

Manor Independent School District



Manor Excel Academy

Accountability Rating: B

2026-2027 Campus Improvement Plan

Mission Statement

Mission Statement

Is to provide an inclusive, innovative, and flexible learning experience tailored to meet the diverse needs of students at risk of dropping out. We are dedicated to nurturing each student's academic, social, and emotional development through personalized support, hands-on learning, and strong community partnerships. By fostering a culture of respect, encouragement, and accountability, we strive to guide our students towards successful futures and meaningful contributions to society.

Manor Mavericks come from all walks of life.

District Strategic Plan 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.

Goal 2

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

Goal 3

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

Goal 4

Establish a long-range facilities planning framework that incorporates community input and promotes sustainable growth while ensuring facilities are functional and safe.

Goal 5

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

Vision

The vision of Manor Excel Academy is to inspire students to become principled, lifelong learners: empowered to achieve their full potential, sustain a high quality of life, and become contributing global citizens.

Value Statement

Every Student Can Succeed: We believe that every student has the potential to succeed when provided with the right support, encouragement, and resources

Personalized Learning: We recognize that each student is unique and deserves a personalized approach to their education that addresses their individual strengths, needs, and interests.

Whole Child: We believe in the importance of nurturing not just academic skills but also social, emotional, and life skills to prepare students for all aspects of their future.

Positive Relationships: We value the power of positive relationships between students, educators, and the community in fostering a supportive and motivating learning environment.

Innovation and Flexibility: We are committed to innovative and flexible teaching methods that adapt to the changing needs of our students and the evolving educational landscape.

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Comprehensive Needs Assessment

Demographics

Summary

Manor Excel Academy is an accelerated alternative high school program that thrives in a smaller classroom environment. Manor Excel Academy is by application acceptance only due to TEA requirements of the Optional Flex Based School Day Program, 1 of 3 high schools in Manor ISD.

Manor Excel Academy serves 113 students, primarily in grades 10-12, with a diverse student body mostly comprised of Hispanic (64.6%) and African American (25.7%) students. The school has a high percentage of economically disadvantaged students (75.2%) and all students are considered at-risk. The percentage of English Learners (31.0%) and students served under Section 504 (19.5%) is higher than the state average. Student mobility and attrition rates are notably high, with a 100% mobility rate and a 41.3% attrition rate from the previous year. Participation in Gifted and Talented and Career and Technical Education programs is below state averages.

1. Enrollment by Grade:

- Manor Excel Academy primarily serves high school students, with most students in grades 10 to 12.
- There are no students enrolled in grades below Grade 9.

2. Ethnic Distribution:

- Hispanic students make up the largest ethnic group (64.6%), followed by African American students (25.7%).

3. Economic Disadvantage:

- 75.2% of students are classified as economically disadvantaged, which is higher than the state average of 62.1%.

4. Special Populations:

- A significant percentage of students (19.5%) are served under Section 504, compared to 7.4% statewide.
- 31.0% of students are English Learners (EL), which is higher than the state average of 23.0%.

5. At-Risk Students:

- 100% of the students are considered at-risk, compared to 53.3% statewide.

6. Instructional Programs:

- Participation in Career and Technical Education (CTE) is 8.8%, which is below the state average of 26.5%.
- The percentage of students in Gifted and Talented Education (3.5%) is also below the state average (8.2%).

7. Student Mobility and Attrition:

- The student mobility rate is 100% for the reported year, indicating a single mobile student.
- The student attrition rate for the previous year was 41.3%, significantly higher than the state average of 18.1%.

Staff

Manor Excel Academy has a total of 13.8 staff members, all of whom are professional staff, with no educational aides. Teachers make up 70.3% of the staff, and campus administration constitutes 14.5%. The majority of staff (73.6%) are minorities, with a significant portion being Asian (50.7%).

The teacher gender distribution is balanced, with 50.8% male and 49.2% female teachers. Most teachers hold a bachelor's (38.8%) or master's degree (41.1%), while 20.1% have no degree.

