

Manor Independent School District



Bluebonnet Trail Elementary

Accountability Rating: F

2026-2027 Campus Improvement Plan

Mission Statement

BTE Mission: The educational experience at BTE will exemplify excellence in education with the explicit understanding that global sustainability can be best achieved through today's preparation of tomorrow's leaders.

Vision

BTE Vision: BTE is committed to developing inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding, respect and a balanced, rigorous curriculum.

Value Statement

BTE Core Values:

Respect
Student Success
Integrity
Responsibility
Accountability
Support

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Comprehensive Needs Assessment

Demographics

Summary

Bluebonnet Trail Elementary (BTE) is a Pre-K through 5th-grade campus in Manor Independent School District located in the Harris Branch community of northeast Austin. Established in 1994, the campus serves approximately 586 students during the 2025–2026 school year.

Bluebonnet Trail Elementary serves a diverse student population that reflects the surrounding community. The student population is approximately 48% Hispanic, 32% African American, 10% White, 9% Asian, 4% Two or More Races, 0.5% American Indian, and 0.3% Pacific Islander. Approximately 72.5% of students are identified as economically disadvantaged, 41% are Emergent Bilingual learners, and 12% receive Special Education services. The campus also provides support for students through programs including bilingual/ESL services, Special Education, Section 504, Dyslexia, Gifted and Talented, Title I, and Prekindergarten.

Bluebonnet Trail Elementary is staffed by certified teachers, instructional support personnel, campus administrators, a counselor, an interventionist, paraprofessionals, and support staff who work collaboratively to meet the academic, social, and emotional needs of all students.

As a Title I campus, Bluebonnet Trail Elementary values strong partnerships with families and the community to support student success. The campus serves a culturally and linguistically diverse population and is committed to providing equitable access to high-quality instruction, inclusive learning environments, and opportunities that promote academic growth and college, career, and military readiness.

Strengths

A key strength of Bluebonnet Trail Elementary is our deep commitment to cultural and linguistic diversity. As a Two-Way Dual Language campus serving families who speak over 23 different languages, BTE fosters an inclusive and globally minded community. 41% of our students are emergent bilingual; therefore, we are fostering a campus of biliterate, bicultural, and bilingual students. Our staff, students, and families share a strong belief in the value of learning about different cultures, honoring diverse backgrounds, and promoting bilingualism and biliteracy. This collective mindset creates a welcoming environment where all languages and identities are seen as assets, enriching the educational experience for every student.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Bluebonnet Trail serves a diverse student population. Emergent Bilingual students were at 22% on STAAR, and Special Education students were 6% on STAAR	The increasing academic and social-emotional needs of the campus's diverse student population require ongoing allocation of resources, strategic staffing, professional learning, and coordinated intervention systems to effectively support all learners and close achievement gaps among student groups.

 = Priority

Student Learning

Summary

Bluebonnet Trail Elementary monitors student learning through multiple measures, including STAAR, district interim assessments, HMH module assessments, TELPAS, classroom formative assessments, common assessments, and progress monitoring data. Analysis of the 2025–2026 data indicates that students continue to demonstrate opportunities for growth in Reading, Mathematics, and Science, particularly by increasing the percentage of students performing at the Meets and Masters levels on STAAR, as seen below in the STAAR data chart. Student learning data is regularly reviewed during Professional Learning Communities (PLCs) to identify learning gaps, monitor progress, and adjust instruction to meet the needs of all learners, including Emergent Bilingual students, students receiving Special Education services, and economically disadvantaged students.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		53	F	
Student Achievement		53	F	0%
STAAR Performance	27	53		
College, Career and Military Readiness				
Graduation Rate				
School Progress		54	F	70%
Academic Growth	46	54	F	
Relative Performance (Eco Dis: 72.9%)		52	F	
Closing the Gaps	8	51	F	30%

