

**Manor Independent School District**  
**Manor High School**  
**2024-2025 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Based on feedback from our scholars and community, we are focused on redesigning our campus and programs with a strong emphasis on student-centered initiatives. At the Manor Early Career Connection Academy (MECCA), we are witnessing a rise in student achievement alongside the development of a robust culture and community. Below are our key areas of focus:

#### **\*\*Circle Practice:\*\***

Circle Practice is grounded in the understanding that students bring their whole selves to school, and it seeks to nurture the whole child—socially, emotionally, and physically. This practice is designed to build students' social-emotional capacities, care for their well-being, and prepare them for learning. Rooted in the belief that a child's well-being is crucial not only as an outcome but also as a driver of academic success, Circle Practice fosters an environment that is safe, rich in relationships, and conducive to deep, lasting learning. By broadening the definition of success, Circle Practice equips students with a wider range of skills that are essential for navigating their professional pathways, personal relationships, and overall health.

The foundation of Circle Practice is creating a sense of safety, belonging, and connection—conditions necessary for optimal brain development and learning. Intentional connection points, such as Emotional Check-ins and Appreciations, are embedded within Circles to strengthen relationships between students and enhance the classroom community. These relationships extend beyond Circle time, fostering a sense of belonging and developing interpersonal skills, which are crucial for meaningful learning experiences and improved student outcomes. By encouraging students to engage and build relationships with all their classmates, Circles promote respectful and supportive interactions across differences. When every child is seen and known by adults, peers, and the school community, it helps buffer against trauma and remove barriers to learning, making the educational experience more valuable and memorable.

#### **\*\*Social-Emotional Learning (SEL) through Circle Practice:\*\***

Circles serve as a social-emotional learning practice that develops students' social-emotional skills, creates emotional safety, builds strong connections between teachers and students, and fosters a sense of belonging. The practice incorporates mindfulness to enhance self-regulation and is based on understanding the impact of attachment and stress on brain development and function. Research shows that SEL interventions that develop social-emotional skills can lead to improved academic performance, better classroom behavior, enhanced stress management, and higher levels of school enjoyment. Additionally, there is a strong correlation between social-emotional competence and positive life outcomes, including educational attainment, employment, and life satisfaction.

Creating emotionally safe environments contributes to positive identity development, improved learning, and greater self-worth. Students who feel safe are more connected to school and more invested in their education. Strong teacher-student relationships are linked to better behavior, reduced disciplinary issues, and improved academic and social-emotional outcomes. There is also a significant connection between a student's sense of belonging and their self-esteem, academic success, mental health, and risk behaviors. Furthermore, building emotional regulation through mindfulness enhances social skills, attention, and focus. Understanding how attachment and stress affect brain development can positively influence students' learning, relationships, and emotional regulation.

**\*\*Community and Feedback-Driven Insights:\*\***

Students have expressed a desire for adults to show that they care about them and to foster a welcoming school environment. They also highlighted issues with social isolation, noting that kindness among classmates would improve their focus and overall school experience. Teachers have voiced concerns about students' mental and emotional health and have called for comprehensive support for the whole child.

During our pilot programs, which included Mindful Breathing and Greetings at the Door, we discovered that both teachers and students respond well to specific, structured SEL practices. However, the process also revealed a need for further learning among teachers about the foundations of SEL, such as the relationship between emotions and the brain, understanding behavior as a skill, and developing empathy. Teachers appreciated Circle Practice for its focus on self-regulation, emotional intelligence, and student-student relationships, as well as its emphasis on adult SEL. They also valued that the practice occurred once a week and included a structured SEL curriculum. However, it is essential that SEL practices and the associated mindset permeate the entire school day, rather than being limited to a weekly session.

This comprehensive approach ensures that our focus on SEL and student well-being is integrated into every aspect of the school day, supporting the development of well-rounded, resilient, and successful learners.