Strengths

- **Strong Graduation Outcomes**
 - MEA continues to demonstrate strong graduation outcomes for students who often enroll over-age, under-credited, or previously disengaged from school. Graduation remains a major campus strength, with preliminary 2025–2026 data showing a projected **Graduation score of 100**.
- **Diverse Student Population**
 - MEA serves a diverse student body, with Hispanic and African American students representing the largest student groups. This diversity strengthens the campus community and supports a multicultural learning environment.
- **Small, Relationship-Centered Campus Model**
 - MEA's small campus setting allows staff to know students individually, monitor progress closely, and provide personalized support connected to each student's graduation plan.
- **Targeted Support for At-Risk Students**
 - MEA is designed to serve students identified as at-risk, including students with credit deficiencies, attendance concerns, academic gaps, and personal barriers. The campus provides individualized planning, progress monitoring, and support to help students complete graduation requirements.
- **Flexible Pathway to Graduation**
 - MEA's accelerated model allows students to recover credits, complete coursework, and work toward graduation in a flexible environment that better meets the needs of students who may not have experienced success in a traditional high school setting.
- **Strong Student Support Systems**
 - MEA supports students through counseling, attendance intervention, family communication, social-emotional support, community partnerships, and individualized graduation planning. These systems help remove barriers and keep students focused on completion.

Student Learning

Summary

Area	Current Data / Evidence	What This Tells Us	2026–2027 Focus
Overall Accountability	MEA earned an Overall B rating with a scaled score of 89 .	MEA continues to show strong overall performance under alternative education accountability provisions.	Maintain strong accountability outcomes while targeting areas of academic need.
Student Achievement	MEA earned a B in Student Achievement with a scaled score of 88 .	Students are making measurable progress toward academic and graduation outcomes.	Continue strengthening academic intervention, progress monitoring, and course completion.
Graduation Rate	MEA earned a Graduation Rate component score of 100 .	Graduation remains one of MEA's strongest student outcomes.	Maintain graduation success through transcript audits, course monitoring, and individualized graduation planning.
CCMR	MEA earned a CCMR scaled score of 96 .	MEA is showing strong college, career, and military readiness outcomes.	Continue TSI support, FAFSA support, career exploration, workforce connections, and postsecondary planning.
STAAR Performance	MEA's STAAR Performance component score is 25 , with a scaled score of 75 .	STAAR/EOC performance remains an area for continued improvement.	Focus targeted intervention on EOC retesters and priority content gaps.
English I EOC	2024–25 TAPR shows 48% Approaches in English I.	Students continue to need support with reading, writing, and STAAR-aligned literacy skills.	Provide targeted English I intervention and progress monitoring.
English II EOC	2024–25 TAPR shows 33% Approaches in English II.	English II remains a priority area for improvement.	Focus on reading comprehension, written response, vocabulary, and EOC retest preparation.
Algebra I EOC	2024–25 TAPR shows 31% Approaches in Algebra I.	Algebra I remains a priority area for improvement.	Provide targeted Algebra I intervention focused on readiness standards and retest preparation.
Biology EOC	2024–25 TAPR shows 82% Approaches in Biology.	Biology is an area of relative academic strength.	Maintain strong Biology outcomes through continued monitoring and support.
U.S. History EOC	2024–25 TAPR shows 85% Approaches in U.S. History.	U.S. History is an area of relative academic strength.	Maintain strong Social Studies outcomes and EOC readiness.
School Progress	MEA earned a B in School Progress with a scaled score of 80 .	Students are making progress through retesting, credit recovery, and targeted support systems.	Continue reviewing student progress data and adjusting intervention supports.
Closing the Gaps	MEA earned an A in Closing the Gaps with a scaled score of 91 .	MEA is showing strength in supporting student groups.	Continue targeted supports for student groups through intervention, progress monitoring, and family communication.
Student Enrollment Pattern	Most MEA students enroll after beginning high school at another campus, often as juniors or seniors.	Students usually have limited time to recover credits, pass EOCs, and complete graduation requirements.	Use transcript-driven planning, targeted intervention, and frequent progress monitoring.
Attendance and Course Progress	Attendance directly impacts course completion, credit recovery, and graduation progress.	Students need consistent monitoring and support to stay on track.	Monitor attendance, course completion, OFSDP participation, and graduation progress together.

Strengths

1. Strong Overall Accountability Performance

- MEA earned an **Overall B rating** with a **scaled score of 89**, demonstrating strong overall campus performance under alternative education accountability provisions.

