Manor Independent School District

Manor Excel Academy

2024-2025 Campus Improvement Plan

Accountability Rating: C

Mission Statement

Is to provide an inclusive, innovative, and flexible learning experience tailored to meet the diverse needs of students at risk of dropping out. We are dedicated to nurturing each student's academic, social, and emotional development through personalized support, hands-on learning, and strong community partnerships. By fostering a culture of respect, encouragement, and accountability, we strive to guide our students towards successful futures and meaningful contributions to society.

Manor Mavericks come from all walks of life.

District Strategic Plan Goals

Goal 1

By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military service based on their individual goals.

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.

Goal 3

By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

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

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.

Goal 6

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

Vision

The vision of Manor Excel Academy is to inspire students to become principled, lifelong learners: empowered to achieve their full potential, sustain a high quality of life, and become contributing global citizens.

Core Beliefs

Every Student Can Succeed: We believe that every student has the potential to succeed when provided with the right support, encouragement, and resources

Personalized Learning: We recognize that each student is unique and deserves a personalized approach to their education that addresses their individual strengths, needs, and interests.

Whole Child: We believe in the importance of nurturing not just academic skills but also social, emotional, and life skills to prepare students for all aspects of their future.

Positive Relationships: We value the power of positive relationships between students, educators, and the community in fostering a supportive and motivating learning environment.

Innovation and Flexibility: We are committed to innovative and flexible teaching methods that adapt to the changing needs of our students and the evolving educational landscape.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Manor Excel Academy is an accelerated alternative high school program that thrives in a smaller classroom environment. Manor Excel Academy is by application acceptance only due to TEA requirements of the Optional Flex Based School Day Program, 1 of 5 high schools in Manor ISD.

Manor Excel Academy serves 113 students, primarily in grades 10-12, with a diverse student body mostly comprised of Hispanic (64.6%) and African American (25.7%) students. The school has a high percentage of economically disadvantaged students (75.2%) and all students are considered at-risk. The percentage of English Learners (31.0%) and students served under Section 504 (19.5%) is higher than the state average. Student mobility and attrition rates are notably high, with a 100% mobility rate and a 41.3% attrition rate from the previous year. Participation in Gifted and Talented and Career and Technical Education programs is below state averages.

1. **Enrollment by Grade:**

   - Manor Excel Academy primarily serves high school students, with most students in grades 10 to 12.
   - There are no students enrolled in grades below Grade 9.

2. **Ethnic Distribution:**

   - Hispanic students make up the largest ethnic group (64.6%), followed by African American students (25.7%).

3. **Economic Disadvantage:**

   - 75.2% of students are classified as economically disadvantaged, which is higher than the state average of 62.1%.

4. **Special Populations:**

   - A significant percentage of students (19.5%) are served under Section 504, compared to 7.4% statewide.
   - 31.0% of students are English Learners (EL), which is higher than the state average of 23.0%.

5. **At-Risk Students:**

   - 100% of the students are considered at-risk, compared to 53.3% statewide.

6. **Instructional Programs:**

   - Participation in Career and Technical Education (CTE) is 8.8%, which is below the state average of 26.5%.
   - The percentage of students in Gifted and Talented Education (3.5%) is also below the state average (8.2%).

7. **Student Mobility and Attrition:**

- The student mobility rate is 100% for the reported year, indicating a single mobile student.
- The student attrition rate for the previous year (2021-22) was 41.3%, significantly higher than the state average of 18.1%.

Staff

Manor Excel Academy has a total of 13.8 staff members, all of whom are professional staff, with no educational aides. Teachers make up 70.3% of the staff, and campus administration constitutes 14.5%. The majority of staff (73.6%) are minorities, with a significant portion being Asian (50.7%).

The teacher gender distribution is balanced, with 50.8% male and 49.2% female teachers. Most teachers hold a bachelor's (38.8%) or master's degree (41.1%), while 20.1% have no degree.

In terms of experience, 30.2% are beginning teachers, and 40.6% have 11-20 years of experience. There are no teachers with over 20 years of experience.

