

**Manor Independent School District**  
**Pioneer Crossing Elementary**  
**2024-2025 Campus Improvement Plan**



**PIONEER CROSSING**  
NEW TECH ELEMENTARY SCHOOL

# Mission Statement

Manor ISD will ensure the social, emotional, and academic development of every student through innovative opportunities.

## District Strategic Plan Goals (5 year plan)

1. Be the district of choice in this Texas region based on student success.
2. Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference.
3. Serve internal and external customers in partnership to support the highest levels of student success
4. Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom.
5. Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success.

## District Student Outcome Goals (2 year plan)

SOG #1 The percentage of third grade students in the district who meet or exceed Postsecondary Readiness Standard as measured by STAAR will increase from 34% to 46% by 2020-21.

SOG #2 The percentage of students in the district who are economically disadvantaged that meet or exceed the STAAR Grade Level Postsecondary Readiness Standard for all grades on two or more subjects will increase from 28% to 40% by 2020-21.

SOG#3 The percentage of graduates displaying college readiness in the district who earn at least 12 hours of Postsecondary Credit will increase from 10.7% to 21% by 2020-21.

# Vision

Manor ISD strives for excellence through strong partnerships and a culture of continuous improvement, resulting in innovative, proficient, empowered, forward-looking students.

# Value Statement

## Values:

Respect  
Student success  
Integrity  
Responsibility

Accountability  
Support

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Pioneer Crossing Elementary serves 513 students in grades Pre-K through 5th grade, located in Northeast Austin, TX. PCE is a Title 1 campus and has a bilingual program that serves the Hispanic population. 32% of our campus is Hispanic, 25% African American, Asian is 14%, white is 12% and two or more races are 7%. PCE has 68% Economically Disadvantaged Students and 39% English Learners. PCE has 11% Special Education Enrollment and 13% Gifted and Talented Enrollment. PCE currently has 212 male students and 215 female students.

Pioneer Crossing has a Spanish bilingual one-way dual language class for Kindergarten through third grade.

PCE has 2 Communication Lifeskills classes as well as 2 inclusion/ resource teachers, and three sped inclusion aides.

PCE has a GT pullout class for 1st- 5th grades.

### Demographics Strengths

PCE has 13% Gifted and Talented enrollment where students are provided services weekly in a pullout class.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Emergent Bilingual Enrollment has increased without additional staff to support them. **Root Cause:** Overall growth in population and a lack of qualified applicants.

**Problem Statement 2:** Scholars have a history of poor attendance or chronic absenteeism. **Root Cause:** Parents don't understand the impact of absenteeism on the scholar.

**Problem Statement 3:** Special Education population has increased without additional staff to support them. **Root Cause:** Overall growth in population.

# Student Learning

## Student Learning Summary

### 2024 STAAR Reading Data

<b>3rd Grade Reading</b>	<b>49% Approaches</b>	<b>27% Meets</b>	<b>6% Masters</b>
4th Grade Reading	61% Approaches	28% Meets	6% Masters
5th Grade Reading	75% Approaches	50% Meets	25% Masters

### 2024 STAAR Math Data

<b>3rd Grade Math</b>	<b>43% Approaches</b>	<b>18% Meets</b>	<b>4% Masters</b>
4th Grade Math	36% Approaches	20% Meets	9% Masters
5th Grade Math	49% Approaches	30% Meets	10% Masters

### 2024 STAAR Math Data

<b>5th Grade Science</b>	<b>41% Approaches</b>	<b>32% Meets</b>	<b>11% Masters</b>
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Officially, school district A-F accountability ratings have been delayed for districts across the state due to a lawsuit regarding the validity of the STAAR test results for the 2023-24 academic year. In Reading, performance declined at the meets level in 3rd grade by 25 points, by 17 points in 4th grade, and by 6 points in 5th grade. In Math, performance declined at the meets level by 10 points in 3rd grade, 26 points in 4th grade, and 7 points in 5th grade. Performance in science declined 10 points at the Meets level in 2024.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Special education students are scoring significantly lower than non-special education students on STAAR. **Root Cause:** Inclusion/Resource teacher not included in PLC meetings with general education teacher, lack of knowledge to scaffold tier 1 instruction.

**Problem Statement 2:** There is an absence of student accountability and ownership of their learning. **Root Cause:** Implementation of student goal setting and data tracking not consistently monitored with fidelity. Lack of time allotted for student one-on-one data talks.

**Problem Statement 3:** We are not closing the gaps for all students. **Root Cause:** Lack of discussion in PLC meetings of the needs of all students-differentiation (enrichment and reteach plans).

# School Processes & Programs

## School Processes & Programs Summary

PCE is focused on project-based learning and is a New Tech campus. Students and teachers produce projects over the course of the year, in addition to providing small group and direct teach. PCE has embraced #pceunity culture which means that everyone on campus does whatever it takes for the success of students. At PCE we are ensuring student success for each child through high quality instruction. Teachers have scheduled planning 2 days a week and data analysis days after benchmarks and state exams.

