



Mission Statement

Edward Manzano, Jr. Middle School empowers students to become lifelong learners and critical thinkers by providing an enthusiastic academic experience. Administration, teachers, parents, and the community collaborate relentlessly and encourage students to embrace their diverse learning abilities to succeed globally.

Vision Statement

Our students will become college graduates and successful contributors of society.

Manzano MS Aligned Goals 2014-2015

Updated 09/25/2014

"Ambitious goals and deep change are driving forces for the most powerful forms of professional development" (Sparks, 2002, p. 3-1).

| Age/ Grade Levels | System Aligned Goal/ Focus | Aligned Age/Grade Level Goal(s) | DATA INFORMED PLAN ACTION STEPS | | | |
|-------------------------|-------------------------------------|---|---|---|--|--|
| | | | Professional Development | Teacher Specialist Follow-up / COACHING | Leadership Responsibility | Classroom Implementation |
| Grades 6–8 | Comprehension / Fluency | Increase the number of students who achieve mastery so that 70% of students increase in comprehension as measured on items assessing Figure 19 on the 2014 STAAR assessment. This will ensure that students meet the four indices according to TEA standards. | <ul style="list-style-type: none"> • Planning for Sustainability – Reviewing TLI Routines & Strategies August 6, 2014 TOT August 19, 2014 • Making Connections Follow-up and Planning Training August 6, 2014 TOT ELA Department & District Science Department 6-12 August 20, 2014 • 2014 TLI Summer Institute Sharing Session August 6, 2014 TOT August 19, 2014 • Neuhaus Academy Vocabulary Training Grades 6-12 September 12, 2014 TOT ESL Teacher October 6, 2014 • Making Inferences & Predictions Follow-up and Planning September 24, 2014 TOT ELA Dept. October 8, 2014 • Language Enrichment II ELA 6-12 October 10, 2014 • Language Enrichment II ELA 6-12 November 13, 2014 • Region One Turn Around Training STAAR Strategies November 15, 2014 • Determining Importance & Summarizing Informational Text Part 2 November 19, 2014 • Determining Importance & Summarizing Informational Text Part 2 Follow-up and Planning January 9, 2015 • Language Enrichment II Accur/Automatic Decoding (ELA 6-12 online) January 28, 2015 • LE Consultation February 20, 2014; September 26, 2014 • EOY Data Analysis Meeting TOT May 7, 2015 • Summer Summit & Institute June 2015 | <ul style="list-style-type: none"> • Lead collaborative planning with grade groups of teachers to implement strategies learned in the trainings • Create observation checklists and a classroom visitation form • Demonstrate lessons • Co-teach lessons as required • Provide feedback to teachers on lessons observed using coaching model • Identify teachers who have demonstrated strong implementation. Schedule visits for other teachers to observe identified teachers in exemplar classrooms • Work collaboratively with other Teacher Specialists to ensure implementation is occurring in all classrooms • Work collaboratively with other Teacher Specialists to create additional supports and resources for implementation as required | <ul style="list-style-type: none"> • Attend and actively participate in the Professional Development sessions • Communicate expectations for implementation to teachers and Teacher Specialists • Share observation checklists and classroom visitation form with teachers prior to observations and use to observe implementation of practice • Schedule classroom observations with teachers and outline specifically what will be observed for and when • Provide constructive feedback to teachers following observations using coaching model • Facilitate sharing of observed practices between teachers and classrooms • CBLT Members will conduct class visits within their departments | Grades K-12 <ul style="list-style-type: none"> • Include strategies learned from the training in lesson planning • Implement strategies learned from the training in everyday classroom practice across all subject areas • Observe and document increase/improvement in student achievement • Reflect and refine practice until new strategies become standard practice • Word of the Week • Vocabulary Activities: Frayer Model, DOK • Accelerated Reader • TMSFA (7th grade) • Five step fluency program in all grade levels |



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| | | | Professional Development | Teacher Specialist Follow-up / COACHING | Leadership Responsibility | Classroom Implementation |
| Grades 6–8 | Comprehension / Fluency | | | <ul style="list-style-type: none">• Communicate with District Literacy Liaisons and the Texas Literacy Initiative Project Director on the status of implementation• DLLs will visit campuses for evidence of implementation of strategies and routines• Work collaboratively with District Curriculum Specialist to ensure Curriculum Writers include TLI Routines in their plans | <ul style="list-style-type: none">• Attend the 2014 Summit & Institute. Turn around information at campus trainings/meetings• Participate in Project Share modules supporting instruction• Participate and lead a book study focusing on effective literacy• Tutor Manzano students along with ELA Department to ensure growth with our ELL students• Host a Family Literacy Night for teachers, parents, and students | <ul style="list-style-type: none">• STAAR Writing Rubrics• DMS and Figure 19 (inferencing)• ELAR/CCRS/ELPS Std.• Interactive Reading Strategies• Learning from Text in the Various Academic Disciplines (Quick Write and Chunking) <hr/> <p>Student:</p> <ul style="list-style-type: none">• Include strategies learned from the training in lesson planning• Implement strategies learned from the training in everyday classroom practice across all subject areas (Cornell Notes, TALA Quick Writes)• Observe and document increase/improvement in student achievement• Reflect and refine practice until new strategies become standard practice |