Demographics Strengths

1. 100% Graduation Rate
   - Despite the high percentage of at-risk students, 100% of the Class of 2022 received their high school diplomas, indicating effective support and intervention strategies.
2. No Disciplinary Placements
   - There were no students with disciplinary placements in the 2020-2021 school year, suggesting a positive school climate and effective behavior management.
3. Experienced Teachers
   - On average, teachers have 7.4 years of experience, which can contribute to a higher quality of instruction and better student outcomes.
4. Diverse Student Population
   - The school has a diverse student body, with a significant representation of Hispanic (65%) and African American (26%) students, promoting a multicultural learning environment.
5. Small Classroom Environment
   - The smaller classroom environment can provide more individualized attention and support for each student, which is particularly beneficial for at-risk populations.
Equity in acceptance to Manor Excel Academy for learners identified within special population groups (SpEd, 504, ESL, At Risk, EconDis) and completion of graduation requirements.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The dropout rate for students in grades 9-12 was 9.5%% during the 2021-2022 school year. **Root Cause:** 100% of students are considered at risk of dropping out of school, which is significantly higher than the average for most schools.

Problem Statement 2: Scholars have a history of poor attendance or chronic absenteeism at their home campus and struggle to adjust at MEA. **Root Cause:** Many scholars have anxiety as well as other mental health issues. Other scholars have set up a pattern of learned behavior of avoidance to avoid instruction that they do not understand.

Problem Statement 3: Low College Readiness Only 6% of annual graduates are considered college-ready, indicating a gap in preparation for post-secondary education despite a 100% graduation rate.   **Root Cause:** Students coming to MEA are already at risk of dropping out of high school, often enrolling behind on credits or CCMR track. We have a short amount of time to prepare them for college before graduation.

Student Learning

Student Learning Summary

Based on the Texas Academic Performance Report (TAPR) for the 2022-2023 academic year, the following key points summarize the student achievement and progress at Manor Excel Academy:

Student Achievement and Progress on State/Local Assessments and Benchmarks

• **TSIA Results**: The Texas Success Initiative Assessment (TSIA) results show that in the 2021-22 academic year, 16.4% of students met the criterion in reading, and 4.5% met the criterion in mathematics. These percentages indicate that a significant portion of students are struggling to meet college readiness standards in these areas .

Advanced Courses and Dual Enrollment

• **Advanced/Dual-Credit Course Completion**: The completion rate for advanced or dual-credit courses is notably low. In the 2021-22 academic year, there were no completions reported in any subject, which is a significant area for improvement to ensure students are better prepared for postsecondary education .

College, Career, and Military Readiness (CCMR)

• **CCMR Indicators**: Only 14.9% of students were classified as College, Career, or Military Ready in the 2021-22 academic year, indicating that the majority of students are not meeting readiness standards that are crucial for post-graduation success. This includes a 6.0% college readiness rate, which is concerningly low .

Graduation Rates and Plans

• **Graduation Rates**: Graduation rates are a positive aspect, with Manor Excel Academy showing strong performance in graduating students on time compared to district and state averages. The specific percentages were not detailed in the provided excerpts, but previous analyses indicated good performance in this area .

• **Graduation Plans**: Details on specific graduation plans were not provided, but ensuring students follow robust plans (like the Recommended or Distinguished Achievement Programs) is critical for their future success.

Retention and Dropout Rates

• **Retention Rates**: Retention rates for special education students are lower than district and state averages, suggesting effective support in this area. However, overall retention data were not specified in the excerpts provided .

• **Dropout Rates**: The campus exhibits higher dropout rates compared to district and state averages, which is a critical area for intervention. Reducing dropout rates is essential for improving overall student success .

Special Education Data

• **Special Education Support**: The report indicates that special education students are receiving support that helps them progress without being retained at high rates. This is a positive trend indicating effective special education programs .

English Language Assessments and Other Data

• **English Language Learners (ELL)**: The report does not provide detailed data on English Language Learners' progress. Monitoring and supporting ELL students is crucial for their academic success.

Conclusion

Manor Excel Academy shows strong graduation rates and effective support for special education students. However, there are significant areas needing improvement, particularly in college readiness, advanced course completion, and dropout rates. Addressing these areas will be crucial for ensuring all students are prepared for postsecondary success and career readiness.

By focusing on these areas, Manor Excel Academy can work towards improving the overall educational outcomes and providing better opportunities for its students.

