

Minutes of Regular Meeting

The Board of Trustees

Manor Independent School District

A Regular Meeting of the Board of Trustees of Manor Independent School District was held October 22, 2024, beginning at 4:45 PM in the Central Administration Offices, Board Room, 10335 US Hwy 290E, Manor, Texas 78653.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. <i>Call to Order (1 MIN)</i>	
2. FIRST Rating Public Hearing	3
3. <i>Adjourn to Closed Session (55 MIN)</i>	
1. Pursuant to Texas Government Code Sections 551.074, 551.071, 551.129, consideration of personnel matters, and possible consultation with legal counsel	
2. Pursuant to Texas Government Code Section 551.074, discussion of Team of Eight leadership and governance matters.	
3. Pursuant to Texas Government Code sections 551.072, 551.071, and 551.129, discussion related to the purchase, exchange, lease, or value of real property.	
4. <i>Reconvene Into the Meeting (1 MIN)</i>	
5. <i>Welcome/Pledge of Allegiance (2 MIN)</i>	
6. <i>Vision and Mission Statement (1 MIN)</i>	29
7. <i>Recognition (10 MIN)</i>	
1. October Staff of the Month	31
8. <i>Public Forum (12 MIN)</i>	
9. <i>Closed Session Action Items (5 MIN)</i>	
1. Educator Chapter 21 Contract Abandonment	
1. Grace Loveless	
10. <i>Superintendent Update (20 MIN)</i>	
1. GPM 1 & 2 Board Monitoring Report	52
2. September Monthly Financial Report	73
11. <i>Information Items (5 MIN)</i>	
1. Multilingual Education Annual Report	75
2. Board President Annual Announcement on Continuing Education of Board Members	97
3. HPM Monthly Update	101
4. Quarterly Board Investment Report	104
5. 2024 Efficiency Audit Report	108
12. <i>Consent Agenda (5 MIN)</i>	
1. September 9 Board Training & Special Called Meeting & September 16 Meeting Minutes	147
2. September 16, 2024 Staff and Time Use Tracker	154
3. Consideration and possible approval of the GPM 1 & 2 Board Monitoring Report	156
4. Consideration and Possible Approval of the 2024-2025 Certified Texas Teacher Evaluation and Support System (T-TESS) Appraisers	157
5. Consider and possible action regarding contract for Large Equipment RFP for Food and Nutrition Services to be paid for with department excess fund balance	159
6. Consideration and Approval of the Adoption of the Board Resolution to Designate an Investment Officer	198
7. Consideration and approval of the Juvenile Justice Alternative Education Program (JJAEP) Memo of Understanding	200
8. Consideration and Approval of the 2024-2025 Campus Improvement Plans	225
9. Consideration and possible action on the approval of Resolution Authorizing Credit to	748

Employees for Late Changes due to late Payroll

13. ***Action Items (15 MIN)***

- | | |
|--|------|
| 1. Consideration and Approval of Texas A & M University at San Antonio to be the 1882 Charter Partner for Manor Middle School | 751 |
| 2. Consideration and approval of the 2024-2025 District Improvement Plan | 945 |
| 3. CONSIDERATION AND ADOPTION OF A BOARD RESOLUTION AUTHORIZING THE ISSUANCE, SALE, AND DELIVERY OF MANOR INDEPENDENT SCHOOL DISTRICT MAINTENANCE TAX NOTE, SERIES 2024; AUTHORIZING AN AUTHORIZED REPRESENTATIVE TO APPROVE THE AMOUNTS, INTEREST RATES, PRICES AND TERMS THEREOF AND CERTAIN OTHER AGREEMENTS, PROCEDURES AND PROVISIONS RELATED THERETO; AND APPROVING OTHER MATTERS INCIDENT AND RELATED THERETO | 1072 |

14. ***Confirmation of Next Regular Board Meeting on November 18, 2024.***

15. ***Adjournment (1 MIN)***



Manor Independent School District



2023-2024 Texas Education Agency Schools FIRST Ratings Report

Based on 2022-2023 Data



FIRST Report Background

- 22nd year of the state's school financial accountability rating system, known as the School Financial Integrity Rating System of Texas (FIRST).
- Ensures that Texas public schools are held accountable for the quality of their financial management practices and that they improve those practices.
- Designed to encourage Texas public schools to better manage their financial resources to provide the maximum allocation possible for direct instructional purposes.



How Ratings are Assessed

The School First accountability rating system assigns four possible financial accountability ratings to Texas school districts.

- A = Superior 90-100 points
- B = Above Standard 80-89 points
- C = Meets Standard = 60-79 points
- D = Substandard Achievement <60 points



Indicator Categories

- **CRITICAL INDICATORS (1-5)** Count as 1 Point each

**Failure to meet the requirements of a “Critical Indicator” will cause a school district to fail FIRST for the applicable year.”*

- **SOLVENCY INDICATORS (6-14)** 10 Max Points each

- **FINANCIAL COMPETENCY INDICATORS (15-21)**



Manor Independent School District's FIRST Rating

- **Manor Independent School District received a rating of A = Superior (Scoring 90 out of 100 points)**
- The “Superior” rating is the state’s highest, demonstrating the quality of Manor ISD’s financial management and reporting system.



Manor ISD FIRST Indicators

CRITICAL INDICATORS (1-5)

Indicator	Indicator Description	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively? Submitted 11/17/2023	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	Yes



Manor ISD FIRST Indicators

Indicator	Indicator Description	Score
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	Yes



Manor ISD FIRST Indicators

Indicator	Indicator Description	Score
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	Yes Ceiling Passed



Manor ISD FIRST Indicators

Indicator	Indicator Description	Score
5	Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.) Total Net Position = \$40,780,247	Yes



Manor ISD FIRST Indicators

SOLVENCY INDICATORS (6-14)

Indicator	Indicator Description	Score
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.) 131 Days	Ceiling Passed
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section. 223.79 Days	10



Manor ISD FIRST Indicators

Indicator	Indicator Description	Score
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section. 3.1993 Ratio	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section. No; 223.79 Days	10
10	This indicator is not being evaluated.	



Manor ISD FIRST Indicators

Indicator	Indicator Description	Score
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.) 0.7525 Ratio; Decrease	6 (Maximum Score is 10)

15

- Our long-term liabilities are composed of our bonds. Our total assets are mostly composed of cash in the bank (mostly unspent bond proceeds) and the book value of our real estate holdings such as land and buildings (what we know to be our campuses).
- Our ratio of long-term liabilities to total assets changed from 78.80% to 75.25%, which resulted in no change in the score of six (6) out of 10.
- The Indicator Test is looking for an ideal ratio under 60% which we could achieve by either increasing assets or decreasing liabilities (most of which are bonds).
- As noted in previous years, reducing the ratio would improve our score. Defeasement of bonds is one key to improve our ratio.



Manor ISD FIRST Indicators

Indicator	Indicator Description	Score
12	What is the correlation between future debt requirements and the district's assessed property value? 5.2477 Ratio	8 (Maximum score is 10)

- This calculation resulted in a reduced ratio of 5.8835 (down from 6.2256). A ratio greater than 4% and less than or equal to 7% results in eight (8) points. If we can get to under 4%, we would earn 10 points.
- This Indicator Test is calculated by taking our Total Local and Intermediate Revenue Sources and dividing it by our Total Revenue. This ratio is multiplied by our long-term liabilities (mostly our bonds) and then divided by the assessed property values divided by \$100. As the values of properties in the district increase in value, this ratio should decrease.



Manor ISD FIRST Indicators

Indicator	Indicator Description	Score
13	Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section. 13.875 Ratio	6 (Maximum score is 10)

- For a school district with an ADA size between 5,000 and 9,999, to receive a full 10 points, the ratio needs to be less than or equal to 10%.
- For Manor ISD, our District Administrative Cost Ratio for 2022-2023 was 13.875% (up from 12.6%).
- This ratio resulted in six (6) out of 10 points for this Indicator Test.
- In order to increase our points, we would need to reduce our administrative cost burden, which is heavily dependent on salaries.
- When our ADA exceeds 10,000, the upper ratio will drop even further from 10% to 8.55%. If that was the case already, we would have received only four (4) points and our overall rating would have reduced from an A to a B.



Manor ISD FIRST Indicators

Indicator	Indicator Description	Score
14	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator. 3.76% ratio decline. 17 student enrollment increase.	10



Manor ISD FIRST Indicators

FINANCIAL COMPETENCY INDICATORS (15-21)

Indicator	Indicator Description	Score
15	This indicator is not being evaluated.	5
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.) 0% Ratio. 1,924/112,287,238	Ceiling Passed



Manor ISD FIRST Indicators

Indicator	Indicator Description	Score
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	10



Manor ISD FIRST Indicators

Indicator	Indicator Description	Score
19	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	5
20	Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?	Passed



Manor ISD FIRST Indicators

Indicator	Indicator Description	Score
21	Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?	Yes Ceiling Passed

- Even though the District received an over-allocation of FSP funding, usually resulting from over projecting ADA, the District still passed this indicator because the District repaid the over allocation within a 1 year period.
- Districts may fail this indicator when they are not able to refund the state within a period of two to three years or more.



FIRST Rating Disclosures

Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA,
Commissioner's Rules Concerning Financial Accountability Rating System, Section 109.1001(q). Effective 8/1/2018.

The template has been established to help the districts in gathering their data and presenting it at their School FIRST hearing.
The template may not be all inclusive.

Superintendent's Current Employment Contract							
A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided.							
In lieu of publication in the annual School FIRST financial management report, the school district may chose to publish							
the superintendent's employment contract on the school district's Internet site.							
If published on the Internet, the contract is to remain accessible for twelve months.							

A copy of the Superintendent of Schools' employment contract is available on the MISD website at:
<https://www.manorisd.net/site/handlers/filedownload.ashx?moduleinstanceid=1900&dataid=328&FileName=Executed%20Superintendents%20Contract%202020.pdf>



FIRST Rating Disclosures

Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period
Ended June 30, 2023

	Superintendent	Janie Guerrero	Stephanie Rodriguez	Monique Celedon	Temeika Durden	Fabian Martinez	Ana Cortez	Elmer Fisher	Maltildy Samaripa	Mary Thomas
Meals	\$135	\$1,702	\$1,122	\$2,194	\$691	\$354	\$0		\$60	\$0
Lodging	\$2,496	\$5,810	\$4,702	\$5,436	\$4,923	\$1,459	\$4,924	\$731	\$212	\$1,165
Transportation	\$295	\$1,601	\$880	\$1,604	\$388	\$171	\$724		\$215	\$241
Motor Fuel		\$57								\$513
Other	\$2,332	\$1,882	\$2,975	\$1,910	\$535	\$846	\$2,728	\$145	\$1,250	
Total	\$5,258	\$11,053	\$9,679	\$11,144	\$6,538	\$2,830	\$8,376	\$876	\$1,737	\$1,919

All “reimbursements” expenses, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order are to be reported. Items to be reported per category include:

Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals).

Lodging - Hotel charges.

Transportation - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls).

Motor fuel – Gasoline.

Other: - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.



FIRST Rating Disclosures

Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period
Ended June 30, 2023

Name(s) of Entity(ies)

Amount Received
\$

Total

\$0.00

Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.



FIRST Rating Disclosures

Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any)
(gifts that had an economic value of \$250 or more in the aggregate in the fiscal year)

For the Twelve-Month Period
Ended June 30, 2023

	Janie Superintendent	Stephanie Guerrero	Monique Rodriguez	Monique Celedon	Temeika Durden	Fabian Martinez	Ana Cortez	Elmer Fisher	Maltildy Samaripa	Mary Thomas
Total	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

Note – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials.

26

Business Transactions Between School District and Board Members

For the Twelve-Month Period
Ended June 30, 2023

	Janie Superintendent	Stephanie Guerrero	Stephanie Rodriguez	Monique Celedon	Temeika Durden	Fabian Martinez	Ana Cortez	Elmer Fisher	Maltildy Samaripa	Mary Thomas
Amounts	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

Note - The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.



Manor ISD FIRST Rating Scale



Financial Integrity Rating System of Texas

2023-2024 RATINGS BASED ON SCHOOL YEAR 2022-2023 DATA - DISTRICT STATUS DETAIL

Name: MANOR ISD(227907)	Publication Level 1: 8/8/2024 6:33:40 PM
Status: Passed	Publication Level 2: 8/8/2024 6:33:40 PM
Rating: A = Superior Achievement	Last Updated: 8/20/2024 2:05:47 PM
District Score: 90	Passing Score: 70



Manor Independent School District



Monique Celedon, Board President
Janie Guerrero, Vice President
Ana Cortez, Secretary

Temeika Durden, Board Trustee
Fabian Martinez, Board Trustee
Stephanie Rodriguez-Barnett, Board Trustee
Dr. Mary Thomas, Board Trustee

Dr. Robert Sormani, Superintendent of Schools



MANOR ISD VISION

Manor ISD is the best district in Texas where we provide an equitable education for all scholars and graduate them ready to become leaders in our community.



MANOR ISD MISSION

Collectively, as a community, Manor ISD provides equitable resources, a safe learning environment, and high-quality educational services for all scholars to successfully achieve and reach their full potential.



Staff of the Month

October 2024



Staff of the Month

- When your name is called, please come forward.
- Walk to your left and shake the hands of the Trustees starting with Trustee Martinez.
- Remain standing in front of the Trustees and form two lines.
- Once the group picture is taken, please proceed to your left to the hallway where you will receive your certificate.
- Audience, please hold all applause until the end.



Child Development Center
Tina Pulgarin - Toddlers



Blake Manor Elementary

Alma Medrano - Bilingual Interventionist

Selene Arellano - Pre-K4 Bilingual Teacher's Assistant



Bluebonnet Trail Elementary

Melody Ito Thomas - Pre-K

Sonia Zavala - Custodian



Decker Elementary School

Erik Hauck - K-5 Instructional Coach

Emily Venosdel - Educational Aide



Lagos Elementary School
Catherine Christy - 2nd grade Self-contained
Ernesta Steele - Parent Liaison



Oak Meadows Elementary School

Karina Albiter - Pre-K - 5th grades Bilingual
Interventionist/Dyslexia

Ofcr. Lorenzo Simpson - Manor ISD PD



Pioneer Crossing Elementary School

Morgan Neal - Pre-K

Nicole Willis - Instructional Coach



Presidential Meadows Elementary School
Wanda Kunkel - 1st grade Self-Contained
Liced Perales - Para-professional/Computer Instructor



ShadowGlen Elementary School
Jason Donaldson - 4th grade Math
Berenice De Hoyos - FAC Aide



Manor Rise Academy

Tina Noble - 3rd grade Math

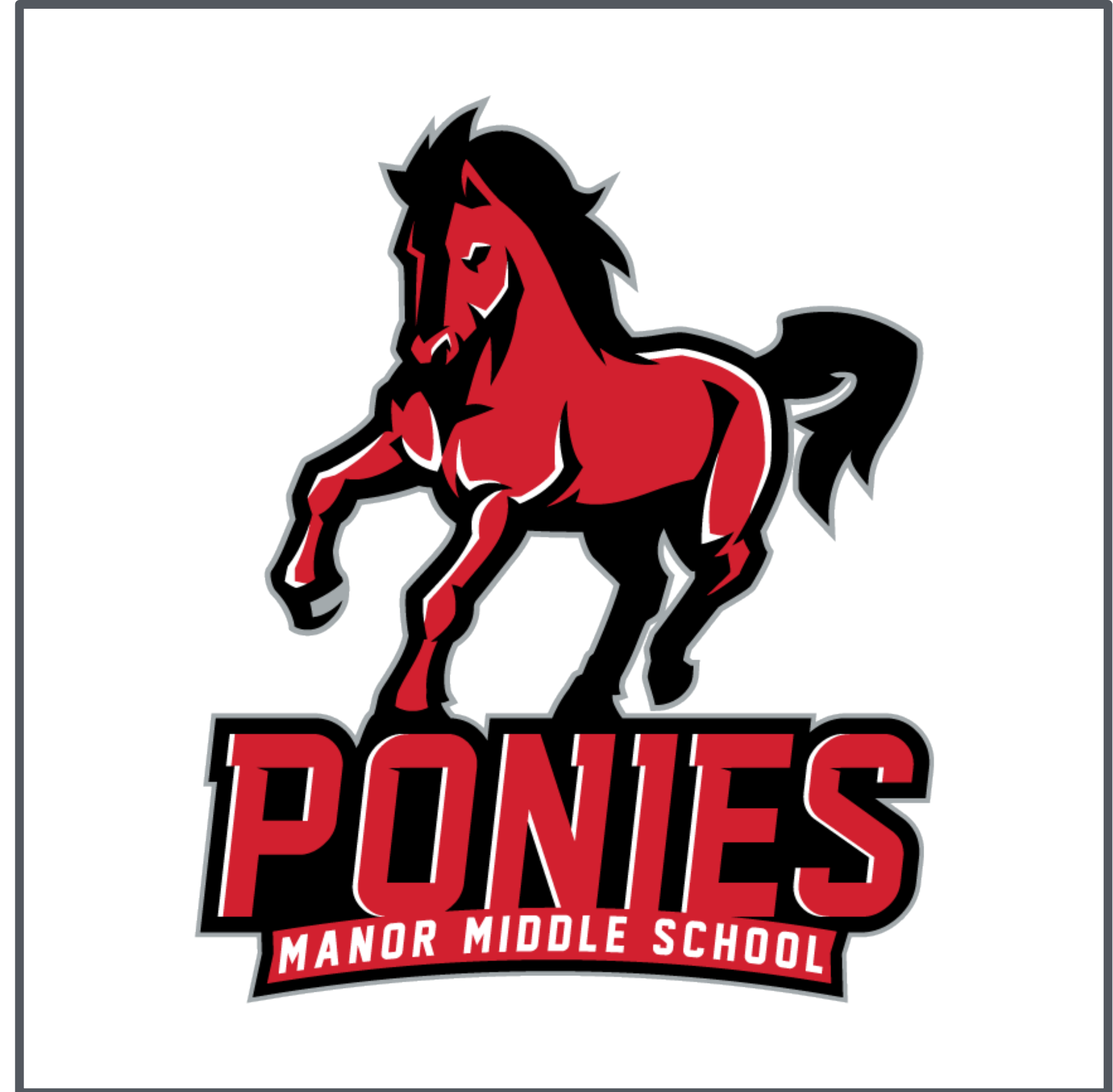
JoAny Benitez - Parent Liaison



Decker Middle School

Emerlyn Abrenica - 6th grade Math

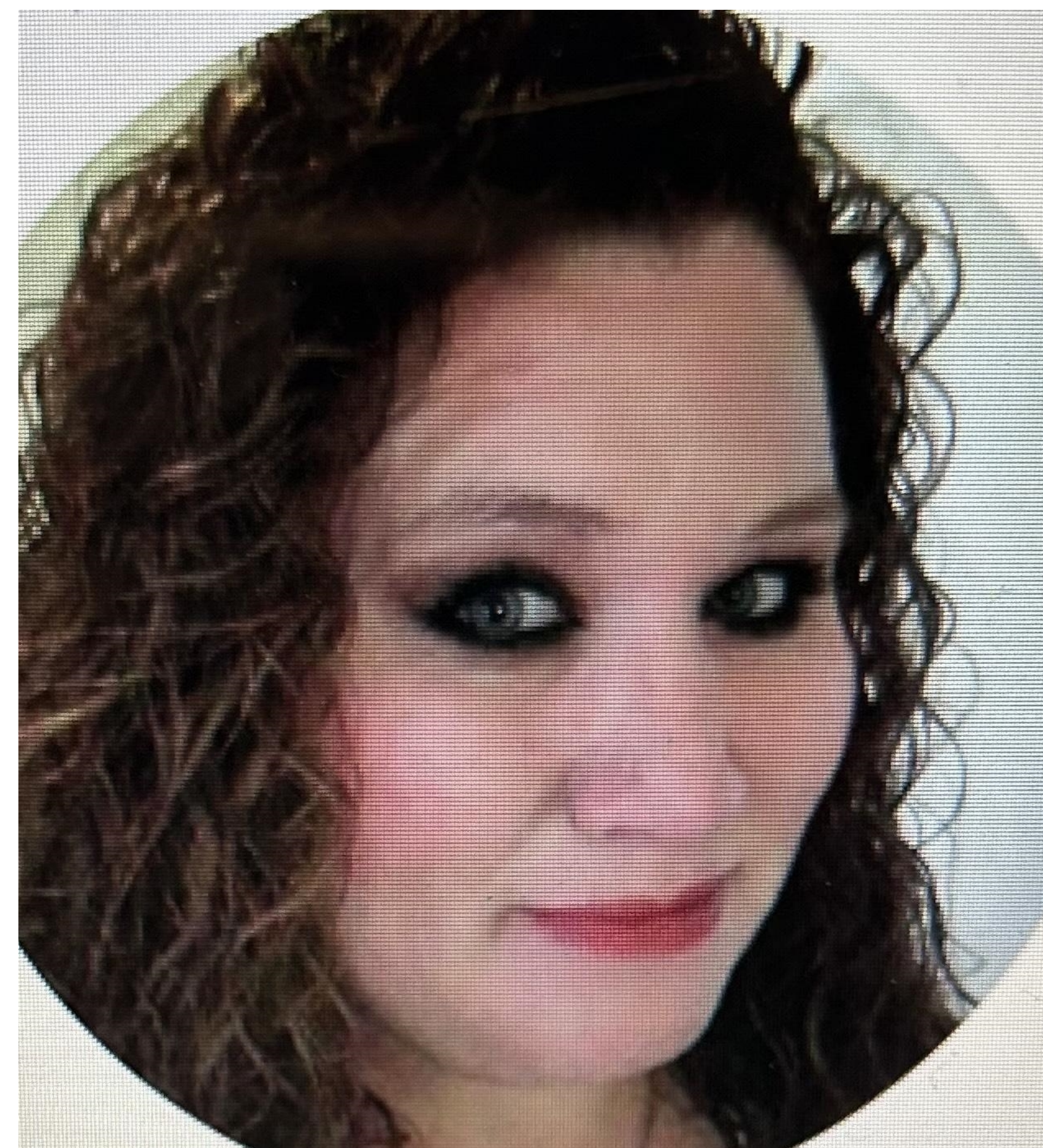
Darrell Coleman - Safety Officer/Hall Monitor



Manor Middle School

Wilda Harper - 6-8th grades Academic Interventionist

Wanda Baylor-Johnson - Special Education Aide



Manor New Tech Middle School

Chase Levi - 6-8th grades CTE & CTE Dept. Chair

Cynthia Morales - Functional Academic Aide



Manor Early College High School
Ashley Knight - 10th grade Chemistry
Frances Foster - Nurse



Manor Excel Academy/MAP
Felix Diano - Secondary Math
Jessica Layssard - Social Worker



Manor High School

Carol Rondilla - 9-10th grades Math Inclusion

Tywmoya Jennings - Security Officer



Manor New Tech High School

William Moody - 9-12th grades Math

Tameka Mumphord - Lead Counselor



Manor Senior High School

Brenda Hopwood - 12th grade English

Diane DeLeon - College, Career, Military Readiness Advisor

Manor Independent School District
Board of Trustee Meeting Agenda Item
October 22, 2024

RECOGNITION ITEM SHEET

RE: Staff of the Month Recognition

Supporting Documents:

1. "Staff Nomination for Board Recognition" form
2. "Staff of the Month October 2024" portion of the MISD PowerPoint presentation

District Strategic Goals:

Staff Development: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, and innovation.

Bottom of Form

Background Information:

Manor ISD Superintendent, Dr. Robert Sormani, and the Board of Trustees will recognize dedicated and outstanding staff members each month from campuses at the regularly scheduled Board meetings. Each campus will select 1 Teacher and 1 Staff member. These staff nominees are people who are going above and beyond to do whatever it takes to ensure the instructional and operational success of your campus. These staff members are also people who are vested in helping improve campus culture, enrich the professional learning of colleagues, and help their campuses as needed throughout the school year.

Fiscal Implications: NA

Administrative Recommendation:

Recognize the accomplishments of the teachers and staff nominated.

Motion Language: NA

Maritza Gallaga

Contact Person

Dr. Robert Sormani

Approved by Superintendent

Manor Independent School District
Board of Trustee Meeting Agenda Item
October 22, 2024

INFORMATION ITEM SHEET

RE: GPM 1 & 2 Board Monitoring Report

Supporting Documents:

1. GPM 1 & GPM 2 board presentation
2. Updated GPM 1 (reading) and GPM 2 (mathematics) with beginning-of-year (Fall 2024) assessment data

District Goals*:

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

Bottom of Form

Background Information:

The purpose of this board presentation is to present to the board of trustees proposed updates for Goal Progress Measure (GPM) 1 focusing on reading achievement and Goal Progress Measure 2 focusing on math achievement. Beginning-of-year assessment data gathered from assessments administered last month (September) will also be shared.

Fiscal Implications:

None. This is an informational update only.

Administrative Recommendation:

None. This is an informational update only.

Motion Language (fill in the blank):

Non. This is an informational update only.

Dr. Matthew Bentz

Contact Person

Dr. Robert Sormani

Approved by Superintendent



Update:

Growth Progress Measures 1 & 2

October 22, 2024



Purpose:

**Provide the board updates on Goal Progress
Measures 1 & 2**

GPM 1: 3rd grade reading

GPM 2: 3rd grade mathematics

September 2024 assessment data

GPM 1



Goal 1: The percentage of 3rd grade students who score Meets grade level or above on STAAR Reading will increase from 25% to 53% by June 2028.

Goal 1 Annual Targets: SY23/24=25%, SY 24/25=32%, SY25/26=39%, SY26/27=46%, SY27/28=53%

Istation Reading % On or Above Grade Level (English)		EOY 2023 - 2024 (Baseline Score)	EOY 2024 - 2025	EOY 2025 - 2026	EOY 2026 - 2027	EOY GOAL 2027 -2028
GPM 1.1	Kinder	33%	40%	47%	54%	61%
GPM 1.2	1st Grade	38%	44%	50%	56%	62%
GPM 1.3	2nd Grade	37%	48%	52%	57%	62%
GPM 1.4	3rd Grade	43%	48%	53%	58%	63%
Istation Lectura % On or Above Grade Level (Spanish)		EOY 2023 - 2024 (Baseline Score)	EOY 2024 - 2025	EOY 2025 - 2026	EOY 2026 - 2027	EOY GOAL 2027 -2028
GPM 1.1	Kinder	34%	64%	69%	74%	79%
GPM 1.2	1st Grade	39%	62%	67%	73%	78%
GPM 1.3	2nd Grade	35%	41%	46%	51%	56%
GPM 1.4	3rd Grade	17%	37%	42%	47%	52%

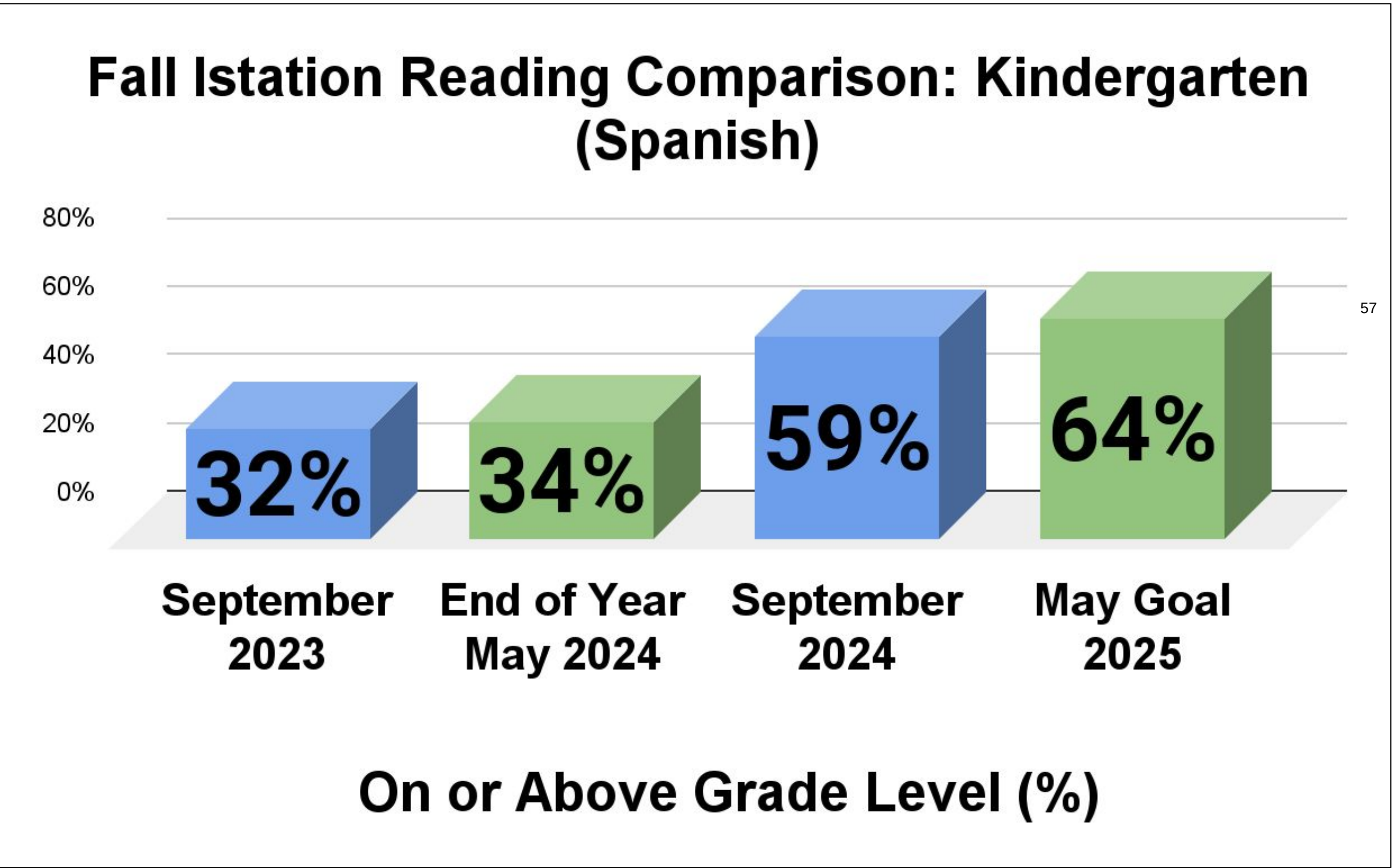
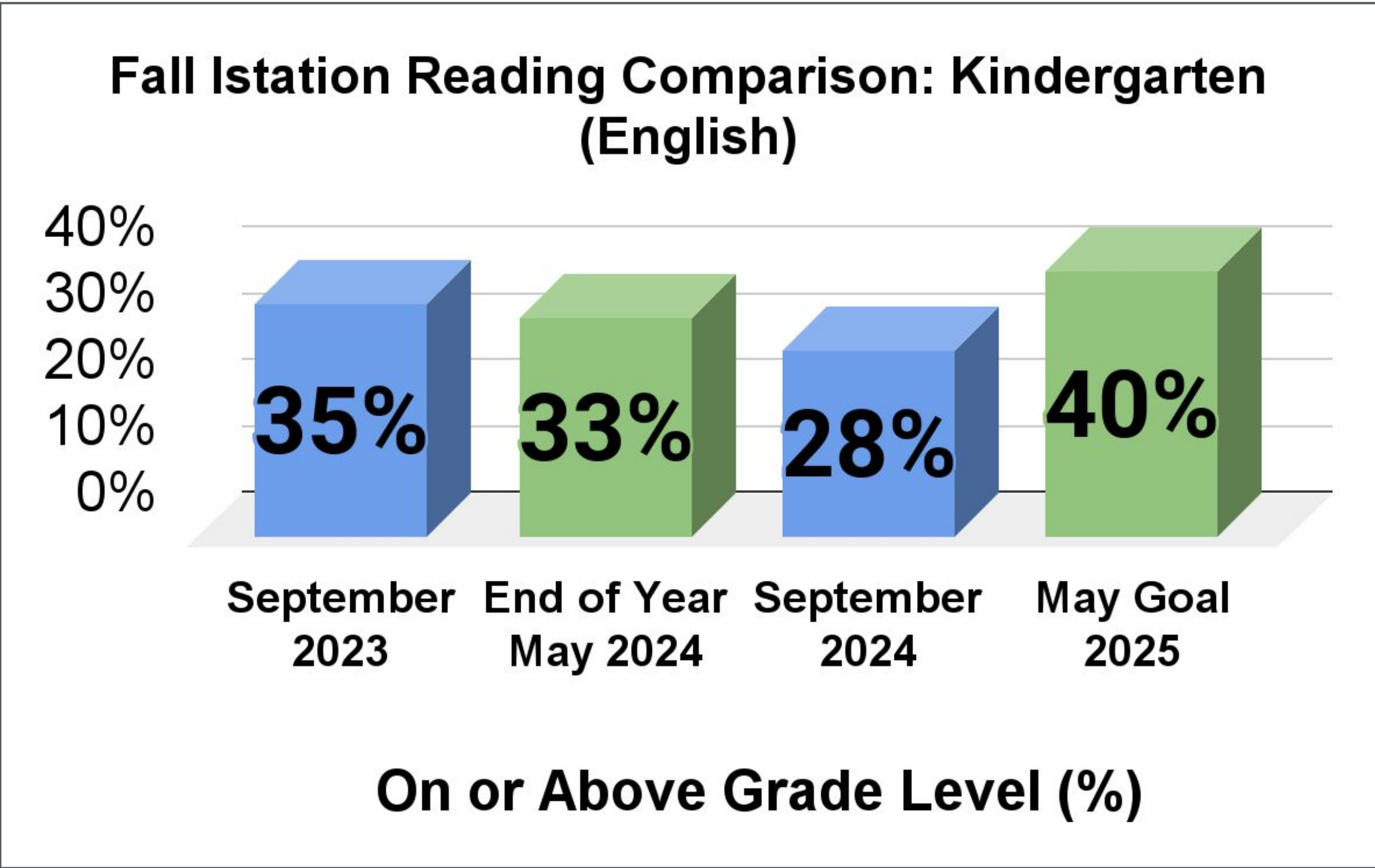
Insights on Reading Data



- The Istation Reading English Assessment data - only students in monolingual classrooms.
- The Istation Lectura Assessment data - only students new to country (0-3 years) w/ Spanish as native language & students in dual language classrooms.
- Both assessments increase in complexity over the course of the year as students develop their content knowledge.

**The fluency scores for 2nd & 3rd graders are not included in the beginning of year or middle of year data - only reflected in the end of year data. This text fluency addition will impact the end of year scores.*

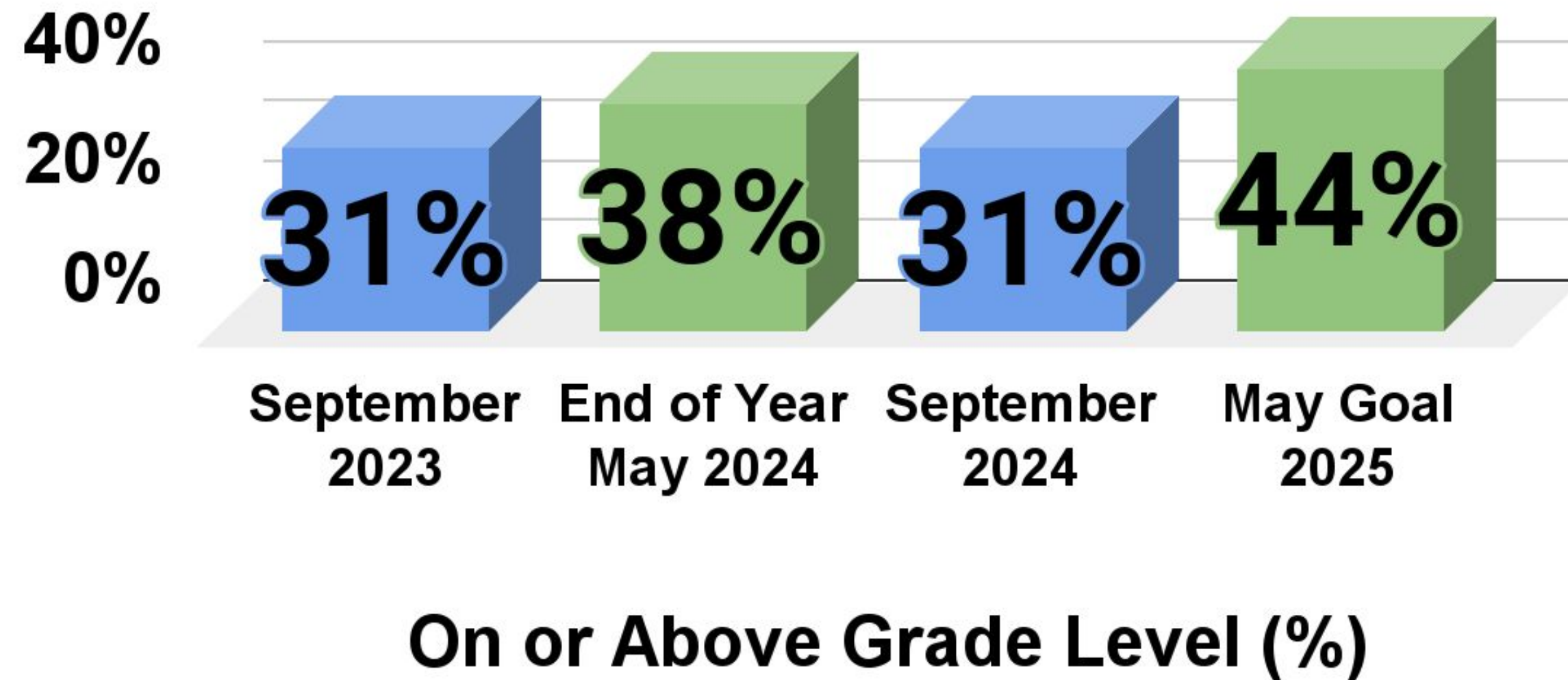
Kindergarteners On or Above Grade Level: Fall Istation Reading Data Comparison



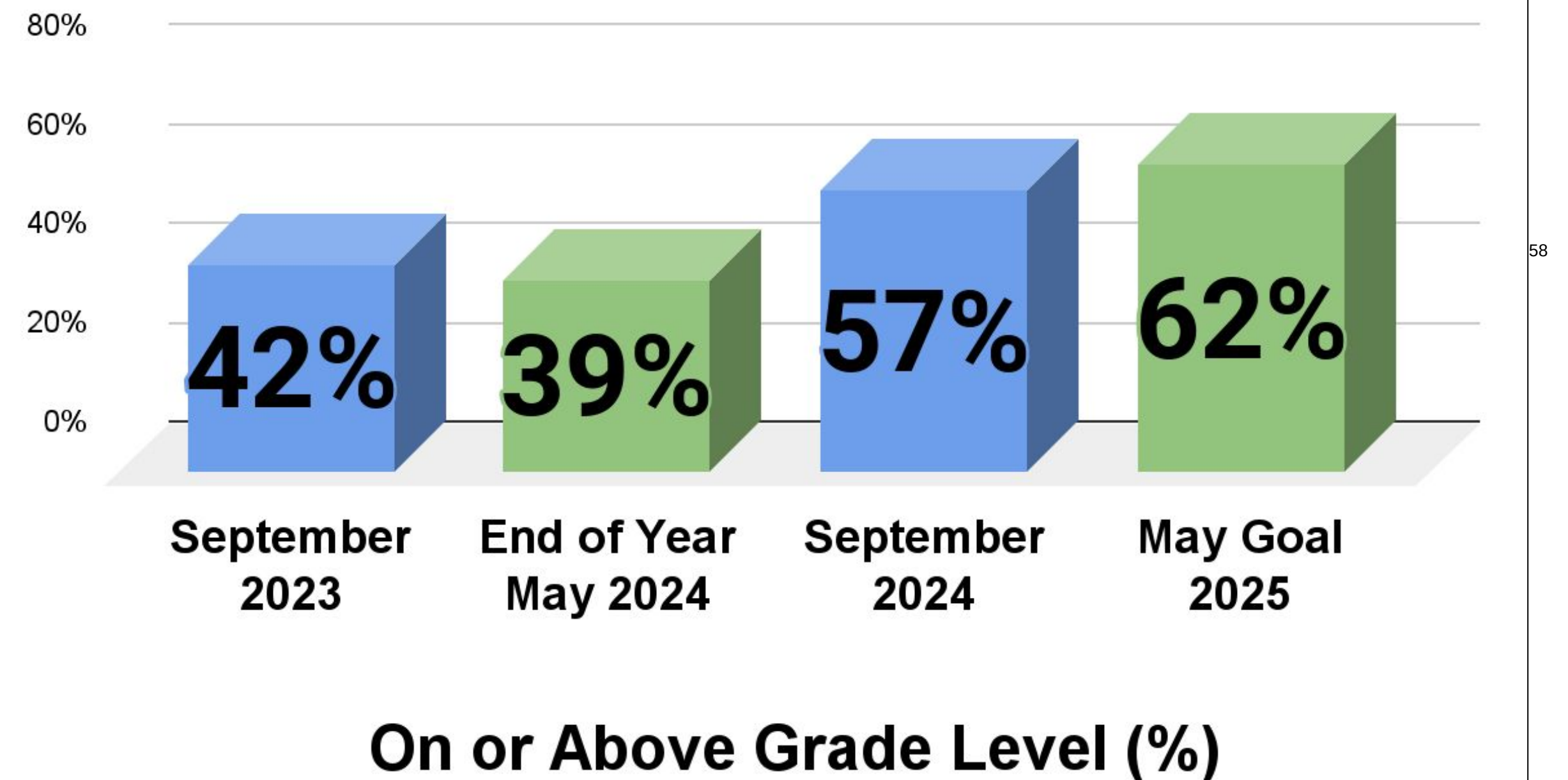


First Graders On or Above Grade Level: Fall Istation Reading Data Comparison

Fall Istation Reading Comparison: 1st Grade
(English)



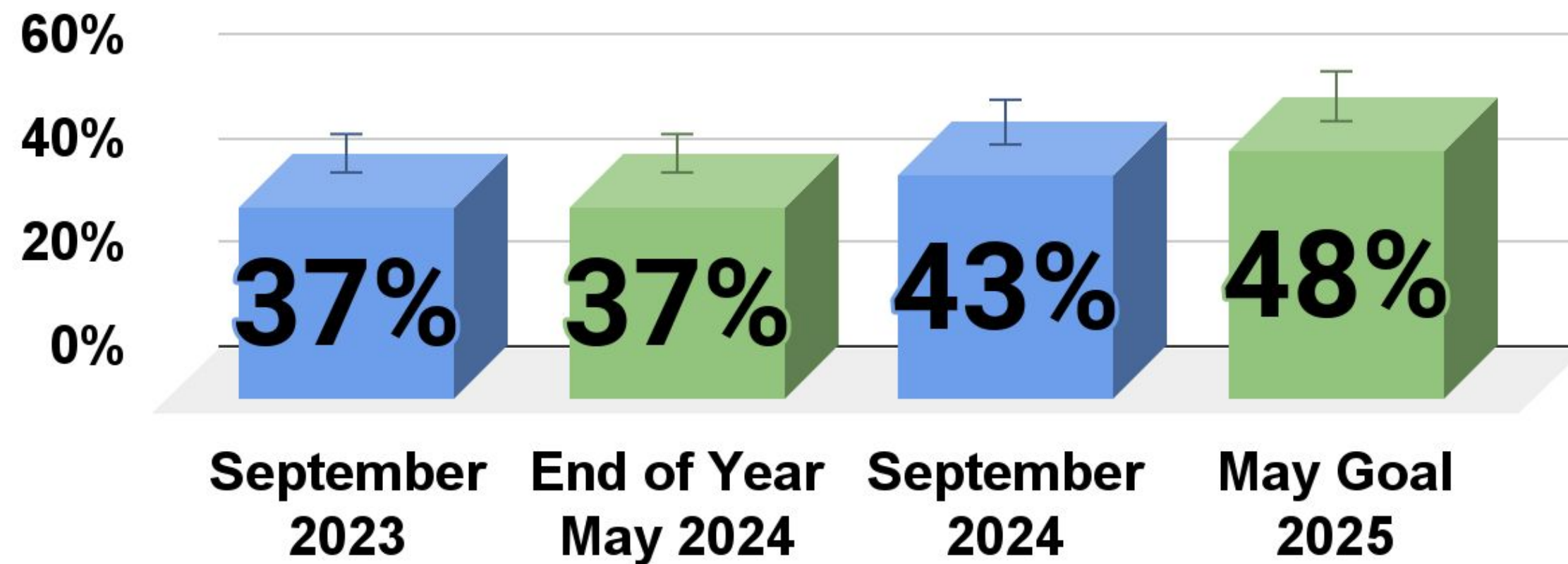
Fall Istation Reading Comparison: 1st Grade (Spanish)



Second Graders On or Above Grade Level: Fall Istation Reading Data Comparison

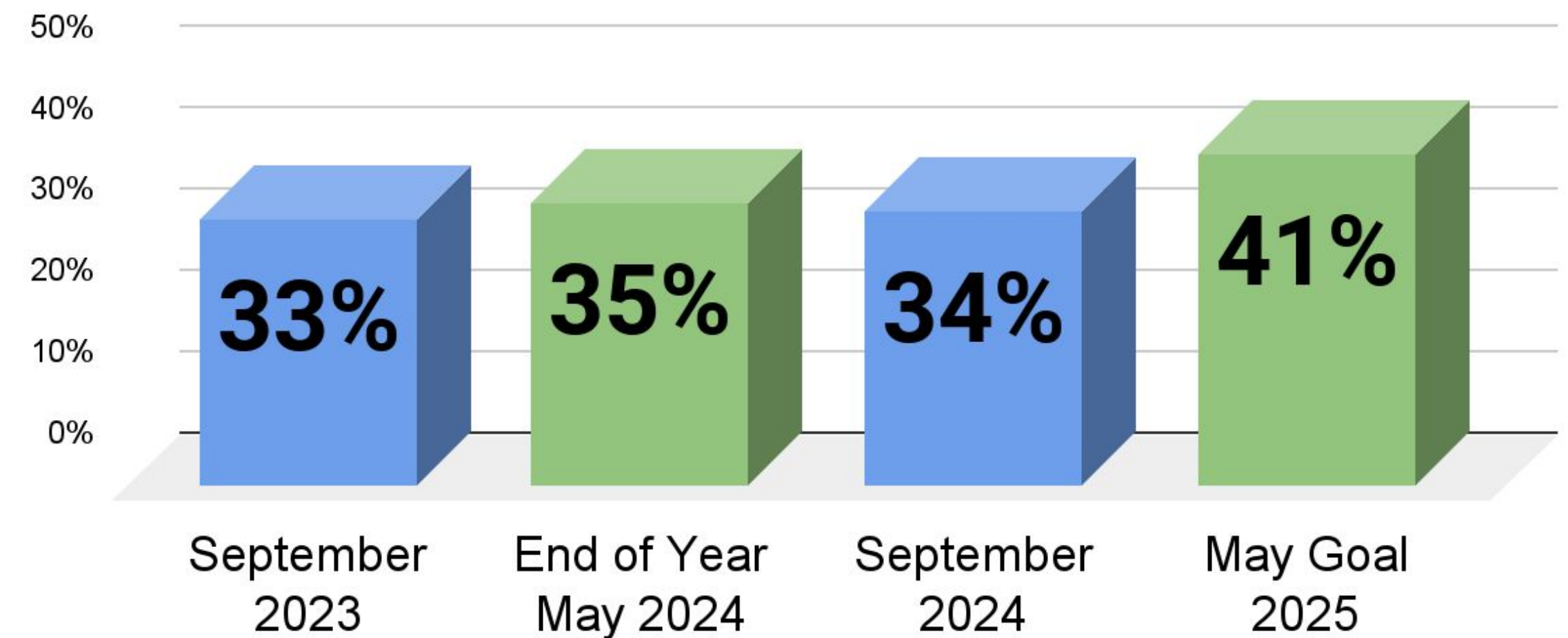


Fall Istation Reading Comparison: 2nd Grade
(English)



On or Above Grade Level (%)

Fall Istation Reading Comparison: 2nd Grade (Spanish)

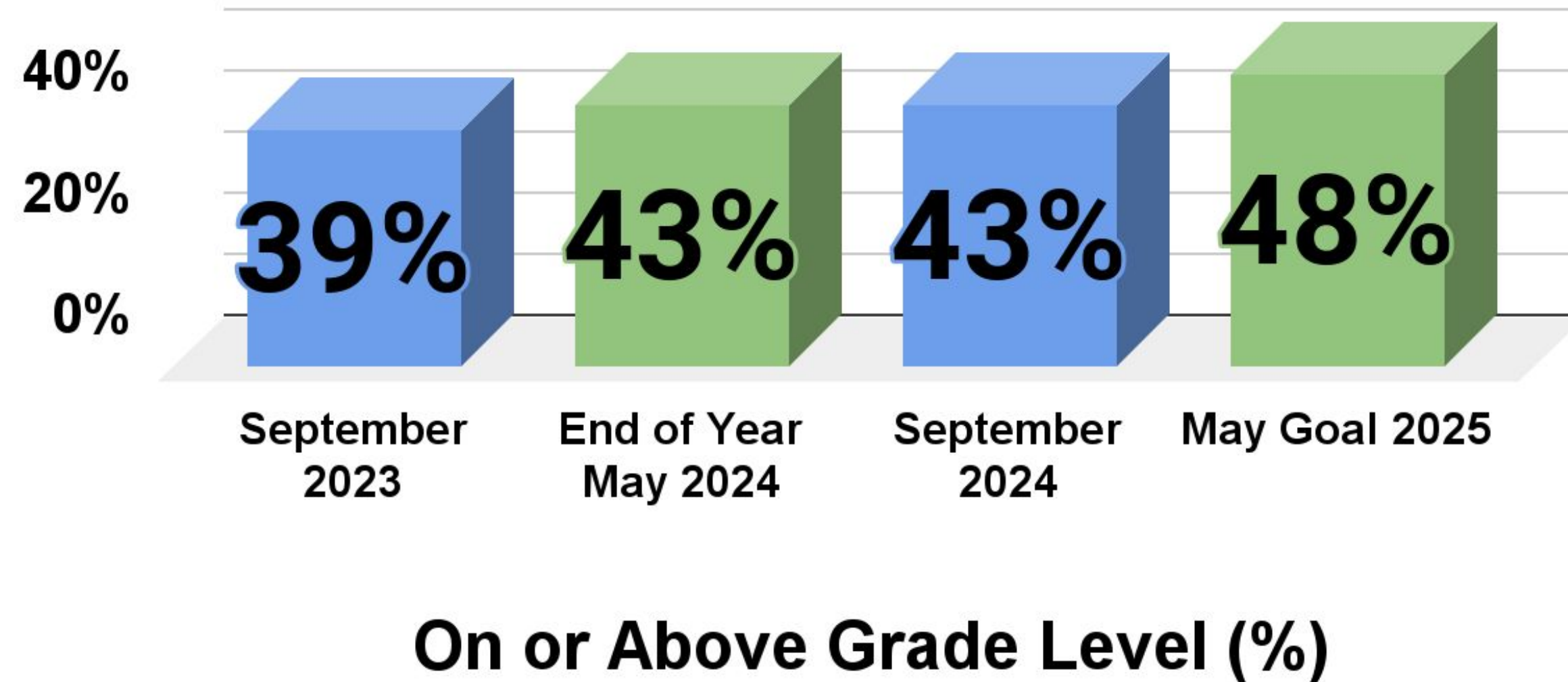


On or Above Grade Level (%)

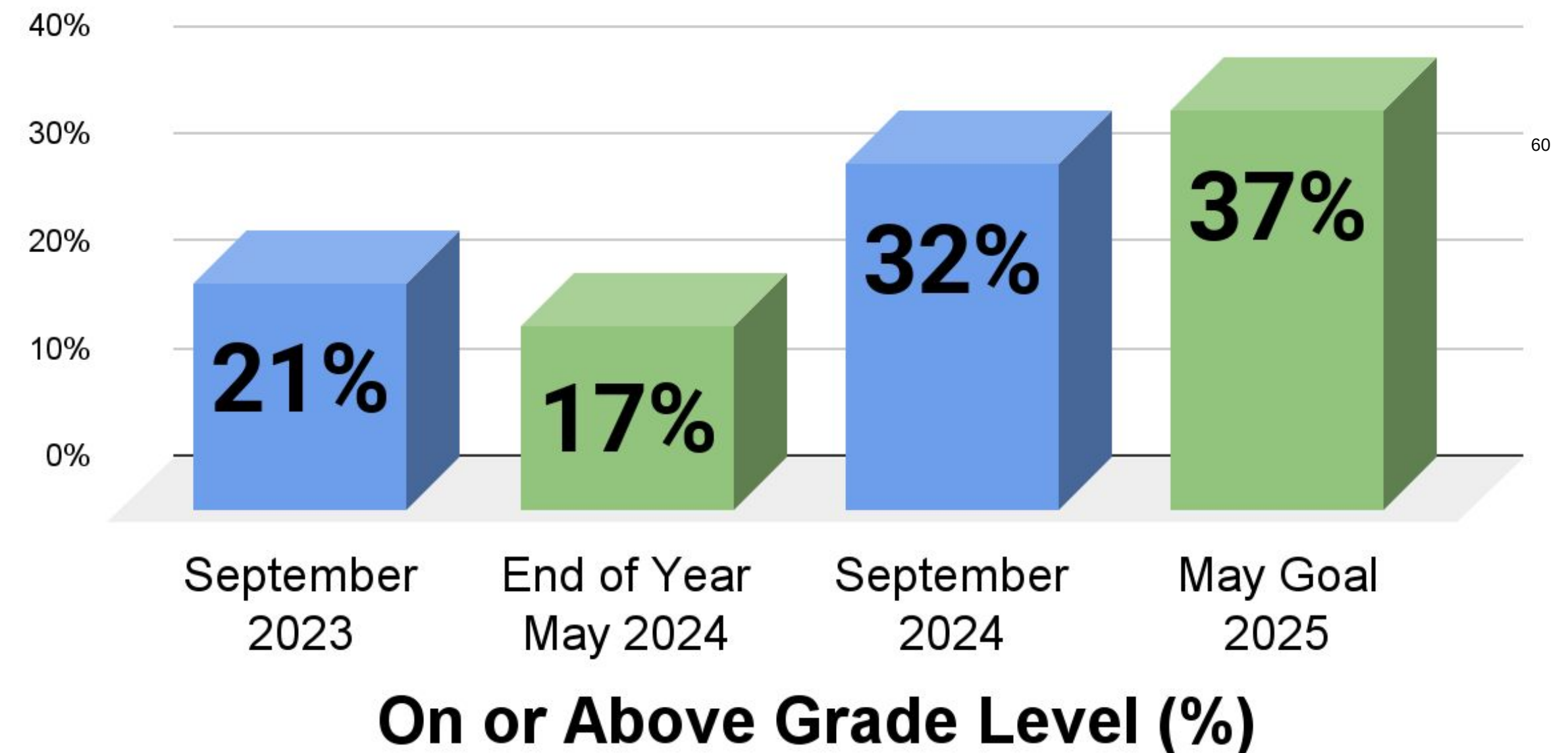
3rd Graders On or Above Grade Level: Fall Istation Reading Data Comparison



Fall Istation Reading Comparison: 3rd Grade (English)



Fall Istation Reading Comparison 3rd Grade (Spanish)



GPM 2



Goal 2: The percentage of 3rd grade students who score Meets grade level or above on STAAR MATH will increase from 19% to 47% by June 2028.

