

Manor Independent School District
Early College High School
2024-2025 Campus Improvement Plan



Mission Statement

Mission

Manor Early College High School provides those students who have been historically underrepresented in higher education the opportunity to earn a high school diploma and associate degree through rigorous academic coursework and well-planned systems of support.

Vision

Vision

We envision that every MECHS graduate will not only earn a high school diploma and 60 transferable credit hours, but will also embrace a culture of intellectualism, social awareness, and productive citizenry.

Value Statement

A bar of very high expectations is set for the students of Manor Early College High School. These expectations extend to our student's character, academics, attendance, and discipline. The deepest forms of learning take place in a setting that develops students' self-discipline and self-advocacy.

The ECHS learning community also pushes students to acquire the soft skills necessary to be successful in any social context - respect, professionalism, punctuality, communication, as well as compliance with standards and policies.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Although MECHS has experienced success in academics and college readiness since its inception, as we continue to grow, we are able to identify specific needs that require continued focus. The two areas that need refinement are in the area of college readiness soft skills (such as time management, critical reading, turning in work in on time/in advance, etc.) and language supports for ELL students. This requires a whole-campus approach and vertical alignment amongst all classes from 9th through 12th grade.

Demographics

Demographics Summary

Manor Early College, Manor High School, and Manor Senior High School are considered one school for the purposes of state accountability, and the demographics across all 3 campuses remain similar in terms of diversity. MECHS student population is 65% Hispanic, 25% Black-African American, 5% White, 3% Asian, and 2 % of two or more groups. The current demographics of the MECHS teaching staff are 57% White, 32% Hispanic, and 7% African American, and 3% Asian. Including the administration and support staff, the MECHS staff is 64% female and 36% male; 47% hold a Bachelor's Degree, 41% hold a Master's Degree, and 87% of teachers are certified in more than one content area.

Because MECHS is a dual-credit program and a good portion of our classes are taught by ACC professors, the staff of MECHS is small in comparison to its student population. With only 20 teachers, the school has a current student-to-teacher ratio of 31:1. The school boasts a high retention rate and the staff go above and beyond to ensure that our students are successful and supported throughout their academic journey.

100% of MECHS seniors graduate and have postsecondary plans.

54% of MECHS seniors graduate with an Associates Degree before they receive their high school diploma.

Demographics Strengths

- MECHS has a diverse population of students when it comes to race, economical status, and gender, and our student body represents the diverse population of the Manor ISD community.
- MECHS parent and community partnerships are a distinct strength worth noting. The school actively embraces opportunities to build relationships with parents and other business partners for the benefit of our students. Parents are supportive of school and student activities.
- MECHS learning community members embrace our culture and endorse the three core pillars of the citizenry, research, and leadership.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographics of the teaching staff do not mirror that of the student body. The school needs to build diversity among its staff as it continues to grow in size. **Root Cause:** High retention rates mean that teachers return year after year and the demographics stay the same. When teachers do leave, the school is lacking partnerships with local teacher preparation programs to find diverse replacements.

Problem Statement 2: 52% of our MECHS freshmen who have not passed reading portion of TSI test are EB students. The areas that they are struggling most are text comprehension, complex inferencing, and vocabulary. **Root Cause:** Our ELL scholars struggle with text comprehension due to limited academic vocabulary and its usage in their daily interactions.

Problem Statement 3: 54% of our MECHS juniors have not passed Math TSI. This is a 17% increase from the previous cohort. **Root Cause:** Our students struggle with deeper conceptual understanding and application of mathematical principals across content areas. Post-COVID numbers indicate a large gap in mathematical reasoning skills from middle to high school. Several students experienced a disruption in math learning due to lack of a math teacher.

Student Learning

Student Learning Summary

Historically, MECHS has led the district in performance on state assessments and college readiness.