Student Learning Strengths

1. **Graduation Rates**: The graduation rate for the campus shows a positive trend with a significant percentage of students graduating on time. The report indicates that the campus's graduation rate is comparable to or slightly above the district and state averages.

2. **Class Size**: The campus has relatively small class sizes, particularly in secondary subjects like English/Language Arts, Foreign Languages, Science, and Social Studies. Smaller class sizes can contribute to a more personalized and effective learning environment.

3. **Special Education Retention Rates**: The retention rates for special education students are notably lower compared to district and state averages in several grades, indicating that the campus may be effectively supporting special education students to progress academically without repeating grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: MEA Emergent Bilinguals continue to struggle with passing STAAR EOC Assessments and meeting state graduation requirements at a higher rate than other subpopulations. **Root Cause:** Lack of support in the secondary campuses for EB scholars.

Problem Statement 2: The majority of MEA students have taken various EOC tests multiple times without success before enrolling at our campus. **Root Cause:** Students are not getting the academic intervention needed to be successful on state testing, have high chronic absenteeism issues, or have significant learning loss from a previous school.

School Processes & Programs

School Processes & Programs Summary

Manor Excel will build a collaborative professional learning culture that supports engaging, relevant instruction aligned to a standards-based curriculum that produces outstanding student achievement and lifelong learning that can be observed, monitored, measured, and evaluated.

Give students live instruction with a full-time, state-certified teacher focused exclusively on your students and ample time to complete coursework at their own pace. With Intelli-Sync, learners can build the positive working relationships with teachers they need to succeed — even amid staffing shortages.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers struggle with student engagement and participation in the classroom, consistent implementation of HQIMs and Blended Learning model of Edgenuity and mini-lessons. **Root Cause:** Lack of consistent coaching and teacher feedback. Scholars enroll with us grade levels behind and at risk of dropping out or already have dropped out

Problem Statement 2: Limited CTE programs to offer our scholars, limited technology for the CTE course that we do have. **Root Cause:** A smaller population of students equals less funding.

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 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- 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: We will increase our TSIA2 English and Math passing rates from 4.5% to 20% in both subjects by Spring 2025. Students will have more opportunities to take the TSIA2 exam by identifying their previous scores earlier in the school year.

High Priority

Evaluation Data Sources: TSIA2 score reports

Strategy 1 Details	Reviews			
Strategy 1: All students will take the TSIA2 test in September, based on the results students will engage in intervention to prepare for the next round of testing.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased opportunities for taking the TSIA2 will result in more students passing the assessment earlier in the year. **Staff Responsible for Monitoring:** Principal, MEA Counselor, MAP Counselor, TSIA2 teacher **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: All TSIA2 non-passers are assigned to the TSI Edgenuity prep course where they will receive instruction and intervention based on performance data. TSIA2 workshop will be held every Friday for identified students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved scores on TSIA2 from 4.5% in both subjects to 20%. **Staff Responsible for Monitoring:** Principal, MEA Counselor, MAP Counselor, TSIA2 teacher **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 2: 100% of graduates will create a comprehensive post-secondary plan with our counselor during the enrollment process at MEA.

    Evaluation Data Sources: Completed accurate graduation portfolio before each student graduates from MEA.

Strategy 1 Details	Reviews			
Strategy 1: Plans will be evaluated and adjusted bi-weekly with homeroom teachers, counselors or reengagement teams.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Better communication about post-secondary efforts will lead to better-informed choices upon graduation.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, teachers, counselor				
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Monthly college and career field trips in the Central Texas area with a priority focus on upcoming graduates.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Exposing students to local careers and college pathways that will lead to higher quality of life after graduation. Obtaining certifications and entering apprenticeships that are in their community.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal				
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Leveraging the Post-Secondary partnerships with Breakthrough, Goodwill Excel, military recruits, TESLA, ACC certifications, and being a part of the New Tech College Access Network, MEA will create a post-secondary comprehensive plan for all scholars	**Formative**			**Summative**
Strategy's Expected Result/Impact: Better communication about post-secondary efforts leads to better-informed post-secondary decisions.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Counselor				

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

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

Performance Objective 3: We will increase the percentage of students passing the Algebra EOC from 19% (2022) to 50% by June 2025.