2. Strong Student Achievement Rating

- MEA earned a **B in Student Achievement** with a **scaled score of 88**, showing that the campus is producing positive academic outcomes for students who often enroll over-age, under-credited, or previously disengaged from school.

3. Graduation Strength

- MEA earned a **Graduation Rate component score of 100**, showing that graduation remains one of the campus's strongest student outcomes.

4. CCMR Strength

- MEA earned a **CCMR scaled score of 96**, showing strong college, career, and military readiness outcomes for students preparing for life after high school.

5. Closing the Gaps Strength

- MEA earned an **A in Closing the Gaps** with a **scaled score of 91**, showing strength in supporting student groups and reducing performance gaps.

6. Strong Biology and U.S. History EOC Performance

- 2024–25 TAPR data shows MEA students performed at **82% Approaches in Biology** and **85% Approaches in U.S. History**, making these two EOC areas relative academic strengths.

School Processes & Programs

Summary

Manor Excel Academy operates as an accelerated high school of choice designed to support students who are over-age, under-credited, at risk of not graduating, or in need of a more flexible pathway toward graduation. Campus programs and processes are intentionally designed around credit completion, graduation progress, student engagement, attendance, and individualized support.

Curriculum and Instruction:

MEA provides standards-aligned instruction through certified classroom teachers combined with individualized digital coursework through Subject Technologies. Students receive direct instruction, teacher support, intervention, and opportunities to complete coursework at an accelerated pace based on individual graduation needs. Teachers monitor course progress, grades, assessment data, credit completion, and student engagement to determine needed interventions. The campus also provides targeted support for STAAR/EOC, TSI, credit recovery, and college and career readiness.

Optional Flexible School Day Program (OFSDP):

MEA utilizes OFSDP to provide increased flexibility for eligible students who may benefit from a nontraditional schedule. Student instructional minutes, participation, course progress, and attendance are monitored regularly to ensure students remain on track for graduation and that attendance accounting requirements are met.

Professional Learning and Collaboration:

Because MEA operates primarily with singleton content-area teachers, staff participate in collaborative professional learning, campus PLC structures, district professional development, data review, instructional planning, and targeted training connected to campus needs. Staff also collaborate across content areas to identify students needing academic, attendance, behavioral, or graduation-related intervention.

Student Support Services:

The campus uses a coordinated support model that includes administration, counseling, special education, social work, family engagement, attendance/truancy support, and community partnerships. Students receive individualized graduation planning, academic counseling, social-emotional support, attendance intervention, postsecondary planning, and referrals to outside agencies when needed. MEA also supports pregnant and parenting students, students experiencing housing instability, students receiving special education services, and students with other barriers that may interfere with school completion.

Leadership and Decision-Making:

Campus leadership uses student data, staff feedback, graduation progress, attendance trends, discipline information, assessment results, and course completion data to guide decisions. Student needs are reviewed regularly, and interventions are adjusted based on individual progress. Leadership maintains a strong focus on removing barriers to graduation while maintaining clear academic, behavioral, and attendance expectations.

Communication and Family Engagement:

MEA communicates regularly with students and families through phone calls, email, Skyward, campus messaging, social media, conferences, orientation, reentry meetings, home visits, and individualized student meetings. Families are included in conversations regarding attendance, graduation progress, course completion, behavior, and student support needs.

Technology Integration:

Students are provided district-issued iPads and use Subject Technologies to access digital coursework, instructional resources, assignments, assessments, and progress information. Technology is integrated with teacher-led instruction rather than used as a replacement for teacher support. Campus staff monitor student activity and progress and provide intervention when students are not making adequate progress.

College, Career, and Postsecondary Readiness:

MEA provides students with opportunities for TSI preparation, FAFSA support, college and career counseling, workforce connections, industry-based opportunities, and partnerships with organizations such as Austin Community College and local workforce/community partners. The campus prioritizes helping students leave MEA with both a diploma and a realistic postsecondary plan.

Campus Culture and Student Engagement:

MEA uses the campus values of MAVS — Make It Happen, Aim High, Value Each Other, and Stay Gritty — to establish shared expectations for students and staff. Relationship-building, restorative practices, goal setting, student recognition, consistent expectations, and individualized support are incorporated into the daily campus experience to strengthen student belonging and engagement.