This year, PCE had one teacher leave the profession at Thanksgiving, one teacher that is moving back home out of district, another the is leaving the profession at the end of her contract, and one that was not a good fit for our campus. That is a total of four teachers leaving out of 40 teachers on campus.

Our teachers are supported by campus instructional coaches, campus administrators, team leaders, and a mentor if they are new to the profession.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers need relevant professional learning opportunities to increase efficacy and student learning outcomes. **Root Cause:** Teachers need ongoing support and professional learning to meet the current needs of scholars.

**Problem Statement 2:** PBIS and restorative practices are in place but are not being implemented with fidelity across all classrooms. Student accountability for behavior and conflict resolution continues to be opportunities for growth. **Root Cause:** Teachers need additional support and training regarding disciplinary options.

# Perceptions

## Perceptions Summary

Manor ISD administered a staff feedback survey in the 2023-24 school year. In this survey, 99% of staff reported that PCE has a positive school culture. There is no evidence that a parent engagement survey was distributed to the PCE community last year.

## Perceptions Strengths

On Staff surveys of 2023-24, staff reported that they liked the work that they do, and they value their strong relationships with staff which contribute to a family atmosphere characterized by kindness, compassion, and support for one another. Staff additionally referenced pride in the cultural diversity of the student body, expressing a value for the diversity of cultures and languages within the PCE community. Staff also expressed appreciation for parent engagement with the school and the positive ways it has contributed to the sense of community in the school and increased learning opportunities for students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teachers planning ahead and staying late or coming early to prepare. **Root Cause:** Teachers feeling overwhelmed and tired by the end of the day and having meetings during their planning periods.



# Priority Problem Statements

# 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 Reading and math goals for PreK-3
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- 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
- 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

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- 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
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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





# Goals

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

**Performance Objective 1:** By July 2025, all 3rd -5th grade students will increase performance on the RLA STAAR test subject area by a minimum of 15% in the meets category as measured by the state assessment.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Reading





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PCE Teachers will ensure students are on iStation 60 minutes weekly. <b>Strategy's Expected Result/Impact:</b> Decrease in students who do not meet standard on state assessments <b>Staff Responsible for Monitoring:</b> Principal/IC/Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> PCE will implement PLC process focused on lesson internalization. <b>Strategy's Expected Result/Impact:</b> Decrease in students who do not meet standard on state assessments <b>Staff Responsible for Monitoring:</b> Principal/AP/IC/Teachers	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 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 2:** By Spring 2025, 80% of Pre-Kindergarten -2nd grade students will be on grade level.

**HB3 Goal**





**Evaluation Data Sources:** iReady, Istation, AirReading, and Amplify, CLI

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PCE K-2 teachers will implement the High Frequency Word Challenge in which students will be assessed monthly on the accuracy of reading the appropriate grade level Fry word lists.</p> <p><b>Strategy's Expected Result/Impact:</b> increase student accuracy identification of high frequency words</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PCE teachers and staff will support student achievement through small-group instruction and in-school intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> decrease in Tier 3 students</p> <p><b>Staff Responsible for Monitoring:</b> Principal/AP/IC/Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> PCE K-2 teachers will utilize the HMH Structured Literacy Lessons 5 days/week.</p> <p><b>Strategy's Expected Result/Impact:</b> decrease in Tier 3 students</p> <p><b>Staff Responsible for Monitoring:</b> Principal/AP/IC</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 1:** By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 3:** PCE Teachers will increase student performance in Science to 25% meets on STAAR.

**Evaluation Data Sources:** STAAR Scores





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PCE Teachers will follow the TEA grade level guidelines on the amount of Hands-On Science for students by integrating more science experiments in each grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a deeper grasp of scientific principles through active, experiential learning. Engaging in regular experiments allows students to see real-world applications of the concepts they are studying.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Instructional Coach, Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 4:** By July 2025, all 3rd -5th grade students will increase performance on the Math STAAR test subject area by a minimum of 15% as measured by the state assessment.

**HB3 Goal**





**Evaluation Data Sources:** STAAR Math Test

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PCE 3rd-5th grade teachers will implement a numerical fluency challenge. <b>Strategy's Expected Result/Impact:</b> Increased performance of all students in Math <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> PCE Teachers will ensure students are on iReady 60 minutes weekly. <b>Strategy's Expected Result/Impact:</b> Decrease in students who do not meet standard on state assessments <b>Staff Responsible for Monitoring:</b> Principal/IC/Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> PCE will implement PLC process focused on lesson internalization. <b>Strategy's Expected Result/Impact:</b> Decrease in students who do not meet standard on state assessments <b>Staff Responsible for Monitoring:</b> Principal/AP/IC/Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 5:** PCE will implement Positive Behavior Interventions and Supports (PBIS) plan to provide an organized, data-driven system of interventions, strategies, and supports designed to prevent problem behaviors and maximize academic success for all students.

