

Manor Independent School District
Manor Middle School
2024-2025 Campus Improvement Plan



Mission Statement

Manor Middle School Mission Statement

Together we will ensure the emotional and academic development of motivated and hardworking stakeholders who are committed to continuous improvement while working together to inspire and empower tomorrow's leaders.

Vision

Manor Middle School Vision Statement

At MMS, we embrace diversity, teamwork, and community to prepare our students for high school, post-secondary, and career success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Manor Middle School serves 6-8 grade. MMS has 565 students. 20% of the population is African American, 68% of the population is Hispanic, 5% of the population is White, 2% is Asian. 48% of our scholars are labeled emergent bilingual and 13% received Special Education services. Manor Middle School is adding 6th grade. This is the first time since the 2020-2021 school year that MMS will serve 6th-grade scholars. Our 6th and 7th grade scholars are new to Manor Middle School for the 2024-2025 school year. During the 2024-2025 school year, Manor Middle School added 22 new teachers. Ten of the new teachers are 6th-grade teachers.

Demographics Strengths

Our scholars who are newcomers to the United States increased from 0% of our scholars meeting approach standards or higher in the 2023 ELA STAAR test to 11% of our scholars approaching standards or above for the 2024 STAAR test.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): MMS Had an increase of 11% in their discipline referrals during the 2023-2024 School Year **Root Cause:** The administration did not monitor qualitative and quantitative data which indicated that teachers needed additional training on tier 1 teaching

Student Learning

Student Learning Summary

	EOC Performance			
	Approaches	Meets	Masters	
English 1	69%	41%	4%	
Algebra 1	90%	43%	7%	
Biology	72%	19%	0%	

	STAAR Performance			
Assessment and Grade	Approaches	Meets	Masters	
RLA 7	0	0	0-	
RLA 8	42%	13%	2%	
Math 7	20%	12%	6%	
Math 8	26%	4%	1%	
Science 8	19%	6%	0%	
Social Studies 8	32%	10%	3%	

			Iready BOY				
Grade and Content Area	Mid or Above Grade Level	Early on Grade Level	One Grade Level Behind	Two Grade Levels Behind	Three Grade Levels Behind		
6 RLA	4%	1%	19%	15%	60%		
7 RLA	4%	6%	9%	11%	71%		
8 RLA	5%	5%	10%	5%	75%		

			Iready BOY				
6 Math	1%	9%	30%	16%	44%		
7 Math	1%	7%	14%	15%	63%		
8 Math	6%	5%	16%	14%	60%		

Student Learning Strengths

We saw growth in our Algebra 1 assessment. We had a 14-point gain on the Algebra 1 STAAR test.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MMS 8th grade ELA scored 21% less in 2024 than they did on the 2023 ELA STAAR. **Root Cause:** The administration did not ensure everyone was on the same page regarding systems and expectations. [Established this by creating expectations with the team. Previously, the administration maintained expectations even when fielding complaints and resistance.]

Problem Statement 2 (Prioritized): MMS 8th grade Math scored 17% less in 2024 than they did on the 2023 Math STAAR. **Root Cause:** Failure to address the qualitative data which proved a lack of understanding and adherence to internalization protocols.

Priority Problem Statements

Problem Statement 1: MMS 8th grade ELA scored 21% less in 2024 than they did on the 2023 ELA STAAR.

Root Cause 1: The administration did not ensure everyone was on the same page regarding systems and expectations. [Established this by creating expectations with the team. Previously, the administration maintained expectations even when fielding complaints and resistance.]

Problem Statement 1 Areas: Student Learning

Problem Statement 2: MMS 8th grade Math scored 17% less in 2024 than they did on the 2023 Math STAAR

Root Cause 2: Failure to address the qualitative data which proved a lack of understanding and adherence to internalization protocols.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 62% of people who responded to the principal perception survey indicated that MMS had a positive working environment.

Root Cause 3: Staffing issues with the administrative team and a disconnect between teaching staff and administration.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Weekly CFA tests are not always aligned with the day-to-day instruction scholars receive in their classes.