Goal 2 Annual Targets: SY23/24=19%, SY 24/25=26%, SY25/26=33%, SY26/27=40%, SY27/28=47%

i-Ready Math Data % On or Above Grade Level (English)		EOY 2023 - 2024 (Baseline Score)	EOY 2024 - 2025	EOY 2025 - 2026	EOY 2026 - 2027	EOY GOAL 2027 -2028
GPM 2.1	Kindergarten	65%	70%	75%	80%	85%
GPM 2.2	1st Grade	34%	40%	46%	52%	58%
GPM 2.3	2nd Grade	31%	38%	45%	52%	59%
GPM 2.4	3rd Grade	39%	45%	51%	57%	63%
i-Ready Math Data % On or Above Grade Level (Spanish)		EOY 2023 - 2024 (Baseline Score)	EOY 2024 - 2025	EOY 2025 - 2026	EOY 2026 - 2027	EOY GOAL 2027 -2028
GPM 2.1	Kindergarten	55%	60%	65%	70%	75%
GPM 2.2	1st Grade	27%	34%	41%	48%	55%



Insights on Math Data

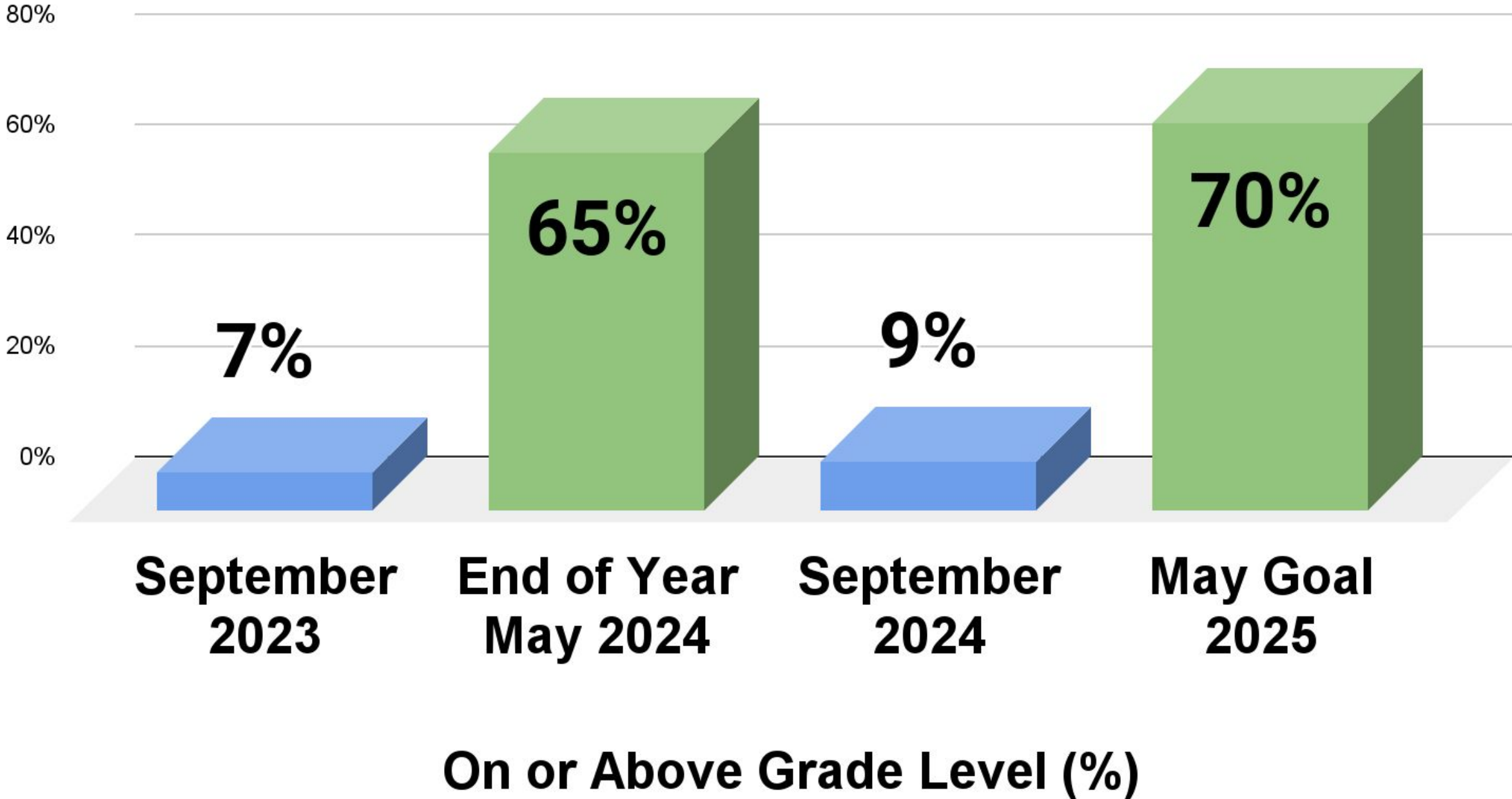
- The i-Ready English Diagnostic Assessment data in Kindergarten & 1st Grade includes only students in monolingual classrooms.
- The i-Ready Spanish Diagnostic Assessment data includes all Kindergarten and 1st Grade students in Bilingual/DL classrooms.
- All 2nd through 5th Grade students assess in i-Ready English.
- i-Ready Math Diagnostic Assessments increase in complexity over the course of the year as students develop their content knowledge.

Kindergarteners On or Above Grade Level:

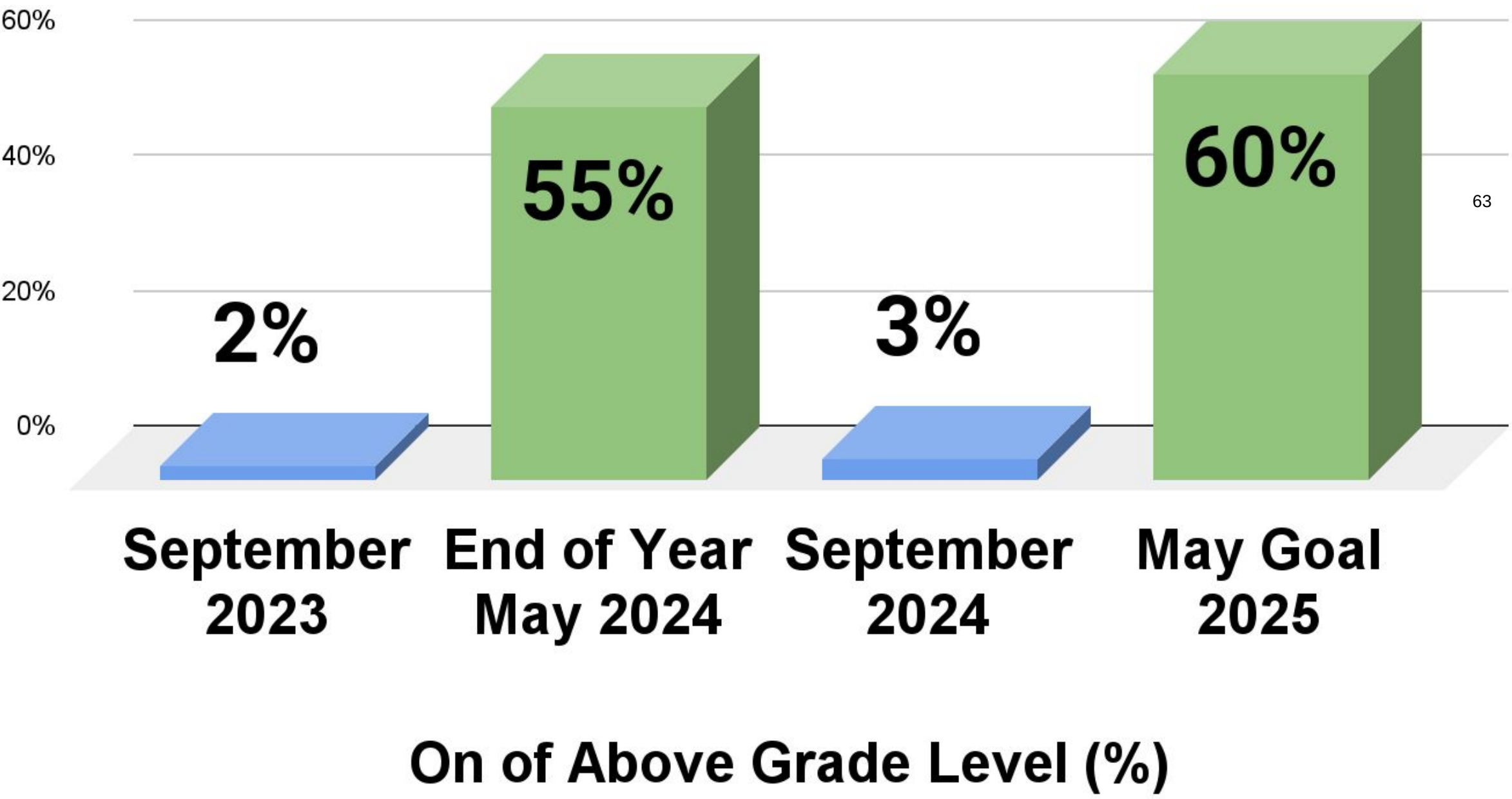
Fall i-Ready Math Data Comparison



Fall i-Ready Math Comparison: Kindergarten (English)



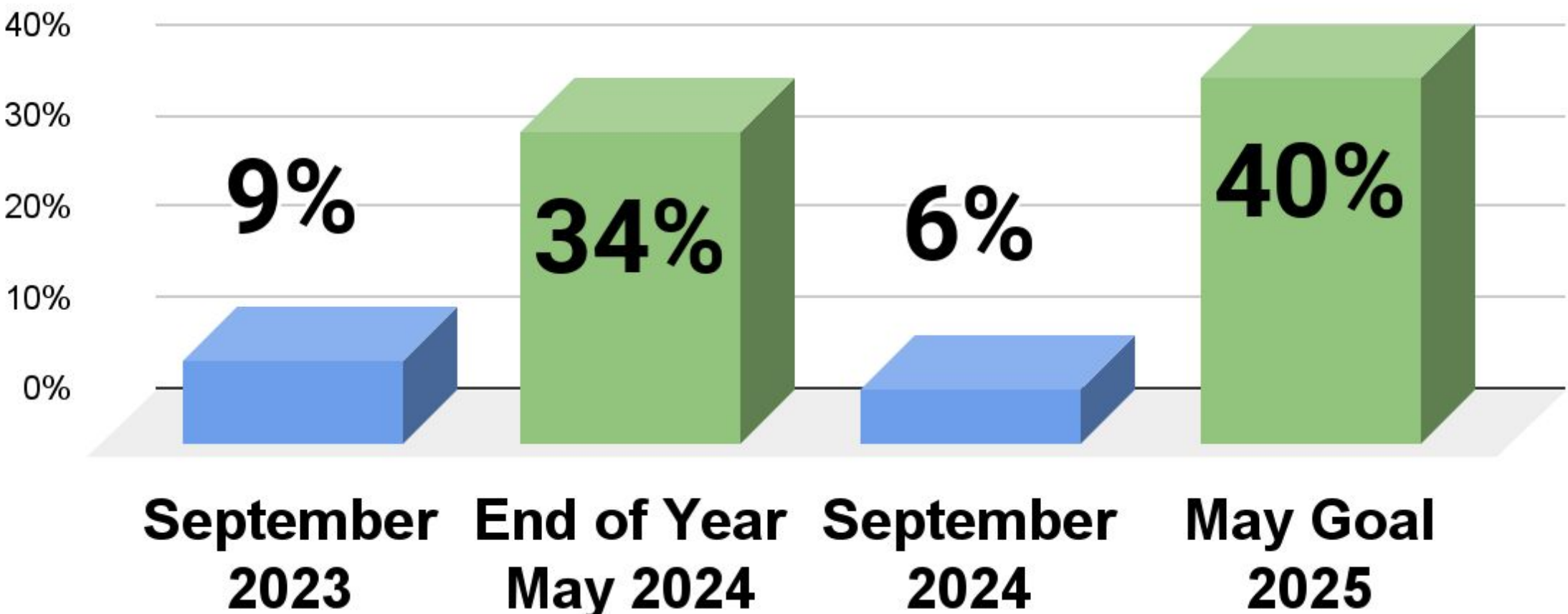
Fall i-Ready Math Comparison: Kindergarten (Spanish)





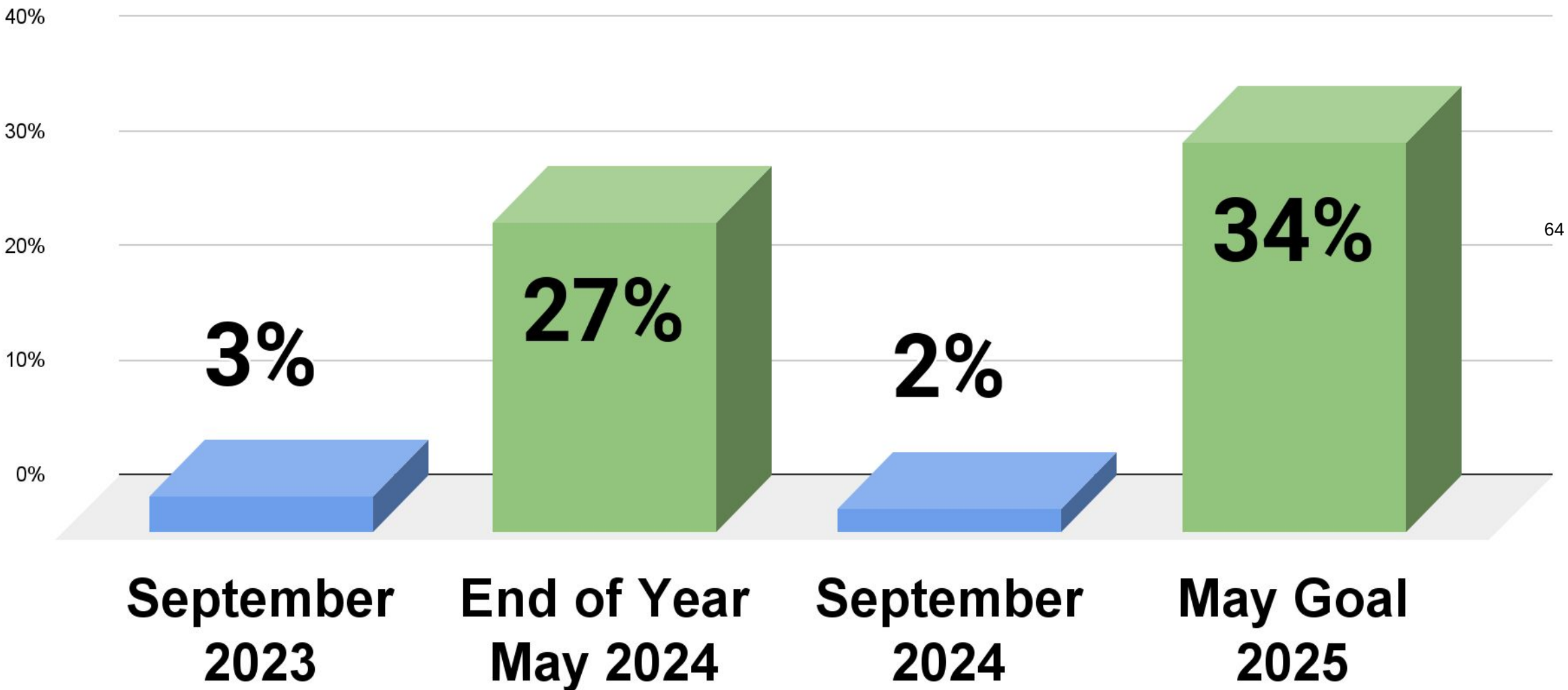
First Graders On or Above Grade Level: Fall i-Ready Math Data Comparison

**Fall i-Ready Math Comparison: Grade 1
(English)**



On or Above Grade Level (%)

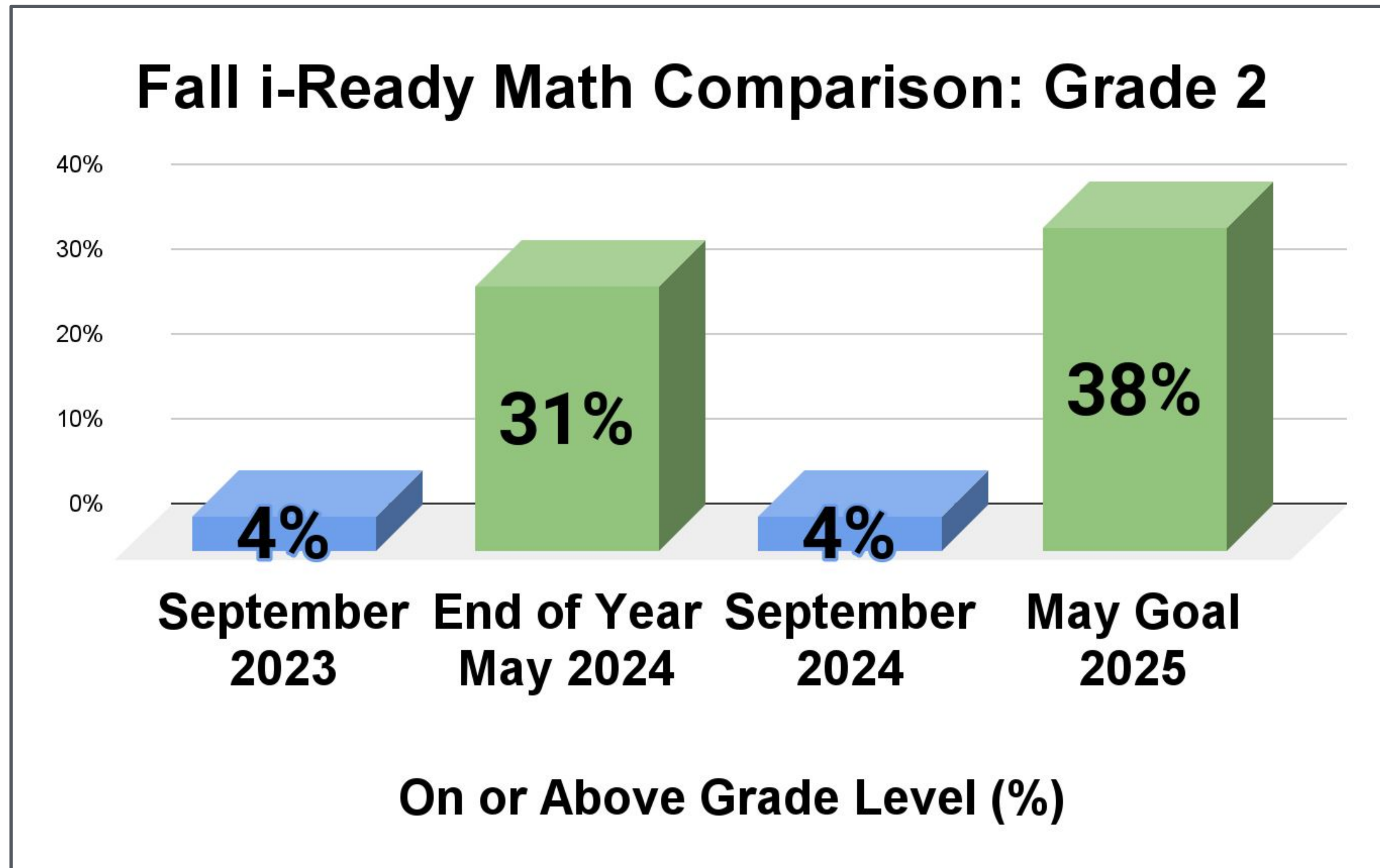
Fall i-Ready Math Comparison: Grade 1 (Spanish)



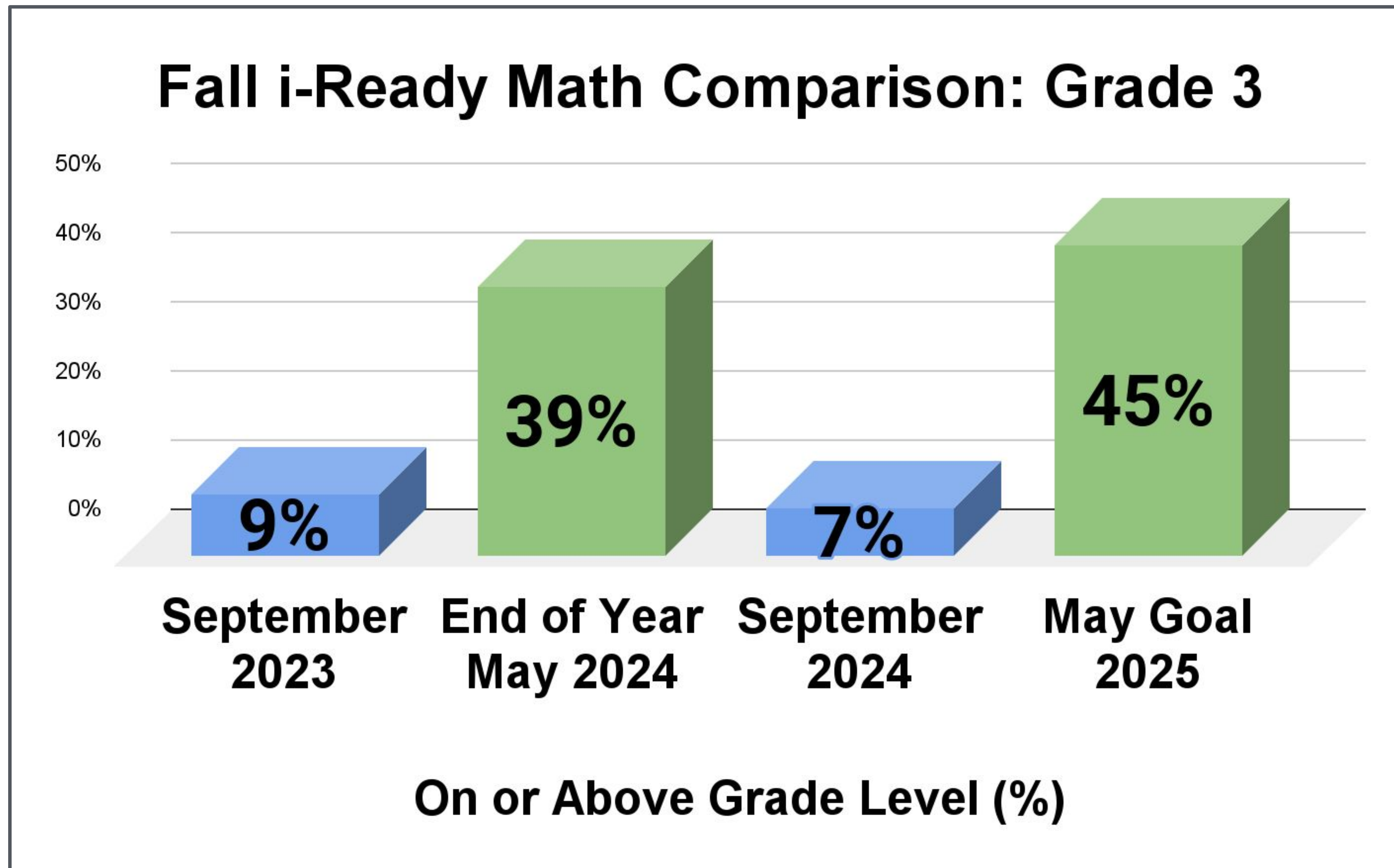
On or Above Grade Level (%)

Second Graders On or Above Grade Level:

Fall i-Ready Math Data Comparison

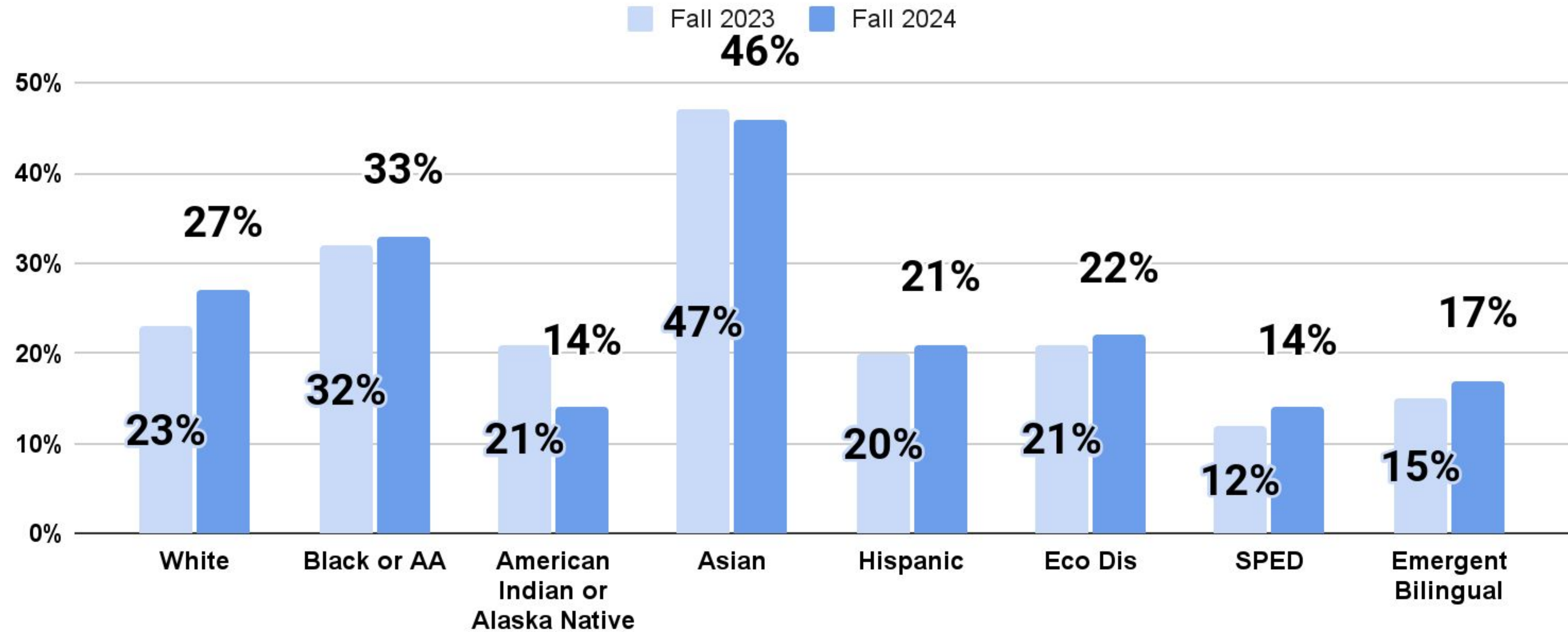


Third Graders On or Above Grade Level: Fall i-Ready Math Data Comparison





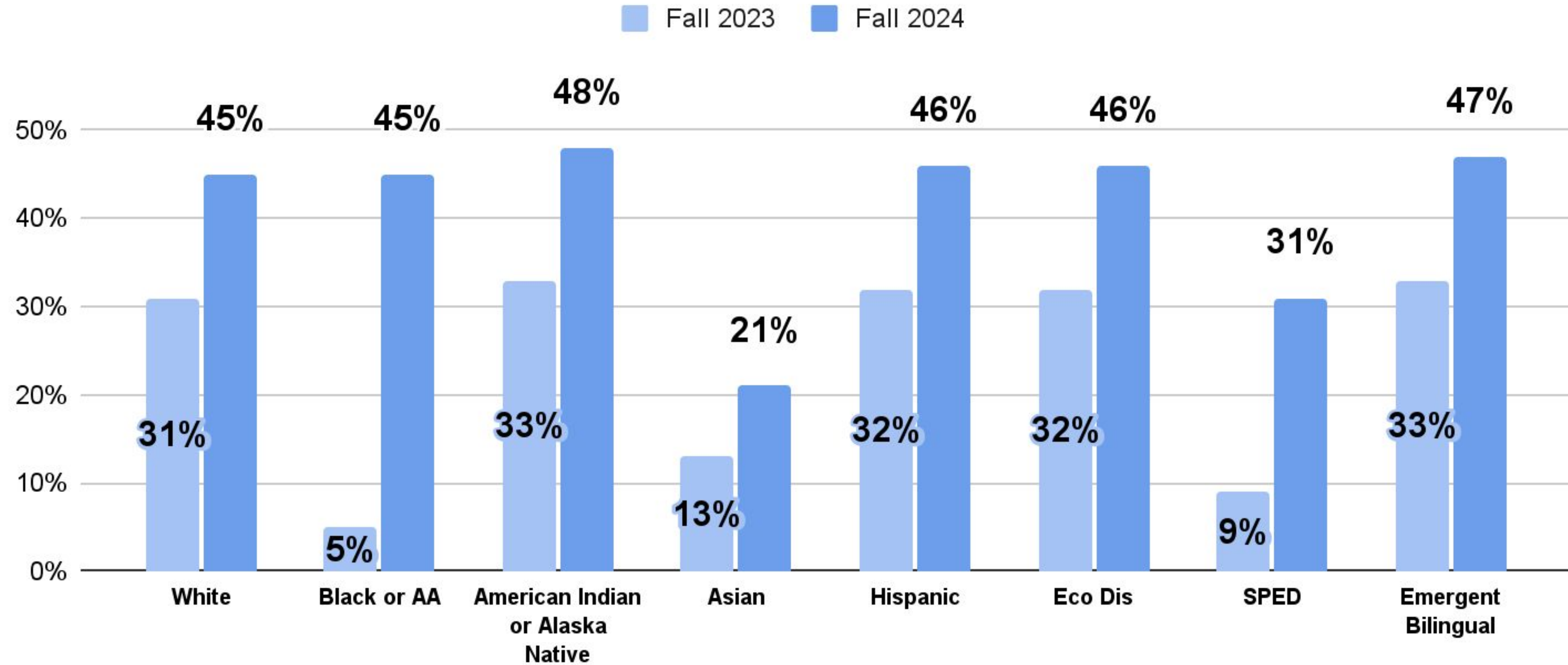
Beginning of Year Istation Reading Data Student Groups Comparison: Grades K-3 (English)



On or Above Grade Level (%)



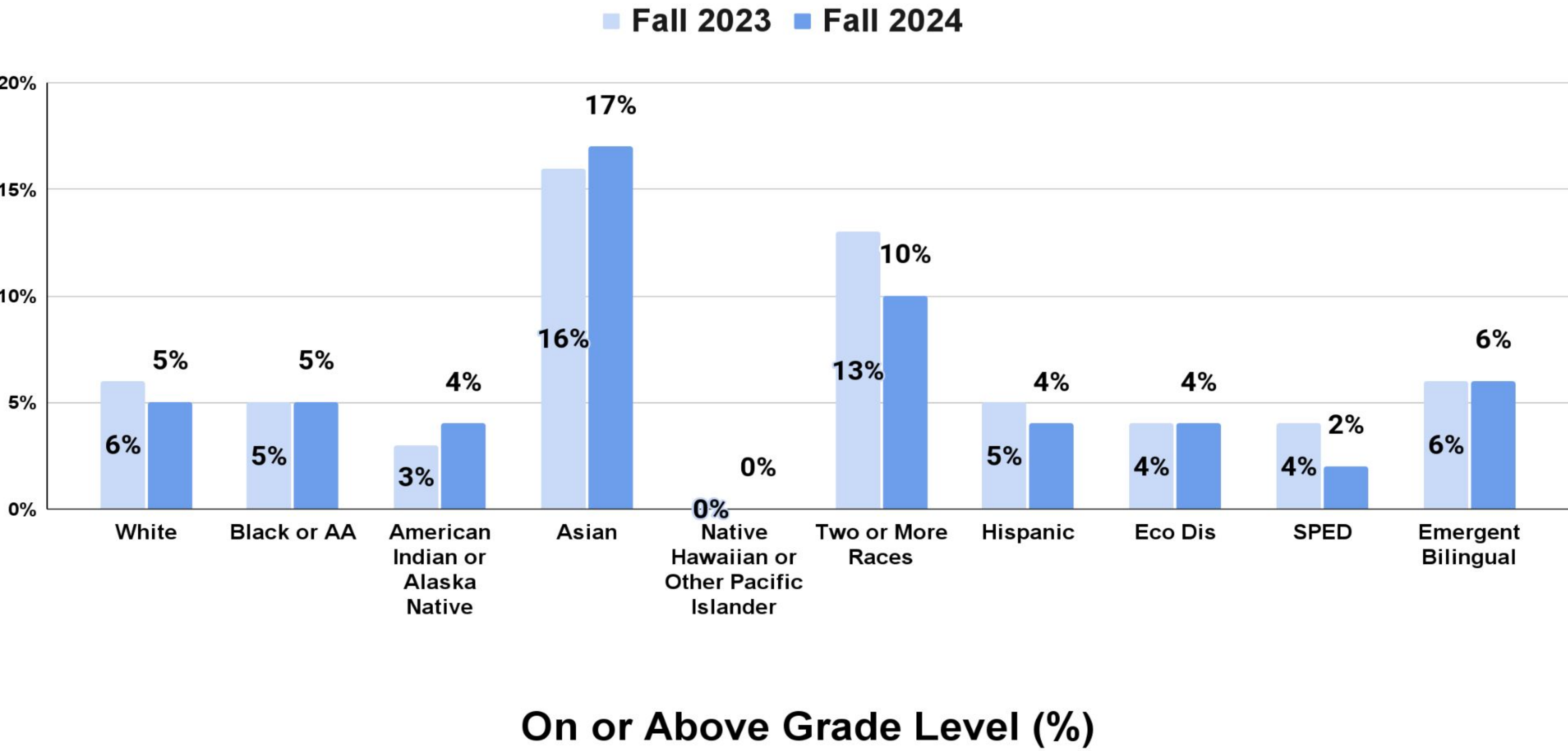
Beginning of Year Istation Reading Data Student Group Comparison: Grades K-3 (Spanish)



On or Above Grade Level (%)



Beginning of Year i-Ready Math Data Student Group Comparison: Grades K-3



Action Steps



Instructional Leadership Development & Coaching

- Focus on Classroom Observation & Teacher coaching
- Get Better Faster Rigor & Management Trajectory
- Leadership Training - ESC 13 and MGW Educ Consultants
- Developing a strong school culture
- Familiarization with Curriculum
- Navigating Assessment Platforms
- Analyzing Standards Professional Learning
- Lesson Internalization
- Leading a dual language program

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Action Steps



Professional Development and Training for Teachers

- Utilizing High Quality Instructional Materials (HQIM)
- Establishing first 20 days of Literacy blocks
- Establishing Mathematics foundations - module training
- Classroom Culture: social contracts; Routines, procedures, Circle of Respect
- Implementation & utilization of MISD Biliteracy unit maps & High Quality Instructional resources effectively to support biliteracy development
- Monthly Dual Language PD - unit planning & Modeling instruction
- MISD Biliteracy unit maps refinement to align to the DL program framework
- Ongoing campus support for DL framework implementation w/ fidelity



Thank You!

MANOR INDEPENDENT SCHOOL DISTRICT
STATE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
GENERAL FUND
For Month Ending September 30, 2024
(Un-Audited)



OPERATING REVENUES:

5700 - Local Revenue	\$ 805,060	\$ 84,666,000	\$ -	\$ 226,554	\$ 569,690	\$ (84,096,310)	0.7%
5800 - State Revenue	\$ 2,010,580	\$ 11,150,000	\$ -	\$ 802,637	\$ 1,787,985	\$ (9,362,015)	16.0%
5900 - Federal Revenue	\$ 308,645	\$ 3,100,000	\$ -	\$ 21,734	\$ 385,074	\$ (2,714,926)	12.4%
7900 - Other Resources	\$ 227,884	\$ -	\$ -	\$ -	\$ -	\$ -	NA
TOTAL OPERATING REVENUES	\$ 3,352,169	\$ 98,916,000	\$ -	\$ 1,050,924	\$ 2,742,749	\$ (96,173,251)	2.8%

OPERATING EXPENDITURES:

11 - Instruction	\$ 9,261,510	\$ 58,760,719	\$ 1,563,169	\$ 5,456,671	\$ 15,063,367	\$ 42,134,184	25.6%
12 - Instructional Resources & Media	\$ 129,144	\$ 1,152,891	\$ 19,530	\$ 44,160	\$ 154,236	\$ 979,126	13.4%
13 - Curriculum & Staff Development	\$ 183,181	\$ 633,552	\$ 109,131	\$ 70,721	\$ 185,166	\$ 339,254	29.2%
21 - Instructional Leadership	\$ 808,212	\$ 3,504,138	\$ 105,609	\$ 235,199	\$ 730,055	\$ 2,668,474	20.8%
23 - School Leadership	\$ 1,863,700	\$ 7,207,778	\$ 27,973	\$ 615,355	\$ 1,769,426	\$ 5,410,379	24.5%
31 - Guidance/Counseling	\$ 477,404	\$ 3,035,668	\$ 187,524	\$ 232,212	\$ 633,248	\$ 2,214,895	20.9%
32 - Social Work Services	\$ 114,472	\$ 1,073,391	\$ 56,400	\$ 121,106	\$ 220,637	\$ 796,353	20.6%
33 - Health Services	\$ 247,570	\$ 1,532,681	\$ 61,198	\$ 159,250	\$ 382,212	\$ 1,089,272	24.9%
34 - Student Transportation	\$ 1,194,482	\$ 7,190,180	\$ 482,309	\$ 743,400	\$ 1,699,278	\$ 5,008,593	23.6%
35 - Food Service	\$ 47,178	\$ 70,000	\$ -	\$ 51	\$ 32,358	\$ 37,642	46.2%
36 - Co/Extra-Curricular	\$ 575,814	\$ 2,935,942	\$ 202,199	\$ 187,665	\$ 567,442	\$ 2,166,301	19.3%
41 - General Administration	\$ 1,136,224	\$ 4,323,485	\$ 403,152	\$ 337,082	\$ 1,071,399	\$ 2,848,935	24.8%
51 - Maintenance and Operations	\$ 4,740,557	\$ 16,471,148	\$ 6,184,507	\$ 4,436,222	\$ 5,692,622	\$ 4,594,019	34.6%
52 - Security & Monitoring	\$ 505,912	\$ 5,228,724	\$ 781,121	\$ 325,436	\$ 877,729	\$ 3,569,874	16.8%
53 - Data Processing	\$ 996,456	\$ 2,917,858	\$ 309,015	\$ 205,167	\$ 1,040,601	\$ 1,568,242	35.7%
61 - Community Service	\$ 63,812	\$ 1,025,961	\$ 948	\$ 85,910	\$ 260,639	\$ 764,374	25.4%
71 - Debt Services	\$ -	\$ 251,000	\$ 134,612	\$ 19,700	\$ 56,388	\$ 60,000	22.5%
81 - Facilities Acq. & Construction	\$ 1,661	\$ -	\$ -	\$ -	\$ -	\$ -	NA
91 - Chapter 49 Recapture	\$ -	\$ 1,715,912	\$ -	\$ -	\$ -	\$ 1,715,912	0.0%
95 - Payments to JJAEP	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.0%
99 - Intergovernmental Charges	\$ 149,030	\$ 620,000	\$ -	\$ -	\$ -	\$ 620,000	0.0%
TOTAL OPERATING EXPENDITURES	\$ 22,496,319	\$ 119,656,028	\$ 10,628,396	\$ 13,275,307	\$ 30,436,803	\$ 78,590,829	25.4%

Excess of Revenues Over (Under)

Expenditures and Other Uses	\$ (19,144,150)	\$ (20,740,028)	\$ (10,628,396)	\$ (12,224,382)	\$ (27,694,054)
------------------------------------	------------------------	------------------------	------------------------	------------------------	------------------------

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Manor Independent School District
Board of Trustee Meeting Agenda Item
October 22, 2024

INFORMATION ITEM SHEET

RE: Multilingual Education Annual Report

Supporting Documents:

1. MISD Multilingual Education Annual Report presentation

District Goals*:

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

Bottom of Form

Background Information:

The purpose of this board presentation is to provide the MISD Board of Trustees with the annual evaluation report of the Multilingual Education programs for the 2023 - 2024 school year. The Manor ISD Multilingual Education Team provides services to scholars with a language other than English. Currently, we have 46 languages other than English in Manor ISD. 44% of our student population is comprised of Emergent Bilinguals, formerly known as English Learners. Per Texas Administrative Code (TAC) 89.1265, all school districts required to have a bilingual education or ESL program shall conduct an annual evaluation and report to the board of trustees before November 1st of each year. Annual school district reports of educational performance shall reflect the academic progress in the language(s) of instruction for English learners, the extent to which English learners are becoming proficient in English, and the number of students who have been reclassified as proficient in English. Also, documentation of the district's professional learning efforts, including all information on teachers with a bilingual education exception or ESL waiver, can be reported. Furthermore, districts may also consider other anecdotal programmatic data to include that can demonstrate growth.

Fiscal Implications:

None. This is an informational update only.

Administrative Recommendation:

None. This is an informational update only.

Motion Language (fill in the blank):

Non. This is an informational update only.

Dr. Matthew Bentz

Contact Person

Dr. Robert Sormani

Approved by Superintendent



Multilingual Education Annual
Report October 2024

Introduction



The purpose of this presentation is to provide MISD Trustees with an overview of the 2023-2024 annual evaluation report of MISD Multilingual Education programs.

This annual school district report will include:

- Description of all the bilingual and ESL programs and goals for MISD Multilingual Education
- Emergent Bilingual scholar district enrollment by campus and grade level
- Review of Emergent Bilingual progress and reclassification of scholars as English Proficient
- Emergent Bilingual scholar performance on STAAR and TELPAS assessments
- Bilingual Education Exceptions & ESL waivers
- Comprehensive Professional Development Plan
- Bilingual/ESL Certification Opportunities for teachers
- Recruitment Endeavors
- Parental Engagement activities for parents of Emergent Bilingual scholars



Vision & Mission

Vision

The vision of the multilingual team is to create a culture of academic excellence and equity that promotes multiculturalism and multilingualism in Manor ISD.

Mission

The mission of the multilingual team is to ensure the academic, linguistic, and social-emotional success of English learners through culturally responsive, innovative programming and community engagement.



Manor ISD Multilingual Program Goals

Our goals for all emergent bilingual students are:

1. Grade-level academic achievement through the participation in our enrichment programs that contain rigorous, cross-curricular connections.
2. Bilingualism & biliteracy development through a language continuum that aims for proficiency in both English and Spanish while continuously engaging in metalinguistic connections.
3. Sociocultural competence acquired through positive cross-cultural interactions within the curriculum and instruction.



The goals of the **Dual Language Immersion programs** are as follows:

- Bilingualism and Biliteracy
- Grade level academic success in both languages
- Socio-cultural competence

The goals of **Transitional Bilingual/early exit** are as follows:

- Use Emergent Bilingual student's primary language to promote high levels of oral language proficiency and literacy in English.
- Achieve proficiency in all academic subjects, meeting or exceeding state standards
- To instill confidence, self-assurance, and a positive identity with their cultural heritages.

The goals of the **English as a Second Language Program** are as follows:

- Ensure Emergent Bilingual students learn content while they acquire English skills
- Orient Emergent Bilingual students to the American school environment, customs, and practices so they become active members of society
- To instill confidence, self-assurance, and a positive identity with their cultural heritages.

Bilingual / ESL Programs in Manor ISD

2024-2025



Manor ISD Bilingual Education Programs SY 2024 - 2025

Bilingual Program	Symbol
Dual Language One-Way	
Dual Language Two-Way	
Transitional/ Early Exit	

School	PK	K	1st	2nd	3rd	4th	5th
MRA						X	X
LES							
PCE							
PME							
BME							
OME							
DES							
BTE							
SGE	X						



Manor ISD ESL Programs 2024 - 2025

Bilingual Program	Symbol
ESL/ Content-Based	

Elementary Schools	PK-5th
Manor Rise Academy	PK-5th 6th-7th
Middle Schools	
DMS	6th-8th
MNTMS	6th-8th
MMS	6th-8th
High Schools	
MHS	9th-10th
MSHS	11th-12th
MNTHS	9th-12th
MECHS	

Emergent Bilingual Scholar Enrollment Information



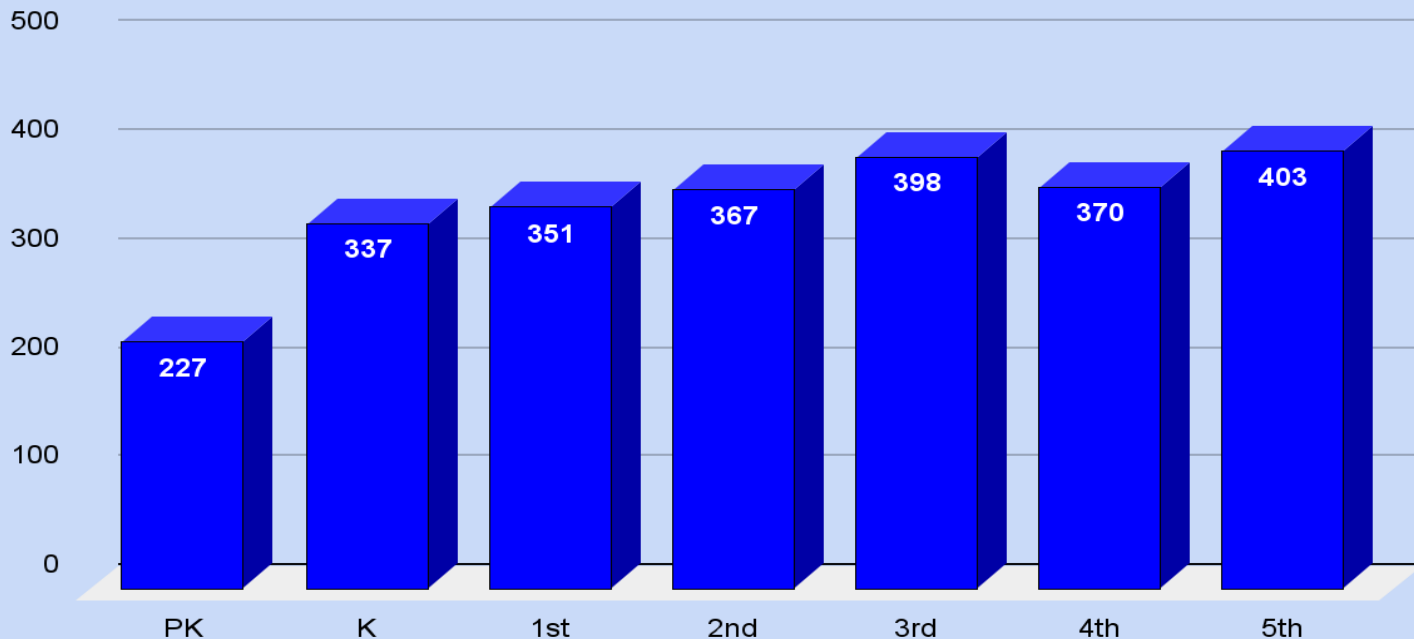
*For the 2023-2024 school year, the district had a total enrollment of 10,749, with **5,047** students classified as emergent bilingual scholars. Presented below is the detailed breakdown of emergent bilingual scholar enrollment according to grade level for the 2023-2024 school year.*

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total EB Enrollment	227	337	351	367	398	370	403	406	348	388	436	403	319	294	5,047
Total Enrollment	391	730	739	796	823	784	785	776	751	799	916	861	821	777	10,749
% of EBs	58%	46%	47%	46%	48%	47%	51%	52%	46%	49%	48%	47%	39%	38%	47%

Emergent Bilingual Scholar Enrollment



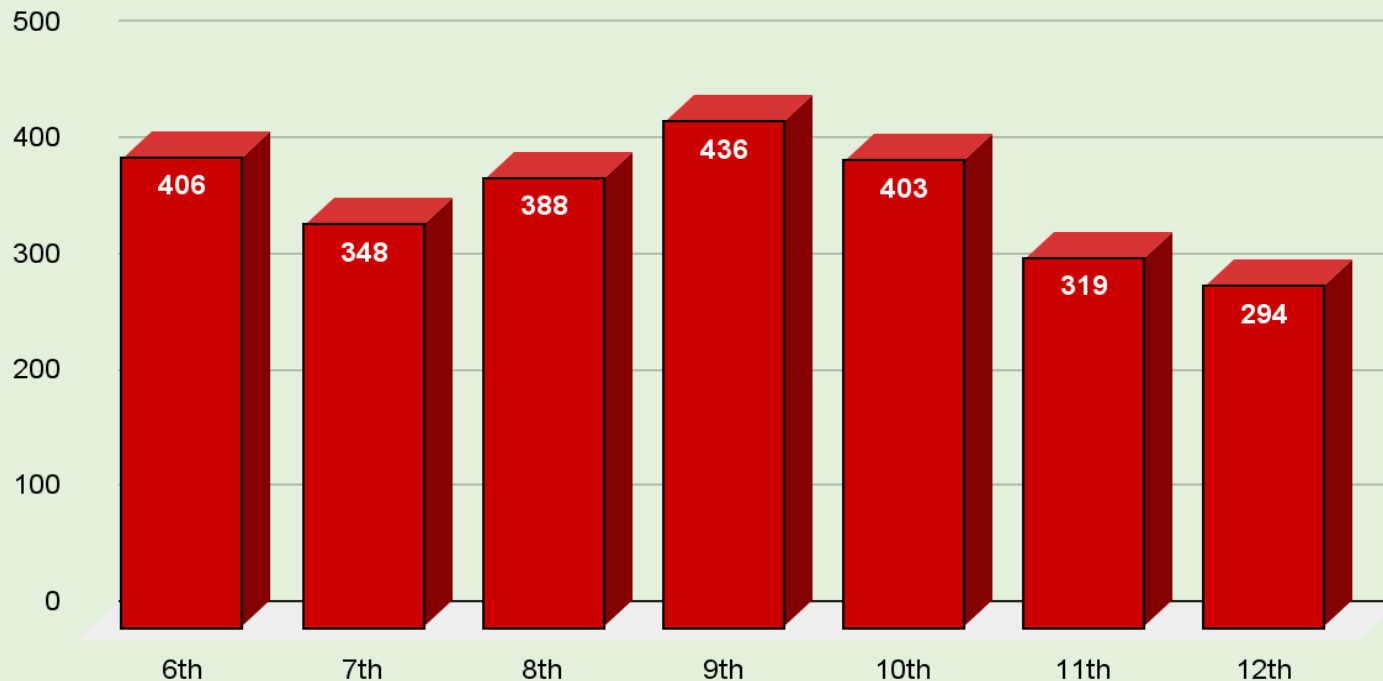
Elementary Campuses



Emergent Bilingual Scholar Enrollment



Secondary Campuses



Reclassification Data for Emergent Bilingual Scholars 2023-2024



3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
3	6	25	18	10	9	9	39	24	

Texas Education Code ([TEC](#)), [§29.056\(g\)](#), states that the LPAC may reclassify an EB student as English proficient at the end of the school year in which the student meets the [reclassification criteria](#) and is determined to be able to successfully participate in an English instructional program with no second language acquisition supports. Please see table below for grade-level specific exit criteria for reclassification.

