

Manor Independent School District
Manor Excel Academy
2025-2026 Campus Improvement Plan



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.

Value Statement

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.

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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 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 2024 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: Many MEA scholars arrive with a long history of chronic absenteeism from their previous campuses and face difficulty establishing consistent attendance habits in our structured, accelerated environment.

Root Cause: A significant number of scholars struggle with anxiety, depression, or other mental health challenges that impact daily school attendance. Others have developed patterns of school avoidance due to years of academic frustration or feeling unsupported in traditional learning settings.

Problem Statement 2 (Prioritized): Although MEA maintains a 100% graduation rate, only 6% of graduates meet college readiness benchmarks--highlighting a significant gap in post-secondary preparation for students who are often trying to recover credits quickly.

Root Cause: Most students enroll at MEA already off-track for graduation and behind on College, Career, and Military Readiness (CCMR) indicators. Due to late entry, credit recovery needs, and time constraints, there is limited opportunity to provide in-depth college preparation, dual credit, or test readiness before students graduate.

Problem Statement 3: MEA serves a disproportionately high number of students who are academically behind, parenting, employed full-time, or returning after dropping out, which creates complex instructional and social-emotional needs that exceed Tier 1 supports.

Root Cause: Students often arrive significantly off-track for graduation due to attendance gaps, credit deficiencies, or previous school disengagement. Many students face external responsibilities (e.g., jobs, parenting) that impact their ability to fully engage during traditional school hours. Inaccurate or incomplete transcripts delay proper placement, making individual learning plans harder to design.

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 concerning 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 (Prioritized): The majority of MEA students arrive having failed one or more End-of-Course (EOC) exams multiple times, creating a significant barrier to graduation and highlighting gaps in academic mastery.

Root Cause: Many students have experienced prolonged learning loss due to chronic absenteeism, inconsistent instruction, or lack of targeted intervention at their previous campuses. Upon enrollment, they often require intensive academic support, but limited instructional time and competing credit recovery needs make it difficult to close foundational gaps before retesting.

Problem Statement 3: Emergent Bilingual (EB) students at MEA consistently perform below their peers on STAAR End-of-Course (EOC) assessments and face greater challenges in meeting state graduation requirements.

Root Cause: Prior to enrolling at MEA, many EB students received limited language development and academic support at their previous secondary campuses. As a result, they often arrive with significant gaps in both content knowledge and English language proficiency, with minimal time remaining to close those gaps before graduation.

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 (Prioritized): Teachers face ongoing challenges with student engagement, participation, and consistent implementation of high-quality instructional materials (HQIMs), including the blended learning model that integrates Edgenuity and targeted mini-lessons.

Root Cause: Teachers receive limited ongoing coaching and feedback specific to MEA's instructional model. Additionally, many scholars enroll significantly below grade level, academically disengaged, or previously dropped out, requiring differentiated strategies and relational approaches to re-engage them in learning.

Problem Statement 2: MEA has limited Career and Technical Education (CTE) course offerings and lacks sufficient technology and equipment to fully support the CTE programs currently in place, restricting scholars' access to career readiness opportunities.

Root Cause: As an alternative campus with a small staff and budget, MEA has limited capacity to offer a variety of CTE pathways. Additionally, funding and infrastructure constraints have impacted the ability to equip existing programs with up-to-date technology and resources aligned to industry standards.

Problem Statement 3 (Prioritized): Parents and partners often lack clarity on how to support students in an alternative education setting like Manor Excel.

Root Cause: Misunderstandings or stigma around alternative schools create disconnects in how families and partners perceive their role.

Problem Statement 4: Communication tools and family engagement efforts are not consistently monitored or leveraged for improvement.

Root Cause: Lack of data tracking systems to measure family engagement frequency and quality (e.g., two-way communication logs, attendance at events). Communication platforms like ClassDojo (formally Talking Points) are underutilized by some staff or not tailored to family needs. Outreach often falls on a few key staff members without

schoolwide protocols or accountability.

Problem Statement 5: MEA lacks fully aligned systems to support professional development, progress monitoring, and cross-functional intervention for its unique student population.