Strengths

- **Individualized Student Planning**
 - MEA uses intake meetings, transcript audits, course placement, graduation planning, EOC tracking, and progress monitoring to create individualized plans for students who often arrive over-age, under-credited, or behind in graduation requirements.
- **Flexible Instructional Model**
 - MEA provides students with a flexible instructional model that includes teacher-led instruction, Subject Technologies, credit recovery, intervention, and individualized pacing. This allows students to complete coursework while still receiving support from certified teachers.
- **Strong Progress Monitoring Systems**
 - Staff regularly monitor attendance, course completion, grades, EOC status, CCMR progress, and graduation requirements. These systems help identify students who need additional support before they fall further behind.
- **Coordinated Student Support**
 - MEA uses a team-based approach that includes administration, counseling, special education, attendance support, family communication, and community partnerships to address academic, attendance, behavioral, and social-emotional needs.
- **Postsecondary and Workforce Support**
 - MEA connects students to TSI preparation, FAFSA support, college and career advising, workforce opportunities, and community partners to help students leave with a diploma and a realistic plan after graduation.
- **Responsive Campus Systems**
 - Because MEA is a small campus, staff can respond quickly to student needs, adjust supports, communicate with families, and problem-solve barriers connected to attendance, coursework, testing, and graduation progress.

Perceptions

Summary

Area	Current Data / Evidence	What This Tells Us	2026–2027 Focus
Staff Retention	MEA retained 15 of 17 staff members , for an 88% retention rate from October 2025 to June 2026. MAP retained 7 of 7 staff members , for a 100% retention rate .	MEA/MAP show strong staff retention overall, but continued support is needed to maintain morale and reduce workload strain.	Continue strengthening staff communication, recognition, role clarity, and support systems.
Staff Climate	Employee feedback reflects strong campus trust, safety, and leadership indicators.	Staff generally report a positive work environment and strong support from campus leadership.	Continue using staff feedback, stay interviews, and check-ins to guide campus decisions.
Campus Culture	MEA's small campus model allows staff to know students individually and provide frequent support.	Relationships are a major strength and help students reconnect with school after previous disengagement.	Continue building student belonging through recognition, restorative practices, goal setting, and consistent expectations.
Family Communication	MEA uses frequent phone calls, Skyward documentation, intake meetings, parent conferences, attendance follow-up, and graduation planning conversations.	Families receive more direct and proactive communication than many may have experienced before enrolling at MEA.	Strengthen two-way communication and help families understand how to engage with MEA beyond academic concerns.
Community Partnerships	MEA partners with groups such as Daybreak, T-CHAT, AAYHF/Harvest Trauma Recovery Center, Any Baby Can, LifeWorks, Integral Care, Phoenix House, CASA de Miel, UT Youth Aware of Mental Health, ACC, Tesla MDP, Bluebonnet Electric, Dell Tech Crew, and other district/community supports.	Partnerships expand student access to mental health, basic needs, college, career, and workforce supports.	Continue aligning partner services to student needs, graduation planning, and postsecondary readiness.
Student Engagement	Many students enroll after chronic absenteeism, credit loss, academic frustration, or school disengagement.	Students often need time to rebuild trust, confidence, and consistent school habits.	Continue focusing on attendance, engagement, student voice, and connection to graduation goals.
Parent/Community Participation	MEA is a small accelerated campus without traditional structures such as athletics, booster clubs, or PTA.	Families may have fewer built-in ways to participate in campus life.	Create clear and meaningful opportunities for families to attend events, celebrate progress, and support students through graduation.

Summary Statement:

Manor Excel Academy's perception data reflects a campus culture built around relationships, communication, and individualized support. Staff retention remains a strength, with MEA retaining **88%** of staff and MAP retaining **100%** of staff from October 2025 to June 2026. The campus also benefits from strong staff commitment, frequent family communication, and community

partnerships that support students academically, socially, emotionally, and postsecondarily. Continued improvement is needed in strengthening family connection to campus life, increasing student engagement, and ensuring families and partners clearly understand how to support students in an accelerated alternative high school setting.

Strengths

Strong Staff Retention

1.
 - MEA retained **15 of 17 staff members**, resulting in an **88% retention rate** from October 2025 to June 2026. MAP retained **7 of 7 staff members**, resulting in a **100% retention rate**. This reflects strong staff commitment and overall stability across MEA/MAP.

