategy Description  | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|---------|-----------------------------------|-----------|-----|-----|-----------|
|   |         |                                   | Formative |     |     | Summative |
|   |         |                                   | Oct       | Jan | Mar | May       |
| 1) All instructional resources will be aligned to state standards.  |         |                                   |           |     |     |           |
| 2) Provide opportunities for grade levels and content levels to discuss resource allocation and purchasing. |         |                                   |           |     |     |           |

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

# Goal 5: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

**Performance Objective 1:** Instructional leadership team will create and implement structures for consistent classroom observations, coaching, embedded PD, reflection, and will track both the number of walk throughs and the actions taken.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

| Strategy Description  | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|---------|-----------------------------------|-----------|-----|-----|-----------|
|   |         |                                   | Formative |     |     | Summative |
|   |         |                                   | Oct       | Jan | Mar | May       |
| 1) Immediate feedback forms in all classrooms.  |         |                                   |           |     |     |           |
| 2) Video observation protocol created and implemented.  |         |                                   |           |     |     |           |
| 3) Create and implement a PLC PD and calendar.  |         |                                   |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue |         |                                   |           |     |     |           |

**Goal 5:** Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

**Performance Objective 2:** Capturing Kids Hearts training and implementation

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

| Strategy Description  | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|---------|-----------------------------------|-----------|-----|-----|-----------|
|   |         |                                   | Formative |     |     | Summative |
|   |         |                                   | Oct       | Jan | Mar | May       |
| 1) Greet students at the entry of each class each period.   |         |                                   |           |     |     |           |
| 2) All classes incorporate good things to build relationships.                                      |         |                                   |           |     |     |           |
| 3) All staff will utilize the four questions when redirecting student misbehavior.                  |         |                                   |           |     |     |           |
| = Accomplished              = Continue/Modify              = No Progress              = Discontinue |         |                                   |           |     |     |           |

**Goal 5:** Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

**Performance Objective 3:** Monthly teacher spotlights to share best practices and innovative teaching methods.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**