To meet Exit criteria, ALL EB scholars from grade 3 to grade 8 must meet the following:

1. TELPAS: Advanced High Composite score
2. STAAR: Approaches Grade Level or higher on English Reading
3. Obtain Teacher Subjective Evaluation Form: Satisfactory

To meet Exit criteria, ALL EB scholars from grade 9th and 10th grade must meet the following:

1. TELPAS: Advanced High Composite score
2. STAAR: Approaches Grade Level or higher on EOC (*EOC Eng 1 for 9th and EOC Eng 2 for 10th*).
3. Obtain Teacher Subjective Evaluation Form: Satisfactory

To meet Exit criteria, ALL EB scholars from grade 11th and 12th grade must meet the following:

1. TELPAS: Advanced High Composite score
2. Score in the 40th percentile or above on TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F for Reading and Language Arts
3. Obtain Teacher Subjective Evaluation Form: Satisfactory



Manor ISD TELPAS 2024 Elementary Composite Rating Distribution: *Manor ISD vs. State*

Grade Level	Beginning	Intermediate	Advanced	Advanced High
Kinder	53%	28%	12%	6%
1st	43%	34%	15%	7%
2nd	30%	51%	18%	
3rd	23%	51%	21%	5%
4th	19%	48%	27%	5%
5th	17%	32%	38%	13%

State Level	Beginning	Intermediate	Advanced	Advanced High
Kinder	50%	29%	13%	7%
1st	30%	35%	20%	15%
2nd	21%	54%	22%	3%
3rd	14%	44%	33%	10%
4th	13%	36%	37%	14%
5th	10%	28%	38%	23%

Manor ISD TELPAS 2024 Secondary Composite

Rating Distribution: *Manor ISD vs. State*

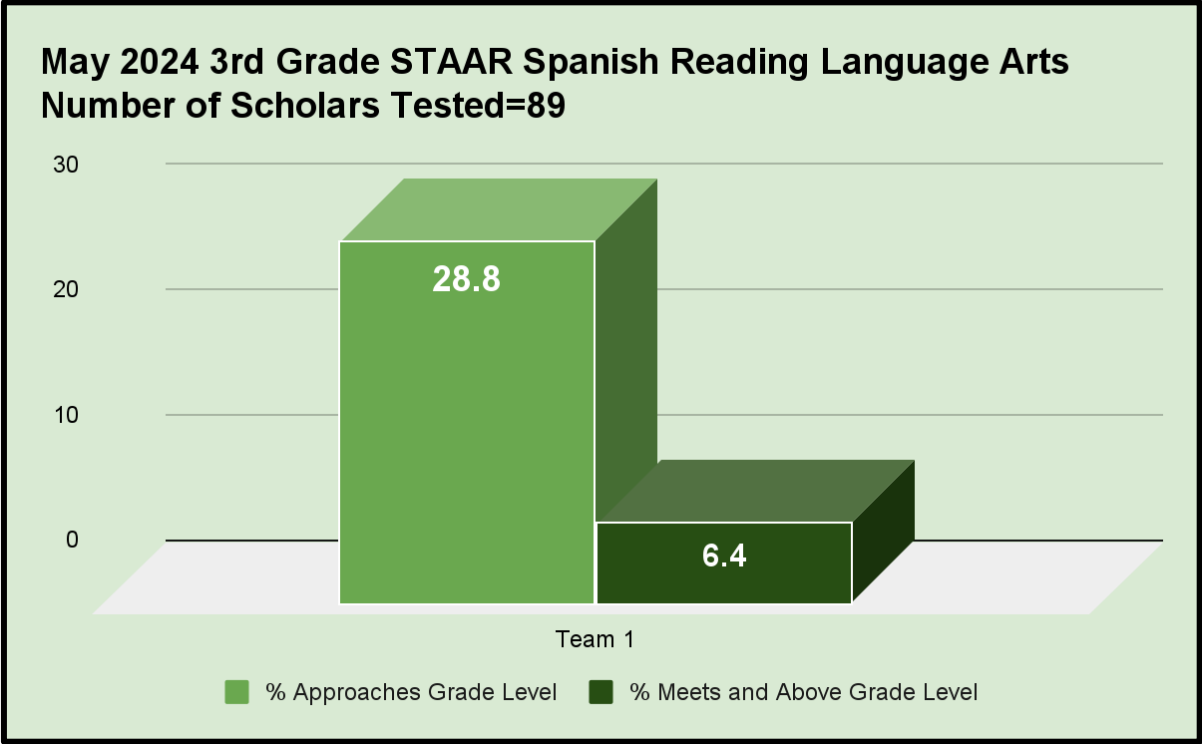


Grade Level	Beginning	Intermediate	Advanced	Advanced High
6th	10%	40%	40%	10%
7th	9%	38%	41%	11%
8th	10%	46%	36%	5%
9th	9%	48%	33%	8%
10th	14%	51%	19%	14%
11th	12%	37%	31%	14%
12th	10%	44%	28%	8%

State Level	Beginning	Intermediate	Advanced	Advanced High
6th	8%	34%	44%	14%
7th	8%	32%	43%	16%
8th	5%	36%	44%	14%
9th	12%	38%	35%	13%
10th	12%	37%	33%	16%
11th	10%	37%	34%	17%
12th	10%	41%	33%	13%



**Emergent Bilingual
Academic Performance
May 2024 3rd Grade STAAR Spanish Reading Language Arts**

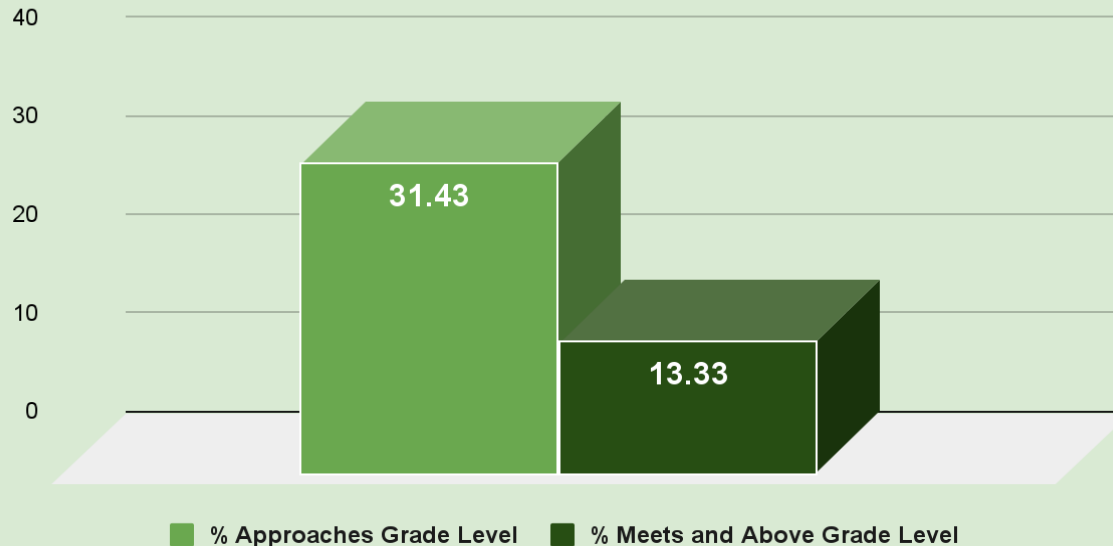




Emergent Bilingual Academic Performance

May 2024 4th Grade STAAR Spanish Reading Language Arts

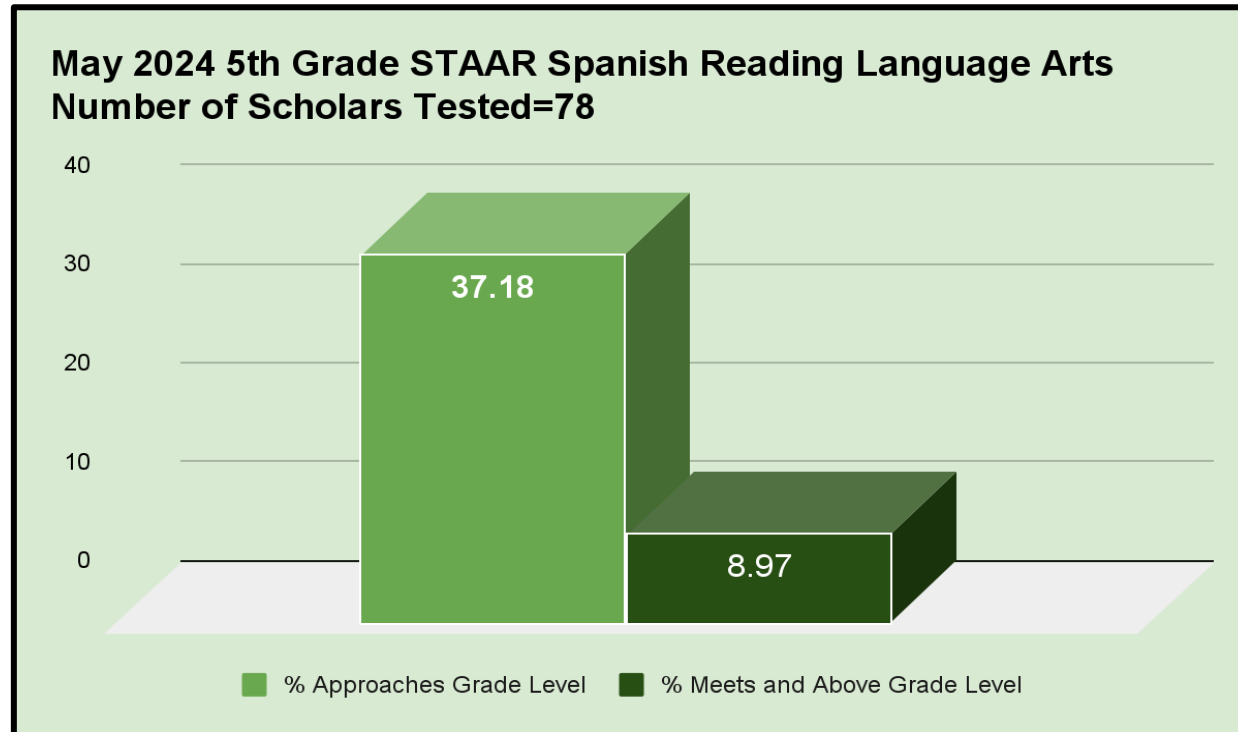
May 2024 4th Grade STAAR Spanish Reading Language Arts
Number of Scholars Tested=105





Emergent Bilingual Academic Performance

May 2024 5th Grade STAAR Spanish Reading Language Arts





Bilingual Exceptions and ESL Waivers 2023-2024

Pursuant to TAC §89.1207(a)(1), (b)(1), any district or charter school that does not have the appropriately certified teachers to serve Emergent Bilingual scholars in Texas must apply to the Texas Education Agency (TEA) for a bilingual exception and/or ESL waiver.

Manor ISD Bilingual Exceptions and ESL Waivers		
School Year	Bilingual Exceptions Filed	ESL Waivers Filed
2023-2024	54	149

Manor ISD Comprehensive District Professional Learning Plan



When a request for BE exceptions/ESL waivers are submitted the school district shall include an assurance that a comprehensive professional development plan that is ongoing and targets the development of the knowledge, skills, and competencies needed to serve the needs of Emergent Bilingual scholars is created and delivered to those teachers on bilingual exceptions and ESL waivers.

- New Teacher Orientation and Back to School professional learning - August 2023
- DL Academy—4 days of professional learning for teachers
- DL Academy for Leaders (district and campus leaders)
- District ESL academy opportunities for ESL certification (Internal)
- Monthly professional learning opportunities
 - District Principal meetings
 - ILT monthly meetings
 - Biliteracy curriculum workshops
- Compliance trainings for campus LPAC administrators and virtual and on-campus support as needed to LPAC administrators
- District-wide Content-Based Language Instruction (sheltered instruction) professional development

- Partnership with Dr. Zelaya Education consulting in supporting our EB newcomer scholars and campus staff with the Manor ISD EB Secondary Newcomer Empowerment
 - Instructional strategies toolkit
 - Post-secondary education support
- Elementary campuses participation in the Texas Dual Language Project with Ensemble Learning which includes:
 - Professional Learning
 - Campus administration campus walkthroughs using the TDLIF walkthrough tool
 - Instructional coaching support for dual language teachers
 - Bilingual certification support

Bilingual/ESL Certification Opportunities



Multilingual Education Department Certification Opportunities

- **Comprehensive professional learning plan for our teachers on bilingual exceptions and ESL waivers that were targeted to the competencies needed to serve the needs of our EB scholars throughout the school year**
 - Ensemble Learning partnership to provide additional instructional coaching for campus leadership teams and dual language teachers beyond the TDLP grant
- **Preparation for teachers in taking the Bilingual and ESL certification exams through virtual and in-person certification prep courses as well as TEA free courses**
 - Registration fees & testing materials paid for test prep course -bilingual/ESL certification exams.
 - Manor ISD ESL Academy offered by the Multilingual Education department
 - Multilingual Department will reimburse elementary and secondary content-area teachers who serve emergent bilingual scholars for the exam if they pass and have the endorsement added to their certificates
 - Extra-duty pay if certification prep courses offered outside of contract hours

Recruiting Endeavors



- **Continued participation in the J1 Visiting International Teaching initiative program to staff our schools with needed bilingual educators**
 - Recruited 4 elementary teachers from Spain through the Region 13 VIT program for the 2023-2024 school year
 - Onboarding professional development provided by Multilingual Education department through the DL Academy
 - Onboarded 4 more elementary teachers from Spain for our dual language classrooms for the 2024-2025 school year
- **Bilingual Stipend offer for certified bilingual teachers**
- **Continued collaboration with Human Capital to participate in various job fairs virtually and in-person throughout the school year**

Parental Engagement Plan



District Improvement Goal 3: COMMUNITY & FAMILY ENGAGEMENT- By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

1. Communication with our Manor ISD families - newsletters, website postings, social media postings, emails, text messages, and phone calls
2. The Multilingual Education department provides access to Boostlingo, an communication platform that offers interpretation management in numerous languages to communicate with EB scholars and families.
3. Collaboration with campuses in celebrating and honoring Hispanic Heritage Festival yearly
4. Parent, family & community outreach on Dual language programming: "platicas" community meetings, professional learning, and family literacy to promote family/school partnerships and increase achievement
5. Collaborate with campuses to plan and assist with family learning events with our multilingual programs
6. Emergent Bilingual newcomer family event hosted in collaboration with other MISD departments, the Manor community, and Dr. Zelaya Educational consulting



Thank you!

Annual Announcement on Continuing Education of Board Members

Manor ISD

November 2023 through October 2024 - Report run on 10/22/2024

NEW / EXPERIENCED TRUSTEES	Local District Orientation (3 hours for new Trustees, within 1st 120 days)	Introduction to Texas Education Code (3 hours for new Trustees, within 1st 120 days)	School Safety (2 hour every 2 years for all trustees) (Within 1st 120 days for new trustees)	Evaluating & Improving Student Outcomes (3 hours every 2 years for all trustees) (Within 1st 120 days for new trustees)	Post Legislative Update to TEC (2 hours for experienced Trustees after each Legislative Session) (New Trustees - N/A)	Child Abuse Prevention ((1 hour every 2 years) (Within 1st 120 days for new trustees)	Team Building Session (3 hours for all Trustees)	Continuing Education (10 hours for new trustees; 5 hours for experienced Trustees)	Completed Exceeded Incomplete
Ana Cortez	N/A	N/A	Complete	Complete	Complete	Complete	Complete	63.75 hrs	Exceeds
Fabian Martinez	N/A	N/A	Complete	Complete	Complete	Complete	Complete	49.5 hrs	Exceeds
Janie Guerrero	N/A	N/A	Complete	Complete	Complete	Complete	Complete	71.5 hrs	Exceeds
Mary Thomas	N/A	N/A	Complete	Complete	Complete	Complete	Complete	37 hrs	Exceeds
Monique Celedon	N/A	N/A	Complete	Complete	Complete	Complete	Complete	18 hrs	Exceeds
Stephanie Rodriguez-Barnett	N/A	N/A	Complete	Complete	Complete	Complete	Complete	81.75 hrs	Exceeds
Temeika Durden	N/A	N/A	Complete	Complete	Complete	Complete	Complete	41 hrs	Exceeds

(N) = New Trustee

School board members must complete training that is required by the State Board of Education (SBOE), and the board president must publicly announce whether each board member has met the SBOE training requirements. Board members must receive continuing education training in the areas reflected in this table, according to Tex. Educ. Code §11.159; 19 Tex. Admin. Code § 61.1, 61.3.

The annual announcement does not cover open government and cybersecurity training required for trustees under other law. Tex. Gov't Code §§ 551.005, 552.012, and 2054.5191. OMA and PIA training is required of all elected officials within 90 days of election or appointment. PIA training may be delegated by district policy. Cybersecurity training is required of all school board members annually.



This report is provided as a TASB member service. Official recordkeeping of Board Member continuing education credit is the responsibility of the district.

Board President Annual Announcement on Continuing Education of Board Members

BOARD PRESIDENT'S SCRIPT

Board President:

Under State Board of Education Rule, completing required continuing education each year of service is a basic obligation and expectation of any sitting board member.

As Board President (if absent, then replace with "Presiding Officer of the Board"), I am required to announce the name of each member who:

- **Has completed the required continuing education;**
- **Has exceeded the required continuing education; and**
- **Is deficient in meeting the required continuing education.**

The requirements for training are measured as of the first anniversary of the date of the trustee's election or appointment or two-year anniversary of his or her previous training, as applicable.

There are eight training areas for board member continuing education:

- 1. Local District Orientation**
- 2. Orientation to the Texas Education Code**
- 3. Post-Legislative Update to the Texas Education Code**
- 4. Team Building**
- 5. Additional Continuing Education**
- 6. Evaluating Student Academic Performance and Setting Goals**
- 7. Identifying and Reporting Abuse, Trafficking, and Other Maltreatment of Children**
- 8. School Safety**

To the extent applicable to each board member, I will announce the completion or deficiency as to required training.

For members who still have time remaining to complete required training, I will announce those board members who have scheduled timely training and those who have not yet scheduled the training.

At the conclusion of this announcement, I will announce any board member's training in excess of the continuing education requirements

Local District Orientation

Not applicable. No new board members were required to complete local district orientation training for the time period covered by this announcement.

Orientation to the Texas Education Code

Not applicable. No new board members were required to complete Orientation to the Texas Education Code training for the time period covered by this announcement.

Post-Legislative Update to the Texas Education Code

The following board members have completed Post-Legislative Update to the Texas Education Code training:

Ana Cortez, Fabian Martinez, Janie Guerrero, Mary Thomas, Monique Celedon, Stephanie Rodriguez-Barnett & Temeika Durden

Team Building

NOTE: The entire board and the Superintendent must participate in the annual team-building session. This training should be completed by the time of the annual announcement.

The following board members have completed the annual team-building training: Robert Sormani, Ana Cortez, Fabian Martinez, Janie Guerrero, Mary Thomas, Monique Celedon, Stephanie Rodriguez-Barnett & Temeika Durden

Additional Continuing Education

NOTE: 10 hours for first-year members, 5 hours for subsequent years.

The following board members have completed the additional continuing education requirements: Ana Cortez, Fabian Martinez, Janie Guerrero, Mary Thomas, Monique Celedon, Stephanie Rodriguez-Barnett & Temeika Durden

Evaluating Student Academic Performance and Setting Goals

NOTE: This training must be completed every two years.

The following board members have completed the biennial training on evaluating student academic performance and setting goals:

Ana Cortez, Fabian Martinez, Janie Guerrero, Mary Thomas, Monique Celedon, Stephanie Rodriguez-Barnett & Temeika Durden

Identifying and Reporting Abuse, Trafficking, and Other Maltreatment of Children

NOTE: This training must be completed every two years.

The following board members have completed the biennial training on identifying and reporting abuse and trafficking:

Ana Cortez, Fabian Martinez, Janie Guerrero, Mary Thomas, Monique Celedon, Stephanie Rodriguez-Barnett & Temeika Durden

School Safety

NOTE: This training must be completed every two years.

The following board members have completed the biennial training on school safety: Ana Cortez, Fabian Martinez, Janie Guerrero, Mary Thomas, Monique Celedon, Stephanie Rodriguez-Barnett & Temeika Durden

EXCEEDING REQUIRED CONTINUING EDUCATION

Board Member Ana Cortez exceeded the required amount of continuing education training by 57.25 additional hours.

Board Member Fabian Martinez exceeded the required amount of continuing education training by 44.5 additional hours.

Board Member Janie Guerrero exceeded the required amount of continuing education training by 66.5 additional hours.

Board Member Mary Thomas exceeded the required amount of continuing education training by 32 additional hours.

Board Member Monique Celedon exceeded the required amount of continuing education training by 13 additional hours.

Board Member Stephanie Rodriguez-Barnett exceeded the required amount of continuing education training by 76.75 additional hours.

Board Member Temeika Durden exceeded the required amount of continuing education training by 36 additional hours.

Manor Independent School District

Board of Trustees Board Meeting Agenda Item

October 22, 2024

INFORMATION ITEM SHEET

RE: Review and consider presentation from Administration/Program Manager regarding update on District Construction Projects.

Supporting Documents:

1. *HPM PowerPoint Presentation Materials*

District Goals*: Goal 5

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

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Background Information:

Administration and/or the Program Manager (HPM) will provide an update on the key projects for the 2019 Bond Program.

Fiscal Implications:

None. This is an informational update only.

Administrative Recommendation:

None. This is an informational update only.

Mr. Joe Mendez

Contact Person

Dr. Robert Sormani

Approved by Superintendent



2019 Bond Budget Update

Manor ISD – Manor, TX

- Information reported through October 08, 2024 (Per Procore)

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Master Budget

Project	*Original Budget	Budget Changes	Current Budget	Committed Costs	Projected Remaining	Projected Total	Projected Over/Under	Notes
Phase 2 MNTHS Field House/Concessions/RR	\$ 2,980,000	\$ 51,697	\$ 3,031,697	\$ 3,030,914	\$ 783	\$ 3,031,697	\$ -	COMPLETE
Furniture refresh	\$ 7,660,000	\$ (1,201,598)	\$ 6,458,402	\$ 6,458,402	\$ -	\$ 6,458,402	\$ -	COMPLETE
Playground and shade structures	\$ 3,060,000	\$ (388,658)	\$ 2,671,342	\$ 2,482,659	\$ 188,683	\$ 2,671,342	\$ -	COMPLETE
MISD police station and equipment	\$ 1,800,000	\$ (269,305)	\$ 1,530,695	\$ 1,436,618	\$ 94,077	\$ 1,530,695	\$ -	COMPLETE
Student & staff devices & virtual desktop infrastructure	\$ 4,750,000	\$ 1,731,824	\$ 6,481,824	\$ 6,481,824	\$ -	\$ 6,481,824	\$ -	COMPLETE
Early College High School	\$ 16,000,000	\$ 18,481,338	\$ 34,481,338	\$ 34,381,677	\$ 99,661	\$ 34,481,338	\$ -	COMPLETE
Program Management	\$ -	\$ 4,830,136	\$ 4,830,136	\$ 4,894,206	\$ -	\$ 4,894,206	\$ (64,070)	COMPLETE
Land Acquisition	\$ 10,000,000	\$ (1,876,386)	\$ 8,123,614	\$ 6,637,277	\$ 1,486,337	\$ 8,123,614	\$ -	Reserved for New Property
Undesignated Funds	\$ 14,470,000	\$ (14,426,187)	\$ 43,813	\$ 43,813	\$ -	\$ 43,813	\$ 0	COMPLETE
Track & Field event space MSHS	\$ 350,000	\$ 300,210	\$ 650,210	\$ 650,210	\$ -	\$ 650,210	\$ -	COMPLETE
Secure vestibules and door access for non-instructional bldgs.	\$ 500,000	\$ 131,554	\$ 631,554	\$ 631,554	\$ -	\$ 631,554	\$ -	COMPLETE
PA system updates to older campuses	\$ 500,000	\$ 18,610	\$ 518,610	\$ 518,610	\$ -	\$ 518,610	\$ -	COMPLETE
New buses and White fleet vehicles	\$ 4,000,000	\$ -	\$ 4,000,000	\$ 3,466,646	\$ 533,354	\$ 4,000,000	\$ -	In Process
Roof Repair and Replacement	\$ 7,000,000	\$ -	\$ 7,000,000	\$ 6,192,181	\$ 807,819	\$ 7,000,000	\$ -	COMPLETE
Mechanical system upgrades	\$ 10,000,000	\$ 2,490,634	\$ 12,490,634	\$ 12,490,634	\$ -	\$ 12,490,634	\$ -	COMPLETE
Wide Area Network Fiber	\$ 2,400,000	\$ (894,527)	\$ 1,505,473	\$ 797,595	\$ 707,879	\$ 1,505,473	\$ -	In Process
Baseball/Softball complex, 8 Tennis courts at MSHS and Turf for BB/SB for MNTHS	\$ 12,600,000	\$ 4,295,544	\$ 16,895,544	\$ 16,415,709	\$ 479,835	\$ 16,895,544	\$ -	COMPLETE
New Transportation Facility to serve 150 buses	\$ 18,000,000	\$ 3,813,773	\$ 21,813,773	\$ 21,813,773	\$ -	\$ 21,813,773	\$ -	Under Construction
Manor Rise Academy	\$ 43,000,000	\$ 13,847,990	\$ 56,847,990	\$ 56,002,143	\$ 845,847	\$ 56,847,990	\$ -	Closeout Phase
Wildhorse Elementary School	\$ 21,000,000	\$ 22,075,114	\$ 43,075,114	\$ 42,306,521	\$ 768,593	\$ 43,075,114	\$ -	Closeout Phase
New Practice (Multipurpose) facility at MSHS	\$ 8,500,000	\$ (733,847)	\$ 7,766,153	\$ 7,766,153	\$ -	\$ 7,766,153	\$ -	Closeout Phase
New Practice (Multipurpose) facility at MNTHS	\$ 8,500,000	\$ (548,872)	\$ 7,951,128	\$ 7,913,105	\$ 38,023	\$ 7,951,128	\$ -	Closeout Phase
New Practice Gym at MSHS	\$ 5,000,000	\$ 80,375	\$ 5,080,375	\$ 4,934,251	\$ 146,124	\$ 5,080,375	\$ -	Closeout Phase
Completed & Committed Subtotal	\$ 202,070,000	\$ 51,809,418	\$ 253,879,418	\$ 247,746,474	\$ 6,197,014	\$ 253,943,488	\$ (64,070)	
Additional security cameras and servers	\$ 1,100,000	\$ 2,437,474	\$ 3,537,474	\$ 3,537,474	\$ -	\$ 3,537,474	\$ -	COMPLETE
Wireless access points and network switches	\$ 7,330,000	\$ (1,773,327)	\$ 5,556,673	\$ 3,691,489	\$ 1,865,184	\$ 5,556,673	\$ -	In Process
Food service equipment upgrades	\$ 5,000,000	\$ -	\$ 5,000,000	\$ 4,674,550	\$ -	\$ 4,674,550	\$ 325,450	COMPLETE
Electrical system upgrades	\$ 5,000,000	\$ (1,292,340)	\$ 3,707,660	\$ 3,301,955	\$ 405,705	\$ 3,707,660	\$ -	In Process
Paving, parking lot and driveway improvements	\$ 10,000,000	\$ (2,400,636)	\$ 7,599,364	\$ 5,229,115	\$ 1,000,000	\$ 6,229,115	\$ 1,370,249	Under Construction
Plumbing and restroom upgrades	\$ 5,000,000	\$ (3,680,000)	\$ 1,320,000	\$ 1,269,790	\$ 50,210	\$ 1,320,000	\$ -	In Process
Upcoming/Under Development Subtotal	\$ 33,430,000	\$ (6,708,829)	\$ 26,721,171	\$ 21,704,373	\$ 3,321,099	\$ 25,025,471	\$ 1,695,699	
<i>New Performing Art Center</i>	\$ 35,000,000	\$ (35,000,000)	\$ -	\$ -	\$ -	\$ -	\$ -	<i>Project Reallocated</i>
<i>Special Ed sensory rooms for elementary and middle schools</i>	\$ 2,000,000	\$ (2,000,000)	\$ -	\$ -	\$ -	\$ -	\$ -	<i>Project Reallocated</i>
<i>Parking lot repairs</i>	\$ 5,000,000	\$ (5,000,000)	\$ -	\$ -	\$ -	\$ -	\$ -	<i>Project Reallocated</i>
<i>STEAM labs for elementary</i>	\$ 2,000,000	\$ (2,000,000)	\$ -	\$ -	\$ -	\$ -	\$ -	<i>Project Reallocated</i>
<i>New road at MES/MMS</i>	\$ 500,000	\$ (500,000)	\$ -	\$ -	\$ -	\$ -	\$ -	<i>Project Reallocated</i>
Reallocated Project Subtotal	\$ 44,500,000	\$ (44,500,000)	\$ -	\$ -	\$ -	\$ -	\$ -	
Bond Subtotal	\$ 280,000,000	\$ 600,589	\$ 280,600,589	\$ 269,450,847	\$ 9,518,113	\$ 278,968,960	\$ 1,631,629	
Program Contingency (Original = \$8,466,060)	\$ -	\$ (551,089)	\$ (551,089)	\$ 107,564	\$ -	\$ 107,564	\$ (658,653)	103
BOND GRAND TOTAL	\$ 280,000,000	\$ 49,500	\$ 280,049,500	\$ 269,558,411	\$ 9,518,113	\$ 279,076,524	\$ 972,976	Available Funds



MANOR INDEPENDENT SCHOOL DISTRICT

CHANGES IN INVESTMENT POSITION
1ST QUARTER (07/01/2024 - 09/30/2024)

Fund Type	Beginning Balance	Contributions	Withdrawals	Ending Balance	Interest Earned	Average Yield
Texas Class						
Operating Fund	\$ 23,603,791	\$ 306,081	\$ 22,200,000	\$ 1,893,659	\$ 183,787	5.3913%
Debt Service Fund	\$ 56,270,925	\$ -	\$ 23,308,324	\$ 33,493,022	\$ 530,421	5.3913%
Construction Fund	\$ 6,039	\$ 28,480,836	\$ 395,523	\$ 28,118,562	\$ 27,211	5.3913%
TOTAL	\$ 79,880,755	\$ 28,786,916	\$ 45,903,847	\$ 63,505,243	\$ 741,419	
Frontier Bank						
Operating Fund	\$ 12,484,409	\$ 6,335,156	\$ 11,058,585	\$ 7,864,069	\$ 103,090	3.2700%
Debt Service Fund	\$ 2,709	\$ 23,308,324	\$ 23,309,149	\$ 6,035	\$ 4,151	3.2900%
Payroll Fund	\$ 3,130,417	\$ 22,213,774	\$ 23,804,537	\$ 1,562,169	\$ 22,516	3.2600%
Construction Fund	\$ 4,107,136	\$ 11,874,991	\$ 14,982,128	\$ 1,000,000	\$ -	0.0000%
TOTAL	\$ 19,724,671	\$ 63,732,245	\$ 73,154,400	\$ 10,432,274	\$ 129,757	
HillTop Security						
Construction Fund	\$ 39,624,281	\$ -	\$ 39,930,836	\$ -	\$ 306,555	4.0117%
TOTAL	\$ 39,624,281	\$ -	\$ 39,930,836	\$ -	\$ 306,555	
GRAND TOTAL	\$ 139,229,707	\$ 92,519,162	\$ 158,989,082	\$ 73,937,517	\$ 1,177,731	

Custom Account Statement Texas CLASS

Entity Name	Investor ID	Report Period	Start Date	End Date	Average Yield for the Period
Manor ISD	TX-01-0673		7/1/2024	9/30/2024	5.3913%

Account Number	Account Name	Beginning Balance	Contributions	Withdrawals	Ending Balance	Income Earned for Period
TX-01-0673-0001	OPERATING	23,603,791.16	306,080.74	22,200,000.00	1,893,658.71	183,786.81
TX-01-0673-0002	DEBT SERVICE	56,270,925.07	0.00	23,308,324.09	33,493,022.68	530,421.70
TX-01-0673-0003	CONSTRUCTION	6,039.01	28,480,835.57	395,523.13	28,118,562.14	27,210.69
	Total	79,880,755.24	28,786,916.31	45,903,847.22	63,505,243.53	741,419.20

Transactional Activity

TX-01-0673-0001 OPERATING

Date	Transaction Description	Contributions & Income Earned	Withdrawals	Balance	Confirmation Number
07/01/2024	Beginning Balance			23,603,791.16	
07/10/2024	Withdrawal	0.00	4,000,000.00		9048297
07/29/2024	Withdrawal	0.00	3,500,000.00		9136277
08/02/2024	Contribution	10,659.71	0.00		9163245
08/05/2024	Contribution	8,567.14	0.00		9170105
08/06/2024	Contribution	7,286.55	0.00		9176873
08/07/2024	Contribution	3,241.72	0.00		9183644
08/08/2024	Contribution	7,877.13	0.00		9190426
08/12/2024	Withdrawal	0.00	3,400,000.00		9204347
08/27/2024	Withdrawal	0.00	3,500,000.00		9279533
08/29/2024	Contribution	60,937.29	0.00		9293257
08/30/2024	Contribution	3,496.86	0.00		9300126
09/03/2024	Contribution	6,413.82	0.00		9313748

09/04/2024	Contribution	15,039.13	0.00	9320538
09/05/2024	Contribution	34,586.57	0.00	9327344
09/10/2024	Contribution	6,371.62	0.00	9347866
09/10/2024	Withdrawal	0.00	3,900,000.00	9347942
09/12/2024	Contribution	22,633.67	0.00	9361552
09/13/2024	Contribution	24,401.26	0.00	9368397
09/16/2024	Contribution	449.92	0.00	9375306
09/17/2024	Contribution	2,713.36	0.00	9382118
09/18/2024	Contribution	127.43	0.00	9388975
09/19/2024	Contribution	1,274.13	0.00	9395904
09/20/2024	Contribution	7.80	0.00	9402689
09/23/2024	Contribution	61,812.99	0.00	9409590
09/24/2024	Contribution	6,087.76	0.00	9416430
09/25/2024	Contribution	7,066.93	0.00	9423289
09/26/2024	Contribution	9,292.60	0.00	9430202
09/26/2024	Withdrawal	0.00	3,900,000.00	9430335
09/27/2024	Contribution	3,527.71	0.00	9437120
09/30/2024	Contribution	2,207.64	0.00	9444177
09/30/2024	Income Dividend Reinvestment	183,786.81	0.00	
09/30/2024	Ending Balance			1,893,658.71

TX-01-0673-0002 DEBT SERVICE

Date	Transaction Description	Contributions & Income Earned	Withdrawals	Balance	Confirmation Number
07/01/2024	Beginning Balance			56,270,925.07	
07/24/2024	Withdrawal	0.00	23,308,324.09		9115952
09/30/2024	Income Dividend Reinvestment	530,421.70	0.00		
09/30/2024	Ending Balance			33,493,022.68	

TX-01-0673-0003 CONSTRUCTION

Date	Transaction Description	Contributions & Income Earned	Withdrawals	Balance	Confirmation Number
07/01/2024	Beginning Balance			6,039.01	
09/24/2024	Contribution	27,530,073.85	0.00		9416532
09/25/2024	Withdrawal	0.00	395,523.13		9423360
09/25/2024	Contribution	950,761.72	0.00		9423419
09/30/2024	Income Dividend Reinvestment	27,210.69	0.00		
09/30/2024	Ending Balance			28,118,562.14	

Manor Independent School District
Board of Trustee Meeting Agenda Item
10/22/2024

ACTION ITEM SHEET

RE: 2024 Efficiency Audit Report

Supporting Documents:

1. 2024 Efficiency Audit Report

District Goals*:

- Goal 1: ACADEMIC ACHIEVEMENT GAPS- By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.
- Goal 2: COMMUNICATION- 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 4: EQUITY & INNOVATION- 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: FACILITIES & MAINTENANCE- By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

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Background Information:

Because the District is proposing a maintenance and operations (M&O) tax rate for fiscal year 2025 that exceeds their voter-approval tax rate (VATRE), HB3 generally requires a school district's board of trustees to conduct an efficiency audit before seeking voter approval to adopt the M&O tax rate. The statute does provide for a two-year exemption from this requirement if all or part of the District is located in an area declared a disaster area by the governor.

The District engaged MoakCasey, LLC in June 2024 to conduct the efficiency audit. These types of audits focus on informing voters about the District's fiscal management, efficiency, utilization of resources, and whether the District has implemented best practices.

Fiscal Implications:

\$20,000.00

Administrative Recommendation:

Informational only.

Motion Language (fill in the blank):

Informational only.

Moises Santiago, CFO

Contact Person

Dr. Robert Sormani

Approved by Superintendent



MOAKCASEY
PROVEN LEADERS ADVANCING TEXAS SCHOOLS



2024

EFFICIENCY AUDIT

Manor Independent School District

EFFICIENCY AUDIT FOR MANOR INDEPENDENT SCHOOL DISTRICT

September 2024

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EXECUTIVE SUMMARY

MoakCasey, LLC was contracted to conduct an efficiency audit for Manor Independent School District (“the District”). The purpose of an efficiency audit is to investigate the District’s operations to examine fiscal management, efficiency, and utilization of resources.

The District’s efficiency audit report follows the [guidelines](#) prescribed by the Legislative Budget Board. These guidelines identify the scope and areas of investigation.

Because the District is proposing a maintenance and operations (M&O) tax rate for fiscal year 2025 that exceeds their voter-approval tax rate, House Bill 3 (86th Legislature) generally requires a school district’s board of trustees to conduct an efficiency audit before seeking voter approval to adopt the M&O tax rate. Statute does provide for a two-year exemption from this requirement if all or part of the District is located in an area declared a disaster area by the governor under Chapter 418, Government Code.

The efficiency audit incorporates Texas Education Agency (TEA) Public Education Information Management System (PEIMS) standard data for school years 2018-19 through 2023-24, TEA PEIMS financial data for 2022-23, Texas Academic Performance Reports (TAPR) data 2022-23, 2023 TEA FIRST Ratings, and 2022 TEA Accountability Ratings.

SUMMARY OF RESULTS

District Comment: Manor ISD allocates and manages resources effectively to minimize waste and maximize student results. We use student outcomes and data driven reports to determine priority areas and provide students with the highest needs additional resources to ensure success.

On November 5, 2024, Manor Independent School District (“the District”) is holding an election to increase the District’s maintenance and operations (M&O) property tax rate in tax year 2024 or school year 2024-25. M&O taxes are used for the operation of public schools.

Without an election, the District’s M&O tax rate would be \$0.6813. The District is proposing to increase the M&O tax rate by \$0.03 through a voter approval tax rate election (VATRE) to \$0.7113. The District expects to generate approximately \$6.3 million in M&O tax revenue in the first school year, which represents about 8.2% of the district’s current adopted operating budget for the 2024-25 school year. Additional resources will be used for staff salaries and mental health programs.

	2024 Tax Year (Without VATRE)	2024Tax Year (With VATRE)
Average Taxable Value for Single-Family Residence	\$233,192	\$233,192
M&O Tax Rate	\$0.6813	\$0.7113
M&O Levy	\$1,589	\$1,659
Difference		\$70

If the VATRE is successful, the average single-family residential property would expect an increase of \$70 compared to if the VATRE does not pass for maintenance and operations. However, the District has also proposed an interest and sinking (I&S) tax rate of \$0.16261 to service its debt a decrease of \$0.09 from 2023-24. These proposed tax rates are in addition to the tax rates adopted by the city, county, and special taxing districts.

The District's 2023-24 M&O tax rate of \$0.6916 was \$0.0114 lower than the average of their peers, and \$0.0417 lower than the state average. If the VATRE is successful, the district tax rate will be \$0.0036 higher than their peers. The state average 2024-25 M&O tax rate is not yet available.

District Name	2023-24 M & O Tax Rate		Proposed 2024-25 M & O Tax Rate*	
MANOR ISD	\$	0.6916	\$	0.7113*
CHANNELVIEW ISD	\$	0.6788	\$	0.6788
CORSICANA ISD	\$	0.6692	\$	0.6669
DEL VALLE ISD	\$	0.6728	\$	0.6669
LOCKHART ISD	\$	0.6992	\$	0.6969
MONTGOMERY ISD	\$	0.6744	\$	0.7169*
NEW BRAUNFELS ISD	\$	0.7011	\$	0.6969
SAN MARCOS CISD	\$	0.6802	\$	0.6969*
TEMPLE ISD	\$	0.7939	\$	0.7939**
TEXARKANA ISD	\$	0.7575	\$	0.7552
STATE AVERAGE	\$	0.7333	Not Available	

*Districts holding VATRE November 2024

**District adopted Disaster Pennies 2024

The District engaged MoakCasey, LLC in June 2024 to conduct the efficiency audit. Efficiency audits focus on informing voters about the District's fiscal management, efficiency, utilization of resources, and whether the District has implemented best practices. The information includes data and tools that the State of Texas currently utilizes to measure school district efficiency.

Below is key information about the District:

- The District's total operating revenue for the most recent school year totaled \$12,578 per student, while its peer districts average and State average were \$12,566 per student and \$12,739 per student, respectively.
- The District's total operating expenditures for the most recent year totaled \$13,104 per student, while its peer districts average was \$12,289 per student. The State's total average operating expenditure totaled \$12,352 per student.
- The District has earned a Superior Rating for the School Financial Integrity Rating System of Texas (FIRST) for the 2023-24 school year.
- The Texas Education Agency reviews and tracks the performance of both school districts and individual schools with the Texas A-F Accountability System. The District was not rated a C for the prior year

District Name	Rating	Overall Score
MANOR ISD	C	75
CHANNELVIEW ISD	B	87
CORSICANA ISD	B	81
DEL VALLE ISD	B	82
LOCKHART ISD	C	75
MONTGOMERY ISD	A	93
NEW BRAUNFELS ISD	B	86
SAN MARCOS CISD	C	78
TEMPLE ISD	C	77
TEXARKANA ISD	B	80

Source: TEA 2022 Accountability Ratings

The district has 15 campuses with the following campus ratings:

Grade	Number of Campuses
A	2
B	3
C	5
D	0
F	0
Not Rated	0
Not Rated (SB 1365)	5

Source: TEA 2022 Accountability Ratings

Additional details and audit results are included in Section IV.

Methodology

To complete the efficiency audit, MoakCasey, LLC performed the following procedures:

1. Selected 9 peer districts, developed a simple average for peer districts, and used the same peer district group throughout the audit.
2. Reported on the overall accountability rating (A-to-F and the corresponding scale score of 1 to 100).
3. Compared the District's peer districts' average accountability rating and listed the following District's campus information:
 - a. Accountability rating counts for each campus level within the district.
 - b. Names of the campuses that received an F accountability rating.
 - c. Campuses that are required to implement a campus turnaround plan.
4. Reported on the District's School FIRST rating. For a rating of less than A, listed the indicators not met.
5. Reported on student characteristics for the District, its peer districts, and the state average the following data:
 - a. Total Students
 - b. Economically Disadvantaged
 - c. English Learners
 - d. Special Education
 - e. Bilingual/ESL Education
 - f. Career and Technical Education
6. Reported on the 2022-23 attendance rate for the District, its peer districts, and the state average.
7. Reported on the five-year enrollment for the District, including the most recent school year and four years prior, the average annual percentage change based on the previous five years, and the projected enrollment for the 2024-25 school year.
8. Reported on the following indicators related to the District's revenue, its peer district's average, and the state average, and explained any significant variances using 2022-23 data.
 - a. Local M&O Tax (Retained)(without debt service and recapture)
 - b. State
 - c. Federal
 - d. Other local and intermediate
 - e. Total revenue
9. Reported on the following indicators related to the District's expenditures, its peer districts' average, and the state average, and explained significant variances from the peer districts' average, if any, using 2022-23 data.
 - a. Instruction
 - b. Instructional resources and media

- c. Curriculum and staff development
 - d. Instructional leadership
 - e. School leadership
 - f. Guidance counseling services
 - g. Social work services
 - h. Health services
 - i. Transportation
 - j. Food service operation
 - k. Extracurricular
 - l. General administration
 - m. Plant maintenance and operations
 - n. Security and monitoring services
 - o. Data processing services
 - p. Community services
 - q. Total operating expenditures
10. Reported on the following indicators for payroll and select District salary expenditures compared to its peer districts' average and the state average and explained any significant variances from the peer districts' average in any category, using 2022-23 and 2023-24 data.
- a. Payroll as a percentage of all funds
 - b. Average teacher salary
 - c. Average administrative salary
 - d. Superintendent salary
11. Reported on the General Fund operating fund balance, excluding debt service and capital outlay, for the past five years and per student for the District and its peer districts, using 2022-23 and 2023-24 data. Analyzed unassigned balance per student and as a percentage of three-month operating expenditures and explained any significant variances.
12. Reported the District's allocation of staff, and student-to-teacher and student-to-total staff ratios for the District, its peer districts, and the state average for the 2023-24 school year. The following staff categories were used:
- a. Teaching
 - b. Support
 - c. Administrative
 - d. Paraprofessional
 - e. Auxiliary
 - f. Students per total staff
 - g. Students per teaching staff
13. Reported on the District's teacher turnover rate, as well as its peer districts and the state's average for the 2022-23 school year.
14. Reported on the following programs offered by the District, including the number of students served, percentage of enrolled students served, program budget, program budget as a percentage of the

- District's budget, total staff for the program, and student-to-staff ratio for the program, using data from the 2022-23 and 2023-24 school years.
- a. Special Education
 - b. Bilingual Education
 - c. Migrant Programs
 - d. Gifted and Talented Programs
 - e. Career and Technical Education
 - f. Athletics and Extracurricular Activities
 - g. Alternative Education Program/Disciplinary Alternative Education Program
 - h. Juvenile Justice Alternative Education Program
15. Described how the District maximizes available resources from state sources and regional education service centers to develop or implement programs or deliver services.
16. Report on the District's annual external audit report's independent auditor's opinion as required by *Government Auditing Standards*.
17. Explained the basis of the TEA assigning the District a financial-related monitoring/oversight role during the past three years, if applicable.
18. In regards to the District's budget process, provided a response to each of the following questions:
- a. Does the District's budget planning process include projections for enrollment and staffing?
 - b. Does the District's budget process include monthly and quarterly reviews to determine the status of annual spending?
 - c. Does the District use cost allocation procedures to determine campus budgets and cost centers?
 - d. Does the District analyze educational costs and student needs to determine campus budgets?
19. Provided a description of the District's self-funded program, if any, and analyzed whether program revenues are sufficient to cover program costs.
20. Reported whether the District administrators are evaluated annually and, if so, explained how the results inform District operations.
21. In regards to the District's compensation system, provided a response to the following questions:
- a. Does the District use salary bonuses or merit pay systems? If yes, explain the performance-based systems and the factors used.
 - b. Do the District's salary ranges include minimum, midpoint, and maximum increments to promote compensation equity based on the employee's education, experience, and other relevant factors?
 - c. Does the District periodically adjust its compensation structure using verifiable salary survey information, benchmarking, and comparable salary data?
 - d. Has the District made any internal equity and/or market adjustments to salaries within the past two years?
22. In regards to planning, provided a response for each of the following questions:

- a. Does the District develop a District Improvement Plan (DIP) annually?
- b. Do all campuses in the District develop a Campus Improvement Plan (CIP) annually?
- c. Does the District have an active and current facilities master plan? If yes, does the District consider these factors to inform the plan:
 - i. Does the District use enrollment projections?
 - ii. Does the District analyze facility capacity?
 - iii. Does the District evaluate facility condition?
- d. Does the District have an active and current energy management plan?
- e. Does the District maintain a clearly defined staffing formula for staff in maintenance, custodial, food service, and transportation?

23. In regards to District academic information, provided a response for each of the following questions:

- a. Does the District have a teacher mentoring program?
- b. Are decisions to adopt new programs or discontinue existing programs made based on quantifiable data and research?
- c. When adopting new programs, does the District define expected results?
- d. Does the District analyze student test results at the district and/or campus level to design, implement and/or monitor the use of curriculum and instructional programs?
- e. Does the District modify programs, plan staff development opportunities, or evaluate staff based on analyses of student test results.

Assumptions

To conduct an accurate and effective efficiency audit, data from the state is assumed to be correct and complete. All data is accessed from publicly available records and is submitted to the state by the referenced districts.

DISTRICT DATA ON ACCOUNTABILITY, STUDENTS, STAFFING AND FINANCES, WITH PEER AND STATE COMPARISONS

Peer Districts

MoakCasey, LLC analyzes multiple school district variables from statewide data sources to select and provide peer districts for the Manor Independent School District ("the District"). The peer districts were selected based on how they compared to the District in terms of enrollment, 5-year growth, average daily attendant (ADA) to weighted average daily attendance (WADA) ratio, Tier II M&O tax rate, geographic proximity, and National Center for Education Statistics (NCES) type. The district selected 9 peer districts, as shown below.

Figure 1. Peer Districts

101905	CHANNELVIEW ISD
175903	CORSICANA ISD
227910	DEL VALLE ISD
028902	LOCKHART ISD
170903	MONTGOMERY ISD
046901	NEW BRAUNFELS ISD
105902	SAN MARCOS CISD
014909	TEMPLE ISD
019907	TEXARKANA ISD

Accountability Rating

The Texas Education Agency (TEA) annually assigns an A-to-F rating and a corresponding scaled score (1 to 100) to each district and campus based on student assessment results and other accountability measures.

The District received a C for the 2021-22 school year. See Table 1 in Appendix B for overall score ratings for each of the peer districts.

Figure 2. Accountability Rating Comparison

	District Rating (A-F)	District Score (1-100)	Peer Districts Average Score (1-100)
Rating/Score	C	75	82

Source: TEA 2022 Accountability Ratings

The District has 15 campuses. Of the campuses in the District, 2 received an A rating and 3 received a B rating, 5 received a C rating, while 5 were not rated. There were no campuses that received an F accountability rating. There were no campuses that were required to implement a campus turnaround plan.

Figure 3. Accountability Rating by Campus Level

	Elementary/ Secondary	Elementary	Middle School	High School
A	0	2	0	0
B	0	2	0	1
C	0	2	1	2
D	0	0	0	0
F	0	0	0	0
Not Rated	0	0	0	0
Not Rated: SB 1365	0	3	2	0

Source: TEA 2022 Accountability Ratings

Campuses that received an F accountability rating:

None

Campuses that are required to implement a campus turnaround plan:

- **Manor Middle School**
- **Decker Elementary School**

Financial Rating

The State of Texas' school financial accountability rating system, known as the School Financial Integrity Rating System of Texas (FIRST), ensures that Texas public schools are held accountable for the quality of their financial management practices and that they improve those practices. The system is designed to encourage Texas public schools to better manage their financial resources to provide the maximum allocation possible for direct instructional purposes.

The School Financial Integrity Rating System of Texas (FIRST) holds school districts accountable for the quality of their financial management practices. The rating is based on five critical indicators as well as minimum number of points for an additional ten indicators. Beginning with 2015-2016 Rating (based on the 2014-2015 financial data), the Texas Education Agency moved from a "Pass/Fail" system and began assigning a letter rating. The ratings and corresponding points are shown below:

<u>Rating</u>	<u>Points</u>
A = Superior	90-100
B = Above Standard	80-89
C = Meet Standards	60-79
F = Substandard Achievement	Less than 60

The District has earned a Superior rating of "A" from the FIRST for the 2022-23 school year. **Based on the preliminary scores the district will receive an "A" rating for 2023-24.**

Figure 4. FIRST Rating	District Rating (A-F)
Rating	A

Source: TEA FIRST Ratings (2022-23)

Student Information

Every student is served differently in public schools based on their unique characteristics. Such data is captured by the Texas Education Agency on an annual basis. Figure 5 provides student counts for five select student characteristics, which are described below:

Economically Disadvantaged – This term, while not explicitly defined in statute, can be used interchangeably with educationally disadvantaged, according to the Texas Education Agency (TEA). Educationally disadvantaged is defined by the Texas Education Code (TEC) §5.001(4) as a student who is “eligible to participate in the national free or reduced-price lunch program”.

- English Learners – TEC §29.052 refers to Emergency Bilingual students as those who are in the process of acquiring English and have a primary language other than English as Limited English Proficient (LEP). TEA guidance states that the term English Learners can be used interchangeably with Emergent Bilingual.
- Special Education – Federal and state law both offer definitions of special education students. Federal regulations define a “child with a disability” under 34 CFR, §300.8(a). State statute defines special education eligibility under TEC §29.003 or the Texas Administrative Code §89.1040.
- Bilingual/ESL Education – The Texas Education Code §29.055 describes students enrolled in a bilingual education program as those students in a “full-time program of dual-language instruction that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of the English language skills.” Students enrolled in an English as a Second Language (ESL) program receive “intensive instruction in English from teachers trained in recognizing and dealing with language differences.”
- Career and Technical Education – Students enrolled in State-approved Career and Technology Education (CTE) programs. Specific eligibility criteria for CTE are included in section 5 of the Student Attendance Accounting Handbook.

The District classified 68.1 percent of their total student population as economically disadvantaged. The District’s peer district average shows that 68.8 percent of students were characterized as economically disadvantaged. Both the District’s and their peer districts’ economically disadvantaged student population were higher than the state average of 62.2 percent.

English Learner students at the District equal 45.5 percent of the student population, which is higher than the peer district average of 24.5 percent and the state average percentage of 24.3.

Special Education students at the District equal 11.2 percent of the student population, lower than both the peer district average of 15.6 percent and the state average of 14.0 percent.

Bilingual/ESL Education students at the District equal 13.1 percent of the student population, which is lower than both the peer district average of 19.6 percent and the state average percentage of 19.9.

Career and Technical Education students in the District equal 29.9 percent of the student population, which is slightly higher than their peer average of 29.3 and higher than the state average of 26.5 percent.

Figure 5. Selected Student Characteristics

	Total Student Population Count	Percentage of Student Population	Peer Districts Average Percentage	State Average Percentage*
Total Students	9,658	100.0%	100%	100%
Economically Disadvantaged	6,577	68.1%	68.8%	62.2%
Emergent Bilingual/English Learners	4,395	45.5%	24.5%	24.3%
Special Education	1,082	11.2%	15.6%	14.0%
Bilingual/ESL Education	1,264	13.1%	19.6%	19.9%
Career & Technology Education**	2,766	29.9%	29.3%	26.5%

Source: PEIMS Standard Reports (2023-24)

*State average includes charter students

**Career & Technology is membership from TAPR (2022-23)

The District had an attendance rate of 90.7 percent in the 2021-22 school year, lower than both the peer and state average.

Figure 6. Attendance Rate

	District Total	Peer Districts' Average	State Average
Attendance Rate	90.7	91.1	92.2

Source: TAPR Report (2022-23)

Figure 7 displays the District's enrollment for the last five years. The District's average annual percentage change is a slight increase of 0.2 percent. Since 2019-20, the District's enrollment has increased by 63 students. Based off the 2024 enrollment projection, the District is expected to have a continued decrease in enrollment.

Figure 7. 5-Year Enrollment

2023-24	9,658
2022-23	9,255
2021-22	9,270
2020-21	9,238
2019-20	9,595
Average Annual percentage change	0.2%
2024 Projection	9,678

Source: PEIMS Standard Reports (2018-19 through 2023-24)

Financial Information – Revenue, Expenditures, Payroll and Fund Balance

Figure 8 below presents the district tax revenue for the 2022-23 school year for the District, the peer district average, and the state average.

The District receives \$12,578 in total revenue per student, which is slightly higher their peer average of \$12,566 but lower than the state average of \$12,739.

Figure 8. District Tax Revenue

	DISTRICT		PEER DISTRICTS AVERAGE		STATE AVERAGE*	
	Per Student	% of Total	Per Student	% of Total	Per Student	% of Total
Local Net M&O Tax Revenue	\$8,502	67.6%	\$6,069	48.3%	\$5,612	44.1%
State Revenue	\$867	6.9%	\$2,999	23.9%	\$3,835	30.1%
Federal Revenue	\$2,268	18.0%	\$2,564	20.4%	\$2,559	20.1%
Other Local / Intermediate Revenue	\$942	7.5%	\$934	7.4%	\$733	5.8%
TOTAL REVENUE	\$12,578	100%	\$12,566	100%	\$12,739	100.0%

Source: TEA PEIMS Actual Financial Reports 2022-23

* State Average does not include charter districts.

Figure 9 outlines expenditures per student. The District spends \$13,104 in total operating expenditures per student, which is greater than the peer district average of \$12,289 and state average of \$12,352. The District's largest expenditures per student are in instruction, maintenance and operations, and school leadership.

Figure 9. Actual Operating Expenditures

	DISTRICT		PEER DISTRICTS AVERAGE		STATE AVERAGE*	
	Per Student	% of Total	Per Student	% of Total	Per Student	% of Total
Instruction	\$6,525	49.8%	\$6,880	56.0%	\$6,872	55.6%
Instructional Resources & Media	\$100	0.8%	\$114	0.9%	\$128	1.0%
Curriculum & Staff Development	\$140	1.1%	\$224	1.8%	\$301	2.4%
Instructional Leadership	\$520	4.0%	\$229	1.9%	\$218	1.8%
School Leadership	\$822	6.3%	\$639	5.2%	\$679	5.5%
Guidance Counseling	\$275	2.1%	\$425	3.5%	\$505	4.1%
Social Work	\$199	1.5%	\$68	0.6%	\$47	0.4%
Health	\$141	1.1%	\$119	1.0%	\$137	1.1%
Transportation	\$611	4.7%	\$473	3.9%	\$385	3.1%
Food Service Operation	\$798	6.1%	\$703	5.7%	\$631	5.1%
Extracurricular	\$341	2.6%	\$338	2.7%	\$400	3.2%
General Administration	\$549	4.2%	\$416	3.4%	\$383	3.1%
Plant Maintenance & Operations	\$1,336	10.2%	\$1,184	9.6%	\$1,198	9.7%
Security & Monitoring	\$263	2.0%	\$155	1.3%	\$168	1.4%
Data Processing	\$317	2.4%	\$246	2.0%	\$235	1.9%
Community	\$166	1.3%	\$75	0.6%	\$64	0.5%
TOTAL Operating Expenditures	\$13,104	100.0%	\$12,289	100.0%	\$12,352	100.0%

Source: TEA PEIMS Financial Reports 2022-23

* State average does not include charter districts.

Figure 10 presents the payroll expenditure summary for the District, the peer district average, and the state average.