2. Positive Campus Relationships

- MEA's small campus environment allows staff to build strong relationships with students, families, and one another. Staff are able to know students individually and provide support connected to each student's attendance, coursework, graduation plan, and personal barriers.

3. Frequent Family Communication

- MEA staff maintain consistent parent and guardian communication through phone calls documented in Skyward, mandatory intake meetings, conferences, attendance follow-up, graduation planning conversations, and individual student support meetings.

4. Strong Community Partnerships

- MEA connects students with academic, social-emotional, college, career, and basic-needs supports through community and district partners, including counseling supports, workforce connections, college readiness opportunities, and family support services.

5. Student Recognition and Belonging

- MEA uses student recognition, graduation celebrations, clap-outs, senior events, restorative practices, and goal-setting conversations to help students feel seen, supported, and connected to the campus community.

6. Responsive Campus Culture

- Because MEA is a small campus, staff can respond quickly to student needs, family concerns, attendance issues, and barriers to graduation. This allows the campus to provide personalized support and adjust interventions as student needs change.



Priority Problem Statements

Problem Statement

Root Cause

1
★

MEA students continue to demonstrate low performance in key STAAR EOC areas, with 2025 TAPR data showing 31% Approaches in Algebra I and 33% Approaches in English II, compared to stronger campus performance in Biology at 82% Approaches and U.S. History at 85% Approaches.

MEA needs a more targeted retester intervention system that uses prior EOC attempts, student skill gaps, and frequent progress monitoring to provide focused Algebra I and English II support within the limited time students are enrolled at the campus.

2
★

Manor Excel Academy's attendance and engagement needs continue to impact student progress, with the campus serving a 100% at-risk student population, a 100% mobility rate, and a 41.3% attrition rate. These factors create challenges with consistent attendance, course completion, EOC retesting, and timely progress toward graduation.

MEA needs a consistent student engagement and attendance system that includes early relationship-building, weekly attendance monitoring, mentor check-ins, family contact, and progress conversations connected to each student's graduation plan.

3
★

MEA retained 15 of 17 staff members, resulting in an 88% retention rate; however, the campus's small staff size, limited funding structure, and specialized student needs create ongoing challenges with workload balance, collaboration, and consistent student support services.

MEA needs clearer role ownership, protected collaboration time, and targeted professional learning to support staff who manage multiple responsibilities within a small accelerated campus model.

4
★

Although MEA maintains frequent family communication through phone calls, Skyward documentation, intake meetings, conferences, attendance follow-up, and graduation planning, parent/community participation is limited by the campus's small alternative setting and lack of traditional engagement structures such as athletics, booster clubs, and PTA.

MEA needs a more consistent system for communicating engagement opportunities, inviting families to campus events, and highlighting the purpose, outcomes, and student success stories of the accelerated alternative high school model.

5
★

Although MEA demonstrates strong CCMR outcomes, with a CCMR scaled score of 96, students continue to need targeted support with TSIA2 readiness in ELAR and Math to expand college readiness options before graduation.

MEA needs a consistent TSIA2 preparation and testing system that identifies eligible students early, provides targeted ELAR and Math support, schedules testing opportunities, and monitors student progress toward college readiness indicators.

6
★

Manor Excel Academy must maintain consistent safety drill implementation and staff/student training to ensure all learners and staff are prepared to respond appropriately during emergency situations and campus safety procedures.

MEA needs a consistent monitoring system for scheduling, completing, documenting, and reflecting on required safety drills so staff and students understand expectations and campus safety practices remain aligned throughout the school year.

7
★

Manor Excel Academy operates with a small campus staff and limited campus funding while serving students with significant academic, attendance, graduation, and support needs, requiring intentional resource alignment to support instruction, intervention, technology, student services, and postsecondary readiness.

MEA needs a consistent system for reviewing campus needs, student progress data, staff input, and available resources so funding decisions and partnerships are aligned to the highest-impact student and campus priorities.

★ = 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 CCMR goals
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Federal Report Card and accountability data
- ☒ Local Accountability Systems (LAS) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ 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
- ☒ Male / Female performance, progress, and participation data

- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Pregnancy and related services data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Attendance data
- ☒ Discipline records

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Campus leadership data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent engagement rate

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Communications 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

By June 2027, Manor Excel Academy will maintain or increase the percentage of annual graduates meeting CCMR criteria to at least 80% or higher, using verified senior cohort data, early CCMR identification, transcript audits, TSI support, certification opportunities, college/career advising, and individualized graduation planning.

