Manor Independent School District

ShadowGlen Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

Campus Mission Statement:

We provide the opportunity, access, and support to achieve rigorous levels of knowledge through a strong foundation of intellectual habits, a curiosity for knowledge, and a hunger to positively impact our community.

Vision

Campus Vision Statement:

At Shadowglen Elementary, we create college and career ready lifelong learners who intrinsically desire excellence, and who invest in academic and social emotional development to reach their full potential, empowering the future leaders of our community.

Value Statement

We invest in our scholars daily to be successful and productive members of society.
We lead with Restorative Practices where scholars and staff model love and respect for all.
We strive for excellence, empowering future leaders.
We champion each other's identities with our peers and communities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

ShadowGlen Elementary is a nine year old, K - 5 grade campus in the heart of the Manor Community, in Manor, Texas, located in Travis County. The demographics of students within the district provide insight into the unique needs and strengths of our school community.

1. Student Population: In the 2024-2025 academic year, ShadowGlen Elementary is projected to enroll approximately 639 students, spanning kindergarten through fifth grade.

2. Diversity: Our student body exemplifies the rich cultural mosaic of Manor, Texas. Current demographic data indicates that 64% of students identify as Hispanic or Latino, 19% as African American, 9% as White, and 3% as Asian or and 3% as other ethnicities. Embracing this diversity is central to our school's values of inclusivity and mutual respect.

3. Economic Background: A significant majority of students at ShadowGlen Elementary come from economically disadvantaged backgrounds, with over 61.5% qualifying for free or reduced-price lunch programs. Addressing the unique needs and challenges faced by these students remains a priority as we strive to ensure equitable access to educational opportunities.

4. Special Education and English Language Learners (ELL): Within our school community, 11% of students receive special education services, while 38% are English language learners. Providing tailored support and individualized learning plans for these students is fundamental to fostering their academic success and social-emotional well-being.

5. Mobility: ShadowGlen Elementary experiences a moderate level of student mobility, with approximately 18.9% of students transferring in or out of the school throughout the academic year. Efforts to streamline transitions and provide continuity of learning are integral to maintaining student progress and engagement.

6. Attendance: Average daily attendance at ShadowGlen Elementary consists of a rate of 96%. We continue to prioritize initiatives aimed at promoting regular school attendance and addressing any underlying factors that may hinder student participation.

7. Community Characteristics: The ShadowGlen community is characterized by its close-knit neighborhoods, diverse socioeconomic landscape, and a shared commitment to the success of our students. Collaborative partnerships with families, local organizations, and stakeholders enrich the educational experience and provide invaluable support for our school community.

8. Achievement Data: While ShadowGlen Elementary has made strides in academic achievement in various grade levels, persistent achievement gaps persist, particularly among students from economically disadvantaged backgrounds and specific demographic groups. Targeted interventions, data-driven instruction, and ongoing professional development are essential components of our efforts to close these gaps and ensure all students reach their fullest potential.

9. Staff Demographics: Our dedicated team of educators and staff reflects the diversity of our student body, with approximately 51% identifying as female and 49% as male. We are committed to fostering a culture of inclusivity, professional growth, and collaboration among all members of the school community.

10. Future Trends: Demographic projections suggest continued growth in student enrollment, as well as increasing diversity within the ShadowGlen Elementary community. As we look to the future, we remain committed to adapting and evolving our practices to meet the evolving needs of our students and community, while upholding our unwavering dedication to excellence and equity in education.

Demographics Strengths

In an effort to support the continued success of the school, ShadowGlen Elementary monitors the ethnicity and gender of students in special programs to gauge the academic success of our subgroups. ShadowGlen Elementary will departmentalize content areas in grades 2-5 to better meet the needs of scholars with this approach. We anticipate several benefits to departmentalizing teachers and allowing teachers to specialize in specific subjects rather than teaching all subjects to one class:

1. **Subject Expertise**: Teachers can focus on their strengths and interests, allowing them to develop deeper knowledge and more engaging instructional methods for their subject areas.