# Demographics

## Demographics Summary

Manor High School proudly serves a diverse community of students, offering educational programs for Grades 9 and 10, as well as for Grades 9-12 through our Career and Technical Education (CTE) pathways. Our school is committed to fostering academic excellence and providing enriching experiences that prepare our scholars for future success.

With a student body of approximately 2,500, Manor High School reflects a vibrant blend of cultural, linguistic, and socioeconomic backgrounds. The student population is composed of 45% females and 55% males. Ethnically, the school is 67% Latinx, 25% Black, 2% White, 3% Asian, and 2% of students identify as being of two or more races.

In addition to our rich cultural diversity, 45% of our students are classified as Emergent Bilingual, requiring tailored language support to enhance their educational journey. We also have 13% of our students receiving Special Education Services, ensuring that all students have the resources and accommodations they need to succeed. Moreover, 68% of our students come from economically disadvantaged backgrounds, further underscoring the importance of our commitment to equitable educational opportunities for all.

At Manor High School, we are passionate about building stronger academic outcomes and creating a supportive and inclusive environment that celebrates the unique strengths and experiences of every student

## Demographics Strengths

Manor High, known as "The MECCA," is a vibrant and diverse learning community. Our student body represents a wide array of cultural backgrounds, which enriches the educational experience for everyone and fosters an inclusive environment. Similarly, our staff mirrors this diversity, bringing varied perspectives and experiences that enhance the quality of instruction and support offered to our students.

At Manor High, the passion and commitment of our teaching staff are unmistakable. Our educators are dedicated not only to academic excellence but also to nurturing the personal growth and development of every student. This commitment is further strengthened by our strategic College and Career Pathways, which provide students with clear routes to success, whether they choose to pursue higher education or enter the workforce.

Additionally, our favorable student-to-teacher ratio ensures that each student receives personalized attention, promoting a high quality of teaching and learning. This close-knit environment allows for meaningful connections between students and educators, contributing to the overall success and well-being of our school community.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Statement: Data indicates a disparity between students in sub pops who are receiving specialized services (failing, GT, SpEd, EB, 504 and at-risk). **Root Cause:** Teachers need continued training/support in delivering differentiated (small group instruction) learning to meet the academic needs of all learners.

# Student Learning

## Student Learning Summary

Manor High School (MECCA) embraces a diverse student body with varying academic levels and abilities. Our overarching objective remains steadfast: to cultivate a dynamic learning environment that fosters student growth and proficiency across all essential skill sets. Through our dedicated efforts, we aim to equip every student with the necessary knowledge and competencies to confidently progress to the next grade level, ensuring their academic readiness and success.

Based on the 2023-2024 Preliminary Data report, there are several notable trends and concerns regarding student performance:

- 1. Reading and Math Proficiency Increased:** There has been an increase in the number of students reaching grade level or above in reading. This trend is consistent across all student demographics.
- 2. Overall Accountability Score Decline:** There was a slight decline in our overall accountability score from 65% in 2023 to 64% in 2024. **Overall Positive Trajectory:** Despite specific challenges, there is an overall positive trajectory in the percentage of students meeting or surpassing grade level standards in Domain 2A. The percentage has increased from 57% in 2023 to 60% in 2024.
- 5. Modest Improvement in ELA:** In Eng I & II (ELA), there has been a modest 2% improvement, with 53% of students approaching grade level in 2024 compared to 51% in 2023.
- 6. Gains in Other Subjects:** Similarly, there were gains in Alg I. proficiency (from 47% to 54%), Biology (from 72% to 79%), and US History (from 88% to 90%) during the same timeframe. These improvements indicate positive strides in various academic areas.
- 7. Need for Targeted Interventions:** While there are overall improvements, specific subgroups, such as Hispanic and African American students, may require targeted interventions to address the decline in performance and ensure equitable educational outcomes for all students.

In conclusion, there are positive trends in all tested subject areas. We still must focus on our overall student population with our incoming Freshman Class only having 30% meeting approaches on their 2023-2024 STAAR Exam.

