Manor Independent School District

Manor Sr. High School

2024-2025 Campus Improvement Plan

Mission Statement

At Manor High School and Senior High School we nurture all learners with love and high expectations to create the life of their choosing by promoting Mustang PRIDE: Personal Responsibility in Developing Excellence to ensure college and career readiness. At Manor Senior High School, we are all about making an I.M.P.A.C.T.

I.M.P.A.C.T.

We Are Intentional

We Make Everyday Count

We Persevere

We Are Accountable

Can't Doesn't Exist

We Trust the Process

Vision

Manor Senior High School is committed to graduating scholars who are prolific readers and writers, critical thinkers, collaborative teammates, responsible decision-makers, and entrepreneurs.

Value Statement

Core Values

At Manor Senior High School We Value...

High Expectations With Unlimited Opportunities

Whole Child Focus

Connection and Community

Relevance

Active Self-Direction

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Manor Senior High School (MSHS) opened its doors in August 2018 during the 2018-2019 academic school year, to approximately 900 students serving only 11th and 12th-grade students, separated from Manor High School serving 9th and 10th-grade students. Since its opening, MSHS has served predominately economically disadvantaged families. MSHS is expected to serve between 1000-1200 students during the 2024-2025 school year. During the 2021-2022 academic school year, Manor Senior High School partnered with Transcend Education, to redesign our school as a Blended Learning Campus.

Manor Senior High School and Manor High School are currently considered one campus, sharing the same state accountability. Our 9th-12th-grade student groups included 24.5% African American; 0.3% American Indian; 2.8% Asian; 65.1% Hispanic; 0.2% Pacific Islander; 4.8% White; and 2.4% Two or More Races. 78.1% of our student population was identified as Economically Disadvantaged; and 37.6% enrolled in our Emergent Bilingual/ESL program; and 11.5% enrolled in our Special Education Program.

Our parents and community are an essential part of our school when it comes to increasing student achievement. At MSHS we value high expectations with unlimited opportunities, whole child focus, connection and community, relevance, and active self-direction.

Demographics Strengths

- Cultural Diversity
- Inclusive Environment
- Rich Perspectives
- Community Support
- Adaptability

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student outcomes and performance are negatively impacted by student discipline, attendance, and tardies.   **Root Cause:** There is insufficient management and support for student discipline, attendance, and punctuality. This leads to disruptions in learning, gaps in instruction, and reduced engagement, ultimately affecting academic achievement.

Problem Statement 2 (Prioritized): Even though our campus is diverse, there is a lack of cultural diversity visibility in hallways, and campus/community programs and events. **Root Cause:** There is insufficient integration of diverse cultural elements into campus decor, programs, and events. This oversight leads to a diminished representation of the diverse backgrounds of our community members, reducing opportunities for cultural exchange and inclusivity.

Student Learning

Student Learning Summary

During the last reporting academic school year, over 90% of our MSHS population received a high school diploma on time.

<u>In comparison to the 2023 - 2024 the following gains were made regarding student achievement and the overall campus student growth goal below:</u>

Student Growth Goal

By the end of the 2023-2024 school year, overall passing percentages on Math and RLA STAAR EOCs will increase at minimum by 10% as compared to the 2022-2023 school year.

Math passing percentages will increase at minimum from 32% to 42%: ***Exceeded Goal by 17%***

English 1 passing percentages will increase at minimum from 20% to 30%: ***Exceeded Goal by 8%***

English 2 passing percentages will increase at minimum from 18% to 28%: ***Exceeded Goal by 3%***

Evidence

Exceeded Goals

	2023 Total % Passing	Goals	Dec EOCs: % Passing		Spring EOCs: % Passing		Total % Passing	% Gains	% Increase
Algebra I	34%	42%	30%	+	29%	=	59%	+25%	+74%
English I	23%	30%	29%	+	9%	=	38%	+15%	+65%
English II	24%	28%	21%	+	10%	=	31%	+7%	+29%

Breakdown: *Total # of EOCs Passed: 2023 vs 2024 (Retesters)*

	2023	**2024** **(Dec & Spring EOCs)**	**Gains**	**% Increase**
Algebra I	33	94	+61	+185%
English I	18	57	+39	+217%
English II	38	49	+11	+29%

