

Manor Independent School District
Manor Rise Academy
2024-2025 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.	13
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.	18
Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.	21
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.	22
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.	28
Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.	30
Policies, Procedures, and Requirements	33

Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographic summary for school enrollment at Manor Rise Academy for the **2024-2025 School Year** is as follows:

Grade	Male	Female	Total
Pre-Kindergarten	16	17	33
Kindergarten	24	22	46
Grade 01	46	35	81
Grade 02	26	35	61
Grade 03	27	28	55
Grade 04	12	8	20
Grade 06	47	42	89
Grade 07	45	54	99
Total Enrollment	243	241	484

Ethnic Distribution:

Ethnicity	Enrollment Numbers
American Indian	0
Asian	30
Black	138
Native Hawaiian	1
White	44
Hispanic/Latino	248
Multi-Race	23

There are currently seven students identified as Gifted and Talented.

There are currently 34 students identified as Emergent Bilingual students.

There are currently 27 students identified as receiving Special Education services.

There are currently 12 students identified as receiving 504 services.

Demographics Strengths

- 6th Grade Reading → Back/African American (23 students) 69.5% **approaches**, 43.4% **meets**, 17.3% **masters**

MRA demonstrates relatively balanced gender distribution across all grade levels. Maintaining gender balance can promote inclusivity and diversity in the learning environment, allowing students to interact with peers from different gender backgrounds and fostering healthy social dynamics.

While the specific numbers are relatively small for some ethnic groups, MRA appears to have a diverse student population, including students from various ethnic backgrounds such as Asian, Black, White, Hispanic/Latino, and Multi-Race. This diversity can contribute to a rich cultural exchange and broaden students' perspectives.

Identifying and supporting seven Gifted and Talented students is a potential strength. These students often bring unique talents and abilities to the school community, and providing them with appropriate enrichment opportunities can lead to academic excellence and innovation.

Having 34 Emergent Bilingual students indicates a multicultural and multilingual environment. This diversity can enrich the school's cultural fabric and provide opportunities for language learning and cross-cultural understanding.

Offering services to 27 students with special education needs demonstrates a commitment to inclusive education. This can contribute to a more compassionate and supportive school community where all students receive the assistance they require to thrive academically and socially.

The provision of 504 services to 12 students suggests a commitment to accommodating individual needs and ensuring equal access to education. This can contribute to a more inclusive and equitable learning environment.

With a total enrollment of 196 students, MRA is of a size that allows for more personalized attention and potentially stronger teacher-student relationships, which can enhance the overall educational experience.

It's our goal to leverage these demographic strengths to create an inclusive, supportive, and enriching educational environment. This will be achieved through culturally responsive teaching practices, individualized support for students with special needs, and opportunities for cross-cultural exchange and learning. Additionally, celebrating and valuing the diversity within our MRA community can foster a sense of belonging and unity among students and staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The problem identified in the demographic data is an uneven distribution of students across grade levels, with significant variations in male-female ratios between grades. Grades 1&2 have relatively balanced gender ratios with slightly more females than males. 6th grade has a more substantial number of female students compared to males. Kindergarten has more males compared to females. **Root Cause:** Local demographics, cultural preferences, or family dynamics within the community could influence the enrollment patterns, leading to variations in gender ratios across different grade levels. Our marketing and outreach efforts may inadvertently attract or appeal to certain demographics, affecting the gender composition of incoming students.

Problem Statement 2: Despite the well-thought-out design and goals of Manor Rise Academy (MRA), there appears to be a perception gap regarding the school's ability to effectively implement the envisioned programs and maintain the desired school culture and values during our growth period. **Root Cause:** MRA lacks a track record of successful implementation of its intended programs and has not had the opportunity to establish a reputation for achieving its educational goals. The school faces resource limitations, including budget constraints and staffing challenges, which could hinder our ability to fully realize the intended certifications, course offerings, and classroom ratios.

Student Learning

Student Learning Summary

5th Reading		5th Math	
Approaches	53%	Approaches	47%
Meets	15%	Meets	14%
Masters	17%	Masters	7%

Student Learning Strengths

The learning strengths observed in reading include a solid foundation in reading comprehension, while in math, students show strengths in understanding mathematical concepts and problem-solving. To further enhance learning outcomes, educators can focus on providing differentiated instruction to meet the needs of all students, including those who are approaching proficiency and those who are already meeting or mastering the standards.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Reading and math proficiency has a significant portion of students, specifically 53% in reading and 47% in math, are approaching the STAAR standards, indicating that they have not yet achieved proficiency in this subject. **Root Cause:** Many students may not have developed effective reading comprehension strategies, which are essential for understanding and interpreting complex texts. There also may have been a lack of adequate support and resources for reading instruction, including tailored interventions for students who are struggling.

