

Manor Independent School District



Blake Manor Elementary

2026-2027 Campus Improvement Plan

Value Statement

At Blake Manor Elementary we are dedicated to the belief that each child will be provided opportunities to reach their full academic and social potential. In support of that belief, our staff is committed to doing the following:

- having high expectations for all of our learners
- providing a safe, caring and positive class atmosphere for all scholars
- implementing a rigorous core curriculum
- communicating with parents regularly regarding your child's progress

As a community focused on learning, we seek to develop the whole child and we believe children's emotional, social, academic and physical needs are equally great. We strive to create a culture where children are proud to be learners and understand the importance of review and reflection in the process of continual growth.

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Comprehensive Needs Assessment

Demographics

Summary

Blake Manor Elementary is dedicated to educating the whole child through authentic experiences in order to become lifelong learners that celebrate diversity and inclusion, while contributing to the larger community.

Our staff is dedicated to the belief that each child will be provided opportunities to reach their full academic and social potential. In support of that belief, our staff is committed to doing the following:

- having high expectations for all of our learners
- providing a safe, caring and positive class atmosphere for all scholars
- implementing rigorous core curriculum
- communicating with parents regularly regarding your child's progress

Blake Manor Elementary is a Title I campus that serves Pre-Kindergarten through 5th grade students. At the time of Fall snapshot, the campus enrollment was at 573 students. This is a decrease from the 599 students enrolled at the end of the 2024-2025 school year. BME still maintains a higher enrollment in comparison to the 403 students enrolled during the 2023-2024 school year prior to the rezoning that took place within the district.

Scholar enrollment at Blake Manor Elementary consists of the following demographic breakdown:

472 Hispanic (82%), 43 African American (8%), 36 White (6%), 15 Multi-Race (3%), 3 Asian (1%), 4 (1%) American Indian/Alaskan which consists of 503 (88%) identified as At-Risk and 479 (84%) Economically Disadvantaged. Our largest demographics are our Hispanic & African American students. Our campus consists of 373 (65%) emergent bilingual students that participate in our Dual Language 1-way and ESL programs. For the 2026-2027 school year, we will be begin transitioning our PreK & Kinder Dual Language 1 way classrooms to reflect the Dual Language 2-way program. Our campus bilingual programs will reflect the following: PreK & Kinder- Dual Language 2-way program, 1st-5th grades- Dual Language 1-way and/or ESL programs.

Our end-of-year attendance rate for the 2025-2026 school year was a 93%, which is an increase from the 92% in the 2024-2025 school year. The attendance trends that we've noticed is that attendance tends to fluctuate around holiday breaks, early release days, inclement weather, as we approach our end of the year and during flu and cold season. To support strong attendance, our Attendance Committee and Student Support Team meet bi-weekly to actively monitor data and implement interventions and incentives throughout the school year.

We use the district wide online management system Raaweek to monitor and track our attendance interventions, communications with families, documentation of identified barriers to attendance, and incentive efforts.

Staff demographic breakdown:

This school year with the increase in enrollment we had 35 teachers which included 25 general education classroom teachers, 2, ECSE teacher, 4 specials teachers, and 5 instructional support team (2-Special Education Resource/Inclusion, 1-Instructional Coach, 1-GT Teacher and 1-Bilingual Reading Interventionist). Our campus staff also included 8 instructional paraprofessionals, 1-registrar, 1-Sr. administrative assistant, 1- nurse, 1- counselor, 1-parent liaison, 1- admin, custodial and cafeteria staff.

Our retention rate for the 2025-2026 school year was 84% compared to the previous school year with a retention rate of 81%. Overall, the retention rate at BME is improving and trending up. This retention rate reflects the TASB Survey with regard to the following two indicators: I like the people I work with- 98%, My team works well together- 90%; I like the work that I do- 97%.

Community Stakeholders:

Manor ISD has a collaboration with Texas State for Teacher Residents to complete their student teaching on various elementary campuses and be eligible for recruitment to pursue a career with Manor ISD. During the 2025-2026 school year, we were able to hire two of the three Texas State Residents in January following graduation. Both teachers are fully certified and expected to return for the 2026-2027 school year.

Special Programs available to our scholars:

There are many opportunities for scholars to participate in special programs and extracurricular activities at BME. Programs offered include GT, UIL, Robotics, Chess, Choir, Future Librarians Club, Leadership Club, and Boys & Girls Club after school program.

Our campus has completed year 3 of our campus initiative with the implementation of the social-emotional learning curriculum- 7 Mindsets. All Pre-K through 5th grade students participate daily in this curriculum with their teacher and campus counselor to develop social-emotional skills. Each teacher provides daily lessons to their students during our social-emotional block in the master schedule. The counselor provides push-in guidance lessons, grade level assemblies following the completion of each Mindset, and small group or 1 to 1 guidance lessons/check-ins for our Tier2/Tier3 intervention supports. The curriculum has components for students, educators and parents/families.

Strengths

Strengths Attendance:

- Attendance increased from **92% to 93%**.
- The campus has an established Attendance Committee and Student Support Team.
- Teams meet bi-weekly to monitor attendance.
- RaaWee is used to document interventions, family communication, barriers, and incentives.
- The campus is already identifying predictable attendance dips around holidays, weather, illness, and the end of the year.

Strengths Staff Culture & Retention:

- Staff retention increased from **81% to 84%**.
- 98% of staff indicated, *"I like the people I work with."*
- 90% indicated, *"My team works well together."*
- 97% indicated, *"I like the work that I do."*
- The campus has successfully hired Texas State Teacher Residents.
- Two residents hired in January are returning for 2026–2027.
- Staff have access to instructional support through coaches and specialized staff.

Strengths Enrollment

- BME has successfully managed significant enrollment growth.
- Enrollment increased from 403 students in 2023–2024 to 573 students in the 2026–2027 fall snapshot.
- The campus has expanded staffing and instructional supports to accommodate growth.
- The campus continues to provide a broad range of academic, extracurricular, and social-emotional opportunities.

Strengths Social-Emotional Learning

Our campus focus on culture and bringing a social emotional learning curriculum to BME helped maintain scholar attendance, decreased behavior incidents as well as decreased the number of scholars in crisis while on campus.

- All Pre-K–5 students participate daily.
- SEL is built into the master schedule.
- The counselor provides push-in lessons, assemblies, small groups, and individual check-ins.
- Tier 2 and Tier 3 supports are available.
- The program includes components for educators and families.
- The approach aligns strongly with BME's stated commitment to educating the whole child.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Rapid enrollment growth and changes in the student population have increased the complexity of maintaining consistent instructional practices, intervention systems, and student supports across the campus.	New students may enter with varying levels of academic readiness. Increased numbers of emergent bilingual students require strong language-support systems. Increased student needs require intervention systems to scale with enrollment. New staff require ongoing training to ensure consistency.

