

**Manor Independent School District**  
**Blake Manor Elementary**  
**2025-2026 Campus Improvement Plan**



# Value Statement

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

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

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

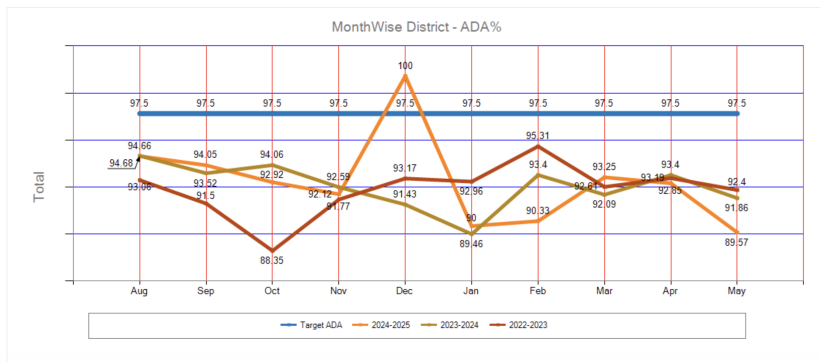
- having high expectations for all of our learners
- providing a safe, caring and positive class atmosphere for all scholars
- implementing rigorous core curriculum
- communicating with parents regularly regarding your child's progress

Blake Manor Elementary is a Title I campus that serves Pre-Kindergarten through 5th grade scholars. This school year, our enrollment was projected to grow due to the addition of our Pre-K 3, Pre-K 4, and students rezoned from the Presidential Meadows Elementary area. At the close of the 2024-2025 school year, enrollment was a total of 599 students. BME has seen a steady increase of enrollment from the 2023-2024 school year (enrollment 403 students) to the 2024-2025 school year totaling a 33% growth in enrollment.

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

491 Hispanic ( 82%), 50 African American (8%), 42 White (7%), 11 Multi-Race (2%), 2 Asian (1%) which consists of 561 (94%) identified as At-Risk and 489 (82%) Economically Disadvantaged. Our largest demographics are our Hispanic & African American students. Our campus consists of 392 65% emergent bilingual students that participate in our Dual Language 1-way classrooms and we anticipate that our total number of scholars served as well as those identified as emergent bilingual will continue to increase in the next school year.

Our end-of-year attendance rate for the 2024–2025 school year was a 92%, consistent and maintained with the previous school years rate. Attendance tends to fluctuate around holiday breaks, early release days, inclement weather, as we approach our end of the year ceremonies, and during flu and cold season. To support strong attendance, our Attendance Committee and Student Support Team actively monitor data and implement interventions and incentives throughout the year.



We use the district wide online management system Raaweek to monitor and track our attendance interventions, communications with families, documentation of identified barriers to attendance, and incentive efforts. This school year there were 3 common barriers to attendance identified that included: Mental Health, Physical Health, and Behavior. We had 22.03% chronic absenteeism for the 24-25 school year.

***Staff demographic breakdown:***

This school year with the increase in enrollment we had 39 teachers which included 30 general education classroom teachers, 1, ECSE teacher, 4 specials teachers, and 4 instructional support team (1-Special Education Resource/Inclusion, 1-Instructional Coach, 1-GT Teacher and 1-Bilingual Reading Interventionist). Out of the 39 teachers, 5-Local Certification, 5- J1/VIT, 5- Long Term Substitutes. The current staff breakdown according to years of experience is 13- 0-3 years of experience. 21-3+ years of experience. Our campus staff also included 9 instructional paraprofessionals, 1-registrar, 1-Sr. administrative assistant, 1- nurse, 1- counselor, 1-parent liaison, 2- admin, custodial and cafeteria staff.

Our retention rate for the 2024-2025 school year was 81% with only 9 resignations/terminations (excluding vacant positions that were filled by long-term substitutes and/or contracted staff). While this retention rate does show a decline from the previous years retention (88%), it's important to note that we had a 33% increase in available classroom teacher positions for the 24-25 school year. This increase was supported by long-term substitutes and contracted staff as well as new hires to the campus.