Evaluation Data Sources: Eduphoria, TEA STAAR results from December 2024 testing.

Strategy 1 Details	Reviews			
Strategy 1: Data from curriculum-based assessments and mid-year STAAR results will be disaggregated and used to guide Targeted TEK-based interventions and whole-class instruction during credit recovery/advisory periods daily(4-7). Weekly study will take place every Wednesday in the conference room with administration team.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved local and state assessment scores. **Staff Responsible for Monitoring:** Leadership Team, teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Students will build up foundational math skills using programs (IXL&ALEKS) that target fluency during intervention time.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Helps students gain confidence and clearly tracks progress; teachers get immediate stats on students' trouble spots; extensive teacher support. **Staff Responsible for Monitoring:** principal, teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

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

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

Performance Objective 4: Manor Excel will increase the number of military graduates from zero recruits in 2023-2024 to at least 3 recruits in 2024-2025. We will increase the amount of military booths, workshops, and presentations on campus throughout the year.

Evaluation Data Sources: Graduates enlisting into the military data

Strategy 1 Details				Reviews			
Strategy 1: Scheduling bi-weekly recruiters to come by campus and engage with students.				**Formative**			**Summative**
Strategy's Expected Result/Impact: increased interest in military opportunities. **Staff Responsible for Monitoring:** Counselor				**Oct**	**Jan**	**Mar**	**June**

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

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

Performance Objective 5: By May 2025, Manor Excel Academy will increase the percentage of students performing at Approaches Grade Level or Above in ELA/Reading from 38% to 50%. This will be achieved through targeted small-group instruction, tiered interventions, and regular formative assessments, with progress monitored quarterly.

Strategy 1 Details		Reviews			
Strategy 1: This will be achieved through targeted small-group instruction, tiered interventions, and regular formative assessments, with progress monitored quarterly.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		N/A			
Strategy 2 Details		**Reviews**			
Strategy 2: Partner with the Truancy department to facilitate academic interventions utilizing K-12 Intervene to our chronic student population.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		N/A			

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: Staff internal newsletter will be sent out weekly to increase awareness of events and campus updates.

   Evaluation Data Sources: The survey, Eduphoria Strive data, evaluations

Strategy 1 Details		Reviews			
Strategy 1: Establishing a rapport with staff members and focusing on cultivating trust-based relationships by meeting monthly as a team and individually during face-to-face feedback. Partnering with the district's Whole Child Department and National Educators of Restorative Practices coaching.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Creating a foundation for open communication and a safe space for staff members to communicate with leadership and each other. **Staff Responsible for Monitoring:** Principal, CIC committee **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture					

Strategy 2 Details		Reviews			
Strategy 2: The administration team will prepare a Monday Memo to be sent out every Sunday to staff members. The memo will include upcoming dates, highlights, shoutouts, field trips, school board meeting briefings, and academic updates.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reducing miscommunications. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture					

Strategy 3 Details	Reviews			
Strategy 3: Clap-outs will be held every Friday to provide scholars with timely information about academic expectations, upcoming deadlines and events, and opportunities for celebration.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be able to plan and ensure they meet deadlines and take advantage of opportunities to benefit their learning. **Staff Responsible for Monitoring:** Leadership team **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: All campus events, opportunities for community service, and student recognition will be posted on the campus webpage, sent via Talking Points, and shared on social media.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Informed families and higher campus engagement **Staff Responsible for Monitoring:** CCR, Leadership Team **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 2: We will increase social media communication to families by posting on our campus Facebook page and website at least three times per week, starting immediately and continuing throughout the school year.

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: QR code posters will be placed in central locations for families and students to access to follow us on social media.

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 4: Increase the average daily attendance rate by 10% by the end of the school year to address chronic absenteeism and support student success.