★ = Priority

Student Learning

Summary

STAAR Reading 3rd -5th Results 2024-2026

3RD GRADE	% DNM	%Appr	%Meet	%Mstr
2026	56%	17%	20%	7%
2025	57%	21%	18%	4%
2024	34%	36%	27%	3%

Total Testers 2026- 87

Total Testers 2025 - 92

Total Testers 2024- 67

4TH GRADE	%DNM	%Appr	%Meet	%Mstr
2026	52%	22%	18%	8%
2025	41%	27%	26%	5%
2024	23%	49%	17%	11%

Total Testers 2026- 90

Total Testers 2025 - 99

Total Testers 2024- 47

5TH GRADE	%DNM	%Appr	%Meet	%Mstr
2026	36%	23%	19%	11%
2025	42%	26%	25%	7%
2024	37%	37%	23%	4%

Total Testers 2026- 98

Total Testers 2025 - 85

Total Testers 2024- 71

STAAR Math 3rd-5th Results 2024 & 2025

3RD GRADE	%DNM	%Appr	%Meet	%Mstr
2026	63%	18%	11%	7%
2025	68%	24%	6%	2%
2024	67%	16%	16%	0%

Total Testers 2026- 87

Total Testers 2025 - 93

Total Testers 2024- 67

4TH GRADE	%DNM	%Appr	%Meet	%Mstr
2026	69%	18%	9%	4%
2025	61%	22%	10%	1%
2024	58%	18%	10%	0%

2024	49%	32%	15%	4%
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Total Testers 2026- 90

Total Testers 2025 - 99

Total Testers 2024- 47

5TH GRADE	%DNM	%Appr	%Meet	%Mstr
2026	44%	33%	14%	9%
2025	49%	26%	20%	5%
2024	47%	29%	18%	6%

Total Testers 2026- 98

Total Testers 2025 - 85

Total Testers 2024- 72

STAAR Science 5th Results 2024 & 2025

5TH GRADE	%DNM	%Appr	%Meet	%Mstr
2026	70%	28%	2%	0%
2025	73%	25%	2%	0%
2024	85%	11%	4%	0%

Total Testers 2026- 98

Total Testers 2025 - 85

Total Testers 2024- 72

Overall Accountability Scores

The 2026 Accountability Report Card, Blake Manor Elementary received an Overall Score of 59

The 2025 Accountability Report Card, Blake Manor Elementary received a projected Overall Score of a 62

The 2024 Accountability Report Card, Blake Manor Elementary received an Overall Score of 66

Based on the STAAR results, the overall picture shows that a significant number of students are still performing below grade-level expectations, particularly in Reading, Math, and Science.

Strengths

Based on the STAAR results, the overall picture shows that a significant number of students are still performing below grade-level expectations, particularly in Reading, Math, and Science.

- Reading performance is strongest in 5th grade, suggesting students are making gains over time. However, the large percentages of students in the DNM category in grades 3 and 4 indicate foundational literacy gaps that are not being closed quickly enough.

Strengths

- 5th Grade Reading showed the strongest performance in 2026:
 - DNM improved from 42% → 36%.
 - Masters increased from 7% → 11%.

- 3rd Grade Reading maintained Meet + Masters growth:
 - 2025: 22%
 - 2026: 27%
- The first year of Bluebonnet implementation may be beginning to show positive movement in grades 3 and 5, but overall math achievement remains very low, particularly in Grade 4. Strengthening Tier 1 instruction and intervention systems will be critical.

Strengths

- 3rd Grade Math improved from 2025:
 - DNM decreased from 68% → 63%.
 - Meet + Masters increased from 8% → 18%.
- 5th Grade Math showed improvement:
 - DNM decreased from 49% → 44%.
 - Masters nearly doubled from 5% → 9%.
- While more students are approaching grade level, achievement has not yet translated into Meets and Masters performance. Science remains a major area for improvement.

Strengths

- 5th Grade Science improved steadily:
 - DNM decreased from 85% (2024) to 70% (2026).
 - Approaches increased from 15% to 30%.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Across Reading, Math, and Science, a majority of students continue to perform in the Did Not Meet category, indicating that current instructional and intervention systems are not consistently accelerating student achievement toward grade-level proficiency.	Tier 1 instructional quality, inconsistent use of data to drive instruction, and limited academic interventions aligned to specific student needs. Insufficient use of formative and progress-monitoring data to identify gaps early and make timely instructional adjustments. Foundational skill gaps are compounding over time, making it increasingly difficult for students to access grade-level content
2★ Student achievement data indicate that a limited percentage of students are performing at the Meets and Masters Grade Level standards across tested subjects.	This performance trend suggests that current instructional practices, intervention systems, and enrichment opportunities are not consistently accelerating learning for all students. As a result, there is a need to strengthen instructional rigor, differentiation, targeted interventions, and ongoing progress monitoring to increase student achievement and reduce performance gaps among student groups.
3★ According to Amira & IXL assessments and progress monitoring trends indicate that students are entering upper grades with unfinished learning from previous years, resulting in persistent performance gaps and reduced readiness for grade-level content.	Foundational academic gaps are not consistently identified and addressed early, particularly in literacy and mathematics. Intervention begins after significant gaps have developed rather than providing immediate, targeted support when gaps first appear.
4 Significant performance differences between grade levels suggest inconsistencies in instructional implementation and student outcomes, requiring a more cohesive and systematic approach to curriculum delivery, progress monitoring, and intervention.	Grade-level teams may operate in silos, limiting opportunities to examine vertical trends and share effective practices. Inconsistent implementation of intervention and progress-monitoring practices across grade levels. Professional learning may not always be differentiated to address the specific needs of each grade level and content area.

★ = Priority

School Processes & Programs

Summary

Our district has a collaboration with Texas State teaching program that has given Manor ISD an opportunity to support, develop, and hire Teacher Residents from the local universities once graduated and certified. These Teacher Residents can apply, interview and be hired upon completion of all requirements of their institution and program.

Our district also has a collaboration with organizations such as GeoVisions that assists in recruiting international teachers to pursue a career in the United States to teach in both monolingual-ESL classrooms and bilingual-Dual Language classrooms. Manor ISD currently has teachers from the Philippines, Spain and Columbia.

Since the 2022 school year, Manor ISD has had the Local Certification program that offers opportunities for candidates that hold a bachelor's degree to pursue a local teacher certification. This process has helped fill our current vacancies with potential candidates seeking their local certification.