***Community Stakeholders:***

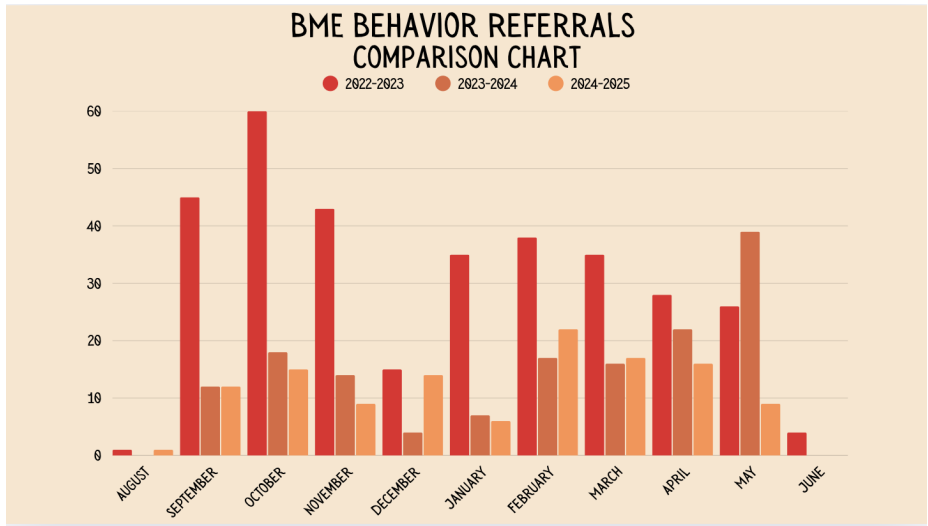
Manor ISD has a collaboration with Texas State for Teacher Residents to complete their student teaching on various elementary campuses and be eligible for recruitment to pursue a career with Manor ISD. The 2024-2025 school year we had a total of 6 Texas State Residents. During the 2024-2025 school year, BME was able to hire 2 out of the 3 Texas State Teacher Residents upon their graduation graduation. The 2 Residents that were hired were also retained and are expected to return for the 2025-2026 school year.

We have 3 Texas State Teacher Residents that will be returning at the start of the 2025-2026 school year to complete their Teacher Residency Program this Fall. 1 of the 3 Texas State Teacher Residents has secured an HUA with Manor ISD and will begin teaching as a staff member at BME beginning January 2026.

***Special Programs available to our scholars:***

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

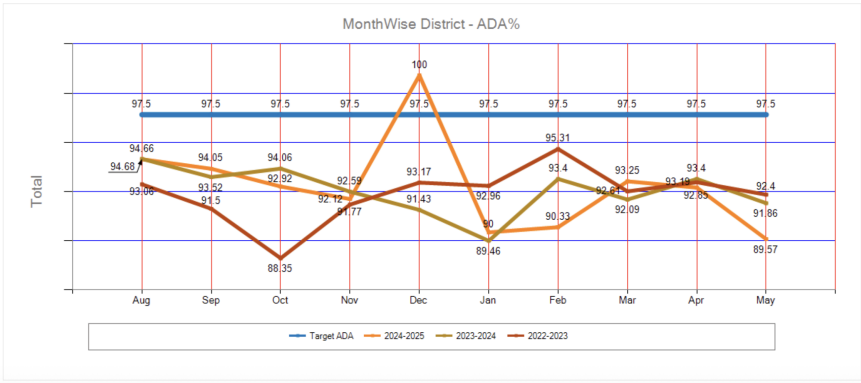
Our campus has completed year 2 of our campus initiative with the implementation of the social-emotional learning curriculum- 7 Mindsets. All Pre-K through 5th grade students participate daily in this curriculum with their teacher and campus counselor to develop social-emotional skills. Each teacher provides daily lessons to their students during our social-emotional block in the master schedule. The counselor provides push-in guidance lessons, grade level assemblies following the completion of each Mindset, and small group or 1 to 1 guidance lessons/check-ins for our Tier2/Tier3 intervention supports. The curriculum has components for students, educators and parents/families. Since implementing the SEL program and a campus focus around culture/climate, we have noticed behavior referrals decrease over the last two years from the 2022-2023 (330 incidents) to 2023-2024 (152 incidents/435 students) and finished this school year with (121 incidents/599 students) resulting in behavior referrals. Since implementing our social-emotional learning curriculum, we have had a 63% improvement in regard to behavior referrals.



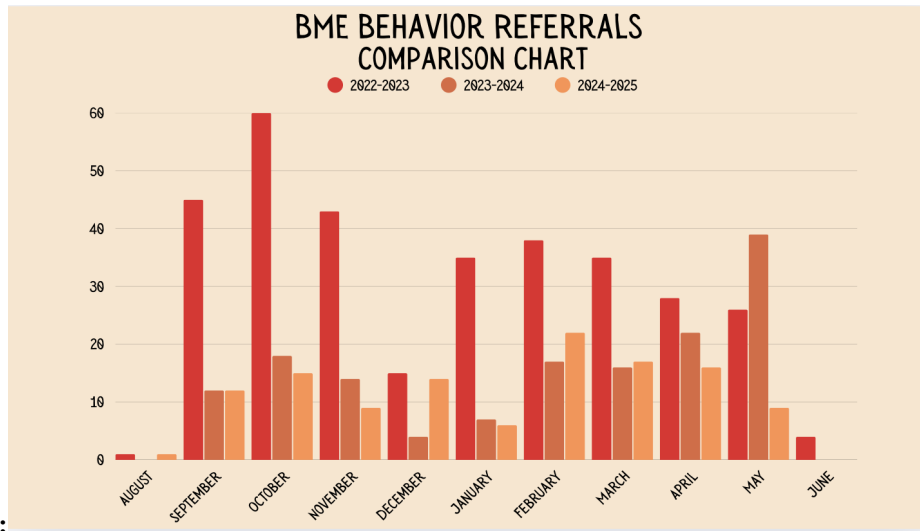
### Demographics Strengths

#### Social-emotional Learning Curriculum- 7 Mindsets:

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



#### Attendance Rate:



#### Behavior Referrals:

#### Retention:

Retention rate for the 2024-2025 school year is 81% with 9 resignations/retiree from 5-classroom teachers; 1-Nurse; 1-Parent Liaison; 1-Educational Associate and 1-Assistant Principal (retiree).

#### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance for the 2024-2025 school year is a 92%

**Root Cause:** Our attendance was impacted by the early release days built in the district calendar and parents not having options for childcare on early release days to justify children coming to school on those days.

# Student Learning

## Student Learning Summary

### STAAR Reading 3rd -5th Results 2024 & 2025

3RD GRADE	% DNM	%Appr	%Meet	%Mstr
2025	57%	21%	18%	4%
2024	34%	36%	27%	3%

Total Testers 2025 - 92

Total Testers 2024- 67

4TH GRADE	%DNM	%Appr	%Meet	%Mstr
2025	41%	27%	26%	5%
2024	23%	49%	17%	11%

Total Testers 2025 - 99

Total Testers 2024- 47

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

Total Testers 2025 - 85

Total Testers 2024- 71

### STAAR Math 3rd-5th Results 2024 & 2025

3RD GRADE	%DNM	%Appr	%Meet	%Mstr
2025	68%	24%	6%	2%
2024	67%	16%	16%	0%

Total Testers 2025 - 93

Total Testers 2024- 67



4TH GRADE	%DNM	%Appr	%Meet	%Mstr
2025	64%	22%	10%	4%
2024	49%	32%	15%	4%

**Total Testers 2025 - 99**

*Total Testers 2024- 47*

5TH GRADE	%DNM	%Appr	%Meet	%Mstr
2025	49%	26%	20%	5%
2024	47%	29%	18%	6%

**Total Testers 2025 - 85**

*Total Testers 2024- 72*

### **STAAR Science 5th Results 2024 & 2025**

5TH GRADE	%DNM	%Appr	%Meet	%Mstr
2025	73%	25%	2%	0%
2024	85%	11%	4%	0%
2023	49%	26%	12%	12%

**Total Testers 2025 - 85**

*Total Testers 2024- 72*

### **Overall Accountability Scores**

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

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

### **Student Learning Strengths**

#### **3rd Grade Reading – Increase in Mastery**

- **Mastery level improved from 3% in 2024 to 4% in 2025**, despite a larger testing group (92 students in 2025 vs. 67 in 2024).

*While overall performance in 3rd grade reading declined in some areas, the fact that the percentage of students reaching the Masters level increased slightly—despite a 37% increase in test-takers—shows that some of the highest-performing students maintained or improved their performance under more rigorous or scaled conditions.*

### **3rd Grade Math – Increase in Approaches Grade Level**

- In **2025, 24% of 3rd grade students reached Approaches**, compared to **16% in 2024** — an **8 percentage point increase**.
- This improvement came alongside a larger testing group (93 students in 2025 vs. 67 in 2024).

This suggests that **more students are progressing toward meeting grade-level expectations**, and early interventions may be helping students gain foundational math skills.

### **4th Grade Reading – Growth in "Meets" Level Performance**

- In **2025, 26% of students achieved "Meets Grade Level"**, compared to **17% in 2024** — a **9 percentage point increase**.
- This improvement occurred despite more than **doubling the number of test-takers** (99 in 2025 vs. 47 in 2024).

*This suggests that more students are meeting grade-level expectations in reading, indicating effective instructional support or intervention strategies for developing readers.*

### **4th Grade Math-Consistency in Mastery Level Performance**

- **4% of students achieved Masters** in both **2024 and 2025**, despite the number of test-takers **more than doubling** (from 47 to 99 students).

*This indicates that the highest-performing students maintained their advanced proficiency levels, even as the testing pool grew significantly—suggesting that instruction is effectively supporting gifted or high-achieving learners.*

### **5th Grade Reading – Growth in Mastery and Meets Levels**

- In **2025, 7% of students achieved Masters and 25% Met Grade Level**, compared to **4% Masters and 23% Meets** in 2024.
- This represents a **3-point increase in Masters** and a **2-point increase in Meets**, indicating **gains in higher-level comprehension and performance**.

*This growth, even with a slightly larger testing group (85 in 2025 vs. 71 in 2024), suggests that instruction is beginning to push more students toward advanced levels of reading proficiency.*

### **5th Grade Math- Growth in "Meets Grade Level" Performance**

- In **2025, 20% of students Met Grade Level**, compared to **18% in 2024** — a **2 percentage point increase**.
- This growth occurred despite a slightly larger testing group (85 in 2025 vs. 72 in 2024).

*This reflects steady progress in moving students toward proficiency, indicating that core instruction and interventions are helping more students meet grade-level math expectations.*

### **5th Grade Science-Significant Decrease in Students "Did Not Meet" Grade Level**

- In **2024**, **85% of students did not meet** grade level.
- In **2025**, that number dropped to **73%** — a **12 percentage point decrease**.