Total # of EOCs Passed Across All Content Areas

2023	**2024**	**Gains**	**% Increase**
462	*688*	*+226 Additional EOCs Passed*	*+49%*

Breakdown of Comparison: *Growth/Total # of EOCs Passed Across All Content Areas*

	2023	**2024** **(Dec & Spring EOCs)**	**Gains**	**% Increase**
Algebra I	33	94	+61	+185%
English I	18	57	+39	+217%
English II	38	49	+11	+29%
Biology	27	65	+38	+141%
USH	346	423	+77	+22%
Totals	*462*	*688*	*+226*	

Student Learning Strengths

- High Engagement Levels: Most students actively participate in class discussions, projects, and extracurricular activities, which enhance their learning experience.
- Critical Thinking and Problem Solving Skills: Most students excel in applying critical thinking and problem solving strategies to tackle complex tasks and projects.
- Collaboration and Teamwork: Most students engage in effective collaboration with peers on group assignments and projects, promoting shared learning and diverse perspectives.
- Adaptability: Most students have the ability to adjust to different teaching styles and learning environments, demonstrating flexibility and resilience in their educational

journey.
- Passion for Learning: Most students demonstrate a genuine interest and enthusiasm for learning that drives students to seek additional knowledge and challenge themselves academically.

These strengths are conducive to creating a dynamic and successful learning environment at Manor Senior High School.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MSHS Emergent Bilinguals struggle to access the English Language and therefore struggle to meet standard on STAAR EOC Assessments across all content areas.   **Root Cause:** There is inadequate support and resources for developing English language proficiency, leading to challenges in accessing and comprehending content across all content areas.

Problem Statement 2 (Prioritized): Not enough seniors are graduating meeting the state of Texas College, Career, and Military Readiness standard.   **Root Cause:** There is limited career and college readiness preparation throughout our students high school experience, including a limited amount of targeted guidance and opportunities for skill development necessary for post-secondary readiness/success.

Problem Statement 3 (Prioritized): There continues to be a significant number of STAAR EOC re-testers in English I, English II, Algebra I, and Biology, signifying that students have not yet mastered the expected content prior to transitioning to or enrolling at the Senior High School Campus.   **Root Cause:** There is a lack of mastery and retention of foundational content in English I, English II, Algebra I, and Biology, due to gaps in instructional continuity and support before students reach the Senior High School Campus.

School Processes & Programs

School Processes & Programs Summary

Processes

- *Social-Emotional Programs:*

    - Teachers and staff have had basic levels of training and exposure to Teacher Clarity, Positive Behavior Intervention and Supports, and Restorative Practices.

    - Teachers and Staff are familiar with implementing social contracts and classroom behavior expectations.

- *Academic Improvement Systems:*

    - Advancement Via Individual Determination (AVID) - has 3-5 sections but hasn't expanded beyond the AVID elective classroom. Support is needed in this area to increase WICOR in all classrooms for all scholars.

    - Teach Like A Champion (TLAC) 2.0 - these are basic tools every teacher should be learning to improve student achievement. Professional development should encourage the usage of TLAC and AVID strategies.

    - Leverage Leadership 2.0 - This is the guidebook for observation and feedback protocols for administrators. In conjunction with T-TESS and the Effective School Framework (ESF), we anticipate improvement in teacher clarity and capacity.

    - Data Drive Instructional (DDI) - DDI will improve our lesson planning, problem-solving centered around student achievement, staffing, budgeting, and impact of our professional learning communities (PLC).

- *Multi-Tiered Support Services (MTSS):*

    - The district began to train all campuses around MTSS and have focused administrator's thoughts towards acceleration versus remediation. Manor High School, Manor Early College High School, and Manor Senior High School are working together to have similar systems and to improve collaboration. A shared drive and documents are used to plan our MTSS processes.

    - Edgenuity for Credit Recovery and Repair - This will be used during the six weeks and semester to reduce the number of students needing to repeat a course in the summer and during the following school year. In addition, we will start offering courses through Edgenuity for acceleration, test prep, and more.