Evaluation Data Source: TAPR CCMR data, TSIA2 score reports, CCMR tracker, transcript audits, graduation plan reviews.

Strategy 1

By the first six weeks, conduct transcript audits and CCMR data reviews for all seniors to identify students who have already met CCMR, students close to meeting CCMR, and students needing targeted support.

Strategy's Expected Result/Impact: Students will be identified earlier for TSI testing, exemptions, certification opportunities, college/career advising, and individualized CCMR support.

Staff Responsible for Monitoring: Principal, Counselor, Registrar

Problem Statements: School Culture and Climate 1

Formative Reviews

October

January

March

June

Strategy 2

Provide targeted TSIA2 preparation and testing opportunities each semester for students who need English, math, or both-subject readiness indicators.

Strategy's Expected Result/Impact: More students will meet college readiness criteria before graduation.

Staff Responsible for Monitoring: Counselor / Principal

Problem Statements: Student Achievement 2

Formative Reviews

October

January

March

June

Strategy 3

Connect students to postsecondary and workforce opportunities through ACC, Tesla Manufacturing Development Program, FAFSA support, career events, and college/career advising.

Strategy's Expected Result/Impact: Students will better understand and complete college, career, and workforce readiness steps prior to graduation.

Staff Responsible for Monitoring: Principal, Counselor, CTE Teacher, Community Partners.

Problem Statements: Student Achievement 2

Formative Reviews

October

January

March

June

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

Although MEA demonstrates strong CCMR outcomes, with a CCMR scaled score of 96, students continue to need targeted support with TSIA2 readiness in ELAR and Math to expand college readiness options before graduation.

MEA needs a consistent TSIA2 preparation and testing system that identifies eligible students early, provides targeted ELAR and Math support, schedules testing opportunities, and monitors student progress toward college readiness indicators.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Manor Excel Academy's attendance and engagement needs continue to impact student progress, with the campus serving a 100% at-risk student population, a 100% mobility rate, and a 41.3% attrition rate. These factors create challenges with consistent attendance, course completion, EOC retesting, and timely progress toward graduation.

MEA needs a consistent student engagement and attendance system that includes early relationship-building, weekly attendance monitoring, mentor check-ins, family contact, and progress conversations connected to each student's graduation plan.

Performance Objective 2

By June 2027, Manor Excel Academy will increase STAAR EOC Meets Grade Level performance in targeted retest areas by improving Algebra I from 0% to 5% Meets and English II from 7% to 12% Meets through skill-based intervention, progress monitoring, and targeted retest support.

Evaluation Data Source: STAAR EOC results, interim/benchmark data, IXL or platform diagnostics, teacher-created assessments, retester tracking sheets.

Strategy 1

Create an EOC retester tracker upon enrollment of each student that identifies each student's needed assessment, number of prior attempts, highest performance level, and targeted skill gaps.

Strategy's Expected Result/Impact: Staff will be able to prioritize students by need and provide more targeted intervention before December and spring EOC administrations.

Staff Responsible for Monitoring: Principal, Counselor, Senior Admin.

Problem Statements: Student Achievement 1

Formative Reviews

October	January	March	June
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Strategy 2

Provide targeted intervention during designated intervention/credit recovery periods, with a focus on Algebra I readiness standards and English I/English II reading and writing skills.

Strategy's Expected Result/Impact: Students will receive focused support on the skills most likely to impact EOC retest success.

Staff Responsible for Monitoring: Principal & Teachers

Problem Statements: Student Achievement 1

Formative Reviews

October	January	March	June
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Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

MEA students continue to demonstrate low performance in key STAAR EOC areas, with 2025 TAPR data showing 31% Approaches in Algebra I and 33% Approaches in English II, compared to stronger campus performance in Biology at 82% Approaches and U.S. History at 85% Approaches.

MEA needs a more targeted retester intervention system that uses prior EOC attempts, student skill gaps, and frequent progress monitoring to provide focused Algebra I and English II support within the limited time students are enrolled at the campus.

Goal 2 By 2032, Manor ISD will retain and support high-quality staff at all levels of the organization.

