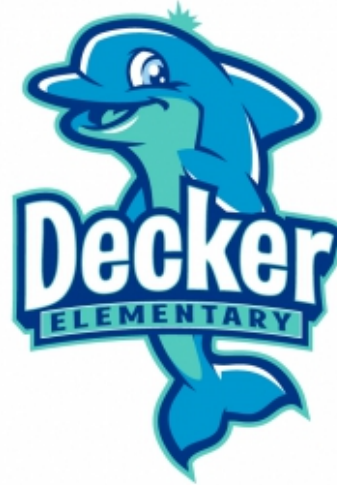


**Manor Independent School District**  
**Decker Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

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

## District Strategic Plan Goals (5 year plan)

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

## District Student Outcome Goals (2 year plan)

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

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

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

# Vision

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

# Motto

*We are accountable for every student's success.*

*All hands on deck!*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

DES is a Fine Arts Academy, Title I Campus that includes One Way and Two Way Dual Language Programs.

- 23/24 data includes
- 540 students enrolled
- African American 58
- Hispanic 422
- White 14
- Amer.Ind-2
- Asian-8
- 377 EB
- 11 504
- 92% Economically disadvantaged
- 37 GT
- 31 Sped
- 90 mobility
- Teacher/student ratio by grade level average-16
- Teacher experience: -11 J1 teachers (23/24)
- Avg teacher years of exp. 5.7
- One way and Two way Dual language programs
- PTA established
- Attendance: Over 40 students with chronic absenteeism
- Discipline: 32% decrease due to PBIS

### Demographics Strengths

Our staff and students are culturally and linguistically diverse. They offer different perspectives and experiences to our community. As a community this impacts how we celebrate our cultural differences. Teachers are open to feedback and willing to learn and grow overall. Parent involvement has increased since PTA has been established. Student discipline referrals decreased with the implementation of the PBIS plan.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Chronic absenteeism is an issue and our attendance data from 2023-2024 shows an attendance rate of 91.7%. **Root Cause:** Students not wanting to attend school and parents not valuing education.

**Problem Statement 2:** Teacher capacity is limited **Root Cause:** The average teacher years of experience is 3.7

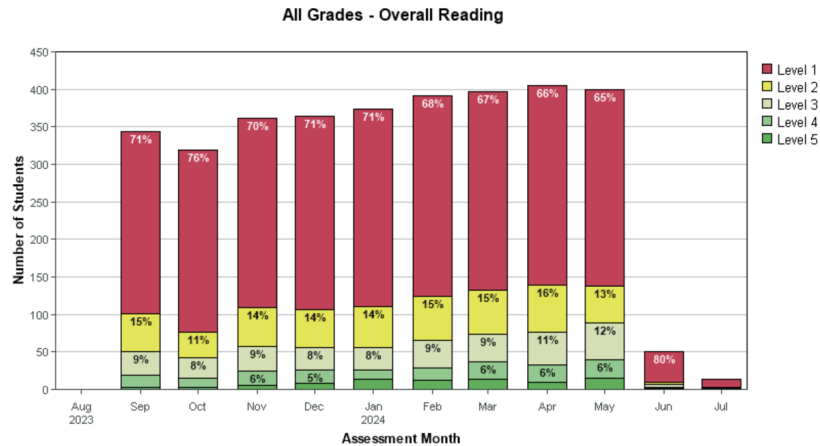
# Student Learning

## Student Learning Summary

Officially, all A- F accountability ratings have been delayed across the state due to pending lawsuits regarding the validity of STAAR test results for the 23-24 school year.

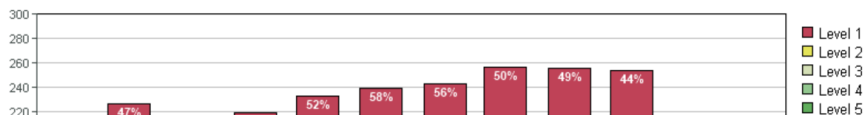
While there has been some growth in some areas, current data from state assessments indicates that overall student performance is below the expected proficiency levels across core subject areas. A significant percentage of students are not meeting grade-level expectations in reading, math, and science, particularly among our emerging bilingual and economically disadvantaged populations. These results highlight the need for targeted interventions, improved instructional strategies, and increased support to close the achievement gaps and ensure all students are progressing toward academic success. End of year IStation detailed data based on domains indicates that students are struggling with vocabulary, spelling and comprehension in 3rd-5th grade. In the same manner, end of year detailed data based on domains for students in K-2 indicate that students are struggling with phonics, vocabulary, and comprehension. End of year iReady data indicates that there was some growth in math. There was a decrease in the number of students in 2 more grade levels below from 231-140. There was also a decrease in the number of students who were considered 1 grade level below: 221 to 170. There was an increase in the number of students who were on grade level: from 15 to 78. There was an increase in students who were mid or above grade level: from 1 to 82.