Strengths

- Teachers regularly utilize multiple sources of student data to inform instructional planning and monitor academic progress.
- Professional Learning Communities (PLCs) provide structured opportunities for teachers to collaboratively analyze student work, identify learning trends, and plan targeted instruction.
- Students receive differentiated instruction, intervention, and enrichment based on identified academic needs.
- The campus utilizes a variety of instructional resources and assessment tools, including HMH, mCLASS/DIBELS, TELPAS, classroom formative assessments, and district benchmark assessments to monitor student learning throughout the year.
- Preliminary assessment trends indicate areas of student success that can be leveraged while the campus continues to refine instructional practices and increase student achievement across all content areas.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Problem Statement #1: Decline in Math Performance Across All Grades Problem Statement: STAAR data suggest the percentage of students meeting grade-level expectations in Math at Bluebonnet Trail Elementary dropped significantly across all grade levels: 42% approaches, 21% Meets and 9% Masters	A lack of targeted, data-driven intervention systems for students not meeting benchmarks, combined with inconsistent Tier 1 math instruction and reduced access to instructional coaching due to staffing shortages, has contributed to the significant performance decline. Additionally, ongoing teacher turnover has disrupted vertical alignment and professional learning focused on the rigor and coher.
2★ Increased student mobility at 12.2% has led to challenges in ensuring consistent academic growth, particularly for students entering classrooms mid-year, resulting in gaps in mastery of key standards.	Teachers lack consistent strategies for small-group instruction and mid-year intervention, making it difficult to accelerate learning for students who enter classrooms partway through the year.

★ = Priority

School Processes & Programs

Summary

BTE proudly offers a Two-Way Dual Language program, designed to support both Spanish-speaking Emergent Bilingual students and English-speaking students in becoming bilingual, biliterate, and bicultural. Our Pre-K classrooms follow the district's Pre-K curriculum, which emphasizes early literacy, numeracy, social-emotional learning, and school readiness skills.

Instructional Focus and Professional Learning

BTE is committed to building teacher capacity through collaborative planning, focused instruction, and professional learning. We implement a **Professional Learning Community (PLC)** model, with teams meeting every **Tuesday** to engage in data-driven planning aligned to the **four essential PLC questions**:

1. What do we want students to learn?
2. How will we know if they have learned it?
3. What will we do if they haven't learned it?
4. What will we do if they already know it?

PLC meetings are guided by teacher-specific agendas and include reviewing student work, analyzing formative data, adjusting instruction, and developing common assessments. This structure ensures that instruction is aligned, intentional, and responsive to student needs.

Bluebonnet Trail Elementary implements campus systems and programs designed to support high-quality instruction, student achievement, and continuous improvement. Core instructional processes include Professional Learning Communities (PLCs), data analysis cycles, Multi-Tiered Systems of Support (MTSS), intervention programs, and progress monitoring to address student learning needs. Specialized programs, including Two-Way Dual Language, Special Education, Dyslexia, Section 504, Gifted and Talented, and Title I services, provide targeted support to meet the diverse needs of students. The campus continues to refine instructional systems, strengthen collaborative planning, and monitor program effectiveness to ensure consistent implementation and positive student outcomes.

BTE is also enhancing our student support services. While counseling was limited in the previous year, we now have a **new full-time counselor** and **social worker** on staff. Together, they will lead a comprehensive support system that includes **monthly guidance lessons**, **targeted small group counseling** (focusing on self-regulation, grief/loss, and friendship skills), and individualized support for students struggling with attendance, behavior, or mental health needs.

Communication and Family Engagement

Effective, consistent communication with families is a core priority at BTE. We utilize multiple platforms to ensure families stay informed and engaged, including:

- **Weekly SMORE newsletter** (also posted to our **Facebook** page), new for the 2026-2027 school year.
- **ClassDojo**, to strengthen parent-teacher connections and reinforce positive behavior.
- **Apptegy**: The campus will use Apptegy to strengthen communication with families and stakeholders by providing timely updates, campus announcements, event information, and school news across multiple communication channels.

Additionally, teachers send **monthly classroom newsletters** with updates on learning goals and classroom activities.

Campus Culture, Enrichment, and Community Involvement

BTE offers a variety of programs to enrich student learning and build community. Our **PTA** supports events and leads our **campus garden program**, which is a source of pride for students and families. We also provide several extracurricular opportunities, including:

- **UIL Academic Competitions**
- **Garden Club**
- **Choir**
- **Tutoring programs**
- **Festivals/Carnival**

Strengths

One of Bluebonnet Trail Elementary's core strengths is the strong **collaborative planning culture** among teachers, which supports the design of **inquiry-based, student-centered lessons** that promote critical thinking, language development, and academic achievement. Through consistent **weekly PLCs on Mondays and Tuesdays continuing for the 2026- 2027 school year** and structured planning sessions, staff will develop a shared instructional language and approach that fosters rigor and engagement across content areas with the support of the IC and principal.