All district employees are given the Manor ISD Employee Handbook at the time of hire and annually as the handbook is often updated every year. Handbook is accessible online and in print on campus. Blake Manor Elementary provides all staff a campus handbook and instructional playbook that aligns with the district policies, curriculum frameworks, as well as district and campus initiatives and procedures. The campus has streamlined all communication with a campus calendar and a weekly ongoing newsletter. Parents, families and community are given monthly calendars of events as well as having this accessible through all modes of communication (flyers, talking points, facebook, class dojo, etc).

All campus staff participate in district and campus professional learning throughout the year. New teacher hires return a week earlier than all staff to attend their own differentiated on-boarding professional learning. There are beginning of the year professional learning opportunities, periodic district PL, campus coaching clinics, and campus professional learning that all staff can attend. Professional learning can be focused on campus-wide initiatives, differentiated by grade level or content specific, as well as individualized to support one or more teachers in a specific content, instructional practice, or specific area. PK-2 classrooms are self-contained so all teachers teach all subjects. 3-5 classrooms are departmentalized unless student numbers don't allow for the necessary staff to stay departmentalized in which they become self-contained as needed. Staff are strategically placed in grade levels and content areas based on experience, skills, strengths, and interests. This school year we had several unfilled vacancies in the bilingual classrooms in which case we had long-term substitutes in those classrooms for the duration of the school year. All grade level teachers participate in PLC+ (Data/Intervention day; Reading; Math), coaching cycles(modeling, co-teaching, planning, etc) with the Instructional Coach, coaching feedback cycles with admin(walkthrough feedback face-to-face), and professional learning as needed. Admin encourages staff to request to attend additional professional learning opportunities if they are interested in attending. They use a QR code with a google form to request additional professional learning outside of the district.

One process that BME has implemented this year within the PLC + model has been to introduce effective coaching clinics. Coaching clinics are lead by instructional leadership team as well as teacher leaders and campus staff. District level instructional support staff are also available to teachers/staff to support them and meet all of their instructional needs. District support staff provided professional learning, assistance with planning, data monitoring, tracking and next steps. When addressing the root cause of low performance or scholar achievement we look at all data (formal and informal), district assessments, campus assessments, checklists, exit-tickets, artifacts, state assessments, etc. We use this data to determine who learned, who didn't learn and how we will move learning forward. PLCs occur three times a week and on non-plc days, teachers have conference/ planning time. In addition, our master schedule reflects a bell-to-bell model where instructional time in the classroom is protected.

All scholars are provided Tier 1 instruction, with opportunities for enrichment/acceleration. All scholars are provided intervention support through our HQIM programs-Amira & IXL. Scholars that need additional support are provided in class intervention in small groups or 1 to 1. The MTSS process is for all scholars and is used to track scholar progress throughout the year and to ensure that all scholars have equitable access to enrichment, acceleration and intervention. The MTSS process is a guide for teachers to use in ensuring that we are supporting all scholars. All scholars have a data folder to monitor assessment data, track progress, set and monitor goals, and collect writing samples. Teachers use formal and informal assessments to guide their instruction and can be

used in addition to a documentation system to identify scholars that need additional support outside of the classroom through intervention or enrichment. BME has a campus bilingual reading interventionist that was also supporting the special education department with dyslexia services during the 2024-2025 school year. For the next school year we will have a math interventionist on campus.

The following systems we have in place to track student progress are:

BOY, MOY, EOY Benchmarks

Monthly Progress Monitoring Reports/ Data tracking forms/ Strategic planning for intervention(reading and math)

DRA/EDL Monthly Progress Monitoring/ Data tracking forms/ Strategic planning for guided reading

End of unit module assessments for HMH

Interim Assessments

MTSS/RTI monitoring meetings

All classroom teachers and instructional support staff are required to complete T-TESS appraisals for evaluations. TTESS consists of goal-setting, formal observation, end of year goal reflection and summative conference. Each year teachers are given the opportunity to discuss their professional and personal goals as well as identify action plans to accomplish these goals. Administrators use this information to build on teachers' capacity to develop instructional leaders.

BME's Campus Leadership Team works together to develop a thorough campus improvement plan. The campus improvement plan is written to reflect the needs of our scholars and ensure that all decision making is scholar-centered as well as directly aligns with the campus mission and vision statements. The campus leadership team meets to complete formative reviews, summative review, and to make modifications as needed. Campus leadership evaluates and modifies the campus master schedule to ensure that each content area meets the required minutes of instruction. Social-Emotional Learning, Intervention and Guided Groups are integrated into the daily classroom master schedule.

Strengths

Strengths Teacher Recruitment & Staffing

- Manor ISD has multiple teacher recruitment pipelines, including the Texas State Teacher Residency program.
- The district has successfully hired Teacher Residents after completion of their programs.
- International teacher recruitment expands the district's ability to staff bilingual/Dual Language and ESL classrooms.

Strengths Professional Learning & Teacher Development

- Teachers participate in district and campus professional learning throughout the year.
- PLC+, coaching cycles, coaching clinics, and administrator feedback cycles are embedded into the campus structure.
- Professional learning is differentiated by grade level, content, campus initiative, and individual teacher need.
- Teachers can request additional professional learning.
- Instructional coaches, campus leaders, and district instructional staff provide ongoing support.

Strengths Instructional

- BME has a campus handbook and instructional playbook aligned to district expectations.
- PLCs occur three times per week.
- Coaching cycles include modeling, co-teaching, planning, and feedback.
- Coaching clinics are led by instructional leaders and teacher leaders.
- Instructional time is protected through a bell-to-bell master schedule
- Teachers use formal and informal data to determine who learned, who did not learn, and next instructional steps.
- Students maintain data folders with assessment information, goals, progress, and writing samples.
- MTSS/RTI meetings provide another structure for monitoring student progress.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ BME has extensive professional learning and coaching structures in place; however, variability in teacher experience, certification pathways, and content expertise creates a need to ensure that professional learning consistently translates into high-quality instructional practices across all classrooms.	Professional learning does not automatically guarantee consistent implementation in classrooms. Teachers may have varying levels of expertise with HQIM, data analysis, differentiation, and rigorous instructional practices. New initiatives require sustained coaching and monitoring beyond initial professional learning.
2★ Despite having established instructional expectations, PLCs, coaching cycles, and an instructional playbook, differences in instructional implementation across classrooms and grade levels contribute to variability in student learning outcomes.	Variation in implementation of HQIM and campus instructional expectations. Coaching and professional learning may need to be more tightly connected to identified student achievement gaps. Teachers need continued support in using data to plan for students at all performance levels--not only students performing below grade level.
3★ Although BME has a comprehensive MTSS and intervention framework, a significant number of students continue to demonstrate unfinished learning, indicating that intervention and acceleration systems need to become more targeted and consistently responsive to individual student needs.	The number and intensity of student needs may exceed current intervention capacity. Intervention effectiveness depends on accurate identification of the specific skill deficit. Limited staffing, particularly in specialized intervention areas, can constrain service intensity.