2. **Enhanced Scholar Engagement**: Scholars benefit from more dynamic and varied teaching styles, as they experience different teachers with unique approaches and personalities.

3. **Improved Resource Utilization**: Specialized teachers can use resources and materials more effectively, tailoring them to specific subjects and maximizing their impact.

4. **Better Differentiation**: Teachers can more easily adjust their teaching strategies to meet the diverse needs of scholars in their subject areas, fostering a more personalized learning environment.

5. **Collaboration and Professional Development**: Departmentalization encourages collaboration among teachers in the same subject area, leading to shared best practices, co-planning, and professional growth.

6. **Preparation for Future Learning**: Scholars may become more accustomed to transitioning between classes and teachers, better preparing them for middle school environments.

7. **Increased Focus on Assessment**: Subject-specific teachers can focus on assessing and tracking progress in their area, leading to more targeted feedback and interventions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In the 2023-2024 School Year, 16% of Hispanic students achieved meets or mastery for STAAR academic achievement, however our Hispanic sub group makes up for 61% of our student population.   **Root Cause:** Low teacher retention rates contributed to inconsistent routines, loss of instruction, and low scholar academic achievement at ShadowGlen Elementary.

Student Learning

Student Learning Summary

2023-24 STAAR Reading

	Did Not Meet	Approaches	Meets	Masters
3G Reading	46%	27%	20%	6%
4G Reading	35%	36%	22%	7%
5G Reading	34%	35%	20%	11%

2023-24 STAAR Math

	Did Not Meet	Approaches	Meets	Masters
3G Math	46%	34%	18%	2%
4G Math	53%	24%	15%	8%
5G Math	38%	24%	30%	8%

2023-24 STAAR Science

	Did Not Meet	Approaches	Meets	Masters
5G Science	72%	24%	3%	2%

For the 17-2018 School Year, ShadowGlen Elementary received a score of 77 (C) for overall accountability.

For the 18-2019 School Year, ShadowGlen Elementary received a score of 77 (C) for overall accountability.

For the 20-2021 School Year, ShadowGlen Elementary received a score of NA for overall accountability.

For the 21-2022 School Year, ShadowGlen Elementary received a score of 68 (D) for overall accountability.

For the 22-2023 School Year, ShadowGlen Elementary received a score of 68 (D) for overall accountability.

For the 23-2024 School Year, ShadowGlen Elementary projects a score of 59 (F) for overall accountability.

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 23-24 academic year. In Reading, performance averaged a decline of 2% across each grade level. In 3rd grade math, performance averaged an 11% decrease, 4th grade math averaged a 12% decrease, and in 5th grade math, averaged a 15% increase in approaches and above.

ISIP (Reading) and iReady (Math) End of Year (EOY) data is attached below. ISIP data will be collected monthly for progress monitoring and to inform intervention groups. iReady diagnostics will be conducted 3 times a year, and monitored by administrators and teachers monthly to progress monitor, analyze scholar growth, and target needs for support for intervention in math.

Teachers will analyze ISIP and iReady performance monthly in PLCs and determine intervention grouping. Reteach opportunities will be discussed during weekly PLC meetings as we analyze scholar exit tickets and student work.

ISIP (Reading) Data EOY 2024

Grade Level	Level 1 (2 or more grade levels behind)	Level 4/5 (at/approaching grade level)
K	66%	21%
1	76%	27%
2	50%	19%
3	50%	21%
4	52%	14%
5	50%	5%

iReady (Math) Data EOY 2024

Grade Level	Level 1 (1-2 grade levels behind)	Level 4/5 (at/approaching grade level)
K	0%	52%
1	33%	14%
2	24%	31%
3	17%	41%
4	20%	41%
5	26%	44%

Student Learning Strengths

In the 23-24 School Year, SGE improved 7% in the approaches category for 4th Grade Reading/Language Arts.

In the 23-24 School Year, SGE improved 4% in the approaches category for 5th Grade Reading/Language Arts.

In the 23-24 School Year, SGE improved 4% in the approaches category for 4th Grade Math.