## English I

	Total # of testers	Total # of testers who passed	Percentage of testers passing
2023	763	298	39%
2024	682	258	38%

**English II**

	Total # of testers	Total # of testers who passed	Percentage of testers passing
2023	804	435	54%
2024	387	419	54%

**Algebra I**

	Total # of testers	Total # of testers who passed	Percentage of testers passing
2023	768	279	39%
2024	700	306	44%

**Biology**

	Total # of testers	Total # of testers passed	Percentage of testers passing
2023	808	566	71%
2024	578	428	74%

**US History**

	Total # of testers	Total # of testers passed	Percentage of testers passing
2023	450	394	88%
2024	480	415	86%

<b>School Progress: Academic Growth RLA and Math</b>	
<b>Points Earned</b>	<b>Calculated</b>



Annual Growth Points Earned	681.5	x1	681.50
Accelerated Learning Points Earned	146	x0.25	36.50
Sum of Annual Growth plus Accelerated Learning Points			718.00
Total Tests Evaluated			1,167
<b>Academic Growth Score</b>			<b>62</b>

Annual Growth RLA and Math			
	Count	Point	Calculated
Tests Earning 0 Points	397	0	0
Tests Earning 0.5 Points	177	0.5	88.5
Tests Earning 1 Point	593	1	593
Annual Growth Points Earned			681.5
Total Tests Evaluated			1,167
<b>Annual Growth Score</b>			<b>58</b>

Accelerated Learning RLA and Math			
	Count	Point	Calculated
Tests Earning 0 Points	366	0	0
Tests Earning 1 Point	146	1	146
Accelerated Learning Points Earned			146
Total Tests Evaluated			512
<b>Accelerated Learning Score</b>			<b>29</b>

### Reading/Language Arts (RLA)

Annual Growth														
2023-24 Performance on STAAR														
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point
2022-23 Performance on STAAR														
Low Did Not Meet Grade Level	106	0.0	45	45.0	22	22.0	4	4.0	5	5.0	0	0.0	182	76.0
High Did Not Meet Grade Level	33	0.0	58	29.0	27	27.0	20	20.0	7	7.0	1	1.0	146	84.0
Low Approaches Grade Level	10	0.0	35	0.0	20	10.0	22	22.0	19	19.0	0	0.0	106	51.0
High Approaches Grade Level	5	0.0	15	0.0	19	0.0	17	8.5	49	49.0	1	1.0	106	58.5
Meets Grade Level	0	0.0	11	0.0	9	0.0	13	0.0	176	176.0	11	11.0	220	187.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	1	0.0	23	0.0	28	28.0	52	28.0
<b>Total</b>	<b>154</b>	<b>0.0</b>	<b>164</b>	<b>74.0</b>	<b>97</b>	<b>59.0</b>	<b>77</b>	<b>54.5</b>	<b>279</b>	<b>256.0</b>	<b>41</b>	<b>41.0</b>	<b>812</b>	<b>484.5</b>

Accelerated Learning					
2023-24 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total

2022-23 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	242	73	12	1	328	86

### Reading/Language Arts (RLA)

Annual Growth														
2023-24 Performance on STAAR														
2022-23 Performance on STAAR	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point
Low Did Not Meet Grade Level	106	0.0	45	45.0	22	22.0	4	4.0	5	5.0	0	0.0	182	76.0
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Masters Grade Level	0	0.0	0	0.0	0	0.0	1	0.0	23	0.0	28	28.0	52	28.0
<b>Total</b>	154	0.0	164	74.0	97	59.0	77	54.5	279	256.0	41	41.0	812	484.5

Accelerated Learning						
2023-24 Performance on STAAR						
2022-23 Performance on STAAR	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	242	73	12	1	328	86

### **Student Learning Strengths**

Looking back on the 2023-2024 school year at Manor High School (MECCA), there is much to celebrate in terms of achievements and strengths. At the core of these successes is a dedicated staff whose teaching practices and collaborative efforts during PLCs have nurtured higher-level thinking among students.