★ = Priority

Perceptions

Summary

This school year and in previous school years, we continue to focus on fostering a safe, positive and supportive culture and climate. This school year we continue to notice an increase in family engagement and participation however, we currently have an inactive PTA. The parent liaison is one of our direct point of contacts for our families and helps keep the communication line open by keeping our campus class dojo account active as well as making phone calls and home visits as needed.

Based on previous culture and climate surveys, there was a need for a focus on positive school culture. This required us to focus on social-emotional learning of all (students, staff, parents), systems for behavior management and discipline, MTSS supports for both academics and behavior, building the home to school connection and improving staff morale (appreciation, recognition, morale boosting activities/events, etc). With all of these efforts to foster a safe, positive learning environment we were able to focus on the academics by building teacher capacity through professional learning, coaching and feedback cycles, in class Tier 1 instructional practices (Operational and Instructional Absolutes) and through our PLC+ and coaching clinics. We are continuing into the next school year focusing on campus culture and climate and our campus systems and procedures that help foster the positive and safe school culture.

During the spring of the 2026 school year, Manor ISD sent out a TASB Survey to all staff. Based on the overall results of the TASB Survey the 4 focus areas in regard to an action plan for the following:

Focus Area 1: Curriculum & Instruction

Action Steps: Professional development, resource allocation, and support for staff that serve special populations.

Focus Area 2: Student Discipline

Action Steps: Student Code of Conduct and campus level behavior management systems need to be aligned, consistently followed, and communicated through feedback and or professional development.

Strengths

Strengths School Culture & Climate

- The campus has connected culture and climate work to improved teacher capacity and academic instruction.
- Staff retention improved from 81% to 84%, while staff survey results showed strong relationships and teamwork.

Strengths Student Discipline & Behavior Management

- BME has identified student discipline as an explicit area for improvement rather than treating behavior concerns as isolated incidents.
- MTSS provides a framework for behavioral as well as academic interventions.
- SEL provides students with opportunities to develop self-regulation, relationship skills, and social-emotional competencies.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Student behavior management and discipline systems are not yet implemented with sufficient consistency across the campus, resulting in variability in how expectations, consequences, and supports are communicated and applied.	Inconsistent understanding of the Student Code of Conduct and campus behavior expectations. Lack of consistent implementation of the campus behavior management system. Staff need ongoing calibration around when and how to use classroom-level, Tier 2, and administrat

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

Across Reading, Math, and Science, a majority of students continue to perform in the Did Not Meet category, indicating that current instructional and intervention systems are not consistently accelerating student achievement toward grade-level proficiency.

Tier 1 instructional quality, inconsistent use of data to drive instruction, and limited academic interventions aligned to specific student needs. Insufficient use of formative and progress-monitoring data to identify gaps early and make timely instructional adjustments. Foundational skill gaps are compounding over time, making it increasingly difficult for students to access grade-level content

2★

According to Amira & IXL assessments and progress monitoring trends indicate that students are entering upper grades with unfinished learning from previous years, resulting in persistent performance gaps and reduced readiness for grade-level content.

Foundational academic gaps are not consistently identified and addressed early, particularly in literacy and mathematics. Intervention begins after significant gaps have developed rather than providing immediate, targeted support when gaps first appear.

3★

BME has extensive professional learning and coaching structures in place; however, variability in teacher experience, certification pathways, and content expertise creates a need to ensure that professional learning consistently translates into high-quality instructional practices across all classrooms.

Professional learning does not automatically guarantee consistent implementation in classrooms. Teachers may have varying levels of expertise with HQIM, data analysis, differentiation, and rigorous instructional practices. New initiatives require sustained coaching and monitoring beyond initial professional learning.

4★

Despite having established instructional expectations, PLCs, coaching cycles, and an instructional playbook, differences in instructional implementation across classrooms and grade levels contribute to variability in student learning outcomes.

Variation in implementation of HQIM and campus instructional expectations. Coaching and professional learning may need to be more tightly connected to identified student achievement gaps. Teachers need continued support in using data to plan for students at all performance levels--not only students performing below grade level.

5★

Although BME has a comprehensive MTSS and intervention framework, a significant number of students continue to demonstrate unfinished learning, indicating that intervention and acceleration systems need to become more targeted and consistently responsive to individual student needs.

The number and intensity of student needs may exceed current intervention capacity. Intervention effectiveness depends on accurate identification of the specific skill deficit. Limited staffing, particularly in specialized intervention areas, can constrain service intensity.

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Student behavior management and discipline systems are not yet implemented with sufficient consistency across the campus, resulting in variability in how expectations, consequences, and supports are communicated and applied.

Inconsistent understanding of the Student Code of Conduct and campus behavior expectations. Lack of consistent implementation of the campus behavior management system. Staff need ongoing calibration around when and how to use classroom-level, Tier 2, and administrat

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Student achievement data indicate that a limited percentage of students are performing at the Meets and Masters Grade Level standards across tested subjects.

This performance trend suggests that current instructional practices, intervention systems, and enrichment opportunities are not consistently accelerating learning for all students. As a result, there is a need to strengthen instructional rigor, differentiation, targeted interventions, and ongoing progress monitoring to increase student achievement and reduce performance gaps among student groups.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- ☒ Student failure and/or retention rates

- ☒ **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- ☒ **Prekindergarten Self-Assessment Tool**
- ☒ **Texas approved PreK - 2nd grade assessment data**
- ☒ **State-developed online interim assessments**
- ☒ **Grades that measure student performance based on the TEKS**
- ☒ **Intervention data**

Student Data: Student 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/stability**
- ☒ **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- ☒ **Section 504 data**
- ☒ **Gifted and talented data**
- ☒ **Dyslexia data**
- ☒ **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- ☒ **Attendance data**
- ☒ **Mobility/stability rate, including longitudinal data**
- ☒ **Discipline records**
- ☒ **Class size averages by grade and subject**
- ☒ **School safety data**
- ☒ **Enrollment trends**
- ☒ **Mobility/stability rate, including longitudinal data**

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ T-TESS data
- ☒ Staff mobility/stability
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent engagement rate

Support Systems and Other Data

- ☒ Communications data
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1

By 2032, 95% of Manor ISD students will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 1 High Priority HB3 Goal

By June 2027, 3rd-5th grade students will increase their Reading, Math, and Science (5th grade only) STAAR performance percentage by 12-15% (meets/masters categories combined).

