

Abilene Independent School District
Mann Middle School
2021-2022 Campus Improvement Plan

Mission Statement

AISD engages and empowers each student to be contributing, responsible citizens who reach their full potential through relevant, innovative and rigorous learning experiences.

Vision

Inspired, skilled, engaged and empowered students make a difference in the world.

Core Beliefs

- Deep learning involves critical thinking, collaboration and problem solving.
- Relevant and meaningful student experiences are the core of the modern classroom.
- Initiative, innovation, a strong work ethic and entrepreneurial spirit are life skills each student needs.
- The cultivation of each student's strengths and passions leads to success.
- Respect, care and having high expectations for each student is the foundation for learning.

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Comprehensive Needs Assessment

Revised/Approved: June 14, 2021

Demographics

Demographics Summary

Planning for 2021-22 we currently have 868 students pre-enrolled which is lower than the 916 from the last day of May 2021. By demographics Of those students, approximately 75% will be free or reduced lunch. 15% will be Special Education and another 5% will be 504 and 8% will be homeless. Over 12% of our students are projected to be G/T. Ethnic demographics are stable with over 50% Hispanic, 30% White, 12% African American. The STAAR performance from Spring 2021 indicates district level performance in every grade level and category except 8th U.S. History in which one of the teachers passed away from COVID in the middle of the year and 8th grade math. We will make math the targeted area for 2021-22 with some revisions in acceleration and instruction to support this year's cohort.

2021 staff attrition was low with 4 retirements and 4 teachers moving for promotion or changing jobs and one staying home with a baby. Staff was also reduced for new staffing formulas and to accommodate the lower predicted numbers in 6th grade. End of year staff surveys indicated job satisfaction (even with stress from COVID required practices) and a desire to focus on supporting students with attention and rewards/celebrations for successful work at school. Teacher requests for staff development were focused on differentiation, using data to inform instruction and continuing use of technology to support instruction.

During the past year enrollment was between 926 and 916 with between 140 and 100 students participating online. Student referrals to district social workers was frequent with first and secondary trauma for students and families dealing with COVID, the loss of a teacher, financial hardships and family instabilities from job losses or death/illness in the family. Attendance averaged 93% which was lower than past years and student quarantine and illness were factors.

2021-22 we are planning procedures for guests in the building and parent interactions for things like parent conferences and student celebrations which were limited 2020-21.

Demographics Strengths

Consistent faculty and retention is a strength. Teacher relationships with students is high and reflected in 4 teachers being selected by Arrow Ford for Teacher Tribute (the highest in the Big Country.)

Over 40% of the students consistently earned all As or A/B for each six weeks. Participation in athletics and academic UIL and fine arts was high and all groups consistently won recognition for winning district competitions or UIL competitions sweepstakes.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student engagement and participation was lower than normal with 93% attendance average. **Root Cause:** Student apathy, home-life instability and difficulties connecting at school with high levels of student and staff stress were factors that made school hard for some students and staff.

Student Learning

Student Learning Summary

2020-21 6th grade STAAR scores in math and reading were reflective of district performances. Of the 300 6th graders, over 60 needed accommodations for Special Education and most were for reading accommodations.

2020-21 7th grade average scores were reflective of district performance. Pre-Ap 7th grade scores were significantly lower than any year before. Adjustments to the master schedule were made for an extra option class to support Algebra pre-requisites and those students met standard at 80% which was higher than the district even though the class was only 3 months before testing. Students participating in the class indicated they felt prepared for the STAAR and anticipate success in Algebra.

8th grade math had a very low passing rate for STAAR compared to the district although the Algebra students were at 93% Approaches.

Student performance in Masters is not reflective of the number of students participating in Pre-AP classes.

Student Learning Strengths

Although 6th grade had a high percentage of Special Education accommodations (20%), their math and reading scores were at district standards.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 8th grade struggled with math and performed much lower than the district on the STAAR. **Root Cause:** Student engagement and consistent instruction was difficult with changes from online to in class instruction. Class sizes were very large in face to face 8th grade math because we dedicated a teacher to online learning. 8th grade also struggled as a significant relationship was lost when we experienced the death of an 8th grade teacher mid year.