The average base teacher salary at the District is higher than both their peer district average and the state average, by \$6,635 and \$5,008 respectively. The average administrative base salary and superintendent salary at the District is slightly higher than the peer district and state average. Data for the state average of superintendent base salary is comprised of school districts that have enrollments ranging from 24 students to 194,607 students in the 2021-22 school year.

Figure 10. Payroll Expenditure Summary

	District	Peer Districts Average	State Average
Payroll as a Percentage of All Operating Expenditures	78.2%	77.7%	78.8%
Average Teacher Base Salary	\$67,471	\$60,836	\$62,463
Average Administrative Base Salary	\$94,586	\$93,407	\$94,609
Superintendent Base Salary	\$276,549	\$253,283	\$171,022

Source: PEIMS Standard Report (2023-24) and PEIMS Actual Financial Reports (2022-23)

* Only State average for payroll expenditures does not include charter districts. Staffing salary does include charter districts.

The General Fund is the operating fund in a governmental entity. Fund balance represents the current resources/assets available to the government less any current obligations/liabilities. Within fund balance there are five categories: non-spendable, restricted, committed, assigned and unassigned. The categories are defined by Governmental Accounting Standards Board (GASB) Statement No. 54: Fund Balance Reporting and Governmental Fund Type Definitions:

- **Non-spendable** fund balance includes funds that cannot be spent because they are not in spendable form, or legally required by contract for a specific future use.
- **Restricted** fund balance includes amounts that can only be spent for specific purposes stipulated by enabling legislation, creditors, grantors, contributors, or other governmental laws and regulations.
- **Committed** fund balance includes amounts that can be used only for the specific purposes determined by constraints imposed by the district's board of trustees.
- **Assigned** fund balance is fund balance is intended to be used by the government for specific purposes but do not meet the criteria to be classified as restricted or committed.

- **Unassigned** fund balance is the residual classification for the government's general fund and includes all spendable amounts not contained in the other classifications above.

The Texas Education Agency evaluates unassigned fund balance by comparing it to three-months (25%) of annual operating expenditures or 75 days of operational expenditures. If the District does not meet goal of three-months, the percentage is shown as less than 100%. Amounts that exceed three months are reflected as percentages greater than 100%.

The District's unassigned fund balance for the 2022-23 school year totaled \$40.4 million compared to its three-month operating expenditures of \$25.2 million. This trend has remained consistent for the District for the years reviewed.

Figure 11. General Fund Balance

	Unassigned Fund Balance per Student	Unassigned Fund Balance as Percentage of 3-month Operating Expenditures	Unassigned Fund Balance Amount	3-Months of Operating Expenditures	Shortfall in 3-month Goal
2022-23	\$4,360	159.9%	\$40,353,279	\$25,237,547	\$0
2021-22	\$4,480	188.1%	\$41,531,991	\$22,077,666	\$0
2020-21	\$4,051	169.4%	\$37,418,832	\$22,083,465	\$0
2019-20	\$3,008	127.5%	\$28,859,880	\$22,636,458	\$0
2018-19	\$2,999	131.7%	\$28,774,966	\$21,840,742	\$0

Source: PEIMS Standard Reports (2023-24); PEIMS Actual Financial Reports (2022-23)

Staffing Information

Figure 12 presents the staff ratios for the District, peer district average, and state average. The Districts teaching staff was 55.3 percent of the staff, however for their peers was 46.9 percent and the state average was 48.2 percent.

The District had 1.6 students more students per total staff than their peers, and 0.67 more students per teacher than their peers.

Figure 12. Staff Ratio Comparisons

	District	Peer Districts Average	State Average*
<u>% of Total Staff</u>			
Teaching Staff	55.3%	46.9%	48.2%
Support Staff	12.8%	11.5%	11.2%
Administrative Staff	6.4%	4.8%	4.6%
Paraprofessional Staff	7.2%	11.5%	11.4%
Auxiliary Staff	18.3%	25.3%	24.7%
Students per Total Staff	8.60	6.97	7.11
Students per Teaching Staff	15.55	14.88	14.75

Source: PEIMS Standard Reports (2023-24)

*State average includes charter students.

The District has a teacher turnover rate of 40.9 percent, which is higher than their peer district average of 24.5. The district teacher turnover rate is also higher than the state average of 21.4 percent.

Figure 13. Teacher Turnover Rate

	District	Peer Districts Average	State Average
Teachers	40.9	24.5	21.4

Source: TAPR (2022-23)

Special Programs

Figure 14. Special Program Characteristics

	Number of Students Served	Percentage of Enrolled Students Served	Program Budget per Student Served	Program Budget as a Percentage of District Budget	Total Staff for Program	Students Per Total Staff for Program
Special Education	1,082	11.2%	\$8,526	9.1%	149.00	7.3
Bilingual Education	1,264	13.1%	\$1,332	1.7%	33.00	38.3
Migrant Programs	0.0	0.0%	\$0	0.0%	-	0.0
Gifted and Talented	1,001	10.4%	\$469	0.5%	7.00	143.0
Career and Technical	2,766	28.6%	\$757	2.1%	34.00	81.4
Athletics and Extracurricular	771	8.0%	\$3,652	2.8%	5.00	154.2
Alternative Education/Disciplinary Alternative Education	114	1.2%	\$4,347	0.5%	10.00	11.4
Juvenile Justice Alternative	107	1.1%	\$5,262	0.6%	8.00	13.4

Source: School District Data

ADDITIONAL FINANCIAL, OPERATIONAL, AND ACADEMIC INFORMATION

District Financial Information

State and Regional Resources

Reporting

For the year ended June 30, 2023, Whitley Penn, LLP provided an unmodified report on the financial statements in accordance with Generally Accepted Accounting Principles (GAAP). There are three possible opinions: unmodified, modified (e.g. scope limitation or departure from generally accepted accounting principles), or a disclaimer of an opinion. An unmodified opinion is considered a clean opinion.

The District's financial statements have been reviewed by Whitley Penn, LLP, a firm of licensed certified public accountants. The goal of the independent audit was to provide reasonable assurance that the financial statements of the District for the fiscal year ended June 30, 2023, are free of material misstatement. The independent auditor concluded, based upon the audit, that there was a reasonable basis for rendering an unmodified opinion that the District's financial statements for the fiscal year ended June 30, 2023, are fairly presented in conformity with GAAP.

Oversight

The Texas Education Agency has not assigned the District a financial-related monitoring/oversight role in the last three years.

Budget Process

Figure 15. Budget Process	Y/N/NA
Does the district's budget planning process include projections for enrollment and staffing?	Yes
Does the district's budget process include monthly and quarterly reviews to determine the status of annual spending?	Yes
Does the district use cost allocation procedures to determine campus budgets and cost centers?	Yes
Does the district analyze educational costs and student needs to determine campus budgets?	Yes

The District uses demographic reports to estimate future state aid revenue based on student enrollment projections. Enrollment projections also support projected staffing costs. The District reviews actual expenditures and revenues to project final revenue, allowing district staff to adjust as needed throughout the year. The district utilizes a zero-based budgeting approach allowing departments and campuses to estimate their own costs. From there, district staff adjust allocations based on historical costs and future initiatives. District leadership relies on department heads and principals to determine educational costs and student needs when developing their budget.

Self-funded Programs

The District does not have self-funded programs.

District Operational Information

Staffing – District provided information

Figure 16. Compensation System	Y/N/NA
Does the district use salary bonuses or merit pay systems? If yes, explain the performance-based systems and the factors used.	No
Do the district's salary ranges include minimum, midpoint, and maximum increments to promote compensation equity based on the employee's education, experience, and other relevant factors?	Yes
Does the district periodically adjust its compensation structure using verifiable salary survey information, benchmarking, and comparable salary data?	Yes
Has the district made any internal equity and/or market adjustments to salaries within the past two years?	Yes

The District evaluates administrative staff on an annual basis. The District uses salary ranges to evaluate current salaries. In addition, the Texas Association of School Boards (TASB) conducts equity audits of the Districts compensation plan. Information received from TASB supports District adjustments to the compensation structure.

Planning

Figure 17. Operational Information	Y/N/NA
Does the district develop a District Improvement Plan (DIP) annually?	Yes
Do all campuses in the district develop a Campus Improvement Plan (CIP) annually?	Yes
Does the district have an active and current facilities master plan? If yes, does the district consider these factors to inform the plan:	No
Does the district use enrollment projections?	N/A
Does the district analyze facility capacity?	N/A
Does the district evaluate facility condition?	N/A
Does the district have an active and current energy management plan?	No
Does the district maintain a clearly defined staffing formula for staff in maintenance, custodial, food service, and transportation?	Yes

For the District Improvement Plan (DIP), the School Board adopts broad goals for the District, then departments, with executive approval, create metrics and strategies. These are then reviewed by the District Advisory Team and ultimately voted upon by the Board of Trustees. The DIP guides the focus for the rest of the year with progress monitoring dates for accountability.

To support Campus Improvement Plans (CIP), the School Board adopts broad goals, then campuses, with the Chief of Schools, create metrics and strategies. These are then reviewed by the Executive Team and ultimately voted upon by the Board of Trustees. CIPs then guide campus staff for the year. CIPs have progress monitoring dates for accountability.

The District is currently creating a long-term facilities master plan. The facilities plan will consider future enrollment projections. The District has campus capacity numbers to inform future planning. Staffing formulas are used and follow industry standards.

District Academic Information

Figure 18. Academic Information	Y/N/NA
Does the district have a teacher mentoring program?	Yes
Are decisions to adopt new programs or discontinue existing programs made based on quantifiable data and research?	Yes
When adopting new programs, does the district define expected results?	Yes
Does the district analyze student test results at the district and/or campus level to design, implement and/or monitor the use of curriculum and instructional programs?	Yes
Does the district modify programs, plan staff development opportunities, or evaluate staff based on analyses of student test results?	Yes

The District utilizes federal funds to support the mentor program. Programs are evaluated using participation counts and the outcomes produced. Objectives are developed when creating new programs and assessed as the program expands. STAAR Results are used in part to determine programming and staffing.

APPENDIX A – Data Sources

Figure 2. Accountability Rating Comparison

Source: TEA 2022 Ratings (2021-22)

Link: <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2022-accountability-rating-system>

Figure 3. Accountability Ratings by Campus Level

Source: TEA 2022 Ratings (2021-22)

Link: <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2022-accountability-rating-system>

Figure 4. School FIRST Rating

Source: TEA 20232 FIRST Ratings (2022-23)

Link: <https://tealprod.tea.state.tx.us/First/forms/Main.aspx>

Figure 5. Selected Student Characteristics

Source: PEIMS Standard Reports (2023-24)

Link: <https://rptsvr1.tea.texas.gov/adhocrpt/adspr.html>;
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/download/DownloadData.html>

NOTE: Beginning in 2020-21, Career & Tech is not available. Career & Tech 2022-23 membership from TAPR (DPETVOCC, Total membership - DPETALLC) is used. State totals include charter students.

Figure 6. Attendance Rate

Source: TAPR (2022-23)

Link: <https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/download/DownloadData.html>

NOTE: DA0AT22R, DA0AT22N, DA0AT22D; State average is from the State Report

Figure 7. 5-Year Enrollment

Source: PEIMS Standard Reports (2018-19 through 2023-24)

Link: <https://rptsvr1.tea.texas.gov/adhocrpt/adspr.html>

NOTE: Average Annual Percent Change is the average of each year's annual change year over year.

Figure 8. District Tax Revenue

Source: TEA PEIMS Financial Reports 2022-23

Link: <https://tea.texas.gov/finance-and-grants/state-funding/state-funding-reports-and-data/peims-financial-data-downloads>

NOTE: State Totals per Student exclude charter districts. Per student amounts are per enrolled student (not membership).

Item	FIELD Name
Local M&O Tax (Retained)	ALL FUNDS-LOCAL TAX REVENUE FROM M&O (excluding recapture)
State (Less TRS On-Behalf)	ALL FUNDS-STATE REVENUE (excludes TRS on-behalf)
Federal	ALL FUNDS-FEDERAL REVENUE
Other Local and Intermediate	ALL FUNDS-OTHER LOCAL & INTERMEDIATE REVENUE
TOTAL Revenue	Sum of Above

Figure 9. District Actual Operating Expenditures

Source: TEA PEIMS Financial Reports 2022-23

Link: <https://tea.texas.gov/finance-and-grants/state-funding/state-funding-reports-and-data/peims-financial-data-downloads>

NOTE: State Totals per Student exclude charter districts. Per student amounts are per enrolled student (not membership).

Item	PEIMS Function Code(s)	Field Name
Instruction	11, 95	ALL FUNDS-INSTRUCTION + TRANSFER EXPEND-FCT11,95
Instructional Resources & Media	12	ALL FUNDS-INSTRUC RESOURCE MEDIA SERVICE EXP, FCT12
Curriculum & Staff Development	13	ALL FUNDS-CURRICULUM/STAFF DEVELOPMENT EXP, FCT13
Instructional Leadership	21	ALL FUNDS-INSTRUC LEADERSHIP EXPEND, FCT21
School Leadership	23	ALL FUNDS-CAMPUS ADMINISTRATION EXPEND, FCT23
Guidance Counseling	31	ALL FUNDS-GUIDANCE & COUNSELING SERVICES EXP, FCT31
Social Work	32	ALL FUNDS-SOCIAL WORK SERVICES EXP, FCT32
Health	33	ALL FUNDS-HEALTH SERVICES EXP, FCT33
Transportation	34	ALL FUNDS-TRANSPORTATION EXPENDITURES, FCT34
Food Service Operation	35	ALL FUNDS-FOOD SERVICE EXPENDITURES, FCT35
Extracurricular	36	ALL FUNDS-EXTRACURRICULAR EXPENDITURES, FCT36
General Administration	41, 92	ALL FUNDS-GENERAL ADMINISTRAT EXPEND-FCT41,92
Plant Maintenance & Operations	51	ALL FUNDS-PLANT MAINTENANCE/OPERA EXPEND, FCT51
Security & Monitoring	52	ALL FUNDS-SECURITY/MONITORING SERVICE EXPEND, FCT52
Data Processing	53	ALL FUNDS-DATA PROCESSING SERVICES EXPEND, FCT53
Community	61	ALL FUNDS-COMMUNITY SERVICES, FCT61

Figure 10. Payroll Expenditure Summary

Source: PEIMS Standard Report (2023-24) and PEIMS Actual Financial Reports (2022-23)

Link: Staff FTE Counts and Salary Reports - <https://rptsvr1.tea.texas.gov/adhocrpt/adpeb.html>
 Payroll Expenditure - <https://tea.texas.gov/finance-and-grants/state-funding/state-funding-reports-and-data/peims-financial-data-downloads>

NOTE: Average Base Salary includes charter districts; Payroll expenditure state totals exclude charter districts.

Item	FIELD Name
Operating Expenditures	ALL FUNDS-TOTAL OPERATING EXPENDITURES BY OBJ
Payroll	ALL FUNDS-TOTAL PAYROLL EXPENDITURES

Figure 11. General Fund Balance

Source: PEIMS Standard Reports (2023-24); PEIMS Actual Financial Reports (2022-23)

Link: Fund Balance - <https://tea.texas.gov/finance-and-grants/state-funding/state-funding-reports-and-data/peims-single-file-financial-data-downloads>;
 Operating Expenditures - <https://tea.texas.gov/finance-and-grants/state-funding/state-funding-reports-and-data/peims-financial-data-downloads>

Note: Per student amounts are per enrolled student (not membership).

Item	FIELD Name
Unreserved/Unassigned Fund Balance	FUND = 199, OBJECT = 3600
Operating Expenditures	GEN FUNDS-TOTAL OPERATING EXPENDITURES BY OBJ

Figure 12. Staff Ratio Comparisons

Source: PEIMS Standard Reports (2023-24)

Link: <https://rptsvr1.tea.texas.gov/adhocrpt/adpeb.html>

Figure 13. Teacher Turnover Rates

Source: TAPR (2022-23)

Link: <https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/download/DownloadData.html>

NOTE: DPSTURNR, DPSTURNN, DPSTURND

Figure 14. Special Program Characteristics

Source: TAPR (2022-23)

Link: <https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/download/DownloadData.html>

Note: Migrant (DPNTMIGC), TOTAL STUDENTS (DPNTALLC), Career & Tech membership (DPETVOCC and DPETALLC)

APPENDIX B – Target and Peer Group Data

Table 1. Accountability Data

District Name	Rating	Overall Score
MANOR ISD	C	75
CHANNELVIEW ISD	B	87
CORSICANA ISD	B	81
DEL VALLE ISD	B	82
LOCKHART ISD	C	75
MONTGOMERY ISD	A	93
NEW BRAUNFELS ISD	B	86
SAN MARCOS CISD	C	78

Table 2. Student Data

District Name	Enroll.	Eco-Disadv.	English Learners	Special Ed	Bi-Ling	ESL	CTE Enrollment	Atten. Num.	Atten. Denom.	Atten. Rate
MANOR ISD	9,658	6,577	4,395	1,082	928	336	2,766	1,196,434	1,319,472	90.7
CHANNELVIEW ISD	9,434	8,333	4,297	1,317	2,052	840	3,140	1,298,533	1,414,277	91.8
CORSICANA ISD	6,075	4,834	1,815	923	271	1,281	2,005	822,584	900,705	91.3
DEL VALLE ISD	11,287	10,164	5,544	1,933	2,234	2,668	2,720	1,454,448	1,648,712	88.2
LOCKHART ISD	6,604	4,792	2,495	918	896	1,004	1,800	786,032	883,921	88.9
MONTGOMERY ISD	9,794	2,813	350	1,343	147	230	3,915	1,387,892	1,503,335	92.3
NEW BRAUNFELS ISD	9,779	3,773	973	1,480	579	543	2,667	1,355,603	1,458,000	93.0
SAN MARCOS CISD	8,311	6,410	1,345	1,461	718	521	2,191	1,077,587	1,188,767	90.6
TEMPLE ISD	8,784	6,590	1,350	1,766	236	515	2,104	1,122,543	1,223,722	91.7
TEXARKANA ISD	7,276	5,475	785	954	201	244	1,959	931,728	1,013,618	91.9

Table 3. Staff Data – Average Base Pay

District Name	Teacher FTE	Teacher Base Pay	Teacher Average Base Pay	Admin. FTE	Admin. Base Pay	Admin. Average Base Pay	Super. FTE	Super. Base Pay	Super. Average Base Pay
MANOR ISD	621.15	\$41,910,041	\$67,471	72.13	\$6,822,804	\$94,586	1.00	\$276,549	\$276,549
CHANNELVIEW ISD	592.60	\$41,278,860	\$69,657	91.41	\$8,786,606	\$96,127	1.00	\$270,375	\$270,375
CORSICANA ISD	401.79	\$24,264,657	\$60,391	35.14	\$3,453,539	\$98,287	1.00	\$250,583	\$250,583
DEL VALLE ISD	782.77	\$49,284,900	\$62,962	71.30	\$6,534,905	\$91,658	1.00	\$246,938	\$246,938
LOCKHART ISD	399.71	\$23,172,585	\$57,974	34.36	\$3,267,345	\$95,100	1.00	\$249,100	\$249,100
MONTGOMERY ISD	626.22	\$38,223,535	\$63,442	55.08	\$5,298,153	\$96,197	0.50	\$68,973	\$137,946
NEW BRAUNFELS ISD	602.49	\$37,853,432	\$60,448	72.50	\$6,578,361	\$90,739	1.00	\$260,000	\$260,000
SAN MARCOS CISD	616.67	\$36,050,522	\$58,460	47.38	\$4,547,696	\$95,989	1.00	\$259,628	\$259,628
TEMPLE ISD	620.90	\$36,643,223	\$59,017	69.25	\$6,518,792	\$94,132	1.00	\$280,000	\$280,000
TEXARKANA ISD	555.23	\$29,477,948	\$53,091	60.05	\$5,124,468	\$85,335	1.00	\$267,310	\$267,310

Table 4. Staff Data – Other Staff FTEs and Teacher Turnover

District Name	Support FTE	Paraprof. FTE	Auxiliary FTE	Total Staff FTE	Teacher Turnover Numerator	Teacher Turnover Denominator	Teacher Turnover Rate
MANOR ISD	143.72	80.79	205.04	1,122.84	248.4	607.5	40.9
CHANNELVIEW ISD	165.88	156.35	461.96	1,468.20	135.5	601.7	22.5
CORSICANA ISD	91.26	95.62	221.45	845.27	110.4	401.2	27.5
DEL VALLE ISD	189.41	226.78	559.96	1,830.21	235.2	769.7	30.6
LOCKHART ISD	116.03	81.52	157.70	789.32	99.1	405.9	24.4
MONTGOMERY ISD	110.96	98.16	270.00	1,136.70	109.3	583.5	18.7
NEW BRAUNFELS ISD	142.30	136.47	198.32	1,175.81	136.8	595.4	23.0
SAN MARCOS CISD	158.84	136.87	386.78	1,346.54	145.8	571.8	25.5
TEMPLE ISD	178.70	164.84	258.85	1,292.53	172.4	601.4	28.7
TEXARKANA ISD	119.78	177.53	291.65	1,204.24	101.1	549.3	18.4

Table 5. Financial Data – District Revenue

District Name	Local Tax Revenue (Retained)	State Revenue (less TRS On-Behalf)	Federal Revenue	Other Local Revenue	Total Revenue
MANOR ISD	\$78,683,355	\$8,022,163	\$20,992,350	\$8,716,005	\$116,413,873
CHANNELVIEW ISD	\$37,545,198	\$49,061,385	\$28,449,479	\$14,676,011	\$129,732,073
CORSICANA ISD	\$22,259,075	\$34,188,738	\$12,972,507	\$2,597,158	\$72,017,478
DEL VALLE ISD	\$93,791,627	\$8,874,124	\$31,736,926	\$14,819,548	\$149,222,225
LOCKHART ISD	\$23,813,364	\$32,813,475	\$14,469,426	\$5,150,915	\$76,247,180
MONTGOMERY ISD	\$71,000,530	\$7,854,384	\$12,269,720	\$7,114,965	\$98,239,599
NEW BRAUNFELS ISD	\$71,974,695	\$6,687,979	\$9,026,253	\$6,461,197	\$94,150,124
SAN MARCOS CISD	\$75,857,956	\$7,853,920	\$24,762,483	\$4,342,945	\$112,817,304
TEMPLE ISD	\$45,914,500	\$38,761,739	\$31,700,476	\$12,569,193	\$128,945,908
TEXARKANA ISD	\$24,612,070	\$44,540,315	\$31,831,237	\$4,096,018	\$105,079,640

Table 6. Financial Data – All Funds Operating Expenditures

District Name	11 + 95	12	13	21	23	31	32	33	34
MANOR ISD	\$60,385,187	\$923,498	\$1,298,694	\$4,812,513	\$7,609,836	\$2,548,547	\$1,843,276	\$1,305,993	\$5,653,022
CHANNELVIEW ISD	\$77,758,922	\$958,070	\$971,855	\$2,259,878	\$6,635,831	\$4,553,098	\$0	\$1,019,979	\$4,210,914
CORSICANA ISD	\$39,385,860	\$571,392	\$556,953	\$2,462,454	\$3,325,007	\$2,518,904	\$119,226	\$594,756	\$2,434,836
DEL VALLE ISD	\$1,840,731	\$1,840,731	\$3,515,794	\$2,320,710	\$7,707,492	\$4,638,039	\$1,914,086	\$1,664,860	\$8,725,180
LOCKHART ISD	\$42,284,161	\$711,471	\$1,524,651	\$1,260,629	\$3,480,699	\$2,894,517	\$393,914	\$623,221	\$3,727,332
MONTGOMERY ISD	\$58,396,509	\$726,274	\$1,210,177	\$1,782,258	\$4,400,240	\$4,554,865	\$3,358	\$773,593	\$4,997,179
NEW BRAUNFELS ISD	\$51,170,352	\$1,328,469	\$1,910,150	\$1,394,510	\$5,841,554	\$3,433,019	\$455,279	\$1,380,018	\$2,710,331
SAN MARCOS CISD	\$61,680,875	\$920,718	\$2,141,021	\$2,391,328	\$6,007,531	\$3,014,524	\$811,972	\$955,913	\$5,485,234
TEMPLE ISD	\$60,258,270	\$1,373,650	\$2,384,558	\$2,581,109	\$5,859,725	\$3,894,717	\$1,487,048	\$1,469,086	\$3,667,655
TEXARKANA ISD	\$56,844,742	\$363,120	\$2,994,193	\$1,150,344	\$5,860,445	\$3,209,571	\$61,384	\$664,907	\$455,019

Table 7. Financial Data – All Funds Operating Expenditures (cont.)

District Name	35	36	41+92	51	52	53	61	TOTAL
MANOR ISD	\$7,386,224	\$3,160,188	\$5,079,103	\$12,366,698	\$2,435,885	\$2,929,613	\$1,538,049	\$121,276,326
CHANNELVIEW ISD	\$7,269,436	\$2,226,910	\$4,742,317	\$13,499,349	\$2,127,142	\$2,410,002	\$10,000	\$130,653,703
CORSICANA ISD	\$5,662,263	\$2,369,593	\$1,304,280	\$7,400,898	\$1,711,615	\$2,131,227	\$68,050	\$72,617,314
DEL VALLE ISD	\$7,948,713	\$3,522,471	\$4,773,425	\$13,231,432	\$1,589,761	\$1,194,734	\$1,894,876	\$147,875,235
LOCKHART ISD	\$5,085,446	\$1,789,375	\$2,817,352	\$5,818,703	\$420,573	\$1,211,264	\$620,604	\$74,663,912
MONTGOMERY ISD	\$5,160,389	\$2,798,599	\$2,630,276	\$11,382,513	\$1,608,774	\$2,151,732	\$129,124	\$102,705,860
NEW BRAUNFELS ISD	\$3,289,900	\$3,606,317	\$4,038,037	\$10,355,168	\$552,351	\$1,695,720	\$549,114	\$93,710,289
SAN MARCOS CISD	\$5,808,900	\$2,461,432	\$4,037,273	\$10,069,171	\$1,455,202	\$2,037,574	\$683,104	\$109,961,772
TEMPLE ISD	\$6,585,618	\$3,630,203	\$3,104,871	\$9,194,184	\$1,167,478	\$3,802,505	\$813,830	\$111,274,507
TEXARKANA ISD	\$7,263,045	\$3,555,678	\$4,518,058	\$10,149,774	\$1,307,948	\$2,275,764	\$1,024,904	\$101,698,896

Agenda of Regular Meeting
The Board of Trustees
Manor Independent School District

A Regular Meeting of the Board of Trustees of Manor Independent School District will be held September 16, 2024, beginning at 5:00 PM in the Central Administration Offices, Board Room, 10335 US Hwy 290E, Manor, Texas 78653.

TRUSTEES PRESENT: JG, MT, AC, SRB
TRUSTEES ABSENT: MC, FM, TD

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. **Call to Order (1 MIN) 5:03 PM**
 2. **Adjourn to Closed Session (60 MIN) 5:03 PM**
 1. Pursuant to Texas Government Code Sections 551.074, 551.071, 551.129, consideration of personnel matters, and possible consultation with legal counsel
 2. Pursuant to Texas Government Code Section 551.074, discussion of Team of Eight leadership and governance matters.
 3. **Reconvene in Open Session (1 MIN) 5:54 PM**
 4. **Welcome/Pledge of Allegiance (2 MIN) 5:55 PM**
 5. **Vision and Mission Statement (1 MIN) 5:55 PM**
 6. **Recognition (10 MIN)**
 1. Outstanding Scholar Recognition **5:56 PM - 6:00 PM**
Maritza Gallaga
 2. September Staff of the Month **6:01 PM - 6:05 PM**
Dr. Matthew Bentz
 7. **Public Forum (12 MIN) 6:08 PM - 6:12 PM**
 Laura Perez
 It is the policy of the Board that, if members of the audience wish to address the board, they must sign the form at the entrance prior to the meeting. Commentaries and/or questions are limited to the public forum section of the set (said) agenda as is provided in Board Policy (BED). Pursuant to Manor ISD Board policy BED (Local), at regular meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting. Anyone who wants to participate in this portion of the meeting must sign up before 5:45 pm on September 16, 2024 and indicate the topic they wish to address. The Board will take speakers in turn from the sign-up sheet. Please note that we will continue to observe a three-minute limitation on each individual’s comments.
 8. **Closed Session Action Items (5 MIN)**
 1. Educator Chapter 21 Contract Abandonment **6:13 PM**
 Dr. Tamey Williams-Hill
 1. Jennifer Guerin
 “I move that the Board make a finding that there is not good cause to support **Jennifer Guerin’s** resignation from her position at Manor ISD.”
 Motion provided by MT
 Motion seconded by AC
- MC_ABSENT___ JG_X___ AC_X___ TD_ABSENT___ MT_X___ FM_ABSENT___ SRB_X___
 Recommended Motion- Yes
 Motion passes__4-0_____

9. Superintendent Update (20 MIN) 6:13 PM - 6:27 PM

1. Constraint Progress Measure (CPM) 1 Board Monitoring Report

Dr. Tamey Williams-Hill

10. Information Items (5 MIN)

1. August Monthly Financial Report **6:27 PM**

Moises Santiago

2. 2023-2024 SHAC Report **6:28 PM**

Dr. Christopher Harvey

3. HPM Update **6:28 PM**

Joe Mendez

11. Consent Agenda (5 MIN) 6:28 PM

1. August 19, 2024 Meeting Minutes

Laura Perez

2. August 19, 2024 Staff and Time Use Tracker

Dr. Robert Sormani

3. Consideration and Approval of the Board Quarterly Self-Evaluation

Monique Celedon

4. Consider and Possible Action Regarding Amendment to 2024-2025 Budget to move Food and Nutrition Services Department Excess Fund Balance from the 2023-2024 School Year to 2024-2025 School Year Budget

Joe Mendez

5. Consider and Adopt Local Policy Updates-Second Reading

Dr. Christopher Harvey

EIC (Local) Proposed Change

FL Local

BE Local

Local Update 123

6. Consideration and possible approval of contract services with Goalbook, a training service need for Special Education, services for over \$50,000

Dr. Christopher Harvey

7. Consideration and Possible Approval regarding 4-H & Youth Development Extracurricular Participation Agreement

Dr. Christopher Harvey

8. Consideration and possible approval of contract services with Boys and Girls Club, services for over \$50,000

Dr. Christopher Harvey

9. Consider and possible action regarding amending the contract for design for three (3) new sidewalks required by the City of Manor at Manor New Tech High School/Central Office Campus, Lagos Elementary School, and Manor Senior High School as part of the Districtwide Paving and Driveways Project, including possible delegation of authority to Superintendent and/or designee to negotiate and execute an agreement.

Joe Mendez

10. Consider and possible action regarding proposed lease agreement with the Federal Aviation Administration (FAA) for property described as: (1) the proposed extension of Off-Airport Land Lease Agreement with the U.S. Department of Transportation Federal Aviation Administration for District owned property described as: Being a calculated map area of 0.36 acre out of the Sumner Bacon Survey, No. 62, Abstract No. 63, in Travis County, Texas, and being part of that certain tract of land

conveyed to the Board of Trustees of the Manor Independent School District by Deed recorded in Document No. 2008031946 of the Official Public Records of Travis County, Texas (OPRTCT). Joe Mendez

11. Consideration and Possible Approval of the 2024-2025 Certified Texas Teacher Evaluation and Support System (T-TESS) Appraisers

Dr. Tamey Williams-Hill

12. Consideration and Possible Acceptance of the Constraint Progress Measure (CPM) 1 Board Monitoring Report

Dr. Tamey Williams-Hill

13. Consideration and Possible Approval of Contract Services with ESC 13 Totaling Over \$50,000 to Provide Teachers on Local Certification the Opportunity to Become Certified Via An Education Preparation Program

Dr. Tamey Williams-Hill

14. Consideration and Possible Approval of Contract Services Totaling over 50,000 to Provide Tutoring Support to Multiple Campuses Across the District.

Dr. Matthew Bentz

Motion provided by SRB

Motion seconded by MT

MC_ABSENT__ JG_X__ AC_X__ TD_ABSENT__ MT_X__ FM_ABSENT__ SRB_X__

Recommended Motion- Yes

Motion passes 4-0

12. Confirmation of Next Regular Board Meeting on October 22, 2024. 6:29 PM

13. Adjournment (1 Minute) 6:29 PM

Motion provided by AC

Motion seconded by SRB

MC_ABSENT__ JG_X__ AC_X__ TD_ABSENT__ MT_X__ FM_ABSENT__ SRB_X__

Recommended Motion- Yes

Motion passes 4-0

Agenda of Board Training
The Board of Trustees
Manor Independent School District

A Board Training of the Board of Trustees of Manor Independent School District will be held September 9, 2024, beginning at 5:00 PM in the Central Administration Offices, Board Room, 10335 US Hwy 290E, Manor, Texas 78653.

TRUSTEES PRESENT: MC, AC, JG, SRB, MT, FM TRUSTEES ABSENT: TD

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

- 1. *Call to Order 5:01 PM*
- 2. *Welcome/Pledge of Allegiance 5:02 PM*
- 3. *Vision and Mission Statement 5:02 PM*
- 4. *LSG Training with Dr. Loyde On Policy 5:04 PM*
Dr. Delic Loyde
- RECESS 5:56 PM - 6:02 PM
- 5. *Adjourn to Closed Session (15 Min) 6:02 PM*
 - 1. Pursuant to Texas Government Code Sections 551.074, 551.071, 551.129, consideration of personnel matters, and possible consultation with legal counsel
 - 2. Pursuant to Texas Government Code Section 551.074, discussion of Team of Eight leadership and governance matters.
- 6. *Reconvene in Open Session 6:31 PM*
- 7. *Adjournment*
 - Motion provided by AC_____
 - Motion seconded by SRB_____
 - MC X___ JG X___ AC X___ TD ABSENT___ MT X___ FM X___ SRB X___
 - Recommended Motion- Yes
 - Motion passes 6-0_____

Agenda of Special Called Meeting
The Board of Trustees
Manor Independent School District

A Special Called Meeting of the Board of Trustees of Manor Independent School District will be held September 9, 2024, beginning at 6:30 PM in the Central Administration Offices, Board Room, 10335 US Hwy 290E, Manor, Texas 78653.

TRUSTEES PRESENT: MC, AC, JG, SRB, MT, FM TRUSTEES ABSENT: TD
JG LEFT AFTER CLOSED SESSION

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

- 1. **Call to Order 6:33 PM**
- 2. **Welcome/Pledge of Allegiance 6:34 PM**
- 3. **Vision and Mission Statement 6:34 PM**
- 4. **Public Forum NONE**

Laura Perez

Commentaries and/or questions are limited to the public forum section of the set (said) agenda as is provided in Board Policy (BED). Pursuant to Manor ISD Board policy BED (Local), all other board meetings public comments shall be limited to items on the agenda posted with notice of the meeting. An individual's comments to the Board shall not exceed three minutes. Anyone who wants to participate in this portion of the meeting must sign up before 6:00 pm, September 9, 2024 and indicate the topic they wish to address. The Board will take speakers in turn from the sign-up sheet.

5. **Adjourn to Closed Session (60 Minutes) 6:34 PM**

- 1. Pursuant to Texas Government Code Sections 551.074 and 551.071, Consideration and Possible Action Regarding Level III Grievance Appeal Hearing Filed by Kristopher House.

6. **Reconvene in Open Session 7:33 PM**

7. **Closed Session Action Items 7:33 PM**

- 1. Possible Action on Level III Grievance Appeal

VOTED TO UPHOLD LEVEL II GRIEVANCE DECISION.

Motion provided by AC

Motion seconded by MT

MC X JG ABSENT AC X TD ABSENT MT X FM X SRB ABSTAIN

Recommended Motion- Yes

Motion passes 4-0-1

8. **Action Items (5 Minutes)**

- 1. Consideration and Approval for the Superintendent to Join the Lawsuit Regarding the A-F Performance Ratings for the 2023-2024 School Year **7:34 PM**

Dr. Robert Sormani

Motion provided by AC

Motion seconded by MT

MC X JG ABSENT AC X TD ABSENT MT X FM X SRB X

Recommended Motion- Yes

Motion passes 5-0

9. **Confirmation of Next Regular Meeting September 16, 2024 7:35 PM**

10. **Adjournment**

Motion provided by MT

Motion seconded by SRB

MC_X__ JG_ABSENT__ AC_X__ TD_ABSENT__ MT_X__ FM_X__ SRB_X__

Recommended Motion- Yes

Motion passes 5-0

TIME USE TRACKER		Please enter district/charter name here		QTR:		Date: 09/16/24						
Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings				Other Topic Minutes					
Vision and Goals			← Minutes setting student outcome goals									
			← Minutes setting constraints or theories of action									
Progress and Accountability	4		← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar									
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar									
	14		← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs									
			← Minutes performing board self-evaluations using the LSG Integrity Instrument									
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →						7					
Advocacy and Engagement			← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals									
			← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals									
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law											
Other	Any time spent on an activity that does not meet the conditions listed above →											
TOTALS	18	0	25				7					
Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: <table border="1" style="display: inline-table; margin: 0 10px;"> <tr> <td>18</td> <td>÷</td> <td>25</td> <td>× 100 =</td> <td>72.00%</td> </tr> </table> % Student Outcome and Adult Behavior Minutes								18	÷	25	× 100 =	72.00%
18	÷	25	× 100 =	72.00%								
Use For Student Outcome Minutes Percentage Calculation: <table border="1" style="display: inline-table; margin: 0 10px;"> <tr> <td>18</td> <td>÷</td> <td>25</td> <td>× 100 =</td> <td>72.00%</td> </tr> </table> % Student Outcome Minutes								18	÷	25	× 100 =	72.00%
18	÷	25	× 100 =	72.00%								

Trustees Present	Trustees Absent	% Attendance
4	3	57.14%

Count of 'Other' Agenda Items
7

Goals Discussed	Goals on Target	% on Target
1	1	100.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
14	0	100.00%

GPMs Discussed	GPMs on Target	% on Target
0	0	0.00%

STAFF USE TRACKER				Date: 06.17.24		
STAFF	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Total Average Monthly Hours	Hourly Rate	Total Average Monthly Hours x Hourly Rate
SUPERINTENDENT				0		0
Robert Sormani	4	2	2	8	140	1120
SENIOR STAFF				0		0
Matt Bentz	2	2	1	5	80	400
Joe Mendez	1	0	1	2	80	160
Moises Santiago	2	2	1	5	80	400
Dr. Tamey Williams-Hill	1	2	1	4	80	320
Clarence Yarbrough	1	2	1	4	60	240
Dr. Christopher Harvey	2	2	2	6	80	480
Maritza Gallaga	1	2	1	4	60	240
OTHER STAFF				0		0
				0		0
Michelle Rocha	1	2	2	5	60	300
Jim Quiram	1	2	2	5	60	300
Cynthia Kelley	1	2		3	25	75
Alyssa Solis	1	2	1	4	25	100
				0		0
Laura Perez	1	2		3	25	75
				0		0
				0		
TOTALS	19	24	15	58		4210

Manor Independent School District
Board of Trustee Meeting Agenda Item
October 22, 2024

CONSENT ITEM SHEET

RE: GPM 1 & 2 Board Monitoring Report

Supporting Documents:

1. Updated GPM 1 (reading) and GPM 2 (mathematics) with beginning-of-year (Fall 2024) assessment data

District Goals*:

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

Bottom of Form

Background Information:

The purpose of this board agenda item is to present for approval the GPM 1 & 2 Board Monitoring Report.

Fiscal Implications:

None.

Administrative Recommendation:

Administration recommends that the board of trustees approve the GPM 1 & 2 Board Monitoring Report as submitted.

Motion Language (fill in the blank):

I move that the board approve the GPM 1 & 2 Board Monitoring Report as submitted.

Dr. Matthew Bentz

Contact Person

Dr. Robert Sormani

Approved by Superintendent

Manor Independent School District
Board of Trustee Meeting Agenda Item
October 22 , 2024

ACTION ITEM SHEET

RE: 2024-2025 Certified Texas Teacher Evaluation and Support System (T-TESS Appraisers)

Supporting Documents:

1. Certified T-TESS List

District Goal:

Goal 6: STAFF DEVELOPMENT- By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Bottom of Form

Background Information:

DNA (LOCAL) The District shall appraise teachers annually using the Texas Teacher Evaluation and Support System (T-TESS) in accordance with law and administrative regulations. The Board shall approve a list of certified appraisers who can appraise a teacher in place of the teacher's supervisor.

Each year, the Board of Trustees shall approve a list of certified T-TESS appraisers for the school year. T-TESS is the appraisal tool supervisors use to evaluate teacher performance each year throughout the year.

Fiscal Implications:

Each administrator accesses campus funds to pay the \$475 fee for T-TESS Appraiser Certification. The amount is dependent upon the number of administrators who are required to become certified and varies by campus and from year to year.

Administrative Recommendation:

Approve the T-TESS list.

Motion Language

I move that the board approve the T-TESS certified appraiser list as submitted.

Dr. Tamey Williams-Hill

Dr. Robert Sormani

Contact Person

Approved by Superintendent

2024-2025 Manor ISD Certified T-TESS Appraisers

Name	Role
Bryant, Stefan	Assistant School Administrator
Casanova, Juanita	Assistant School Administrator
Gutierrez, Maria Liz	Assistant School Administrator
Henley, Ralph	Assistant School Administrator
Janosky, Callista	Assistant School Administrator
Kanzler, Samantha	Assistant School Administrator
Lotspeich, Anthony	Assistant School Administrator
Sihatrai, Allen	Assistant School Administrator

Manor Independent School District
Board of Trustees Board Meeting Agenda Item
October 22, 2024

CONSENT ITEM SHEET

RE: Consider and possible action regarding contract for Large Equipment RFP for Food and Nutrition Services to be paid for with department excess fund balance.

Supporting Documents:

1. *TDA Approved Fund Balance Plan*
2. *Equipment Proposal*
3. *Equipment Specifications*

District Goals*:

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

Bottom of Form

Background Information:

This RFP includes equipment upgrades and replacement including installation for large equipment for Manor ISD kitchens.

Fiscal Implications:

The total cost of the project will be \$591,077.45. This will be paid for with Food and Nutrition Services excess fund balance.

Administrative Recommendation:

The Administration recommends that the Board approve a contract with Mission Restaurant Supply for large kitchen equipment and installation.

Proposed Motion Language:

"I move that the Board approve the contract for the District-wide large equipment and installation upgrade under an interlocal, The Interlocal Purchasing System, and delegate authority to Superintendent or designee to negotiate and/or execute an agreement."

Mr. Joe Mendez

Contact Person

Dr. Robert Sormani

Approved by Superintendent

Excess Net Cash Resources Plan

Federal regulations (7 CFR 210.19(a)(1)) require state agencies to monitor the level of net cash resources in a district's food service fund. These regulations specifically require that the level of net cash resources not exceed three months' average expenditures, as reported in the food service fund.

Net cash resources are defined as:

All monies, as determined in accordance with the State agency's established accounting system, that are available to or have accrued to a school food authority's nonprofit school food service at any given time, less cash payable. Such monies may include, but are not limited to, cash on hand, cash receivable, earnings on investments, cash on deposit and the value of stocks, bonds or other negotiable securities. (7 CFR 210.2)

Net Cash Resources Calculation	
Current Assets Codes: 1100 Cash and cash equivalents 1120 Current investments 1240 Due from other government (may also be called receivables from other government) 1300 Inventories 1410 Prepayments * Net cash resources do not include food inventories (including USDA Foods), equipment, or other non-cash resources.	Current Liabilities Codes: 2110 Accounts payable 2120 Short term debt payable—current 2150 Payroll deductions and withholding payable 2160 Accrued wages and benefit payable 2170 Due to other funds 2180 Due to other governments 2190 Due to student groups 2200 Accrued expenditures 2300 Unearned revenues

Action Steps:

- At fiscal year-end, use the above assets and liabilities codes to complete the following:
 - Current Assets (Excluding Inventories) – Current Liabilities = Net Cash Resources
 - (Total Expenditures / number of operating months) x 3 months = Three-Month Average Expenditures
- Respond with a detailed current spending plan to reduce the resources in excess. Use the spending plan template on the next page as follows:
 - Provide an itemized list of allowable expenses used to reduce the excess cash resources—for example, expenses used to improve the quality of meals or the purchase/replacement of food service equipment.
 - Provide a detailed explanation of how the listed expenses will be used for the support of the food service program and are necessary, reasonable, allocable, and allowable under federal and state rules and regulations
- Email the spending plan to School.Operations@TexasAgriculture.gov.

For more information, see the *Administrator's Reference Manual (ARM)*, Section 16, *Financial System*.

Contracting Entity (CE): Manor ISD

Date: 12/19/2023

School Year: 2023-2024

Completion Date:

Net Cash Resources Current Assets (Excluding Inventories) - Current Liabilities	\$ 3,636,959.00
Three-Month Average Expenditures (Total Expenditures / operating months) x 3 months	-\$ 1,718,952.25
Excess Net Cash Resources (Excess Fund Balance)	\$ 1,918,006.75

Description of allowable expenditure(s) proposed to decrease excess net cash resources:

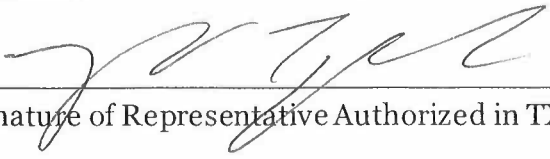
Description of activity	Unit(s)	Estimated Cost	Time frame
Steamers	10	280,000.00	1 Year
Ovens	25	300,000.00	1 Year
Serving Line	1	180,000.00	6 Months
Milk Coolers	8	40,000.00	1 Month
Reach in Coolers	4	28,000.00	1 Month
Ranges	6	30,000.00	6 Months
Garbage Disposals	6	18,000.00	6 Months
Warmers	8	104,000.00	6 Months
Box Truck	1	62,000.00	1 Month
Dish Machines	15	450,000.00	1 Year
Food Processors	20	122,000.00	1 Month
Smallwares		105,000.00	1.5 Years
Equipment Repair/Services		200,000.00	1.5 Years
TOTAL Must be greater than or equal to the Excess Net Cash Resources amount		\$ 1,919,000.00	

Please provide a short narrative explaining the following:

- **How the above expenses benefit the School Nutrition Program(s) and comply with financial regulations.**
- **The processes that will be in place to prevent excess net cash resources from reoccurring in the future at all sites.**

The equipment and services listed above are necessary for Manor ISD to replace existing equipment that is outdated, no longer functioning and not repairable, add new equipment due to increases in enrollment/meal participation, and continue to increase scratch cooking district wide.

Manor ISD will prevent excess net cash resources in the future by procuring better quality food including a lot of Texas grown fruits and vegetables, increasing staff at sites and in the central office, increasing staff wages and hours and provide additional training.


Signature of Representative Authorized in TX-UNPS

12/20/23
Date

Printed Name of Representative Authorized in TX-UNPS

TDA Approval

162

Date 03/27/2024

Page 3 of 3

✓ Approved Mary Gomez-Kokkinos, School Operations AD

Project:

Manor ISD - Large Equip RFP 25-003RFP - 09/23/2024

From:

 Mission Restaurant Supply - AU
 Francisco Herrera
 6509 North Lamar Blvd.
 Austin, TX 78752-4009
 5123891705

Job Reference Number: 24202

RFP # 25-003RFP

LARGE KITCHEN EQUIPMENT AND INSTALLATION

Item	Qty	Description	Sell	Sell Total
PIONEER CROSSING ES				
	2	1 ea DISHWASHER, CONVEYOR TYPE Hobart Model No. CL44-BAS+BUILDUP Conveyor Dishwasher, single tank, (202) racks/hour, insulated hinged doors, .45 gallon/rack, Complete Delime with Booster Guard, Touch Screen Controls with diagnostics, troubleshooting, and SmartConnect App, capless wash arms, NSF Pot & Pan mode, cULus, NSF, ENERGY STAR®, Free factory startup for installations within a 100 mile radius of a Hobart service office; installation beyond 100 miles will be charged at the quoted rate by the local Hobart service office	\$24,317.00	\$24,317.00
	1 ea	Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.		
	1 ea	Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA		
	1 ea	CL44BAS-HTE15K Electric tank heat 15kW	\$2,659.00	\$2,659.00
	1 ea	CL44BAS-ERH0NO Remote Booster / Chemical Sanitizing		
	1 ea	CL44BAS-ELE0AX 208v/60/3-ph Single point connection standard (field convertible to dual point)		
	1 ea	CL44BAS-HGTSTD Standard Height 19.5"H x 22"W opening, fits full-sized sheet pan, horizontal		
	1 ea	CL44BAS-DIR0LR Left to right operation		
	1 ea	NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.		
	1 ea	CL44EN-BASFETSTD Standard feet		
		ITEM TOTAL:	\$26,976.00	
3	1 ea	CLEAN DISHTABLE	\$1,337.00	\$1,337.00

Item	Qty	Description	Sell	Sell Total
		IMC/Teddy Model No. SCDT-84 Dishtable, clean, straight design, left to right operation, 84"W x 30"D x 34"H, 14 gauge stainless steel top with 16 gauge stainless steel channeling, 8" backsplash & stainless steel legs & gussets		
	7 ft	SSU Undershelf, stainless steel (priced per foot)	\$171.00	\$1,197.00
ITEM TOTAL:				\$2,534.00
4	1 ea	PRE-RINSE FAUCET ASSEMBLY T&S Brass Model No. 5PR-8W00 Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead	\$245.00	\$245.00
				
	1 kt	B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts & washers, (2) short "El" 1/2" NPT female x male	\$33.00	\$33.00
ITEM TOTAL:				\$278.00
5	1 ea	SOILED DISHTABLE IMC/Teddy Model No. SSDT-84 Dishtable, soiled, with pre-rinse sink, straight, left-to-right, 84"W, 14 gauge stainless steel top with 16 gauge stainless steel channeling, 8"H backsplash & stainless steel legs & gussets	\$2,312.00	\$2,312.00
				
	1 ea	WDCR Weld in Disposal Collar	\$290.00	\$290.00
	1 ea	SB Scrap Basket	\$328.00	\$328.00
ITEM TOTAL:				\$2,930.00
6	1 ea	DISPOSER InSinkErator Model No. SS-200-7-MRS SS-200™ Complete Disposer Package, sink mount system, 6-5/8" diameter inlet, with #7 collar adaptor for sink installation, 2 HP motor, stainless steel construction, includes syphon breaker, solenoid valve, flow control valve, removable splash baffle, stainless steel sink stopper, manual reverse switch, adjustable leg kit	\$2,599.00	\$2,599.00
				
	1 ea	(1) year parts & labor warranty from date of installation (standard)		
	1 ea	Standard height disposer body		
	1 ea	Specify voltage		
	1 ea	SYPHON 45DEG Syphon breaker upgrade, chrome, 45° fittings (replace with 13412)	\$252.00	\$252.00
ITEM TOTAL:				\$2,851.00
15	1 ea	PASS-THRU HEATED CABINET	\$12,132.00	\$12,132.00

Item	Qty	Description	Sell	Sell Total
		Traulsen Model No. AHF132NP-FHS/HHS-X Spec-Line Heated Cabinet, Pass-thru, narrow one-section, stainless steel exterior, aluminum interior, standard depth cabinet, full-height door front, half-height doors rear with EZ- Clean Gaskets, (3) clear coated adjustable shelves per section, microprocessor controls, 6' adjustable stainless steel legs, cETLus, ETL-Sanitation		
	1 ea	6-year parts & labor, standard. Visit www.traulsen.com for details		
	1 ea	208/115v/60/1-ph, 7.7 amps, standard		
	1 ea	Front full height solid door(s) standard		
	2 ea	Half height solid door(s) in lieu of full height solid door, per door - Rear	\$116.00	\$232.00
	1 ea	Thermometer side door: hinged on left		
	1 ea	Rear door hinged on right, standard		
	26 ea	#1 Tray slide for (1) 18"x26" or (2) 14"x18" pans - per pair	\$61.00	\$1,586.00
	3 ea	Credit for standard coated shelf, deduct	\$-92.79	\$-278.37
		ITEM TOTAL:		\$13,671.63
46	1 ea	HOBART SERVICE-INSTALLATION Hobart Service-Installation Model No. HOBART SERVICE- INSTALLATION Hobart Service-Installation	\$11,203.00	\$11,203.00
		ITEM TOTAL:		\$11,203.00

LAGOS ES

7	1 ea	DISHWASHER, CONVEYOR TYPE Hobart Model No. CL44-BAS+BUILDUP Conveyor Dishwasher, single tank, (202) racks/hour, insulated hinged doors, .45 gallon/rack, Complete Delime with Booster Guard, Touch Screen Controls with diagnostics, troubleshooting, and SmartConnect App, capless wash arms, NSF Pot & Pan mode, cULus, NSF, ENERGY STAR®, Free factory startup for installations within a 100 mile radius of a Hobart service office; installation beyond 100 miles will be charged at the quoted rate by the local Hobart service office	\$24,318.00	\$24,318.00
	1 ea	Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.		
	1 ea	Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA		
	1 ea	CL44BAS-HTE15K Electric tank heat 15kW	\$2,659.00	\$2,659.00
	1 ea	CL44BAS-ERH0NO Remote Booster / Chemical Sanitizing		
	1 ea	CL44BAS-ELE0AX 208v/60/3-ph Single point connection standard (field convertible to dual point)		

Item	Qty	Description	Sell	Sell Total
	1 ea	CL44BAS-HGTSTD Standard Height 19.5"H x 22"W opening, fits full-sized sheet pan, horizontal		
	1 ea	CL44BAS-DIR0RL Right to left operation		
	1 ea	NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.		
	1 ea	CL44EN-BASFETSTD Standard feet		
			ITEM TOTAL:	\$26,977.00
8	1 ea	CLEAN DISHTABLE	\$1,337.00	\$1,337.00
		IMC/Teddy Model No. SCDT-84 Dishtable, clean, straight design, right to left operation, 84"W x 30"D x 34"H, 14 gauge stainless steel top with 16 gauge stainless steel channeling, 8" backsplash & stainless steel legs & gussets		
	7 ft	SSU Undershelf, stainless steel (priced per foot)	\$171.00	\$1,197.00
			ITEM TOTAL:	\$2,534.00
9	1 ea	PRE-RINSE FAUCET ASSEMBLY	\$245.00	\$245.00
		T&S Brass Model No. 5PR-8W00 Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead		
	1 kt	B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts & washers, (2) short "Ell" 1/2" NPT female x male	\$33.00	\$33.00
			ITEM TOTAL:	\$278.00
10	1 ea	SOILED DISHTABLE	\$2,312.00	\$2,312.00
		IMC/Teddy Model No. SSDT-84 Dishtable, soiled, with pre-rinse sink, straight, right-to-left, 84"W, 14 gauge stainless steel top with 16 gauge stainless steel channeling, 8"H backsplash & stainless steel legs & gussets		
	1 ea	WDCR Weld in Disposal Collar	\$290.00	\$290.00
	1 ea	SB Scrap Basket	\$328.00	\$328.00
			ITEM TOTAL:	\$2,930.00
11	1 ea	DISPOSER	\$2,599.00	\$2,599.00
		InSinkErator Model No. SS-200-7-MRS SS-200™ Complete Disposer Package, sink mount system, 6-5/8" diameter inlet, with #7 collar adaptor for sink installation, 2 HP motor, stainless steel construction, includes syphon breaker, solenoid valve, flow control valve, removable splash baffle, stainless steel sink stopper, manual reverse switch, adjustable leg kit		
	1 ea	(1) year parts & labor warranty from date of installation (standard)		