Our **Two-Way Dual Language program** is also a key strength of our campus. Student performance data consistently shows that some of the highest levels of academic growth and proficiency occur within our dual language classrooms. This model not only supports bilingualism and biliteracy but also enhances cognitive development and cultural awareness for all students. 46% of EB students approached at 46%, made Meets at 27% and Mastered at 10%,

In addition, our **PTA** plays an important role in enriching the student experience. Their support has helped us offer valuable extracurricular opportunities such as **Garden Club, Choir, Carnivals & Festivals**, as well as campus events that bring families and the community together. These partnerships and programs reflect the dedication of our staff and families to ensuring a well-rounded, supportive, and engaging learning environment for every student.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ During the 2025-26 school year, 13% of the staff reported that the Student Code of Conduct was not enforced consistently, indicating a lack of confidence in the schoolwide discipline system and leadership's support in managing student behavior.	The campus lacked a clearly defined and consistently implemented behavior framework, including aligned expectations, common language, and ongoing staff training and accountability, leading to fragmented enforcement across classrooms.
2★ Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events. 38% of our students are emergent bilingual.	The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.
3★ Problem Statement #1: Decline in Math Performance Across All Grades Problem Statement: STAAR data suggest the percentage of students meeting grade-level expectations in Math at Bluebonnet Trail Elementary dropped significantly across all grade levels: 42% approaches, 21% Meets and 9% Masters	A lack of targeted, data-driven intervention systems for students not meeting benchmarks, combined with inconsistent Tier 1 math instruction and reduced access to instructional coaching due to staffing shortages, has contributed to the significant performance decline. Additionally, ongoing teacher turnover has disrupted vertical alignment and professional learning focused on the rigor and coher.
4★ Increased student mobility at 12.2% has led to challenges in ensuring consistent academic growth, particularly for students entering classrooms mid-year, resulting in gaps in mastery of key standards.	Teachers lack consistent strategies for small-group instruction and mid-year intervention, making it difficult to accelerate learning for students who enter classrooms partway through the year.

★ = Priority

Perceptions

Summary

How Well Do We Conduct Business?

The 2025-26 school year at Bluebonnet Trail Elementary (BTE) presented several challenges due to leadership transitions, staff turnover, and shifts in campus climate. These factors impacted staff morale, communication systems, and the overall consistency of campus operations.

Bluebonnet Trail Elementary recognizes that strong relationships, communication, and stakeholder engagement are essential components of student success. The campus continues to provide opportunities for families, students, and staff to remain connected through multiple communication platforms, including the Apptegy communication system, newsletters, ClassDojo, social media, and campus events. Moving forward, the campus will focus on strengthening systems for gathering and responding to stakeholder feedback, increasing family engagement, and ensuring consistent communication across all stakeholder groups. By building stronger feedback loops and maintaining transparent communication practices, BTE will continue developing a positive school culture where students, families, and staff feel valued, informed, and connected to the campus community. With the current administration and returning administration for the 2020-2027 school year, 82% of the staff stated in the perception survey that the supervisor provides the support they need with problems on the job.

Family and Community Engagement

Family engagement has long been a strength at BTE, and several positive partnerships continued throughout the year:

- PTA members actively supported enrichment programs and campus events with 34 members signed up.
- Community organizations, including the YMCA, Boys & Girls Club, and regional nonprofits, maintained consistent programming for students. 250 students were enrolled in the Boys and Girls Club, and another 16 were enrolled in the YMCA.
- Attendance at events such as Meet the Teacher and Curriculum Nights remained steady, though additional feedback and tracking could further enhance future engagement planning.

Student Voice and Belonging

While formal student surveys were not conducted, discipline data indicated increased social-emotional needs, peer conflict, and dysregulation, reflecting trends seen nationally. These insights underscore the importance of continued support for SEL initiatives and consistent counseling services. 27% of staff reported on the TASB survey that they were not given appropriate assistance to resolve disciplinary problems in my classroom.

Internal Communication and Recognition Systems

Staff feedback emphasized the need for more consistent communication, follow-through on initiatives, and opportunities for shared leadership. PLC structures will continue with a more strategic focus in the upcoming year, meeting weekly on Mondays and Tuesdays in the PLC room to review and disaggregate data. This structured approach aims to strengthen collaboration, ensure consistency, and enhance instructional impact across the campus.