Performance Objective 1

By June 2027, Manor Excel Academy will maintain a staff retention rate of 88% or higher while increasing staff support through improved communication, role clarity, professional learning, and recognition systems.

Evaluation Data Source: Campus turnover/retention data, TASB Employee Opinion Survey, Stay Interview data, staff feedback, walkthrough/coaching documentation.

Strategy 1

Implement consistent staff communication systems, including weekly updates, clear role expectations, campus calendars, and structured check-ins to ensure staff understand priorities, responsibilities, and upcoming deadlines.

Strategy's Expected Result/Impact: Staff will have greater clarity around campus systems, expectations, and responsibilities, reducing confusion and improving follow-through.

Staff Responsible for Monitoring: Principal, Campus Leadership Team

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

October

January

March

June

Strategy 2

Provide professional learning aligned to MEA's unique alternative campus model, including credit recovery, EOC retest intervention, student engagement, trauma-informed practices, blended learning, and progress monitoring.

Strategy's Expected Result/Impact: Staff will be better equipped to support students with complex academic, attendance, behavioral, and social-emotional needs in an accelerated setting.

Staff Responsible for Monitoring: Principal, Instructional Support Staff, District Support Teams

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

Strategy 3

Use staff feedback, Stay Interviews, and survey data to strengthen recognition systems, celebrate staff contributions, and identify areas where staff need additional support.

Strategy's Expected Result/Impact: Staff will feel valued, heard, and supported, contributing to stronger morale and continued retention.

Staff Responsible for Monitoring: Principal, Campus Leadership Team

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

October

January

March

June

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

MEA retained 15 of 17 staff members, resulting in an 88% retention rate; however, the campus's small staff size, limited funding structure, and specialized student needs create ongoing challenges with workload balance, collaboration, and consistent student support services.

MEA needs clearer role ownership, protected collaboration time, and targeted professional learning to support staff who manage multiple responsibilities within a small accelerated campus model.

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 June 2027, Manor Excel Academy will strengthen transparent and timely communication by ensuring students and families receive consistent updates regarding attendance, course progress, graduation status, campus events, and available supports.

Evaluation Data Source: Skyward communication logs, parent contact records, attendance intervention documentation, graduation progress trackers, event participation data, family/student feedback.

Strategy 1

Provide regular student and family updates regarding course completion, credits earned, remaining graduation requirements, EOC status, and senior progress.

Strategy's Expected Result/Impact: Students and families will have a clearer understanding of graduation timelines, required next steps, and how daily attendance and course progress impact completion.

Staff Responsible for Monitoring: Principal, Counselor, Registrar, Teachers

Problem Statements: School Culture and Climate 1

Formative Reviews

October

January

March

June

Strategy 2

Use timely phone calls, Skyward documentation, parent conferences, and student check-ins to communicate attendance concerns and problem-solve barriers with families.

Strategy's Expected Result/Impact: Families will receive earlier communication when attendance concerns arise, allowing staff and parents to address barriers before students fall further behind.

Staff Responsible for Monitoring: Principal, Attendance Associate, Counselor, Teachers

Problem Statements: Parent and Community Engagement 1

Formative Reviews

Strategy 3

Increase communication about MEA events, recognition opportunities, FAFSA support, career activities, senior celebrations, graduation events, and partner-led opportunities through multiple communication methods.

Strategy's Expected Result/Impact: Families will be more aware of campus events and positive opportunities to engage with MEA beyond academic or attendance concerns.

Staff Responsible for Monitoring: Principal, Counselor, Campus Staff

Problem Statements: Parent and Community Engagement 1

Formative Reviews

October

January

March

June

Strategy 4

Ensure campus communication is clear, timely, and accessible to families through phone calls, emails, Skyward messages, translated communication when needed, and campus updates.

Strategy's Expected Result/Impact: Families will receive consistent information in a format they can access and understand, improving trust, responsiveness, and connection to the campus.

Staff Responsible for Monitoring: Principal, Counselor, Attendance Associate, Front Office Staff

Problem Statements: Parent and Community Engagement 1

Formative Reviews

October

January

March

June

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Manor Excel Academy's attendance and engagement needs continue to impact student progress, with the campus serving a 100% at-risk student population, a 100% mobility rate, and a 41.3% attrition rate. These factors create challenges with consistent attendance, course completion, EOC retesting, and timely progress toward graduation.	MEA needs a consistent student engagement and attendance system that includes early relationship-building, weekly attendance monitoring, mentor check-ins, family contact, and progress conversations connected to each student's graduation plan.