A key strength in student achievement lies in the unwavering commitment of the staff at MECCA. The school is dedicated to delivering high-quality instruction, setting high classroom standards, and incorporating strategies from *Teach Like a Champion* and *The Fundamental Five*. In addition, MECCA offers a robust support system to ensure student success, including tutorials, Saturday School sessions led by highly certified teachers, and a grading policy designed to encourage students to demonstrate mastery of learning.

This structure is further enhanced by a strong credit recovery program and a "school within a school" model, which provides non-traditional students with a tailored and high-quality educational experience. These efforts reflect Manor High School's deep commitment to student growth and achievement.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Student achievement indicates a need for data analysis aligned to the curriculum in order for teachers to make informed instructional decisions. **Root Cause:** Teachers need continued training/support aligned to data analysis to support effective Tier I instruction and intervention.

**Problem Statement 2:** Students were underperforming in content areas as measured on formal and informal assessments. **Root Cause:** Teachers need continued training/support in delivering effective and engaging lessons at the rigor of the standard using Tier I high yield strategies to support all students academically.

# School Processes & Programs

## School Processes & Programs Summary

At Manor High School, we are dedicated to meeting the diverse needs of our student body through a variety of specialized programs and initiatives. Among our students, those identified as Gifted and Talented (GT) are offered exceptional opportunities to excel. These students have access to our Early College program and can take advantage of Pre-AP and AP courses, allowing them to engage with more rigorous academic challenges and prepare for college-level work during their high school years.

Our Career and Technical Education (CTE) programs play a crucial role in helping students explore and develop their career interests. Students enroll in CTE courses based on their chosen endorsement pathways and personal passions, gaining valuable hands-on experience and industry knowledge that aligns with their future aspirations.

In addition to these academic programs, we also provide targeted support through State Compensatory Education (SCE) initiatives. Our summer programming focuses on strengthening skills in English Language Arts (ELA), Algebra, and CTE, ensuring that students have the resources they need to succeed.

For our English as a Second Language (ESL) learners, we are committed to offering tailored support, though we face challenges in fully meeting their needs. This year, approximately 30% of our student population participated in the TELPAS assessment. However, we have identified areas that require attention, including the availability of dictionaries in classrooms, the need for enhanced professional development for teachers on the SIOP model and best practices, and addressing staffing gaps—particularly the mid-year vacancy for the Teacher of Record. The lack of an ESL teacher specifically for students new to the country has been especially difficult, underscoring the need for stronger support systems.

In our Special Education department, we continue to prioritize the holistic development of our students. The Special Olympics program, now in its second year, has been a highlight, bringing joy and a sense of achievement to participants. However, our Life Skills program requires further improvement. We are working to address staffing shortages, secure more supplies, and expand opportunities for students to engage with the community through field trips and partnerships with local businesses. Encouragingly, our inclusion support has made significant strides this year, becoming more consistent and effective.

The Fine Arts programs at Manor High School are a source of pride, with offerings that include Marching Band, Concert Band, Choir, Mariachi, Theatre, Dance, and Visual Arts. Alongside these, our athletics program continues to promote teamwork, discipline, and physical fitness, enriching the overall

student experience.

### **School Processes & Programs Strengths**

The strengths below showcase Manor High School's commitment to providing a supportive, inclusive, and academically enriching environment for all students.

1. Diverse Academic Opportunities:

- The school offers advanced programs for Gifted and Talented (GT) students, such as Early College, Pre-AP, and AP courses, which provide rigorous academic challenges and prepare students for college-level work.

2. Career-Focused Education:

- The emphasis on Career and Technical Education (CTE) allows students to explore courses aligned with their career goals and interests, offering valuable hands-on experience and industry-specific knowledge.

3. Targeted Support Programs:

- Through initiatives like summer programming focused on English Language Arts (ELA), Algebra, and CTE, the school ensures that all students, especially those needing additional support, have the resources to succeed.

4. Inclusive and Adaptive Special Education:

- The continuation of the Special Olympics program and improvements in inclusion support reflect a strong commitment to creating an inclusive environment that meets the diverse needs of students with disabilities.