Strengths

- Bluebonnet Trail Elementary continues to build positive relationships with students, families, and staff through intentional communication systems and opportunities for engagement.
- The campus provides multiple avenues for families to receive information and stay connected, including the use of the **Apptegy communication platform**, newsletters, Apptegy, ClassDojo, social media, and campus events.
- Staff members demonstrate a commitment to supporting students academically, socially, and emotionally through collaboration, student-centered practices, and participation in campus initiatives.
- The campus culture continues to focus on creating a welcoming environment where students feel valued, supported, and connected to their school community.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ During the 2025-26 school year, 13% of the staff reported that the Student Code of Conduct was not enforced consistently, indicating a lack of confidence in the schoolwide discipline system and leadership's support in managing student behavior.	The campus lacked a clearly defined and consistently implemented behavior framework, including aligned expectations, common language, and ongoing staff training and accountability, leading to fragmented enforcement across classrooms.
2★ Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events. 38% of our students are emergent bilingual.	The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

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The campus lacked a clearly defined and consistently implemented behavior framework, including aligned expectations, common language, and ongoing staff training and accountability, leading to fragmented enforcement across classrooms.

2★

Increased student mobility at 12.2% has led to challenges in ensuring consistent academic growth, particularly for students entering classrooms mid-year, resulting in gaps in mastery of key standards.

Teachers lack consistent strategies for small-group instruction and mid-year intervention, making it difficult to accelerate learning for students who enter classrooms partway through the year.

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Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events. 38% of our students are emergent bilingual.

The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

4★

Problem Statement #1: Decline in Math Performance Across All Grades Problem Statement: STAAR data suggest the percentage of students meeting grade-level expectations in Math at Bluebonnet Trail Elementary dropped significantly across all grade levels: 42% approaches, 21% Meets and 9% Masters

A lack of targeted, data-driven intervention systems for students not meeting benchmarks, combined with inconsistent Tier 1 math instruction and reduced access to instructional coaching due to staffing shortages, has contributed to the significant performance decline. Additionally, ongoing teacher turnover has disrupted vertical alignment and professional learning focused on the rigor and coher.

★ = 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
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data

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
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Local benchmark or common assessments data
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ 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 and participation data
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff mobility/stability

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ **Processes and procedures for teaching and learning, including program implementation**
- ☒ **Communications data**
- ☒ **Budgets/entitlements and expenditures data**



Goals

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

By the end of the 2026-2027 school year, Bluebonnet Trail Elementary will increase student achievement in STAAR Mathematics by increasing the percentage of students performing at the Meets Grade Level level from 21% to 28% and at the Masters Grade Level level from 9% to 17%. This growth will be achieved through high-quality Tier 1 instruction, data-driven PLC cycles, targeted intervention, progress monitoring, and instructional responses based on student performance data.

Evaluation Data Source: STAAR, STAAR interim, ISIP, Amplify assessment data

Strategy 1

Implement data-driven mathematics instruction through PLC cycles, targeted small-group intervention, and progress monitoring to address student learning gaps and increase mastery of grade-level TEKS. In addition, teachers will use HQIM, admin. will conduct coaching for teachers, and the goal is student growth.

Strategy's Expected Result/Impact: Increased percentage of scholars achieving Meets Grade Level or Above on STAAR Mathematics from the 2026 21% to 28%, with improved student growth as measured by campus and state assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Math Teachers, and Intervention Staff

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Formative Reviews

October

January

March

June

Strategy 2

We will hire one instructional coach for the upcoming school year to coach teachers and support student teaching and learning.

Strategy's Expected Result/Impact: Increase academic achievement as measured by STAAR interim, universal screeners and STAAR.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

October

January

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Problem Statement #1: Decline in Math Performance Across All Grades
Problem Statement:
STAAR data suggest the percentage of students meeting grade-level expectations in Math at Bluebonnet Trail Elementary dropped significantly across all grade levels: 42% approaches, 21% Meets and 9% Masters

A lack of targeted, data-driven intervention systems for students not meeting benchmarks, combined with inconsistent Tier 1 math instruction and reduced access to instructional coaching due to staffing shortages, has contributed to the significant performance decline. Additionally, ongoing teacher turnover has disrupted vertical alignment and professional learning focused on the rigor and coher.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Problem Statement #1: Decline in Math Performance Across All Grades
Problem Statement:
STAAR data suggest the percentage of students meeting grade-level expectations in Math at Bluebonnet Trail Elementary dropped significantly across all grade levels: 42% approaches, 21% Meets and 9% Masters

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Performance Objective 2 **HB3 Goal**

By the end of the 2026-2027 school year, Bluebonnet Trail Elementary will increase student achievement in STAAR Reading by increasing the percentage of students performing at the Meets Grade Level level from 37% to 43% and at the Masters Grade Level level from 16% to 23%. This growth will be achieved through structured literacy practices, targeted small-group instruction, data-driven PLC cycles, and consistent progress monitoring to ensure timely instructional responses to student needs.