    - Campus Instructional Leadership Team (CILT) - CILT team will meet regularly to review and revise the campus improvement plan during the year in order to improve student achievement. The overall goal is to become an A-rated campus.

    - The campus will need to revisit its Problem of Practice.

Programs

- Fine Arts: Marching Band, Concert Band, Choir, Theatre, Dance, Orchestra, and Visual Arts programs are continuing to develop and increase in participation.

- Athletics: All athletic programs are offered to all scholars who meet UIL and academic requirements (NO PASS NO PLAY); Football, Volleyball, Soccer, Basketball, Baseball, Softball, Track, Cross Country, Tennis, and Golf

- Career and Technology Education (CTE): We offer programs in Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business, Marketing, and Finance; Education and Training; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law and Public Service; Manufacturing; Science, Technology, Engineering, and Mathematics; Transportation, Distributions, and Logistics.

- English as a Second Language (ESL): Students are identified as ESL if English is their second language. We need to continue building proficiency with the Sheltered Instruction Observation Protocol (SIOP) and other best practices. We have an increasing number of students enrolling in high school as newcomers.

School Processes & Programs Strengths

The following areas are current strengths at MSHS:

- Athletics: Basketball, Football, and Track winning district and advancing to playoffs or regionals

- Manor Early College High School - over 600 scholars in the program with a high graduation rate and percent of associated degree attainment

- Restorative practices protocols help faculty and staff members resolve discipline concerns in a positive way when they arise.

- Capturing Kids' Hearts - Teachers have incorporated them into their classroom culture. Some teachers have other functional systems in place that work for them and may have an aversion to using the CKH system as it may appear elementary to our upper level students. Overall, discipline referrals are practically non-existent. We have had less than 5% in DAEP placements, ISS is non-existent

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all students plan on going to college, and only limited amounts of students have access to and enroll in the available CTE pathways aimed to ensure that they graduate with a level I or level to certification, however most students are stuck in the middle without a clear plan after graduation. **Root Cause:** Students lack access, awareness and guidance about career and technical education (CTE) pathways and their benefits, leading to low enrollment and a lack of clear post-graduation plans.

Problem Statement 2 (Prioritized): Teachers struggle to consistently create content-based exit ticket assessments, and formative assessments aligned to the rigor of STAAR and College Readiness. **Root Cause:** Teachers face challenges in aligning formative and exit ticket assessments with STAAR and College Readiness standards due to insufficient professional development and resources focused on assessment design.

Problem Statement 3 (Prioritized): Access to Cellphones, AirPods, and Headphones during daily instruction disrupts teaching and learning, and pose safety concerns when students utilize the technology devices to engage in off-culture behaviors that violate the student code of conduct. **Root Cause:** Insufficient policies and enforcement regarding the use of personal technology devices in the classroom lead to disruptions and safety concerns, as students engage in off-task behaviors.

Perceptions

Perceptions Summary

Manor Senior High School is starting its 7th year. Continuing to build a positive culture and improving climate based on shared values and beliefs will be essential. We will continue to implement our campus redesign blended learning model while focusing on high expectations with unlimited opportunities, whole child, connection and community, relevance, and active self-direction.

In the last six years, the campus has had at least three principals, and more than ten different assistant principals. It is our belief that with a positive campus culture, climate, beliefs, and values will ignite the fire we need to become an "A-rated" campus that graduates scholars as prolific readers and writers, critical thinkers, collaborative teammates, responsible decision-makers, and entrepreneurs.

We will work collaboratively, use timely and compassionate two-way communication, act responsibly and with integrity, and hold each other accountable. We will interact with respect, assume positive intent, and respond restoratively to challenges and opposition.

The following are areas we need to focus on: Tier I instruction and behavioral systems, scholar engagement and connectivity, authentic engagement for staff, clear pathways for scholars to earn liveable wages, attendance, teacher capacity and clarity, and community and family engagement. Communication between all stakeholders is another opportunity for growth, as well as specific interaction between teacher and parents/guardians regarding attendance, behavior, academics, and overall scholar success.