5. Rich Fine Arts and Athletics Programs:

- The school's extensive Fine Arts offerings, including Marching Band, Choir, Mariachi, Theatre, and Visual Arts, along with a strong athletics program, promote well-rounded development and engagement.

6. Comprehensive Campus-Wide Initiatives:

- Initiatives such as Capturing Kids' Hearts, AVID, Restorative Practices, PBIS, and Writing Across the Curriculum demonstrate a focus on building a positive school culture, enhancing student engagement, and improving academic outcomes.

7. Commitment to Continuous Improvement:

- There is a proactive approach to addressing challenges, with ongoing efforts to enhance professional development, improve the Life Skills program, and strengthen ESL support.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Students are not attending school on a consistent basis and parents are unaware of opportunities to support the campus in various capacities. **Root Cause:** Apathy, language barriers and lack of access on part of the parent.

# Perceptions

## Perceptions Summary

Manor High School is comprised of two campuses: Manor High, serving Grades 9 and 10, and Manor Senior High, which serves Grades 11 and 12. Our school community is vibrant and diverse, with a student body of 2,500 that represents a wide range of backgrounds and experiences. The demographic make-up includes 66.5% Latinx, 22.8% Black, 6% White, 2.5% Asian, and 1.9% identifying as two or more races.

At the heart of Manor High School's mission is a deep commitment to equity and creating abundant opportunities for every student, particularly those who have been underserved in the past. Our students possess a strong work ethic and an eagerness to learn, aspiring to vibrant futures in college and careers. They dream of becoming entrepreneurs, doctors, and skilled professionals, and they seek practical knowledge that will empower them to be productive adults and engaged citizens.

However, our students have expressed concerns that their current educational experiences are not adequately preparing them for the future they envision. Many feel that the school is more focused on shaping them to be workers rather than creators or innovators. As one student poignantly noted, "School is trying to get you to be a worker instead of an owner or creator." The disconnect between what they learn in core classes and real-world applicability is a recurring theme, with another student sharing, "By the time we get to high school, I mean, nothing really is useful in the real world in terms of what we are learning in core classes."

In addition to concerns about the relevance of their education, students also face challenges related to social isolation and a lack of connection. Bullying is prevalent on campus, and there is often a noticeable divide across racial groups. Many students do not feel safe or a sense of belonging at school. They crave more opportunities for connection and community. One student voiced this sentiment clearly: "I feel like we need to be more united. I feel like we're all separated. We all go our own way. I hope there's more unity to help the new kids coming to this school." This desire for unity is particularly important given that 40% of our students are English Language Learners (ELL). Unfortunately, we currently lack consistent support systems to ensure that our ELL students have access to the resources they need for success.

Moreover, many of our students juggle school with work, often working late hours after school. This reality contributes to chronic absenteeism and makes it difficult for them to balance their responsibilities. To address these challenges, we need to develop a more flexible school schedule that allows students to participate in internships and gain real-world experiences that connect their classroom learning with their life aspirations.

Now is the time to reimagine Manor High School as a place of high expectations and boundless opportunities for all students. Our focus will be on cultivating prolific readers and writers with strong analytical skills, the ability to critically evaluate information, and the fluency to express their ideas compellingly. This foundation will enable our students to become the creators and innovators they aspire to be. We will also implement a flexible schedule with blended learning options, allowing students to pursue personalized learning pathways while engaging in internships and job-embedded practice. These real-world experiences will help students apply their classroom knowledge in meaningful ways.

Finally, Manor High School will become a place where every student feels safe, connected, and valued. We will foster a sense of community across differences, nurturing compassionate, growth-oriented, and active citizens within our school and beyond. The future of Manor High School is bright, and together, we will build a school that truly prepares our students for the futures they deserve.