Root Cause 4: The over-reliance on weekly CFA data to measure the day-to-day learning of scholars.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: MMS Had an increase of 11% in their discipline referrals during the 2023-2024 School Year

Root Cause 5: The administration did not monitor qualitative and quantitative data which indicated that teachers needed additional training on tier 1 teaching

Problem Statement 5 Areas: Demographics

Goals

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 1: By the end of the 2024-2025 school year, 40% of scholars will Meet or exceed grade-level requirements on the ELA State Assessment.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR test, Benchmark assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: By the end of the 2024-2025 school year, 90% of MMS teachers will monitor scholar learning through the use of strategic monitoring in 80% of their classes</p> <p>Strategy's Expected Result/Impact: A fluid and concise response to scholar learning</p> <p>Staff Responsible for Monitoring: Department chairs, administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Local Funds</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: MMS will create a math intervention class for scholars identified who need assistance on state assessments and benchmarks.</p> <p>Strategy's Expected Result/Impact: This will ensure each individual scholar will meet their growth measure on the STAAR assessment by showing one academic year's worth of growth by the time they take their state assessment.</p> <p>Staff Responsible for Monitoring: Interventionist/API</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: By the end of the 2024-205 school year, all Novice Teachers and teachers identified as needing classroom management assistance will receive bi-weekly classroom management training from exemplary teachers. MMS is following the Get Better Faster scope and sequence for the classroom management professional learning. Teachers attending this training are identified using classroom observations, STAAR Tests, and Common Formative Assessments.</p> <p>Strategy's Expected Result/Impact: Teachers who are struggling with classroom management will receive assistance. This will ensure scholars in their classes are successful.</p> <p>Staff Responsible for Monitoring: Principal/Interventionist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: By the end of the 2024-2025 school year, 100% of core academic teachers will create questions aligned to the success criteria of each lesson. Teachers will strategically monitor these questions. Teachers will analyze how scholars responded to these questions during their PLC. Teachers will adjust their instruction after analyzing student performance on their we do.</p> <p>Strategy's Expected Result/Impact: Teachers will quickly respond to scholar's misconceptions, increasing student mastery.</p> <p>Staff Responsible for Monitoring: Department Chairs</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: MMS will partner with an outside vendor to provide tutoring in Math and ELA during the school day</p> <p>Strategy's Expected Result/Impact: Scholars will receive additional assistance in Math and ELA</p> <p>Staff Responsible for Monitoring: Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: The Manor Middle School leadership will receive Bi-Weekly coaching from MGM Consulting rep Missy Wright. This consists of Biweekly meetings and classroom walks with MGW Consulting Rep, Missy Wright. The focus is on growing the capacity of teachers and the principal's instructional leadership utilizing Get-Better-Faster Scope and Sequence focusing on providing high-quality face-to-face feedback</p> <p>Strategy's Expected Result/Impact: This will grow the capacity of my teaching staff.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: MMS 8th grade ELA scored 21% less in 2024 than they did on the 2023 ELA STAAR. Root Cause: The administration did not ensure everyone was on the same page regarding systems and expectations. [Established this by creating expectations with the team. Previously, the administration maintained expectations even when fielding complaints and resistance.]</p>
<p>Problem Statement 2: MMS 8th grade Math scored 17% less in 2024 than they did on the 2023 Math STAAR. Root Cause: Failure to address the qualitative data which proved a lack of understanding and adherence to internalization protocols.</p>

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 2: By the end of the 2024-2025 school year, MMS will increase its average daily attendance from 90% to 93%.