Perceptions Strengths

The Manor High trilogy of campuses supports ALL students. We take every student and build their capacity to become successful adults regardless of what avenue they choose to pursue. We offer CTE pathways, AVID, Fine Arts, Athletics, Dual Credit, OnRamps, Advanced Placement and a variety of enrichment opportunities. We consistently practice Restorative Discipline which is aligned with our student Code Of Conduct. We believe that every student deserves the opportunity to experience the highest quality of instruction that education has to offer. With that, we pledge, as a faculty and staff, to consistently train, enhance, and implement the best practices that have been proven to be successful. We are committed to making an I.M.P.A.C.T.

1) Student and Staff Diversity

2) Location and Facilities

3) Partnerships with Institutions of Higher Education (Austin Community College) and Businesses (i.e. Samsung, Dell, Applied Materials, etc.)

4) Manor Early College High School (school within a school)

5) Parent Teacher Association

6) Reduction in student discipline and DAEP placements

Problem Statements Identifying Perceptions Needs

Problem Statement 1: New students that enroll in the middle, and end of the year are not consistently provided with information about systems (policies) and procedures, and services available at the campus. This is especially true for Emergent Bilinguals (EBs) and students receiving Special Education Services.   **Root Cause:** Systems are not in place to provide new students that enroll in the middle or at the end of the year to provide them with information about systems (policies) and procedures, and services available at the campus. Assigning all new students to a Campus Student Leader would be advantageous, however, the mobility rate affects both students new to the campus and those able to help them.

Problem Statement 2 (Prioritized): People perceive that we are not building leadership capacity of our young people.   **Root Cause:** Students haven't been engaged in activities outside of the regular classroom setting and are perceived as simply students and not student leaders.

Problem Statement 3 (Prioritized): Parent/Guardian engagement is low.   **Root Cause:** MSHS still lacks a PTA.

Priority Problem Statements

Problem Statement 1: Even though our campus is diverse, there is a lack of cultural diversity visibility in hallways, and campus/community programs and events.

Root Cause 1: There is insufficient integration of diverse cultural elements into campus decor, programs, and events. This oversight leads to a diminished representation of the diverse backgrounds of our community members, reducing opportunities for cultural exchange and inclusivity.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Not enough seniors are graduating meeting the state of Texas College, Career, and Military Readiness standard.

Root Cause 2: There is limited career and college readiness preparation throughout our students high school experience, including a limited amount of targeted guidance and opportunities for skill development necessary for post-secondary readiness/success.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers struggle to consistently create content-based exit ticket assessments, and formative assessments aligned to the rigor of STAAR and College Readiness.

Root Cause 3: Teachers face challenges in aligning formative and exit ticket assessments with STAAR and College Readiness standards due to insufficient professional development and resources focused on assessment design.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Access to Cellphones, AirPods, and Headphones during daily instruction disrupts teaching and learning, and pose safety concerns when students utilize the technology devices to engage in off-culture behaviors that violate the student code of conduct.

Root Cause 4: Insufficient policies and enforcement regarding the use of personal technology devices in the classroom lead to disruptions and safety concerns, as students engage in off-task behaviors.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Not all students plan on going to college, and only limited amounts of students have access to and enroll in the available CTE pathways aimed to ensure that they graduate with a level I or level to certification, however most students are stuck in the middle without a clear plan after graduation.

Root Cause 5: Students lack access, awareness and guidance about career and technical education (CTE) pathways and their benefits, leading to low enrollment and a lack of clear post-graduation plans.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: People perceive that we are not building leadership capacity of our young people.

Root Cause 6: Students haven't been engaged in activities outside of the regular classroom setting and are perceived as simply students and not student leaders.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There continues to be a significant number of STAAR EOC re-testers in English I, English II, Algebra I, and Biology, signifying that students have not yet mastered the expected content prior to transitioning to or enrolling at the Senior High School Campus.

Root Cause 7: There is a lack of mastery and retention of foundational content in English I, English II, Algebra I, and Biology, due to gaps in instructional continuity and support before students reach the Senior High School Campus.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Parent/Guardian engagement is low.

Root Cause 8: MSHS still lacks a PTA.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: MSHS Emergent Bilinguals struggle to access the English Language and therefore struggle to meet standard on STAAR EOC Assessments across all content areas.