*This indicates progress in moving students out of the lowest performance band, showing that interventions or instructional adjustments are beginning to have a positive impact, even if overall achievement remains an area for continued growth.*

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** A significant percentage of students fall within the "Did Not Meet" category across all subjects, indicating ongoing challenges with foundational skills, grade-level readiness, and academic rigor.

**Root Cause:** Tier 1 instructional quality, inconsistent use of data to drive instruction, and limited academic interventions aligned to specific student needs.

**Problem Statement 2:** The data suggests a need for intensified, targeted instructional support, early interventions, and consistent progress monitoring to accelerate student achievement and the close of performance gaps.

**Root Cause:** Additionally, a growing student population and varying teacher experience levels may be impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices.

# School Processes & Programs

## School Processes & Programs Summary

The district has a Recruitment and Retention Coordinator that works closely with Human Resources, campus principals and community stakeholders to actively recruit throughout the school year as well as retain all high-quality staff. Campus principals are expected to attend job fairs throughout the year to actively recruit for the district as well as attend the district job fair in the Spring with a campus team. Our campus follows all district guidelines and best practices when hiring all potential candidates. We interview as a committee, debrief as a committee, as well as determine the candidates to recommend for hire. The district has a Mentor program available for all new teachers to the district in their 0-1 year of teaching. Campuses assign mentors to their new teachers at the beginning of the year.

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

Our district also has a collaboration with organizations such as GeoVisions that assists in recruiting international teachers to pursue a career in the United States to teach in both monolingual-ESL classrooms and bilingual-Dual Language classrooms. Manor ISD currently has teachers from the Philippines, Spain and Columbia. In the 2024-2025 school year, BME had a total of 5-J1/VIT teachers, 3 teachers from Spain and 2 teachers from the Philippines.

Since the 2022 school year, Manor ISD has had the Local Certification program that offers opportunities for candidates that hold a bachelor's degree to pursue a local teacher certification. This process has helped fill our current vacancies with potential candidates seeking their local certification. For the 2024-2025 school year, BME had 5 classroom and specials teachers completing the local certification program. The 2023-2024 school year, BME had 5 classroom teachers completing the local certification program.

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

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

request additional professional learning outside of the district.

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

All scholars are provided Tier 1 instruction, with opportunities for enrichment/acceleration. All scholars are provided intervention support through our HQIM programs-iStation & iReady. Scholars that need additional support are provided in class intervention in small groups or 1 to 1. The MTSS process is for all scholars and is used to track scholar progress throughout the year and to ensure that all scholars have equitable access to enrichment, acceleration and intervention. The MTSS process is a guide for teachers to use in ensuring that we are supporting all scholars. All scholars have a data folder to monitor assessment data, track progress, set and monitor goals, and collect writing samples. Teachers use formal and informal assessments to guide their instruction and can be used in addition to a documentation system to identify scholars that need additional support outside of the classroom through intervention or enrichment. BME has a campus bilingual reading interventionist that was also supporting the special education department with dyslexia services during the 2024-2025 school year. For the next school year we will have a math interventionist on campus.

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

BOY, MOY, EOY Benchmarks

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

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

End of unit module assessments for HMH

Interim Assessments

MTSS/RTI monitoring meetings

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

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

## **School Processes & Programs Strengths**

One campus strength is the strong system of professional learning and support for teachers. Blake Manor Elementary provides targeted professional learning through various channels, including differentiated on-boarding professional learning for new teachers, ongoing coaching clinics, and opportunities for teachers to request additional training. This approach ensures that staff members are consistently improving their instructional practices and are well-equipped to meet the needs of their students. The structured PLC+ model and use of data to inform teaching also contribute to this strength, helping to drive continuous improvement.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** PLC+ framework and instructional practice/ is a new process for teachers and instructional support staff.

**Root Cause:** The years of experience in our teaching staff means we have a vast spectrum of needs and professional learning to build capacity of our teachers and instructional support staff.

# Perceptions

## Perceptions Summary

This school year and in previous school years, we continue to focus on fostering a safe, positive and supportive culture and climate. This school year we continue to notice an increase in family engagement and participation as well as reinstating our PTA that had been inactive in previous years. The parent liaison is one of our direct point of contacts for our families and helps keep the communication line open by keeping our campus class dojo account active as well as making phone calls and home visits as needed. Talking points was our district form of communication and BME parents would use this in addition to ClassDojo as a means of communication with parents and staff.

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

During the spring of the 2025 school year, Manor ISD sent out a TASB Survey to all staff. Based on the overall results of the TASB Survey the 4 focus areas in regard to an action plan for the following:

### Focus Area 1: Supervisor Support & Communication

Action Steps: Provide leadership coaching focused on feedback, recognition, communication

### Focus Area 2: Staff Development & Instructional Support

Action Steps: PLCs and model classrooms, Staff input for PD needs, choice based sessions, data walks to drive instructional decision-making

### Focus Area 3: Equity in Resources & Instructional Materials

Action Steps: Address gaps in special education and bilingual resources

### Focus Area 4: Culture of Belonging & Recognition

Action Steps: Focus on culture/climate for all, staff appreciation, sunshine committee, campus leadership team meetings

Overall our campus retention rate for the 2024-2025 school year was relatively high at 85% with only 7 resignations/terminations (excluding vacant positions that were filled by long-term substitutes and/or contracted staff). While this retention rate does show a decline from the previous years retention (88%), it's important to note that we had a 33% increase in available classroom teacher positions for the 24-25 school year. This increase was supported by long-term substitutes and contracted staff as well as new hires to the campus.