High Priority

Evaluation Data Sources: MMS Attendance Rate

Strategy 1 Details	Reviews			
<p>Strategy 1: MMS will contact the parents of all scholars who miss one or more classes. Strategy's Expected Result/Impact: Attendance rates will improve due to continuous contact from the teachers with families regarding scholar attendance. Staff Responsible for Monitoring: Attendance Clerk/Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By the end of the 2024-2025 school year, MMS will create grade-level incentives for grade-levels which have a 96% attendance rate or higher. Strategy's Expected Result/Impact: Students will attend school at higher rates. Staff Responsible for Monitoring: Principal/API/Attendance Clerk</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: MMS Attendance team will provide targeted intervention plans for any scholars with excessive absences flagged by A2A reporting. The student's classroom teacher will call home when scholars miss two days. After three absences, the families and they will receive a warning letter from A2A. If parents do not provide excuses for their student's absences after receiving two warning letters, our attendance clerk will contact the families. After the attendance clerk contacts the parents and they are not able to provide an excuse, we will schedule an in-person meeting. If the scholar has additional unexcused absences after the in-person meeting, we will place the scholar on a 45 day contact. If the scholar continues to receive unexcused absences after they are placed on the 45-day contract, we will refer the scholar to the truancy department.</p> <p>Strategy's Expected Result/Impact: Attendance rates will improve due to targeted interventions and family conferences for scholars who frequently miss school.</p> <p>Staff Responsible for Monitoring: Department Chair/API</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: MMS will contract with the Council for at Risk Youth to provide behavioral interventions for scholars who have been identified as at-risk.</p> <p>Strategy's Expected Result/Impact: Students will receive interventions which will increase their time in class and on-campus.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: 1 - State Compensatory Education - \$6,500</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: MMS Had an increase of 11% in their discipline referrals during the 2023-2024 School Year **Root Cause:** The administration did not monitor qualitative and quantitative data which indicated that teachers needed additional training on tier 1 teaching

Student Learning

Problem Statement 1: MMS 8th grade ELA scored 21% less in 2024 than they did on the 2023 ELA STAAR. **Root Cause:** The administration did not ensure everyone was on the same page regarding systems and expectations. [Established this by creating expectations with the team. Previously, the administration maintained expectations even when fielding complaints and resistance.]

Problem Statement 2: MMS 8th grade Math scored 17% less in 2024 than they did on the 2023 Math STAAR **Root Cause:** Failure to address the qualitative data which proved a lack of understanding and adherence to internalization protocols.

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 3: By the end of the 2024-2025 school year, 30% of scholars will meet or exceed grade-level requirements on the Math state assessment

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Test, Benchmarks, CFAs

Strategy 1 Details	Reviews			
<p>Strategy 1: By the end of the 2024-2025 school year, scholars who demonstrate the need for additional assistance in Math and ELA will receive additional assistance through their advisory class. Scholars are identified for additional assistance by their performance on the 2024 Math and ELA spring STAAR tests.</p> <p>Strategy's Expected Result/Impact: Scholars who did not master the STAAR test will receive additional support for their ELA and math classes</p> <p>Staff Responsible for Monitoring: Counselors/API/Department Chairs</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MMS will go from 80% of their teachers using their HQIMs during the 2023-2024 school year to 100% of core content teachers using their HQIMs by the end of the 2024-2025 school year,</p> <p>Strategy's Expected Result/Impact: Teachers will become more proficient at their craft. This will allow teachers to focus on instructional delivery in their planning meetings.</p> <p>Staff Responsible for Monitoring: Department Chairs/API</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: By the end of the 2024-2025 school year, 80% of all teachers will complete a total participation technique during the "I-do" section of their lesson.</p> <p>Strategy's Expected Result/Impact: Students will become more engaged in their classes. That will help teachers to monitor and adjust their instruction</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 100 % of core content teachers will analyze weekly tier 1 formative assessment student data and student artifacts in PLCs. This will take place each Friday during their PLC time.</p> <p>The re-teach will take place the following week and is noted in the teacher's lesson plans. Afterwards, teachers will retest scholars to ensure misconceptions were cleared and content was successfully acquired after each reteach</p> <p>Strategy's Expected Result/Impact: Scholars who do not do well on the first teach, will receive additional instruction.</p> <p>Staff Responsible for Monitoring: Admin/department chairs</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: 100% of core content teachers will analyze how the standards are tested to inform essential instructional moves, deconstruct the standard, and identify the verbs and nouns. This will take place on Monday's during their PLC time. This is noted by the lesson frames in their lesson plans.</p> <p>Strategy's Expected Result/Impact: Teachers will gain a deeper understanding of the standard</p> <p>Staff Responsible for Monitoring: Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: By the end of the 2024-2025 school year, 80% of core content teachers will conduct small-group instruction within their classes during the "You-do" section of their lesson</p> <p>Strategy's Expected Result/Impact: Scholars will receive individual assistance with concepts they did not master during the "I-do" and "we-do" portion of the first teach.</p> <p>Staff Responsible for Monitoring: admin</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: MMS 8th grade ELA scored 21% less in 2024 than they did on the 2023 ELA STAAR. Root Cause: The administration did not ensure everyone was on the same page regarding systems and expectations. [Established this by creating expectations with the team. Previously, the administration maintained expectations even when fielding complaints and resistance.]</p> <p>Problem Statement 2: MMS 8th grade Math scored 17% less in 2024 than they did on the 2023 Math STAAR. Root Cause: Failure to address the qualitative data which proved a lack of understanding and adherence to internalization protocols.</p>

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: By the end of the 2024-2025 school year, MMS will communicate with 100% of our families weekly, using multiple communication methods.