Problem Statement 2: Pre-Ap class participation is high but STAAR mastery scores are not reflective of the numbers enrolled in those classes. **Root Cause:** Differentiation is needed for G/T students with higher rigor applied to Pre-AP coursework.

School Processes & Programs

School Processes & Programs Summary

2020-21 was the first year to utilize three Assistant Principals to serve one grade level each and support one core content area for vertical support. Students, parents and teachers connected with one central grade level person for student academic, social/emotional and behavioral supports. In grades 6 and 7 significant discipline was reduced as the year progressed. Although we had COVID implications with attendance and content engagement, over 40% of each grade level still earned A or A/B honor roll each six weeks. Grade level Assistant Principals also met with grade level teachers each month after school to support conversations regarding academic or behavioral needs.

2020-21 was the second year for our Pathways behavior intervention program partnered with RE-Boot. The two programs served students who had a significant violation of Student Code of Conduct or persistent behavior by providing long term (3 to 20 days) or short term (one class period) removal from the which included student and parent conversation regarding responsible behavior and restorative practices and goal setting or contracts for behavior. 50% of students who went to Pathways never went back for a second time for the entire year.

2020-21 was the first year we had three Special Education teachers who were assigned to serve one grade level each. These teachers facilitated inclusion support with one para per grade level and the teacher and also worked to case manage all SPED students for the grade level. Even though 6th grade had 20% students participating in Special Education, their math and reading scores were at or above the average for the district in 6th Reading and Math. 7th and 8th grade passing rates for Special Education student core content classes for the year were significantly higher than prior years.

Teacher Summer Staff Development for summer 2021 is focused on differentiation, implementing technology for student success, using data to drive instruction and trauma informed care.

Social Emotional Self-Care was taught through a new program called Second Step during homeroom. Implementation for the 26 lessons during homeroom was difficult for substitutes as it took a log-in not given to substitutes and subs were not trained in how to access the program or use its tools. We are working on creating ways to provide access and understanding through our substitute folders given at the beginning of the day.

School Processes & Programs Strengths

Special Education structure supports student success.

Assistant Principal structure allows focus on academic and behavior and attendance for consistency.

Behavior interventions allow for multiple strategies to support student struggles to successfully engage in class and campus procedures and expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student behaviors were more extreme due to first or secondary trauma for a variety of circumstances (COVID health concerns or implications, financial stresses at home, uncertainty in school or life and barriers to connect in relationships like masks or distancing.) Academic loss and struggles became more evident throughout the year which manifest for some students in behavior issues. **Root Cause:** Our educational system was as proactive as possible but too many factors were inconsistent because of COVID trauma which is still affecting students lives, behaviors and academic performance. Academic gaps caused student anxiety or disengagement and the campus has to have sources of support for each student's need.

Perceptions

Perceptions Summary

Teacher end of year surveys indicate a desire to create more opportunities to focus on student celebrations for success at school. Teachers also reflected that grade level team conversations helped support students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Observation Survey results
- Grades that measure student performance based on the TEKS

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, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data







Goals

Revised/Approved: June 14, 2021

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 1: Teachers and administrative team will meet in grade level team meetings to continue academic and behavioral interventions and plan for celebrations for success monthly. Student celebrations will be scheduled for a minimum of one a six weeks and decrease tardies and referrals by 10% as compared to the same six weeks from the prior year. Academic interventions will result in a 5% higher passing rate than the same six weeks from the prior year.






Evaluation Data Sources: Agendas, scheduled interventions and celebrations

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly grade level meetings will focus on student success for academics, behavior, attendance, and social-emotional needs or interventions and celebrations of success.</p> <p>Strategy's Expected Result/Impact: Proactive intervention and scheduled celebrations will meet student needs for support and validation.</p> <p>Staff Responsible for Monitoring: Assistant principals, counselors, teachers and interventionists.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will collaborate in vertical teams to use MAP data, common assessments and embedded training to increase engagement and differentiation for all levels of students.</p> <p>Strategy's Expected Result/Impact: Lessons will be student centered to allow for maximized engagement through data driven planning and instruction.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, assistant principals, principal, teachers, and district curriculum staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 1: Foundations team will continue to meet once a month with a new component for planning student incentives and ways to encourage and support a positive campus culture. At least 80% of each grade level will successfully participate in planned incentives.