**Evaluation Data Sources:** teacher climate and culture surveys, student achievement data, discipline referral data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PCE students will be taught expected behaviors to ensure that students are adhering to campus norms. The PBIS committee and Counselor will ensure that incentives to reinforce positive behaviors occur once a nine weeks to provide opportunities for success and celebration.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in desired behaviors, decrease in undesired behaviors</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The counselor will provide bi-monthly counseling lessons to K-5 grade scholars to focus on self-esteem, friendship, self-regulation, and mental health strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance rates, improved Student Culture Surveys, decrease in discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<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 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 6:** PCE will Improve school attendance for all students by 3 percentage points by the end of the 2024-25 school to increase from 92 to 95%.





**Evaluation Data Sources:** Raawee, ADA attendance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Attendance Committee will have weekly attendance meetings to review students with frequent absences. Phone calls will be made by the teacher after three consecutive absences. Attendance Clerk will call families after five absences. A parent meeting will be scheduled after ten absences. A 45-day attendance plan will be initiated for any student with ten absences and will be monitored by the Attendance Committee.</p> <p><b>Strategy's Expected Result/Impact:</b> increase in student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Committee, teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<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 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:** PCE will communicate with all stakeholders through the Campus website, Talking Points, Facebook and Finals site to promote transparency and parent/community involvement.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host family engagement events and assemblies at least once every nine weeks to promote and encourage community involvement and school collaboration.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, campus committees, PCE staff</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PCE teachers will communicate weekly with parents through a grade-level newsletter on their communication platform.</p> <p><b>Strategy's Expected Result/Impact:</b> strengthen the relationship between teacher and parent</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> PCE Teachers will be invited to parent conferences with scholars and teachers (minimum 2 times) throughout the year to discuss their academic and social-emotional standing, goal setting and celebrate progress/growth.</p> <p><b>Strategy's Expected Result/Impact:</b> positive impact on academic and social-emotional success</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> PCE parents and families will be sent a monthly newsletter with all campus reminders and events.</p> <p><b>Strategy's Expected Result/Impact:</b> improve campus engagement participation and will continue to improve the school-to-home relationship</p> <p><b>Staff Responsible for Monitoring:</b> Principal, parent liason</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, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

**Performance Objective 1:** Provide a parent liaison to support families, scholars, and the community through family engagement activities/events and support services.

**Evaluation Data Sources:** Sign in sheets for events will serve as data to show percentages of parental involvement.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent liaison will monitor and maintain the community partnerships including Breakfast with the Principal, bimonthly Brighter Bites nutrition education program, Fall Festival, Grandparents Day, Literacy Night, and Math Night.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative community partnerships will support our campus and bring opportunities to PCE families, staff, and scholars.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Parent Liaison</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 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:** PCE will provide professional development to teachers at various levels of experience to increase teacher efficacy and promote teacher retention.


**Evaluation Data Sources:** increased student performance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PCE will provide professional learning sessions for staff (prioritizing local certified staff and first-year teachers). These professional development support sessions will support new and novice teachers in a variety of areas including classroom management, routines, and procedures, designing TEKS-aligned, engaging lessons, providing personalized instruction to diverse learners, and supporting teachers in completing their certification requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, IC</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

 0% No Progress





 100% Accomplished

 Continue/Modify

 Discontinue





**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:** Complete 100% of all required safety drills and implement corrective actions for all identified safety hazards and maintenance issues.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Training for alarm system and marquee for designated staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Designated staff will be able to use equipment to ensure that all scholars, teachers and campus staff are safe during the school day and communicate to stakeholders various information.</p> <p><b>Staff Responsible for Monitoring:</b> Front office staff and Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Update and purchase supplies as needed to ensure that all facilities are maintained, sustained, and accessible to all campus stakeholders.</p> <p><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.</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 6:** By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.





**Performance Objective 1:** Promote teacher retention by developing and implementing a campus-based mentorship program for new staff members and conduct staff satisfaction surveys 2 times a year to assess professional growth opportunities and workplace environment.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers with opportunities for PBL training.  <b>Strategy's Expected Result/Impact:</b> Fully trained PBL teachers that will facilitate students that are capable of working as a team and planning.  <b>Staff Responsible for Monitoring:</b> Teachers, Principal, IC/LC</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development training to administrators and teachers on a needed basis to ensure high levels of rigor and student outcomes.  <b>Strategy's Expected Result/Impact:</b> Teachers will be trained to grow our students to be academically successful as whole children.  <b>Staff Responsible for Monitoring:</b> Teachers, Principal, AP, IC/LC</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide Leadership opportunities for administrators through book studies, skill training, leadership development, cultural proficiency, and more.  <b>Strategy's Expected Result/Impact:</b> Principal with a growth mindset, life long learner, and leader.  <b>Staff Responsible for Monitoring:</b> Principal</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 6:** By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

**Performance Objective 2:** Leadership coaching focused on classroom observations and feedback to increase the capacity of instructional leadership and teacher efficacy by utilizing the Get-Better-Faster Scope and Sequence and high-quality face-to-face feedback.

**Evaluation Data Sources:** Increased leadership capacity of administrators and increased teacher performance through observation and feedback loops and high-quality face-to-face feedback.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and students will be provided with instructional materials and technology as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and students will be able to engage in teaching and learning for student success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, IC, LC</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>				