In the 23-24 School Year, SGE improved 13% in the Meets category for 5th Grade Math.

In the 23-24 School Year, SGE improved 3% in the approaches category for 5th Grade Science.

In the 23-24 School Year, SGE improved 1% in the Meets category for 5th Grade Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of third-grade students who scored Meets Grade Level was 16% for Reading.   **Root Cause:** Lack of implementing a current campus wide vertical marking the text and writing instructional plan across the campus K-5 with fidelity. Scholars lack a formal process from K-5th grade that builds comprehension and synthesizing as they approach each text.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment Summary:

Manor ISD utilizes High Quality Instructional Materials including HMH, iReady, Discovery Ed, and Savvas. MISD also uses diagnostics and progress monitoring programs called iReady and iStation, which provides assessment management, reporting and analysis, curriculum management, and program tracking for students. These tools are essential at SGE so teachers, administrators, families and scholars are consistently aware of individual progress, learning gaps, and pathways for improvement. SGE is dedicated to ensuring all teachers are utilizing High Quality Instructional Materials and commit to continuous professional development for staff and administrators who are supporting the development of teachers in order to improve instruction and student academic outcomes. Administrators and coaches will monitor instruction weekly to assess opportunities to build teacher capacity and improve student engagement. Each grade level will meet twice weekly in Professional Learning Communities (PLC) to plan lessons and review data for progress monitoring. The instructional leadership, including the Campus Principal, Assistant Principal, and Instructional Coach meet and plan with teachers weekly in each Professional Learning Community (PLC) to ensure collaboration, reflect on student data, and make adjustments to ensure student needs are addressed.

School Culture and Climate Summary:

At SGE, we recognize that a positive and inclusive culture and climate are essential for fostering student success and well-being. We are dedicated to enhancing our school's environment to ensure it is nurturing, supportive, and conducive to learning. We accomplish this by cultivating a school culture where every student, staff member, and family feels valued, respected, and engaged, while promoting a safe and positive climate that enhances academic and social-emotional development. We engage in professional development for staff on cultural competency, equity, and inclusion. We create and promote programs that celebrate diversity and encourage cross-cultural understanding among students. We establish and maintain clear, consistent, and respectful communication channels between staff, students, and families including our Staff and Family Paw Print modes of communications. We enhance Student Engagement and Well-being by developing and supporting student leadership opportunities such as the LIT Squad (Leaders in Training) that empower students to contribute positively to the school environment. We integrate social-emotional learning (SEL) programs including Restorative Practices that address students' needs and teach skills for building healthy relationships and managing emotions. We increase opportunities for student voice and choice in their learning experiences through the use of student menus and our Gifted and Talented Programs. We promote a Safe and Supportive Environment by reviewing and strengthening school policies and procedures related to safety, bullying prevention, and conflict resolution. We create a system for recognizing and rewarding positive behavior and achievements, reinforcing a culture of respect and responsibility through our weekly Cool Cat Friday award pep rallies. We engage families and community partners in creating a supportive network that contributes to a safe and nurturing school environment with the support of our Parent Liaison and the Whole Child department. We improve Staff Morale and Collaboration by providing ongoing opportunities for staff collaboration and team-building to strengthen professional relationships and collective efficacy. We offer regular feedback and support to staff to recognize their contributions and address any concerns or needs. We promote work-life balance through wellness initiatives and professional development tailored to staff well-being. We welcome and elicit feedback continuously from staff, students, and families to oversee and drive initiatives.

At SGE, we regularly assess and review the school's culture and climate through surveys, focus groups, and feedback sessions. We meet weekly regarding school culture, discuss scholar needs through our RtI and MTSS systems, and we set clear metrics for success and monitor progress to make data-informed adjustments to strategies and practices through our weekly Academic Progress Meetings.