Strategy 1

Implement structured literacy practices through effective Tier 1 instruction, targeted small-group reading instruction, and data-driven intervention cycles to strengthen reading comprehension, vocabulary, and student mastery of grade-level TEKS. In addition, teachers will use HQIM, admin. will conduct coaching for teachers, and the goal is student growth.

Strategy's Expected Result/Impact: Increased percentage of students achieving Meets Grade Level or Above on STAAR Reading from the 2026 STAAR Data from 37% to 43%, with improved reading growth demonstrated through ongoing progress monitoring and assessment data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Reading/ELA Teachers, and Intervention Staff

Problem Statements: Student Learning 2 - School Processes & Programs 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

October

January

March

June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Increased student mobility at 12.2% has led to challenges in ensuring consistent academic growth, particularly for students entering classrooms mid-year, resulting in gaps in mastery of key standards.	Teachers lack consistent strategies for small-group instruction and mid-year intervention, making it difficult to accelerate learning for students who enter classrooms partway through the year.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Increased student mobility at 12.2% has led to challenges in ensuring consistent academic growth, particularly for students entering classrooms mid-year, resulting in gaps in mastery of key standards.

Teachers lack consistent strategies for small-group instruction and mid-year intervention, making it difficult to accelerate learning for students who enter classrooms partway through the year.

Goal 2

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

Performance Objective 1 High Priority

By the end of the 2026-2027 school year, Bluebonnet Trail Elementary will strengthen staff retention by increasing from 87% to 90% by the end of the '26-'27 school year.

Evaluation Data Source: Staff retention and turnover data were at
October staffing snapshot data
New employee onboarding documentation
Staff climate survey results
Employee feedback surveys

Strategy 1

Implement systems for new staff onboarding, ongoing feedback, recognition, and collaboration opportunities that support employee success and strengthen campus culture.

Strategy's Expected Result/Impact: Improved staff support, engagement, and retention through consistent onboarding practices, increased collaboration, and a positive work environment.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Campus Leadership Team, and Team Leaders

Problem Statements: School Processes & Programs 1 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

January

March

June

Strategy 2

Implement differentiated support systems, mentoring opportunities, and instructional coaching cycles to strengthen teacher capacity, promote professional growth, and improve instructional effectiveness.

Strategy's Expected Result/Impact: Increased teacher effectiveness, stronger instructional practices, and improved staff retention through intentional support and professional growth opportunities.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leaders, Mentor Teachers, and Classroom Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

October

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March

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Problem Statement #1: Decline in Math Performance Across All Grades Problem Statement: STAAR data suggest the percentage of students meeting grade-level expectations in Math at Bluebonnet Trail Elementary dropped significantly across all grade levels: 42% approaches, 21% Meets and 9% Masters	A lack of targeted, data-driven intervention systems for students not meeting benchmarks, combined with inconsistent Tier 1 math instruction and reduced access to instructional coaching due to staffing shortages, has contributed to the significant performance decline. Additionally, ongoing teacher turnover has disrupted vertical alignment and professional learning focused on the rigor and coher.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	During the 2025-26 school year, 13% of the staff reported that the Student Code of Conduct was not enforced consistently, indicating a lack of confidence in the schoolwide discipline system and leadership's support in managing student behavior.	The campus lacked a clearly defined and consistently implemented behavior framework, including aligned expectations, common language, and ongoing staff training and accountability, leading to fragmented enforcement across classrooms.

3

Problem Statement #1: Decline in Math Performance Across All Grades
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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

During the 2025-26 school year, 13% of the staff reported that the Student Code of Conduct was not enforced consistently, indicating a lack of confidence in the schoolwide discipline system and leadership's support in managing student behavior.

The campus lacked a clearly defined and consistently implemented behavior framework, including aligned expectations, common language, and ongoing staff training and accountability, leading to fragmented enforcement across classrooms.

Performance Objective 2 High Priority

By the end of the 2026-2027 school year, Bluebonnet Trail Elementary will strengthen PLC structures to support collaborative planning, data-driven decision-making, and continuous improvement among instructional teams.