### **Perceptions Strengths**

Overall our campus retention rate for the 2024-2025 school year was relatively high at 81% with only 9 resignations/terminations (excluding vacant positions that were filled by long-term substitutes and/or contracted staff). While this retention rate does show a decline from the previous years retention (88%), it's important to note that we had a 33% increase in available classroom teacher positions for the 24-25 school year. This increase was supported by long-term substitutes and contracted staff as well as new hires to the campus.



# Priority Problem Statements

# Goals

**Goal 1:** By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.





**Performance Objective 1:** By the end of the 2025 - 2026 school year, 80-85% of all PK- 5 scholars will perform on or above grade level on the district reading assessments and progress monitoring.

## High Priority

**Evaluation Data Sources:** District assessments  
Progress monitoring programs  
DRA/EDL  
Data Checklists  
Writing samples

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All PK-5 teachers will use High Quality Instructional Materials (HQIM) for RLA lessons, instruction, guided reading, small groups, interventions and all literacy components. <b>Strategy's Expected Result/Impact:</b> By using HQIMs for all literacy instruction, scholars will receive high quality instruction and support available. <b>Staff Responsible for Monitoring:</b> District Coordinators, Administration, Literacy Coach, Instructional Coach, Interventionists, teachers and support staff  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All PK-5 teachers will integrate operational and instructional absolutes into their daily routines, including classroom management, school culture, and instructional practices <b>Strategy's Expected Result/Impact:</b> Instructional and operational absolutes will maximize the learning that takes place in the classroom and campus-wide for all scholars. <b>Staff Responsible for Monitoring:</b> Classroom teachers, Administration, Instructional support staff, district support staff  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All PK-5 teachers will plan, implement, document and maintain daily fluency routines, guided reading groups, small group instruction/intervention and district HQIM-intervention supports. <b>Strategy's Expected Result/Impact:</b> Set daily times will ensure scholars are receiving the instruction and support needed <b>Staff Responsible for Monitoring:</b> Administration, Literacy Coach, Instructional Coach, Interventionists, and Classroom teachers  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> By the end of the 2025-2026 school year, 100% of instructional staff at Blake Manor Elementary will implement and adhere to the district's MTSS framework, utilizing data to provide Tier 1, Tier 2, and Tier 3 support for all students. <b>Strategy's Expected Result/Impact:</b> The MTSS program is a system of support that ensures we provide all Tier 1, 2 and 3 scholars with the necessary interventions and enrichment to reach their fullest potential. <b>Staff Responsible for Monitoring:</b> MTSS Committee, Administration, Interventionists, Literacy and Instructional Coaches, Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> By the end of the 2025-2026 school year, 100% of PK-5 teachers will maintain a Data Folder/Portfolio, which will include goal setting, reflections, writing samples, and assessment data in reading. <b>Strategy's Expected Result/Impact:</b> Students participate and become aware and accountable for their learning. <b>Staff Responsible for Monitoring:</b> Classroom teachers and students  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June





Strategy 6 Details	Reviews			
<b>Strategy 6:</b> By the end of the 2025-2026 school year, weekly PLCs will be held for all PK-5 grade-level teams in collaboration with the campus instructional team and administration. <b>Strategy's Expected Result/Impact:</b> PLCs will provide the opportunity for teachers to lesson plan, disaggregate data, develop, reflect and reteach plans, intervention plans, and collaborate with their peers to develop their instructional capacity. <b>Staff Responsible for Monitoring:</b> Administration, Literacy Coach, Instructional Coach, Teachers, additional support staff  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> BME will provide an Instructional Coach to support all PK-5 classroom teachers through PLC+, coaching cycles, coaching clinics to ensure high-quality instruction, lesson planning and data-driven decision making happening at all grade levels. <b>Strategy's Expected Result/Impact:</b> The instructional Coach will support all classroom teachers to ensure high-quality instruction, lesson planning, and data-driven decision-making. <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Professional Personnel - Title I, Part A	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 1:** By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 2:** By the end of the 2025-2026 school year, 80-85% of all PK-5 students will perform on or above grade level on the district math assessments and progress monitoring.