Problem Statement 2: Despite the well-thought-out design and goals of Manor Rise Academy (MRA), there appears to be a perception gap regarding the school's ability to effectively implement the envisioned programs and maintain the desired school culture and values during our growth period. **Root Cause:** MRA lacks a track record of successful implementation of its intended programs and has not had the opportunity to establish a reputation for achieving its educational goals. The school faces resource limitations, including budget constraints and staffing challenges, which could hinder our ability to fully realize the intended certifications, course offerings, and classroom ratios.

School Processes & Programs

School Processes & Programs Summary

At MRA, a strong emphasis is placed on following a dynamic curriculum and personalizing instruction to cater to the diverse needs of students. Regular assessment practices and accommodations for different learning needs are key components of the curriculum and instruction strategy.

The professional development of educators is a top priority, with ongoing teacher training, mentoring programs, leadership development initiatives, and individualized learning plans to ensure that the teaching staff is equipped with the latest skills and knowledge.

There is collaboration among administrators, teachers, parents, and data analysis to guide decision-making. This ensures that the school operates in alignment with its goals and the needs of its students.

We have established effective communication channels to keep parents and stakeholders informed, including parent-teacher conferences, newsletters, online portals, and active community engagement. These channels foster strong connections between the school and its community.

One of our goals is to create a positive and inclusive school culture. We are using strategies for effective classroom management, master scheduling, and maintaining rigorous safety protocols to ensure a conducive learning environment.

We offer comprehensive support services such as counseling, special education, health services, and behavioral interventions. These services are designed to provide students with the necessary support to excel academically and personally.

Students at MRA have access to a wide range of extracurricular and co-curricular opportunities, including clubs, sports, arts, and service learning activities, allowing them to explore their interests and develop well-rounded skills.

Finally, technology integration is a part of the school's educational approach. This includes the integration of technology into teaching and learning, maintaining robust tech infrastructure, providing professional development for teachers, and ensuring data privacy to protect sensitive information.

These programs and processes are integral to the effective functioning of a school and contribute to the overall educational experience of students and the professional development of educators.

School Processes & Programs Strengths

- The emphasis on ongoing teacher training, mentoring, and leadership development underscores MRA's commitment to continuous improvement and the professional growth of its staff.
- MRA's multiple communication channels help foster strong connections between the school and its stakeholders, enhancing transparency and engagement.
- The focus on creating a positive and inclusive school culture contributes to a supportive learning environment where students can thrive both academically and personally.
- Integrating technology into teaching and learning, along with maintaining strong tech infrastructure and ensuring data privacy, reflects the school's readiness to embrace 21st-century learning methods and keep pace with technological advancements.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While the school boasts several commendable processes and programs, there appears to be a disconnect between the professional development initiatives offered and their alignment with the evolving needs of both educators and students, potentially hindering the school's overall effectiveness. **Root Cause:** The school may need to realign its focus to ensure that professional development programs are explicitly designed to address the evolving needs of students, including those related to technology integration, diverse learning styles, and emerging educational challenges to ensure it's student centered.

Problem Statement 2: Despite the well-thought-out design and goals of Manor Rise Academy (MRA), there appears to be a perception gap regarding the school's ability to effectively implement the envisioned programs and maintain the desired school culture and values during our growth period. **Root Cause:** MRA lacks a track record of successful implementation of its intended programs and has not had the opportunity to establish a reputation for achieving its educational goals. The school faces resource limitations, including budget constraints and staffing challenges, which could hinder our ability to fully realize the intended certifications, course offerings, and classroom ratios.

Perceptions

Perceptions Summary

Manor Rise Academy was designed as a K-8 campus in Manor ISD. The campus was designed with the following parental insights in the following areas:

- Specific certifications
- Specific course offerings
- School leadership & teacher qualifications; classroom ratios
- Outcome data
- School environment & culture
- Values (school and student specific)
- Include basic school info (location, times, etc)
- Aftercare/extracurricular opportunities
- Career opportunities/Preparing for the future

MRA has a promotion goal to ensure its students have a Growth Mindset, the ability to problem solve, collaboration, think creatively, and adapt.