Root Cause: Limited staffing makes it difficult to implement consistent PLCs, data review, and intervention cycles across all content areas. PD is often generalized and not specific to alternative settings, trauma-informed practices, or credit recovery models. External partnerships (e.g., mental health, mentorship) are valuable but not always fully integrated into weekly campus routines.

Priority Problem Statements

Problem Statement 1: Parents and partners often lack clarity on how to support students in an alternative education setting like Manor Excel.

Root Cause 1: Misunderstandings or stigma around alternative schools create disconnects in how families and partners perceive their role.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Manor Excel Academy is often misunderstood or stigmatized as a last-chance campus, which affects student morale, community perception, and stakeholder engagement.

Root Cause 2: Alternative education is often associated with punitive placements rather than opportunity or credit recovery. Limited marketing or storytelling around MEA's successes and impact on student graduation. Lack of community and parent education about the mission, values, and strengths of MEA. Infrequent or reactive media and community outreach limits public visibility of student achievement.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Teachers face ongoing challenges with student engagement, participation, and consistent implementation of high-quality instructional materials (HQIMs), including the blended learning model that integrates Edgenuity and targeted mini-lessons.

Root Cause 3: Teachers receive limited ongoing coaching and feedback specific to MEA's instructional model. Additionally, many scholars enroll significantly below grade level, academically disengaged, or previously dropped out, requiring differentiated strategies and relational approaches to re-engage them in learning.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The majority of MEA students arrive having failed one or more End-of-Course (EOC) exams multiple times, creating a significant barrier to graduation and highlighting gaps in academic mastery.

Root Cause 4: Many students have experienced prolonged learning loss due to chronic absenteeism, inconsistent instruction, or lack of targeted intervention at their previous campuses. Upon enrollment, they often require intensive academic support, but limited instructional time and competing credit recovery needs make it difficult to close foundational gaps before retesting.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Although MEA maintains a 100% graduation rate, only 6% of graduates meet college readiness benchmarks--highlighting a significant gap in post-secondary preparation for students who are often trying to recover credits quickly.

Root Cause 5: Most students enroll at MEA already off-track for graduation and behind on College, Career, and Military Readiness (CCMR) indicators. Due to late entry, credit recovery needs, and time constraints, there is limited opportunity to provide in-depth college preparation, dual credit, or test readiness before students graduate.

Problem Statement 5 Areas: Demographics

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: Manor Excel Academy will increase TSIA2 English and Math passing rates from 4.5% to 20% by Spring 2026. Students will have expanded access to testing opportunities through early identification of prior TSIA2 scores and targeted support throughout the school year.

High Priority

Evaluation Data Sources: TSIA2 score reports

Strategy 1 Details	Reviews			
Strategy 1: Run TSIA2 data pulls and transcript audits by the third week of school to identify students needing to test or retest. Create a TSIA2 tracking sheet for staff that includes student scores, test dates, and readiness indicators. Use student data to form targeted prep groups based on subskill gaps. 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 Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Host TSIA2 Boot Camps 2-3 times per semester focusing on test-taking strategies, critical reading, grammar, and algebra skills. Offer academic incentives for student participation and growth. 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 Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use the district's testing platform to verify previous TSIA2 attempts and flag students who qualify for exemptions or reattempts. Strategy's Expected Result/Impact: Improved identification of students who meet TSIA2 exemption criteria or are eligible for retesting, leading to increased college readiness rates, more efficient use of testing resources, and timely support for graduation and dual credit opportunities. Staff Responsible for Monitoring: Counselor & Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Launch a TSIA2 information campaign during orientation and in advisory that explains the benefits of TSI completion (college readiness, dual credit, early graduation). Host family info sessions or send home flyers with student-specific testing recommendations and schedules. Strategy's Expected Result/Impact: Increased student and family awareness of TSIA2 importance, leading to higher student motivation to test and complete requirements. Improved participation in testing, earlier identification of college-ready students, and increased enrollment in dual credit or postsecondary pathways. Staff Responsible for Monitoring: Counselor, Teachers, Principal	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 2: Although MEA maintains a 100% graduation rate, only 6% of graduates meet college readiness benchmarks--highlighting a significant gap in post-secondary preparation for students who are often trying to recover credits quickly. Root Cause: Most students enroll at MEA already off-track for graduation and behind on College, Career, and Military Readiness (CCMR) indicators. Due to late entry, credit recovery needs, and time constraints, there is limited opportunity to provide in-depth college preparation, dual credit, or test readiness before students graduate.