As of the 2023-24 school year,

- 94% of eligible students have passed the Biology STAAR

	Total # of first time testers	Total # of first time testers who passed	Percentage of first time testers passing
2023	147	142	97%
2024	164	154	94%

- 89% have passed Algebra 1 STAAR

	Total # of 1st Time Testers	Total # of 1st time testers who passed	Percentage of first time testers who passing
2023	168	129	77%
2024	152	136	89%

- 86% have passed English 1 STAAR

	Total # of 1st Time Testers	Total # of 1st time testers who passed	Percentage of first time testers who passing
2023	206	181	88%
2024	153	132	86%

- 98% have passed the English 2 STAAR

	Total # of 1st Time Testers	Total # of 1st time testers who passed	Percentage of first time testers who passing
2023	150	145	97%
2024	134	134	100%

- 99% have passed the US History STAAR.

	Total # of 1st Time Testers	Total # of 1st time testers who passed	Percentage of first time testers who passing
2023	141	138	98%

	Total # of 1st Time Testers	Total # of 1st time testers who passed	Percentage of first time testers who passing
2024	131	130	99%

- 70.7% of students are TSI complete for Reading and Writing, making them eligible to take non-math dual credit courses.

MECHS has 21% at risk, 39% English Language Learners, 10.4% receive 504/Special Education services.

Student Learning Strengths

- MECHS students did well on TSI, and most STAAR Assessments.
- MECHS students are doing very well applying for colleges and scholarships and received \$15 million in academic scholarships.
- 100% of MECHS students in the Class of 2024 graduated with their high school diploma and 89% are attending an accredited university

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on STAAR and TSI data, as well as student & teacher artifacts, scholars are struggling to comprehend texts and derive meaning to make complex inferences. Teachers are not consistently planning guided practice into their lessons in order to enhance student metacognition. As a result, students are not able to internalize the reading process when tasked to engage with a text independently. **Root Cause:** Teachers have increased their use of modeling and think alouds to demonstrate the metacognitive process during the "I do" portion of the gradual release model. However, students are still lacking in their grade-level academic soft skills and academic vocabulary needed to make complex inferences.

Problem Statement 2: Students are struggling to succeed in dual credit classes due to not engaging in critical academic reading, missing deadlines, classes, and lack of note-taking skills. **Root Cause:** MECHS students are lacking adequate organizational skills, note-taking skills, and academic discipline to be successful in dual credit classes and MECHS courses for all grades 9-12 grade levels.

Problem Statement 3: 13% of rising sophomores require intervention to pass the Algebra I and English I STAAR exam, and 4% of rising juniors require intervention to pass the Algebra I STAAR exam. **Root Cause:** Students have academic gaps from the previous years due to a lack of basic academic math skills . This lack of skills has created some barriers to learning and require more effective interventions.

School Processes & Programs

School Processes & Programs Summary

Instructional Processes:

Manor Early College follows Manor ISD Curriculum and Instruction processes along with Austin Community College's dual credit curriculum for Associates of Arts in General studies. MECHS teachers receive training in Pre Advanced Placement and Advanced Placement professional development.

Personnel Processes:

Manor Early College teachers and professors are expected to follow the MISD curriculum and TEA code of conduct and stay connected with students, parents, and MECHS administrators. Teachers are expected to have clear and transparent communication with parents and students and post information online.

During our PLCs, RTI meetings, and In-service days, MECHS helps teachers receive professional development and curriculum support.

Organizational Processes:

MECHS has a very good RTI process that we use effectively to evaluate students' growth. It includes analyzing student attendance, grades, and effort

School Processes & Programs Strengths

- MECHS is following a very effective RTI process where teachers meet as a team per grade level and analyze student data every two weeks. They look at student attendance, grades, and the level of effort that students exhibit during class and beyond to determine interventions and support needed for students' progress.
- MECHS students take dual credit classes towards their completion of 20 ACC classes with an end goal of earning a college associate degree in General Studies.
- In addition to earning an associate degree, MECHS students also have an opportunity to earn Level 1 certificates in engineering, IT, and medical science.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 13% of rising sophomores require intervention to pass the Algebra I and English I STAAR exam, and 4% of rising juniors require intervention to pass the Algebra I STAAR exam. **Root Cause:** Students have academic gaps from the previous years due to a lack of basic academic math skills. This lack of skills has created some barriers to learning and require more effective interventions.

Problem Statement 2: Not all students are adequately prepared for the academic rigor of dual credit courses. **Root Cause:** We need to do more work towards vertically aligning our PLCs with ACC professors and college expectations.