Evaluation Data Source: District assessments

Progress monitoring programs

DRA/EDL

Data Checklists

Writing samples

Strategy 1

All PK-5 teachers will use District High Quality Instructional Materials (HQIM) for all content area (Reading, Math, Science, Social Studies) lessons, instruction, guided reading, small groups, interventions.

Strategy's Expected Result/Impact: By using HQIMs for all literacy instruction, scholars will receive high quality instruction and support available.

Staff Responsible for Monitoring: District Coordinators, Administration, Literacy Coach, Instructional Coach, Interventionists, teachers and support staff

Problem Statements: Student Learning 1, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

By the end of the 2026-2027 school year, 100% of instructional staff at Blake Manor Elementary will implement and adhere to the district's MTSS framework, utilizing data to provide Tier 1, Tier 2, and Tier 3 support for all students.

Strategy's Expected Result/Impact: The MTSS program is a system of support that ensures we provide all Tier 1, 2 and 3 scholars with the necessary interventions and enrichment to reach their fullest potential.

Staff Responsible for Monitoring: MTSS Committee, Administration, Interventionists, Literacy and Instructional Coaches, Teachers

Problem Statements: School Processes & Programs 3

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

By the end of the 2026-2027 school year, 100% of PK-5 teachers will maintain an ongoing Data Folder/Portfolio, which will include goal setting, reflections, writing samples, and assessment data in reading.

Strategy's Expected Result/Impact: Students participate and become aware and accountable for their learning.

Staff Responsible for Monitoring: Classroom teachers and students

Problem Statements: School Processes & Programs 3

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 4

BME will provide an Instructional Coach to support all PK-5 classroom teachers through PLC+, coaching cycles, coaching clinics to ensure high-quality instruction, lesson planning and data-driven decision making happening at all grade levels.

Strategy's Expected Result/Impact: The instructional Coach will support all classroom teachers to ensure high-quality instruction, lesson planning, and data-driven decision-making.

Staff Responsible for Monitoring: Administration

Problem Statements: School Processes & Programs 1, 2

Funding Sources: Professional Personnel Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 5

By the end of the 2026-2027 school year, 85-90% of all PK- 5 scholars will perform on or above grade level on district Reading and Math assessments and progress monitoring.

Problem Statements: Student Learning 1, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Across Reading, Math, and Science, a majority of students continue to perform in the Did Not Meet category, indicating that current instructional and intervention systems are not consistently accelerating student achievement toward grade-level proficiency.	Tier 1 instructional quality, inconsistent use of data to drive instruction, and limited academic interventions aligned to specific student needs. Insufficient use of formative and progress-monitoring data to identify gaps early and make timely instructional adjustments. Foundational skill gaps are compounding over time, making it increasingly difficult for students to access grade-level content
3 According to Amira & IXL assessments and progress monitoring trends indicate that students are entering upper grades with unfinished learning from previous years, resulting in persistent performance gaps and reduced readiness for grade-level content.	Foundational academic gaps are not consistently identified and addressed early, particularly in literacy and mathematics. Intervention begins after significant gaps have developed rather than providing immediate, targeted support when gaps first appear.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 BME has extensive professional learning and coaching structures in place; however, variability in teacher experience, certification pathways, and content expertise creates a need to ensure that professional learning consistently translates into high-quality instructional practices across all classrooms.	Professional learning does not automatically guarantee consistent implementation in classrooms. Teachers may have varying levels of expertise with HQIM, data analysis, differentiation, and rigorous instructional practices. New initiatives require sustained coaching and monitoring beyond initial professional learning.

2

Despite having established instructional expectations, PLCs, coaching cycles, and an instructional playbook, differences in instructional implementation across classrooms and grade levels contribute to variability in student learning outcomes.

Variation in implementation of HQIM and campus instructional expectations.

Coaching and professional learning may need to be more tightly connected to identified student achievement gaps.

Teachers need continued support in using data to plan for students at all performance levels--not only students performing below grade level.

3

Although BME has a comprehensive MTSS and intervention framework, a significant number of students continue to demonstrate unfinished learning, indicating that intervention and acceleration systems need to become more targeted and consistently responsive to individual student needs.

The number and intensity of student needs may exceed current intervention capacity.

Intervention effectiveness depends on accurate identification of the specific skill deficit.

Limited staffing, particularly in specialized intervention areas, can constrain service intensity.

Performance Objective 2 High Priority

By May 2027, 100% of PK-5 teachers and campus support staff at Blake Manor Elementary will participate in a minimum of 30 hours of professional learning throughout the school year, focused on strategies to effectively support all students, including differentiation, classroom management, and academic interventions.

Evaluation Data Source: Goal-setting through T-TESS, observation/walkthrough data, coaching one on one feedback, and scholar achievement/performance as well as needs of the campus.

Strategy 1

BME teachers and campus staff will participate in professional learning(campus) throughout the school year for cultural awareness, SEL, behavior supports, equity to support all of our students and specific to our students of color (Hispanic and African American sub-pops).

Strategy's Expected Result/Impact: Professional learning will support teachers as they implement best practices and support our students.

Staff Responsible for Monitoring: Administration
Instructional Coach
Instructional support staff (campus/district)

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

BME teachers will participate in professional learning(district & campus) throughout the school year to support our Emergent Bilingual students in our Dual Language 1 way and ESL bilingual programs provided on the campus.

Strategy's Expected Result/Impact: Professional learning will support teachers as they implement best practices for our emergent bilingual students.

Staff Responsible for Monitoring: Administration

Instructional Coach

Campus support staff

District support staff

Problem Statements: Student Learning 1

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

BME teachers will participate in district professional learning throughout the school year to support our Gifted and Talented students and apply best practices through differentiated instruction.

Strategy's Expected Result/Impact: All teachers will be expected to be GT certified (30 or 6 hour training) and maintain their certification (6 hour continuous education).

Staff Responsible for Monitoring: Administration

GT Coordinator/GT Lead Teacher

Teachers

Instructional coach

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Across Reading, Math, and Science, a majority of students continue to perform in the Did Not Meet category, indicating that current instructional and intervention systems are not consistently accelerating student achievement toward grade-level proficiency.	Tier 1 instructional quality, inconsistent use of data to drive instruction, and limited academic interventions aligned to specific student needs. Insufficient use of formative and progress-monitoring data to identify gaps early and make timely instructional adjustments. Foundational skill gaps are compounding over time, making it increasingly difficult for students to access grade-level content

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 BME has extensive professional learning and coaching structures in place; however, variability in teacher experience, certification pathways, and content expertise creates a need to ensure that professional learning consistently translates into high-quality instructional practices across all classrooms.	Professional learning does not automatically guarantee consistent implementation in classrooms. Teachers may have varying levels of expertise with HQIM, data analysis, differentiation, and rigorous instructional practices. New initiatives require sustained coaching and monitoring beyond initial professional learning.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Student behavior management and discipline systems are not yet implemented with sufficient consistency across the campus, resulting in variability in how expectations, consequences, and supports are communicated and applied.