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: Manor Excel Academy will increase the percentage of students passing the Algebra I End-of-Course (EOC) exam from 29% in 2025 to 60% by June 2026.





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

Strategy 1 Details	Reviews			
Strategy 1: Early Identification & Tiered Support Analyze previous Algebra I EOC data and BOY IXL diagnostic results to identify high-priority students by September. Place students into tiered intervention groups (based on performance levels) for targeted supports. 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	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Align daily instruction to TEKS Readiness Standards with a focus on frequently tested EOC items. Incorporate platforms like IXL, Edgenuity, and Bluebonnet Math into the math rotation schedule. Use targeted digital assessments to track student mastery of TEKS and guide reteach plans. 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	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Integration of Bluebonnet Math Learning Platform-Algebra I teachers will fully implement the Bluebonnet Math Learning platform to provide personalized, adaptive Algebra I instruction and practice. Use Bluebonnet to assign weekly skill-based tasks aligned to student gaps identified through diagnostic assessments.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Monitor Bluebonnet usage and performance data weekly to guide small group instruction and tutoring priorities.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Celebrate student milestones in Bluebonnet with classroom incentives, certificates, or recognition events.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Staff Collaboration & Capacity Building -Manor Excel Academy Algebra teachers will participate in monthly Algebra I PLCs at Manor High School these sessions will include training on how to use Bluebonnet Math Learning analytics to inform instruction, plan targeted interventions, and guide student grouping. Strategy's Expected Result/Impact: Strengthen reteach strategies and EOC preparation efforts promote vertical alignment, instructional consistency, and shared best practices.	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: By June 2026, Manor Excel Academy will increase the percentage of students meeting grade level or above on the English I and English II EOC exams from 11% (Eng I) and 16% (Eng II) to 35% or higher.

Strategy 1 Details		Reviews			
<p>Strategy 1: Specific: Manor Excel Academy will implement a targeted intervention plan for students who must retake the English I and English II STAAR EOC exams, with a focus on individualized instruction, skills-based remediation, and ongoing support tailored to each student's unique learning needs.</p> <p>Measurable: Student progress will be tracked using IXL diagnostics and assessments, STAAR-aligned practice exams, and teacher monitoring. Data will be collected and reviewed to ensure all identified students demonstrate measurable growth in key reading and writing standards, with a goal of increasing the overall pass rate by at least 20% by May 2026.</p> <p>Achievable: MEA will dedicate time during 5th-7th periods, interventions , and targeted tutorial time for EOC prep. Instructional staff will be equipped with targeted resources and STAAR-aligned tools, and certified English teachers will lead these sessions. Scholars will also have access to one-on-one academic coaching, Edgenuity EOC modules, and writing workshops.</p> <p>Relevant: This strategy directly supports the mission of MEA: to meet scholars where they are and provide the tools and guidance necessary to graduate. Improving STAAR EOC outcomes is essential for scholars who are behind on credits and need these exams to meet graduation requirements.</p> <p>Time-Bound: This plan will be implemented from August 2025 through May 2026, with checkpoints every six weeks to review data, adjust groupings, and modify instruction as needed. Final results will be measured by student performance on the Dec. and May English I and II STAAR EOCs.</p>		Formative			Summative
		Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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: 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: Assign mentors to chronic students to provide personalized support and encouragement. Assign staff to conduct personalized outreach (calls, texts, home visits) to students identified as Tier 2 or Tier 3 by September. Strategy's Expected Result/Impact: Students will feel more connected to being on campus with a trusted adult resulting in more consistent attendance Staff Responsible for Monitoring: Attendance committee; Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Identify a campus Attendance committee to oversee progress monitoring, case management, and strategy implementation. Use the Student Support Team (SST) to review and support attendance challenges holistically (academic, social-emotional, transportation, etc.). The committee will meet weekly Strategy's Expected Result/Impact: more consistent attendance and communication from chronically absent students. Increased ADA Staff Responsible for Monitoring: attendance committee	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Meet with new enrollees during orientation to review attendance expectations and supports. All students will sign an attendance contract as part of the enrollment process.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Set attendance improvement targets by advisory or homeroom, and share data weekly with staff and students.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Include attendance data and shoutouts in every staff meeting to build awareness and shared responsibility.	Formative			Summative
	Oct	Jan	Mar	June