Performance Objective 1 Problem Statements Identifying Parent and Community Engagement

	Problem Statement	Root Cause
1	Although MEA maintains frequent family communication through phone calls, Skyward documentation, intake meetings, conferences, attendance follow-up, and graduation planning, parent/community participation is limited by the campus's small alternative setting and lack of traditional engagement structures such as athletics, booster clubs, and PTA.	MEA needs a more consistent system for communicating engagement opportunities, inviting families to campus events, and highlighting the purpose, outcomes, and student success stories of the accelerated alternative high school model.

Goal 4

Establish a long-range facilities planning framework that incorporates community input and promotes sustainable growth while ensuring facilities are functional and safe.

Performance Objective 1

By June 2027, Manor Excel Academy will strengthen campus facility planning by identifying space, safety, and functionality needs that support the accelerated alternative high school model, including student support spaces, intervention areas, technology use, and flexible learning environments.

Evaluation Data Source: Campus walkthrough notes, staff/student feedback, safety drill reflections, work order records, classroom utilization review, campus planning notes.

Strategy 1

Ensure all safety drills take place within the district and specific training for staff and learners concerning safety practices occurs.

Strategy's Expected Result/Impact: Safe and secure campus. 100% on all safety audits.

Staff Responsible for Monitoring: Principal and all staff members

Problem Statements: School Context and Organization 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

October January March June

Performance Objective 1 Problem Statements Identifying School Context and Organization

Problem Statement Root Cause

2

Manor Excel Academy must maintain consistent safety drill implementation and staff/student training to ensure all learners and staff are prepared to respond appropriately during emergency situations and campus safety procedures.

MEA needs a consistent monitoring system for scheduling, completing, documenting, and reflecting on required safety drills so staff and students understand expectations and campus safety practices remain aligned throughout the school year.

Goal 5

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

Performance Objective 1

By June 2027, Manor Excel Academy will align campus resources, purchases, and budget requests to identified student needs, including graduation support, credit recovery, intervention, technology use, student engagement, and postsecondary readiness.

Evaluation Data Source: Campus budget records, purchase requests, needs assessment data, student progress data, technology inventory, intervention and CCMR planning documents.

Strategy 1

Review campus needs assessment data, student progress data, staff input, and program priorities before submitting budget requests or making campus purchases.

Strategy's Expected Result/Impact: Campus resources will be used intentionally to support the highest-priority student and staff needs.

Staff Responsible for Monitoring: Principal, Campus Leadership Team

Problem Statements: School Context and Organization 3

Formative Reviews

October

January

March

June

Strategy 2

Maintain awareness of available instructional, technology, and student support resources to reduce duplication and maximize use of existing materials.

Strategy's Expected Result/Impact: MEA will use existing resources efficiently while identifying true gaps that require district support.

Staff Responsible for Monitoring: Principal, Office Staff, Teachers

Problem Statements: School Context and Organization 3

Formative Reviews

October

January

March

June

Strategy 3

Continue leveraging community partnerships, district supports, grants, donations, and external resources to expand student opportunities without relying only on campus budget funds.

Strategy's Expected Result/Impact: Students will have increased access to academic, social-emotional, college, career, and basic-needs supports through responsible use of district and community resources.

Staff Responsible for Monitoring: Principal, Counselor, Campus Staff

Problem Statements: School Context and Organization 3

Formative Reviews

October

January

March

June

Performance Objective 1 Problem Statements Identifying School Context and Organization

Problem Statement

Root Cause

3

Manor Excel Academy operates with a small campus staff and limited campus funding while serving students with significant academic, attendance, graduation, and support needs, requiring intentional resource alignment to support instruction, intervention, technology, student services, and postsecondary readiness.

MEA needs a consistent system for reviewing campus needs, student progress data, staff input, and available resources so funding decisions and partnerships are aligned to the highest-impact student and campus priorities.



State Compensatory Education

State Compensatory

Budget for Manor Excel Academy

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Manor Excel Academy currently does not receive state comp. ed funds.



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					\$13,000.00
+/- Difference					\$13,000.00



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