Perceptions Strengths

Manor Rise Academy was afforded a year to design and plan our instructional program. In our second year, we have specific programs designed for: Students with Autism, Tech Prep for Early Learners, K-8 Model, and Hands-on/Real World Experiences. MRA has a one-way Dual Language program, a make-space lab, and UIL sports.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Despite the well-thought-out design and goals of Manor Rise Academy (MRA), there appears to be a perception gap regarding the school's ability to effectively implement the envisioned programs and maintain the desired school culture and values during our growth period. **Root Cause:** MRA lacks a track record of successful implementation of its intended programs and has not had the opportunity to establish a reputation for achieving its educational goals. The school faces resource limitations, including budget constraints and staffing challenges, which could hinder our ability to fully realize the intended certifications, course offerings, and classroom ratios.

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

Student Data: Student 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.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

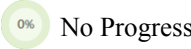
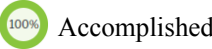
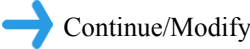

Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 1: 80% of scholars approach, meet or exceed grade-level readiness Reading STAAR.

HB3 Goal

Evaluation Data Sources: Standardized assessment scores and individualized learning plans.





Strategy 1 Details	Reviews			
<p>Strategy 1: By the end of the academic year, interventions and small group instruction will be implemented, with mandatory participation for identified students. Interventions will take place during dedicated instructional blocks and after-school tutoring sessions. Students will be identified for interventions based on formative assessments, progress monitoring data, and teacher observations, ensuring targeted support for those demonstrating academic gaps.</p> <p>Strategy's Expected Result/Impact: Targeted interventions that address specific learning needs.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional coaches</p>	Formative			Summative
	Oct	Jan	Mar	June

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

Performance Objective 2: By the end of the academic year, 80% of scholars will approach, meet, or exceed grade-level readiness on the Math STAAR. Interventions and small group instruction, mandatory for identified students, will occur during designated instructional periods and after-school sessions. Students requiring interventions will be identified through benchmark assessments, progress monitoring, and teacher feedback to address academic needs and ensure targeted support.





HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Offer mandatory interventions and small group instruction. Strategy's Expected Result/Impact: Targeted interventions that address specific learning needs. Staff Responsible for Monitoring: Teachers, Instructional coaches	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, and/or military services based upon their individual goals.

Performance Objective 3: Achieve a promotion rate of 95% or higher for each grade level.





Evaluation Data Sources: Student progress reports and promotion records.

Strategy 1 Details	Reviews			
<p>Strategy 1: Supports will include differentiated instruction, small group interventions, and targeted tutoring. Teachers will receive ongoing professional development on creating and executing learning plans, with training sessions focusing on data analysis, intervention strategies, and progress tracking to ensure academic success.</p> <p>Strategy's Expected Result/Impact: Progress will be continuously monitored, and those needing additional support will receive interventions to ensure their readiness for the next grade level.</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 2026, 100% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 4: 100% of scholars will have a personalized career exploration plan by the end of 8th grade.

Evaluation Data Sources: Participation records in career exploration activities and counselor reports.

Strategy 1 Details	Reviews			
Strategy 1: Hold events such as career day and cultural events to strengthen collaboration with families and partners. Strategy's Expected Result/Impact: Increased participation in events and family engagement. Staff Responsible for Monitoring: Administrator, counselor, parent liaison	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, and/or military services based upon their individual goals.

Performance Objective 5: MRA will maintain 95% or better attendance.

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: Leverage communication platforms such as talking points, blackboard, email, and social media to reach a over 75% of our parents this school year.

Evaluation Data Sources: Feedback, increased engagement

Strategy 1 Details	Reviews			
Strategy 1: Promote school events, open houses, parent-teacher meetings, fundraisers, and community activities. Strategy's Expected Result/Impact: Increase parent and community involvement Staff Responsible for Monitoring: Administrator, parent liaison, campus communication rep	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use paid advertising to boost posts or run targeted ads to specific demographics and wider audience. Strategy's Expected Result/Impact: Increased visibility and awareness, enhanced communication, higher engagement, increased enrollment Staff Responsible for Monitoring: Administrator, parent liaison, campus communication rep.	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 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 2: Ensure that 100% of our communication channels and content are accessible to everyone, including individuals with disabilities, and provide Spanish translations if necessary.