Item	Qty	Description	Sell	Sell Total
	1 ea	Standard height disposer body		
	1 ea	Specify voltage		
	1 ea	SYPHON 45DEG Syphon breaker upgrade, chrome, 45° fittings (replace with 13412)	\$252.00	\$252.00
ITEM TOTAL:				\$2,851.00
47	1 ea	HOBART SERVICE-INSTALLATION Hobart Service-Installation Model No. HOBART SERVICE-INSTALLATION Hobart Service-Installation	\$10,203.00	\$10,203.00
ITEM TOTAL:				\$10,203.00
SHADOWGLEN ES				
12	1 ea	DISHWASHER, CONVEYOR TYPE Hobart Model No. CL44-BAS+BUILDUP Conveyor Dishwasher, single tank, (202) racks/hour, insulated hinged doors, .45 gallon/rack, Complete Delime with Booster Guard, Touch Screen Controls with diagnostics, troubleshooting, and SmartConnect App, capless wash arms, NSF Pot & Pan mode, cULus, NSF, ENERGY STAR®, Free factory startup for installations within a 100 mile radius of a Hobart service office; installation beyond 100 miles will be charged at the quoted rate by the local Hobart service office	\$24,318.00	\$24,318.00
	1 ea	Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.		
	1 ea	Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA		
	1 ea	CL44BAS-HTE15K Electric tank heat 15kW	\$2,659.00	\$2,659.00
	1 ea	CL44BAS-ERH0NO Remote Booster / Chemical Sanitizing		
	1 ea	CL44BAS-ELE0AX 208v/60/3-ph Single point connection standard (field convertible to dual point)		
	1 ea	CL44BAS-HGTSTD Standard Height 19.5"H x 22"W opening, fits full-sized sheet pan, horizontal		
	1 ea	CL44BAS-DIR0RL Right to left operation		
	1 ea	NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.		
	1 ea	CL44EN-BASFETSTD Standard feet		
ITEM TOTAL:				\$26,977.00
13	1 ea	PRE-RINSE FAUCET ASSEMBLY	\$245.00	\$245.00

Item	Qty	Description	Sell	Sell Total
		T&S Brass Model No. 5PR-8W00 Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead		
	1 kt	B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts & washers, (2) short "El" 1/2" NPT female x male	\$33.00	\$33.00
ITEM TOTAL:				\$278.00
14	1 ea	DISPOSER InSinkErator Model No. SS-200-7-MRS SS-200™ Complete Disposer Package, sink mount system, 6-5/8" diameter inlet, with #7 collar adaptor for sink installation, 2 HP motor, stainless steel construction, includes syphon breaker, solenoid valve, flow control valve, removable splash baffle, stainless steel sink stopper, manual reverse switch, adjustable leg kit	\$2,599.00	\$2,599.00
	1 ea	(1) year parts & labor warranty from date of installation (standard)		
	1 ea	Standard height disposer body		
	1 ea	Specify voltage		
	1 ea	SYPHON 45DEG Syphon breaker upgrade, chrome, 45° fittings (replace with 13412)	\$252.00	\$252.00
ITEM TOTAL:				\$2,851.00
48	1 ea	HOBART SERVICE-INSTALLATION Hobart Service-Installation Model No. HOBART SERVICE- INSTALLATION Hobart Service-Installation	\$10,203.00	\$10,203.00
ITEM TOTAL:				\$10,203.00
BLAKE MANOR ES				
16	1 ea	PASS-THRU REFRIGERATOR Traulsen Model No. AHT132WPUT-HHS Spec-Line Refrigerator, Pass-thru, one-section, self-contained refrigeration, StayClear™ Condenser, variable speed compressor, stainless steel exterior, aluminum interior, standard depth, wide half-height solid doors, both sides with EZ-Clean Gaskets, (3) adjustable wire shelves per section, microprocessor controls, 6" adjustable stainless steel legs, R-290 Hydrocarbon refrigerant, 1/2 HP, cETLus, ETL-Sanitation, ENERGY STAR®	\$13,289.00	\$13,289.00
	1 ea	6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details		
	1 ea	115v/60/1-ph, 7.2 amps, cord with NEMA 5-15P, standard		
	1 ea	Half height solid door, standard		
	1 ea	Half height solid door, standard		
	1 ea	Thermometer side door: hinged on right, standard		

Item	Qty	Description	Sell	Sell Total
	1 ea	Rear door hinged on left		
	13 ea	Universal tray slides for (1) 18"x26" or (2) 14"x18" or (2) 12" x 20" pans -per pair	\$101.00	\$1,313.00
	3 ea	Credit for standard coated shelf, deduct	\$-92.79	\$-278.37
ITEM TOTAL:				\$14,323.63
17	1 ea	PASS-THRU REFRIGERATOR	\$13,289.00	\$13,289.00
		Traulsen Model No. AHT132WPUT-HHS Spec-Line Refrigerator, Pass-thru, one-section, self-contained refrigeration, StayClear™ Condenser, variable speed compressor, stainless steel exterior, aluminum interior, standard depth, wide half-height solid doors, both sides with EZ-Clean Gaskets, (3) adjustable wire shelves per section, microprocessor controls, 6" adjustable stainless steel legs, R-290 Hydrocarbon refrigerant, 1/2 HP, cETLus, ETL-Sanitation, ENERGY STAR®		
	1 ea	6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details		
	1 ea	115v/60/1-ph, 7.2 amps, cord with NEMA 5-15P, standard		
	1 ea	Half height solid door, standard		
	1 ea	Half height solid door, standard		
	1 ea	Thermometer side door: hinged on left		
	1 ea	Rear door hinged on left		
	13 ea	Universal tray slides for (1) 18"x26" or (2) 14"x18" or (2) 12" x 20" pans -per pair	\$101.00	\$1,313.00
	3 ea	Credit for standard coated shelf, deduct	\$-92.79	\$-278.37
ITEM TOTAL:				\$14,323.63
18	1 ea	PASS-THRU HEATED CABINET	\$11,494.00	\$11,494.00
		Traulsen Model No. AHF132WP-HHS Spec-Line Heated Cabinet, Pass-thru, one-section, stainless steel exterior, aluminum interior, standard depth cabinet, half-height doors, with EZ-Clean Gaskets, (3) clear coated adjustable shelves per section, microprocessor controls, 6' adjustable stainless steel legs, cETLus, ETL-Sanitation		
	1 ea	6-year parts & labor, standard. Visit www.traulsen.com for details		
	1 ea	208/115v/60/1-ph, 7.7 amps, standard		
	1 ea	Thermometer side door: hinged on right, standard		
	1 ea	Rear door hinged on right, standard		
	12 ea	Universal tray slide - per pair	\$101.00	\$1,212.00
	3 ea	Credit for standard coated shelf, deduct	\$-92.79	\$-278.37
ITEM TOTAL:				\$12,427.63
19	1 ea	PASS-THRU HEATED CABINET	\$11,494.00	\$11,494.00

Item	Qty	Description	Sell	Sell Total
		Traulsen Model No. AHF132WP-HHS Spec-Line Heated Cabinet, Pass-thru, one-section, stainless steel exterior, aluminum interior, standard depth cabinet, half-height doors, with EZ-Clean Gaskets, (3) clear coated adjustable shelves per section, microprocessor controls, 6' adjustable stainless steel legs, cETLus, ETL-Sanitation		
	1 ea	6-year parts & labor, standard. Visit www.traulsen.com for details		
	1 ea	208/115v/60/1-ph, 7.7 amps, standard		
	1 ea	Thermometer side door: hinged on left		
	1 ea	Rear door hinged on left		
	12 ea	Universal tray slide - per pair	\$101.00	\$1,212.00
	3 ea	Credit for standard coated shelf, deduct	\$-92.79	\$-278.37
ITEM TOTAL:				\$12,427.63
20	1 ea	HEATED HOLDING PROOFING CABINET, MOBILE Vulcan Model No. VP18 Proofing Heated Cabinet, mobile, non-insulated, (18) 18" x 26" x 1" sheet pans or (36) 12" x 20" x 2-1/2" steam table pans, fan & air tunnel, includes (10) pair of adjustable tray slides 3" OC, 1/2 gallon water pan, switch can be set to proof or set for heated holding up to 190° F, glass door, stainless steel construction, includes drip trough & removable drip pan, 5" casters; 2 swivel, 2 rigid with locks, 120v/50/60/1-ph, 2.0kW, cord with NEMA 5-20P, cULus, UL EPH	\$2,488.00	\$2,488.00
ITEM TOTAL:				\$2,488.00
49	5 ea	REMOVAL OF EXISTING EQUIPMENT Mission Restaurant Supply Model No. EERR Existing Equipment Removal MRS will disconnect, remove, haul away, and properly dispose of existing equipment.	\$164.00	\$820.00
ITEM TOTAL:				\$820.00
50	1 ea	DELIVERY - UNCRATE AND SET EQUIPMENT Mission Restaurant Supply Model No. EDUS Equipment Delivery, Uncrate and Set in Place MRS will deliver, uncrate, and set the quoted equipment. Cold equipment will be assembled, set, and started if correct power is available. Hot equipment will be assembled and set in place only. All gas and electrical final connections BY OTHERS. Any existing equipment will need to be removed PRIOR to our delivery.	\$1,455.00	\$1,455.00

Item	Qty	Description	Sell	Sell Total
			ITEM TOTAL:	\$1,455.00
BLUEBONNET TRAIL ES				
1	1 ea	ULTRAWASH SINK Aerowerks Model No. CUSTOM See factory quote	\$35,993.00	\$35,993.00
	1 ea	FREIGHT ESTIMATED FREIGHT	\$2,766.00	\$2,766.00
			ITEM TOTAL:	\$38,759.00
21	1 ea	CONVECTION OVEN, ELECTRIC Vulcan Model No. VC44ED Convection Oven, electric, double-deck, standard depth, solid state controls, temperature range 150° to 500°F, 60 minute timer with audible alarm per oven, oven cool switch for rapid cool down, independently operated stainless steel doors with double pane windows, porcelain enamel on steel oven interiors, (5) nickel plated racks per oven, stainless steel front, top, sides & 8"H legs, (2) 1/2 HP two speed oven blower-motors, 12 kW each section, NSF, cUL, UL, ENERGY STAR®	\$10,403.00	\$10,403.00
	1 ea	1 year limited parts & labor warranty, standard		
	1 ea	(2) 208v/60/3-ph, 70 amps total, standard		
	1 st	Casters, set of (4) in lieu of standard legs	\$153.00	\$153.00
			ITEM TOTAL:	\$10,556.00
22	2 ea	MILK COOLER Traulsen Model No. RMC34D4 Spec-Line Forced-Air Double Access Milk Cooler, sliding door, holds (8) 13"x13" crates or (4) 13"x19" milk crates, stainless steel interior and exterior, reinforced floor, sliding caster rails, (2) heavy-duty stainless steel dunnage racks, top-mount refrigeration system, digital control, E-Z clean gaskets, floor drain, 4" factory mounted adjustable casters, R-290 refrigerant, 1/5 hp, cETLus, ETL	\$6,082.00	\$12,164.00
	2 ea	6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details		
	2 ea	115v/60/1-ph, 7.2 amps, NEMA 5-15P		
			ITEM TOTAL:	\$12,164.00
23	1 ea	DISPOSER InSinkErator Model No. SS-100 SS-100™ Disposer, basic unit only, 1 HP motor, stainless steel construction, includes mounting gasket	\$1,487.00	\$1,487.00
	1 ea	Specify voltage		
	1 ea	#5 MOUNT #5 sink flange mounting assembly, for 3-1/2" to 4" opening (12506)	\$194.00	\$194.00

Item	Qty	Description	Sell	Sell Total
	1 ea	LEG KIT Adjustable support legs, (set of 2) for 1/2 HP thru 2 HP disposers (11757C) Bluebonnet Trail Elementary-11316 Farmhaven Rd Austin, TX 78754	\$150.00	\$150.00
			ITEM TOTAL:	\$1,831.00
45	1 ea	HOBART SERVICE-INSTALLATION Hobart Service-Installation Model No. HOBART SERVICE-INSTALLATION Hobart Service-Installation	\$9,009.00	\$9,009.00
			ITEM TOTAL:	\$9,009.00
PRESIDENTIAL MEADOWS ES				
24	1 ea	DISHWASHER, DOOR TYPE, VENTLESS Hobart Model No. AM16VLT-BAS-4 Ventless Dishwashing Machine, tall chamber (27"), door type, energy recovery, high temp sanitizing, 480/60/3, internal condensing system, 40 racks/hour, straight-thru or corner installation, user-friendly smart touchscreen controls, Wi-Fi connectivity with SmartConnect app, Delime Notification with Cycle, Sense-A-Temp™ booster, electric tank heat, X-shaped wash arms, scrap screen and basket, door actuated start, door lock, stainless steel tank, tank shelf, chamber, trim panels, frame & feet, cULus, NSF, ENERGY STAR®. Factory Startup - Free for installations within 100 miles of a Hobart Service Office during normal business hours with appropriate notice; installation beyond 100 miles will be quoted by Service.	\$23,215.00	\$23,215.00
	1 ea	Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.		
	1 ea	Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA		
	1 ea	NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.		
			ITEM TOTAL:	\$23,215.00
25	1 ea	DISPOSER InSinkErator Model No. SS-200-7-MRS SS-200™ Complete Disposer Package, sink mount system, 6-5/8" diameter inlet, with #7 collar adaptor for sink installation, 2 HP motor, stainless steel construction, includes syphon breaker, solenoid valve, flow control valve, removable splash baffle, stainless steel sink stopper, manual reverse switch, adjustable leg kit	\$2,599.00	\$2,599.00
	1 ea	(1) year parts & labor warranty from date of installation (standard)		
	1 ea	Standard height disposer body		

Item	Qty	Description	Sell	Sell Total
	1 ea	Specify voltage		
	1 ea	SYPHON STD Syphon breaker standard, 1/2" (11477)		
			ITEM TOTAL:	\$2,599.00
26	1 ea	PRE-RINSE FAUCET ASSEMBLY	\$245.00	\$245.00
		T&S Brass Model No. 5PR-8W00		
		Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead		
				
	1 kt	B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts & washers, (2) short "Ell" 1/2" NPT female x male	\$33.00	\$33.00
			ITEM TOTAL:	\$278.00
51	1 ea	HOBART SERVICE-INSTALLATION	\$6,166.00	\$6,166.00
		Hobart Service-Installation Model No. HOBART SERVICE-INSTALLATION		
		Hobart Service-Installation		
			ITEM TOTAL:	\$6,166.00
NEW TECH MS				
27	1 ea	DISPOSER	\$1,487.00	\$1,487.00
		InSinkErator Model No. SS-100		
		SS-100™ Disposer, basic unit only, 1 HP motor, stainless steel construction, includes mounting gasket		
				
	1 ea	Specify voltage		
	1 ea	#5 MOUNT #5 sink flange mounting assembly, for 3-1/2" to 4" opening (12506)	\$194.00	\$194.00
	1 ea	LEG KIT Adjustable support legs, (set of 2) for 1/2 HP thru 2 HP disposers (11757C)	\$150.00	\$150.00
			ITEM TOTAL:	\$1,831.00
52	1 ea	HOBART SERVICE-INSTALLATION	\$2,850.00	\$2,850.00
		Hobart Service-Installation Model No. HOBART SERVICE-INSTALLATION		
		Hobart Service-Installation		
			ITEM TOTAL:	\$2,850.00
DECKER ES				
28	1 ea	DISHWASHER, CONVEYOR TYPE	\$24,318.00	\$24,318.00

Item	Qty	Description	Sell	Sell Total
		Hobart Model No. CL44-BAS+BUILDUP Conveyor Dishwasher, single tank, (202) racks/hour, insulated hinged doors, .45 gallon/rack, Complete Delime with Booster Guard, Touch Screen Controls with diagnostics, troubleshooting, and SmartConnect App, capless wash arms, NSF Pot & Pan mode, cULus, NSF, ENERGY STAR®, Free factory startup for installations within a 100 mile radius of a Hobart service office; installation beyond 100 miles will be charged at the quoted rate by the local Hobart service office		
	1 ea	Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.		
	1 ea	Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA		
	1 ea	CL44BAS-HTE15K Electric tank heat 15kW	\$2,659.00	\$2,659.00
	1 ea	CL44BAS-ELE0CD 480v/60/3-ph Single point connection standard (field convertible to dual point)		
	1 ea	CL44BAS-HGTSTD Standard Height 19.5"H x 22"W opening, fits full-sized sheet pan, horizontal		
	1 ea	CL44BAS-ERH18K With 18 kW Booster (default)	\$4,512.00	\$4,512.00
	1 ea	CL44BAS-DIR0RL Right to left operation		
	1 ea	NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.		
	2 ea	VNTHD/E-ADJ E-series vent hood domestic (adjustable)	\$1,111.00	\$2,222.00
	1 ea	TBLIM-CL Table limit switch for CL & CLEN series	\$456.00	\$456.00
	1 ea	CL44EN-BASFETSTD Standard feet		
		ITEM TOTAL:		\$34,167.00
29	2 ea	MILK COOLER Traulsen Model No. RMC34S4 Spec-Line Forced-Air Single Access Milk Cooler, sliding door, holds (8) 13"x13" crates or (4) 13"x19" milk crates, stainless steel interior and exterior, reinforced floor, sliding caster rails, (2) heavy-duty stainless steel dunnage racks, top-mount refrigeration system, digital control, E-Z clean gaskets, floor drain, 4" factory mounted adjustable casters, R-290 refrigerant, 1/5 hp, cETLus, ETL	\$4,103.00	\$8,206.00
	2 ea	6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details		
	2 ea	115v/60/1-ph, 7.2 amps, NEMA 5-15P		
		ITEM TOTAL:		\$8,206.00
53	1 ea	HOBART SERVICE-INSTALLATION Hobart Service-Installation Model No. HOBART SERVICE-INSTALLATION Hobart Service-Installation	\$8,599.00	\$8,599.00

Item	Qty	Description	Sell	Sell Total
			ITEM TOTAL:	\$8,599.00
DECKER MS				
30	1 ea	DISHWASHER, DOOR TYPE, VENTLESS  Hobart Model No. AM16VLT-BAS-2 Ventless Dishwashing Machine, tall chamber (27"), door type, energy recovery, high temp sanitizing, 208-240/60/3 (field convertible to single phase), internal condensing system, 40 racks/hour, straight-thru or corner installation, user-friendly smart touchscreen controls, Wi-Fi connectivity with SmartConnect app, Delime Notification with Cycle, Sense-A-Temp™ booster, electric tank heat, X-shaped wash arms, scrap screen and basket, door actuated start, door lock, stainless steel tank, tank shelf, chamber, trim panels, frame & feet, cULus, NSF, ENERGY STAR®. Factory Startup - Free for installations within 100 miles of a Hobart Service Office during normal business hours with appropriate notice; installation beyond 100 miles will be quoted by Service. 1 ea Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory. 1 ea Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA 1 ea NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.	\$21,977.00	\$21,977.00
			ITEM TOTAL:	\$21,977.00
31	1 ea	DISPOSER  InSinkErator Model No. SS-300-7-MRS SS-300™ Complete Disposer Package, sink mount system, 6-5/8" diameter inlet, with #7 collar adaptor for sink installation, 3 HP motor, stainless steel construction, includes syphon breaker, solenoid valve, flow control valve, removable splash baffle, stainless steel sink stopper, manual reverse switch 1 ea (1) year parts & labor warranty from date of installation (standard) 1 ea Standard height disposer body 1 ea 208v/60/3-ph, 6.0 amps 1 ea SYPHON STD Syphon breaker standard, 1/2" (11477)	\$3,342.00	\$3,342.00
			ITEM TOTAL:	\$3,342.00
32	1 ea	PASS-THRU REFRIGERATOR  Traulsen Model No. AHT232WPUT-HHS Spec-Line Refrigerator, Pass-thru, two-section, self-contained refrigeration, StayClear™ Condenser, variable speed compressor, stainless steel exterior, aluminum interior, standard depth, wide half-height solid doors, both sides with EZ-Clean Gaskets, (3) adjustable wire shelves per section, microprocessor controls, 6"	\$19,877.00	\$19,877.00

Item	Qty	Description	Sell	Sell Total
		adjustable stainless steel legs, R-290 Hydrocarbon refrigerant, 1/2 HP, cETLus, ETL-Sanitation, ENERGY STAR®		
	1 ea	6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details		
	1 ea	115v/60/1-ph, 8.6 amps, cord with NEMA 5-15P, standard		
	1 ea	Half height solid door, standard		
	1 ea	Half height solid door, standard		
	1 ea	Half height solid door, standard		
	1 ea	Half height solid door, standard		
	1 ea	Thermometer side: Both doors hinged on left		
	1 ea	Rear: Both doors hinged on right		
	26 ea	Universal tray slide - per pair	\$101.00	\$2,626.00
	6 ea	Credit for standard coated shelf, deduct	\$-92.79	\$-556.74
ITEM TOTAL:				\$21,946.26
33	1 ea	PRE-RINSE FAUCET ASSEMBLY	\$245.00	\$245.00
		T&S Brass Model No. 5PR-8W00 Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead		
	1 kt	B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts & washers, (2) short "El" 1/2" NPT female x male	\$33.00	\$33.00
ITEM TOTAL:				\$278.00
55	1 ea	HOBART SERVICE-INSTALLATION	\$8,170.00	\$8,170.00
		Hobart Service-Installation Model No. HOBART SERVICE-INSTALLATION Hobart Service-Installation		
ITEM TOTAL:				\$8,170.00
OAK MEADOWS ES				
34	1 ea	DISHWASHER, DOOR TYPE, VENTLESS	\$23,215.00	\$23,215.00
		Hobart Model No. AM16VLT-BAS-4 Ventless Dishwashing Machine, tall chamber (27"), door type, energy recovery, high temp sanitizing, 480/60/3, internal condensing system, 40 racks/hour, straight-thru or corner installation, user-friendly smart touchscreen controls, Wi-Fi connectivity with SmartConnect app, Delime Notification with Cycle, Sense-A-Temp™ booster, electric tank heat, X-shaped wash arms, scrap screen and basket, door actuated start, door lock, stainless steel tank, tank shelf, chamber, trim panels, frame & feet, cULus, NSF, ENERGY STAR®. Factory Startup - Free for installations within 100 miles of a Hobart Service Office during normal business hours with appropriate notice; installation beyond 100 miles will be quoted by Service.		

Item	Qty	Description	Sell	Sell Total
	1 ea	Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.		
	1 ea	Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA		
	1 ea	NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.		
			ITEM TOTAL:	\$23,215.00
35	1 ea	DISPOSER InSinkErator Model No. SS-100 SS-100™ Disposer, basic unit only, 1 HP motor, stainless steel construction, includes mounting gasket	\$1,487.00	\$1,487.00
				
	1 ea	Specify voltage		
	1 ea	#7 COLLAR SINK #7 collar adapter, weld in sink, provides 6-5/8" opening (12505)	\$194.00	\$194.00
	1 ea	LEG KIT Adjustable support legs, (set of 2) for 1/2 HP thru 2 HP disposers (11757C)	\$150.00	\$150.00
			ITEM TOTAL:	\$1,831.00
36	1 ea	PRE-RINSE FAUCET ASSEMBLY T&S Brass Model No. 5PR-8W00 Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead	\$245.00	\$245.00
				
	1 kt	B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts & washers, (2) short "El" 1/2" NPT female x male	\$33.00	\$33.00
			ITEM TOTAL:	\$278.00
56	1 ea	HOBART SERVICE-INSTALLATION Hobart Service-Installation Model No. HOBART SERVICE-INSTALLATION Hobart Service-Installation	\$6,166.00	\$6,166.00
			ITEM TOTAL:	\$6,166.00
MANOR HS				
37	1 ea	DISHWASHER, DOOR TYPE, VENTLESS Hobart Model No. AM16VLT-BAS-2 Ventless Dishwashing Machine, tall chamber (27"), door type, energy recovery, high temp sanitizing, 208-240/60/3 (field convertible to single phase), internal condensing system, 40 racks/hour, straight-thru or corner installation, user-friendly smart touchscreen controls, Wi-Fi connectivity with SmartConnect app,	\$21,977.00	\$21,977.00
				

Item	Qty	Description	Sell	Sell Total
		Delime Notification with Cycle, Sense-A-Temp™ booster, electric tank heat, X-shaped wash arms, scrap screen and basket, door actuated start, door lock, stainless steel tank, tank shelf, chamber, trim panels, frame & feet, cULus, NSF, ENERGY STAR®. Factory Startup - Free for installations within 100 miles of a Hobart Service Office during normal business hours with appropriate notice; installation beyond 100 miles will be quoted by Service.		
	1 ea	Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.		
	1 ea	Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA		
	1 ea	NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.		
			ITEM TOTAL:	\$21,977.00
38	1 ea	DISPOSER	\$2,599.00	\$2,599.00
		InSinkErator Model No. SS-200-7-MRS SS-200™ Complete Disposer Package, sink mount system, 6-5/8" diameter inlet, with #7 collar adaptor for sink installation, 2 HP motor, stainless steel construction, includes syphon breaker, solenoid valve, flow control valve, removable splash baffle, stainless steel sink stopper, manual reverse switch, adjustable leg kit		
	1 ea	(1) year parts & labor warranty from date of installation (standard)		
	1 ea	Standard height disposer body		
	1 ea	Specify voltage		
	1 ea	SYPHON STD Syphon breaker standard, 1/2" (11477)		
			ITEM TOTAL:	\$2,599.00
39	1 ea	PRE-RINSE FAUCET ASSEMBLY	\$245.00	\$245.00
		T&S Brass Model No. 5PR-8W00 Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead		
	1 kt	B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts & washers, (2) short "El" 1/2" NPT female x male	\$33.00	\$33.00
			ITEM TOTAL:	\$278.00
57	1 ea	HOBART SERVICE-INSTALLATION	\$6,166.00	\$6,166.00
		Hobart Service-Installation Model No. HOBART SERVICE-INSTALLATION Hobart Service-Installation		
			ITEM TOTAL:	\$6,166.00

Item	Qty	Description	Sell	Sell Total
MANOR MS				
40	1 ea	DISHWASHER, DOOR TYPE, VENTLESS  Hobart Model No. AM16VLT-BAS-2 Ventless Dishwashing Machine, tall chamber (27"), door type, energy recovery, high temp sanitizing, 208-240/60/3 (field convertible to single phase), internal condensing system, 40 racks/hour, straight-thru or corner installation, user-friendly smart touchscreen controls, Wi-Fi connectivity with SmartConnect app, Delime Notification with Cycle, Sense-A-Temp™ booster, electric tank heat, X-shaped wash arms, scrap screen and basket, door actuated start, door lock, stainless steel tank, tank shelf, chamber, trim panels, frame & feet, cULus, NSF, ENERGY STAR®. Factory Startup - Free for installations within 100 miles of a Hobart Service Office during normal business hours with appropriate notice; installation beyond 100 miles will be quoted by Service. 1 ea Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory. 1 ea Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA 1 ea NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.	\$21,977.00	\$21,977.00
ITEM TOTAL:			\$21,977.00	
41	1 ea	DISPOSER  InSinkErator Model No. SS-200-7-MRS SS-200™ Complete Disposer Package, sink mount system, 6-5/8" diameter inlet, with #7 collar adaptor for sink installation, 2 HP motor, stainless steel construction, includes syphon breaker, solenoid valve, flow control valve, removable splash baffle, stainless steel sink stopper, manual reverse switch, adjustable leg kit 1 ea (1) year parts & labor warranty from date of installation (standard) 1 ea Standard height disposer body 1 ea Specify voltage 1 ea SYPHON STD Syphon breaker standard, 1/2" (11477)	\$2,599.00	\$2,599.00
ITEM TOTAL:			\$2,599.00	
42	1 ea	PRE-RINSE FAUCET ASSEMBLY  T&S Brass Model No. SPR-8W00 Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead	\$245.00	\$245.00
	1 kt	B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts &	\$33.00	\$33.00

Item	Qty	Description	Sell	Sell Total
washers, (2) short "Ell" 1/2" NPT female x male				
			ITEM TOTAL:	\$278.00
58	1 ea	HOBART SERVICE-INSTALLATION Hobart Service-Installation Model No. HOBART SERVICE- INSTALLATION Hobart Service-Installation	\$6,166.00	\$6,166.00
			ITEM TOTAL:	\$6,166.00
MANOR SENIOR HS				
43	1 ea	DISHWASHER, POT/PAN/UTENSIL, DOOR TYPE Hobart Model No. PW10ER-1 Advansys™ Ventless Pot/Pan/Utensil Washer with Energy Recovery, front loading with split door design, 208/240v/60/3-ph, (10) pan capacity, over/under rotating arms, 2/4/6 minute adjustable timer, up to (13) racks/hour, includes: (1) flat grid, (1) tray rack & (1) flat bottom rack, pre-rinse spray hose, sanitizing with Sense-A-Temp™ 70° booster rise, internal condensing system, Complete Delime™ with Delime Notification, Auto Dispensing, and Booster Guard™, stainless steel construction, cULus, BISSC Certified, NSF, ENERGY STAR®, Free factory startup for installations within a 100 mile radius of a Hobart service office; installation beyond 100 miles will be charged at the quoted rate by the local Hobart service office	\$23,180.00	\$23,180.00
	1 ea	Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.		
	1 ea	Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA		
	1 ea	PUMPDRN-AIRGAP Pumped Drain Air Gap Kit	\$142.00	\$142.00
			ITEM TOTAL:	\$23,322.00
60	1 ea	HOBART SERVICE-INSTALLATION Hobart Service-Installation Model No. HOBART SERVICE- INSTALLATION Hobart Service-Installation	\$4,870.00	\$4,870.00
			ITEM TOTAL:	\$4,870.00
44	18 ea	KNIFE SHARPENER Dexter Russell Model No. EDGE-21 Traditional™ (7931) Electric Knife Sharpener by Edlund, with removable ABS guide, sharpens plain & scalloped edge knives, stainless steel housing, NSF Certified, Made in USA	\$578.00	\$10,404.00
			ITEM TOTAL:	\$10,404.00
ADDE	1 ea	WORK TABLE/SINK/DISHTABLES CUSTOM	\$33,835.00	\$33,835.00

Item	Qty	Description	Sell	Sell Total
NDUM 1		IMC/Teddy Model No. WORK TABLE/SINK/DISHTABLES CUSTOM For EPI internal purposes only. See Factory Quote for accurate pricing. ***custom Dish tables for addendum***		
			ITEM TOTAL:	\$33,835.00
61	1 ea	FREIGHT Custom Model No. FREIGHT ESTIMATED T&S BRASS FREIGHT	\$-148.96	\$-148.96
			ITEM TOTAL:	\$-148.96
61	1 ea	FREIGHT Custom Model No. FREIGHT ESTIMATED IMC TEDDY FREIGHT	\$4,531.00	\$4,531.00
			ITEM TOTAL:	\$4,531.00
			Total	\$591,077.45

Acceptance: _____ Date: _____

Printed Name: _____

Project Grand Total: \$591,077.45



REVISED MANOR ISD 2024 LARGE EQUIPMENT RFP 25-003RFP

****Removed Duplicate dish machine, disposer, dishtable specifications for Shadowglen Elementary****

****There was a conveyor and a door type option, we will proceed with the conveyor option only****

****Important Submittal Information****

Provide Proposal for Preferred Specification or Approved Equal.

Although the District does not restrict, by use of a brand name, the preferred specification does have certain features, which seem desirable based on existing equipment, specific monitoring capability, maintenance familiarity with repair, and stocking of parts for existing manufacture brands. Vendors bidding/proposing other than items listed will submit those items as alternates to the specified item explaining on the bid/proposal price sheet where it does not meet specifications. Complete specification, literature describing alternate products and requested sample information MUST be attached to the bid/proposal price sheet on each item bid/proposed. The district reserves the right to make final decisions as to comparable items. Be very certain that items bid/proposed and delivered are EQUAL to items listed. Materials which are not equal will be returned to the supplier, transportation charges collect.

USA MADE PREFERRED

Preferred Manufactures: Aerowerks, Dexter, Hobart, IMC Teddy, Insinkerator, T&S Brass, Traulsen, Vulcan

Site Visit: Required, proposals without site visits recorded will not be accepted.

Site Visit Period : 9/4/24-9/13/24, vendor must schedule visit with Ryan Cengel, FSD, ryan.cengel@manorisd.net

Please submit proposals to: Ryan Cengel, FSD, ryan.cengel@manorisd.net

Quote Deadline: 9/23/24.

Shipping Address: Awarded vendor to receive all equipment at their warehouse

Installation Address: Multiple sites, see campus list below

Install Deadline: contingent on equipment lead times.

SCOPE OF WORK: bidding vendors are to include all costs of these items within their proposal.

- Vendor is responsible to verify all quantities, measurements, direction of operation, hinging, voltages, and utility requirements based on specifications per campus
- Vendor is responsible for verifying all drawings are applicable per campus where drawings are necessary.
- Vendor to disassemble, remove, and dispose of existing equipment and dispose of properly according to city and county ordinances off campus property.
- Vendor to accept delivery, receive, uncrate, assemble, deliver, and set in place all equipment as per campus location specified.
- Vendor is responsible for all final connections including, but not limited to, leveling, sealing, electrical, plumbing, ventilation, fabrication of any kind for specified equipment.
- Vendor to schedule equipment start up on installations to verify in good working condition as designed by manufacturer.
- Vendor is responsible to clean and remove all trash and debris from removal and installation sites.
- Vendor must coordinate installation and communicate with School District and all other sub-contractors as required.
- Vendor must provide folder & spreadsheet containing manufacturer manual & warranty information for each piece of equipment per site.

**** Any electrical/plumbing/ventilation/fabrication upgrades will be the responsibility of Manor ISD.** Awarded Vendor must advise where upgrades are needed per site.**

CAMPUS LIST: Each line item will list the applicable campus

Bluebonnet Trail Elementary-11316 Farmhaven Rd Austin, TX 78754
Pioneer Crossing Elementary-11300 Samsung Blvd, Austin, TX 78754
Lagos Elementary-11817 Murchison St, Manor, TX 78653
Shadow Glen Elementary-1200 Shadowglen Trace, Manor, TX 78653
Blake Manor Elementary-18010 Blake Manor Rd, Manor, TX 78653
Presidential Meadows Elementary- 13252 George Bush St, Manor, TX 78653
New Tech Middle School-12116 Joyce Turner, Manor, TX 78653
Decker Elementary School-8500 Decker Ln, Austin, TX 78724
Decker Middle School-8104 Decker Ln, Austin, TX 78724
Oak Meadows Elementary-5600 Decker Ln, Austin, TX 78724
Manor Middle School-12900 Gregg Manor Rd, Manor, TX 78653
Manor High School-12700 Gregg Manor Rd, Manor, TX 78653
Manor Senior High School- 14832 N FM 973, Manor, TX 78653

EQUIPMENT LIST/EQUIPMENT SPECIFICATIONS

ITEM #1

Ultra Wash Hand Sink

Bluebonnet Trail Elementary-11316 Farmhaven Rd Austin, TX 78754

Aerowerks: Custom Ultra Wash System

1 ea Ultrawash system, c/w ultrawash motor, ultrawash labels, auto fill, 18" soiled end drainboard, standard controls, 54" wash sink, 18" rinse sink, 18" sanitizer sink, three drains with overflow (for wash, rinse, and sanitizer sinks), 18" clean end drain board w/ s/s undershelf, (5) sheet pan racks, utensil basket, overhead rack shelves and backsplash

ITEM #2

DISHWASHER, CONVEYOR

Pioneer Crossing Elementary-11300 Samsung Blvd, Austin, TX 78754

Hobart Model CL44EN-BAS+BUILDUP

Conveyor Dishwasher, single tank, (202) racks/hour, insulated hinged doors, .62 gallon/rack, stainless steel enclosure panels, microprocessor controls with low temperature & dirty water indicators, NSF Pot & Pan mode, programable de-lime notification, ENERGY STAR®, Free factory startup for installations within a 100 mile radius of a Hobart service office; installation beyond 100 miles will be charged at the quoted rate by the local Hobart service office

1 ea Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.

1 ea Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA

1 ea Model CL44EN-BASHT15K Electric tank heat 15kW

1 ea Model CL44EN-BASERH0NO Without internal booster

1 ea Single Point (1) service connection standard (Field convertible options available)

1 ea	Model CL44EN-BASELE0AX 208v/60/3-ph
1 ea	Model CL44EN-BASHGTSTD Standard height
1 ea	Model CL44EN-BASDIR0LR Left to right operation
1 ea	Model CL44EN-BASFETSTD Standard feet
1 ea	NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.

ITEM #3

CLEAN DISHTABLE

Pioneer Crossing Elementary-11300 Samsung Blvd, Austin, TX 78754

IMC/Teddy Model SCDT-84

1ea Dishtable, clean, straight design, left to right operation, 84"W x 30"D x 34"H, 14 gauge stainless steel top with 16 gauge stainless steel channeling, 8" backsplash & stainless steel legs & gussets
7 ft Model SSU Undershelf, stainless steel.

ITEM #4

PRE-RINSE FAUCET ASSEMBLY

Pioneer Crossing Elementary-11300 Samsung Blvd, Austin, TX 78754

T&S Brass Model 5PR-8W00

1ea Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead

Model B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts & washers, (2) short "Ell" 1/2" NPT female x male

ITEM #5

SOILED DISHTABLE

Pioneer Crossing Elementary-11300 Samsung Blvd, Austin, TX 78754

IMC/Teddy Model SSDT-84

Dishtable, soiled, with pre-rinse sink, straight, left to right, 84"W, 14 gauge stainless steel top with 16 gauge stainless steel channeling, 8"H backsplash & stainless steel legs & gussets

1 ea Model WDCR Weld in Disposal Collar

1 ea Model SB Scrap Basket

ITEM #6

DISPOSER

Pioneer Crossing Elementary-11300 Samsung Blvd, Austin, TX 78754

InSinkErator Model SS-200-7-MRS

SS-200™ Complete Disposer Package, sink mount system, 6-5/8" diameter inlet, with #7 collar adaptor for sink installation, 2 HP motor, stainless steel construction, includes syphon breaker, solenoid valve, flow control valve, removable splash baffle, stainless steel sink stopper, manual reverse switch, adjustable leg kit

1 ea (1) year parts & labor warranty from date of installation (standard)

1 ea Standard height disposer body

1 ea Specify voltage

1 ea Model SYPHON 45DEG Syphon breaker upgrade, chrome, 45° fittings (replace with 13412)

****Pioneer Crossing ES****
****11316 Farmhaven Rd, Austin, TX 78754****

ITEM #7

DISHWASHER, CONVEYOR TYPE

Lagos Elementary-11817 Murchison St, Manor, TX 78653

Hobart Model CL44EN-BAS+BUILDUP

Conveyor Dishwasher, single tank, (202) racks/hour, insulated hinged doors, .62 gallon/rack, stainless steel enclosure panels, microprocessor controls with low temperature & dirty water indicators, NSF Pot & Pan mode, programable de-lime notification, ENERGY STAR®, Free factory startup for installations within a 100 mile radius of a Hobart service office; installation beyond 100 miles will be charged at the quoted rate by the local Hobart service office

- 1 ea Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.
- 1 ea Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA
- 1 ea Model CL44EN-BASHTE15K Electric tank heat 15kW
- 1 ea Model CL44EN-BASERH0NO Without internal booster
- 1 ea Single Point (1) service connection standard (Field convertible options available)
- 1 ea Model CL44EN-BASELE0AX 208v/60/3-ph
- 1 ea Model CL44EN-BASHGTSTD Standard height
- 1 ea Model CL44EN-BASDIR0RL Right to left operation
- 1 ea Model CL44EN-BASFETSTD Standard feet
- 1 ea NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.

ITEM #8

CLEAN DISHTABLE

Lagos Elementary-11817 Murchison St, Manor, TX 78653

IMC/Teddy Model SCDT-84

- 1ea Dishtable, clean, straight design, right to left operation, 84"W x 30"D x 34"H, 14 gauge stainless steel top with 16 gauge stainless steel channeling, 8" backsplash & stainless steel legs & gussets
7 ft Model SSU Undershelf, stainless steel (priced per foot)

ITEM #9

PRE-RINSE FAUCET ASSEMBLY

Lagos Elementary-11817 Murchison St, Manor, TX 78653

T&S Brass Model 5PR-8W00

- 1ea Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead
- 1 kt Model B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts & washers, (2) short "EII" 1/2" NPT female x male

ITEM #10

SOILED DISHTABLE

Lagos Elementary-11817 Murchison St, Manor, TX 78653

IMC/Teddy Model SSDT-84

Dishtable, soiled, with pre-rinse sink, straight, right-to-left, 84"W, 14 gauge stainless steel top with 16 gauge stainless steel channeling, 8"H backsplash & stainless steel legs & gussets

1 ea Model WDCR Weld in Disposal Collar

1 ea Model SB Scrap Basket

ITEM #11

DISPOSER

Lagos Elementary-11817 Murchison St, Manor, TX 78653

InSinkErator Model SS-200-7-MRS

SS-200™ Complete Disposer Package, sink mount system, 6-5/8" diameter inlet, with #7 collar adaptor for sink installation, 2 HP motor, stainless steel construction, includes syphon breaker, solenoid valve, flow control valve, removable splash baffle, stainless steel sink stopper, manual reverse switch, adjustable leg kit

1 ea (1) year parts & labor warranty from date of installation (standard)

1 ea Standard height disposer body

1 ea Specify voltage

1 ea Model SYPHON 45DEG Syphon breaker upgrade, chrome, 45° fittings (replace with 13412)

ITEM #12

DISHWASHER, CONVEYOR TYPE

Shadow Glen Elementary-1200 Shadowglen Trace, Manor, TX 78653

Hobart Model CL44EN-BAS+BUILDUP

Conveyor Dishwasher, single tank, (202) racks/hour, insulated hinged doors, .62 gallon/rack, stainless steel enclosure panels, microprocessor controls with low temperature & dirty water indicators, NSF Pot & Pan mode, programable de-lime notification, ENERGY STAR®, Free factory startup for installations within a 100 mile radius of a Hobart service office; installation beyond 100 miles will be charged at the quoted rate by the local Hobart service office

1 ea Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.

1 ea Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA

1 ea Model CL44EN-BASHT15K Electric tank heat 15kW

1 ea Model CL44EN-BASERH0NO Without internal booster

1 ea Single Point (1) service connection standard (Field convertible options available)

1 ea Model CL44EN-BASELE0AX 208v/60/3-ph

1 ea Model CL44EN-BASHGTSTD Standard height

1 ea Model CL44EN-BASDIR0RL Right to left operation

1 ea Model CL44EN-BASFETSTD Standard feet

1 ea NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.

ITEM #13

PRE-RINSE FAUCET ASSEMBLY

Shadow Glen Elementary-1200 Shadowglen Trace, Manor, TX 78653

T&S Brass Model 5PR-8W00

Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead
 1ea Model B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts & washers, (2) short "Ell" 1/2" NPT female x male

ITEM #14

DISPOSER

Shadow Glen Elementary-1200 Shadowglen Trace, Manor, TX 78653

InSinkErator Model SS-200-7-MRS

SS-200™ Complete Disposer Package, sink mount system, 6-5/8" diameter inlet, with #7 collar adaptor for sink installation, 2 HP motor, stainless steel construction, includes syphon breaker, solenoid valve, flow control valve, removable splash baffle, stainless steel sink stopper, manual reverse switch, adjustable leg kit

1 ea (1) year parts & labor warranty from date of installation (standard)
 1 ea Standard height disposer body
 1 ea Specify voltage
 1 ea Model SYPHON 45DEG Syphon breaker upgrade, chrome, 45° fittings (replace with 13412)

ITEM #15

PASS-THRU HEATED CABINET

Pioneer Crossing Elementary-11300 Samsung Blvd, Austin, TX 78754

Traulsen Model AHF132NP-FHS/HHS-X

Spec-Line Heated Cabinet, Pass-thru, narrow one-section, stainless steel exterior, aluminum interior, standard depth cabinet, full-height door front, half-height doors rear with EZ-Clean Gaskets, (3) clear coated adjustable shelves per section, microprocessor controls, 6' adjustable stainless steel legs, cETLus, ETL-Sanitation

1 ea 6-year parts & labor, standard. Visit www.traulsen.com for details
 1 ea 208/115v/60/1-ph, 7.7 amps, standard
 1 ea Front full height solid door(s) standard
 2 ea Half height solid door(s) in lieu of full height solid door, per door - Rear
 1 ea Thermometer side door: hinged on left
 1 ea Rear door hinged on right, standard
 26 ea #1 Tray slide for (1) 18"x26" or (2) 14"x18" pans - per pair
 3 ea Credit for standard coated shelf, deduct

ITEM #16

PASS-THRU REFRIGERATOR

Blake Manor Elementary-18010 Blake Manor Rd, Manor, TX 78653

Traulsen Model AHT132WPUT-HHS

Spec-Line Refrigerator, Pass-thru, one-section, self-contained refrigeration, StayClear™ Condenser, variable speed compressor, stainless steel exterior, aluminum interior, standard depth, wide half-height solid doors, both sides with EZ-Clean Gaskets, (3) adjustable wire shelves per section, microprocessor controls, 6" adjustable stainless steel legs, R-290 Hydrocarbon refrigerant, 1/2 HP, cETLus, ETL-Sanitation, ENERGY STAR®

1 ea 6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details
 1 ea 115v/60/1-ph, 7.2 amps, cord with NEMA 5-15P, standard
 1 ea Half height solid door, standard

1 ea	Half height solid door, standard
1 ea	Thermometer side door: hinged on right, standard
1 ea	Rear door hinged on left
13 ea	Universal tray slides for (1) 18"x26" or (2) 14"x18" or (2) 12" x 20" pans -per pair
3 ea	Credit for standard coated shelf, deduct

ITEM #17

PASS-THRU REFRIGERATOR

Blake Manor Elementary-18010 Blake Manor Rd, Manor, TX 78653

Traulsen Model AHT132WPUT-HHS

Spec-Line Refrigerator, Pass-thru, one-section, self-contained refrigeration, StayClear™ Condenser, variable speed compressor, stainless steel exterior, aluminum interior, standard depth, wide half-height solid doors, both sides with EZ-Clean Gaskets, (3) adjustable wire shelves per section, microprocessor controls, 6" adjustable stainless steel legs, R-290 Hydrocarbon refrigerant, 1/2 HP, cETLus, ETL-Sanitation, ENERGY STAR®

1 ea	6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details
1 ea	115v/60/1-ph, 7.2 amps, cord with NEMA 5-15P, standard
1 ea	Half height solid door, standard
1 ea	Half height solid door, standard
1 ea	Thermometer side door: hinged on left
1 ea	Rear door hinged on left
13 ea	Universal tray slides for (1) 18"x26" or (2) 14"x18" or (2) 12" x 20" pans -per pair
3 ea	Credit for standard coated shelf, deduct

ITEM #18

PASS-THRU HEATED CABINET

Blake Manor Elementary-18010 Blake Manor Rd, Manor, TX 78653

Traulsen Model AHF132WP-HHS

Spec-Line Heated Cabinet, Pass-thru, one-section, stainless steel exterior, aluminum interior, standard depth cabinet, half-height doors, with EZ-Clean Gaskets, (3) clear coated adjustable shelves per section, microprocessor controls, 6' adjustable stainless steel legs, cETLus, ETL-Sanitation

1 ea	6-year parts & labor, standard. Visit www.traulsen.com for details
1 ea	208/115v/60/1-ph, 7.7 amps, standard
1 ea	Thermometer side door: hinged on right, standard
1 ea	Rear door hinged on right, standard
12 ea	Universal tray slide - per pair
3 ea	Credit for standard coated shelf, deduct

ITEM #19

PASS-THRU HEATED CABINET

Blake Manor Elementary-18010 Blake Manor Rd, Manor, TX 78653

Traulsen Model AHF132WP-HHS

Spec-Line Heated Cabinet, Pass-thru, one-section, stainless steel exterior, aluminum interior, standard depth cabinet, half-height doors, with EZ-Clean Gaskets, (3) clear coated adjustable shelves per section, microprocessor controls, 6' adjustable stainless steel legs, cETLus, ETL-Sanitation

1 ea	6-year parts & labor, standard. Visit www.traulsen.com for details
1 ea	208/115v/60/1-ph, 7.7 amps, standard
1 ea	Thermometer side door: hinged on left
1 ea	Rear door hinged on left
12 ea	Universal tray slide - per pair

3 ea

Credit for standard coated shelf, deduct

ITEM #20

HEATED HOLDING PROOFING CABINET, MOBILE

Blake Manor Elementary-18010 Blake Manor Rd, Manor, TX 78653

Vulcan Model VP18

Proofing Heated Cabinet, mobile, non-insulated, (18) 18" x 26" x 1" sheet pans or (36) 12" x 20" x 2-1/2" steam table pans, fan & air tunnel, includes (10) pair of adjustable tray slides 3" OC, 1/2 gallon water pan, switch can be set to proof or set for heated holding up to 190° F, glass door, stainless steel construction, includes drip trough & removable drip pan, 5" casters; 2 swivel, 2 rigid with locks, 120v/50/60/1-ph, 2.0kW, cord with NEMA 5-20P, cULus, UL EPH

ITEM #21

CONVECTION OVEN, ELECTRIC

Bluebonnet Trail Elementary-11316 Farmhaven Rd Austin, TX 78754

Vulcan Model VC44ED

Convection Oven, electric, double-deck, standard depth, solid state controls, temperature range 150° to 500°F, 60 minute timer with audible alarm per oven, oven cool switch for rapid cool down, independently operated stainless steel doors with double pane windows, porcelain enamel on steel oven interiors, (5) nickel plated racks per oven, stainless steel front, top, sides & 8"H legs, (2) 1/2 HP two speed oven blower-motors, 12 kW each section, NSF, cUL, UL, ENERGY STAR®

1 ea 1 year limited parts & labor warranty, standard

1 ea (2) 208v/60/3-ph, 70 amps total, standard

1 st Casters, set of (4) in lieu of standard legs

ITEM #22

MILK COOLER

Bluebonnet Trail Elementary-11316 Farmhaven Rd Austin, TX 78754

Traulsen Model RMC34D4

Spec-Line Forced-Air Double Access Milk Cooler, sliding door, holds (8) 13"x13" crates or (4) 13"x19" milk crates, stainless steel interior and exterior, reinforced floor, sliding caster rails, (2) heavy-duty stainless steel dunnage racks, top-mount refrigeration system, digital control, E-Z clean gaskets, floor drain, 4" factory mounted adjustable casters, R-290 refrigerant, 1/5 hp, cETLus, ETL

2 ea 6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details

2 ea 115v/60/1-ph, 7.2 amps, NEMA 5-15P

ITEM #23

DISPOSER

Bluebonnet Trail Elementary-11316 Farmhaven Rd Austin, TX 78754

InSinkErator Model SS-100

SS-100™ Disposer, basic unit only, 1 HP motor, stainless steel construction, includes mounting gasket

1 ea Specify voltage

1 ea Model #5 MOUNT #5 sink flange mounting assembly, for 3-1/2" to 4" opening (12506)

1 ea Model LEG KIT Adjustable support legs, (set of 2) for 1/2 HP thru 2 HP disposers (11757C)

ITEM #24

DISHWASHER, DOOR TYPE, VENTLESS

Presidential Meadows Elementary- 13252 George Bush St, Manor, TX 78653

Hobart Model AM16VLT-BAS-4

Ventless Dishwashing Machine, tall chamber (27"), door type, energy recovery, high temp sanitizing, 480/60/3, internal condensing system, 40 racks/hour, straight-thru or corner installation, user-friendly smart touchscreen controls, Wi-Fi connectivity with SmartConnect app, Delime Notification with Cycle, Sense-A-Temp™ booster, electric tank heat, X-shaped wash arms, scrap screen and basket, door actuated start, door lock, stainless steel tank, tank shelf, chamber, trim panels, frame & feet, cULus, NSF, ENERGY STAR®. Factory Startup - Free for installations within 100 miles of a Hobart Service Office during normal business hours with appropriate notice; installation beyond 100 miles will be quoted by Service.

- 1 ea Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.
- 1 ea Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA
- 1 ea NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.

ITEM #25

DISPOSER

Presidential Meadows Elementary- 13252 George Bush St, Manor, TX 78653

InSinkErator Model SS-200-7-MRS

SS-200™ Complete Disposer Package, sink mount system, 6-5/8" diameter inlet, with #7 collar adaptor for sink installation, 2 HP motor, stainless steel construction, includes syphon breaker, solenoid valve, flow control valve, removable splash baffle, stainless steel sink stopper, manual reverse switch, adjustable leg kit

- 1 ea (1) year parts & labor warranty from date of installation (standard)
- 1 ea Standard height disposer body
- 1 ea Specify voltage
- 1 ea Model SYPHON STD Syphon breaker standard, 1/2" (11477)

ITEM #26

PRE-RINSE FAUCET ASSEMBLY

Presidential Meadows Elementary- 13252 George Bush St, Manor, TX 78653

T&S Brass Model 5PR-8W00

1ea Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead

- 1 kt Model B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts & washers, (2) short "Ell" 1/2" NPT female x male

ITEM #27

DISPOSER

New Tech Middle School-12116 Joyce Turner, Manor, TX 78653

InSinkErator Model SS-100

SS-100™ Disposer, basic unit only, 1 HP motor, stainless steel construction, includes mounting gasket

- 1 ea Specify voltage
- 1 ea Model #5 MOUNT #5 sink flange mounting assembly, for 3-1/2" to 4" opening (12506)
- 1 ea Model LEG KIT Adjustable support legs, (set of 2) for 1/2 HP thru 2 HP disposers (11757C)

ITEM #28**DISHWASHER, CONVEYOR TYPE****Decker Elementary School-8500 Decker Ln, Austin, TX 78724*****Hobart Model CL44-BAS+BUILDUP***

Conveyor Dishwasher, single tank, (202) racks/hour, insulated hinged doors, .45 gallon/rack, Complete Delime with Booster Guard, Touch Screen Controls with diagnostics, troubleshooting, and SmartConnect App, capless wash arms, NSF Pot & Pan mode, cULus, NSF, ENERGY STAR®, Free factory startup for installations within a 100 mile radius of a Hobart service office; installation beyond 100 miles will be charged at the quoted rate by the local Hobart service office

- 1 ea Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.
- 1 ea Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA
- 1 ea Model CL44BAS-HTE15K Electric tank heat 15kW
- 1 ea Model CL44BAS-ELE0CD 480v/60/3-ph
Single point connection standard (field convertible to dual point)
- 1 ea Model CL44BAS-HGTSTD Standard Height 19.5"H x 22"W opening, fits full-sized sheet pan, horizontal
- 1 ea Model CL44BAS-ERH18K With 18 kW Booster (default)
- 1 ea Model CL44BAS-DIR0RL Right to left operation
- 1 ea NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.
- 2 ea Model VNTHD/E-ADJ E-series vent hood domestic (adjustable)
- 1 ea Model TBLLIM-CL Table limit switch for CL & CLEN series
- 1 ea Model CL44EN-BASFETSTD Standard feet

ITEM #29**MILK COOLER****Decker Elementary School-8500 Decker Ln, Austin, TX 78724*****Traulsen Model RMC34S4***

Spec-Line Forced-Air Single Access Milk Cooler, sliding door, holds (8) 13"x13" crates or (4) 13"x19" milk crates, stainless steel interior and exterior, reinforced floor, sliding caster rails, (2) heavy-duty stainless steel dunnage racks, top-mount refrigeration system, digital control, E-Z clean gaskets, floor drain, 4" factory mounted adjustable casters, R-290 refrigerant, 1/5 hp, cETLus, ETL

- 2 ea 6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details
- 2 ea 115v/60/1-ph, 7.2 amps, NEMA 5-15P

ITEM #30**DISHWASHER, DOOR TYPE, VENTLESS****Decker Middle School-8104 Decker Ln, Austin, TX 78724*****Hobart Model AM16VLT-BAS-2***

Ventless Dishwashing Machine, tall chamber (27"), door type, energy recovery, high temp sanitizing, 208-240/60/3 (field convertible to single phase), internal condensing system, 40 racks/hour, straight-thru or corner installation, user-friendly smart touchscreen controls, Wi-Fi connectivity with SmartConnect app, Delime Notification with Cycle, Sense-A-Temp™ booster, electric tank heat, X-shaped wash arms, scrap screen and basket, door actuated start, door lock, stainless steel tank, tank shelf, chamber, trim panels, frame & feet, cULus, NSF, ENERGY STAR®. Factory Startup - Free for installations within 100 miles of a

Hobart Service Office during normal business hours with appropriate notice; installation beyond 100 miles will be quoted by Service.