**High Priority**

**Evaluation Data Sources:** District assessments  
Progress monitoring programs  
Data Checklists





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All PK-5 teachers will use High Quality Instructional Materials (HQIM) for Math lessons, instruction, guided math, small groups, interventions and all math components. <b>Strategy's Expected Result/Impact:</b> By using HQIMs for all math instruction, scholars will receive high quality instruction and support available. <b>Staff Responsible for Monitoring:</b> District Coordinators, Administration, Literacy Coach, Instructional Coach, Interventionists, teachers and support staff  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All PK-5 teachers will implement and maintain daily fluency routines, guided math groups, small group instruction/intervention and district HQIM-intervention supports. <b>Strategy's Expected Result/Impact:</b> Set daily times will ensure scholars are receiving the instruction and support needed <b>Staff Responsible for Monitoring:</b> Administration, Literacy Coach, Instructional Coach, Interventionists, and Classroom teachers  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 1:** By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 3:** By 2026, 3rd-5th grade students will increase their Reading, Math, and Science (5th grade only) STAAR performance percentage by 10-15% (meets category).

**High Priority**

**Evaluation Data Sources:** BOY, MOY, EOY- district assessments  
DBAs/Interim I & II  
CFAs  
STAAR (Rdg)





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize Lead4Ward resources to supplement instructional practices and attend and professional learning that will help to develop content specific STAAR camps. <b>Strategy's Expected Result/Impact:</b> Successful high quality Tier 1 instruction and STAAR preparation planning. <b>Staff Responsible for Monitoring:</b> Admin Instructional Coach Teachers Curriculum & Instruction Team  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 1:** By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 4:** All BME stakeholders will actively support and participate in the campus-wide implementation of the 7 Mindsets social-emotional learning curriculum."

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All PK-5 teachers will allocate time in their daily schedule for social-emotional learning meetings, practices, and/or activities using 7 mindsets (curriculum).  <b>Strategy's Expected Result/Impact:</b> Implementing social emotional learning into the daily routine will help to develop a positive classroom culture, provide scholars with a safe learning environment, support to meet the needs of the scholars and will minimize the disruptions and behavior concerns.  <b>Staff Responsible for Monitoring:</b> Administration team Counselor Teachers Campus Support Staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The counselor will visit all PK-5 classrooms for push-in guidance lessons, grade level assemblies to implement the SEL curriculum, and celebrate our scholars and staff.  <b>Strategy's Expected Result/Impact:</b> Implementing the social emotional learning campus-wide will help to ensure that we have a safe and positive school culture.  <b>Staff Responsible for Monitoring:</b> Administration team Counselor Campus Support Staff	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The campus social worker will collaborate, plan and implement a system of support to supplement the Tier 2 & Tier 3 interventions provided to our students by the campus counselor. <b>Strategy's Expected Result/Impact:</b> With the support of a social worker, we will be able to support more students as needed throughout the school year, by providing Tier2/Tier3 interventions. <b>Staff Responsible for Monitoring:</b> Admin Counselor Social Worker Director of the Whole Child	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



**Goal 1:** By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 5:** The campus attendance rate will increase from 92% to 94% or higher at the end of the 2025-2026 school year.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> BME attendance committee will meet bi-monthly to monitor ADA, discuss and document our attendance reports, interventions and supports provided to our chronically absent scholars and determine next steps with support and guidance from our truancy department.  <b>Strategy's Expected Result/Impact:</b> Our attendance committee will help to provide support to our families, educate families regarding attendance/truancy, and help to promote why attendance matters to our scholars, families and community.  <b>Staff Responsible for Monitoring:</b> Admin Attendance Committee Truancy Department  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> BME attendance committee will track, monitor and celebrate attendance through grade level assemblies, certificates, incentives, as well as intervention supports for chronic absenteeism.  <b>Strategy's Expected Result/Impact:</b> Attendance will be consistently monitored and celebrated which will help everyone to understand the importance and why attendance matters.  <b>Staff Responsible for Monitoring:</b> Admin Attendance Committee Attendance Clerk	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 1:** By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 6:** 100% of students will have the opportunity to participate in an event or program designed to incorporate college options and elicit interest in future careers.

**Evaluation Data Sources:** Campus events  
Campus programs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 4th and 5th grade students will have the opportunity to participate in the Robotics Club and compete at the annual Robotics Expo. <b>Strategy's Expected Result/Impact:</b> Robotics Club will participate in STEM challenges and engaging in physical and digital creations where they develop their skills of coding. Students will participate in the district Robotics Competition. <b>Staff Responsible for Monitoring:</b> Robotics Coaches, Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 2nd-5th grade students will have the opportunity to participate in UIL activities after school and the annual district competition. <b>Strategy's Expected Result/Impact:</b> Expose students (2nd-5th grade) to a variety of problem solving and enrichment activities. <b>Staff Responsible for Monitoring:</b> UIL Coordinator, Coaches, Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 5th grade students will have the opportunity to apply, interview, and participate in the campus leadership club. <b>Strategy's Expected Result/Impact:</b> Increased student leadership opportunities <b>Staff Responsible for Monitoring:</b> Counselor, Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The counselor will be responsible for organizing and planning a campus career day for all PK-5 students. <b>Strategy's Expected Result/Impact:</b> Expose students to a variety of career options in various fields. <b>Staff Responsible for Monitoring:</b> Counselor Director of Counseling Admin	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