Strategy 1 Details	Reviews			
<p>Strategy 1: Translate important announcements, newsletters, and key information into the languages that cater to the diverse linguistic backgrounds of students, parents, and community members.</p> <p>Strategy's Expected Result/Impact: Increased engagement and understanding among non-native English speakers.</p> <p>Staff Responsible for Monitoring: Administrator, 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 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 3: Train 100% of staff responsible for communication to ensure they are well-versed in the strategy and tools. Provide ongoing support and resources to help them execute the plan effectively.

Evaluation Data Sources: Training will be conducted through a combination of workshops, online modules, and hands-on practice sessions, focusing on communication protocols, platforms, and tools such as emails, newsletters, and parent portals. Staff will also receive ongoing support through regular check-ins, access to a dedicated help desk, and updated resources, ensuring they are equipped to communicate clearly and consistently throughout the academic year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide in-person workshops, online courses, and resources to educate staff on best practices for effective communication.</p> <p>Strategy's Expected Result/Impact: Equipped staff members who have a clear understanding of the communication strategy, tools, and methods. They will be confident in their abilities to implement the strategy effectively, leading to consistent and high-quality communication.</p> <p>Staff Responsible for Monitoring: Administrator</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Foster a culture of knowledge sharing and collaboration among staff members responsible for communication.</p> <p>Strategy's Expected Result/Impact: Enhanced communication skills through collective learning. Staff will benefit from each other's experiences and insights, leading to innovative approaches and a cohesive communication strategy.</p> <p>Staff Responsible for Monitoring: Administrator</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: Organize a minimum of three campus-wide cultural events to foster a more inclusive and diverse community.

Strategy 1 Details	Reviews			
Strategy 1: Organize diversity-themed events, where various cultural backgrounds are celebrated through events, discussions, and workshops.	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: Develop transparent and data-driven resource allocation processes to ensure that all resources are distributed based on need and impact.

Evaluation Data Sources: Initial Training: Conducting comprehensive workshops and online training modules focused on the communication strategy, including tools like emails, newsletters, and communication platforms.

Ongoing Support: Offering regular follow-up sessions, open office hours, and a help desk to provide continual support and address challenges.

Resource Development: Providing staff with accessible guides, templates, and best practices for communication to ensure consistency and clarity.

Monitoring & Feedback: Collecting feedback from staff to improve the training process and offering refresher courses as needed throughout the year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Consider factors such as student demographics, academic performance, and programmatic needs when allocating resources.</p> <p>Strategy's Expected Result/Impact: Equitable Resource Distribution, targeted support, improved student outcomes, enhanced program effectiveness, tailored professional development, and continuous improvement.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Admin assistant</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Integrate the provided teaching tools for teachers instructional practices, enhancing classroom engagement, fostering interactive learning experiences, and ensuring organized and effective teaching delivery.</p> <p>Strategy's Expected Result/Impact: Organization and preparedness, active learning environment, classroom engagement,</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 2: Implement an inclusive curriculum that reflects diverse perspectives and experiences, and addresses the needs of all students.





Evaluation Data Sources: Curriculum Review & Development: A diverse committee of educators and curriculum specialists will review and redesign the curriculum to integrate diverse perspectives, cultures, and experiences across all subjects.

Professional Development: Providing teachers with targeted training on culturally responsive teaching strategies and the inclusion of diverse voices in their instruction.

Ongoing Evaluation: Monitoring the effectiveness of the inclusive curriculum through student feedback, classroom observations, and assessments to ensure it meets the needs of all students.

Resource Access: Equipping teachers with diverse materials, texts, and resources that reflect a wide range of perspectives, ensuring they have the tools necessary to foster an inclusive learning environment.





Student Support: Implementing differentiated instruction strategies to address varied learning needs, including special education, emergent bilinguals, and students with specific cultural backgrounds.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and professional development for educators on culturally responsive and equitable teaching practices.</p> <p>Strategy's Expected Result/Impact: Enhanced teaching skills, improved student engagement, continual growth and adaptation.</p> <p>Staff Responsible for Monitoring: Administrator, instructional coaches, teachers</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 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: Offer ongoing professional development opportunities for 100% teaching staff to enhance their skills, stay updated with innovative practices, and promote a culture of continuous learning.





Evaluation Data Sources: Attendance and participation, leadership development, skill enhancement, employment engagement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create an environment where continuous learning is celebrated and encouraged. Recognize and showcase staff members who have successfully implemented new skills learned from professional development through observations and walkthroughs.</p> <p>Strategy's Expected Result/Impact: Culture of growth and enhanced collaboration</p> <p>Staff Responsible for Monitoring: Administrator, Instructional coaches</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 4: Invest in technology that supports blended learning for all students.