High Priority

HB3 Goal

Evaluation Data Sources: Parent engagement surveys, newsletter views, and message activity in Talking Points.

Strategy 1 Details	Reviews			
Strategy 1: MMS Will send a weekly newsletter to all families Strategy's Expected Result/Impact: Families will remain engaged with the campus. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

Performance Objective 1: By the end of the 2024-2025 school year, MMS will provide multiple opportunities for all parents to interact with the campus. Using in-person and virtual meetings, 80% of MMS families will engage in opportunities with MMS.

High Priority

Evaluation Data Sources: Surveys, sign-in sheets, communication logs

Strategy 1 Details	Reviews			
<p>Strategy 1: By the end of the 2024-2025 school year, MMS will host two events in the fall and two in the spring.</p> <p>Strategy's Expected Result/Impact: Parents will develop a connection to the campus</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: 62% of people who responded to the principal perception survey indicated that MMS had a positive working environment. Root Cause: Staffing issues with the administrative team and a disconnect between teaching staff and administration.</p>

Goal 4: By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

Performance Objective 1: By the end of the 2024-2025 school year, 100% of MMS scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports

High Priority

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: By the end of the 2024-2025 school year, 100% of students at MMS will receive a chromebook.</p> <p>Strategy's Expected Result/Impact: Scholars will access the digital curriculum</p> <p>Staff Responsible for Monitoring: AP/Department Chairs</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: MMS Had an increase of 11% in their discipline referrals during the 2023-2024 School Year Root Cause: The administration did not monitor qualitative and quantitative data which indicated that teachers needed additional training on tier 1 teaching</p>

Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 1: MMS will ensure that all building entries/exits are secured at all times, that the installation of security doors in the front office is completed, and that security cameras are properly functioning.

Evaluation Data Sources: Emergency Drill exit/entry times

Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 2: The Campus Police Officer and security officer will check each of our 29 doors four times every day.

High Priority

Evaluation Data Sources: Observations

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.

Performance Objective 1: At the end of the 2024-2025 school year, 80% of staff members will recommend MMS as a place of employment to a friend.

High Priority

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: MMS will highlight a monthly spotlight teacher to celebrate teacher and student growth</p> <p>Strategy's Expected Result/Impact: This will increase morale</p> <p>Staff Responsible for Monitoring: Principal/API</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: At MMS, the leadership team will schedule and execute monthly staff appreciation events, including themed appreciation days and Teacher of the Week/Month/Year</p> <p>Strategy's Expected Result/Impact: Increased Morale</p> <p>Staff Responsible for Monitoring: Admin/Restorative Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: During the 2024-2025 school year, the MMS administrative team will partner with the Region 13 Leadership Collaborative Network.</p> <p>Strategy's Expected Result/Impact: The administrative team will engage with fellow leaders, benefiting from shared insights and experiences.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: By the end of the 2024-2025 school year, 100% of MMS core content teachers will receive aggressive monitoring and small group-instruction training once a month during their Wednesday PLC meeting.</p> <p>Strategy's Expected Result/Impact: Teachers will become proficient at running small groups and completing aggressive monitoring within their classes.</p> <p>Staff Responsible for Monitoring: Interventionist</p>	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: MMS 8th grade ELA scored 21% less in 2024 than they did on the 2023 ELA STAAR. Root Cause: The administration did not ensure everyone was on the same page regarding systems and expectations. [Established this by creating expectations with the team. Previously, the administration maintained expectations even when fielding complaints and resistance.]</p>
Perceptions
<p>Problem Statement 1: 62% of people who responded to the principal perception survey indicated that MMS had a positive working environment. Root Cause: Staffing issues with the administrative team and a disconnect between teaching staff and administration.</p>