Strategy 1 Details				Reviews			
Strategy 1: After 3 days of absences, teachers will contact the student/parent/guardian to inquire. Teachers are responsible for their 1st-period class communication. Document in Skyward custom forms				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**
				N/A			
Strategy 2 Details				**Reviews**			
Strategy 2: Develop individualized attendance improvement plans for at-risk students, including specific strategies like counseling or home visits. Hold weekly attendance/sst meetings on Tuesdays to address students needing to be referred to Project Hope, Daybreak, campus social worker, Integral Care, or in need of a home visit. Identify students at risk of chronic absenteeism by monitoring attendance records weekly.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**
				N/A			
Strategy 3 Details				**Reviews**			
Strategy 3: Implement an incentive program that rewards students for consistent attendance (e.g., gift cards, public recognition, certificates, privileges). Friday Clapouts will be held weekly during lunch hour.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**
				N/A			

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: Manor Excel Academy will increase opportunities for parental and community involvement by hosting a minimum of one event or workshop each month during the 2024-2025 school year.

  Evaluation Data Sources: Agendas, sign-in sheets, flyers

Strategy 1 Details	Reviews			
Strategy 1: MEA/MAP will partner with Phoenix House to offer and provide information and education on current drug trends, prevention information, and substance abuse support to scholars and families.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents, staff, and scholars are informed on the harms and effects of substance abuse and vaping. **Staff Responsible for Monitoring:** Principal and Counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: A Manor Excel staff member, rengagement specialist, or principal will attend the monthly Manor Chamber meetings. Attendees will then debrief with the leadership team.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Gain more stakeholders and community service opportunities for scholars. **Staff Responsible for Monitoring:** Principal, Senior Administrator				

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 2: 100% of scholars will have an interview and orientation upon acceptance into the campus. Scholars and guardians will sign a contract acknowledging their role in the educational journey and agree to support their efforts through frequent parent/teacher meetings if the scholar is not meeting the expectations of the program during the school year.

   Evaluation Data Sources: 100% of our scholars are in compliance with the goals and values of our program.

Strategy 1 Details	Reviews			
Strategy 1: Weekly orientations are held virtually or in person for new incoming scholars. Parents/guardians are required to attend and sign contracts opting into the Flexible Schol Day Program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in graduation rates. 100% of our scholars are in compliance with the goals and values of our program. **Staff Responsible for Monitoring:** Principal, Counselor, Senior Administrator	Oct	Jan	Mar	June
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

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 3: We will leverage our community partnerships with existing stakeholders by increasing the number of students getting connected to services such as YAM, YWCA, Any Baby Can, Lifeworks, Project Education, Integral Care, TESLA, Dell Tech Crew, African American Youth Harvest Foundation, and district social workers by 25% by the end of the school year.

Evaluation Data Sources: Referral data

Strategy 1 Details		Reviews			
Strategy 1: The counselor will conduct a survey or needs assessment at the beginning of the school year to identify students who would benefit from specific community services (e.g., mental health, academic support, financial aid). Daybreak screeners and student interest surveys will be given to students and then disaggregated in SST meeting.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		N/A			
Strategy 2 Details		**Reviews**			
Strategy 2: Develop a referral system where teachers, counselors, and administrators can flag students in need and connect them to appropriate services. QR codes will be given to teachers to easily refer students to social worker caseload.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		N/A			
Strategy 3 Details		**Reviews**			
Strategy 3: Invite community partners to host weekly or monthly sessions on campus, such as workshops, career talks, or wellness events, to make services more accessible to students. Set up dedicated office hours for partners like Lifeworks, Integral Care, and district social workers to provide direct support at the school.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		N/A			

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: Manor Excel Academy will establish effective methods to collect staff and student feedback as it pertains to organizational efficiency, financial planning, and overall operations

Strategy 1 Details	Reviews			

Strategy 1: Manor Excel Academy will create a parking lot using a Google format that staff can utilize to submit questions for each staff meeting.
    Strategy's Expected Result/Impact: Creating safe spaces to voice concerns and questions about campus operations.
    Staff Responsible for Monitoring: Leadership team
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

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: Manor Excel Academy will be 100% aligned with district-wide fiscal policies that promote and support critical educational programs based on student achievement and program evaluation data at the campus and district levels.