Root Cause 9: There is inadequate support and resources for developing English language proficiency, leading to challenges in accessing and comprehending content across all content areas.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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)

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

Performance Objective 1: The percentage of graduates that meet the criteria for CCMR will increase from 55% for the class of 2023 to 65% by the class of 2024, and 75% by the class of 2025.

GPM 3.1 The percentage of graduates that meet TSI compliance in English and Math through the TSIA, SAT, ACT, or the English and Math College Prep Course will increase from 32% to 40% by the class of 2024, and 45% by the class of 2025.

GPM 3.2 The percentage of graduates that meet the dual credit course indicator will increase from 34% to 35% by the class of 2024, and 40% by the class of 2025.

GPM 3.3 The percentage of graduates that receive an Industry Based Certificate will increase from 32% to 35% by the class of 2024, and 40% by the class of 2025.

High Priority

HB3 Goal
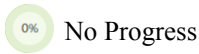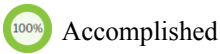
Evaluation Data Sources: Campus-based Assessments Data
District-based Assessments Data
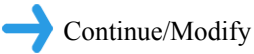STAAR Data
EOC Tests Data
AP Tests Data
TSI Data
SAT Data
ACT Data
Post-Secondary Acceptance Data

Strategy 1 Details	Reviews			
Strategy 1: Integrated College and Career Readiness Programs: Develop comprehensive programs that combine college readiness, dual credit opportunities, and industry-based certifications. This could include creating a cohesive curriculum that integrates academic preparation (TSI compliance) with career-focused training and dual credit coursework, ensuring that students receive guidance and resources for meeting multiple CCMR indicators simultaneously.	Formative			Summative
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: CCMR Readiness Whole-Child Focus **Staff Responsible for Monitoring:** Principal Dr. Hearne API Gutierrez Counselors **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2 - School Processes & Programs 1, 2, 3				

Strategy 2 Details	Reviews			
Strategy 2: Enhanced Guidance and Support Systems: Strengthen counseling and advising services to provide personalized support for students. Implement robust systems for career and academic advising that help students plan their pathways early, select appropriate dual credit and certification courses, and prepare for standardized tests. This support should include regular check-ins, progress tracking, and tailored interventions to address individual needs and goals.	Formative			Summative
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: CCMR Readiness Whole-Child Focus **Staff Responsible for Monitoring:** API Gutierrez Counselors **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
Strategy 3: Collaboration with Postsecondary and Industry Partners: Foster partnerships with colleges, universities, and industry leaders to create seamless pathways for students. Collaborate on developing dual credit courses, certification programs, and test preparation resources. These partnerships can also offer internships, apprenticeships, and other practical experiences that enhance the relevance of coursework and certifications, aligning educational opportunities with industry standards and requirements.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: CCMR Readiness Whole-Child Focus **Staff Responsible for Monitoring:** Principal Hearne API Gutierez AP Henley AP Bryant Counselors DCs **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 **Funding Sources:** Data Analysis Materials and Resources - Local Funds				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: MSHS Emergent Bilinguals struggle to access the English Language and therefore struggle to meet standard on STAAR EOC Assessments across all content areas.   **Root Cause**: There is inadequate support and resources for developing English language proficiency, leading to challenges in accessing and comprehending content across all content areas.
Problem Statement 2: Not enough seniors are graduating meeting the state of Texas College, Career, and Military Readiness standard.   **Root Cause**: There is limited career and college readiness preparation throughout our students high school experience, including a limited amount of targeted guidance and opportunities for skill development necessary for post-secondary readiness/success.
Problem Statement 3: There continues to be a significant number of STAAR EOC re-testers in English I, English II, Algebra I, and Biology, signifying that students have not yet mastered the expected content prior to transitioning to or enrolling at the Senior High School Campus.   **Root Cause**: There is a lack of mastery and retention of foundational content in English I, English II, Algebra I, and Biology, due to gaps in instructional continuity and support before students reach the Senior High School Campus.