Problem Statement 3: Intervention and tutorials for college classes is not always timely and consistent. As a result, students drop out or perform poorly in their college classes **Root Cause:** Not all professors provide updates on students academic performance, share office hours, or attendance in consistent and timely manner.

Problem Statement 4: It is difficult to find qualified teachers and staff that resemble the student body demographics of MECHS. **Root Cause:** There is not yet an established

partnership with UTeach and other local teacher and staff preparatory programs.

Perceptions

Perceptions Summary

MECHS Student Culture

A bar of very high expectations is set for the students of Manor Early College High School. These expectations extend to our students' character, academics, attendance, and discipline. The deepest forms of learning take place in a setting that develops students' self-discipline and self-advocacy. The ECHS learning community also pushes students to acquire the soft skills necessary to be successful in any social context – respect, professionalism, punctuality, communication, as well as compliance with standards and policies.

Teacher and Staff Culture

Manor Early College High School promotes a mindset where teachers and staff truly believe that each student can succeed by working hard. Every student should be encouraged, helped, and guided to get the best of their high school and college experience.

We value our students and their families because we truly believe that for students to be successful at MECHS, parents should be very involved in their child's education.

Perceptions Strengths

- Parents and community perception is that Manor Early College students need to be very hardworking in order to be in the program. They also believe that students should be responsible and have great time management in order to be successful students at MECHS. It helps the culture of MECHS.
- Teachers believe that students need to meet the expectations of being hardworking and organized.
- Professors believe that MECHS students come prepared the same as traditional students and they do not lower the expectations and standards of their college classes for MECHS students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Most students and families who apply for MECHS are unaware or misinformed about the purpose or requirements of the ECHS program. **Root Cause:** Most first-generation families are unfamiliar with collegiate terminology or processes. The program's purpose and demands are not fully understood by middle school counselors or teachers who are promoting the program to students and families.

Problem Statement 2: Some ACC professors are not familiar with how the Early College program works and who dual credit students are, and assume that they are to be treated the same way as traditional students. **Root Cause:** The rising numbers of dual credit students create the lack of professors who are familiar with child development and know how to work with teenagers. As a result, dual credit classes are taught by professors who are not familiar with the ECHS model and logistical expectations hurt our students.

Priority Problem Statements

Problem Statement 1: Based on STAAR and TSI data, as well as student & teacher artifacts, scholars are struggling to comprehend texts and derive meaning to make complex inferences. Teachers are not consistently planning guided practice into their lessons in order to enhance student metacognition. As a result, students are not able to internalize the reading process when tasked to engage with a text independently.

Root Cause 1: Teachers have increased their use of modeling and think alouds to demonstrate the metacognitive process during the "I do" portion of the gradual release model. However, students are still lacking in their grade-level academic soft skills and academic vocabulary needed to make complex inferences.

Problem Statement 1 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, 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

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, 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
- STEM and/or STEAM data
- Pregnancy and related services 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





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

Performance Objective 1: By May 2025, 70% of MECHS incoming 9th grade students will pass TSIA2 Reading and Writing.

High Priority

HB3 Goal

Evaluation Data Sources: Class of 2028 size data
 Number passing TSI of this groups and number that did not pass
 TSI retakes and passing rates
 Number of class of 2028 taking dual credit courses

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of Summer Bridge for TSIA Reading and Writing</p> <p>Strategy's Expected Result/Impact: Incoming freshmen will learn success strategies and take the TSIA test. Multiple opportunities to take the test will be provided so that students are ready for their first college class.</p> <p>Staff Responsible for Monitoring: Principal, API, summer bridge teacher</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All TSIA non-passers will be assigned to the TSIA prep course where they will receive instruction and intervention focused on performance data.</p> <p>Strategy's Expected Result/Impact: Students assigned to a TSIA prep course provides non-passers more strategies and multiple attempts to pass the TSIA2. Once students pass, they will be enrolled in a college class.</p> <p>Staff Responsible for Monitoring: TSIA teacher (s), Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: By May 2025, 75% of MECHS EB-identified students will receive language and learning support to improve their reading and writing mastery in all core non-dual-credit courses.