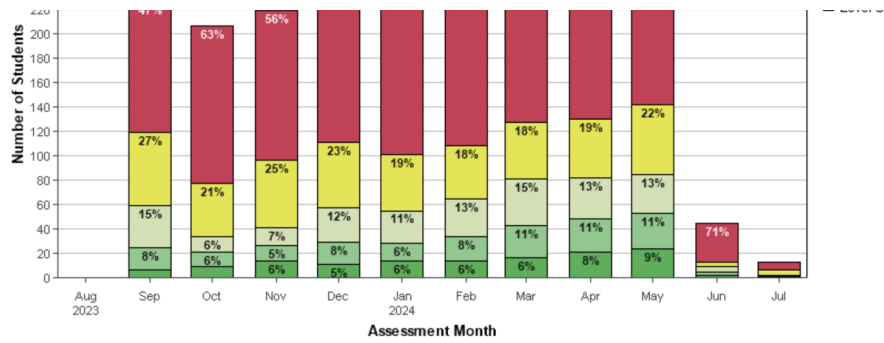
STAAR Reading 23-24	Approaches	Meets	Masters
3rd Grade	29%	9%	1%
4th Grade	24%	13%	2%
5th Grade	35%	17%	6%



### ISIP/ISTATION DATA:

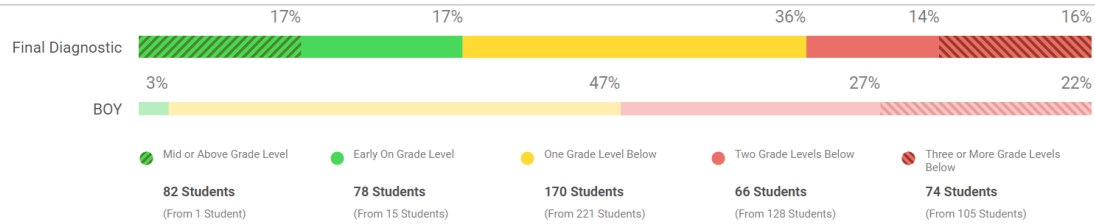
**All Grades - Overall Reading**





STAAR Math 23-24	Approaches	Meets	Masters
3rd Grade	21%	11%	4%
4th Grade	7%	6%	2%
5th Grade	24%	20%	0%

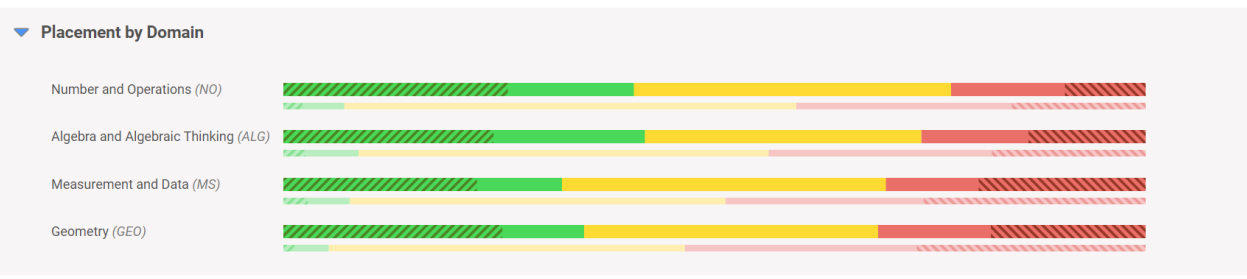
iREADY MATH DATA:



● Mid or Above Grade Level   
 ● Early On Grade Level   
 ● One Grade Level Below   
 ● Two Grade Levels Below   
 ● Three or More Grade Levels Below

**82 Students** (From 1 Student)   
**78 Students** (From 15 Students)   
**170 Students** (From 221 Students)   
**66 Students** (From 128 Students)   
**74 Students** (From 105 Students)

[The Mapping Between 5-Level and 3-Level Placements](#)



Student Learning Strengths



Some of the fifth grade students showed growth in reading. We went up 8 percentage points compared to the 2023 data. We went up 1 percentage point in 5th grade math. End of year IStation detailed data based on domains indicates that students are struggling with vocabulary, spelling and comprehension in 3rd-5th grade. In the same manner, end of year detailed data based on domains for students in K-2 indicate that students are struggling with phonics, vocabulary, and comprehension. End of year iReady data indicates that there was some growth in math. There was a decrease in the number of students in 2 more grade levels below from 231-140. There was also a decrease in the number of students who were considered 1 grade level below: 221 to 170. There was an increase in the number of students who were on grade level: from 15 to 78. There was an increase in students who were mid or above grade level: from 1 to 82.