Strategy 6 Details	Reviews			
Strategy 6: Provide teachers with scripts and tools to make positive attendance calls home weekly.	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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 2026, 100% of Manor Excel Academy's communication with scholars, families, staff, and community members will be timely, accurate, two-way, and accessible, with systems in place to ensure all families -- especially those of at-risk and hard-to-reach scholars -- are routinely informed and engaged in their student's academic progress, attendance, and graduation goals.

Strategy 1 Details	Reviews			
Strategy 1: Establish Clear, Consistent Communication Systems Use ClassDojo as the primary platform for school-to-home communication, ensuring all teachers post updates weekly and respond to family messages within 48 hours. Send weekly academic progress reports home through Edgenuity, reinforcing transparency in student performance. 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	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strengthen Attendance Communication & Intervention Require teachers to call home after a scholar's third absence and document the contact in Skyward custom forms. The MEA attendance associate will monitor daily unexcused absences and conduct outreach (text, call, or email) to address patterns of disengagement. Collaborate with the Truancy and Attendance Recovery Team to schedule home visits and conduct individualized family meetings as needed. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Build Trust Through Positive and Proactive Communication Launch a "Shoutout Friday" social media post and bulletin board to highlight student growth, attendance milestones, and positive behaviors. Implement a "Positive Call Home" expectation where every teacher makes at least one encouraging family call per week to build relational trust. Celebrate staff and student wins in the Principal's Weekly Memo, which will be shared every Monday and include instructional highlights, birthdays, and student/staff recognitions. 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	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Improve Internal Staff Communication and Alignment Host Wednesday morning staff meetings as needed to ensure all team members are aligned on student data, interventions, and weekly priorities. Share a monthly calendar and memo with due dates, testing windows, PD sessions, and outreach expectations to support planning. Maintain a shared MEA Communication Folder with scripts, translated resources, and documentation tips for staff outreach. 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	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Ensure Two-Way Feedback & Engagement Opportunities Use advisory periods or student voice circles to gather scholar feedback on communication and campus climate -- and showcase follow-up actions. Conduct family pulse surveys twice a year to assess communication effectiveness, barriers, and needs. Offer flexible family engagement opportunities, including evening or weekend hours when possible, to accommodate parents who work full-time or have caregiving responsibilities.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Ensure all key dates, announcements, and campus celebrations are posted to the MEA Facebook page and school website weekly, with photo highlights and bilingual messaging when appropriate.	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

Performance Objective 1: Manor Excel Academy will increase opportunities for parental and community involvement by hosting a minimum of one event or workshop each month during the 2025-2026 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. 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	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a monthly newsletter or communication channel that highlights student achievements, upcoming events, and ways parents and community partners can get involved, ensuring consistent and clear communication. Problem Statements: School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Collaborate with local organizations to co-host monthly events that showcase the positive impact of alternative education, such as student showcases, community service projects, or joint educational workshops, to strengthen community ties and alter perceptions. Problem Statements: School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 3: Parents and partners often lack clarity on how to support students in an alternative education setting like Manor Excel. **Root Cause:** Misunderstandings or stigma around alternative schools create disconnects in how families and partners perceive their role.

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. 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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

Performance Objective 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
Strategy 2 Details	Reviews			
Strategy 2: Develop a referral system when teachers, counselors, and administrators flag students in need they can 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
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
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: 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. 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	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Principal's fund - Money is used to purchase items to benefit all members of the school and stakeholders. Strategy's Expected Result/Impact: Funds are used to improve the climate and culture of the campus. Staff Responsible for Monitoring: Principal , Bookkeeper	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide miscellaneous materials and services for office staff, nurses, counselors, custodians, security, and librarians. 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	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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

Performance Objective 2: By 08/2025, increase the percentage of teachers effectively implementing the blended learning model, including Edgenuity and targeted mini-lessons, from 0% to 100% by Spring 2026.