### **Perceptions Strengths**

1. **Commitment to Professional Growth:** The school community recognizes the importance of ongoing professional development, demonstrating a commitment to enhancing teaching practices to better meet the needs of all students.
2. **Focus on Differentiated Instruction:** There is a clear emphasis on implementing differentiated instruction, showing a dedication to addressing the diverse learning needs within the classroom.
3. **Supportive Learning Environment:** The recognition of the need for continued training and support highlights a supportive environment where teachers are encouraged to improve their instructional strategies.
4. **Awareness of Student Needs:** There is a strong awareness among educators of the necessity to meet the academic needs of all learners, indicating a student-centered approach to education.
5. **Collaborative Effort:** The narrative suggests that there is a collective effort to improve instructional delivery, reflecting a culture of collaboration among teachers and school leaders.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parents are unaware of opportunities to support the campus in various capacities. **Root Cause:** Language barriers and lack of varied opportunities to support involvement.



**Problem Statement 2:** Systems that were in place to reward positive behaviors were not implemented consistently as a means of rewarding positive behaviors. **Root Cause:** Apathy contributed to a lack of intrinsic motivation and engagement in positive campus interactions.

# Priority Problem Statements

# Goals

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

**Performance Objective 1:** By May 2025, our goal is for 100% of Manor High scholars enrolled in Career and Technical Education (CTE) pathways to have had a one-on-one meeting with school counselors. During these meetings, students will gain a comprehensive understanding of the requirements needed to earn a Level 1 certificate in their respective fields. This certificate signifies readiness for entry-level positions or further education in their chosen career paths.

Additionally, we are aiming for each CTE scholar to meet with their counselors at least three times throughout the academic year to monitor academic progress, review their CTE pathways, and stay on track to earn their certificates.

**High Priority**


**HB3 Goal**

**Evaluation Data Sources:** An increased number of students enrolled the correct classes to continue their pathways.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselors will have one on one meetings with scholars to discuss pathways and certificates offered.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will have more information pathways and certificates which will lead to increased participation and completion rates.</p> <p><b>Staff Responsible for Monitoring:</b> Principal over CTE and Counselors.</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Counselors will have one on one meetings with scholars to discuss academic progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will receive timely information regarding their grades which will decrease the number of students that are off cohort.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Assistant Principals</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

**Performance Objective 2:** By May 2025, Manor High (MECCA) will improve instruction & intervention through student engagement in learning in all content areas, as demonstrated by change in instructional practices, resulting in student academic growth & achievement as measured by formative indicators.

**Evaluation Data Sources:** Increase implementation of research based/identified Tier I instructional strategies, by 10%, as measured by campus walkthroughs (formal and informal) from August to December.

Increase in student growth to the next performance level by all students and student groups (At-Risk, failing, ED, EB, 504, SPED, GT).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide differentiated instruction in small groups daily in all core content areas to close achievement gaps and promote student engagement through the use targeted intervention and acceleration.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores and student academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers &amp; Students.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By May 2025, Manor High (MECCA) will improve the instruction and intervention through the analysis of data of CFAs every three weeks in professional learning communities as evidenced in a change in formative indicators.</p> <p><b>Strategy's Expected Result/Impact:</b> Data analysis will provide detailed information regarding student academics in order to support informed instructional decision making.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers, Interventionists &amp; Students.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**Goal 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 May 2025, Manor High (MECC) will improve community engagement, communication & innovation as a means of increasing participation and engagement in campus activities by offering multiple opportunities for support and information for parents and all students as evident through our indicators of success.

**Evaluation Data Sources:** Increased parent/guardian attendance at campus events.  
 Increase in community partnerships  
 Increased opportunities for community events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A monthly newsletter will be sent to parents, providing updates and information regarding scholars' progress, upcoming events, and important announcements.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent engagement, supporting student growth towards obtaining the attributes of the profile of a graduate and improved attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Counselors, Parents &amp; Students.</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By May 2025, teachers and staff will enhance communication with parents by actively utilizing Talking Points, a platform designed to foster parent engagement. This increased communication is expected to lead to improved attendance and greater participation in school activities. Teachers and staff will send regular updates regarding student progress, upcoming events, and important deadlines. Staff will also use the platform to respond to parent inquiries within 24-48 hours, ensuring prompt and supportive communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent engagement, supporting student growth, and improved attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Counselors, Parents &amp; Students.</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 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 May 2025, Manor High School (MECCA) will strengthen community partnerships with key organizations like: Life A New, Integral Care, Daybreak, TCHATT, Cary, Safe Alliance, and Whole Child. These partnerships will provide students with critical resources, including mental health counseling, conflict resolution support, career guidance, and overall well-being initiatives. Each event will be designed to connect families with these services, ensuring students have the support they need to thrive academically and personally.