School Processes & Programs

Problem Statement 1: Not all students plan on going to college, and only limited amounts of students have access to and enroll in the available CTE pathways aimed to ensure that they graduate with a level I or level to certification, however most students are stuck in the middle without a clear plan after graduation.   **Root Cause**: Students lack access, awareness and guidance about career and technical education (CTE) pathways and their benefits, leading to low enrollment and a lack of clear post-graduation plans.

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Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: By the end of the 2024-2025 school year, Manor Senior High School will refine systems of communication to create opportunities for 100% of our scholars, family, staff, & community members to receive weekly communication that is interactive, accurate, timely, & accessible.

High Priority

Evaluation Data Sources: Stakeholder Feedback Surveys
-Students
-Staff
-Parents
-Community Members

Strategy 1 Details	Reviews			
Strategy 1: The Campus Communications Representative (CCR) will send out weekly parent and community communications, highlighting great things that are happening at Manor Senior High School, as well as the upcoming CCMR, and Parent & Community Engagement Events.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of families and existing community partners engaged, educated, informed, and updated to increase student achievement **Staff Responsible for Monitoring:** Veronica Arellano - MSHS Senior Admin & CCR **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3 **Funding Sources:** Communication Resources - Local Funds				

Strategy 2 Details	Reviews			
Strategy 2: Manor Senior High School Campus Communications Representative(CCR) will implement systems of effective communication to ensure that all necessary and required district and campus level postings/information, is sent out via MSHS campus website, 11th & 12th grade Google Classroom, and all other social media platforms approved by Manor ISD.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Interactive, accurate, timely, & accessible communication to all scholars, family, staff, & community members **Staff Responsible for Monitoring:** Veronica Arellano - MSHS Senior Admin & CCR **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 3				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Parent/Guardian engagement is low.   **Root Cause**: MSHS still lacks a PTA.

Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

Performance Objective 1: By the end of the 2024-2025 school year, Manor Senior High School will collaborate with parents to establish a PTA. In addition, Manor Senior High School will implement campus-wide initiatives to boost campus morale, and to ensure a positive campus, student, and community culture.

High Priority

HB3 Goal

Evaluation Data Sources: Parent Empowerment and Community Engagement Session Sign-in Sheets
Parent Empowerment and Community Engagement Session Feedback Surveys
Parent and Family Culture and Climate Surveys
Community Partner Culture and Climate Surveys

Strategy 1 Details	Reviews			
Strategy 1: The following campus culture initiatives will be implemented: -STAR Students of the Week -Hero of the Week -Teacher of the Month -Support Staff Team Member of the Month	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Positive Campus Climate and Culture
    High Campus Morale
 	
    Staff Responsible for Monitoring: Principal Dr. Hearne
    Senior Admin - Mrs. A
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals
     - **ESF Levers:**
    Lever 3: Positive School Culture
    Problem Statements: Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Establish PTA and conduct monthly meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent Engagement	**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: API Gutierrez
    AP Bryant
 	
    Problem Statements: Perceptions 3				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Parent/Guardian engagement is low.   **Root Cause**: MSHS still lacks a PTA.

Goal 4: By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

Performance Objective 1: By the end of the 2024-2025 school year, Manor Senior High School Campus Leadership will collaborate with District leadership to ensure 100% of our scholars, staff, and school community have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports conducive to well-supported teachers, empowered students, and highly effective teaching and learning.

High Priority

HB3 Goal

Evaluation Data Sources: Campus-based Assessments Data
District-based Assessments Data
STAAR Data
EOC Tests Data
AP Tests Data
TSI Data
SAT Data
ACT Data
Post-Secondary Acceptance Data
Campus Culture and Climate Surveys

Strategy 1 Details	Reviews			
Strategy 1: Manor Senior High School Campus Leadership will collaborate with District Leadership to implement effective systems conducive to ensuring 100% of our scholars, staff, and school community have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Effective systems conducive to ensuring 100% of our scholars, staff, and school community have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports. **Staff Responsible for Monitoring:** AP Henly **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 2 **Funding Sources:** No resources needs for this strategy - Local Funds				