Strategy 1 Details				Reviews			
Strategy 1: All campus processes will be subject to quarterly review by Administration and processes that are deemed inefficient will be revamped and aligned with best practices in order to achieve successful attainment of 100% of the performance objectives in this campus improvement plan.				**Formative**			**Summative**
				Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Quarterly reviews of all processes reflect 100% of the campus performance objectives are being met. **Staff Responsible for Monitoring:** Principal and bookkeeper							

Strategy 2 Details				Reviews			
Strategy 2: Principal's fund - Money is used to purchase items to benefit all members of the school and stakeholders.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Funds are used to improve the climate and culture of the campus.				Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal , Bookkeeper							

Strategy 3 Details				Reviews			
Strategy 3: Provide miscellaneous materials and services for office staff, nurses, counselors, custodians, security, and librarians.				**Formative**			**Summative**
				Oct	Jan	Mar	June
Strategy's Expected Result/Impact: 100% of assets purchased are accounted for in budget audits and the Principal and Principal, Secretary/Bookkeeper can attest to their proper usage by staff. **Staff Responsible for Monitoring:** bookkeeper and principal							

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: The principal, bookkeeper and district finance team will participate in quarterly budget meetings to monitor expenditures and ensure that district policy regarding compliance with best practices in the area of fiscal policy has been followed. In addition, all funds and budget line items will be subject to monthly reviews to ensure that all monies are expended and necessary amendments are proposed to meet the needs of all programs at Manor Excel Academy. **Strategy's Expected Result/Impact:** 100% compliance of district local and state funds **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning	**Oct**	**Jan**	**Mar**	**June**

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: Manor Excel will establish a crisis response team to provide immediate intervention to persons in mental health crisis by connecting them with immediate services.

Evaluation Data Sources: Crisis Response Manual

Strategy 1 Details		Reviews			
Strategy 1: Manor Excel will assign roles and contact information for individuals on our crisis team. Individuals on campus are SRO, Social Worker, Counselor, CIS, Integral Care, CARY, Nurse and AP. All members will be trained in their role of responding to crisis.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: A proactive plan of action for responding to different levels of crisis **Staff Responsible for Monitoring:** Crisis Response Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning					
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 2: MEA will continue to review and maintain safety and security practices and will work to implement any additional strategies/ protocols put in place by the state.

    Evaluation Data Sources: EOP Plan

Strategy 1 Details	Reviews			

Strategy 1: Ensure all safety drills take place within the district and specific training for staff and learners concerning safety practices occurs.
    Strategy's Expected Result/Impact: Safe and secure campus. 100% on all safety audits.
    Staff Responsible for Monitoring: Principal and all staff members
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			

Strategy 2: Implement door sweeps on campuses and district buildings at least once each week during instructional days to ensure 100% compliance.
    Strategy's Expected Result/Impact: safe and secure campus
    Staff Responsible for Monitoring: Administration team
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: All staff members will be trained on how to complete IQ tickets for technology and general knowledge on how to send in a work order request. As MEA is on a brand new campus and shares space with multiple programs we will work hard to maintain safety and upkeep within our new building.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

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 3: All staff will continue to model and practice relationship-centered learning best practices that foster student ownership of their behavior and learning. Professional development of these best practices will be given throughout the school year.

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

Performance Objective 1: Performance Objective 1: Manor Excel Academy will attract, recruit, and engage community partners to capitalize on their strengths, resources, and talents to meet student needs and align with learner outcomes.

Strategy 1 Details	Reviews			
Strategy 1: Participate in job fairs and stay up-to-date on the list of candidates certified in our area. Both online and in person, recruiting highly effective teachers through a created vetting process.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Meeting monthly with first-year staff members on campus for a mental health check-in and also to address questions and concerns in an informal safe environment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

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

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

Performance Objective 2: Implement and sustain monthly stress-relief activities by October 2024, with continuous monitoring and adjustment based on staff feedback, and aim for at least 80% participation by May 2025.

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

Performance Objective 3: Provide face-to-face feedback within 24 hours of observations, focusing on actionable steps to help teachers improve their instructional practice. Feedback will be specific, constructive, and aligned with our campus classroom goals (relationship-centered learning and small group instruction).

Strategy 1 Details	Reviews			
Strategy 1: The Principal will conduct at least 3 classroom observations per week to provide targeted feedback to teachers. Complete a total of 60 observations per semester, with documented feedback provided to each teacher. Regular feedback will ensure consistent improvement in teaching quality. Complete all observations by the end of each semester.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	N/A			

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

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