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

**High Priority**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> By the end of the first full month of school(September 2025), all classroom teachers will be expected to make positive phone calls home to every student on their homeroom rosters. <b>Strategy's Expected Result/Impact:</b> The first communication home will be a positive one to help foster and develop a positive rapport with families. <b>Staff Responsible for Monitoring:</b> Admin Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> BME will ensure that all modes of communication outlets stay up to date on an ongoing basis for the parents and the community. <b>Strategy's Expected Result/Impact:</b> Communication will be provided to the parents and community on an ongoing basis which will improve the school to home relationship. <b>Staff Responsible for Monitoring:</b> Campus administration Parent liaison Campus staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> BME parents and families will be given a monthly calendar with all campus reminders, events and assemblies. <b>Strategy's Expected Result/Impact:</b> Communication will be provided to the parents and the community in advance so that campus engagement events have a higher participation and will continue to improve the school to home relationship. <b>Staff Responsible for Monitoring:</b> Campus administration Parent liaison	Formative			Summative
	Oct	Jan	Mar	June





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> BME will host a minimum of 4 family engagement events and assemblies throughout the year to promote and encourage community involvement and school collaboration. <b>Strategy's Expected Result/Impact:</b> Family engagement events will strengthen the relationship between home and school and get more parent involvement on campus. <b>Staff Responsible for Monitoring:</b> Campus administration Campus committees All staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> BME parents and families will be invited to participate in parent conferences once a semester with scholars and teachers (minimum 2 times) throughout the year(each semester) to discuss their academic and social-emotional standing, goal setting and celebrate progress/growth. <b>Strategy's Expected Result/Impact:</b> Involving the parents and families in their child's learning has a positive impact on academic and social-emotional success. This will also provide opportunities to celebrate as a campus and community. <b>Staff Responsible for Monitoring:</b> Administration Teachers Scholars BME stakeholders	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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 May 2026, BME will increase campus volunteer participation by 15% through targeted outreach, partnership events, and volunteer opportunities that support campus activities and student success.

**High Priority**





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Parent Liaison will actively recruit parents and families to sign up as campus volunteers during campus engagement events, community outreach, and positive calls home. <b>Strategy's Expected Result/Impact:</b> This outreach encourages parents to become more involved in their children's education, creating a supportive school environment. <b>Staff Responsible for Monitoring:</b> Parent Liaison & Admin	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parent Liaison will monitor volunteer sign-up numbers and event participation to track the 15% increase by May 2026. <b>Strategy's Expected Result/Impact:</b> Volunteers will sign-up and actively participate throughout the school year. <b>Staff Responsible for Monitoring:</b> Parent Liaison and Admin	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create a volunteer recognition program, where volunteers are celebrated monthly through campus recognition opportunities and through social media shout-outs <b>Strategy's Expected Result/Impact:</b> Volunteer participation will continue to increase through the year. <b>Staff Responsible for Monitoring:</b> Parent Liaison and Admin	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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 2:** During the 2025-2026 school year, BME will utilize a parent liaison to support families, scholars, and the community by coordinating at least six family engagement events and connecting families to available support services, with participation and feedback monitored to assess impact.





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parent liaison will monitor and maintain the community partnerships in collaboration with the Whole Child Department. <b>Strategy's Expected Result/Impact:</b> Collaborative community partnerships will support our campus and bring opportunities to BME families, staff and scholars. <b>Staff Responsible for Monitoring:</b> Parent Liaison Campus administration  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Parent Liaison - Title I, Part A	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> BME PTA members and Parent Liaison will promote and encourage parents, families, and staff to join campus PTA and lead PTA engagement events. <b>Strategy's Expected Result/Impact:</b> Improving community involvement from all BME stakeholders will improve the campus culture and strengthen the school to home and school to community relationships. <b>Staff Responsible for Monitoring:</b> Admin Parent Liaison PTA officers	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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 2025-2026 school year, we will analyze student achievement data, attendance records, behavioral reports, and surveys to identify at least three significant gaps in resources or opportunities for equitable access.

**Evaluation Data Sources:** Achievement data, attendance records, behavioral reports, surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The data will be reviewed quarterly by the campus leadership team, and targeted action plans will be developed to address identified gaps, with progress tracked through ongoing data analysis and feedback from students, staff, and families. <b>Strategy's Expected Result/Impact:</b> Identify the gaps in resources and determine the opportunities for equitable access. <b>Staff Responsible for Monitoring:</b> Admin and Instructional Support Team	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







**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 May 2026, Blake Manor Elementary will ensure that campus facilities are safe, maintained, sustainable, and accessible to all, including the community.