School Context and Organizational Summary:

At SGE, we understand that effective organizational systems and a supportive school context are foundational to achieving our educational goals and enhancing student outcomes. Our improvement plan aims to strengthen these systems to ensure a cohesive, efficient, and responsive school environment in the following ways:

Ensure High Quality Instruction across all grade levels and content areas with the use of High Quality Instructional Materials and instructional look fors that administrators and instructional leaders use daily to calibrate/align/provide feedback.

Ensure Positive Behavior Intervention Support Systems are utilized across the grade levels to encourage positive behavior and good choices.

Streamline Administrative Processes: Implement and refine procedures for managing daily operations, including scheduling, resource allocation, and communication, to improve overall efficiency and reduce administrative burdens on staff.

Leverage Technology: Integrate and utilize educational and administrative technologies to facilitate communication, data management, and instructional planning. Provide training for staff to effectively use these tools.

Establish and Strengthen Professional Learning Communities (PLCs): Develop and support PLCs where teachers and staff can collaborate on instructional strategies, share best practices, and analyze student data to drive continuous improvement.

Encourage Team-Based Approaches: Promote interdisciplinary and vertical collaboration among staff to address student needs holistically and enhance the integration of curriculum and support services.

Develop Leadership Capacity: Provide targeted professional development for school leaders and aspiring leaders to build skills in instructional leadership, data-driven decision-making, and community engagement.

Engage Stakeholders: Involve teachers, staff, families, and community members in decision-making processes to ensure diverse perspectives are considered and to foster a shared commitment to school goals.

Optimize Resource Allocation: Conduct regular assessments of resource utilization and adjust allocations to align with identified needs and priorities. Ensure that resources are equitably distributed to support all students effectively.

Invest in Professional Development: Prioritize ongoing training and support for staff to enhance their skills and stay current with best practices in education. Allocate budgetary resources to professional development opportunities.

By prioritizing these objectives, SGE aims to create a vibrant, supportive school environment where all members of our community can thrive academically, socially, and emotionally.

School Processes & Programs Strengths

School Processes and Program Strengths:

SGE Teacher lesson preparation and planning is aligned to district and state standards.

SGE teachers use MISD pacing guides and the TEKS resource system for internalization of lessons and to ensure state standards are mastered by students.

The SGE instructional model includes a reflect and reteach model with small group instruction daily when scholars do not show evidence of mastery of learning objectives.

Acceleration and Intervention periods are designed to provide scholars accelerated content and intervention based on academic performance.

Scholars engage in module assessments, campus created benchmark assessments, daily exit tickets, and progress monitoring tool assessments to monitor pathways to mastery of content and pathways to 1 or more grade levels of growth.

All SGE staff including our front office reception is dedicated to the people experience and world class customer service.

SGE staff are focused on continuous improvement, identifying problem areas, and collaborating to problem solve and present solutions that encompass multiple viewpoints.

SGE is proud to have our students engaged in school wide activities, clubs, and leadership opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: SGE Lesson Plan Internalization processes and expectations are not clear to teachers, yielding instruction that is not aligned to state standards. **Root Cause:** Lack of professional development in the internalization of state standards and alignment to high quality instructional materials has impacted teacher preparedness and scholar output.

Problem Statement 2: SGE Dual Language Program is not aligned to the MISD Bilteracy Framework. **Root Cause:** Lack of professional development and background knowledge of dual language best practices has impacted teacher efficacy in biliteracy programs.

Perceptions

Perceptions Summary

At SGE we recognize that positive perceptions among students, staff, parents, and the broader community are crucial for fostering a supportive and effective learning environment. Our improvement plan aims to enhance these perceptions by addressing feedback, building trust, and ensuring that all stakeholders feel valued and engaged.

SGE staff perception surveys indicated a need to partnership and professional development especially in the areas of planning and internalization.

SGE does not have a PTA and it has been difficult to establish a PTA.

Parents feel their children at SGE have the necessary supplies and equipment to foster an effective learning environment.

Parents shared that their child is recognized for good work and behavior at school.

Parents have a desire to communicate school information often and in multiple ways.

Student surveys indicate learning is important at their school and that their teacher cares for them.

Staff turnover rate is high.