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

**Problem Statement 1:** 58% of students in 3rd-6th grade did not meet standards on Reading STAAR. **Root Cause:** Students lack of: \* vocabulary knowledge \*test taking strategies \*student comprehension \*lack of exposure to the writing process and transferring the skill to an online platform \*teacher capacity

**Problem Statement 2:** 70% of students in 3rd-6th grade did not meet standards on Math STAAR. **Root Cause:** Student lack of: \*Word problem comprehension \*vocabulary knowledge \*test taking strategies \*teacher capacity

**Problem Statement 3:** 85% of students in 5th grade did not meet standards on Science STAAR. **Root Cause:** \*Lack of exposure to science experiments due to not using the STEM lab consistently \*students not exposed online testing format \*teacher capacity

# School Processes & Programs

## School Processes & Programs Summary

Curriculum is provided through the district. Teachers have 120 minutes of RLA and 90 minutes for math. During these designated times, small group, center based instruction takes place in English and/ or Spanish.

Elective teachers, interventionists, and teacher assistants will also help with small group instruction during this time to increase academics and close gaps while reducing the student and teacher ratio.

Teachers also use district-based common assessments. Teachers use the data results from these assessments as well as the iReady Diagnostic and Growth Monitoring assessments from Istation to develop whole group and small group differentiated instruction appropriate for students. The use of technology in the classroom has been proven to increase retention, collaboration, and individual learning.

School discipline has decreased by 34% from 23-24.

The district's CIA departments provided PD for all teachers during the summer. This involved going over any updates as well as the new curriculum. The leadership team also participated in the PD offered. The Leadership team is participating in the TIL (Texas Instructional Leadership). The leadership team meets weekly to discuss PL that is needed for teachers. The teachers also participate in weekly PLCs. Teachers are on a coaching cycle for a minimum of four weeks with the leadership team

Roles and responsibilities have been identified. Each staff member received the list.

Admin sends out newsletters to staff and parents weekly. The campus website and social media pages are kept up-to-date. Parents also receive communication through our online platform called Talking Points. In addition, we have parent meetings, and post information in our foyer for parents.

## School Processes & Programs Strengths

- Our strengths include focusing on HQIM with fidelity
- Weekly PLCs that focus on standards
- Learning progressions, success criteria, language objectives have been identified for all standards
- Most teachers are meeting with the students in small group daily
- Schoolwide PBIS system in place
- Campus Expectations
- Planned PL for the school year has been established
- Continuous coaching cycles

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers were not meeting the rigor of the standard. They did not move beyond surface level progressions **Root Cause:** Teachers have not fully internalized the content and how to teach it.

# Perceptions

## Perceptions Summary

Teachers were provided survey about administration twice a year. 90% of teachers felt that the principal treated them like professionals, visits the classrooms often, supports them with issues. 87% of teachers felt as if they had input. 88% felt as if they had time to prep and plan.

Parents were provided surveys in the fall to gain their insight and input on support needed. Only 50 parents responded. 45% of the parents said that they would participate monthly in their child's academics. 42% said that they needed support with recognizing bullying. 38% said that they needed support with better parenting. 27% said that they needed support learning English

Teachers were required to have parent conferences twice a year to discuss student data.

Parent Newsletter, Talking Points, Social Media communications are consistently sent each week.

Parent involvement nights included academic family nights, fine arts showcases, brighter bites, happy kitchen, volunteer recognition. These events occur, monthly or bi-weekly.

Due to rezoning, a majority of teachers remained on campus and leadership team did not have to recruit any staff members.

## Perceptions Strengths

- Safe and orderly environment
- Goals communicated to staff and parents
- Majority of staff have a growth mindset
- Parents are welcomed and respected
- PTA established

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parental Involvement is at a minimum **Root Cause:** Many parents do not value education and do not understand how their support will help student success

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

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

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

# 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 the end of the 2024-2025 school year, increase the percentage of scholars who score meets or above to 20% or more on meets and above in reading in STAAR.