High Priority


HB3 Goal

Evaluation Data Sources: Class size and the number of EB per grade
 Students scheduled for TSI as appropriate, to include any EB student not passing TSI
 Grades - success

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Development for teachers to focus on best EB instructional practice and strategies. Strategy's Expected Result/Impact: Teachers will receive targeted strategies to support EB students in reading and writing in October. Teachers will include EB strategies in lesson plans and strategies will be observable during walkthroughs. Staff Responsible for Monitoring: Teachers, Admin team - T-TESS walkthroughs and lesson plans</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use the MECHS RTI protocol to identify, address, and monitor individual student progress. Strategy's Expected Result/Impact: Teachers will discuss and identify students needing targeted instruction and support in order to provide scaffold learning for these students. Staff Responsible for Monitoring: Teachers, Admin team - RTI meeting notes</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 3: By May 2026, 90% of incoming 9th - 12th grade EB students will be enrolled in at least one dual-credit course.

High Priority

HB3 Goal





Evaluation Data Sources: TSIA scores - data

Class size plus the number of EB students by grade level

Dual credit classes plus the number of B students by grade level taking college classes

Grades for dual credit courses by grade level plus number EB students passing/not passing

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Development for teachers in incorporate best practices (AVID strategies) to improve reading and writing skills needed for college readiness.</p> <p>Strategy's Expected Result/Impact: PD specific to WICOR and skills needed for college readiness will provide teacher strategies for reading and writing that will improve student success in college classes.</p> <p>Staff Responsible for Monitoring: Admin team, AVID team, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of Summer Bridge for TSIA Reading and Writing</p> <p>Strategy's Expected Result/Impact: EB students will have multiple opportunities to take the TSIA. and succeed. EB students will learn success strategies for ECHS and for college.</p> <p>Staff Responsible for Monitoring: Admin team, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All TSIA Non-passers are assigned to the TSI prep course where they will receive instruction and interventions focused on performance data.</p> <p>Strategy's Expected Result/Impact: EB students are provided multiple attempts to take/retake and pass the TSIA and learn new strategies to be successful.</p> <p>Staff Responsible for Monitoring: TSIA teachers, Admin team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 4: By May 2025, 95% of MECHS students will pass Algebra I STAAR test.

High Priority

HB3 Goal

Evaluation Data Sources: EOC Alg scores by grade level


Number of student by grade level who have not passed


Non passers are scheduled into TSIA Alg

Data from classroom exams- ie. Alex use

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate the STAAR review into the Algebra 2 curriculum.</p> <p>Strategy's Expected Result/Impact: Year long EOC Alg 1 support in Algebra 2 will provide students additional opportunity to learn and be able to pass the Alg I EOC exam. The use of Ales as a resource adds additional targeted learning.</p> <p>Staff Responsible for Monitoring: Alg 2 teacher, Admin team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide targeted tutorials by strategically scheduling identified students in an advisory period with a math content teacher.</p> <p>Strategy's Expected Result/Impact: Utilizing math teachers and targeted students needing support during advisory period will provide additional opportunities to be successful on the EOC Algebra exam.</p> <p>Staff Responsible for Monitoring: Math teachers , Admin team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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

Performance Objective 5: By May 2025, 95% of incoming seniors will have passed the TSIA2 for Math and be enrolled in a dual-credit math course.

High Priority

HB3 Goal

Evaluation Data Sources: TSIA Math scores for seniors
 Number of seniors taking dual credit math classes and grades
 Number of current MECHS seniors: 136

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of Summer Bridge for incoming 9th graders for TSIA Math</p> <p>Strategy's Expected Result/Impact: Summer Bridge provides TSIA math to support uncreased numbers of opportunities to retake the TSIA and to provide them the eligibility to take colelge math.</p> <p>Staff Responsible for Monitoring: Principal, Admin team, teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporation of TSIA prep into the Alg 2 curriculum</p> <p>Strategy's Expected Result/Impact: A year long targeted focus to increase students passing TSIA math will increase number who are eligible to take college math.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 6: 100% of students will receive regular support and accountability from a MECHS teacher for each dual credit class throughout the school year to increase course completion and lower the college class withdrawal rate by 20%.