- 1 ea Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.
- 1 ea Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA
- 1 ea NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.

ITEM #31 **DISPOSER**

Decker Middle School-8104 Decker Ln, Austin, TX 78724

InSinkErator Model SS-300-7-MRS

SS-300™ Complete Disposer Package, sink mount system, 6-5/8" diameter inlet, with #7 collar adaptor for sink installation, 3 HP motor, stainless steel construction, includes syphon breaker, solenoid valve, flow control valve, removable splash baffle, stainless steel sink stopper, manual reverse switch

- 1 ea (1) year parts & labor warranty from date of installation (standard)
- 1 ea Standard height disposer body
- 1 ea 208v/60/3-ph, 6.0 amps
- 1 ea Model SYPHON STD Syphon breaker standard, 1/2" (11477)

ITEM #32 **PASS-THRU REFRIGERATOR**

Decker Middle School-8104 Decker Ln, Austin, TX 78724

Traulsen Model AHT232WPUT-HHS

Spec-Line Refrigerator, Pass-thru, two-section, self-contained refrigeration, StayClear™ Condenser, variable speed compressor, stainless steel exterior, aluminum interior, standard depth, wide half-height solid doors, both sides with EZ-Clean Gaskets, (3) adjustable wire shelves per section, microprocessor controls, 6" adjustable stainless steel legs, R-290 Hydrocarbon refrigerant, 1/2 HP, cETLus, ETL-Sanitation, ENERGY STAR®

- 1 ea 6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details
- 1 ea 115v/60/1-ph, 8.6 amps, cord with NEMA 5-15P, standard
- 1 ea Half height solid door, standard
- 1 ea Half height solid door, standard
- 1 ea Half height solid door, standard
- 1 ea Half height solid door, standard
- 1 ea Thermometer side: Both doors hinged on left
- 1 ea Rear: Both doors hinged on right
- 26 ea Universal tray slide - per pair
- 6 ea Credit for standard coated shelf, deduct

ITEM #33 **PRE-RINSE FAUCET ASSEMBLY**

Decker Middle School-8104 Decker Ln, Austin, TX 78724

T&S Brass Model 5PR-8W00

1ea Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead

- 1 kt Model B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts & washers, (2) short "El" 1/2" NPT female x male

ITEM #34**DISHWASHER, DOOR TYPE, VENTLESS****Oak Meadows Elementary-5600 Decker Ln, Austin, TX 78724***Hobart Model AM16VLT-BAS-4*

Ventless Dishwashing Machine, tall chamber (27"), door type, energy recovery, high temp sanitizing, 480/60/3, internal condensing system, 40 racks/hour, straight-thru or corner installation, user-friendly smart touchscreen controls, Wi-Fi connectivity with SmartConnect app, Delime Notification with Cycle, Sense-A-Temp™ booster, electric tank heat, X-shaped wash arms, scrap screen and basket, door actuated start, door lock, stainless steel tank, tank shelf, chamber, trim panels, frame & feet, cULus, NSF, ENERGY STAR®. Factory Startup - Free for installations within 100 miles of a Hobart Service Office during normal business hours with appropriate notice; installation beyond 100 miles will be quoted by Service.

- 1 ea Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.
- 1 ea Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA
- 1 ea NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.

ITEM #35**DISPOSER****Oak Meadows Elementary-5600 Decker Ln, Austin, TX 78724***InSinkErator Model SS-100*

SS-100™ Disposer, basic unit only, 1 HP motor, stainless steel construction, includes mounting gasket

- 1 ea Specify voltage
- 1 ea Model #7 COLLAR SINK #7 collar adapter, weld in sink, provides 6-5/8" opening (12505)
- 1 ea Model LEG KIT Adjustable support legs, (set of 2) for 1/2 HP thru 2 HP disposers (11757C)

ITEM #36**PRE-RINSE FAUCET ASSEMBLY****Oak Meadows Elementary-5600 Decker Ln, Austin, TX 78724***T&S Brass Model 5PR-8W00*

1ea Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead

- 1 kt Model B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts & washers, (2) short "El" 1/2" NPT female x male

ITEM #37**DISHWASHER, DOOR TYPE, VENTLESS****Manor High School-12700 Gregg Manor Rd, Manor, TX 78653***Hobart Model AM16VLT-BAS-2*

Ventless Dishwashing Machine, tall chamber (27"), door type, energy recovery, high temp sanitizing, 208-240/60/3 (field convertible to single phase), internal condensing system, 40 racks/hour, straight-thru or corner installation, user-friendly smart touchscreen controls, Wi-Fi connectivity with SmartConnect app, Delime Notification with Cycle, Sense-A-Temp™ booster, electric tank heat, X-shaped wash arms, scrap screen and basket, door actuated start, door lock, stainless steel tank, tank shelf, chamber, trim panels,

frame & feet, cULus, NSF, ENERGY STAR®. Factory Startup - Free for installations within 100 miles of a Hobart Service Office during normal business hours with appropriate notice; installation beyond 100 miles will be quoted by Service.

- 1 ea Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.
- 1 ea Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA
- 1 ea NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.

ITEM #38

DISPOSER

Manor High School-12700 Gregg Manor Rd, Manor, TX 78653

InSinkErator Model SS-200-7-MRS

SS-200™ Complete Disposer Package, sink mount system, 6-5/8" diameter inlet, with #7 collar adaptor for sink installation, 2 HP motor, stainless steel construction, includes syphon breaker, solenoid valve, flow control valve, removable splash baffle, stainless steel sink stopper, manual reverse switch, adjustable leg kit

- 1 ea (1) year parts & labor warranty from date of installation (standard)
- 1 ea Standard height disposer body
- 1 ea Specify voltage
- 1 ea Model SYPHON STD Syphon breaker standard, 1/2" (11477)

ITEM #39

PRE-RINSE FAUCET ASSEMBLY

Manor High School-12700 Gregg Manor Rd, Manor, TX 78653

T&S Brass Model 5PR-8W00

Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead

- 1 kt Model B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts & washers, (2) short "El" 1/2" NPT female x male

ITEM #40

DISHWASHER, DOOR TYPE, VENTLESS

Manor Middle School-12900 Gregg Manor Rd, Manor, TX 78653

Hobart Model AM16VLT-BAS-2

Ventless Dishwashing Machine, tall chamber (27"), door type, energy recovery, high temp sanitizing, 208-240/60/3 (field convertible to single phase), internal condensing system, 40 racks/hour, straight-thru or corner installation, user-friendly smart touchscreen controls, Wi-Fi connectivity with SmartConnect app, Delime Notification with Cycle, Sense-A-Temp™ booster, electric tank heat, X-shaped wash arms, scrap screen and basket, door actuated start, door lock, stainless steel tank, tank shelf, chamber, trim panels, frame & feet, cULus, NSF, ENERGY STAR®. Factory Startup - Free for installations within 100 miles of a Hobart Service Office during normal business hours with appropriate notice; installation beyond 100 miles will be quoted by Service.

- 1 ea Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.
- 1 ea Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA

1 ea NOTE: For water of 3-grains of hardness or more, Hobart suggests adding a water softener.

ITEM #41
DISPOSER

Manor Middle School-12900 Gregg Manor Rd, Manor, TX 78653

InSinkErator Model SS-200-7-MRS

SS-200™ Complete Disposer Package, sink mount system, 6-5/8" diameter inlet, with #7 collar adaptor for sink installation, 2 HP motor, stainless steel construction, includes syphon breaker, solenoid valve, flow control valve, removable splash baffle, stainless steel sink stopper, manual reverse switch, adjustable leg kit

1 ea (1) year parts & labor warranty from date of installation (standard)
1 ea Standard height disposer body
1 ea Specify voltage
1 ea Model SYPHON STD Syphon breaker standard, 1/2" (11477)

ITEM #42
PRE-RINSE FAUCET ASSEMBLY

Manor Middle School-12900 Gregg Manor Rd, Manor, TX 78653

T&S Brass Model 5PR-8W00

Equip Pre-Rinse Unit, 8" centers, wall mount base, 6" wall bracket, quarter-turn ceramic cartridges, low lead

1 kt Model B-0230-K Installation Kit, (2) 1/2" NPT nipples, lock nuts & washers, (2) short "Ell" 1/2" NPT female x male

ITEM #43
DISHWASHER, POT/PAN/UTENSIL, DOOR TYPE

Manor Senior High School- 14832 N FM 973, Manor, TX 78653

Hobart Model PW10ER-1

Advansys™ Ventless Pot/Pan/Utensil Washer with Energy Recovery, front loading with split door design, 208/240v/60/3-ph, (10) pan capacity, over/under rotating arms, 2/4/6 minute adjustable timer, up to (13) racks/hour, includes: (1) flat grid, (1) tray rack & (1) flat bottom rack, pre-rinse spray hose, sanitizing with Sense-A-Temp™ 70° booster rise, internal condensing system, Complete Delime™ with Delime Notification, Auto Dispensing, and Booster Guard™, stainless steel construction, cULus, BISSC Certified, NSF, ENERGY STAR®, Free factory startup for installations within a 100 mile radius of a Hobart service office; installation beyond 100 miles will be charged at the quoted rate by the local Hobart service office

1 ea Oversized units with crated shipping dimensions greater or equal to 72" in length and/or 90" in height. If delivery is to a facility without a standard height dock, additional shipping charges will apply depending on the service requested. consult Factory.
1 ea Standard warranty - 1-Year parts, labor & travel time during normal working hours within the USA
1 ea Model PUMPDRN-AIRGAP Pumped Drain Air Gap Kit

ITEM #44
KNIFE SHARPENER

1 each per campus

Dexter Russell Model EDGE-21

18ea Traditional™ (7931) Electric Knife Sharpener by Edlund, with removable ABS guide, sharpens plain & scalloped edge knives, stainless steel housing, NSF Certified, Made in USA

Manor Independent School District
Board of Trustee Meeting Agenda Item
10/22/2024

ACTION ITEM SHEET

RE: To adopt Board Resolution to Designate Investment Officer

Supporting Documents:

1. Resolution of the Board to Designate Investment Officer

District Goals:

Goal 4: EQUITY & INNOVATION- 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.

Bottom of Form

Background Information:

District policy CDA (LOCAL) – Other Revenues Investments states that the Superintendent or another person designated by Board Resolution shall serve as the investment officer of the District.

Dr. Robert Sormani, Superintendent, is currently Manor ISD’s investment officer. Another person designated by the Board, usually the Chief Financial Officer, must also be designated in order to comply with the annual training re-certification requirements as set for by Section 2256.008 of the Public Funds Investment Act (Texas Government Code Chapter 2256).

Fiscal Implications:

No Fiscal Implications

Administrative Recommendation:

That the Board designates, currently, Dr. Robert Sormani, Superintendent, and Moises Santiago, Chief Financial Officer, as Manor ISD’s Investment Officers.

Motion Language (fill in the blank):

I move that the board approves: the Board Resolution to designate currently, Dr. Robert Sormani, Superintendent, and Moises Santiago, Chief Financial Officer, as Investment Officers of Manor ISD, as submitted.

Moises Santiago

Contact Person

Dr. Robert Sormani

Approved by Superintendent

RESOLUTION OF THE BOARD TO DESIGNATE INVESTMENT OFFICERS

WHEREAS Section 2256.005 (f) of the Public Funds Investment Act (Texas Government Code Chapter 2256) requires the Board of Trustees of Manor Independent School District to designate one or more officers or employees as investment officer of the District; and

WHEREAS the investment officer is responsible for the investment of the District's funds consistent with the District's investment policy CDA (LOCAL);

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Manor Independent School District designates the following employees to serve as the investment officer(s) of the District to invest District funds as directed by the Board:

- Dr. Robert Sormani, Superintendent
- Moises Santiago, Chief Financial Officer

FURTHER, it is acknowledged that the above named have met the education requirement to hold such designation.

The authority of the investment officer granted by this resolution is effective until rescinded by the District or the termination of the named individual's employment by the District.

PASSED, APPROVED and ADOPTED BY THE BOARD OF TRUSTEES OF THE MANOR INDEPENDENT SCHOOL DISTRICT, TRAVIS COUNTY, TEXAS, on the 22nd day of October 2024.

MANOR INDEPENDENT SCHOOL DISTRICT

By: _____
Ms. Monique Celedon, President
Board of Trustees

By: _____
Mrs. Ana Cortez, Secretary
Board of Trustees

Manor Independent School District
Board of Trustee Meeting Agenda Item
October 22, 2024

CONSENT ITEM SHEET

RE: Juvenile Justice Alternative Education Program (JJAEP) Memo of Understanding

Supporting Documents:

1. {Insert name of supporting documents in the order that they should appear behind this cover page}

This item relates to Policy/Code (if any):

District Goals*:

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

Bottom of Form

Background Information:

The purpose of this board agenda item is for the board of trustees to consider for approval a Memo of Understanding with the Juvenile Justice Alternative Education Program.

The goal of the Juvenile Justice Alternative Education Program (JJAEP) is to reduce delinquency, increase offender accountability and rehabilitate offenders through a comprehensive, coordinated community-based juvenile probation system. JJAEPs are authorized by chapter 37 of the Texas Education Code which states that only a disciplinary alternative education program operated under the authority of a juvenile board of a county is considered a juvenile justice alternative education program. The JJAEPs assist students in performing at grade level as a result of academic interventions provided by the JJAEP in language arts, mathematics, science, social studies and self-discipline. Some JJAEP programs are able to provide some electives. Students are assigned to a JJAEP program as a result of violating Texas Education Code Chapter 37 listed offenses which include: 1) mandatory expulsion from their home school campus for serious infractions of the Student Code of Conduct, 2) discretionary expulsions for serious infractions that occur off-campus as well as other infractions of the Student Code of Conduct, or 3) are court ordered due to Title V offenses or probation conditions.

Fiscal Implications:

May exceed \$50,000

Administrative Recommendation:

The Administration recommends that the Board approve the proposed Memo of Understanding with the Juvenile Justice Alternative Education Program as submitted and authorize the Administration to negotiate and enter into agreements for services for a fair and reasonable price that may exceed \$50,000.

Motion Language:

I move that the board approve the proposed Memo of Understanding with the Juvenile Justice Alternative Education Program as submitted and authorize the Administration to negotiate and enter into agreements for services for a fair and reasonable price that may exceed \$50,000.



TRAVIS COUNTY JUVENILE PROBATION DEPARTMENT

2515 South Congress Avenue | Austin, Texas 78704
Phone: (512) 854-7000

CORY J. BURGESS
Chief Juvenile Probation Officer

September 18, 2024

Mr. Matias Segura
Austin ISD
(via DocuSign)

Dr. Jeff Arnett
Eanes ISD
(via DocuSign)

Mr. Darren Webb
Lago Vista ISD
(via DocuSign)

Dr. Robert Sormani
Manor ISD
(via DocuSign)

Dr. Quentin Shepherd
Pflugerville ISD
(via DocuSign)

Dr. Hafedh Azaiez
Round Rock ISD
(via DocuSign)

RE: Memorandum of Understanding (MOU) SY2024-25
Juvenile Justice Alternative Education Program (JJAEP)

Dear Superintendents:

We are forwarding a copy of the Travis County Juvenile Justice Alternative Education Program (JJAEP) Memorandum of Understanding (MOU) for September 1, 2024 - August 31, 2025. The MOU was unanimously approved by the Travis County Juvenile Board on August 15, 2024. We respectfully request approval by your School District Board of Trustees and your signature to the attached MOU via DocuSign.

The MOU, as authorized by the Texas Education Code, provides for JJAEP services to youth who are referred by school districts for mandatory as well as discretionary expulsions. Pursuant to Section Nine of the MOU, this letter serves as notification of the daily rate for discretionary Category II and IV students. On August 15, 2024, the Juvenile Board set the daily rate per day of enrollment in JJAEP for SY2024-25 for students who are expelled for committing Title 5, Penal Code, felony offenses (Offenses Against the Person), under §37.0081, Education Code, at \$406.12 per day.

Please sign the attached MOU to via this DocuSign envelope. We will forward a completed MOU once we have received all the required ISD signatures.

If you have any questions, please do not hesitate to contact me at 512-854-7109.

Regards,

DocuSigned by:

7DFA175196A24DC...
Chris Hubner
General Counsel

CC: Judge Maria Cantú Hexsel, Chair, Travis County Juvenile Board
Cory J. Burgess, Chief Juvenile Probation Officer
Sharon Berger, Deputy Chief, Social Services Division
Kristin Meurer, Division Director, Social Services Division

**MEMORANDUM OF UNDERSTANDING
FOR THE
JUVENILE JUSTICE ALTERNATIVE EDUCATION COOPERATIVE
OF TRAVIS COUNTY**

This Memorandum of Understanding ("Agreement") is an Interlocal Agreement entered into pursuant to Texas Education Code, Chapter 37 and the Texas Interlocal Cooperation Act, Texas Government Code, Chapter 791, and is entered into to be effective the 1st day of September, 2024, between **Travis County**, the **Travis County Juvenile Board** ("TCJB"), and the following educational entities: **Austin** Independent School District, **Del Valle** Independent School District, **Eanes** Independent School District, **Lake Travis** Independent School District, **Lago Vista** Independent School District, **Leander** Independent School District, **Manor** Independent School District, **Pflugerville** Independent School District, and **Round Rock** Independent School District (hereinafter referred to collectively as the "ISDs"). The parties to this Agreement shall be collectively referred to herein as "Participants."

RECITALS:

WHEREAS:

- (1) Texas Education Code Sec. 37.011(m) requires the TCJB to enter into a Memorandum of Understanding with the ISDs establishing a Juvenile Justice Alternative Education Program ("JJAEP"); and
- (2) The Participants desire to participate in the Juvenile Justice Alternative Education Program Cooperative of Travis County ("JJAEP Co-Op") and to comply with the agreements contained herein; and
- (3) The ISDs wish to reach an agreement with the TCJB as to the placement of students expelled from school under the discretionary expulsion and removal provisions of Texas Education Code, Chapter 37; and
- (4) The Participants desire to create and operate the JJAEP Co-Op pursuant to Chapter 37 of the Texas Education Code and this Agreement; and
- (5) The Participants further desire to define and create the duties and responsibilities of the Participants, and to set forth herein the methods by which the Participants shall fund, govern and establish the JJAEP Co-Op; and
- (6) The Participant ISDs recognize that the Texas Legislature has appropriated certain funds to pay the County and TCJB for the cost of educating students in the JJAEP Co-Op who are expelled under the mandatory expulsion provisions of Texas Education Code Chapter 37. However, such funds are insufficient to meet the cost of educating students in the JJAEP Co-Op; and

(7) The ISDs are required to consider course credit earned by a student while in the JJAEP Co-Op as credit earned in a school district program pursuant to Texas Education Code Sec. 37.011(d), and the ISDs have an ongoing interest in the quality of education provided in the JJAEP Co-Op and the academic success of students who will be returned from the JJAEP Co-Op to the regular school setting. Therefore, the ISDs desire to assist in providing the JJAEP Co-Op with full, adequate funding; and

(8) The Participant ISDs recognize that for purposes of accountability under Chapter 39 of the Texas Education Code and the Foundation School Program, a student enrolled in the JJAEP shall be reported as if the student were enrolled in an Alternative Education Program of the student's home district and the participating home district of each student shall cooperate fully in making such reports and accepting such accountability. All PEIMS reporting requirements for the students placed in the program shall remain the responsibility of the home district, and all average daily attendance funding entitlements generated from such data shall also remain with the home district, unless otherwise provided by law or regulation of the Texas Education Agency. However, students expelled as "mandatory" placements shall be counted as "ineligible" for attendance counting purposes in the home district; and

(9) The relationship between the Participants necessitates this Interlocal Agreement.

NOW THEREFORE, BY THIS AGREEMENT IT IS MUTUALLY UNDERSTOOD AND AGREED BY THE PARTICIPANTS AS FOLLOWS:

SECTION ONE: DEFINITIONS

For purposes of this Agreement:

1.1 "Discretionary" shall mean any student who is expelled or removed from the regular classroom and meets the definition of any one of the following three categories:

1.1.a. "Discretionary Category I" shall mean any student who is expelled under Texas Education Code Sec. 37.007 (b), (c), (f), or (i) or Sec. 37.0052.

1.1.b. "Discretionary Category II" shall mean any student who is expelled for committing an off-campus offense under Texas Education Code Sec. 37.0081(a);

1.1.c. "Discretionary Category III" shall mean any student who is a publicly Registered Sex Offender who is eligible for placement in the JJAEP under Subchapter I of Chapter 37 of the Texas Education Code.

1.1.d. "Discretionary Category IV" shall mean any student who meets the definitions in Sections 1.1.a–c. above and whose placement in the JJAEP would exceed a school district's allotted discretionary placements as set forth in Section 4.8(A) of this Agreement.

1.2 "ISSP transition team" shall mean those persons responsible for reviewing a student's academic progress in accordance with Texas Education Code Sec. 37.011(d); that is, the TCJB or its designee, and the parent or guardian of the student. For purposes of this Agreement, a representative of the ISD from which the student was expelled may also be a member of the ISSP transition team, together with any JJAEP Co-Op staff as may be appropriate.

1.3 "Mandatory expulsion" shall mean any student who is expelled pursuant to the provisions of Texas Education Code Sec. 37.007 (a), (d), or (e).

1.4 "Rollover funds" shall mean all funds paid by the ISDs to the TCJB for either discretionary or mandatory expulsion allotments that remain unexpended on August 31 of each year.

1.5 "Semester" as referenced by the Texas Education Code Subchapter I. Placement of Registered Sex Offenders shall mean 90 school days.

1.6 "Student" shall mean any person residing in Travis County aged ten years or older and required to attend school pursuant to Texas Education Code Sec. 25.085 and who are under the supervision of juvenile or adult probation.

SECTION TWO: STUDENT CODES OF CONDUCT

2.1 The JJAEP Co-Op will be created and operated pursuant to Chapter 37 of the Texas Education Code and this Memorandum of Understanding. Each ISD has developed a Student Code of Conduct, specifying the circumstances under which a student may be removed from a classroom, campus, or alternative education program.

2.2 The Student Code of Conduct adopted by each ISD shall set forth the circumstances under which students will be subject to expulsion from the school setting and placement in the JJAEP Co-Op. A student may be expelled and placed in the JJAEP if the student, while placed in a disciplinary alternative education program, engages in documented serious misbehavior despite documented behavioral interventions. Serious misbehavior, as defined by Texas Education Code 37.007(c), means:

- (1) Deliberate violent behavior that poses a direct threat to the health or safety of others;
- (2) Extortion, meaning the gaining of money or other property by force or threat;
- (3) Conduct that constitutes coercion, as defined by Section 1.07, Texas Penal Code; or
- (4) Conduct that constitutes the offense of:
 - (A) Public lewdness under Section 21.07, Texas Penal Code;
 - (B) Indecent exposure under Section 21.08, Texas Penal Code;
 - (C) Criminal mischief under Section 28.03, Texas Penal Code;

- (D) Personal hazing under Section 37.152, Texas Education Code; or
- (E) Harassment under Section 42.07(a)(1), Texas Penal Code, of a student or district employee.

SECTION THREE: GOVERNANCE OF JJAEP CO-OP

3.1 Composition of Governing Body - The JJAEP shall operate as a function of Travis County and the TCJB, separate and apart from the other Participants to this Agreement. It shall not be an independent political subdivision, nor shall it operate under the direction or control of any party to this Agreement other than Travis County and the TCJB.

3.2 Executive Committee - Upon the effective date of this Agreement, there shall be created an Executive Committee, consisting of one (1) representative of each ISD, one (1) representative of Travis County, and one (1) representative of the TCJB (Chief Juvenile Probation Officer or designee), each to be appointed by their respective governing body. All representatives to the Executive Committee shall be named not later than thirty (30) days from the effective date of this Agreement. Vacancies on the Executive Committee shall be filled by appointment by the governing body represented thereby.

The Executive Committee exists solely to advise and assist the TCJB, and has no authority to direct or control the JJAEP Co-Op.

3.3 Quorum and Voting - Four (4) members of the Executive Committee shall constitute a quorum. The Executive Committee shall act by and through resolutions, motions or orders adopted or passed by the Executive Committee upon the vote of the majority of the members the Executive Committee attending the meeting at which the issue was presented.

3.4 Voting Rights - Each member shall be entitled to one vote on each matter submitted to a vote of the members. In the event of a tie vote, the Chair shall have two votes.

3.5 Chair - At the initial meeting of the Executive Committee, and thereafter annually, the Executive Committee shall select from its membership a Chair by the affirmative vote of a majority of the members. The Chair shall prepare the agenda, preside over the meetings of the Executive Committee and shall be responsible for scheduling regular and special called meetings of the Executive Committee, including the provision of notice thereof.

3.6 The TCJB representative shall act as custodian of all minutes, records, and reports of the Executive Committee, and shall generally assist the Chair and shall have such powers and perform such duties and services as shall from time to time be delegated to him or her by the Chair.

3.7 The Chair shall serve in his or her respective capacities until tendering written resignation(s) or until replacement by a majority vote of the members of the Executive Committee.

3.8 The Chair shall be entitled to vote on all matters coming before the Executive Committee.

3.9 Meetings - The Executive Committee shall hold regular meetings at such time and in such place determined by the Executive Committee. Procedures for meetings shall be governed by the most current version of *Robert's Rules of Order*. Special meetings of the Executive Committee shall be called by the Chair, or by affirmative vote of not less than one-third (1/3) of the members of the Committee.

3.10 Notice of Meeting - Written notice of the regular meetings of the Executive Committee shall be mailed, delivered or sent by electronic mail to each member not less than five (5) days prior to the date thereof. Written notice of all meetings of the Executive Committee shall be posted at the place(s) for posting notice of public meetings of each of the Parties hereto in accordance with the Texas Open Meetings Act. The Chair of the Executive Committee shall transmit to each member of the Executive Committee a notice for the purpose of such posting not less than five (5) days prior to the date of the meeting. Written notice of any special meeting of the members shall be given to each member not less than 24 hours and as soon as reasonably possible prior to the date thereof. The notice shall state the place, date and time of the meeting, who called the meeting, and the general purpose or purposes for which the meeting is called. Notice shall be given by or at the general direction of Chair of the Committee, or the members calling the meeting.

3.11 Duties - The activities of the Executive Committee shall include, but not be limited to the following:

- A. To develop and recommend proposed written operating policies to the TCJB consistent with any rules and regulations adopted by the Texas Juvenile Justice Department pursuant to Texas Education Code Sec. 37.011, and Texas Human Resources Code Sec. 221.002(a) regarding the operations, policies and procedures of the JJAEP Co-Op, and to make advisory recommendations to the TCJB regarding such operations, policies, and procedures including suggested changes or amendments thereto;
- B. To facilitate coordination with the Participants to this Agreement on matters relating to the supervision, educational and rehabilitative services available for expelled students and students assigned to the JJAEP Co-Op and the subsequent transition back into the school setting;
- C. To formulate and recommend other policies or procedures as appropriate to the TCJB as may be necessary to operate consistent with any rules and regulations as shall be adopted by the Texas Juvenile Justice Department; and
- D. To review the annual budget, actual operating costs, and cost projections for the JJAEP Co-Op.

3.12 JJAEP Co-Op Executive Committee Compensation - No member of the JJAEP Co-Op Executive Committee shall receive compensation for his or her services as a member of the Committee. Nothing herein contained shall be construed to preclude any Committee member from receiving compensation or reimbursement for expenses from the member's respective employer for serving on the Committee.

SECTION FOUR: STUDENT PLACEMENT IN JJAEP

4.1 The Participants hereto acknowledge that Texas Education Code Sec. 37.010(a) requires that every expelled student in a county with a population of 125,000 or greater who is not detained or receiving treatment under an order of the juvenile court must be enrolled in an educational program. It is therefore the intent of the JJAEP Co-Op to provide educational services to all expelled students, as provided more fully herein, in accordance with Texas Education Code Sec. 37.011. However, no students will be assigned to the Travis County JJAEP except as set forth by provisions of this Agreement.

4.2 Students who are expelled from the school district setting will be afforded due process within the respective ISD as provided by school district policy and federal and state law.

4.3 Each ISD shall use its best efforts to notify the juvenile court in writing as soon as practicable upon the ISD's identification of a student who the ISD reasonably believes has engaged in conduct for which the student will be subject to mandatory expulsion. Such notice may be given in addition to any notice required under Texas Family Code Sec. 52.041. If the juvenile court receives written notice under this section that a student is believed to have engaged in conduct for which the ISD reasonably believes the student will be subject to mandatory expulsion, and the student is under the jurisdiction of the juvenile court, the juvenile court shall consider entering an order that the student attend the JJAEP Co-Op as soon as practicable, pending the outcome of any disciplinary proceedings at the ISD.

4.4 Every student eligible for placement in the JJAEP as set forth by the provisions of this Agreement who has been expelled from an ISD, and for whom information has been provided by the ISD from which the student has been expelled to the juvenile court in accordance with Texas Family Code Sec. 52.041, shall be ordered by the juvenile court to enroll in the JJAEP Co-Op as soon as reasonably practicable after the juvenile court's receipt of such notice. The information provided by the ISD for any student expelled for serious misbehavior under Texas Education Code Sec. 37.007(c), shall include documentation of the serious misbehavior and documentation of the behavioral interventions provided by the ISD prior to the expulsion.

4.5 Failure of an ISD to timely notify the juvenile court of an expulsion pursuant to Texas Family Code Sec. 52.041 shall result in the student's duty to continue attending the school district's educational program, which shall be provided to that student until such time as the notification to the juvenile court is properly made.

4.6 The juvenile court shall, for each student taken into custody for conduct that occurred on school property or at a school-sponsored or school-related activity, use its best efforts to ascertain whether the conduct for which the student was taken into custody would subject the student to mandatory expulsion. If the juvenile court ascertains that the conduct for which the student was taken into custody is such that it would subject the student to mandatory expulsion, the juvenile court shall consider entering an order that the student immediately begin attending the JJAEP Co-Op pending resolution of the disciplinary action, including any expulsion hearings, at the ISD.

4.7 It is the intent of the Participants hereto that for each expelled student who is placed in the JJAEP Co-Op, the term of such placement will be coterminous with the term of the student's expulsion from school. In an effort to support a student's successful transition from the JJAEP, the ISDs agree that a student's JJAEP placement shall terminate at the end of the home school district's grading period, except that any placement shall have a term of no less than 30 school days, absent extenuating circumstances. Students must remain in the JJAEP Co-Op for the full period ordered by the juvenile court unless the student's school district agrees to accept the student before the date ordered by the juvenile court, or the student is referred back to the ISD pursuant to Section 4.8 or Section 4.9 or Section 4.10 herein. The juvenile court shall consider the term of a student's expulsion in entering any order as to the student, including terms and conditions of release from custody, deferred prosecution, or probation. At the conclusion of the student's term of probation, or any other requirement imposed by the juvenile court, including conditions of a deferred prosecution ordered by the court, or such conditions required by the prosecutor or probation department, and if the student meets the requirements for admission into the public schools established by law, the school district in which the student resides must readmit the student, but may assign such student to the school district alternative education program. In an effort to facilitate the required transition meeting between JJAEP and the home school district, a student may remain enrolled in the JJAEP for up to one week (7 calendar days) in the event that a student's term of probation or pre-trial supervision ends before the term of expulsion expires. The JJAEP is responsible for ensuring the transition meeting is scheduled at the earliest possible date.

4.8 It is the intent of the Participants hereto that the JJAEP Co-Op shall give priority to mandatory expulsion students from each of the ISDs. It is understood by the Participants, however, that the JJAEP Co-Op has limited space and staffing, and that conditions outside the control of any Participant to this Agreement may cause fluctuations in the JJAEP Co-Op population. The current maximum capacity of the JJAEP is fifty students. The "maximum capacity" of the JJAEP may be redefined from time to time, however, as deemed appropriate by the JJAEP Co-Op. Given the limited space at the JJAEP, participants agree to abide by the following procedures for discretionary placement decisions:

- A. Each participating school district will be permitted to enroll as many as four (4) discretionary students in the JJAEP Co-Op at the same time during the school year. Any district that exceeds four (4) discretionary enrollments at the same time will be billed in accordance with Section 9.1.b. of this Agreement. These students must meet the definitions of Discretionary Category I, II, III or IV students, as set forth by

Section 1.1 of this Agreement.

- B. Discretionary students will not be accepted into the JJAEP in the event that maximum capacity has been reached.
- C. Discretionary students will not be accepted into the JJAEP if the student is seventeen (17) years of age or older, and not under the jurisdiction of the juvenile court.

In the event the JJAEP has reached maximum capacity and a mandatory expulsion student is referred for placement in the JJAEP Co-Op, the JJAEP Manager will immediately identify the school district(s) with the highest number of discretionary student placements and determine which discretionary student from these districts should be dismissed from the JJAEP Co-Op to accommodate the additional mandatory expulsion student. The decision by the JJAEP Manager will be based on the severity of the offense, the circumstances and term of the expulsion, the number of days the student has attended JJAEP, and the student's academic and behavioral progress while at the JJAEP.

In the event the JJAEP has reached maximum capacity and a school district with fewer than four (4) discretionary placements refers a student for placement based on a discretionary offense, the JJAEP Manager will identify any district(s) with more than four (4) discretionary student placements and determine which discretionary student(s) from these districts must be dismissed from the JJAEP to accommodate the referral from the district with fewer than four (4) discretionary placements. The decision by the JJAEP Manager will be based on the severity of the offense, the circumstances and term of the expulsion, the number of days the student has attended JJAEP, and the student's academic and behavioral progress while at the JJAEP.

4.9 A student who is assigned to the JJAEP as a "Discretionary Category II" student for a felony offense under Texas Education Code Sec. 37.0081(a) shall be returned to the student's home ISD upon the first of the following events to occur:

- a. The charges are dismissed or reduced to a misdemeanor offense;
- b. The student is acquitted;
- c. The student completes the term of placement;
- d. The student is assigned to another program; or
- e. The student graduates from high school.

4.10 A student who is assigned to the JJAEP for engaging in serious misbehavior, as defined by and pursuant to Texas Education Code Sec. 37.007(c) will be returned to the sending ISD upon the completion of the semester or, in circumstances when the student is expelled within 6 weeks of the end of a semester, the completion of the following semester, unless otherwise returned earlier by expiration of the term of the expulsion or by other mutual agreement.

SECTION FIVE: SCHOOL LIAISON

5.1 Each ISD shall notify the juvenile court in writing of its designated School Liaison. Each School Liaison shall have authority to offer recommendations to the juvenile court regarding placement alternatives for students under the jurisdiction of the juvenile court, and to bind the School Liaison's respective ISD to any agreement to return a child to the school setting.

5.2 The School Liaison shall assist the juvenile court in obtaining the permission from the parent(s) of each student served by the JJAEP Co-Op to release medical, educational or other appropriate records to the juvenile court and to the JJAEP Co-Op. In the absence of such parental consent, the juvenile court may consider the need for a court order releasing such records, and the School Liaison may provide the juvenile court with such other educational information regarding the child as may be permitted by law.

5.3 The School Liaison shall be responsible for coordinating the ISD's participation on the ISSP transition team, as appropriate.

5.4 As necessary, the School Liaison will consult with representatives of the Participants regarding matters affecting the programs, services, and student population of the JJAEP Co-Op.

SECTION SIX: JJAEP CO-OP FACILITIES AND STAFFING

6.1 The JJAEP Co-Op facilities and staffing will be provided by Travis County and the TCJB. Such facilities and staffing may be provided under a separate agreement with one or more ISDs or a third-party provider. It is contemplated by the Participants that the facilities, staffing, services and other requirements of the JJAEP Co-Op will be fully operational to the extent of this Agreement no later than the first day of school in each year in which this Agreement continues in force and effect. The JJAEP Co-Op shall operate on the same school calendar as the Austin Independent School District. TCJB shall comply with all state bidding and procurement laws in obtaining facilities and staffing for the JJAEP Co-Op to the extent such are applicable.

SECTION SEVEN: TRANSPORTATION

7.1 Each ISD shall be responsible for providing for the transportation of its students to and from the JJAEP Co-Op facility. Each ISD acknowledges and agrees that the student drop off and pick-up locations will be no further than two (2) miles from the students' residence. Disciplinary incidents occurring during transport on the ISDs' vehicles will be referred to the JJAEP Program Administrator or designee for appropriate disciplinary action.

SECTION EIGHT: RELEASE OF STUDENT AND JUVENILE RECORDS

8.1 The governing body of each Participant finds that in order to appropriately serve students receiving services under this Agreement, the sharing of information pertinent to the provision of education and rehabilitation services is essential and in the best interests of the students served. In the absence of parental consent, the juvenile court with jurisdiction over a student receiving educational services under this Agreement shall consider authorizing the entities providing services to such student to release appropriate juvenile, educational, diagnostic, treatment or other records as appropriate to permit the consistent provision of services to the student, as provided under Texas Family Code Sec. 58.0051 and 58.0052.

8.2 All student education records specific to an individual student shall be considered confidential, and shall be shared only with the juvenile court, the student, the parent(s) or guardian(s) of the student, and those employees of the juvenile court, Participant, or JJAEP Co-Op with a legitimate educational interest in the student. Student educational records shall be transferred to the appropriate ISD upon dismissal of a student from the JJAEP Co-Op.

- 8.3 Each ISD shall be responsible for providing the JJAEP the following educational records prior to the student's admission to the JJAEP:
- a. Grades and transcript (current and immediately preceding semester)
 - b. Current student schedule
 - c. Attendance for the immediately preceding semester
 - d. Behavior referrals for the immediately preceding semester
 - e. Student's Texas Unique ID Number (TSDS #)
 - f. PEIMS ID
 - g. Immunization records
 - h. Special Education assessments, if applicable
 - i. Special Education plans, including ARD, IEP, BIP, or 504 information, if applicable
 - j. Manifestation Determination Review documentation, if applicable
 - k. LPAC-ELL documentation, if applicable
 - l. Home language survey
 - m. School lunch eligibility
 - n. Current information related to state-mandated assessments
 - o. Expulsion letter

SECTION NINE: FUNDING FOR JJAEP CO-OP

9.1.a. Daily Rate for Discretionary Category I and III Students - The ISDs will be billed a daily rate not to exceed the daily rate authorized by the Texas Juvenile Justice Department for mandatory expulsion students for each day a "Discretionary Category I" student expelled pursuant to Texas Education Code Sec. 37.007 (b), (c), (f) or (i); or a "discretionary category III" student placed as a publicly Registered Sex Offender pursuant to Texas Education Code Chapter 37,

Subchapter I, is in attendance in the JJAEP Co-Op.

9.1.b. Daily Rate for Discretionary Category II and IV Students - The ISDs will be billed a daily rate based on the actual operational costs, as determined by the TCJB based on the Board's annual audit, for each day a "Discretionary Category II" student expelled for a felony pursuant to Texas Education Code Sec. 37.0081 or a "Discretionary Category IV" student is enrolled in the JJAEP. Audit figures from the most recently finalized audit will be used to set current year actual daily costs. The rate per student per day of enrollment for school year 2024-25 will be set by the TCJB at their duly noticed meeting in August 2024, and notification will be provided to all ISDs under this Agreement.

9.2 Rollover Funds - If any portion of the funds paid by the ISDs hereunder remain unused at the end of the term of this Agreement, such funds shall become rollover funds for the following year and shall be applied to the cost of funding JJAEP Co-Op operational expenses for the subsequent school year(s).

9.3 Maintenance of Depository Account - Travis County shall place all funds received hereunder in a fully insured depository account, or other secured account, as required by law. Funds received hereunder shall be separately accounted for and may not be budgeted or allocated for any purpose other than the operation of the JJAEP Co-Op. All principal and any interest accruing to the TCJB account from such deposited funds shall be credited to the JJAEP Co-Op and shall be used for the necessary and reasonable expenses of the JJAEP Co-Op and shall not be commingled with the regular operating funds of either the TCJB or Travis County. All rollover funds shall be separately accounted for and used to fund program costs for the subsequent school year.

9.4 Accounting - Travis County shall provide an accounting to the Participants, on an as-requested basis, of the amounts paid to the TCJB in connection with the JJAEP Co-Op, together with supporting documentation.

9.5 Billing - Travis County agrees to establish and coordinate billing arrangements with the ISDs with respect to the ISDs' funding obligations, if any, to the JJAEP Co-Op under this Agreement.

9.6 Audit - At least annually, Travis County shall provide an audited accounting to the other Participants of funds received and paid with respect to the JJAEP Co-Op.

9.7 Budget - The Executive Committee shall provide recommendations to the TCJB on budgetary matters relating to the establishment and operation of the JJAEP Co-Op.

SECTION TEN: SPECIAL SERVICES

10.1 The TCJB shall be responsible for providing any educational and support services that are provided to all students in a general education setting. The referring ISD is responsible for

providing any education and support services beyond the general educational curriculum and general education setting that are required to comply with Section 504 of the Rehabilitation Act of 1973 (“Section 504”), the Americans with Disabilities Act of 1990 (“ADA”), Individuals with Disabilities Education Act (“IDEA”), and Title VI of the Civil Rights Act of 1964. The ISD in which a student resides shall provide and fund any services specified in the Individualized Education Plan (IEP), 504 Plan, and Language Proficiency Assessment Committee (LPAC) Report that fall outside of the general education curriculum or setting to eligible students.

10.2 TCJB and the ISDs shall cooperate in the provision of special services to students placed in the JJAEP Co-Op. However, ultimately, the referring ISD is responsible to ensure that appropriate programs and services, as articulated in a student’s IEP, Behavior Intervention Plan (BIP), 504 Plan, or LPAC Report are provided at the JJAEP continuously and without disruption.

10.3 Any student who commits an offense and has been identified by the ISD as having a disability may be expelled from the ISD only after a duly constituted Admission, Review, and Dismissal (“ARD”) Committee or 504 Committee determines that the alleged offense is not a manifestation of the student’s disability in accordance with applicable state and federal laws. Each ISD shall provide reasonable notice to the administrator of the JJAEP Co-Op of the ISD’s ARD Committee or 504 Committee meetings where placement in the JJAEP Co-Op will be considered or when reviewing or modifying the program of a student who qualifies for special education or 504 services in the JJAEP Co-Op. A copy of the student’s current Special Education or 504 records must be provided to the JJAEP administrator with the notice of the meeting. The JJAEP administrator or designee may participate in the meeting to the extent that the meeting relates to the student’s placement in the JJAEP and the implementation of the student’s IEP, BIP, or 504 Plan. The ISDs shall be responsible for scheduling and sending notices of ARD or 504 meetings during the period of expulsion, and for notifying and inviting JJAEP Co-Op representatives to participate in these meetings. For students receiving services under the Individuals with Disabilities Education Act or Section 504, the ARD Committee or 504 Committee meetings shall satisfy the requirement for the Individual Student Services Plan transition team meetings as otherwise required in Section 12.1 herein.

10.4 If, after placement of a student with disabilities in the JJAEP Co-Op under this Agreement, the administrator of the JJAEP Co-Op has concerns that the student’s educational or behavioral needs cannot be met in the JJAEP Co-Op, the administrator (or his/her designee) shall immediately provide written notice to the ISD from which the student was expelled. Upon receipt of such notice, the ISD shall convene an ARD Committee or 504 Committee meeting to reconsider the placement of the student in the program, giving reasonable advance notice to the administrator of the JJAEP Co-Op. A representative of the JJAEP Co-Op may participate in the ARD Committee or 504 Committee meeting to the extent that the meeting relates to the student’s placement or continued placement in the JJAEP Co-Op.

10.5 If a student assigned to the JJAEP is suspected of having a disability under IDEA criteria, the referring ISD’s Child Find procedure will be initiated to resolve whether an assessment to determine eligibility is necessary. The JJAEP will assist with the completion of necessary

referral documents. Any student determined to qualify for services and protection under IDEA or Section 504, shall be afforded all lawfully required services and protections by the referring ISD to the extent that the JJAEP cannot provide the service and the referring ISD is notified of the need to provide the service.

10.6 The JJAEP, in collaboration with the referring ISD, must ensure that a student who is non-English speaking or who speaks English as a second language is provided English Language Learner (ELL) services and instruction appropriate to address his or her needs, as determined by a Language Proficiency Assessment Committee (LPAC). The referring ISD shall be responsible for scheduling and sending notices of LPAC meetings and any related assessments during the period of expulsion. The referring ISD shall provide reasonable written notice to the JJAEP Administrator of any LPAC meetings during the period of expulsion and will allow JJAEP representatives to attend and participate in the meetings. The referring ISDs will provide copies of the most current LPAC determinations to the JJAEP.

SECTION ELEVEN: ADMINISTRATION OF ALL REQUIRED STATE TESTING

11.1 In accordance with Texas Education Code, Section 37.011(d), state mandated assessment instruments shall be administered to all students enrolled in the JJAEP, except where such students are exempted from such testing by an ARD committee or other legal authority. The Participants agree that they will cooperate in the acquisition of testing materials, scheduling, and as otherwise necessary in order to facilitate assessment instrument administration. Prior to scheduled testing dates, the Participants will communicate regarding the most efficient method of obtaining secured testing materials for all students placed in the JJAEP. The JJAEP and ISDs will cooperate in the acquisition of such materials for students in the JJAEP. Each ISD shall provide to the JJAEP Administrator the name of a responsible contact person who shall have responsibility, on behalf of each ISD, for coordination of administration of statewide assessment instruments for that ISD's students enrolled in the JJAEP.

SECTION TWELVE: EXPEDITED MAGISTRATE SYSTEM

12.1 The expeditious hearing of all cases related to the JJAEP Co-Op by the juvenile court is crucial to the spirit and the letter of the Texas Legislature's changes to the Education, Family, and Penal Codes, along with Texas Administrative Code, Chapter 348. The TCJB and juvenile courts will utilize their best efforts to provide a system whereby all juvenile cases related to the Travis County JJAEP can be heard by the juvenile courts as soon as practicable after the student has been expelled from the school setting. Accordingly, the following expedited judicial procedures shall be applied to those cases concerning students expelled from the school setting, pursuant to [Texas Family Code Sec. 52.041](#):

- A. The juvenile courts shall establish a procedure by which the Juvenile Probation Department Intake Unit shall identify students who are eligible for placement in the JJAEP Co-Op and notify the District Attorney when it receives a referral for an offense that may result in placement in the JJAEP Co-Op not later than the next

working day after the referral is received.

- B. The ISDs shall make their best efforts to conduct their expulsion hearings no later than seven (7) school days after an offense is reported to the respective School Liaison. If the student is expelled, the ISD will send to the juvenile court, not later than the second working day after the expulsion hearing, the recommendations of the School Liaison regarding placement of the student in either the JJAEP Co-Op or a school district program and any other relevant documentation as required by Section 12.1 (D) of this Agreement.
- C. If a student is expelled before a referral to juvenile court is made by law enforcement or any other referring agency, the expulsion order will serve as the initial referral to juvenile court.
- D. The board of the school district or a person designated by the board shall deliver a copy of the order expelling the student and any other information required by [Texas Family Code Sec. 52.04](#) on or before the second working day after the date of the expulsion hearing to the authorized officer of the juvenile court. The referring agency shall provide the following information upon the referral of a child to juvenile court:
 - (1) all information in the possession of the person or agency making the referral pertaining to the identity of the child and the child's address, the name and address of the child's parent, guardian, or custodian, the names and addresses of any witnesses, and the child's present whereabouts;
 - (2) a complete statement of the circumstances of the alleged delinquent conduct or conduct indicating a need for supervision;
 - (3) when applicable, a complete statement of the circumstances of taking the child into custody;
 - (4) when referral is by an officer of a law-enforcement agency, a complete statement of all prior contacts with the child by officers of that law-enforcement agency; and
 - (5) when referral is by a school district, any academic and behavioral records as the district has legal authority to share with the juvenile court, or in the absence of such authority, a written report relating non-confidential information that is relevant to the educational placement of the student.
- E. Within five (5) working days of receipt of an expulsion order by the office or official designated by the juvenile board, a preliminary investigation and determination shall be conducted as required by [Texas Family Code Sec. 53.01](#).

- F. The office or official designated by the juvenile board shall within two (2) working days notify the school district that expelled the student if:
- (1) the student is not a child;
 - (2) no probable cause existed to believe the child engaged in delinquent conduct or conduct indicating the need for supervision;
 - (3) no deferred prosecution or formal court proceedings have been or will be initiated involving the child;
 - (4) the court or jury finds that the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case has been dismissed with prejudice; or
 - (5) the child was adjudicated but no disposition was or will be ordered by the court. [Texas Family Code Sec. 52.041\(d\).](#)
- G. No student shall be expelled without written notification by the board of the school district or its designated agent to the juvenile board's designated representative. The notification shall be made not later than two (2) working days following the board's determination that the student is to be expelled. Failure to timely notify the designated representative of the juvenile board shall result in the student's duty to continue attending the school district's educational program, which shall be provided to that student until such time as the notification to the juvenile board's designated representative is properly made. [Texas Family Code Sec. 52.041\(e\).](#)

SECTION THIRTEEN: ACADEMIC REVIEW AND TRANSITION

13.1 Within a reasonable period of time after admission to the JJAEP Co-Op, each student shall have an Individual Student Services Plan ("ISSP") prepared by the ISSP transition team to meet the student's individual academic needs. The ISSP shall be reviewed periodically, at reasonable intervals, and shall address each student's emotional, social, and educational needs. In the case of a high school student, the ISSP shall contain a review of the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The ISSP shall be designed by the ISSP transition team and any other persons deemed appropriate by the TCJB, and shall require parental participation. For students receiving services under IDEA, no ISSP transition team review shall be required under this section.

13.2 The TCJB shall provide to the ISDs a summative evaluation of the performance of all students served by the JJAEP Co-Op on an annual basis. Such evaluation shall reflect the academic performance of students served in the JJAEP Co-Op each year, as well as providing follow-up with former students of the JJAEP Co-Op. The ISDs shall assist the JJAEP Co-Op in developing meaningful performance measurement criteria, and in providing follow-up data for

former JJAEP Co-Op students who return to the school setting. All Participants shall use their best efforts to work collaboratively to capture meaningful performance data, as well as follow-up information on students returning to the ISDs.

13.3 The ISSP transition team shall formulate a transition plan, specifying any services to be provided upon return to the regular educational setting, as part of the ISSP for each student. The ISSP transition plan shall be completed prior to the student's completion of the JJAEP Co-Op placement.

SECTION FOURTEEN: TERM OF AGREEMENT

14.1 The initial term of this Agreement shall be for the period from the effective date of this Agreement through August 31, 2025. This Agreement shall be automatically renewed for an additional term of one (1) year on the same terms and conditions, unless one or more of the Participants hereto elects to terminate this Agreement by providing written notice to all other Participants hereto at least sixty (60) days prior to the expiration of the initial term, unless terminated sooner. This Agreement may be extended for additional terms of one (1) year upon the mutual consent of the Participants evidenced by an extension agreement entered into not later than thirty (30) days prior to the termination date of this Agreement, or any extension hereof.

14.2 Any provision of the preceding Section 14.1 to the contrary notwithstanding, any ISD may withdraw from this Agreement prior to the expiration of the term hereof by written agreement of the TCJB, or for good cause, at any time. Any ISD withdrawing from this Agreement shall be entitled to recover all funds from the Texas Juvenile Justice Department to which it is entitled. No ISD withdrawing from this Agreement shall be entitled to receive any portion of the rollover funds, unless this Agreement is terminated by all Participants hereto in its entirety, or this Agreement is terminated by operation of law. In the event this Agreement is terminated in its entirety, any rollover funds remaining shall be distributed to the ISDs, pro-rata, based upon the number of students served by the ISD residing in Travis County.

14.3 In the event of termination by any Participant, the Agreement will remain in force and effect with respect to the remaining Participants, unless such termination frustrates the overall purposes and intent of this Agreement.

SECTION FIFTEEN: MISCELLANEOUS

15.1 Records and Reporting Requirements - Throughout the term of this Agreement, the Participants hereto agree to establish and maintain detailed records regarding the administration and operation of the Juvenile Justice Alternative Education Program and JJAEP Co-Op, including information regarding the costs of such programs, including facilities, staffing and administrative expenses.

15.2 Legal Requirements - The Participants agree to comply fully with all applicable federal, state, and local statutes, ordinances, rules, and regulations in connection with the programs contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing the juvenile justice programs applicable to school districts and/or county juvenile probation departments. In the event that any of the Participants hereto are required by law or regulation to perform any act inconsistent with this Agreement, or to cease performing any act required by this Agreement, this Agreement shall be deemed to have been modified to conform with the requirements of such law or regulation.