**High Priority**


**HB3 Goal**


**Evaluation Data Sources:** STAAR  
ISIP  
Interim Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Regularly assess students using formative assessments in IStation and HMH to monitor reading progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers can identify areas where students are struggling and provide timely interventions. This continuous feedback loop allows for adjustments in instruction, leading to more targeted support</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Leadership team</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement daily or weekly small-group instruction based on BOY Istation data that addresses the deficits in comprehension, fluency, and vocabulary for 3rd-5th grade. In K-2 focus on Phonemic awareness, phonics, and vocabulary .</p> <p><b>Strategy's Expected Result/Impact:</b> Struggling readers, particularly those who have fallen behind, will receive the focused support they need to catch up, helping to reduce achievement gaps between different student groups. As students receive more individualized instruction, their overall reading proficiency will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Leadership team</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Establish collaborative professional learning communities (PLCs) where teachers can share best practices, review student progress, and adapt instruction based on data.</p> <p><b>Strategy's Expected Result/Impact:</b> team collaboration, improved instructional practices, consistent data review, increased student achievement, early identification of struggling students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Leadership Team</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 the end of the 2024-2025 school year, increase the percentage of scholars who score meets or above to 20% or more STAAR in meets and above in math

**High Priority**

**HB3 Goal**


**Evaluation Data Sources:** STAAR


iReady


Interim Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Regularly assess students using formative assessments from iReady and district created assessments to monitor math progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers can identify areas where students are struggling and provide timely interventions. This continuous feedback loop allows for adjustments in instruction, leading to more targeted support</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Leadership team</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement daily or weekly small-group instruction based on BOY iReady data that focused on specific math skills such as number and operations, algebra and algebraic thinking, measurement and data, and geometry.</p> <p><b>Strategy's Expected Result/Impact:</b> Struggling math students, will receive the focused support they need to catch up, helping to reduce achievement gaps between different student groups. As students receive more individualized instruction, their overall math achievement will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Leadership team</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Establish collaborative professional learning communities (PLCs) where teachers can share best practices, review student progress, and adapt instruction based on data.</p> <p><b>Strategy's Expected Result/Impact:</b> team collaboration, improved instructional practices, consistent data review, increased student achievement, early identification of struggling students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Leadership Team</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 3:** By the end of the 2024-2025 school year, increase the percentage of scholars who score meets or above to 15% or more on STAAR in meets and above in science

**Evaluation Data Sources:** STAAR  
Interim

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Integrate regular hands-on science experiments aligned with curriculum standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a deeper grasp of scientific principles through active, experiential learning. Engaging in regular experiments allows students to see real-world applications of the concepts they are studying.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Leadership</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</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 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.





**Performance Objective 4:** By the of 2024-2025 100% of classroom teachers will say that they have been trained in Get Better Faster, will have been observed using the Get Better Faster scope and sequence, and will have received coaching and feedback.

**Evaluation Data Sources:** Observation Trackers  
Professional Learning calendar and dates  
Artifacts from Professional learning

**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 the end of the 2024-2025 school year we will ensure that at least 100% of families at DES have received communication within 24 hours and up two weeks of relevant events or announcements, using accessible and interactive formats (e.g., emails, texts, social media, and website updates).

**Evaluation Data Sources:** Parent communication surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will provide communication via PeachJar, weekly parent newsletter in English and Spanish, campus website, emails, Talking Points, provide surveys, PTA flyers, Parent Liaison flyers, and QR Codes for Staff Shout-Outs!</p> <p><b>Strategy's Expected Result/Impact:</b> We expect to increase parent awareness, involvement, and engagement in school activities and their child's education.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, Teachers, Administration</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;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </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:** By the end of the 2024-2025 school year, increase engagement opportunities with at least 80% of families and establish or strengthen partnerships with at least 2 new community organizations. We will host a minimum of 6 school-based initiatives that involve families and community partners, and conduct at least 2 surveys for the school year.

**Evaluation Data Sources:** Parent surveys


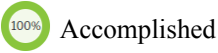
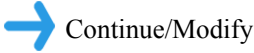

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will host showcases that focus on cultures represented at our campus, and schoolwide themes hosted by the fine arts department since we are a fine arts school and data indicates that parents show up to support their children during the showcase. We will host 2 parent nights that address student academics and student goals where students go over their goals with their parents and teachers provide parents with resources and next steps to help their child. Teachers will host in-class events based on current topics of study because this is another way to increase parent participation. PTA will sponsor events. We will host cultural celebrations and recognitions based on the cultures represented. We will send out family dynamics questionnaire to determine how to meet the needs of parents based on what they need.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect to have stronger, more inclusive school community where parents feel empowered and actively involved in their children's education</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, administration</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 the end of the 2024-2025 school year, ensure that at least 80% of DES staff members report equitable access to academic, human, and technological resources through a campus-wide survey.