**Evaluation Data Sources:** Increased parent/guardian attendance at campus events.  
 Increase in community partnerships  
 Increased opportunities for parent training.  
 Increased opportunities for community events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host at least four events, workshops, or volunteer opportunities aimed at engaging families and community partners. These events will focus on addressing essential student needs such as mental health support, career readiness, and social services.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in community engagement providing support to students that will result in an increase of student and staff moral</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Restorative Coordinator, Teachers, Counselors, Social Workers</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Connect high school to career and college  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June



**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 May 2025, all resource allocations within Manor High (MECCA) will be aligned with the top priorities for scholar success, ensuring that resources are directed toward high-impact academic programs and support services

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Engage faculty, staff, scholars, and parents in surveys and focus groups to identify the top priorities for scholar success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the use of District provided services and programs for Students, Staff, and Parents.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Restorative Coordinators, Counselors, Social Workers, Teachers, Students</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 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 May 2025, Manor High (MECCA) will improve climate and culture by implementing PBIS strategies specifically promoting 4B's (Be Respectful, Be Responsible, Be Prepared, Be Safe), restorative practices/circles and CHAMPs increasing student ownership of behavior as evidenced through various data sources.

**Evaluation Data Sources:** Decrease in discipline referrals as compared to 23-25 totals.  
 Increased Student and Staff attendance rate by 10%.  
 Decreased total office referrals by 5%.  
 Decreased in ISS/OSS and DAEP referrals by 5%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By May 2025, student behavior will improve through PBIS implementation as evidenced by discipline indicators.</p> <p><b>Strategy's Expected Result/Impact:</b> Student discipline will decrease as students are motivated to earn incentives.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Restorative Coordinator, Counselors, Teachers &amp; Students.</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collaborate with local businesses and organizations such as Life A New to provide rewards students who meet attendance goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will increase as students are motivated to earn incentives.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Attendance Clerk, Counselors, Teachers &amp; Students.</p> <p><b>Title I:</b>                      2.6</p> <p>- <b>TEA Priorities:</b>                      Improve low-performing schools</p> <p>- <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

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


**Performance Objective 1:** By May 2025, Manor High (MECCA) will improve teacher quality by providing support and training throughout the school year as evidenced by increase in teacher perception of school leadership support.

**Evaluation Data Sources:** Increase in positive staff feedback as evidenced by surveys.  
 Decrease in teacher absences by 5%.  
 Increased Staff attendance rate by 10%.  
 Decrease staff turnover by 5%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By May 2025, 90% of teachers will show measurable improvement in at least one focus area from the Get-Better-Faster Scope and Sequence, as indicated by student engagement observations, formal observation data and post-observation reflections. Improvement will be tracked through targeted feedback cycles and supported by coaching and practice clinics from leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of effective instructional practices which will increase student outcomes and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Department Heads, Teachers.</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By May 2025, Manor High School (MECCA) will enhance instructional quality through job-embedded professional development focused on strengthening Tier I instructional strategies. This will be guided by the rigor trajectory from the Get Better Faster framework, ensuring that lessons are aligned with higher-order thinking and rigorous academic expectations. Success will be measured through improved student achievement, as evidenced by performance data on assessments, classroom engagement, and mastery of standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Clarity for teachers to determine how to provide instruction at the appropriate level of rigor to support students in making adequate instructional progress.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Department Heads, Teachers</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

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# 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:

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
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