Evaluation Data Source: PLC agendas and meeting documentation

Collaborative planning artifacts

Common assessment data

PLC reflection forms

Student achievement data from campus assessments

Strategy 1

Implement consistent PLC processes focused on standards alignment, student data analysis, collaborative planning, and instructional adjustments to improve scholar outcomes

Strategy's Expected Result/Impact: Improved teacher collaboration, increased use of data to guide instruction, and stronger alignment of instructional practices across grade levels.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leaders, and Classroom Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I: 2.5.1, 2.5.2

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

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Problem Statement #1: Decline in Math Performance Across All Grades Problem Statement: STAAR data suggest the percentage of students meeting grade-level expectations in Math at Bluebonnet Trail Elementary dropped significantly across all grade levels: 42% approaches, 21% Meets and 9% Masters	A lack of targeted, data-driven intervention systems for students not meeting benchmarks, combined with inconsistent Tier 1 math instruction and reduced access to instructional coaching due to staffing shortages, has contributed to the significant performance decline. Additionally, ongoing teacher turnover has disrupted vertical alignment and professional learning focused on the rigor and coher.

Goal 3

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

Performance Objective 1

By the end of the 2026-2027 school year, Bluebonnet Trail Elementary will strengthen communication systems to ensure scholars, families, and staff receive timely, consistent, and accessible information through multiple communication platforms.

Evaluation Data Source: Family and staff communication surveys
Campus communication logs
Newsletter and communication platform usage data (Finalsite, SMORE, ClassDojo)
Staff and parent feedback forms

Strategy 1

Implement consistent communication practices through digital platforms, newsletters, and campus messaging systems to ensure families and staff receive timely and accessible information.

Strategy's Expected Result/Impact: Improved awareness and access to campus information as demonstrated through increased communication engagement and positive feedback from families and staff.

Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison, Registrar, and Campus Communication Team

Problem Statements: School Processes & Programs 2 - Perceptions 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

We will hire a parent liaison to support parent engagement.

Strategy's Expected Result/Impact: Improved awareness and access to campus information as demonstrated through increased communication engagement and positive feedback from families and staff.

Staff Responsible for Monitoring: Principal

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events. 38% of our students are emergent bilingual.	The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events. 38% of our students are emergent bilingual.	The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

Performance Objective 2

By the end of the 2026-2027 school year, Bluebonnet Trail Elementary will increase family engagement by providing meaningful opportunities for families to receive information, participate in campus activities, and support scholar success.

Evaluation Data Source: Family engagement event participation records

- Parent/family surveys
- Parent liaison activity logs
- Volunteer and partnership records
- Campus event attendance data

Strategy 1

Expand family engagement opportunities through campus events by utilizing the Parent Liaison, parent workshops, volunteer opportunities, and partnerships that promote family involvement in scholar success.

Strategy's Expected Result/Impact: Increased family participation and stronger partnerships between BTE and families to support scholar achievement and campus initiatives.

Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison, Teachers, and Campus Leadership Team

Problem Statements: School Processes & Programs 2 - Perceptions 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events. 38% of our students are emergent bilingual.	The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events. 38% of our students are emergent bilingual.	The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

Performance Objective 3

By the end of the 2026-2027 school year, Bluebonnet Trail Elementary will improve internal communication practices by providing clear expectations, timely updates, and collaborative opportunities that support campus operations and instructional priorities.

Evaluation Data Source: Staff climate survey results
Staff meeting agendas and notes
PLC agendas and documentation
Staff feedback forms
Campus communication records

Strategy 1

Establish consistent internal communication structures through staff meetings, newsletters, collaboration systems, and feedback opportunities to ensure staff have the information needed to support campus goals.

Strategy's Expected Result/Impact: Improved staff understanding of campus expectations, increased collaboration, and stronger alignment to campus priorities.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leaders, and Campus Leadership Team

Problem Statements: School Processes & Programs 2 - Perceptions 2

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

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem StatementRoot Cause

2

Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events. 38% of our students are emergent bilingual.

The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events. 38% of our students are emergent bilingual.

The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

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 the end of the 2026-2027 school year, Bluebonnet Trail Elementary will maintain a safe and functional learning environment by monitoring facility needs, addressing concerns through established processes, and supporting campus safety expectations.