**Evaluation Data Sources:** Staff Surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will provide ongoing, professional development and training for staff based on current HQIM resources to include: IStation, iReady, HMH, Discovery Ed. We will purchase supplemental programs such as Progress Learning to assist with closing the gap in reading, math, and science. Any supplemental programs will be used after students meet their weekly required 60 minutes in iReady and 45-60 minutes in IStation per language of instruction. We will purchase additional technology software and hardware such as Bullseye to support providing giving coaching and feedback. We will conduct staff surveys to determine areas of need and support during PLCs. All additional supplemental resources will be used to increase student engagement, close the gaps, and build teacher capacity.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect to improve instructional effectiveness and enhance teacher capacity to meet the diverse needs of our students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
	Empty review cells			

**Goal 4:** By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

**Performance Objective 2:** By the end of 2024-2025 school year, 100% of the staff and teachers will report that they have access to supplemental resources purchased through campus funds to include, Title 1, campus, and grants.

**Evaluation Data Sources:** Staff Survey





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will review data and identify supplemental resources and standards that may be needed and purchase them to support our teachers and students. We will monitor the use of current resources and the supplemental resources that are embedded to help close gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect have improved instructional support and enhanced student achievement through the targeted use of supplemental resources that align with identified gaps in standards and student needs.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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:** By the end of the 2024-2025 school year, administration will purchase supplemental resources that align with TEKS, the district and campus goals, and provide equitable access for ALL scholars.

**Evaluation Data Sources:** Data from supplemental programs  
Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will review data and identify supplemental resources and standards that may be needed and purchase them to support our teachers and students. We will monitor the use of current resources and the supplemental resources that are embedded to help close gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect have improved instructional support and enhanced student achievement through the targeted use of supplemental resources that align with identified gaps in standards and student needs.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 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 the end of the 2024-2025 school year, complete 100% of all required safety drills and implement corrective actions for all identified safety hazards and maintenance issues to include putting in work orders in a timely manner.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will establish school wide systems to ensure that we are all accountable for safety protocols. We will calender out the required drills, train staff on how to conduct the drills, monitor times for drills.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected outcome is that 100% of required safety drills will be completed, and all identified safety hazards and maintenance issues will be addressed through timely corrective actions, ensuring a safe and well-maintained school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and senior admin assistant</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;">  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 6:** By 2026, Manor ISD will attract, develop, and retain highly-effective staff.

**Performance Objective 1:** By the end of the 2024-2025 school year, increase staff retention rates by 10% and improve the quality of new hires by developing and implementing a campus based mentorship program for new staff members and conduct staff satisfaction surveys 2 times a year to assess professional growth opportunities and workplace environment, with a target of 85% satisfaction or higher.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will host one-on-one meetings to get to know staff members, develop a plan for induction of new staff, provide mentors for teachers, conduct surveys, provide ongoing professional development, allow teachers to lead professional development opportunities, provide a positive school culture.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect to main staff retention, increase morale, increase teacher and student capacity.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</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.

**Performance Objective 2:** By the of 2024-2025 100% of classroom teachers will say that they have been trained in Get Better Faster, will have been observed using the Get Better Faster scope and sequence, and will have received coaching and feedback.

**Evaluation Data Sources:** Observation Trackers  
 Professional Learning calendar and dates  
 Artifacts from Professional learning

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Principal, Assistant Principal, and Instructional coach will participate in training through Region 13 on Texas Instructional Leadership which focuses on observations and feedback through the ESF Grant</p> <p><b>Strategy's Expected Result/Impact:</b> By focusing on meaningful feedback we will potentially help build teacher capacity, model best practices, and focus on data driven instruction which will increase teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Schools, Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Principal and Assistant Principal will also receive coaching and feedback to build our capacity from a consultant and Region 13 representatives that will be based on conducting and calibrating walkthroughs/observations, attending PLCs and one-on-one coaching and feedback about school wide best practices and instructional look fors.</p> <p><b>Strategy's Expected Result/Impact:</b> By collaborating and receiving coaching from the consultant, the administrators can improve their leadership skills by reflecting on the decision-making process, data driven instruction, targeted PD, and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Admin and Instructional coach will provide face-to-face feedback to a minimum of 3 teachers weekly based on observations and modeling.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly feedback allows administrators and coaches to address issues and provide support in real-time, preventing small challenges from growing into larger problems. This in turn will potentially result in improved instructional practices, teacher retention, stronger relationships, and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Instructional Coach</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

 No Progress
 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:

<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