Evaluation Data Sources: Foundations meeting agendas, programming and student success events participation, student and staff surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Foundations team will continue to meet at least once a six weeks for common area expectations and create a sub-group focusing on positive culture and student success and incentives.</p> <p>Strategy's Expected Result/Impact: Increase positive campus culture and student encouragement for success in school focusing on citizenship, character, academics and behavior.</p> <p>Staff Responsible for Monitoring: Foundations team, principal, counselors and student representatives.</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 2: Increase parent connection to include at least 20% of our families through parent meetings and increased parent volunteers for campus events.






Evaluation Data Sources: Parent participation sign in sheets, parent surveys, parent meetings on campus.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will structure and invite parents to participate in scheduled activities and administrative meetings to provide feedback and participate in campus celebrations/events to increase positive culture and connectivity with families and staff.</p> <p>Strategy's Expected Result/Impact: Increased parent satisfaction and awareness of school and student opportunities.</p> <p>Staff Responsible for Monitoring: Principal, counselors, program directors.</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Build partnerships with local business and organizations.

Performance Objective 1: Campus will continue partnership with CIS for student and staff support resulting in 100 or more students receiving services.






Evaluation Data Sources: CIS quarterly reports, student attendance, discipline data, teacher referrals and student surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Communities in Schools representative will support at least one hundred students providing support for student success (academic, behavioral, social-emotional and attendance.)</p> <p>Strategy's Expected Result/Impact: Students will receive needed resources to be successful resulting in improved grades, attendance and behavior.</p> <p>Staff Responsible for Monitoring: CIS staff, counselors, teachers and administrative team.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 1: Campus will improve all forms of electronic communication including "sent messages" by 2 per month at a minimum through: website, Facebook, Instagram, email and Remind to consistently connect with all stakeholders (parents and community.)






Evaluation Data Sources: Electronic feedback indicating views or communications.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will update regularly all electronic media sources and send parent communications (Remind or email) monthly.</p> <p>Strategy's Expected Result/Impact: Parents and community stakeholders will be informed regularly increasing positive culture.</p> <p>Staff Responsible for Monitoring: Webmaster, administrators, and teachers.</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 2: Campus will continue the Mannouncements (two video announcements per week) and create and distribute at least one student publication per six weeks.






Evaluation Data Sources: Homeroom agendas and student responses and student publications.

Strategy 1 Details	Reviews			
<p>Strategy 1: Journalism classes will create video announcements and student publications to improve campus connections and school culture.</p> <p>Strategy's Expected Result/Impact: Increased positive culture through focus on student and staff successes and campus activities.</p> <p>Staff Responsible for Monitoring: Journalism teacher and class.</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 1: Improve 8th grade math STAAR performance at or above 70% Approaches Standard for the first administration of STAAR.






Evaluation Data Sources: STAAR scores, student benchmark data

Strategy 1 Details	Reviews			
<p>Strategy 1: Math courses and math labs will be re-structured for student support and remediation.</p> <p>Strategy's Expected Result/Impact: Increased 8th grade success on STAAR to meet or be above district performance.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, math teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	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 5: Meet or exceed all federal and state mandates.

Performance Objective 2: Special education teachers (one per grade level) will continue to partner with grade levels to meet student needs as indicated by student improvement in math and reading STAAR 5% above 2021 testing.

Evaluation Data Sources: Special Education student performance on MAP, benchmarks, common assessments and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Special education grade level teachers will continue to meet weekly with grade level core teachers to provide quality instruction and accommodations for Special Education students to ensure academic and behavioral supports for student success.</p> <p>Strategy's Expected Result/Impact: Increased Special Education student academic and behavior success.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Teachers, Special Education Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Addendums