15.3 Notice - Except where oral notice is specifically allowed or required under this Agreement, any notice provided hereunder by any party to another shall be in writing and may be either: 1) delivered by hand to the party or the party's designated agent; 2) deposited in the United States mail, postage paid; 3) transmitted by telecopy; 4) transmitted by electronic mail transmission; or 5) delivered by a reputable courier service, to the following address or telecopy number:

In Process

Austin Independent School District:

Mr. Matias Segura, Superintendent of Schools
Austin Independent School District
4000 S. I-H 35 Frontage Road
Austin, Texas 78704
512-414-2412 PHONE 512-414-1486 FAX
e-mail: matias.segura@austinisd.org

Del Valle Independent School District:

Mr. Jonathan Harris, Acting Superintendent of Schools
Del Valle Independent School District
5301 Ross Road, Suite 103
Del Valle, TX 78617
512-386-3010 PHONE 512-386-3015 FAX
e-mail: superintendent@dvisd.net

Eanes Independent School District:

Dr. Jeff Arnett, Superintendent of Schools
Eanes Independent School District
601 Camp Craft Road
Austin, TX 78746
512-732-9001 PHONE 512-732-9005 FAX
e-mail: jarnett@eanesisd.net

Lake Travis Independent School District:

Mr. Paul Norton, Superintendent of Schools
Lake Travis Independent School District
3322 Ranch Road 620 South
Austin, TX 78738
512-533-6020 PHONE 512-533-6001 FAX
e-mail: nortonp@ltsidschools.org

Lago Vista Independent School District:

Mr. Darren Webb, Superintendent of Schools
Lago Vista Independent School District
P.O. Box 4929
Lago Vista, TX 78645-0001
512-267-8300 PHONE 512-267-8304 FAX
e-mail: darren_webb@lagovista.txed.net

Leander Independent School District:

Dr. Bruce Gearing, Superintendent of Schools
Leander Independent School District
P.O. Box 218
Leander, Texas 78646
512-570-0000 PHONE 512-570-0048 FAX
e-mail: superintendent@leanderisd.org

Manor Independent School District:

Dr. Robert Sormani, Superintendent of Schools
Manor Independent School District
P.O. Box 359
Manor, TX 78653
512-278-4002 PHONE 512-278-4017 FAX
e-mail: Robert.Sormani@manorisd.net

Pflugerville Independent School District:

Dr. Quintin Shepherd, Superintendent of Schools
Pflugerville Independent School District
1401 West Pecan Street
Pflugerville, TX 78660-2518
512-594-0000 PHONE 512-594-0011 FAX
e-mail: superintendent@pfisd.net

Round Rock Independent School District:

Dr. Hafedh Azaiez, Superintendent of Schools
Round Rock Independent School District
1311 Round Rock Avenue
Round Rock, Texas 78681
512-464-5022 PHONE 512-464-5055 FAX
e-mail: superintendent_rrisd@roundrockisd.org

Travis County Juvenile Board:

Honorable Maria Cantú Hexsel
53rd District Court
Chair, Travis County Juvenile Board
1700 Guadalupe Street, 8th Floor
Austin, Texas 78701
512- 854-9308 PHONE 512-854-9332 FAX

Travis County:

Honorable Andy Brown, Travis County Judge
700 Lavaca, Suite 2.300
Austin, Texas 78701
512- 854-9555 PHONE 512-854-9535 FAX
with a copy to the Travis County Attorney:
Honorable Delia Garza, Travis County Attorney
314 West 11th Street, Suite 300
Austin, Texas 78701
512- 854-9415 PHONE 512-854-9316 FAX

Any party may designate a different agent or address for notice purposes by giving the other Participants ten (10) days written notice in the manner provided above.

15.4 Amendments - If changed conditions are encountered during the term of this Agreement, the Agreement may be supplemented or amended under terms and conditions mutually agreeable to the Participants, provided that all such changes, amendments, supplements or modifications shall be in writing.

15.5 Integration Clause - This Agreement, including schedules and attachments, contains the entire agreement of the Participants hereto with respect to the matters covered by its terms, and it may not be modified in any manner without the express written consent of the Participants. No other agreement, statement, or promise made by or to any party, or made by or to any employee, officer, or agent of any party, that is not contained in this Agreement shall be of any force or effect. It is acknowledged by the Participants that no officer, agent, employee or representative of Travis County has any authority to change or amend the terms of this Agreement or any attachments to it or to waive any breach of this Agreement unless expressly granted that authority by the Travis County Commissioners Court.

15.6 Partial Invalidity - If any term(s) or provision(s) of this Agreement are held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect and shall in no way be effected, impaired or invalidated, unless such holding causes the obligations of the Participants hereto to be impossible to perform or shall render the terms of this Agreement to be inconsistent with the intent of the Participants hereto.

15.7 Non-assignability - No assignment of this Agreement or of any duty or obligation of performance hereunder, shall be made in whole or in part by any Participant without the prior written consent of the other Participants hereto.

15.8 Waiver - No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

15.9 Immunity - Neither Travis County, the TCJB, nor the ISDs waive or relinquish any immunity or defense on behalf of themselves, their trustees, commissioners, offices, employees, and agents as a result of its execution of this Agreement and performance of the functions and obligations described herein.

15.10 Available Funds - The Participants to this Agreement expressly acknowledge and agree that all monies paid pursuant to this Agreement shall be paid from budgeted available funds for the current fiscal year of each such entity.

15.11 Open Meetings - The meetings at which this Agreement was approved by the Participants' governing boards were posted and held in accordance with the Texas Open Meetings Act, Texas Government Code Ch. 551.

15.12 Mediation - Any dispute arising under this Agreement may be submitted, upon agreement of the Participants, to non-binding mediation. When mediation is acceptable to the participants in resolving any dispute arising under this Agreement, the Participants agree to use the Dispute Resolution Center of Austin or any other mediator as shall be mutually agreed upon by the Participants, to provide mediation as described in Section 154.023 of the Texas Civil Practice and Remedies Code. Unless the Participants are satisfied with the result of the mediation, the mediation will not constitute a final binding resolution of the dispute. All communications within the scope of the mediation shall remain confidential as described in §154.073 of the Texas Civil Practice and Remedies Code, unless the Participants agree, in writing, to waive the confidentiality.

IN WITNESS THEREOF, the undersigned Participants acting under the authority of their respective governing boards have caused this Agreement to be duly executed in multiple counterparts, each of which shall constitute an original, all as of the day and year above first written, which is the date of this Agreement.

APPROVED:

Signed by:

Judge Maria Cantú Hexsel

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Honorable Maria Cantú Hexsel
Chair, Travis County Juvenile Board

APPROVED:

DocuSigned by:

Andy Brown

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Honorable Andy Brown
Travis County Judge

APPROVED:

DocuSigned by:
Matias Segura
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Austin Independent School District

APPROVED:

Del Valle Independent School District

APPROVED:

DocuSigned by:
Jeff Arnett
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Eanes Independent School District

APPROVED:

DocuSigned by:
Darren Webb
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Lago Vista Independent School District

APPROVED:

Lake Travis Independent School District

APPROVED:

Leander Independent School District

APPROVED:

Manor Independent School District

APPROVED:

Pflugerville Independent School District

APPROVED:

Signed by:
Hafedh Azaiez
08E2B968446E420...
Round Rock Independent School District

Manor Independent School District
Board of Trustee Meeting Agenda Item
October 22, 2024

CONSENT ITEM SHEET

RE: 2024 - 2025 campus improvement plans

Supporting Documents:

1. 2024 - 2025 campus improvement plan for each of MISD's 17 campuses.

District Goals*: All six goals are addressed in each campus improvement plan.

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

Goal 2: COMMUNICATION- 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: COMMUNITY & FAMILY ENGAGEMENT- By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

Goal 4: EQUITY & INNOVATION- 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: FACILITIES & MAINTENANCE- 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: STAFF DEVELOPMENT- By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Bottom of Form

Background Information:

The purpose of this board agenda item is to present to the MISD Board of Trustees for consideration of approval the campus improvement plans that each campus leadership team has developed for the 2024 - 2025 school year. At the beginning of each year, campus leaders develop a plan to boost the quality of education and the overall school environment during the upcoming school year. It starts with analyzing data on achievement, attendance, and discipline along with gathering feedback from teachers, parents, students, and staff to pinpoint what's working well and what needs improvement. Based on this input, the plan outlines specific goals and actions to address areas targeted for improvement. This plan is carefully crafted to prioritize the most pressing needs and set clear steps for making positive changes, ensuring that the school continues to grow and better serve its community.

A full-day training session for campus improvement plan development was held in July 2024 followed by two CIP support workshops with the curriculum team and other central office personnel on September 10 and 11, 2024. Each campus submitted a draft of their plan on September 17, 2024, and received feedback about edits, revisions and additions needed in their plan from the Chief Schools Officer on September 24-25, 2024. Finalized Campus Improvement Plans were due to the CSO on October 2, 2024, for inclusion into the board agenda on October 22, 2024. Campus leadership will engage in progress monitoring with written documentation in October, January, March, and June.

Fiscal Implications:

n/a

Administrative Recommendation:

Administration recommends that the Board of Trustees approve the 2024 - 2025 campus improvement plans as submitted.

Motion Language:

I move that the board approve: the 2024 - 2025 campus improvement plans as submitted.

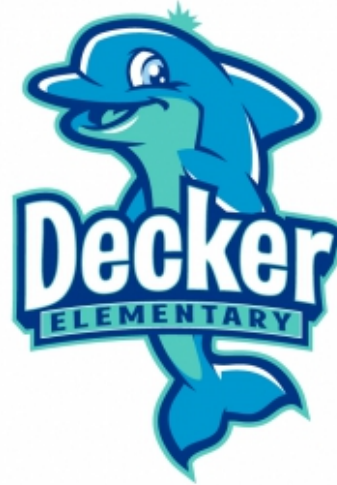
Dr. Matthew Bentz

Contact Person

Dr. Robert Sormani

Approved by Superintendent

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.

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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

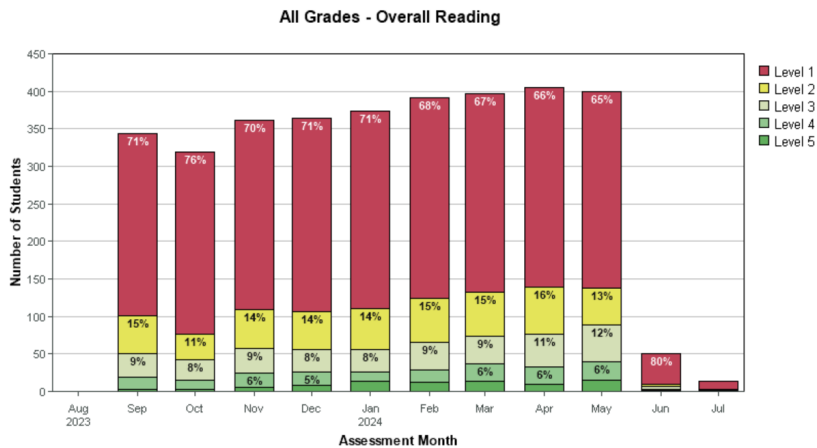
Student Learning

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.

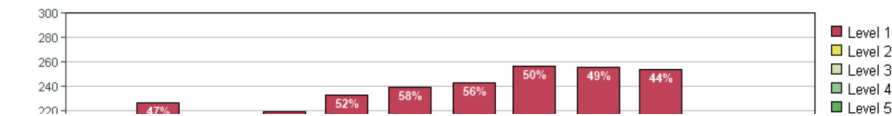
While there has been some growth in some areas, current data from state assessments indicates that overall student performance is below the expected proficiency levels across core subject areas. A significant percentage of students are not meeting grade-level expectations in reading, math, and science, 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.

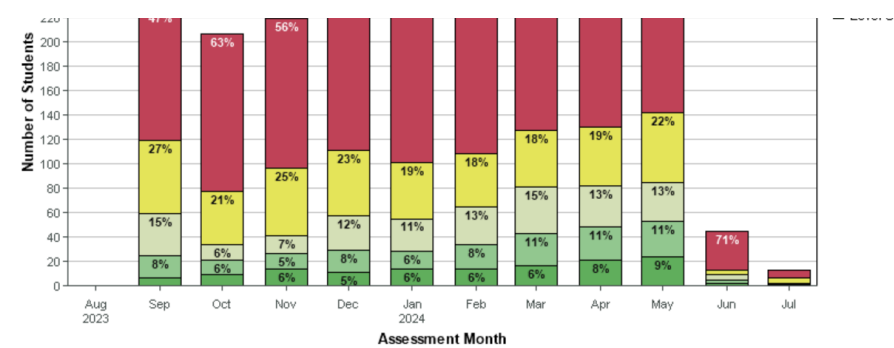
STAAR Reading 23-24	Approaches	Meets	Masters
3rd Grade	29%	9%	1%
4th Grade	24%	13%	2%
5th Grade	35%	17%	6%



ISIP/ISTATION DATA:

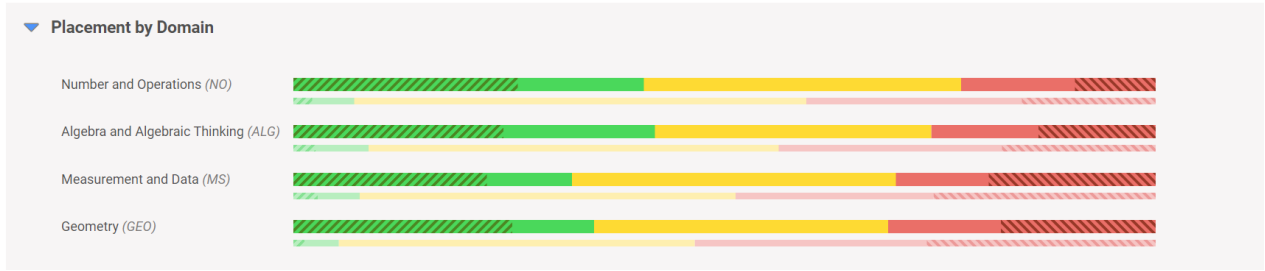
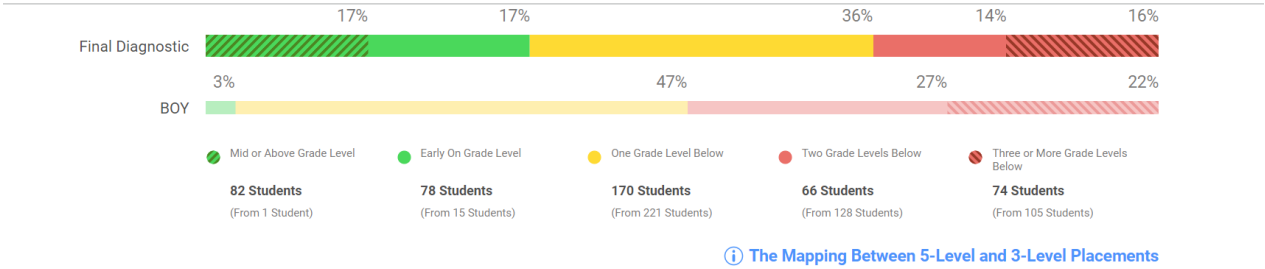
All Grades - Overall Reading





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:



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. 236

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			
Strategy 1: Regularly assess students using formative assessments in IStation and HMH to monitor reading progress. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Teachers, Leadership team ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 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 . Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Teachers, Leadership team ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Establish collaborative professional learning communities (PLCs) where teachers can share best practices, review student progress, and adapt instruction based on data. Strategy's Expected Result/Impact: team collaboration, improved instructional practices, consistent data review, increased student achievement, early identification of struggling students Staff Responsible for Monitoring: Teachers, Leadership Team 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
 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			
Strategy 1: Regularly assess students using formative assessments from iReady and district created assessments to monitor math progress. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Teachers, Leadership team ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Teachers, Leadership team ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Establish collaborative professional learning communities (PLCs) where teachers can share best practices, review student progress, and adapt instruction based on data. Strategy's Expected Result/Impact: team collaboration, improved instructional practices, consistent data review, increased student achievement, early identification of struggling students Staff Responsible for Monitoring: Teachers, Leadership Team 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
 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			
Strategy 1: Integrate regular hands-on science experiments aligned with curriculum standards. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Teachers and Leadership ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 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			
Strategy 1: 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! Strategy's Expected Result/Impact: We expect to increase parent awareness, involvement, and engagement in school activities and their child's education. Staff Responsible for Monitoring: Parent Liaison, Teachers, Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 1: 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			
Strategy 1: 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. Strategy's Expected Result/Impact: We expect to have stronger, more inclusive school community where parents feel empowered and actively involved in their children's education Staff Responsible for Monitoring: Parent Liaison, administration		Formative			Summative
		Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

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

Performance Objective 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 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. Strategy's Expected Result/Impact: We expect to improve instructional effectiveness and enhance teacher capacity to meet the diverse needs of our students. Staff Responsible for Monitoring: Teachers, Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: 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			
Strategy 1: 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. Strategy's Expected Result/Impact: 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. ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 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			
Strategy 1: 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. Strategy's Expected Result/Impact: 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. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 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			
Strategy 1: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Administration and senior admin assistant ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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			
Strategy 1: 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. Strategy's Expected Result/Impact: We expect to main staff retention, increase morale, increase teacher and student capacity. ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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			
Strategy 1: 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 Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Chief of Schools, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Admin and Instructional coach will provide face-to-face feedback to a minimum of 3 teachers weekly based on observations and modeling. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Administrators and Instructional Coach ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	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:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Child Abuse and Neglect	Human Resources	10/7/2024	Dr. Christopher Harvey	10/7/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Support Officer	1/28/2025	Dr. Christopher Harvey	10/7/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/13/2024	Dr. Christopher Harvey	10/7/2024

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



Mission Statement

BTE Mission: The educational experience at BTE will exemplify excellence in education with the explicit understanding that global sustainability can be best achieved through today's preparation of tomorrow's leaders.

District Strategic Plan Goals

1. By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.
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.
3. By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.
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.
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.
6. By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Vision

BTE Vision: BTE is committed to developing inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding, respect and a balanced, rigorous curriculum.

Value Statement

BTE Core Values:

Respect
Student Success
Integrity
Responsibility
Accountability
Support

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Comprehensive Needs Assessment

Revised/Approved: October 1, 2024

Demographics

Demographics Summary

Bluebonnet Trail Elementary (BTE), is a Pre-K through 5th grade school and is an International Baccalaureate Primary Years Program. BTE serves 530 students at the start of the 24-25 school year. Bluebonnet Trail Elementary was built in 1994 and is located in the Harris Branch Subdivision. It is one of nine elementary schools in the Manor Independent School District. Our student population for the 2024-25 school year is 43% Hispanic, 30% African American, 10% White, 13% Asian, 4% two or more races, 0.4% American Indian, and 0.2% Pacific Islander. Our 2023-24 demographics also shows that 68% of our students are economically disadvantaged, 35% are Emergent Bilingual students and 15% are in Special Education.

Demographics Strengths

BTE is a both a Two Way Dual Language campus an International Baccalaureate (IB) Program. The mission of the IB program is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect. BTE serves families who represent over 23 different language. Our community is internationally minded and values diversity and an additive linguistic mindset. A i strength for our campus is a commitment among teachers, students, and families to learn about different cultures and languages.

Problem Statements Identifying Demographics Needs

Problem Statement 1: An increase in the percentage of students who are economically disadvantaged from 60% (in 2023) to 68% (in 2024) has resulted in higher mobility rates. **Root Cause:** Residential mobility, new Low Income Housing Tax Credit Program (LIHTC) section 42 housing, and rising inflation have increased the number of economically disadvantaged students with an increased rate of mobility. Teacher support and professional learning is needed to more effectively respond to the needs.

Student Learning

Student Learning Summary

2024 STAAR Reading Data:

3rd Grade Reading:	52% Approaches	25% Meets	8% Masters
4th Grade Reading:	64% Approaches	39% Meets	13% Masters
5th Grade Reading:	72% Approaches	40% Meets	14% Masters

2024 STAAR Math Data:

3rd Grade Math:	45% Approaches	14% Meets	7% Masters
4th Grade Math:	56% Approaches	36% Meets	13% Masters
5th Grade Math	61% Approaches	34% Meets	10% Masters

2024 STAAR Science Data:

5th Grade Science:	25% Approaches	9% Meets	2% Masters
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Officially, school district A-F accountability ratings have been delayed for districts across the state due to a lawsuit regarding the validity of the STAAR test results for the 2023-24 academic year. In Reading, performance declined at the meets level in 3rd grade by 18 points, but increased four points at 4th grade and 2 points at 5th grade. In Math, performance declined at the meets level 18 points at 3rd grade, 1 point at 4th grade, and 25 points at 5th grade. Performance in science declined 22 points at the Meets level in 2024.

Student Learning Strengths

From the 2024 STAAR score results, out of Manor ISD elementary schools, BTE students ranked first in the areas of 5th grade reading and 4th grade math. Emergent bilingual students outperformed the "all students" student group in 3rd grade math and reading at the approaches, meets, and masters level. Emergent bilingual students outperformed the "all

students" student group in 4th grade and 5th grade math at the meets and masters level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 3rd Grade Math STAAR Scores were only at 45% (in 2024) approaches and above, which was a decrease of 14%. Math performance at the meets level fell 25 percentage points in 5th grade. Science performance declined 22 points at the "meets" level in 5th grade from 2023-2024. **Root Cause:** Two years of staff turnover of campus administrators and teachers created instability in the delivery of effective instructional systems to accelerate and enrich student performance.

Problem Statement 2: Third grade reading scores declined 18 and 9 percentage points at the meets and masters levels, respectively. **Root Cause:** Staff turnover and ambiguity around the district's shift to structured literacy has resulted in unclear expectations for explicit literacy instruction, resulting in student gaps in learning.

School Processes & Programs

School Processes & Programs Summary

Bluebonnet Trail Elementary is an International Baccalaureate campus. We merge the districts scope and sequence and the IB Unity of Inquiry to plan and structure our pacing guide for the year. Teachers are provided an additional IB planning session each six weeks to focus on our IB goals and alignment.

BTE is also a Two Way Dual Language campus. We provide a Two Way Dual Language classroom for students in kindergarten through fourth grade. Our fifth grade students participate in a One Way Dual Language classroom. This year, we were unable to provide a true dual language program in Kindergarten because increased enrollment at the Kindergarten level did not allow much space for non Emergent Bilingual students to join the dual language class. Additionally, an inability to secure a 5th grade bilingual teacher has led to the lack of bilingual programming being provided at the 5th grade level.

BTE provides weekly professional learning through our Ranger Academy. This is a 30 minute professional learning session targeted to new teachers bimonthly that allows staff to engage in professional development on topics needed by new teachers including lesson design and implementation, classroom management strategies, and support for teachers' who are in the process of completing their certification requirements.

Bluebonnet Trail Elementary uses many forms of communication. We send home a weekly Ranger Report (that is available in multiple languages), we use Talking Points, Peachjar, Finalsight mass communications, and social media. Additionally, teachers send home monthly newsletters.

During the 2023-24 school year, only 41% of teachers felt that campus administration provided leadership in setting and maintaining standards of behavior, and only 34% reported that they felt the Student Code of Conduct was enforced. Additionally, only 48% felt that they had administrative support in receiving assistance to resolve discipline problems in the classroom. A focus on discipline with clear expectations for behavior, and the processes and procedures that support a schoolwide discipline plan, is needed to restore teachers' trust and ensure that academic achievement can grow.

In the 2023-24 school year, teachers reported that counseling services were not provided consistently during the monthly guidance lessons provided to classes. Student behaviors and mental health wellbeing suffered as a result. This year with a new counselor and new social worker, we are focused on services to to prioritize mental and behavioral health needs, attendance improvement, and improving our school climate. Our systems of support will include monthly guidance lesson, small groups focused on self-regulation, grief and loss, and making friends.

BTE has a small but active PTA who have prioritized an outdoor gardening program that is beloved in our school community. BTE offers extracurricular activities such as UIL, Robotics, tutoring, Math Pentathlon, Garden Club, and choir.

School Processes & Programs Strengths

Our IB program is a strength for our campus. Through additional planning opportunities that focus on inquiry based lessons and school wide common language, our scholars have been able to excel in academics. Our PTA is small but has contributed greatly to our ability to provide enriching extra curricular activities for our students. Our dual language program is additionally a strength of our campus with some of the highest student performance being in dual language classrooms.

Problem Statements Identifying School Processes & Programs Needs

263

Problem Statement 1: Teachers have not felt supported with leadership of the campus wide discipline management system. Only 34% of teachers felt that the student code of conduct was enforced at BTE. **Root Cause:** Inconsistency caused by staff and administrative turnover has caused gaps in the implementation a comprehensive positive behavior support system.

Problem Statement 2: Teachers report that an increased number of students are disregulated and struggling with mental health issues resulting in increased off task behaviors and incidents of anger and big emotions. **Root Cause:** Not having a consistent counseling program and social worker of the past few years has resulted in insufficient systems and structures of support for students with mental health issues.

Problem Statement 3: BTE has been a dual language campus since 2017 yet in the 2024-25 school year we are not able to provide dual language programming at Kindergarten or 5th grade. **Root Cause:** Recent post-pandemic staffing challenges in attracting and retaining bilingual teachers, increased student enrollment and inadequate district staffing ratios have challenged our dual language program implementation.

Perceptions

Perceptions Summary

Manor ISD administered a staff feedback survey in the 2023-24 school year. This was a very difficult year for BTE characterized by administrative and staff turnover. On this survey, only 48% of staff reported that they would recommend BTE as a good place to work. Additionally, only 54% reported that they had received recognition or praise for doing a good job. There is no evidence that a parent engagement survey was distributed to the BTE community last year. Last year, a third of BTE teachers left the campus either by transferring to a different campus, retiring, or resigning.

Perceptions Strengths

On Staff surveys of 2023-24, 92% of staff reported that they liked the work that they do. During initial one-on-one interviews with staff, 50% of staff interviewed reported that what they are most proud of about working at BTE is love for students. The other 50% of staff interviewed reported that what they are most proud of about working at BTE is love for staff. Staff responses indicated they value their strong relationships with staff which contribute to a family atmosphere characterized by kindness, compassion, and support for one another. Staff additionally referenced pride in the cultural diversity of the student body, expressing a value for the diversity of cultures and languages within the BTE community. Staff also expressed appreciation for parent engagement with the school and the positive ways it has contributed to the sense of community in the school and increased learning opportunities for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The staff survey indicates that climate and culture has declined at BTE in recent years. **Root Cause:** Neighborhood demographic changes and a post-pandemic higher rate of teacher and administrative turnover has resulted in a decline in school climate and culture. A deep dive into the perceptions of staff and a collective inventory of the beliefs, values, and assumptions that set the standards of culture and behavior at the school is needed to reset climate and culture.

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
- 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

Student Data: Assessments

- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

Performance Objective 1: BTE will increase our Reading and Math "Meets" STAAR percentage points to 45% by the end of the 2024-25 school year.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR 2024

Interim Assessments

BTE Formative Assessments (ongoing progress monitoring)

Strategy 1 Details	Reviews			
Strategy 1: BTE teachers and staff will support student achievement through the a data-driven PLC process, small group instruction, and in-school intervention. In-school intervention times are set on the campus main calendar to enable maximum service with all available personnel. Strategy's Expected Result/Impact: Increased STAAR results, screener results, CFA results, and student engagement. We will monitor this strategy with MTSS meetings, data-driven PLCs, coaching cycles, and walkthroughs. Staff Responsible for Monitoring: Instructional Coach, Classroom Teachers, Principal, Assistant Principal Title I: 2.4, 2.6 - Additional Targeted Support Strategy Funding Sources: Interventions - Title I, Part A - \$1,000, Generation Genius - Title I, Part A - \$1,800	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Leadership coaching focused on classrooms observations and feedback wiil include bimonthly meetings and classroom walks with MGW Consulting Rep, Missy Wright to increase capacity instructional leadership and teacher efficacy utilizing the Get-Better-Faster Scope and Sequence and high quality face-to-face feedback. Strategy's Expected Result/Impact: Increased leadership capacity of administrators and increased teacher performance through observation and feedback loops and high quality face to face feedback. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: BTE will Improve school attendance for all students by 2 percentage points by the end of the 2024-25 school year to increase from 93.08 to 95%.

Evaluation Data Sources: Raawee, ADA attendance data, BTE attendance tracking charts

Strategy 1 Details	Reviews			
Strategy 1: BTE Attendance Committee will have bi-weekly attendance meetings to review students with frequent tardies/ absences. Phone calls will be made by the teacher after 2 consecutive absences. Parent Liaison/Registrar will call families after 5 absences/tardies. Parent/Guardian meeting will be scheduled after 10 absences/tardies. A 45 day attendance plan will be initiated for any student with 10 absences and will be monitored by Attendance Committee. Strategy's Expected Result/Impact: BTE students will arrive to school on time and be present daily. Staff Responsible for Monitoring: Registrar, Assistant Principal, Manor Truancy Officer Title I: 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: BTE will implement the new Positive Behavior Interventions and Supports (PBIS) plan to provide an organized, data-driven system of interventions, strategies, and supports designed to prevent problem behaviors and maximize academic success for all Rangers.

Evaluation Data Sources: Teacher climate and culture surveys
 Student leadership groups
 Student achievement data
 Discipline referral data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will explicitly teach Ranger Matrix behaviors and ensure that students are adhering to campus norms for behavior. Grade level team leads and administrators will ensure that incentive systems to reinforce positive behaviors occur monthly in order to provide opportunities for success and celebration. Strategy's Expected Result/Impact: Increase in desired behaviors, decrease in undesired behaviors. Staff Responsible for Monitoring: Grade level team leads, Principal, Assistant Principal, Instructional Coach, Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Student Support Team will meet weekly to identify students and resources to address student mental health needs and behavior supports. Targeted supports will include interventions and resources to address bullying, grief and loss, emotional regulation, and mental health needs and to K-5 grade scholars to focus on self-esteem, friendship, self-regulation, and mental health strategies. Strategy's Expected Result/Impact: Increase in attendance rates, improved Student Culture Surveys, decrease in discipline referrals. Staff Responsible for Monitoring: Counselor, Social Worker, Behavioral Support Assistant, Parent Liaison, Principal, Assistant Principal, School Nurse. Title I: 2.5, 2.6 Funding Sources: SEL Resources - Title I, Part A - \$3,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All general education teachers and FAC teachers will facilitate daily Morning Meetings with students to focus on connections to social emotional learning, self-regulation, and making healthy choices. Strategy's Expected Result/Impact: Students will feel connected to their peers and BTE staff. Students will celebrate their identities and learn about the diverse cultures at BTE Staff Responsible for Monitoring: Classroom Teachers, Counselor, Assistant Principal, Principal Title I: 2.6	Formative			Summative
	Oct	Jan	Mar	June


No Progress


Accomplished


Continue/Modify


Discontinue

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: 100% of general education and special area teachers will send home monthly newsletters (English and Spanish) through our Thursday Folder; Campus administrators and teachers will communicate electronically through Talking points, Finals site, and Facebook.

High Priority
Evaluation Data Sources: Monthly Newsletters, Talking Points.

Strategy 1 Details	Reviews			
Strategy 1: BTE will send out a weekly Ranger Report, update our website monthly, grade levels will send out monthly newsletters, we will use Talking Points and Facebook to communicate about events and important information and hold monthly Principal Coffees/Learning Walks. Strategy's Expected Result/Impact: We will increase awareness of 2 Way DL and IB programing, curriculum, school events and creating a strong school/community relationship. Staff Responsible for Monitoring: Teachers, Parent Liaison, CCR, Assistant,Principal, Principal Title I: 4.1, 4.2 Funding Sources: Smore License - Title I, Part A - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: By the end of the 2024/2025 school year, BTE will have monthly community events that promote community partnerships including monthly "Coffee's with the Principal," Pokemon Night," bimonthly Brighter Bites nutrition education program, Fall Festival, Grandparents Day, Veteran's Day Celebration, Military Family Breakfast, Literacy Night, Science Fair, Math Night, Multicultural Night, and 5th Grade IB Showcase.

Evaluation Data Sources: Sign in sheets for events will serve as data to show percentages of parental involvement.

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: BTE will provide engaging and differentiated professional development to teachers at various levels of experience in order to increase teacher efficacy and promote teacher retention and well being.

Evaluation Data Sources: Increased student performance.

Strategy 1 Details	Reviews			
Strategy 1: BTE will provide bimonthly professional learning sessions (Ranger Academy) for all staff (prioritizing local certified staff and first year teachers) These professional development support sessions will support new and novice teachers in a variety of ares including classroom management, routines, and procedures, designing TEKS-aligned, engaging lessons, providing personalized instruction to diverse learners, and supporting teachers to complete their certification requirements. Strategy's Expected Result/Impact: Increased student performance Staff Responsible for Monitoring: Principal, Assistant Principal, IC	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 2: BTE will engage in activities and professional learning aligned with our designation as an International Baccalaureate Primary Years Program including summer training for staff in the IB framework, quarterly planning days to plan and implement the IB curriculum framework, and procurement of resources for the delivery of IB Language and Culture daily Spanish instruction as part of the special areas rotation.

Strategy 1 Details	Reviews			
Strategy 1: BTE will engage in quarterly planning days to plan and implement the IB curriculum framework with an emphasis on lines of inquiry, transdisciplinary themes, and connections to IB learner profile attributes Strategy's Expected Result/Impact: Increased capacity to implement IB framework Funding Sources: Money to cover subs for planning days - Local Funds - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: BTE will use the Toddle software to track our IB units and complete reflections for our IB units of inquiry in advance of our 2025 reauthorization visit. Strategy's Expected Result/Impact: Increased fidelity to the IB framework, implementation of lines of inquiry Staff Responsible for Monitoring: Instructional Coach, Assistant Principal, and Principal Funding Sources: Yearly access to Toddle 360 Pro Software for 2024-25 - Local Funds - \$8,300	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: New teachers will attend summer IB training provided by Texas IB Schools Strategy's Expected Result/Impact: Increased proficiency to deliver the IB PYP model. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Funding Sources: Payment for Texas IB Institute Professional Development - Local Funds - \$6,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: BTE will maintain designation as an IB Primary Years Programme School through membership with International IB and Texas IB Schools through payment of annual membership fees. Strategy's Expected Result/Impact: Continued designation as IB school Staff Responsible for Monitoring: Principal Funding Sources: IBO dues and Texas IB membership dues - Title I, Part A - \$9,500	Formative			Summative
	Oct	Jan	Mar	June
				277

Strategy 5 Details	Reviews			
Strategy 5: BTE 5th graders will engage in IB PYP Showcase Strategy's Expected Result/Impact: Inquiry based learning showcase for students who have participated in IB programming from K-5. Funding Sources: Resources for supplies associated with showcase - Local Funds - \$500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: The development of a curriculum for IB Spanish Language and Culture class to be offered for all students in grades K-5 through the specials rotation. Strategy's Expected Result/Impact: All K-5 students will receive instruction in Spanish through participation in BTE's IB program. Staff Responsible for Monitoring: Principal Funding Sources: Contracted Services to develop Spanish curriculum - Title I, Part A - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: BTE will pass 100% of their daily safety walks.

Evaluation Data Sources: Manor safety walks

Strategy 1 Details	Reviews			
Strategy 1: Administrative Leadership will conduct AM and PM door checks and building walkthroughs. Strategy's Expected Result/Impact: 100% compliance with safety walkthroughs. Staff Responsible for Monitoring: Assistant Principal, Principal, School Resource Officer.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: BTE will continue to submit and resubmit work orders to repair aging infrastructure to ensure the safety and security of our students and staff.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Continue to submit work orders and advocate for the facilities department to repair damages to our 30 year old campus including: termite damage on pillars in 200 wing, holes in sheetrock in 200 wing and adult bathroom in 100 wing, ceiling tile and mold repair in 400 wing, door stops on all external doors, AC drainage pipe outside of door 16, grass being cut on a more regular basis to alleviate snakes and wasps, signage and fence around the track in the back of the school to prevent strangers from accessing campus property school hours, new skid tape in the entrance of the school, sidewalk repair to make sidewalks ADA compliant, repair potholes in the driveway, removal of scary portable in the back of the school, gardening and maintenance for front of school. repair of grab bars in adult bathroom in 300 wing to make campus more accessible, repair of ramp outside of 200 wing for ADA compliance. Strategy's Expected Result/Impact: Increased safety and satisfaction for students, staff., and families Staff Responsible for Monitoring: Principal and Executive Assistant	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 1: BTE will continue to search for High Quality teachers to staff vacancies and support a new teacher mentor program to promote staff recruitment and retention.

Evaluation Data Sources: Vacancies will be staff and class size ratios will be in compliance of state recommendation 1:21 for K-4 and 1:25 for 5th grade to promote improved academic performance and teacher retention.

Strategy 1 Details	Reviews			
Strategy 1: Current vacancies at the following grade levels will be staffed: Kindergarten, Pre Kindergarten Bilingual, 5th Grade Bilingual, 3-5 Academic Interventionist. Spanish Language and Culture Liaison will be staffed. We will continue to advocate for additional staffing for Kinder and 2nd grade to relieve high class sizes, promote teacher retention, and increase student performance. Strategy's Expected Result/Impact: Increased teacher retention and student performance Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: BTE will offer mentoring for all local certified and first year teachers. Strategy's Expected Result/Impact: We will develop strong teachers and increase student achievement. Staff Responsible for Monitoring: BTE Mentors, Instructional Coaches, Principal, Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Manor Independent School District
Blake Manor Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Blake Manor Elementary Mission

BME is dedicated to educating the whole child through authentic experiences in order to become lifelong learners that celebrate diversity and inclusivity, while contributing to the larger community.

Vision

Blake Manor Elementary Vision

At Blake Manor Elementary we strive to become a New Tech Network school that creates a safe learning environment for our learning community:

- through the development of interpersonal and creative problem solving skills**
- by engaging in Project-Based Learning opportunities that prepare**

students to make positive impacts on the community around them

- by cultivating an inclusive environment where all students are celebrated and respected for their unique perspectives, native languages, and cultures**

Core Beliefs

Our staff is dedicated to the belief that each child will be provided opportunities to reach their full academic and social potential. In support of that belief, our staff is committed to doing the following:

- having high expectations for all of our learners**
- providing a safe, caring and positive class atmosphere for all scholars**
- implementing a rigorous core curriculum**
- communicating with parents regularly regarding your child's progress**

As a community focused on learning, we seek to develop the whole child and we believe children's emotional, social, academic and physical needs are equally great. We strive to create a culture where children are proud to be learners and understand the importance of review and reflection in the process

284

of continual growth.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Blake Manor Elementary is dedicated to educating the whole child through authentic experiences in order to become lifelong learners that celebrate diversity and inclusivity, while contributing to the larger community.

Our staff is dedicated to the belief that each child will be provided opportunities to reach their full academic and social potential. In support of that belief, our staff is committed to doing the following:

- having high expectations for all of our learners
- providing a safe, caring and positive class atmosphere for all scholars
- implementing rigorous core curriculum
- communicating with parents regularly regarding your child's progress

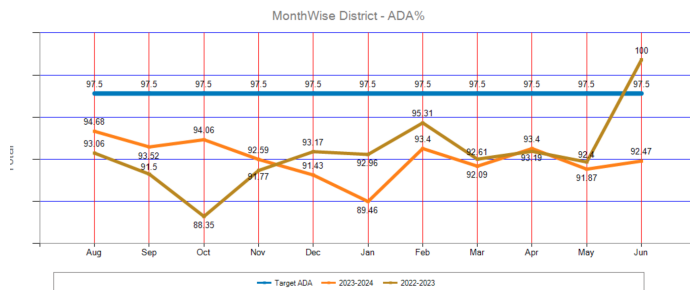
Blake Manor Elementary is a Title 1 campus that served K-6 scholars in the 2023-2024 school year. The upcoming 2024-2025 school year we will serve Pre-K- 5th grade scholars. All scholars have access to free breakfast and lunch daily. Our campus enrollment at the end of the 2023-2024 school year was 403 scholars which is an increase from beginning of the year when we started with 385 scholars. For the upcoming school year, we will be enrolling Pre-K as well as being directly impacted by the rezoning from Presidential Meadows to Blake Manor Elementary, which will increase our campus enrollment of 100+ more scholars.

Scholar enrollment at Blake Manor Elementary consists of the following demographic breakdown:

343 Hispanic (85%), 30 African American (7%), 17 White (4%), 9 Multi-Race (2%), 3 Asian (2%) which consists of 398 (98%) identified as At-Risk and 313 (78%) Economically Disadvantaged. Our largest demographics are our Hispanic and African American scholars. Scholars served through 504 (4%), Special Education (12%) and Gifted-Talented (19%) programs.

Our campus consists of 75% emergent bilingual that participate in our Dual Language 1-way classrooms and we anticipate that our total number of scholars served as well as those identified as emergent bilingual will continue to increase in the next school year.

Our attendance rate at the end of the year is 92% which is the same attendance rate as the 2022-2023 school year. Our attendance rate fluctuates around holiday breaks, early releases, during inclement weather and flu/cold season. Attendance is actively monitored throughout the year with the attendance committee and student support team.



Staff demographic breakdown:

Our campus staff consisted of 26 classroom and specials teachers, 3 Instructional Aides, 5 instructional support team (Instructional Coach, Literacy Coach, GT Teacher and 2 Interventionists). Out of the 26 classroom teachers, 4- Local Certification, 5- J1, 2- Long Term Substitutes, 4- First Year Teachers, and 11- 2+ years of experience. Our retention rate for the 2023-2024 school year is 88% with 5 resignations from classroom teachers and instructional support staff. We also had 2 positions eliminated for the 2024-2025 school year (Literacy Coach & Attendance Clerk).

Community Stakeholders:

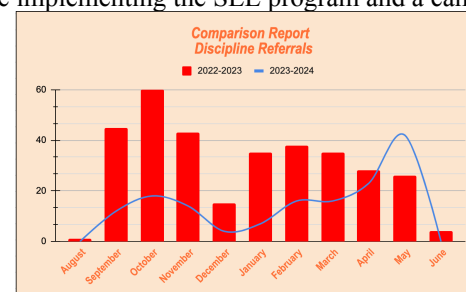
Blake Manor Elementary has worked in collaboration with Assistance League of Austin, a community stakeholder that helped through opportunities such as Operation Wish List, Operation School Bell, Project Impact which sponsored campus, scholar, teachers, staff and community outreach with resources and supplies. We also host parent family engagement events, volunteer opportunities, assemblies, ceremonies, etc. to unify the school and home relationship.

Manor ISD has a collaboration with Texas State for Teacher Residents to complete their student teaching on various elementary campuses and be eligible for recruitment to pursue a career with Manor ISD. BME had three teacher residents on our campus from the 2022-2023 & 2023-2024 school year and were recruited and hired on our campus.

Special Programs available to our scholars:

There are many opportunities for scholars to participate in special programs and extracurricular activities at BME. Programs offered include GT, UIL, Robotics, Coding Club, Chess Club, Future Librarians Club, Art Club, Leadership Club, Morning Announcement Crew, R.I.S.E-ADSY after school program.

Our campus has completed year 1 of the implementation of our campus social-emotional learning curriculum- 7 Mindsets. All scholars participate daily in this curriculum with their teacher and campus counselor to develop social-emotional skills. The counselor provides push-in guidance lessons, grade level assemblies after every Mindset, and small group or 1 to 1 guidance lessons/check-ins. The curriculum has components for scholars, educators and parents/families. Since implementing the SEL program and a campus focus around



culture, we have noticed behavior referrals decrease from 2022-2023 (330 incidents) to 2023-2024 (152 incidents).

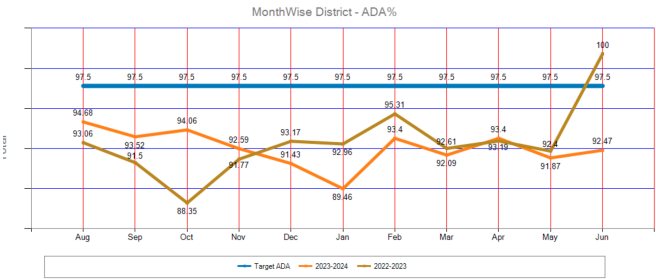
Demographics Strengths

Social-emotional Learning Curriculum- 7 Mindsets:

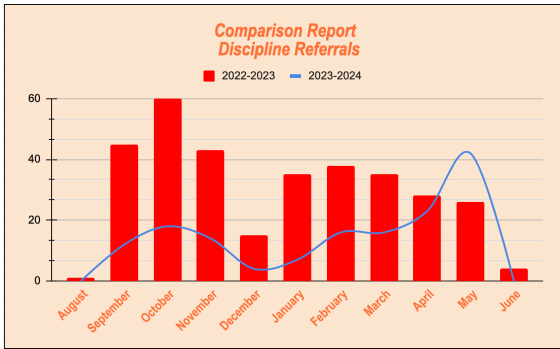
Blake Manor Elementary
Generated by Plan4Learning.com

Our campus focus on culture and bringing a social emotional learning curriculum to BME helped maintain scholar attendance, decreased behavior incidents as well as decreased the number of scholars in crisis while on campus.

Attendance Rate:



Behavior Referrals:



Retention:

Retention rate for the 2023-2024 school year is 88% with 5 resignations from classroom teachers and instructional support staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance for the 2023-2024 school year is a 92% **Root Cause:** Our attendance was impacted by the early release days built in the district calendar and parents not having options for childcare on early release days to justify children coming to school on those days.

Student Learning

Student Learning Summary

The 2021-2022 Texas Academic Performance Report (TAPR) is reflective of 2021 & 2022 STAAR results for all 3rd-6th grade scholars in the content areas of Reading, Math and Science. All schools in Texas must meet standards set forth in 3 domains. For the 2022-2023 school year, these areas were redesigned and measured differently than in previous years. At this time we are still awaiting the most recent STAAR results and accountability ratings.

Domain 1- Student Achievement

Domain 2- School Progress: Part A Academic Growth; Part B School Progress: Relative Performance

Domain 3- Closing the Gaps

2021-2022 Accountability

Domain 1-62

Domain 2 PartA- 92

Domain 2 PartB- 69

Domain 3- 75

Overall- 87 B

Preliminary Results of the 2022-2023 STAAR reflect the performance for "meets standards" and/or "above"

Preliminary Results of the 2023-2024 STAAR reflect the performance for "meets standards" and/or "above"

Student Learning Strengths

Blake Manor Elementary scholars performed extremely well within the domain of School Progress; Part A (Academic Growth), receiving an A (92) within the accountability report. BME performance in this particular domain was significantly higher than MISD which received a C (73).

School Processes & Programs

School Processes & Programs Summary

The district has a Recruitment and Retention Coordinator that works closely with Human Capital, campus principals and community stakeholders to actively recruit throughout the school year as well as retain all high-quality staff. Campus principal is expected to attend job fairs throughout the year to actively recruit for the district as well as attend the district job fair in the Spring with a campus team. Our campus follows all district guidelines and best practices when hiring all potential candidates. We interview as a committee, debrief as a committee, as well as determine the candidates to recommend for hire. The district has a Mentor program available for all new teachers to the district in their 0-1 year of teaching. Campuses assign mentors to their new teachers at the beginning of the year.

Our district has a collaboration with Texas State teaching program that has given Manor ISD an opportunity to support, develop, and hire Teacher Residents from the local universities once graduated and certified. These Teacher Residents can apply, interview and be hired upon completion of all requirements of their institution and program. The 2023-2024 school year, BME hired all 3 of their Teacher Residents and in January they became classroom teachers. The 2024-2025 school year we will have 2 Teacher Residents from Texas State completing their student teaching at BME.

Our district also has a collaboration with organizations such as GeoVisions that assists in recruiting international teachers to pursue a career in the United States to teach in both monolingual-ESL classrooms and bilingual-Dual Language classrooms. Manor ISD currently has teachers from the Philippines, Spain and Columbia. In the 2023-2024 school year, BME had 2 teachers from Spain, 1 teacher from the Philippines, and 1 teacher from Columbia. The 2024-2025 school year, BME will have 4 teachers from Spain and 1 teacher from the Philippines.

Since the 2022 school year, Manor ISD has had the Local Certification program that offers opportunities for candidates that hold a bachelor's degree to pursue a local teacher certification. This process has helped fill our current vacancies with potential candidates seeking their local certification. The 2023-2024 school year, BME had 5 classroom teachers completing the local certification program. For the 2024-2025 school year, BME will have 4 classroom and specials teachers completing the local certification program.

All district employees are given the Manor ISD Employee Handbook at the time of hire and annually as the handbook is often updated every year. Handbook is accessible online and in print on campus. Blake Manor Elementary provides all staff a campus handbook and instructional playbook that aligns with the district policies, curriculum frameworks, as well as district and campus initiatives and procedures. The campus has streamlined all communication with a campus calendar and a weekly ongoing newsletter. Parents, families and community are given monthly calendars of events as well as having this accessible through all modes of communication (flyer, talking points, facebook, class dojo, etc).

All campus staff participate in district and campus professional learning throughout the year. New teacher hires return a week earlier than all staff to attend their own differentiated onboarding professional learning. There are beginning of the year professional learning opportunities, periodic district PL, campus coaching clinics, and campus professional learning that all staff can attend. Professional learning can be focused on campus-wide initiatives, differentiated by grade level or content specific, as well as individualized to support one or more teachers in a specific content, instructional practice, or specific area. K-2 classrooms are self-contained so all teachers teach all subjects. 3-5 classrooms are departmentalized unless student numbers don't allow for the necessary staff to stay departmentalized in which they become self-contained as needed. Staff are strategically placed in grade levels and content areas based on experience, skills, strengths, and interests. This school year we had several unfilled vacancies in the bilingual classrooms in which case we had long-term substitutes in those classrooms for the duration of the school year. All grade level teachers participate in PLC+ (Data/Intervention day; Reading; Math), coaching cycles(modeling, co-

teaching, planning, etc) with the Instructional Coach, coaching feedback cycles with admin(walkthrough feedback face-to-face), and professional learning as needed. Admin encourages staff to request to attend additional professional learning opportunities if they are interested in attending. They use a QR code with a google form to request additional professional learning outside of the district.

One process that BME has implemented this year within the PLC + model has been to introduce effective coaching clinics. Coaching clinics are lead by instructional leadership team as well as teacher leaders and campus staff. District level instructional support staff are also available to teachers/staff to support them and meet all of their instructional needs. District support staff provided professional learning, assistance with planning, data monitoring, tracking and next steps. When addressing the root cause of low performance or scholar achievement we look at all data (formal and informal), district assessments, campus assessments, checklists, exit-tickets, artifacts, state assessments, etc. We use this data to determine who learned, who didn't learn and how we will move learning forward. PLCs occur three times a week and on non-plc days, teachers have conference/planning time. In addition, our master schedule reflects a bell-to-bell model where instructional time in the classroom is protected.

All scholars are provided Tier 1 instruction, with opportunities for enrichment/acceleration. All scholars are provided intervention support through our HQIM programs-iStation & iReady. Scholars that need additional support are provided in class intervention in small groups or 1 to 1. The MTSS process is for all scholars and is used to track scholar progress throughout the year and to ensure that all scholars have equitable access to enrichment, acceleration and intervention. The MTSS process is a guide for teachers to use in ensuring that we are supporting all scholars. All scholars have a data folder to monitor assessment data, track progress, set and monitor goals, and collect writing samples. Teachers use formal and informal assessments to guide their instruction and can be used in addition to a documentation system to identify scholars that need additional support outside of the classroom through intervention or enrichment. BME has a campus bilingual reading interventionist as well as math interventionist.

The following systems we have in place to track student progress are:

BOY, MOY, EOY Benchmarks
Istation ISIP Monthly Progress Monitoring Reports/ Data tracking forms/ Strategic planning for intervention
DRA/EDL Monthly Progress Monitoring/ Data tracking forms/ Strategic planning for guided reading
End of unit module assessments for HMH
I-Ready BOY/ MOY/ EOY Benchmarks
MTSS/RTI monitoring meetings

The 2022-2023 & 2023-2024 school year our scholars were able to participate in the ADSY- RISE program that needed support in academic (reading/math). Scholars were selected based on data and scholar achievement. This program offered both academic and enrichment opportunities throughout the school year for scholars in the 1st, 2nd, 3rd & 4th grade scholars. The RISE program will not be returning for the 2024-2025 school year.

All classroom teachers and instructional support staff are required to complete T-TESS appraisals for evaluations. TTESS consists of goal-setting, formal observation, end of year goal reflection and summative conference. Each year teachers are given the opportunity to discuss their professional and personal goals as well as identify action plans to accomplish these goals. Administrators use this information to build on teachers' capacity to develop instructional leaders.

BME's Campus Leadership Team works together to develop a thorough campus improvement plan. The campus improvement plan is written to reflect the needs of our scholars and ensure that all decision making is scholar-centered as well as directly aligns with the campus mission and vision statements. The campus leadership team meets to complete formative reviews, summative review, and to make modifications as needed. Campus leadership evaluates and modifies the campus master schedule to ensure that each content area meets the required minutes of instruction. Social-Emotional Learning, Intervention and Guided Groups are integrated into the daily classroom master schedule.

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School Processes & Programs Strengths

During the 2023-2024 school year, we implemented our PLC process across K-6 using the PLC+ framework. One process that BME has implemented this year within the PLC + model has been to introduce effective coaching clinics. Coaching clinics are lead by instructional leadership team as well as teacher leaders and campus staff. District level instructional support staff are also available to teachers/staff to support them and meet all of their instructional needs. District support staff provided professional learning, assistance with planning, data monitoring, tracking and next steps. When addressing the root cause of low performance or scholar achievement we look at all data (formal and informal), district assessments, campus assessments, checklists, exit-tickets, artifacts, state assessments, etc. We use this data to determine who learned, who didn't learn and how we will move learning forward.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: PLC+ framework is a new process for teachers and instructional support staff. **Root Cause:** The demographic and years of experience in our teaching staff means we have a vast spectrum of needs and professional learning to build capacity of our teachers and instructional support staff.

Perceptions

Perceptions Summary

In previous years, it was noted through surveys, feedback, and conversations that an area of need was our culture and climate. Post pandemic, it had been difficult to get parents and families back into the building for engagement activities/events. Our PTA was inactive for a few years, but the 2023-2024 school year, allowed us to reinstate our campus PTA. The parent liaison is one of our direct point of contacts for our families and helps keep the communication line open by keeping our campus class dojo account active as well as making phone calls and home visits as needed. Talking points is our district form of communication and BME parents use this as a means of communication with parents and staff. Our campus also celebrated our volunteers through monthly recognition and appreciation events.

During the 2023-2024 school year, our campus collaborated with Assistance League of Austin with the following programs, Operation Wish List and Project Impact. This organization helped to provide resources for classroom teachers, literacy resources for all of our scholars for math and reading, resources to increase parent engagement as well as resources to support campus and community wide efforts for family and community engagement, social emotional learning and academic achievement.

Based on previous culture and climate surveys, there was a need for a focus on positive school culture. This required us to focus on social-emotional learning of all (students, staff, parents), systems for behavior management and discipline, MTSS supports for both academics and behavior, building the home to school connection and improving staff morale (appreciation, recognition, morale boosting activities/events, etc). With all of these efforts to foster a safe, positive learning environment we were able to focus on the academics by building teacher capacity through professional learning, coaching and feedback cycles, in class Tier 1 instructional practices (Operational and Instructional Absolutes) and through our PLC+ and coaching clinics.