Inconsistent understanding of the Student Code of Conduct and campus behavior expectations.

Lack of consistent implementation of the campus behavior management system.

Staff need ongoing calibration around when and how to use classroom-level, Tier 2, and administrative

Performance Objective 3

100% of BME campus staff will lead and participate in campus committees during the school year to plan and support all campus initiatives, events and morale.

Evaluation Data Source: Campus Committee sign-ups, meeting agendas, and meeting minutes

Strategy 1

Campus Leadership Team (CLT) meetings will be scheduled throughout the year to assess and discuss an ongoing cycle of improvement for targeted social-emotional and academic success at BME.

Strategy's Expected Result/Impact: Increased positive dialogue

Meeting agenda

Meeting minutes

Staff Responsible for Monitoring: Principal

Assistant Principal

CLT members

Problem Statements: School Processes & Programs 3 - Perceptions 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

BME will provide monthly opportunities and activities for boosting staff morale that positively impacts the campus culture.

Strategy's Expected Result/Impact: BME campus staff will participate in opportunities and activities to build and boost staff morale.

Staff Responsible for Monitoring: Administration
Campus Staff

Problem Statements: School Processes & Programs 1

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	BME has extensive professional learning and coaching structures in place; however, variability in teacher experience, certification pathways, and content expertise creates a need to ensure that professional learning consistently translates into high-quality instructional practices across all classrooms.	Professional learning does not automatically guarantee consistent implementation in classrooms. Teachers may have varying levels of expertise with HQIM, data analysis, differentiation, and rigorous instructional practices. New initiatives require sustained coaching and monitoring beyond initial professional learning.
3	Although BME has a comprehensive MTSS and intervention framework, a significant number of students continue to demonstrate unfinished learning, indicating that intervention and acceleration systems need to become more targeted and consistently responsive to individual student needs.	The number and intensity of student needs may exceed current intervention capacity. Intervention effectiveness depends on accurate identification of the specific skill deficit. Limited staffing, particularly in specialized intervention areas, can constrain service intensity.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Student behavior management and discipline systems are not yet implemented with sufficient consistency across the campus, resulting in variability in how expectations, consequences, and supports are communicated and applied.

Inconsistent understanding of the Student Code of Conduct and campus behavior expectations.

Lack of consistent implementation of the campus behavior management system.

Staff need ongoing calibration around when and how to use classroom-level, Tier 2, and administrative

Performance Objective 4

All BME stakeholders will actively support and participate in the campus-wide implementation of the 7 Mindsets social-emotional learning curriculum."

Evaluation Data Source: 7 mindsets dashboard (implementation progress reports)
observational/walkthrough data
coaching feedback/input
student surveys/input

Strategy 1

All PK-5 teachers will allocate time in their daily schedule for social-emotional learning meetings, practices, and/or activities using 7 mindsets (curriculum).

Strategy's Expected Result/Impact: Implementing social emotional learning into the daily routine will help to develop a positive classroom culture, provide scholars with a safe learning environment, support to meet the needs of the scholars and will minimize the disruptions and behavior concerns.

Staff Responsible for Monitoring: Administration team
Counselor
Teachers
Campus Support Staff

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2

The counselor will visit all PK-5 classrooms for push-in guidance lessons, grade level assemblies to implement the SEL curriculum, and celebrate our scholars and staff.

Strategy's Expected Result/Impact: Implementing the social emotional learning campus-wide will help to ensure that we have a safe and positive school culture.

Staff Responsible for Monitoring: Administration team
Counselor
Campus Support Staff

Problem Statements: School Processes & Programs 3

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 3

The campus social worker will collaborate, plan and implement a system of support to supplement the Tier 2 & Tier 3 interventions provided to our students by the campus counselor.

Strategy's Expected Result/Impact: With the support of a social worker, we will be able to support more students as needed throughout the school year, by providing Tier2/Tier3 interventions.

Staff Responsible for Monitoring: Admin
Counselor
Social Worker
Director of the Whole Child

Problem Statements: School Processes & Programs 3 - Perceptions 1

Title I: 2.5.3

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Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Although BME has a comprehensive MTSS and intervention framework, a significant number of students continue to demonstrate unfinished learning, indicating that intervention and acceleration systems need to become more targeted and consistently responsive to individual student needs.	The number and intensity of student needs may exceed current intervention capacity. Intervention effectiveness depends on accurate identification of the specific skill deficit. Limited staffing, particularly in specialized intervention areas, can constrain service intensity.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Student behavior management and discipline systems are not yet implemented with sufficient consistency across the campus, resulting in variability in how expectations, consequences, and supports are communicated and applied.	Inconsistent understanding of the Student Code of Conduct and campus behavior expectations. Lack of consistent implementation of the campus behavior management system. Staff need ongoing calibration around when and how to use classroom-level, Tier 2, and administrat

Performance Objective 5

100% of students will have the opportunity to participate in extracurricular activities, field trips, leadership clubs, events and/or programs designed to incorporate college options and elicit interest in future careers.

Evaluation Data Source: Campus events
Campus programs

Strategy 1

The counselor will be responsible for organizing and planning a campus career day for all PK-5 students.

Strategy's Expected Result/Impact: Expose students to a variety of career options in various fields.

Staff Responsible for Monitoring: Counselor
Director of Counseling
Admin

Problem Statements: School Processes & Programs 3

Title I: 2.5.1, 2.5.2, 2.5.3

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Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Although BME has a comprehensive MTSS and intervention framework, a significant number of students continue to demonstrate unfinished learning, indicating that intervention and acceleration systems need to become more targeted and consistently responsive to individual student needs.

The number and intensity of student needs may exceed current intervention capacity.

Intervention effectiveness depends on accurate identification of the specific skill deficit.

Limited staffing, particularly in specialized intervention areas, can constrain service intensity.

Goal 2

By 2032, Manor ISD will retain and support high-quality staff at all levels of the organization.

Performance Objective 1

By the end of the 2026-2027 school year, BME will increase its staff retention rate from 84% to 90% or higher by fostering a positive and supportive work environment, strengthening employee recognition and wellness initiatives, providing meaningful professional growth opportunities, and implementing systems that promote staff engagement, collaboration, and job satisfaction.