**High Priority**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> By the end of the 2025-2026 school year, Blake Manor Elementary will conduct daily security perimeter checks of the exterior, interior doors and gates to ensure campus safety is 100% secure at all times. <b>Strategy's Expected Result/Impact:</b> Safety checks will ensure that all scholars, teachers and campus staff are safe during the school day and during after school activities, clubs, etc. <b>Staff Responsible for Monitoring:</b> Administration Facilities Campus Staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> BME will purchase and install all required signage on exterior doors and perimeter gates to ensure campus safety and compliance, with completion verified through a campus facilities walkthrough. <b>Strategy's Expected Result/Impact:</b> All campus staff and scholars will actively monitor that all signage is present and updated as necessary. <b>Staff Responsible for Monitoring:</b> Administration Facilities Campus Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> BME will meet on a weekly basis with the campus assigned Police Officer for the required Safety Meeting throughout the school year. <b>Strategy's Expected Result/Impact:</b> Safety Meetings will be an opportunity to discuss any concerns, identify safety items needed to be addressed, and ensure that our campus is safe 100% of the time. <b>Staff Responsible for Monitoring:</b> Manor ISD assigned police officer; Manor ISD PD Administration	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> BME will update and purchase supplies as needed to ensure that all facilities are maintained, sustained and accessible to all campus stakeholders. <b>Strategy's Expected Result/Impact:</b> Campus needs assessment and teacher/staff surveys will help to determine the supplies needed and the effectiveness of these purchases. <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**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:** By May 2026, 100% of PK-5 teachers and campus support staff at Blake Manor Elementary will participate in a minimum of 30 hours of professional learning throughout the school year, focused on strategies to effectively support all scholars, including differentiation, classroom management, and academic interventions.

**High Priority**

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> BME teachers and campus staff will participate in professional learning(campus) throughout the school year for cultural awareness, SEL, behavior supports, equity to support all of our students and specific to our students of color (Hispanic and African American sub-pops). <b>Strategy's Expected Result/Impact:</b> Professional learning will support teachers as they implement best practices and support our students. <b>Staff Responsible for Monitoring:</b> Administration Instructional Coach Instructional support staff (campus/district)  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> BME teachers will participate in professional learning(district & campus) throughout the school year to support our Emergent Bilingual students in our Dual Language 1 way and ESL bilingual programs provided on the campus. <b>Strategy's Expected Result/Impact:</b> Professional learning will support teachers as they implement best practices for our emergent bilingual students. <b>Staff Responsible for Monitoring:</b> Administration Instructional Coach Campus support staff District support staff  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> BME teachers will participate in district professional learning throughout the school year to support our Gifted and Talented students and apply best practices through differentiated instruction. <b>Strategy's Expected Result/Impact:</b> All teachers will be expected to be GT certified (30 or 6 hour training) and maintain their certification (6 hour continuous education). <b>Staff Responsible for Monitoring:</b> Administration GT Coordinator/GT Lead Teacher Teachers Instructional coach  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

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

**Performance Objective 2:** First year teachers will be assigned a mentor on campus to support them through their first year with Manor ISD.

**Evaluation Data Sources:** District new-teacher mentor program  
Campus mentor initiative





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> New teachers will be identified and will be expected to participate in the district mentor program for the 2025-2026 school year. <b>Strategy's Expected Result/Impact:</b> New teachers will be supported and retention will improve. <b>Staff Responsible for Monitoring:</b> District mentor program Administration Teachers	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Performance Objective 3:** 100% of BME campus staff will lead and participate in campus committees during the school year to plan and support all campus initiatives, events and morale.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> BME will allocate resources with a focus on campus needs and the campus improvement plan to ensure that resources support instruction, social-emotional learning, positive school culture and recruit/retention of highly effective staff.  <b>Strategy's Expected Result/Impact:</b> The allocated resources will support our campus efforts to meet the campus needs. <b>Staff Responsible for Monitoring:</b> Administration All campus staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus staff are expected to participate in the campus improvement plan process throughout the school year. <b>Strategy's Expected Result/Impact:</b> The campus stakeholders will participate, understand and advocate/support the campus through all actions/strategies in the campus improvement plan. <b>Staff Responsible for Monitoring:</b> Administration Campus staff Campus stakeholders  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus Leadership Team (CLT) meetings will be scheduled throughout the year to assess and discuss an ongoing cycle of improvement for targeted social-emotional and academic success at BME. <b>Strategy's Expected Result/Impact:</b> Increased positive dialogue Meeting agenda Meeting minutes <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CLT members  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> BME will provide monthly opportunities and activities for boosting staff morale that positively impacts the campus culture. <b>Strategy's Expected Result/Impact:</b> BME campus staff will participate in opportunities and activities to build and boost staff morale. <b>Staff Responsible for Monitoring:</b> Administration Campus Staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Vacant	Parent Liaison	Family Engagement	1.0
Vanessa Vargas-Gongora	Instructional Coach	ELA	1.0



# Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Professional Personnel		\$0.00
3	2	1	Parent Liaison		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$16,571.00
+/- Difference					\$16,571.00
Grand Total Budgeted					\$16,571.00
Grand Total Spent					\$0.00
+/- Difference					\$16,571.00

# 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
Dyslexia Treatment Program	Executive Director of Special Education	9/2/2025	Dr. Christopher Harvey	9/2/2025
Pregnancy Related Services	Whole Child Coordinator & Director of Health & Wellness	9/2/2025	Dr. Christopher Harvey	9/2/2025
Post-Secondary Preparedness	Director of Counseling	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	Directors of Counseling & Guidance and 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