High Priority

HB3 Goal

Evaluation Data Sources: Master schedule

PCC 4 tracking of senior progress

Number of students and number of scholarships received; scholarship amounts

Strategy 1 Details	Reviews			
<p>Strategy 1: Every student enrolled in sn dual credit course will be assigned a MECHS teacher for a Path to College and Career course (PCC) and Advisory or AVID and Advisory. The PCC class will meet on Fridays and school days when college is not is session.</p> <p>Strategy's Expected Result/Impact: Students in PCC and Advisory or AVID and Advisory will have their college syllabus reviewed, completed assignments reviewed, grades checked so that grades improve and course success increases. The goal is to reduce/eliminate college course withdrawals or failures.</p> <p>Staff Responsible for Monitoring: PCC, AVID, Advisory teachers, Admin team</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.


Performance Objective 7: The percentage of graduates that meet the criteria for CCMR will increase from 48% to 90% by the class of 2028 - (Class of 2023 - 55%, Class of 2024 - 75%, Class of 2025 - 80%, Class of 2026 - 85%, Class of 2027 - 90%)


High Priority


HB3 Goal


Evaluation Data Sources: PCC 4 class data of senior college applications
 Scholarship list of and number seniors applied for and received
 Apply Texas data
 Common Application data
 CCMR Tracking data by year
 TEA CCMR data by year

Strategy 1 Details	Reviews			
<p>Strategy 1: All MECHS seniors will be enrolled in the MECHS Pathways to College and Career classes, where they will receive support to actively apply to universities and their scholarships.</p> <p>Strategy's Expected Result/Impact: All seniors will apply for a minimum of 3-4 colleges and utilize the class to learn about financial aid and apply for scholarship, ensuring their pathway after high school and college.</p> <p>Staff Responsible for Monitoring: PCC teachers, AVID teachers, Principal, CCMR</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

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Goal 2: By 2026, 100% of MECHS 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 SY 2025, 100% of parents an students will be informed of upcoming informational meetings and important campus events at least two weeks in advance throughout the year.

High Priority

Evaluation Data Sources: Calendared events and sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: MECHS will host regular parent meetings (MECHS Open House, quarterly parent information meetings, etc.)</p> <p>Strategy's Expected Result/Impact: Increased parent attendance (sign in sheets) will occur due to regularly scheduled events that include students and vital information.</p> <p>Staff Responsible for Monitoring: SGA, principal, admin team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All meetings and upcoming events will be posted to the campus website and sent via Remind.</p> <p>Strategy's Expected Result/Impact: Having information on our school website as well as notification by phone make MECHS information readily available. Parents will have notifications about events quickly.</p> <p>Staff Responsible for Monitoring: Principal, Remind data, coordinator for events</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: House meetings will be held every three weeks during the school year to provide students with timely information about academics, attendance, expectations, available supports, upcoming deadlines, and extracurricular opportunities.</p> <p>Strategy's Expected Result/Impact: Scheduled House meetings provides students with timely information to support academics, attendance, expectations, available supports, and deadlines in order to plan, complete work, and meet deadlines.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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





Performance Objective 1: By May 2025, 100% of MECHS teachers and staff will be trained by Social Worker/Campus counselor on violence prevention and mental health support strategy.

High Priority

HB3 Goal

Evaluation Data Sources: Violence Prevention/Mental Health Support PD, sign in sheet
Social Worker referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Regular weekly MTSS meetings with admin and social worker.</p> <p>Strategy's Expected Result/Impact: Teacher and social worker collaboration, social worker referral as needed, grade level core data and success rate</p> <p>Staff Responsible for Monitoring: Social Worker Admin team</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer PD on mental health support and strategies to MECHS teachers throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of mental support needs to better take care of students.</p> <p>Staff Responsible for Monitoring: CIS, Social Worker, Admin team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Weekly focus for campus activities to focus on mental health awareness. (Mental Health Fair, Advisory Presentations, Interactive presentations, etc.)</p> <p>Strategy's Expected Result/Impact: Build awareness across the school.</p> <p>Staff Responsible for Monitoring: Social Worker Health vendors, Clubs, organizations Teachers and Admin team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Support student-led organizations that provide safe spaces for student voice.</p> <p>Strategy's Expected Result/Impact: Increase club and organization involvement and voice in activities across the school. Provide meaningful activities for students to be engaged in.</p> <p>Staff Responsible for Monitoring: Club sponsors, club leadership and membership Admin team CIS and Social Worker</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 3: By 2026, MECHS will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

Performance Objective 2: By 2025, 100% of MECHS students will receive MYSS support from their teachers and administration based on student performance data, with 90% showing marked improvement in their academics.