Strategy 2 Details	Reviews			
Strategy 2: 100% of Manor Senior High School staff will receive ongoing targeted and meaningful professional development aligned to Paul Bambrick-Santoyo's "Get Better Faster" ~ Management and Rigor Trajectory (Scope & Sequence)	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Effective systems conducive to ensuring 100% of our scholars, staff, and school community have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports. **Staff Responsible for Monitoring:** API Gutierrez **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Targeted Professional Development tied to a Data-driven Culture and Teacher Observation and Feedback Data - Local Funds				

Strategy 3 Details	Reviews			
Strategy 3: 100% of our teaching staff at Manor Senior High School will be coached and developed via whole-group; small-group; and individually, based on what the data from weekly observation and feedback cycles reveal via practice clinics and campus-wide professional learning sessions.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Effective systems conducive to ensuring 100% of our scholars, staff, and school community have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports. **Staff Responsible for Monitoring:** Principal Dr. Hearne API Gutierrez AP Henley AP Thomas **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2 **Funding Sources:** No resources needs for this strategy - Local Funds				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: MSHS Emergent Bilinguals struggle to access the English Language and therefore struggle to meet standard on STAAR EOC Assessments across all content areas.   **Root Cause**: There is inadequate support and resources for developing English language proficiency, leading to challenges in accessing and comprehending content across all content areas.
Problem Statement 2: Not enough seniors are graduating meeting the state of Texas College, Career, and Military Readiness standard.   **Root Cause**: There is limited career and college readiness preparation throughout our students high school experience, including a limited amount of targeted guidance and opportunities for skill development necessary for post-secondary readiness/success.
Problem Statement 3: There continues to be a significant number of STAAR EOC re-testers in English I, English II, Algebra I, and Biology, signifying that students have not yet mastered the expected content prior to transitioning to or enrolling at the Senior High School Campus.   **Root Cause**: There is a lack of mastery and retention of foundational content in English I, English II, Algebra I, and Biology, due to gaps in instructional continuity and support before students reach the Senior High School Campus.

School Processes & Programs
Problem Statement 1: Not all students plan on going to college, and only limited amounts of students have access to and enroll in the available CTE pathways aimed to ensure that they graduate with a level I or level to certification, however most students are stuck in the middle without a clear plan after graduation.   **Root Cause**: Students lack access, awareness and guidance about career and technical education (CTE) pathways and their benefits, leading to low enrollment and a lack of clear post-graduation plans.
Problem Statement 2: Teachers struggle to consistently create content-based exit ticket assessments, and formative assessments aligned to the rigor of STAAR and College Readiness.   **Root Cause**: Teachers face challenges in aligning formative and exit ticket assessments with STAAR and College Readiness standards due to insufficient professional development and resources focused on assessment design.

Perceptions
Problem Statement 2: People perceive that we are not building leadership capacity of our young people.   **Root Cause**: Students haven't been engaged in activities outside of the regular classroom setting and are perceived as simply students and not student leaders.

Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 1: By the end of the 2024-2025 school year, Manor Senior High School will ensure 100% of our scholars have safe, well-maintained, environmentally sustainable, and community-accessible facilities.

High Priority

HB3 Goal

Evaluation Data Sources: Campus-Level Safety Audit
District Level Safety Audit
Student Culture and Climate Surveys

Strategy 1 Details	Reviews			
Strategy 1: Manor Senior High School Campus Leadership responsible for facilities will conduct bi-annual Campus Safety Audits (1 during the Fall Semester and 1 during the Spring Semester), and share findings with District Leadership responsible for facilities.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Positive School Culture Safe, Loving, and Welcoming Learning Environment Conducive to Effective Teaching and Learning **Staff Responsible for Monitoring:** AP Henly **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 3 - Perceptions 2 **Funding Sources:** No resources needs for this strategy - Local Funds				

Strategy 2 Details		Reviews			
Strategy 2: Manor Senior High School Campus Leadership responsible for facilities will collaborate with District Leadership responsible for facilities, to prioritize and resolve all areas of concern, based on what the data reveals from the bi-annual Campus Safety Audits.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Positive School Culture Safe, Loving, and Welcoming Learning Environment Conducive to Effective Teaching and Learning **Staff Responsible for Monitoring:** AP Henly **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 3 - Perceptions 2 **Funding Sources:** No resources needs for this strategy - Local Funds					