Evaluation Data Source: Stay interviews, TTESS goal setting, professional development, coaching, mentor program

Strategy 1

All first year teachers will participate in THRIVE Mentor Program.

Strategy's Expected Result/Impact: As a result, the campus will experience higher staff retention rates, increased employee engagement, and improved overall performance.

Staff Responsible for Monitoring: THRIVE Mentor Program Coordinators
Mentors
Principal and Assistant Principal
Instructional Coach

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 2

By May 2027, 100% of teachers will participate in coaching and feedback cycles.

Strategy's Expected Result/Impact: Teachers will feel supported in their professional growth through consistent coaching and feedback, leading to increased job satisfaction, stronger instructional confidence, and improved staff retention.

Staff Responsible for Monitoring: Principal and Assistant Principal
Instructional Coach

Problem Statements: School Processes & Programs 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	BME has extensive professional learning and coaching structures in place; however, variability in teacher experience, certification pathways, and content expertise creates a need to ensure that professional learning consistently translates into high-quality instructional practices across all classrooms.	Professional learning does not automatically guarantee consistent implementation in classrooms. Teachers may have varying levels of expertise with HQIM, data analysis, differentiation, and rigorous instructional practices. New initiatives require sustained coaching and monitoring beyond initial professional learning.
2	Despite having established instructional expectations, PLCs, coaching cycles, and an instructional playbook, differences in instructional implementation across classrooms and grade levels contribute to variability in student learning outcomes.	Variation in implementation of HQIM and campus instructional expectations. Coaching and professional learning may need to be more tightly connected to identified student achievement gaps. Teachers need continued support in using data to plan for students at all performance levels--not only students performing below grade level.

Goal 3

By 2032, provide transparent, consistent, and timely communication to all in our educational community, while meeting their diverse needs.

Performance Objective 1 High Priority

By May 2026, BME will increase stakeholder engagement by implementing at least three modes of communication (e.g., newsletters, flyers, social media, contact home, and campus events) to promote transparency and enhance parent and community involvement, with monthly updates shared and tracked for effectiveness."

Evaluation Data Source: communication artifacts, input surveys, feedback from all stakeholders.

Strategy 1

By the end of the first full month of school(September 2026), all classroom teachers will be expected to make positive phone calls home to every student on their homeroom rosters.

Strategy's Expected Result/Impact: The first communication home will be a positive one to help foster and develop a positive rapport with families.

Staff Responsible for Monitoring: Admin
Teachers

Problem Statements: Perceptions 1

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

BME will ensure that all modes of communication outlets stay up to date on an ongoing basis for the parents and the community.

Strategy's Expected Result/Impact: Communication will be provided to the parents and community on an ongoing basis which will improve the school to home relationship.

Staff Responsible for Monitoring: Campus administration
Parent liaison
Campus staff

Problem Statements: Student Learning 2 - School Processes & Programs 3

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

BME will host a minimum of 4 family engagement events and assemblies throughout the year to promote and encourage community involvement and school collaboration.

Strategy's Expected Result/Impact: Family engagement events will strengthen the relationship between home and school and get more parent involvement on campus.

Staff Responsible for Monitoring: Campus administration
Campus committees
All staff

Problem Statements: School Processes & Programs 3

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

BME parents and families will be invited to participate in parent conferences once a semester with students and teachers (minimum 2 times) throughout the year(each semester) to discuss their academic and social-emotional standing, goal setting and celebrate progress/growth.

Strategy's Expected Result/Impact: Involving the parents and families in their child's learning has a positive impact on academic and social-emotional success. This will also provide opportunities to celebrate as a campus and community.

Staff Responsible for Monitoring: Administration
Teachers
Scholars
BME stakeholders

Problem Statements: School Processes & Programs 3 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Student achievement data indicate that a limited percentage of students are performing at the Meets and Masters Grade Level standards across tested subjects.	This performance trend suggests that current instructional practices, intervention systems, and enrichment opportunities are not consistently accelerating learning for all students. As a result, there is a need to strengthen instructional rigor, differentiation, targeted interventions, and ongoing progress monitoring to increase student achievement and reduce performance gaps among student groups.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Although BME has a comprehensive MTSS and intervention framework, a significant number of students continue to demonstrate unfinished learning, indicating that intervention and acceleration systems need to become more targeted and consistently responsive to individual student needs.	The number and intensity of student needs may exceed current intervention capacity. Intervention effectiveness depends on accurate identification of the specific skill deficit. Limited staffing, particularly in specialized intervention areas, can constrain service intensity.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Student behavior management and discipline systems are not yet implemented with sufficient consistency across the campus, resulting in variability in how expectations, consequences, and supports are communicated and applied.	Inconsistent understanding of the Student Code of Conduct and campus behavior expectations. Lack of consistent implementation of the campus behavior management system. Staff need ongoing calibration around when and how to use classroom-level, Tier 2, and administrat

Goal 4

Through 2032, the district will implement a long-range facilities planning framework that incorporates community input and promotes sustainable growth while ensuring facilities are functional and safe.

Performance Objective 1 **High Priority** **HB3 Goal**

By May 2027, BME will increase campus volunteer participation by 15% through targeted outreach, partnership events, and volunteer opportunities that support campus activities and student success.

Evaluation Data Source: Inviting volunteers to be a part of the school community will improve the culture and strengthen the school to home and school to community relationships.

Strategy 1

BME will hire a Parent Liaison who will actively support family engagement and the recruit parents, families, and community to serve as volunteers, attend campus engagement events and support our BME students and staff.

Strategy's Expected Result/Impact: This outreach encourages parents to become more involved in their children's education, creating a supportive school environment.

Staff Responsible for Monitoring: Parent Liaison & Admin

Problem Statements: School Processes & Programs 3

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Parent Liaison will monitor volunteer sign-up numbers and event participation to track the 15% increase by May 2027.

Strategy's Expected Result/Impact: Volunteers will sign-up and actively participate throughout the school year.

Staff Responsible for Monitoring: Parent Liaison and Admin

Problem Statements: School Processes & Programs 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Create a volunteer recognition program, where volunteers are celebrated monthly through campus recognition opportunities and through social media shout-outs

Strategy's Expected Result/Impact: Volunteer participation will continue to increase through the year.