High Priority

HB3 Goal

Evaluation Data Sources: MTSS meetings, agendas, notes, student grades, percent of students passing core classes

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly MTSS meetings will be held using student performance data to evaluate student support needs.</p> <p>Strategy's Expected Result/Impact: Increased communication, collaboration, and support for students, CIS, Social Worker, Admin team and Teachers.</p> <p>Staff Responsible for Monitoring: Teachers, social worker, Admin team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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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: For SY 2024-25, MECHS will maintain the yearly TEA ECHS designation status.

High Priority

HB3 Goal

Evaluation Data Sources: ECHS Blueprint and data to support the Blueprint

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue MOU partnership with Austin Community College for the 2024-25 and 2025-26 SY.</p> <p>Strategy's Expected Result/Impact: Satisfies the TEA ECHS designation status, access to dual credit courses, opportunities for Level 1 certificate programs.</p> <p>Staff Responsible for Monitoring: Principal, Admin team, data</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative			Summative
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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 2: By the end of the SY 2024-25 , MECHS will increase enrollment in workforce level 1 certificate program by 60%.


High Priority


Evaluation Data Sources: Collaboration with and agreement with ACC on certification and credentialing that supports associate degrees

Strategy 1 Details	Reviews			
<p>Strategy 1: Actively promote the level 1 certificate programs through House meetings, classroom visits to promote the programs, parent/community informational meetings, and campus website.</p> <p>Strategy's Expected Result/Impact: Increased awareness of the availability of certification programs should result in an increased enrollment and students graduating with level 1 certificates</p> <p>Staff Responsible for Monitoring: Principal, ACC, Admin team (and counselor)</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June


No Progress


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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 3: By the end of SY 2024-25, MECHS will build and maintain a collaborative partnership with an international school to offer a cultural learning exchange.

High Priority

Evaluation Data Sources: MOU with international school, Student Products





Strategy 1 Details	Reviews			
<p>Strategy 1: Hold regular meetings with campus leaders to establish the program objectives.</p> <p>Strategy's Expected Result/Impact: Increased exposure to different learning modalities and cultures.</p> <p>Staff Responsible for Monitoring: Principal, International School (IS), MECHS teachers and IS teachers, students of both schools.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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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 4: By the end of SY 2024-2025, MECHS students will utilize online ACC tutoring (Upswing), ACC tutorials through the Learning Lab, and advisory tutorials, and specific content-specific tutorials to increase their academic performance.

High Priority

Evaluation Data Sources: Advisory tutorials, content-specific attendance logs, grades - scheduled daily

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote tutorials through regular announcements and MTSS support meetings, advisory presentations, and campus newsletter.</p> <p>Strategy's Expected Result/Impact: Increased grade average and STAAR scores</p> <p>Staff Responsible for Monitoring: Admin, teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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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 SY 2025, collaboratively cultivate a culture of environmental awareness and safety awareness through school activities.

High Priority

HB3 Goal

Evaluation Data Sources: Each organization will promote environmental and safety awareness—options are posters, safety awareness week, drills
 Clubs/organization activities - organization -poster competition
 Teacher activities to promote college/career going culture - teachers promote their college -door decorating
 School safety awareness week - bring in speakers
 School beautification activities - clean up campus (SGA)

Strategy 1 Details	Reviews			
<p>Strategy 1: Actively promote MECHS college/career going culture, promote clubs/ organizations, teacher and school activities that promote environmental and safety awareness.</p> <p>Strategy's Expected Result/Impact: Student engagement, teacher engagement in building a culture of awareness</p> <p>Staff Responsible for Monitoring: club sponsors, Admin team, teachers and students</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will collaboratively develop a college and career going awareness and culture through the lense of their college.</p> <p>Strategy's Expected Result/Impact: College culture, enhanced awareness and knowledge of a multitude of colleges and careers.</p> <p>Staff Responsible for Monitoring: Teachers, Admin team, all office personnel and their areas.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.