Perceptions Strengths

Parent engagement and involvement continues to be a strength for SGE. Students also feel safe at school and believe their teachers are here to help ensure their success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher planning and preparation systems is needed which have resulted in low student academic outcomes. **Root Cause:** School systems involving time management and templates that support teacher lesson internalization have not been fully adopted by the campus.

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
- 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

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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

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 July 2025, ShadowGlen Elementary school students will meet or exceed the campus goal of 70% performance on STAAR Reading test for all students in the approaches level in grades 3-5.

By July 2025, ShadowGlen Elementary school students will meet or exceed the campus goal of 70% performance on STAAR Math test for all students in the approaches level in grades 3-5.

By July 2025, ShadowGlen Elementary school students will meet or exceed the campus goal of 40% performance on STAAR Reading test for all students in the Meets level in grades 3-5.

By July 2025, ShadowGlen Elementary school students will meet or exceed the campus goal of 40% performance on STAAR Math test for all students in the Meets level in grades 3-5.

High Priority

HB3 Goal

Evaluation Data Sources: Students will engage in a diagnostic using a universal screener in iStation. Campus will progress monitor in iReady and iStation, Campus Based Assessments, District Assessments, and numeracy fluency programs.

Strategy 1 Details		Reviews			
Strategy 1: SGE will adopt a data driven instruction focus with a goal of 70% Approaches, 40% Meets, and 20% Masters for all formative assessments for the 24-25 School Year. SGE Principal, Assistant Principal, and Instructional Coach will engage in 5 weekly classroom observations, coaching, and feedback opportunities with teachers to develop strong Tier 1 instruction and response to data systems using the Get Better Faster Scope and Sequence. SGE instructional look fors will progress throughout the school year to develop teachers in Lesson Internalization, Essential Routines and Procedures, Effective I DO, Strong Independent Practice routines, Aggressive Monitoring, Narrating the Positive, Checking for Understanding, and Reteach/Small group instruction.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Daily exit ticket data will improve monthly in order to set the foundation to reach our campus goal of 70% Approaches, 40% Meets, 20% Mastery in Math, Reading, and Science formative assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- 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					

Strategy 2 Details		Reviews			
Strategy 2: School Leadership Team will engage in administration and teacher continuous professional development after school and during PLCs in the areas of lesson internalization and lesson planning from the District Curriculum and Assessment Team. Data will be collected in the form of classroom walkthroughs and scholar output/scholar artifacts to gauge teacher alignment of activities to rigor of the state standards.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will build capacity in Tier 1 instruction, resulting in an improvement in scholar mastery of math concepts taught. **Staff Responsible for Monitoring:** Principal, Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

Strategy 3 Details		Reviews			
Strategy 3: Provide acceleration and intervention support for Tier 2 and Tier 3, HB 4545 and HB 1416 students who have not passed the STAAR test daily during the school day, by teachers and by an Academic Interventionist		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will show evidence of closing gaps by 1 or more grade levels of growth **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

Strategy 4 Details		Reviews			
Strategy 4: SGE Attendance committee will engage in bi-weekly attendance meetings, review scholars with frequent tardies/absences, and speak with parents regarding support to remove roadblocks to get scholars to school. Phones calls will be made when scholars have more than 1 absence in a 5 day period. School Counselor will call any scholars with 2 or more absences in a 10 day period. Registrar will call home if there are more than 3 absences in a 9 week period, and MISD Truancy team will schedule parent meeting and 45 day attendance plan for any scholars after 10 absences. SGE Student Support Team will also contact families for scholars with 10 or more absences to initiate home visits and support services for families with difficulties.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved scholar output during independent work time, exit tickets, and formative assessments as they are at school to receive consistent instruction, daily. **Staff Responsible for Monitoring:** Registrar, Truancy Team, Principal. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					

0% No Progress   100% 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 July 2025, SGE will serve 100% of our staff and stakeholders by providing timely and engaging communication weekly.

High Priority

Evaluation Data Sources: Staff Perception Data: During the 23-24 school year, only 30% of teachers felt the campus administration has built a strong plan to engage the community.