Staff Responsible for Monitoring: Parent Liaison and Admin

Problem Statements: Perceptions 1

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Although BME has a comprehensive MTSS and intervention framework, a significant number of students continue to demonstrate unfinished learning, indicating that intervention and acceleration systems need to become more targeted and consistently responsive to individual student needs.	The number and intensity of student needs may exceed current intervention capacity. Intervention effectiveness depends on accurate identification of the specific skill deficit. Limited staffing, particularly in specialized intervention areas, can constrain service intensity.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Student behavior management and discipline systems are not yet implemented with sufficient consistency across the campus, resulting in variability in how expectations, consequences, and supports are communicated and applied.

Inconsistent understanding of the Student Code of Conduct and campus behavior expectations.

Lack of consistent implementation of the campus behavior management system.

Staff need ongoing calibration around when and how to use classroom-level, Tier 2, and administrative

Performance Objective 2 HB3 Goal

During the 2026-2027 school year, BME will utilize a parent liaison to support families, scholars, and the community by coordinating at least six family engagement events and connecting families to available support services, with participation and feedback monitored to assess impact.

Evaluation Data Source: Parent Liaison will provide a minimum of 2 classes a month, collaborate with campus committees to plan family engagement activities/events and support families with resources and services.

Strategy 1

Parent liaison will monitor and maintain the community partnerships in collaboration with the Whole Child Department.

Strategy's Expected Result/Impact: Collaborative community partnerships will support our campus and bring opportunities to BME families, staff and scholars.

Staff Responsible for Monitoring: Parent Liaison
Campus administration

Problem Statements: School Processes & Programs 3

Funding Sources: Parent Liaison Title I, Part A,

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

BME PTA members and Parent Liaison will promote and encourage parents, families, and staff to join campus PTA and lead PTA engagement events.

Goal 5

The district will develop a comprehensive 5-year plan that is transparent and demonstrates financial stewardship and efficiency.

Performance Objective 1 High Priority

By May 2027, Blake Manor Elementary will ensure that campus facilities are safe, maintained, sustainable, and accessible to all, including the community.

Evaluation Data Source: Incident IQ, staff and community feedback, campus needs assessment

Strategy 1

By the end of the 2026-2027 school year, Blake Manor Elementary will conduct daily security perimeter checks of the exterior, interior doors and gates to ensure campus safety is 100% secure at all times.

Strategy's Expected Result/Impact: Safety checks will ensure that all scholars, teachers and campus staff are safe during the school day and during after school activities, clubs, etc.

Staff Responsible for Monitoring: Administration
Facilities
Campus Staff

Problem Statements: Student Learning 1 - Perceptions 1

Title I: 2.5.2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 2

BME will purchase and install all required signage on exterior doors and perimeter gates to ensure campus safety and compliance, with completion verified through a campus facilities walkthrough.

Strategy's Expected Result/Impact: All campus staff and scholars will actively monitor that all signage is present and updated as necessary.

Staff Responsible for Monitoring: Administration
Facilities
Campus Staff

Problem Statements: School Processes & Programs 3

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 3

BME will meet as a Safety Committee throughout the school year with MISD PD for required Safety Meetings and Safety Drill Debriefs.

Strategy's Expected Result/Impact: Safety Meetings will be an opportunity to discuss any concerns, identify safety items needed to be addressed, and ensure that our campus is safe 100% of the time.

Staff Responsible for Monitoring: Manor ISD assigned police officer; Manor ISD PD Administration

Problem Statements: School Processes & Programs 3

Title I: 2.5.2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 4

BME will update and purchase supplies as needed to ensure that all facilities are maintained, sustained and accessible to all campus stakeholders.

Strategy's Expected Result/Impact: Campus needs assessment and teacher/staff surveys will help to determine the supplies needed and the effectiveness of these purchases.

Staff Responsible for Monitoring: Administration

Problem Statements: School Processes & Programs 3

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Across Reading, Math, and Science, a majority of students continue to perform in the Did Not Meet category, indicating that current instructional and intervention systems are not consistently accelerating student achievement toward grade-level proficiency.	Tier 1 instructional quality, inconsistent use of data to drive instruction, and limited academic interventions aligned to specific student needs. Insufficient use of formative and progress-monitoring data to identify gaps early and make timely instructional adjustments. Foundational skill gaps are compounding over time, making it increasingly difficult for students to access grade-level content

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Although BME has a comprehensive MTSS and intervention framework, a significant number of students continue to demonstrate unfinished learning, indicating that intervention and acceleration systems need to become more targeted and consistently responsive to individual student needs.	The number and intensity of student needs may exceed current intervention capacity. Intervention effectiveness depends on accurate identification of the specific skill deficit. Limited staffing, particularly in specialized intervention areas, can constrain service intensity.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Student behavior management and discipline systems are not yet implemented with sufficient consistency across the campus, resulting in variability in how expectations, consequences, and supports are communicated and applied.	 Inconsistent understanding of the Student Code of Conduct and campus behavior expectations. Lack of consistent implementation of the campus behavior management system. Staff need ongoing calibration around when and how to use classroom-level, Tier 2, and administrative

Performance Objective 2

The campus attendance rate will increase from 92.6% to 94% or higher at the end of the 2026-2027 school year.

Evaluation Data Source: Daily attendance, committee meetings, RAAWEEK management system, communication logs, attendance documentation

Strategy 1

BME attendance committee will meet bi-monthly to monitor ADA, discuss and document our attendance reports, interventions and supports provided to our chronically absent scholars and determine next steps with support and guidance from our truancy department.

Strategy's Expected Result/Impact: Our attendance committee will help to provide support to our families, educate families regarding attendance/truancy, and help to promote why attendance matters to our scholars, families and community.

Staff Responsible for Monitoring: Admin
Attendance Committee
Truancy Department

Problem Statements: School Processes & Programs 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

October

January

March

June

Strategy 2



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Vacant	Parent Liaison	Family Engagement	1
Vanessa Vargas-Gongora	Instructional Coach	ELA	1



Funding Summary

Funding Summary

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Professional Personnel	--	\$0.00
4	2	1	Parent Liaison	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$16,571.00
+/- Difference					\$16,571.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Dyslexia Treatment Program	Executive Director of Special Education	9/2/2025	Dr. Christopher Harvey	9/2/2025
Dropout Prevention	Executive Director of Whole Child	8/25/2026	Christopher Harvey	8/25/2026
Pregnancy Related Services	Executive Director of Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Recruiting Teachers and Paraprofessionals	HRIS and Certification Specialist - Coordinator	7/7/2025	Tamey Williams-Hill	10/22/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	10/22/2024	Malaki Hawkins	6/26/2025
McKinney-Vento and Foster Care Assurance	Executive Director of Whole Child	9/3/2025	Dr. Christopher Harvey	1/5/2026
Trauma and Grief Informed Practices	Executive Director of Whole Child	8/25/2026	Christopher Harvey	8/25/2026