Performance Objective 1: By the end of the first two years of being hired, newly hired MECHS employees will receive two years of mentor support.

High Priority

HB3 Goal


Evaluation Data Sources: Mentors assigned to new teachers, new teachers, PLCs, conference periods, lesson plans


Mentors will meet with their new teachers weekly during their first semester to discuss planning, resources, walkthrough feedback, passing rates, parent conferencing, and instructional strategies.


During the second semester, the mentor and teacher will meet at least monthly to continue discussing instructional strategies, planning, walkthrough feedback, and other areas as needed.


Year 2, mentors and new teachers will continue to meet monthly to discuss student data, classroom planning, feedback received during walkthroughs and other information relevant to the new teacher.

Strategy 1 Details	Reviews			
<p>Strategy 1: MECHS new teachers will be assigned 2 mentors: an administrator and a content/pedagogy teacher. Regular meetings will be scheduled to ensure communication and support of the mentee.</p> <p>Strategy's Expected Result/Impact: Teachers who are supported regularly will be prepared for the classroom, have routines and procedures in place, and will engage students in learning.</p> <p>Staff Responsible for Monitoring: New teachers, mentors, T-TESS observations, lesson plans, Academic Dean</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
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 0% No Progress

 100% Accomplished

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Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.

Performance Objective 2:





By the end of 2024-25, 100% of MECHS teachers will receive training in best practices (EB strategies, data strategies, AP and Pre-AP strategies, classroom engagement strategies through PLC, faculty meetings, and district trainings) and will be able to implement these strategies with increasing regularity throughout the SY, with 60% adoption.

High Priority

HB3 Goal

Evaluation Data Sources: PD agendas and sign in sheets, T-TESS observations, lesson plans, PLC meetings, AP Classroom Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development at strategic times throughout the year to maintain learning and implementation.</p> <p>Strategy's Expected Result/Impact: Support teachers in developing strong instructional practice that engage students with increased student learning.</p> <p>Staff Responsible for Monitoring: Teachers, Admin team, student grades, assessment results</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a schedule for regular PLCs that align horizontally with grade levels as well as with college professors to ensure effective planning and support.</p> <p>Strategy's Expected Result/Impact: PLCs provide teachers the opportunity to grow in instruction and practice as well as to collaborate on alignment of curriculum and support the high school/college alignment to ensure students success in both worlds.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Dean, Admin team, T-TESS observations, student grades</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.


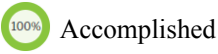
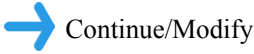

Performance Objective 3: By the end of 2024-25, the department chairs will create a more positive faculty culture during staff meetings by celebrating their staff achievements.

High Priority

Evaluation Data Sources: Staff meeting agendas
PLC meeting agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a staff meeting calendar that shares the department who will celebrate their staff achievements.</p> <p>Strategy's Expected Result/Impact: Having department chairs celebrating their staff's achievement will increase staff recognition and improve the culture in each department and across the staff.</p> <p>Staff Responsible for Monitoring: Principal, Department Chairs. Admin Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a PLC calendar that shares the department that will celebrate their staff and student achievements.</p> <p>To build our solid cultural foundations on our campus, we host at least 2 events per semester where students and teachers participate and celebrate student achievements together.</p> <p>To build instructional foundation on our campus, we model and provide trainings for our teachers during faculty meetings and PLCs.</p> <p>I do around 10 walk-throughs per week. I observe each teacher at least 2 times a month. We have total 20 teachers.</p> <p>I meet with 5 teachers per week and provide face-to-face feedback.</p> <p>I also meet with all teachers every 6 weeks to go over their individual student data.</p> <p>The rigor and management trajectories that we are focusing on this year are Questioning techniques that our teachers are using during their classes, also gradual release, and for students: asking and receiving help from tutoring provided at our and ACC campuses.</p> <p>Strategy's Expected Result/Impact: Having department chairs celebrating their staffs' and students achievement will increase staff recognition, create a sense of achievement, and improve the culture in each department and across the staff.</p> <p>Staff Responsible for Monitoring: Principal, Department Chairs, Admin Team, Teachers</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

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