Strategy 1 Details	Reviews			
Strategy 1: Provide weekly communication regarding important updates, events, opportunities, improvement, and campus highlights	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase staff awareness and family satisfaction of school improvement. **Staff Responsible for Monitoring:** Principal, Parent Liaison **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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 July 2025, SGE will ensure a 90% family satisfaction rate in the areas of family engagement opportunities, feedback implementation, and evidence of school improvement perception

Evaluation Data Sources: Staff Perception Surveys: During the 23-24 school year, only 33% of teachers felt the campus administration built a strong school culture including building strong relationships with the faculty, and involving parents//families.

Strategy 1 Details	Reviews			
Strategy 1: SGE will develop a Parent Volunteer group led by the Campus Principal and Parent Liaison in order to create partnerships between staff and the community, gather input and feedback once a month, and work together to meet the needs of our scholars.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 90% favorable feedback in the areas of community involvement, strong culture, and strong relationships between administration, staff, and families.				
Staff Responsible for Monitoring: Campus Principal, Parent Liaison.				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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 July 2025, SGE will decrease discipline referral and bullying rates by 40%.

    Evaluation Data Sources: Skyward/PEIMS reporting, PBIS data, Bullying records

Strategy 1 Details		Reviews			
Strategy 1: SGE will implement Class Dojo and continue Cool Cat Friday as a PBIS system to encourage good choices, student leadership, and family communication.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Evidence of improved school culture will be seen by the increase in scholar recognition and increase of school store participation.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Culture Specialist, Counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture					

Strategy 2 Details		Reviews			
Strategy 2: School Counselor will provide ongoing Guidance Lessons to each grade level once every 6 weeks that cultivate strong character and social emotional development.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student leadership qualities, confidence, social skills, responsible behavior, leadership, problem solving, anti-bullying, and conflict resolution strategies		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Culture Specialist, Counselor **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture					

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

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 July 2025, SGE will ensure 100% of content area classrooms will have access to blended learning tools that are integrated into Tier 1/Tier 2 instruction daily.

   Evaluation Data Sources: SGE Lesson Planning Template, iReady, iStation reporting

Strategy 1 Details	Reviews			
Strategy 1: Internalization PLC meetings and Data PLC meetings will include blended learning/small group instruction into the instructional model, and acceleration and intervention will be planned by teachers weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will use technology to support mastery of learning outcomes. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Interventionist. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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: By July 2025, SGE will pass 100% of daily safety walks.

    Evaluation Data Sources: Manor PD Safety and Security Checks

Strategy 1 Details		Reviews		
Strategy 1: SGE will engage in a weekly safety meeting where School Leadership will identify and address campus safety and environmental opportunities quickly and effectively. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: By July 2025, 100% of SGE teachers and staff will be provided with professional development opportunities to facilitate instructional and operational excellence and target student achievement. Professional learning needs will be identified through classroom walkthrough trends and lesson planning documents.

Evaluation Data Sources: TTESS and Teacher feedback forms from Professional Development Sessions

Strategy 1 Details	Reviews			
Strategy 1: Teachers and paraprofessionals will be offered targeted professional development opportunities based on campus trends with student performance and student culture.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improvement in teacher/paraprofessional execution of instructional absolutes, operational absolutes, and restorative practices that yield positive student outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Culture Specialist, School Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: School Leadership Team will engage in professional development bi-weekly and monthly in order to impact school improvement.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Evidence of building capacity in instructional leadership and transformational leadership. **Staff Responsible for Monitoring:** Principal, District Support **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **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				

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

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

Performance Objective 2: By July 2025, SGE will retain 85% of staff.

Evaluation Data Sources: Staff perception surveys, TTESS

Strategy 1 Details	Reviews			
Strategy 1: SGE will increase employee engagement by employee recognition, appreciation, and classroom walkthrough celebrations.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teacher and staff retention **Staff Responsible for Monitoring:** Principal, Assistant Principal, Culture Specialist, Sr. Admin **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				