Strategy 1 Details	Reviews			
Strategy 1: Conduct bi-weekly professional development sessions focused on the blended learning model, providing teachers with practical strategies for integrating Edgenuity and targeted mini-lessons into their instruction. Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Establish a peer coaching system where teachers observe each other's classrooms and provide feedback on the use of HQIMs and blended learning strategies. Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				





Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers face ongoing challenges with student engagement, participation, and consistent implementation of high-quality instructional materials (HQIMs), including the blended learning model that integrates Edgenuity and targeted mini-lessons. Root Cause: Teachers receive limited ongoing coaching and feedback specific to MEA's instructional model. Additionally, many scholars enroll significantly below grade level, academically disengaged, or previously dropped out, requiring differentiated strategies and relational approaches to re-engage them in learning.

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. 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	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community-accessible facilities.

Performance Objective 2: 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
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Manor Excel Academy will build and sustain strategic partnerships with community organizations to enhance staff support, student achievement, and real-world learning opportunities, aligning with campus and district priorities.

Strategy 1 Details	Reviews			
Strategy 1: Identify and invite 3-5 potential partners by September 2024 that align with campus needs (e.g., wellness, mentoring, enrichment, career development).	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Engage partners quarterly to provide presentations, professional learning, or direct staff/student supports.	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				





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

Performance Objective 2: By May 2026, Manor Excel Academy will implement monthly staff wellness and stress-relief initiatives with a goal of 80% staff participation and satisfaction, monitored through quarterly pulse surveys.

Strategy 1 Details	Reviews			
Strategy 1: Establish a Staff Wellness Committee by August 2025 to co-create activities and lead morale-boosting efforts.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Offer monthly themed wellness events (e.g., yoga, chair massages, gratitude grams, lunch treats, off-campus socials).	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Incorporate 5-minute "Wellness Moments" into weekly staff huddles or memos. Monitor participation and adjust offerings based on quarterly staff input through a simple digital survey.	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

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

Performance Objective 3: Provide timely, actionable instructional feedback to all teachers within 24 hours of classroom observations, ensuring feedback is aligned with campus instructional priorities of relationship-centered learning and small group instruction.

Strategy 1 Details	Reviews			
Strategy 1: Conduct walkthroughs in 4 classrooms per week to ensure that all 12 teachers are observed at least once every three weeks. Use a campus walkthrough calendar to plan and track observations.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use Bullseye Tracker for Timely Feedback: Log all observation data and feedback in the Bullseye tracker within 24 hours of each walkthrough. Ensure feedback includes one praise point and one next-step action aligned to our instructional focus.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Schedule Face-to-Face Coaching Meetings: Meet with each teacher during their conference period following observations to debrief, clarify feedback, and co-plan instructional adjustments. Use this time to reinforce high-leverage strategies and offer support or resources.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Anchor all feedback in our campus instructional model with an emphasis on: -Relationship-centered learning -Small group instruction -Use of data to drive instruction Review Bullseye data monthly to identify trends, celebrate wins, and adjust coaching focus. Use patterns from walkthroughs to design responsive PD sessions or model lessons as needed.	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Manor Excel Academy

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Manor Excel Academy currently does not receive state comp. ed funds.

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
Dyslexia Treatment Program	Executive Director of Special Education	9/2/2025	Dr. Christopher Harvey	9/2/2025
Pregnancy Related Services	Whole Child Coordinator & Director of Health & Wellness	9/2/2025	Dr. Christopher Harvey	9/2/2025
Post-Secondary Preparedness	Director of Counseling	9/2/2025	Dr. Christopher Harvey	9/2/2025
Recruiting Teachers and Paraprofessionals	HRIS and Certification Specialist - Coordinator	7/7/2025	Tamey Williams-Hill	10/22/2024
Student Welfare: Crisis Intervention Programs and Training	Directors of Counseling & Guidance and Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	10/22/2024	Malaki Hawkins	6/26/2025