Evaluation Data Source: Maintenance work orders and service requests

Safety audits and inspections

Emergency drill documentation

Campus safety walkthroughs

Facility concern tracking logs

Strategy 1

Implement routine facility monitoring practices, including walkthroughs, safety checks, and timely reporting of maintenance concerns through district systems.

Strategy's Expected Result/Impact: Facility concerns will be identified and addressed in a timely manner to ensure a safe, functional, and supportive learning environment.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Operations Team, Custodial Team, and Campus Staff

Problem Statements: School Processes & Programs 1 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

During the 2025-26 school year, 13% of the staff reported that the Student Code of Conduct was not enforced consistently, indicating a lack of confidence in the schoolwide discipline system and leadership's support in managing student behavior.

The campus lacked a clearly defined and consistently implemented behavior framework, including aligned expectations, common language, and ongoing staff training and accountability, leading to fragmented enforcement across classrooms.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

During the 2025-26 school year, 13% of the staff reported that the Student Code of Conduct was not enforced consistently, indicating a lack of confidence in the schoolwide discipline system and leadership's support in managing student behavior.

The campus lacked a clearly defined and consistently implemented behavior framework, including aligned expectations, common language, and ongoing staff training and accountability, leading to fragmented enforcement across classrooms.

Performance Objective 2 High Priority

By the end of the 2026-2027 school year, Bluebonnet Trail Elementary will strengthen communication systems to ensure facility concerns and operational needs are identified, reported, and addressed in a timely manner.

Evaluation Data Source: Maintenance requests/work order reports

Staff feedback and facility surveys

Campus leadership walkthrough documentation

Communication records with district departments

Strategy 1

Establish clear communication procedures for reporting, tracking, and following up on facility concerns with campus staff and district departments.

Strategy's Expected Result/Impact: Improved communication and response time related to facility needs and operational concerns.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Operations Team, Administrative Staff, and District Support Departments

Problem Statements: School Processes & Programs 1 - Perceptions 1

TEA Priorities: Improve low-performing schools

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

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	During the 2025-26 school year, 13% of the staff reported that the Student Code of Conduct was not enforced consistently, indicating a lack of confidence in the schoolwide discipline system and leadership's support in managing student behavior.	The campus lacked a clearly defined and consistently implemented behavior framework, including aligned expectations, common language, and ongoing staff training and accountability, leading to fragmented enforcement across classrooms.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	During the 2025-26 school year, 13% of the staff reported that the Student Code of Conduct was not enforced consistently, indicating a lack of confidence in the schoolwide discipline system and leadership's support in managing student behavior.	The campus lacked a clearly defined and consistently implemented behavior framework, including aligned expectations, common language, and ongoing staff training and accountability, leading to fragmented enforcement across classrooms.

Performance Objective 3 High Priority

By the end of the 2026-2027 school year, Bluebonnet Trail Elementary will maintain compliance with campus safety procedures and district expectations to ensure a secure learning environment for all scholars and staff

Evaluation Data Source: Safety drill records
Safety audit results
Emergency response documentation
District safety compliance reports

Strategy 1

Implement and monitor campus safety procedures through regular drills, safety reviews, compliance checks, and staff training.

Strategy's Expected Result/Impact: BTE will maintain compliance with safety expectations and ensure scholars and staff are prepared for emergency situations.

Staff Responsible for Monitoring: Principal, Assistant Principal, Safety Team, Teachers, and Campus Staff

Problem Statements: School Processes & Programs 1 - Perceptions 1

TEA Priorities: Improve low-performing schools

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

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

During the 2025-26 school year, 13% of the staff reported that the Student Code of Conduct was not enforced consistently, indicating a lack of confidence in the schoolwide discipline system and leadership's support in managing student behavior.

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Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

During the 2025-26 school year, 13% of the staff reported that the Student Code of Conduct was not enforced consistently, indicating a lack of confidence in the schoolwide discipline system and leadership's support in managing student behavior.

The campus lacked a clearly defined and consistently implemented behavior framework, including aligned expectations, common language, and ongoing staff training and accountability, leading to fragmented enforcement across classrooms.

Goal 5

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

Performance Objective 1

By the end of the 2026-2027 school year, Bluebonnet Trail Elementary will demonstrate responsible financial stewardship by effectively managing campus resources, aligning expenditures to campus priorities, and maximizing resources to support student achievement.

Evaluation Data Source: Campus budget reports
Budget expenditure reviews
Purchase order documentation
Campus improvement plan alignment reviews
Title I and grant expenditure reports

Strategy 1

The principal will work with the Sr. Admin Associate on the budget for the upcoming school year to ensure all campus classrooms, grade levels, and assignments have the funds needed for their specific program.