Strategy 3 Details		Reviews			
Strategy 3: Manor Senior High School Instructional Leadership Team and Teacher Teams will implement a campus-wide PBIS and Restorative Practices Program, aimed to address conflict resolution, violence prevention, and off-culture behavior that includes but is not limited to bullying.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Whole-Child Education through SEL Conflict Resolution Violence Prevention Drug Use Prevention Bullying Prevention Discipline Management (PBIS & Restorative Practices) **Staff Responsible for Monitoring:** API Gutierrez AP Henley Counselors **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - School Processes & Programs 3 - Perceptions 2 **Funding Sources:** Training, Resources, Materials - Local Funds					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Even though our campus is diverse, there is a lack of cultural diversity visibility in hallways, and campus/community programs and events.   **Root Cause**: There is insufficient integration of diverse cultural elements into campus decor, programs, and events. This oversight leads to a diminished representation of the diverse backgrounds of our community members, reducing opportunities for cultural exchange and inclusivity.

School Processes & Programs
Problem Statement 3: Access to Cellphones, AirPods, and Headphones during daily instruction disrupts teaching and learning, and pose safety concerns when students utilize the technology devices to engage in off-culture behaviors that violate the student code of conduct.   **Root Cause**: Insufficient policies and enforcement regarding the use of personal technology devices in the classroom lead to disruptions and safety concerns, as students engage in off-task behaviors.

Perceptions
Problem Statement 2: People perceive that we are not building leadership capacity of our young people.   **Root Cause**: Students haven't been engaged in activities outside of the regular classroom setting and are perceived as simply students and not student leaders.

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 1: 75% of "non-regrettable" staff at Manor Senior High School will be retained from July 1, 2024, to July 30, 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Teacher/Staff Turnover Data
T-TESS Final Evaluations
T-PESS Final Evaluations
Support Staff Final Evaluation
Staff Culture and Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Leadership Team will ensure and implement a system for clear and consistent communication of campus-wide expectations, updates, and celebrations.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 75% or higher of "non-regrettable" staff at Manor Senior High School will be retained from July 1, 2024, to July 30, 2025.
    Staff Responsible for Monitoring: Principal Dr. Hearne
API Gutierrez
AP Henley
AP Bryant
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Demographics 2
    Funding Sources: No resources needs for this strategy - Local Funds				

Strategy 2 Details	Reviews			
Strategy 2: The Instructional Leadership Team will collaborate with teacher leaders to evaluate current systems that are in place to address campus culture and climate. Based on what data reveals from the evaluation, the Instructional leadership team will put systems in place to maintain the effective systems, and eliminate or refine ineffective systems.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: 75% or higher of "non-regrettable" staff at Manor Senior High School will be retained from July 1, 2024, to July 30, 2025.
 	
    Staff Responsible for Monitoring: API Gutierrez
DCs
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Demographics 2
    Funding Sources: No resources needs for this strategy - Local Funds				

Strategy 3 Details	Reviews			
Strategy 3: The Instructional Leadership team will establish and implement a system for conducting monthly "Instructional Learning Walks" to identify and address our campus' problem of practice, which will allow us to improve teacher practices. If teacher practices improve, student outcomes will improve, and will contribute to staff retention.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: 75% or higher of "non-regrettable" staff at Manor Senior High School will be retained from July 1, 2024, to July 30, 2025.
 	
    Staff Responsible for Monitoring: Principal Hearne
API Gutierrez
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Demographics 2
    Funding Sources: Calibrated Walks Resources and Materials - Local Funds				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Even though our campus is diverse, there is a lack of cultural diversity visibility in hallways, and campus/community programs and events.   **Root Cause**: There is insufficient integration of diverse cultural elements into campus decor, programs, and events. This oversight leads to a diminished representation of the diverse backgrounds of our community members, reducing opportunities for cultural exchange and inclusivity.

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Child Abuse and Neglect	Human Resources	10/7/2024	Dr. Christopher Harvey	10/7/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Support Officer	1/28/2025	Dr. Christopher Harvey	10/7/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/13/2024	Dr. Christopher Harvey	10/7/2024