Evaluation Data Sources: Learning outcomes, attendance, technology integration, user experience

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that all scholars and staff have access to the necessary devices and internet connectivity.</p> <p>Strategy's Expected Result/Impact: Equitable access, access to information and resources, enhanced learning opportunities</p> <p>Staff Responsible for Monitoring: Administrator, Instructional coaches, librariaa, teachers</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 5: Foster strong partnerships with over 75% of parents, caregivers, and community organizations to provide holistic support to scholars.





Evaluation Data Sources: Increase in parent involvement, student attendance, improved academic outcomes

Strategy 1 Details	Reviews			
<p>Strategy 1: Have parent liaison to work directly with families and community organizations, acting as intermediaries to identify family needs and connect them with the appropriate school and community resources.</p> <p>Strategy's Expected Result/Impact: Use attendance data from workshops, conferences, and events to track parent and community engagement levels, ensuring participation goals are met.</p> <p>Staff Responsible for Monitoring: Admin, 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 6: Embrace a culture of continuous improvement, adapting strategies based on feedback and changing circumstances for all staff.





Evaluation Data Sources: Observations, classroom walkthroughs, student performance data

Strategy 1 Details	Reviews			
Strategy 1: Stay responsive to the evolving needs of scholars, staff, campuses, and school communities. Strategy's Expected Result/Impact: Higher student achievement, positive learning environment, continuous improvement	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 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: Implement a regular maintenance schedule for MRA with facilities and custodians.





Evaluation Data Sources: Maintenance logs and records of completed maintenance tasks.

Strategy 1 Details	Reviews			
Strategy 1: Regular Safety Inspections Strategy's Expected Result/Impact: Scholars will have access to facilities that meet or exceed safety standards. Staff Responsible for Monitoring: Administrator, admin assistant, MISD facilities staff	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 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 2: Develop partnerships with community organizations to promote facility accessibility through facilities.





Evaluation Data Sources: Partnership agreements and utilization records for community events.

Strategy 1 Details	Reviews			
<p>Strategy 1: Forge partnerships with local community organizations to offer joint events, workshops, and programs, enhancing the utilization of campus facilities.</p> <p>Strategy's Expected Result/Impact: Increased community engagement and utilization of campus facilities.</p> <p>Staff Responsible for Monitoring: Administrator, admin assistant, MISD facilities staff</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: Offer regular and targeted professional development opportunities to enhance the skills and knowledge of all staff members through PLCs and after school meetings.

Evaluation Data Sources: Collecting feedback from staff to improve the training process and offering refresher courses as needed throughout the year.

Strategy 1 Details	Reviews			
Strategy 1: Mentorship and coaching Strategy's Expected Result/Impact: Implement mentorship and coaching programs where experienced employees guide and support newer or less experienced colleagues.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Leadership Collaborative Network - Region 13: The Region 13 Leadership Collaborative Network offers a tailored platform for principals and assistant principals to explore essential leadership practices and foster informed decision-making for their campuses. Through this collaborative model, participants engage with fellow leaders, benefiting from shared insights and experiences. Strategy's Expected Result/Impact: Empowering admin with enhanced leadership skills, informed decision-making, and shared best practices to drive continuous campus improvement. Staff Responsible for Monitoring: Admin 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	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 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 2: Design collaborative spaces where staff can brainstorm, share ideas, and work on innovative projects.

Strategy 1 Details	Reviews			
Strategy 1: Flexible Collaborative Workspace Design Strategy's Expected Result/Impact: Encourage staff to spontaneously gather, collaborate, and brainstorm ideas. As a result, there will be an increase in cross-functional collaboration, leading to the generation of innovative solutions and projects. Staff Responsible for Monitoring: Administration	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 3: Establish a system for recognizing and rewarding staff members who consistently contribute to the district's goals.

Strategy 1 Details	Reviews			
Strategy 1: Achievement-Based Recognition Program Strategy's Expected Result/Impact: Motivate employees to strive for excellence and actively contribute to the campus and/or district's success. Recognition can take the form of certificates, awards, or public acknowledgments. Staff Responsible for Monitoring: Administrator, IC, Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Professional Development Opportunities Strategy's Expected Result/Impact: Recognizes teachers and staff efforts and invests in their continuous growth, ensuring their skills remain aligned with the campus and district's evolving needs. Staff Responsible for Monitoring: Administrator, 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>				

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