Strategy's Expected Result/Impact: Support teachers with items needed to support student achievement.

Staff Responsible for Monitoring: Principal, Sr. Admin. Associate and Team Leaders

Problem Statements: Student Learning 1 - School Processes & Programs 3

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Problem Statement #1: Decline in Math Performance Across All Grades Problem Statement: STAAR data suggest the percentage of students meeting grade-level expectations in Math at Bluebonnet Trail Elementary dropped significantly across all grade levels: 42% approaches, 21% Meets and 9% Masters	A lack of targeted, data-driven intervention systems for students not meeting benchmarks, combined with inconsistent Tier 1 math instruction and reduced access to instructional coaching due to staffing shortages, has contributed to the significant performance decline. Additionally, ongoing teacher turnover has disrupted vertical alignment and professional learning focused on the rigor and coher.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Problem Statement #1: Decline in Math Performance Across All Grades Problem Statement: STAAR data suggest the percentage of students meeting grade-level expectations in Math at Bluebonnet Trail Elementary dropped significantly across all grade levels: 42% approaches, 21% Meets and 9% Masters	A lack of targeted, data-driven intervention systems for students not meeting benchmarks, combined with inconsistent Tier 1 math instruction and reduced access to instructional coaching due to staffing shortages, has contributed to the significant performance decline. Additionally, ongoing teacher turnover has disrupted vertical alignment and professional learning focused on the rigor and coher.

Performance Objective 2 High Priority

By the end of the 2026-2027 school year, Bluebonnet Trail Elementary will increase the overall student attendance rate from 92.6% to 94.6% and decrease the percentage of students identified as chronically absent from 25% to 15%.

Evaluation Data Source: Surveys, attendance monitoring, timely parent and family outreach, registrar follow-up, attendance meetings, and targeted interventions

Strategy 1

Implement consistent character education lessons, campus expectations, and leadership opportunities that reinforce positive behaviors, social-emotional skills, and core values across all grade levels. Bluebonnet Trail Elementary will also implement campus-wide attendance support and incentive systems such as popsicles and pizza every 9 weeks to celebrate students and recognize improved attendance, consistent attendance, and reductions in chronic absenteeism. The campus will use regular attendance monitoring, timely parent and family outreach, registrar follow-up, attendance meetings, and targeted interventions to support students demonstrating patterns of chronic absenteeism. Meaningful incentives and educational enrichment opportunities, including learning experiences outside the classroom and field trips, will be used to increase student engagement and encourage regular school attendance. Attendance data will

be reviewed regularly to identify students requiring additional support and to monitor progress toward campus attendance goals.

Strategy's Expected Result/Impact: All scholars will receive character education instruction and demonstrate increased awareness of positive behaviors, leadership skills, and responsible decision-making.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers, and Campus Leadership Team

Problem Statements: School Processes & Programs 1 - Perceptions 1

Title I: 2.5.2, 2.5.3

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 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	During the 2025-26 school year, 13% of the staff reported that the Student Code of Conduct was not enforced consistently, indicating a lack of confidence in the schoolwide discipline system and leadership's support in managing student behavior.	The campus lacked a clearly defined and consistently implemented behavior framework, including aligned expectations, common language, and ongoing staff training and accountability, leading to fragmented enforcement across classrooms.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	During the 2025-26 school year, 13% of the staff reported that the Student Code of Conduct was not enforced consistently, indicating a lack of confidence in the schoolwide discipline system and leadership's support in managing student behavior.	The campus lacked a clearly defined and consistently implemented behavior framework, including aligned expectations, common language, and ongoing staff training and accountability, leading to fragmented enforcement across classrooms.



State Compensatory Education

State Compensatory

Budget for Bluebonnet Trail Elementary

Total SCE Funds: \$16,017.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs



Title I Summary

Title I

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Our Campus Improvement Plan is made readily accessible to all stakeholders through our campus website, ensuring families, staff, and community members have ongoing access to important campus goals, initiatives, and performance information in support of Title 1 requirements.

Title I Personnel

Name	Position	Program	FTE
Michelle Gomez	Instructional Coach	ELA	1
Vacant	Parent Liaison	Family Engagement	1



Funding Summary

Funding Summary

Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$69,435.27
+/- Difference					\$69,435.27

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,675.00
+/- Difference					\$10,675.00



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