Perceptions Strengths

Based on previous culture and climate surveys, there was a need for a focus on positive school culture. This required us to focus on social-emotional learning of all (students, staff, parents), systems for behavior management and discipline, MTSS supports for both academics and behavior, building the home to school connection and improving staff morale (appreciation, recognition, morale boosting activities/events, etc). With all of these efforts to foster a safe, positive learning environment we were able to focus on the academics by building teacher capacity through professional learning, coaching and feedback cycles, in class Tier 1 instructional practices (Operational and Instructional Absolutes) and through our PLC+ and coaching clinics.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Post pandemic, we've had limited opportunities for authentic campus wide staff, family and community engagement events. **Root Cause:** The decrease of family and community participation in our campus engagement events.

Priority Problem Statements

Goals

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

Performance Objective 1: By the end of the 2024 - 2025 school year, 80-85% of all PK- 5 scholars will perform on or above grade level on the district reading assessments and progress monitoring.

Evaluation Data Sources: District assessments
Progress monitoring programs
DRA/EDL
Data Checklists
Writing samples

Strategy 1 Details	Reviews			
Strategy 1: All PK-5 teachers will use High Quality Instructional Materials (HQIM) for all literacy instruction, tasks, small groups, guided reading and classroom intervention. Strategy's Expected Result/Impact: By using HQIMs for all literacy instruction, scholars will receive high quality instruction and support available. Staff Responsible for Monitoring: District Coordinators, Administration, Literacy Coach, Instructional Coach, Interventionists, teachers and support staff ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All PK-5 teachers will implement operational and instructional absolutes into their daily processes and procedures. Strategy's Expected Result/Impact: Instructional and operational absolutes will maximize the learning that takes place in the classroom and campus-wide for all scholars. Staff Responsible for Monitoring: Classroom teachers, Administration, Instructional support staff, district support staff ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All PK-5 teachers will implement and maintain daily fluency routines, guided reading groups, small group instruction/intervention and district HQIM-intervention supports. Strategy's Expected Result/Impact: Set daily times will ensure scholars are receiving the instruction and support needed Staff Responsible for Monitoring: Administration, Literacy Coach, Instructional Coach, Interventionists, and Classroom teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All instructional staff will be responsible for adhering to the district MTSS framework for all scholars. Strategy's Expected Result/Impact: The MTSS program is a system of support that ensures we provide all Tier 1, 2 and 3 scholars with the necessary interventions and enrichment to reach their fullest potential. Staff Responsible for Monitoring: MTSS Committee, Administration, Interventionists, Literacy and Instructional Coaches, Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All PK-5 teachers will be expected to maintain a Data Folder for each scholar that includes goal setting, reflections, writing samples, reading assessment data, math assessment data, etc. Strategy's Expected Result/Impact: Scholars participate and become accountable for their learning. Staff Responsible for Monitoring: Classroom teachers and students ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: PLCs will take place for PK-5 grade level teams on a weekly basis with the campus instructional team and admin. Strategy's Expected Result/Impact: PLCs will provide the opportunity for teachers to lesson plan, disaggregate data, develop, reflect and reteach plans, intervention plans, and collaborate with their peers to develop their instructional capacity. Staff Responsible for Monitoring: Administration, Literacy Coach, Instructional Coach, Teachers, additional support staff ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: BME will provide a Bilingual Reading Interventionist to support emergent bilingual scholars through push-in and pull out intervention services. Strategy's Expected Result/Impact: The interventionist will provide reading intervention support to our emergent bilingual scholars reading below grade level . Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: BME will provide an Instructional Coach to support all PK-5 classroom teachers through PLC+, coaching cycles, coaching clinics to ensure high-quality instruction, lesson planning and data-driven decision making happening at all grade levels. Strategy's Expected Result/Impact: The instructional Coach will support all classroom teachers to ensure high-quality instruction, lesson planning, and data-driven decision-making. Staff Responsible for Monitoring: Administration ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Professional Personnel - Title I, Part A	Formative			Summative
	Oct	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By the end of the 2024-2025 school year, 80-85% of all PK-5 scholars will perform on or above grade level on the district math assessments and progress monitoring.

Evaluation Data Sources: District assessments
Progress monitoring programs
Data Checklists

Strategy 1 Details	Reviews			
Strategy 1: All PK-5 teachers will use High Quality Instructional Materials (HQIM) for all math instruction, tasks, small groups, guided math and classroom intervention. Strategy's Expected Result/Impact: By using HQIMs for all math instruction, scholars will receive high quality instruction and support available. Staff Responsible for Monitoring: District Coordinators, Administration, Literacy Coach, Instructional Coach, Interventionists, teachers and support staff ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All PK-5 teachers will implement operational and instructional absolutes into their daily processes and procedures. Strategy's Expected Result/Impact: Instructional and operational absolutes will maximize the learning that takes place in the classroom and campus-wide for all scholars. Staff Responsible for Monitoring: Classroom teachers, Administration, Instructional support staff, district support staff ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All PK-5 teachers will implement and maintain daily fluency routines, guided math groups, small group instruction/intervention and district HQIM-intervention supports. Strategy's Expected Result/Impact: Set daily times will ensure scholars are receiving the instruction and support needed Staff Responsible for Monitoring: Administration, Literacy Coach, Instructional Coach, Interventionists, and Classroom teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All instructional staff will be responsible for adhering to the district MTSS framework for all scholars. Strategy's Expected Result/Impact: The MTSS program is a system of support that ensures we provide all Tier 1, 2 and 3 scholars with the necessary interventions and enrichment to reach their fullest potential. Staff Responsible for Monitoring: MTSS Committee, Administration, Interventionists, Literacy and Instructional Coaches, Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All PK-5 teachers will be expected to maintain a Data Folder for each scholar that includes goal setting, reflections, writing samples, reading assessment data, math assessment data, etc. Strategy's Expected Result/Impact: Scholars participate and become accountable for their learning. Staff Responsible for Monitoring: Classroom teachers and students ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: PLCs will take place for PK-5 grade level teams on a weekly basis with the campus instructional team and admin. Strategy's Expected Result/Impact: PLCs will provide the opportunity for teachers to lesson plan, disaggregate data, develop, reflect and reteach plans, intervention plans, and collaborate with their peers to develop their instructional capacity. Staff Responsible for Monitoring: Administration, Literacy Coach, Instructional Coach, Teachers, additional support staff ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: BME will provide a Math Interventionist for all scholars to support with push-in or pull-out intervention services.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: BME will provide an Instructional Coach to support all PK-5 classroom teachers through PLC+, coaching cycles, coaching clinics to ensure high-quality instruction, lesson planning and data-driven decision making happening at all grade levels. Strategy's Expected Result/Impact: The instructional Coach will support all classroom teachers to ensure high-quality instruction, lesson planning, and data-driven decision-making. Staff Responsible for Monitoring: Administration ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Professional Personnel - Title I, Part A	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: By the end of the 2025-2026 school year, 85-90% of all PK-5 scholars will perform on or above grade level on the district reading and math assessments and progress monitoring.

Evaluation Data Sources: District assessments
Progress monitoring programs
Data Checklists

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

Performance Objective 4: 3rd-5th grade scholars will increase their Reading & Math STAAR performance percentage by 5% (meets category).

Evaluation Data Sources: BOY, MOY, EOY- district assessments
DBAs/Interim I & II
CFAs
STAAR (Rdg)

Strategy 1 Details	Reviews			
Strategy 1: Purchase resources and supplies and provide access to High Quality Instructional Materials (HQIM) for all literacy and math instruction, tasks, small groups, guided reading/math and classroom intervention. Strategy's Expected Result/Impact: By using HQIMs for all literacy and math instruction, scholars will receive high quality instruction and support available. Staff Responsible for Monitoring: District Coordinators, Administration, Literacy Coach, Instructional Coach, Interventionists, teachers and support staff ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Supplies - Title I, Part A	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: BME will provide an Instructional Coach to support all PK-5 classroom teachers through PLC+, coaching cycles, coaching clinics to ensure high-quality instruction, lesson planning and data-driven decision making happening at all grade levels. Strategy's Expected Result/Impact: The instructional Coach will support all classroom teachers to ensure high-quality instruction, lesson planning, and data-driven decision-making. Staff Responsible for Monitoring: Administration ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Professional Personnel - Title I, Part A	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: PLCs will take place for PK-5 grade level teams on a weekly basis with the campus instructional team. Strategy's Expected Result/Impact: PLCs will provide the opportunity for teachers to lesson plan, disaggregate data, develop, reflect and reteach plans, intervention plans, and collaborate with their peers to develop their instructional capacity. Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers, additional support staff ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: All BME stakeholders will implement and participate in the campus-wide implementation of the social-emotional curriculum: 7 mindsets.

Evaluation Data Sources: 7 mindsets dashboard (implementation progress reports)
observational/walkthrough data
coaching feedback/input
student surveys/input

Strategy 1 Details	Reviews			
Strategy 1: All PK-5 teachers will allocate time in their daily schedule for social-emotional learning meetings, practices, and/or activities using 7 mindsets (curriculum). Strategy's Expected Result/Impact: Implementing social emotional learning into the daily routine will help to develop a positive classroom culture, provide scholars with a safe learning environment, support to meet the needs of the scholars and will minimize the disruptions and behavior concerns. Staff Responsible for Monitoring: Administration team Counselor Teachers Campus Support Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The counselor will visit all PK-5 classrooms for push-in guidance lessons, grade level assemblies to implement the SEL curriculum, and celebrate our scholars and staff. Strategy's Expected Result/Impact: Implementing the social emotional learning campus-wide will help to ensure that we have a safe and positive school culture. Staff Responsible for Monitoring: Administration team Counselor Campus Support Staff	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 6: The campus attendance rate will increase from 92% to 94% or higher at the end of the 2024-2025 school year.

Evaluation Data Sources: Daily attendance, committee meetings, RAAWEEK management system, communication logs, attendnace documentation

Strategy 1 Details	Reviews			
Strategy 1: BME attendance committee will meet to discuss our attendance reports to date, interventions, supports provided to our chronically absent scholars and determine next steps. Strategy's Expected Result/Impact: Our attendance committee will help to provide support to our families, educate families regarding attendance/truancy, and help to promote why attendance matters to our scholars, families and community. Staff Responsible for Monitoring: Admin Attendance Committee Truancy Department ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: BME attendance committee will track, monitor and celebrate attendance through grade level assemblies, certificates, and incentives. Strategy's Expected Result/Impact: Attendance will be consistently monitored and celebrated which will help everyone to understand the importance and why attendance matters. Staff Responsible for Monitoring: Admin Attendance Committee Attendance Clerk	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished				
Continue/Modify Discontinue				

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

Performance Objective 7: 100% of students will have the opportunity to participate in an event or program designed to incorporate college options and elicit interest in future careers.

Evaluation Data Sources: Campus events
Campus programs

Strategy 1 Details	Reviews			
Strategy 1: BME will continue to provide a Robotics Club after school for 4th and 5th graders. Strategy's Expected Result/Impact: Robotics Club will participate in STEM challenges and engaging in physical and digital creations where they develop their skills of coding. Students will participate in the district Robotics Competition. Staff Responsible for Monitoring: Robotics Coaches, Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will have the opportunity to participate in UIL activities after school and the annual district competition. Strategy's Expected Result/Impact: Expose students (2nd-5th grade) to a variety of problem solving and enrichment activities. Staff Responsible for Monitoring: UIL Coordinator, Coaches, Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students will have the opportunity to apply, interview, and participate in the campus leadership club. Strategy's Expected Result/Impact: Increased student leadership opportunities Staff Responsible for Monitoring: Counselor, Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: BME Counselor will be responsible for organizing and planning a campus career day for all PK-5 students. Strategy's Expected Result/Impact: Expose students to a variety of career options in various fields. Staff Responsible for Monitoring: Counselor Director of Counseling Admin	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: BME will communicate with all stakeholders in a variety of ways to promote transparency as well as parent/community involvement.

High Priority

Evaluation Data Sources: communication artifacts, input surveys, feedback from all stakeholders.

Strategy 1 Details	Reviews			
Strategy 1: BME will ensure that all modes of communication outlets stay up to date on an ongoing basis for the parents and the community. Strategy's Expected Result/Impact: Communication will be provided to the parents and community on an ongoing basis which will improve the school to home relationship. Staff Responsible for Monitoring: Campus administration Parent liaison Campus staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: BME parents and families will be given a monthly calendar with all campus reminders, events and assemblies. Strategy's Expected Result/Impact: Communication will be provided to the parents and the community in advance so that campus engagement events have a higher participation and will continue to improve the school to home relationship. Staff Responsible for Monitoring: Campus administration Parent liaison	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: BME will host family engagement events and assemblies throughout the year to promote and encourage community involvement and school collaboration. Strategy's Expected Result/Impact: Family engagement events will strengthen the relationship between home and school and get more parent involvement on campus. Staff Responsible for Monitoring: Campus administration Campus committees All staff	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: BME parents and families will be invited to participate in parent conferences with scholars and teachers (minimum 2 times) throughout the year to discuss their academic and social-emotional standing, goal setting and celebrate progress/growth. Strategy's Expected Result/Impact: Involving the parents and families in their child's learning has a positive impact on academic and social-emotional success. This will also provide opportunities to celebrate as a campus and community. Staff Responsible for Monitoring: Administration Teachers Scholars BME stakeholders	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: BME will recruit volunteers and community partnerships to participate and assist on the campus in a variety of ways.

High Priority

Evaluation Data Sources: Inviting volunteers to be a part of the school community will improve the culture and strengthen the school to home and school to community relationships.

Strategy 1 Details	Reviews			
Strategy 1: BME will provide a volunteer space for on campus support and volunteer staff. Strategy's Expected Result/Impact: Inviting volunteers in and providing them a private workspace will give them the opportunity to volunteer outside of the classroom environment, which will increase volunteer hours/community involvement. Staff Responsible for Monitoring: Campus administration Parent Liaison	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: BME will participate in the Brighter Bites collaboration that will distribute fresh fruits and vegetables to all participants during the duration of the collaboration. Strategy's Expected Result/Impact: Nutritional and educational value by having this collaboration for all participants. Staff Responsible for Monitoring: Parent Liaison Campus administration	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: BME will provide a parent liaison to support families, scholars and community through family engagement activities/events and support services.

Evaluation Data Sources: Parent Liaison will provide a minimum of 3 classes a month, collaborate with campus committees to plan family engagement activities/events and support families with resources and services.

Strategy 1 Details	Reviews			
Strategy 1: Parent liaison will monitor and maintain the community partnerships in collaboration with the Whole Child Department. Strategy's Expected Result/Impact: Collaborative community partnerships will support our campus and bring opportunities to BME families, staff and scholars. Staff Responsible for Monitoring: Parent Liaison Campus administration Funding Sources: Parent Liaison - Title I, Part A	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: BME PTA members and Parent Liaison will promote and encourage parents, families, and staff to join campus PTA. Strategy's Expected Result/Impact: Improving community involvement from all BME stakeholders will improve the campus culture and strengthen the school to home and school to community relationships. Staff Responsible for Monitoring: Parent Liaison PTA officers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: BME Parent Liaison will collaborate with the PTA to implement both campus led and PTA led parent involvement activities throughout the year. Strategy's Expected Result/Impact: Flyers Website postings Sign in sheets Staff Responsible for Monitoring: Principal Assistant Principal Parent Liaison ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				312

Strategy 4 Details	Reviews			
Strategy 4: Parent liaison will track campus volunteer hours and recognize/celebrate our volunteers on a monthly basis. Strategy's Expected Result/Impact: Taking the time to recognize and celebrate our volunteers through "volunteers of the month" will encourage parental involvement and continue to strengthen the relationship between home and school. Staff Responsible for Monitoring: Campus administration Parent liaison	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Allocate resources with a relentless focus on scholar academic achievement.

High Priority

Evaluation Data Sources: campus needs assessment
campus staff input/feedback
surveys

Strategy 1 Details	Reviews			
Strategy 1: Tutoring services will be provided to scholars 2nd-5th graders that are significantly below grade level as determined by district assessments (Reading and Math). Strategy's Expected Result/Impact: Academic growth/progress Staff Responsible for Monitoring: Admin Teachers IC/LCs	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 1: BME will ensure that campus facilities are safe, maintained, sustainable and accessible to all, including the community.

High Priority

Evaluation Data Sources: P.A. system feedback, work orders, installation, etc.

Strategy 1 Details	Reviews			
Strategy 1: BME will conduct security perimeter checks of the exterior doors and gates to ensure that they are closed and secure at all times. Strategy's Expected Result/Impact: Safety checks will ensure that all scholars, teachers and campus staff are safe during the school day and during after school activities, clubs, etc. Staff Responsible for Monitoring: Administration Facilities Campus Staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: BME will post the necessary signage on all exterior doors and perimeter gates on campus. Strategy's Expected Result/Impact: All campus staff and scholars will actively monitor that all signage is present and updated as necessary. Staff Responsible for Monitoring: Administration Facilities Campus Staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: BME will meet on a weekly basis with the campus assigned Police Officer for the required Safety Meeting throughout the school year. Strategy's Expected Result/Impact: Safety Meetings will be an opportunity to discuss any concerns, identify safety items needed to be addressed, and ensure that our campus is safe 100% of the time. Staff Responsible for Monitoring: Manor ISD assigned police officer; Manor ISD PD Administration	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: BME will update and purchase supplies as needed to ensure that all facilities are maintained, sustained and accessible to all campus stakeholders. Strategy's Expected Result/Impact: Campus needs assessment and teacher/staff surveys will help to determine the supplies needed and the effectiveness of these purchases. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 1: BME PK-5 teachers and campus support staff will participate in professional learning throughout the school year to ensure that they are prepared and equipped to effectively support all of our scholars.

High Priority

Evaluation Data Sources: Goal-setting through T-TESS, observation/walkthrough data, coaching one on one feedback, and scholar achievement/performance as well as needs of the campus.

Strategy 1 Details		Reviews			
Strategy 1: BME teachers and campus staff will participate in professional learning throughout the school year for cultural awareness, SEL, behavior supports, equity to support all of our scholars and specific to our scholars of color (Hispanic and African American sub-pops). Strategy's Expected Result/Impact: Professional learning will support teachers as they implement best practices and support our scholars. Staff Responsible for Monitoring: Administration Instructional Coach Instructional support staff (campus/district) ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: BME teachers will participate in professional learning throughout the school year to support our Emergent Bilingual scholars in our Dual Language 1 way and ESL bilingual programs provided on the campus. Strategy's Expected Result/Impact: Professional learning will support teachers as they implement best practices for our emergent bilingual scholars. Staff Responsible for Monitoring: Administration Instructional Coach Campus support staff District support staff ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: BME teachers will participate in professional learning throughout the school year to support our Gifted and Talented scholars and apply best practices through differentiated instruction. Strategy's Expected Result/Impact: All teachers will be expected to be GT certified (30 or 6 hour training) and maintain their certification (6 hour continuous education). Staff Responsible for Monitoring: Administration GT Coordinator/GT Lead Teacher Teachers Instructional coach ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: PK-5 teachers will receive professional learning in literacy and math based on grade level and individual needs. Strategy's Expected Result/Impact: Professional learning will build the capacity of our PK-5 teachers and high quality instruction and best practices will be present in our PK-5 classrooms. Staff Responsible for Monitoring: Administration Instructional Coach Interventionists Teachers District coordinators/support staff ESF Levers: Lever 5: Effective Instruction Funding Sources: Region 13 - Title I, Part A	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 2: 100% of BME campus staff will lead and participate in campus committees during the school year to plan and support all campus initiatives, events and morale.

Evaluation Data Sources: Campus Committee sign-ups, meeting agendas, and meeting minutes

Strategy 1 Details	Reviews			
Strategy 1: BME will allocate resources with a focus on campus needs and the campus improvement plan to ensure that resources support instruction, social-emotional learning, positive school culture and recruit/retention of highly effective staff. Strategy's Expected Result/Impact: The allocated resources will support our campus efforts to meet the campus needs. Staff Responsible for Monitoring: Administration All campus staff ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus staff are expected to participate in the campus improvement plan process throughout the school year. Strategy's Expected Result/Impact: The campus stakeholders will participate, understand and advocate/support the campus through all actions/strategies in the campus improvement plan. Staff Responsible for Monitoring: Administration Campus staff Campus stakeholders ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Campus Leadership Team (CLT) meetings will be scheduled throughout the year to assess and discuss an ongoing cycle of improvement for targeted social-emotional and academic success at BME. Strategy's Expected Result/Impact: Increased positive dialogue Meeting agenda Meeting minutes Staff Responsible for Monitoring: Principal Assistant Principal CLT members	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: BME will provide monthly opportunities and activities for boosting staff morale that positively impacts the campus culture and staff morale. Strategy's Expected Result/Impact: BME campus staff will participate in opportunities and activities to build and boost staff morale. Staff Responsible for Monitoring: Administration Campus Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 3: First year teachers will be assigned a mentor on campus to support them through their first year with Manor ISD.

Evaluation Data Sources: District new-teacher mentor program
Campus mentor initiative

Strategy 1 Details	Reviews			
Strategy 1: New teachers will be identified and will be expected to participate in the district mentor program for the 2024-2025 school year. Strategy's Expected Result/Impact: New teachers will be supported and retention will improve. Staff Responsible for Monitoring: District mentor program Administration Teachers	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Accountability Rating: C



Mission Statement

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

Manor Mavericks come from all walks of life.

District Strategic Plan Goals

Goal 1

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

Goal 2

By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Goal 3

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

Goal 4

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

Goal 5

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

Goal 6

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

Vision

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

Core Beliefs

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

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

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

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

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

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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:

326

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

Staff

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

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

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

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

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

Student Learning

Student Learning Summary

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

Student Achievement and Progress on State/Local Assessments and Benchmarks

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

Advanced Courses and Dual Enrollment

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

College, Career, and Military Readiness (CCMR)

- **CCMR Indicators:** Only 14.9% of students were classified as College, Career, or Military Ready in the 2021-22 academic year, indicating that the majority of students are not meeting readiness standards that are crucial for post-graduation success. This includes a 6.0% college readiness rate, which is 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: The majority of MEA students have taken various EOC tests multiple times without success before enrolling at our campus. **Root Cause:** Students are not getting the academic intervention needed to be successful on state testing, have high chronic absenteeism issues, or have significant learning loss from a previous school.

School Processes & Programs

School Processes & Programs Summary

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

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

Problem Statements Identifying School Processes & Programs Needs

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

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

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

Performance Objective 1: We will increase our TSIA2 English and Math passing rates from 4.5% to 20% in both subjects by Spring 2025. Students will have more opportunities to take the TSIA2 exam by identifying their previous scores earlier in the school year.

High Priority

Evaluation Data Sources: TSIA2 score reports

Strategy 1 Details		Reviews			
Strategy 1: All students will take the TSIA2 test in September, based on the results students will engage in intervention to prepare for the next round of testing. 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		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: All TSIA2 non-passers are assigned to the TSI Edgenuity prep course where they will receive instruction and intervention based on performance data. TSIA2 workshop will be held every Friday for identified students. 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		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: 100% of graduates will create a comprehensive post-secondary plan with our counselor during the enrollment process at MEA.

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

Strategy 1 Details	Reviews			
Strategy 1: Plans will be evaluated and adjusted bi-weekly with homeroom teachers, counselors or reengagement teams. Strategy's Expected Result/Impact: Better communication about post-secondary efforts will lead to better-informed choices upon graduation. Staff Responsible for Monitoring: Principal, teachers, counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monthly college and career field trips in the Central Texas area with a priority focus on upcoming graduates. Strategy's Expected Result/Impact: Exposing students to local careers and college pathways that will lead to higher quality of life after graduation. Obtaining certifications and entering apprenticeships that are in their community. Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Leveraging the Post-Secondary partnerships with Breakthrough, Goodwill Excel, military recruits, TESLA, ACC certifications, and being a part of the New Tech College Access Network, MEA will create a post-secondary comprehensive plan for all scholars Strategy's Expected Result/Impact: Better communication about post-secondary efforts leads to better-informed post-secondary decisions. Staff Responsible for Monitoring: Principal, Counselor	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: We will increase the percentage of students passing the Algebra EOC from 19% (2022) to 50% by June 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: Data from curriculum-based assessments and mid-year STAAR results will be disaggregated and used to guide Targeted TEK-based interventions and whole-class instruction during credit recovery/advisory periods daily(4-7). Weekly study will take place every Wednesday in the conference room with administration team. 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: Students will build up foundational math skills using programs (IXL&ALEKS) that target fluency during intervention time. 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
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

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

Evaluation Data Sources: Graduates enlisting into the military data

Strategy 1 Details	Reviews			
Strategy 1: Scheduling bi-weekly recruiters to come by campus and engage with students. Strategy's Expected Result/Impact: increased interest in military opportunities. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

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

Strategy 1 Details	Reviews			
Strategy 1: This will be achieved through targeted small-group instruction, tiered interventions, and regular formative assessments, with progress monitored quarterly.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Partner with the Truancy department to facilitate academic interventions utilizing K-12 Intervene to our chronic student population.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: Staff internal newsletter will be sent out weekly to increase awareness of events and campus updates.

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

Strategy 1 Details	Reviews			
Strategy 1: Establishing a rapport with staff members and focusing on cultivating trust-based relationships by meeting monthly as a team and individually during face-to-face feedback. Partnering with the district's Whole Child Department and National Educators of Restorative Practices coaching. 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: The administration team will prepare a Monday Memo to be sent out every Sunday to staff members. The memo will include upcoming dates, highlights, shoutouts, field trips, school board meeting briefings, and academic updates. Strategy's Expected Result/Impact: Reducing miscommunications. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Clap-outs will be held every Friday to provide scholars with timely information about academic expectations, upcoming deadlines and events, and opportunities for celebration. Strategy's Expected Result/Impact: Students will be able to plan and ensure they meet deadlines and take advantage of opportunities to benefit their learning. Staff Responsible for Monitoring: Leadership team TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All campus events, opportunities for community service, and student recognition will be posted on the campus webpage, sent via Talking Points, and shared on social media. 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
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 2: We will increase social media communication to families by posting on our campus Facebook page and website at least three times per week, starting immediately and continuing throughout the school year.

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 3: QR code posters will be placed in central locations for families and students to access to follow us on social media.

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

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

Strategy 1 Details	Reviews			
Strategy 1: After 3 days of absences, teachers will contact the student/parent/guardian to inquire. Teachers are responsible for their 1st-period class communication. Document in Skyward custom forms	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Develop individualized attendance improvement plans for at-risk students, including specific strategies like counseling or home visits. Hold weekly attendance/sst meetings on Tuesdays to address students needing to be referred to Project Hope, Daybreak, campus social worker, Integral Care, or in need of a home visit. Identify students at risk of chronic absenteeism by monitoring attendance records weekly.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Implement an incentive program that rewards students for consistent attendance (e.g., gift cards, public recognition, certificates, privileges). Friday Clapouts will be held weekly during lunch hour.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Manor Excel Academy will increase opportunities for parental and community involvement by hosting a minimum of one event or workshop each month during the 2024-2025 school year.

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

Strategy 1 Details	Reviews			
Strategy 1: MEA/MAP will partner with Phoenix House to offer and provide information and education on current drug trends, prevention information, and substance abuse support to scholars and families. 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: A Manor Excel staff member, reengagement specialist, or principal will attend the monthly Manor Chamber meetings. Attendees will then debrief with the leadership team. Strategy's Expected Result/Impact: Gain more stakeholders and community service opportunities for scholars. Staff Responsible for Monitoring: Principal, Senior Administrator	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Weekly orientations are held virtually or in person for new incoming scholars. Parents/guardians are required to attend and sign contracts opting into the Flexible Schol Day Program. 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
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

Evaluation Data Sources: Referral data

Strategy 1 Details	Reviews			
Strategy 1: The counselor will conduct a survey or needs assessment at the beginning of the school year to identify students who would benefit from specific community services (e.g., mental health, academic support, financial aid). Daybreak screeners and student interest surveys will be given to students and then disaggregated in SST meeting.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Develop a referral system where teachers, counselors, and administrators can flag students in need and connect them to appropriate services. QR codes will be given to teachers to easily refer students to social worker caseload.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Invite community partners to host weekly or monthly sessions on campus, such as workshops, career talks, or wellness events, to make services more accessible to students. Set up dedicated office hours for partners like Lifeworks, Integral Care, and district social workers to provide direct support at the school.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Manor Excel Academy will establish effective methods to collect staff and student feedback as it pertains to organizational efficiency, financial planning, and overall operations

Strategy 1 Details	Reviews			
Strategy 1: Manor Excel Academy will create a parking lot using a Google format that staff can utilize to submit questions for each staff meeting. Strategy's Expected Result/Impact: Creating safe spaces to voice concerns and questions about campus operations. Staff Responsible for Monitoring: Leadership team	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: Manor Excel Academy will be 100% aligned with district-wide fiscal policies that promote and support critical educational programs based on student achievement and program evaluation data at the campus and district levels.

Strategy 1 Details	Reviews			
Strategy 1: All campus processes will be subject to quarterly review by Administration and processes that are deemed inefficient will be revamped and aligned with best practices in order to achieve successful attainment of 100% of the performance objectives in this campus improvement plan. 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
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Manor Excel will establish a crisis response team to provide immediate intervention to persons in mental health crisis by connecting them with immediate services.

Evaluation Data Sources: Crisis Response Manual

Strategy 1 Details	Reviews			
Strategy 1: Manor Excel will assign roles and contact information for individuals on our crisis team. Individuals on campus are SRO, Social Worker, Counselor, CIS, Integral Care, CARY, Nurse and AP. All members will be trained in their role of responding to crisis. 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
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: MEA will continue to review and maintain safety and security practices and will work to implement any additional strategies/protocols put in place by the state.

Evaluation Data Sources: EOP Plan

Strategy 1 Details	Reviews			
Strategy 1: Ensure all safety drills take place within the district and specific training for staff and learners concerning safety practices occurs. Strategy's Expected Result/Impact: Safe and secure campus. 100% on all safety audits. Staff Responsible for Monitoring: Principal and all staff members TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement door sweeps on campuses and district buildings at least once each week during instructional days to ensure 100% compliance. Strategy's Expected Result/Impact: safe and secure campus Staff Responsible for Monitoring: Administration team	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All staff members will be trained on how to complete IQ tickets for technology and general knowledge on how to send in a work order request. As MEA is on a brand new campus and shares space with multiple programs we will work hard to maintain safety and upkeep within our new building.	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Participate in job fairs and stay up-to-date on the list of candidates certified in our area. Both online and in person, recruiting highly effective teachers through a created vetting process.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Meeting monthly with first-year staff members on campus for a mental health check-in and also to address questions and concerns in an informal safe environment.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: The Principal will conduct at least 3 classroom observations per week to provide targeted feedback to teachers. Complete a total of 60 observations per semester, with documented feedback provided to each teacher. Regular feedback will ensure consistent improvement in teaching quality. Complete all observations by the end of each semester.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Child Abuse and Neglect	Human Resources	10/7/2024	Dr. Christopher Harvey	10/7/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Support Officer	1/28/2025	Dr. Christopher Harvey	10/7/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/13/2024	Dr. Christopher Harvey	10/7/2024

Manor Independent School District
Lagos Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Collectively, as a community, Manor ISD provides equitable resources, a safe learning environment, and high-quality educational services for all scholars to successfully achieve and reach their full potential.

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 various 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 the 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.

Value Statement

Lagos Core Beliefs

We believe every student deserves an education.

We believe that the partnership between home and school leads to academic success.

We believe students should attend school daily.

We believe resources should support student achievement.

We believe in continual improvement and lifelong learning for students and staff.

We believe purposeful planning, data analysis, and goal setting increase student achievement.

We believe character education produces responsible and productive citizens.

Lagos Motto

LEARN. LEAD. LEVEL UP

Lagos Mission Statement

Our mission is to provide a safe, inclusive learning environment that values the diversity of our school community while empowering scholars to thrive socially and emotionally through collaborative teamwork with rigorous, high-quality instruction that is academically aligned.

Lagos Elementary Vision

Our learning community at Lagos will foster life-long learning skills by empowering our scholars to have a growth mindset to become critical thinkers, problem solvers, and global leaders for the 21st century.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lagos Elementary opened the 2017 -2018 school year and is the 9th elementary school for Manor ISD. In the 2024-2025 school year, Lagos will serve predominately economically disadvantaged families. By the beginning of September 2024, Lagos Elementary is already serving at least 615 students in grades PK- 5. The student population is 24% African-American, 6% Anglo, 2% Asian and 65% Hispanic with a free and reduced lunch status of 74%. The staff population is also diverse with teachers from many different ethnic groups and at least two male teachers. The average daily attendance rate of 95%. Our goal for attendance will be to attain 97%. Lagos Elementary serves approximately 233 English Language Learner students, which is 45% of our population.

To ensure our daily average attendance rate meets our goal of 97%, phone calls will be made by the teacher after 2 consecutive absences. The campus attendance clerk will call families after 5 absences/ tardies. A Parent/Guardian meeting will be scheduled after 10 absences/ tardies. A 45 day attendance plan will be initiated for any student with 10 absences and will be monitored by the Attendance committee. In addition, the attendance committee will plan monthly incentives to encourage students to come to school every day.

Demographics Strengths

In an effort to support the continued success of the school, Lagos Elementary monitors the ethnicity and gender of students to gauge the academic success of our each groups. Lagos Elementary will departmentalize content areas in the upper grades to better meet the needs of students. We are anticipating the success of the Lagos will be based on the departmentalization and the acceptable retention rate of teachers and their highly qualified status of ESSA. The Every Student Succeeds Act (ESSA) is the main education law for public schools in the United States. The law holds schools accountable for how students learn and achieve.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance rates have hovered around 95% from, which falls 2% below our targeted goal of 97%. **Root Cause:** High student mobility rates of our student population and excessive student absences have contributed to Lagos not meeting the goal of 97%.

Student Learning

Student Learning Summary

Lagos will focus on literacy, Math, and Science and provide intense strengthened Tier 1 instruction. The goal is to improve student-learner outcomes.

Accountability Scores / Ratings for Lagos Elementary School

Year	Score	Rating
2018	76	C
2019	88	B
2020	N/A	N/A
2021	N/A	N/A
2022	90	A
2022 W-IF	94	A
2023	73	Not Released
2024	81	Not Released

2024 Spring STAAR Data

Reading	Approaches	Meets	Masters
3rd Grade	54%	27%	13%
4th Grade	72%	34%	14%
5th Grade	73%	49%	27%

Math	Approaches	Meets	Masters
3rd Grade	54%	23%	8%
4th Grade	56%	27%	9%
5th Grade	66%	48%	11%

Science	Approaches	Meets	Masters
5th Grade	53%	22%	8%

2024 - 2025 Beginning of the Year Screener Data

Reading: iStation (English)

	2 or more Grade levels Below (Tier 3)	1 Grade level Below Level 2 (Tier 2)	On Grade / Above Levels 3,4,5 (Tier 1)
Kinder	70%	18%	12%
1st Grade	58%	23%	19%
2nd Grade	55%	17%	29%
3rd Grade	51%	16%	33%
4th Grade	39%	17%	44%
5th Grade	41%	18%	40%

Math: iReady

	3 or more Grade Levels Below	2 Grade Levels Below	1 Grade Level Below	On Grade Level	Above Grade Level
Kinder	n/a	n/a	96%	4%	n/a
1st Grade	n/a	17%	80%	2%	n/a
2nd Grade	n/a	56%	44%	n/a	n/a
3rd Grade	17%	33%	46%	4%	n/a
4th Grade	20%	20%	39%	15%	6%
5th Grade	25%	16%	35%	18%	6%

Student Learning Strengths

Math continues to be a concern since the pandemic. Math is supported by growing the numeracy fluency of students through an instructional program called Formative Loop. Students participate in Formative Loop five days a week and students receive differentiated lessons based on the skills they have mastered. This has proven to help support our students in testing grades by growing their multiplication and division skills.

Reading continues to be a focus area across campus. With the inclusion of writing within the reading assessment, an increased effort to equip students with the skills and confidence to write responses to literature in addition to constructing compositions can be seen across grade levels and content areas. Vertically aligned strategies for reading and writing are in place across campus. In addition to direct teacher instruction our students also participate in targeted and personalized online interventions through iStation.

Science is an area in which we will need to have consistent hands-on learning and scientific inquiry to support students making the transition with their learning using an inquiry method approach. To support teacher efforts to meet state requirements for hands-on opportunities, we are creating a campus space to allow for teachers to set up lab experiences outside of their classrooms. Interactive journals have also been successful with students in Science in the past and this is a practice we will continue for the future. With the inclusion of written responses on our state assessment, it is expected and anticipated that students will write across all interdisciplinary contents on campus K-5.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on beginning of the year iStation data, 51% of the incoming 3rd graders are performing 2 or more grade levels below standard in Reading.

Root Cause: Interrupted delivery of Tier 1 instruction across the grade level.

Problem Statement 2: STAAR data for 5th grade Science decreased from a performance level of 73% approaching to 56% approaching. **Root Cause:** Inadequacies in demonstrating critical thinking and problem solving skills along with inconsistent opportunities for hands-on experiences resulted in a lower than expected outcome on STAAR.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment Summary:

MISD uses the data management program called Eduphoria, which provides assessment management, reporting and analysis, curriculum management, and program tracking for students. Having this tool will be a tremendous support for Lagos. Lagos teachers will teach the state-aligned curriculum provided by the district. Teachers will meet regularly in common-planning meetings by grade level and subject area to study student data and plan to improve instruction. Administrators and our Instructional Coach will monitor instruction weekly to assess opportunities to build teacher capacity and improve student engagement. Each grade level will meet weekly to plan lessons and review data as needed. The Principal, AP, and Instructional Coach will meet with each grade level weekly in PLCs to monitor student progress and lesson planning. We hold ourselves to a very high standard at Lagos and work intensively to help our students experience success.

MISD utilizes a Math and Reading universal screener to track students' progress every nine weeks. Lagos will review the data frequently to determine what type of flexible groups need to be modified to fit the needs of the students. Lagos has a strong MTSS program in which, each month, students are discussed, and their progress is tracked. The ultimate goal is to allow students to be successful by trying various teaching strategies to track and monitor how a student responds to the teaching strategy. If the student is unsuccessful, the teacher tries another intervention and continues to track until progress can be made.

School Culture and Climate Summary:

We are continuously searching for ways to improve our culture and climate. We solicit feedback from parents and students to ensure Lagos is a place where students and families feel connected. Our parent liaison focuses on how to engage parents on campus, facilitates parent trainings and offers support to families in need. We share a monthly parent newsletter, send parent communications and keep a social media presence to keep parents up to date with current events and news from campus. We aim to have Lagos become a more integral part of the community. We do this by offering many campus events, such as Literacy and Academic Night, STAAR parent nights, Book-fair events, Choir concerts and Open house. Our hope is that students and families will come to Lagos to engage in fun and educational activities. We welcome all new students personally and make special efforts to make the registration process easy and fun by connecting new families to our school. We work hard to include parents and staff in the decision-making process, including allowing parents to help create the compact and parent involvement policies and informing parents of Title I. Lagos will implement PBIS (positive behavior supports) campus-wide.

Staff Quality Recruitment and Retention Summary:

At Lagos Elementary, all teachers and paraprofessionals are 100% highly qualified, with some having a traditional certification and other having local certification, and in Title I compliance. Novice teachers are assigned mentor teachers, and specialists come in to offer coaching and assistance. The administrative team has "New staff" meetings to help support their growth during the year.

School Context and Organizational Summary:

To foster success, Lagos Elementary intends to support teachers and staff members during PLCs and after-school Professional Development in the following areas:

- Incorporate technology in many capacities to support the many modalities of learning for students.
- Incorporate Formative Loop as a math intervention support program for all students daily.

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- Solid Tier I instruction in all content-specific areas.
- Focused grade-level planning meetings and teamwork across all grade levels
- Intervention "Spartan Spark" time during the course of the day.
- Intervention for Tier II and Tier III students utilizing classroom teachers and interventionists
- Continued implementation of PBIS (Positive Behavior Intervention Support) to support discipline on the campus.
- Continue with recognition ceremonies across all grade levels every nine weeks.
- Consistent weekly observation walkthroughs with feedback to "look for" instructional absolutes and best practices.
- Implementation of technology across all grade levels.
- Tutorials within the after-school program that supports at-risk students.
- MTSS campus learning to progress monitor students during the (RTI /MTSS) process.
- Parental Involvement in all capacities--encourage staff members to join PTA.
- Provide teachers with professional development throughout the school year to improve the quality of instruction for all scholars.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment Strengths:

- The campus is tightly aligned to the district and state standards.
- Lagos teachers utilize pacing guides to strengthen the scope and sequence of the curriculum with vetted assessments.
- Lagos teachers utilize DFA (District Formative Assessments) during the course of the year.
- Teachers consistently use Eduphoria for administering and tracking the data of students.
- Intervention and curriculum alignment is implemented early in the school year to focus on the needs of at-risk students.
- Teachers are engaged in vertical and horizontal planning to ensure students receive quality instruction.
- Progress monitoring is ongoing, and modifications are made to the student's needs.
- Curriculum and assessments are closely aligned to ensure what is tested is taught.
- Interventionists support students at Tier III through targeted intervention.
- Lagos teachers create standards-based assessments (CFA--common formative assessments) to progress measure.
- Students are assessed monthly for growth in literacy skills using our iStation program.

School Culture and Climate Strengths:

- Administrators, office staff, and staff members continue to focus on excellent customer service in all building areas.
- Lagos staff use the Verkada system to screen every visitor for criminal history and student safety.
- We are proud to have a "Met Standard" status and understand that our goal is to ensure all students are successful.
- We have a strong focus on a reduction in discipline referrals for each school year.
- We take pride in improving facilities, which receive positive comments from parents and students.
- We view parents as partners in our school and encourage parents to participate as volunteers to support the classroom teachers.
- We are proud to have students actively participating in school-wide activities, including leadership opportunities here on campus and at the district level.
- We want to continue strong parental involvement throughout the school year.
- We always keep student safety at the forefront of everything we do at Lagos. Our Manor ISD officer checks our campus each day.

Staff Quality Recruitment and Retention Strengths:

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- All staff members at Lagos Elementary are a part of a Professional Learning Community, a decision-making body that collaborates and defines barriers and solutions throughout the year. Teachers can also attend weekly professional development opportunities called PLCs (Professional Learning Communities) to build their instructional toolbox. A hard-working and talented staff has been hired for Lagos Elementary. The focus will be to develop teacher leaders into peer coaches to continue improving all teachers' instructional levels. Lagos Elementary School participates in the MISD job fair, where we can recruit new highly qualified staff members. Grade levels have been restructured to best utilize staff strengths and create an atmosphere of collaboration.

School Context and Organizational Strengths:

- Solid Mission, Vision, and Beliefs created by the staff align with the district goals.
- Parent Involvement Policy and parent compact supporting student achievement.
- Uninterrupted team planning days throughout the year - 225 minutes a week
- Input-driven system--Teacher feedback is important to revise the systems that are not working.
- The campus plan is written and monitored by the campus advisory team.
- The master schedule is conducive for Tier support for Tier II and Tier III and is very effective in maximizing instructional time.
- Student progress and performance are tracked during the day and after-school tutoring and classroom intervention sessions.
- Weekly PLCs are consistently taken place on campus, and the grade levels manage the grade level PLC meetings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Instruction in all components of the Science of Teaching Reading framework with a focus on Tier 1 instruction and small group instruction is not fully implemented with fidelity. **Root Cause:** Lack of teacher professional learning opportunities leading to a lack of common understanding on how to manage the pieces of the Language Arts block and what small group instruction should look and sound like.

Problem Statement 2: Student behavior has increased causing disruptions to learning and a lack of student pride in our school. **Root Cause:** Inconsistencies with Tier 1 behavior expectations and commitment to established systems for PBIS.

Perceptions

Perceptions Summary

Perceptions Summary:

Lagos Elementary serves a very diverse population of students with high social/emotional needs and academic challenges. Our students are usually from single-parent or dual-working households. Many of our parents work multiple jobs and often have multiple families living in one household.

Parent survey data indicates that Lagos Elementary considers their child's learning a high priority at the school. Parents also shared they feel they are respected and valued by staff members on the campus.

Parents feel their children at Lagos have the necessary supplies and equipment to foster an effective learning environment.

Parents shared that their child is recognized for good work and behavior at school.

Parents shared they are proud to say they have a child at Lagos Elementary.

Our parents indicated a desire to communicate school information often and in multiple ways. This would include using social media, blackboard email messages, etc.

Student surveys indicate learning is important at their school and that their teacher cares for them.

Students expressed that they know where on campus to go for help when there is a problem.

Students expressed their teachers challenge them to think and appreciate teachers by recognizing them for their good work.

Students expressed that they set goals for themselves at Lagos Elementary.

We at Lagos Elementary seek to provide "wrap-around" care for our students and families. Our goal is to meet the needs of our stakeholders.

We at Lagos Elementary seek growth from all stakeholders (students, parents, and staff).

We believe that a large part of meeting the needs of our diverse population requires intentional planning to provide opportunities that are often unavailable to our students outside of school. Teamwork makes the dream work!

Perceptions Strengths

Our attendance is around 95%, and our goal is 97%. We are working towards the goal of 97% with the help of a truancy officer and an attendance committee, which meets weekly.

Teachers are working closely with administration and the counselor to ensure we support our diverse population who may be impacted by discipline referrals.

Our counselor makes it a point to support new students and students who require additional support. We offer several SEL programs to engage our students during the year to build character and make solid, sound behavioral decisions.

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Our staff is invested in our school; as our turnover rate is low, we take the time to recognize our staff for their amazing work with our students and make Lagos a great place to be.

The climate of Lagos supports mutual respect and positive relationships with all stakeholders.

Staff and parent surveys have been positive. Our goal is to continue to build relationships with our community and support our students.

Our goal is to continue to build our parent support and reestablish our PTA membership.

Our parents and students have shared they are pleased with Lagos Elementary. There is a feeling of genuine support for our students based on parent surveys.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Community participation in PTA and school activities has remained low for the past three years, with less than 25 official PTA members and fewer than 15 weekly volunteers. **Root Cause:** Lack of an established system to safely transition volunteers back onto our campus to directly work with students.

Priority Problem Statements

Problem Statement 1: Based on beginning of the year iStation data, 51% of the incoming 3rd graders are performing 2 or more grade levels below standard in Reading.

Root Cause 1: Interrupted delivery of Tier 1 instruction across the grade level.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- 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)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation 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
- Discipline records
- Student surveys and/or other feedback

Goals

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

Performance Objective 1: By July 2025, Lagos Elementary School Students will meet or exceed the campus goal of 71% performance on the STAAR Reading test for all students at the approaches level and 42% at the meets level in grades 3-5.

HB3 Goal

Evaluation Data Sources: Students will be monitored by universal screener data, running records, campus and district assessments, and benchmarks.

Strategy 1 Details	Reviews			
Strategy 1: Focused planning PLC meetings will take place weekly to collaborate and develop rich lessons incorporating instructional absolutes, while also responding to data to enrich the learning of all students. Strategy's Expected Result/Impact: Continuous professional development of numerous instructional topics based on data will be addressed in PLC meetings. Staff Responsible for Monitoring: Campus Administrators, Coach, Teachers, Interventionists	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Weekly PLCs will incorporate data driven instructional conversations surrounding STAAR testing data, benchmarks, teacher-created assessments, and universal screener data are analyzed and disaggregated to make informed decisions about Tier 1 instruction and intervention. Strategy's Expected Result/Impact: Teachers will engage in student data meetings to review the progress of students. Administrators and Instructional Coach will facilitate student success meetings as well as grade-level meetings for support and continuous coaching. LES teachers grades K-5 will have data checkpoints with campus admin to focus on SE not mastered and create an action plan for success. Staff Responsible for Monitoring: Administrators, Counselor, Teachers, Coach	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide tutorials for students based on various data sources who will receive remediation who are considered at risk and requiring intervention support. Strategy's Expected Result/Impact: Teachers will facilitate before school and/or afterschool tutorials for students who need Tier II and Tier III support and monitor their progress with data tracking and attendance sheets. Staff Responsible for Monitoring: Campus Administrator, Teachers, Interventionists	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will Provide small group intervention support for tier II and tier III students during Spartan Spark time, weekly. In addition, students will use an online reading intervention program called iStation, at least 45 minutes per week. Strategy's Expected Result/Impact: Each teacher and interventionist will turn in intervention tracking sheets monthly. Reports from the online reading programs will be reviewed for progress monitoring. Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide intervention support for tier II and tier III students weekly during the school day by an interventionist who is a certified teacher to work with (K-2) at-risk students, HB 4545 and HB 1416 students who have not passed the STAAR test. Strategy's Expected Result/Impact: Intervention tracking sheets are turned in monthly by each teacher and weekly by the interventionist and classroom teachers. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By July 2025, Lagos Elementary School Students will meet or exceed the campus goal of 65% or better on the STAAR Math test for all students at the approaches level and 38% or better at the meets level in grades 3-5.

HB3 Goal

Evaluation Data Sources: Students will be monitored by universal screener- i-Ready Math data, campus-based assessments, district assessments, rubrics, and numeracy fluency programs.

Strategy 1 Details	Reviews			
Strategy 1: Students will utilize math fluency programs like Formative Loop, Math Drills or XtraMath daily to practice and monitor growth with math fluency. Students will also use i-Ready, at least 60 minutes a week as an intervention support for all students. Strategy's Expected Result/Impact: Daily and weekly reports will be monitored and reviewed by teachers and administrators to track student progress. Teachers will provide reteach mini-lessons based on concepts not mastered from a review of progress reports. Homework is provided daily which increases fluency and parental involvement at home. Staff Responsible for Monitoring: Administrators, Counselor, Teachers, Aides	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide intervention support for tier II and tier III students daily during the school day by interventionists that are certified teachers. Strategy's Expected Result/Impact: Spartan Spark time tracking sheets are turned in monthly by each teacher and weekly by the interventionist. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: STAAR testing data, benchmarks, teacher-created assessments, and universal screener data are analyzed and disaggregated to make informed decisions. Strategy's Expected Result/Impact: Teachers will engage in student data meetings to review the progress of students. Administrators and Instructional Coach will facilitate student success meetings as well as grade-level meetings for support and continuous coaching. LES teachers grades K-5 will have data checkpoints with campus admin to focus on SE not mastered and create an action plan for success Staff Responsible for Monitoring: Administrators, Counselor, Teachers, Coach	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: In addition to scheduled time during the school day, we will offer before-school or after-school tutorials for students who are considered at risk and requiring intervention support based on iStation and iReady data along with performance outcomes on our state interim assessments. Strategy's Expected Result/Impact: Create a list of students for before school or after school tutorials and monitor their progress with data tracking and attendance sheets. Staff Responsible for Monitoring: Campus Administrator, Teachers	Formative			Summative
	Oct	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: By July 2025, Lagos Elementary School Students will meet or exceed the campus goal of 60% or better at the approaches level and 28% at the masters level on the STAAR Science test for all students.

Evaluation Data Sources: Students will be monitored by their use of Science applications in the classroom through labs and hands-on learning activities, campus created assessments and district benchmarks

Strategy 1 Details	Reviews			
Strategy 1: STAAR data, benchmarks, and teacher-created assessments are analyzed and disaggregated to make informed decisions. Strategy's Expected Result/Impact: Teachers will engage in student data meetings to review the progress of students. Administrators and the Instructional Coach will facilitate student success meetings and grade-level meetings for support and continuous coaching. LES science teachers will have data checkpoints with campus admin to focus on Student Expectations not mastered and create an action plan for success. Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers, Aides	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create a science lab for all students (Kinder - 5th grade) to use to facilitate hands -on learning. This space will house tools to conduct labs along with necessary materials for the labs. Strategy's Expected Result/Impact: Teachers will plan and facilitate memorable science lessons resulting in students experiencing highly engaging learning opportunities and increased mastery of Science TEKS. Staff Responsible for Monitoring: Administration, Interventionists, Instructional Coach, LES Academic Committee	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 4: By July 2025, our learning community will easily identify Lagos Elementary as a bilingual campus where diversity is celebrated resulting in increased parent participation from our community.

Evaluation Data Sources: Parent involvement with volunteering and attending campus activities will increase to include at least 5 frequently participating volunteers.

Strategy 1 Details	Reviews			
Strategy 1: Communications, announcements at events and Coffee with the Principal will be translated into Spanish. Strategy's Expected Result/Impact: Parents will have immediate access to information and feel valued as a stakeholder. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Lagos will increase bilingual signage in all shared public spaces. Strategy's Expected Result/Impact: Bilingual parents will feel a connection to the environment and students will be able to learn words and phrases in two languages.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Lagos dual language classrooms will follow the district framework and best practices as learned in ongoing training opportunities with the Texas Dual Language Project. Strategy's Expected Result/Impact: Our dual language students will feel like our campus reflects their community and learning outcomes will be positively impacted. Staff Responsible for Monitoring: Administration, Instructional Coach, Dual Language Teachers	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: By July 2025, Lagos will serve 100% of our internal and external customers by providing timely communication to staff members and the community monthly.

Evaluation Data Sources: Blackboard messages, websites, Twitter, Facebook, Talking Points

Strategy 1 Details		Reviews			
Strategy 1: Provide Communication about events: flyers, monthly newsletters, announcements, campus website, brochure, parent and teacher family nights via Blackboard messages, PeachJar, Twitter (X), and Facebook messages will be sent to parents for announcements and emergencies. Facilitate Coffee with the Principal at least 4 times this school year. Strategy's Expected Result/Impact: Increase parental involvement by a review of sign-in sheets and membership drives, Increased communication to parents to increase parental involvement Staff Responsible for Monitoring: Campus administration, counselor, instructional coach, teachers, and paraprofessionals		Formative			Summative
		Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

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

Performance Objective 1: By July 2025, Lagos will create a PTA to increase internal and external community partnerships to support student success to at least 10 members.

Evaluation Data Sources: Creation of a PTA board and PTA membership

Strategy 1 Details	Reviews			
Strategy 1: LES will work with parents to create a PTA board consisting of a President, Vice President, Secretary and Treasurer, as well a general PTA membership of at least 10 people, with PTA membership drives in the months of August, September, October, December, April, and May meetings. Strategy's Expected Result/Impact: Track growth in membership monthly from August to May Staff Responsible for Monitoring: Administrators, Teachers, and Parent PTA Officers, Parent Liaison	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide a student and family support specialist and parent liaison to act as a resource for parents and the community. Strategy's Expected Result/Impact: Increase performance in attendance, student achievement, and parental involvement. Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: Lagos Elementary will actively seek to include parents and community members to serve on the Campus Academic Advisory Committee.

Evaluation Data Sources: Campus Academic Advisory Committee membership

Strategy 1 Details	Reviews			
Strategy 1: Staff will openly communicate opportunities for parents and community members to serve on our Campus Academic Advisory Committee via Facebook, flyers sent home and as advertised in the monthly newsletter. Strategy's Expected Result/Impact: Parents and community members will respond and participate. Staff Responsible for Monitoring: Campus Admin, Parent Liaison	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: By July 2025, Lagos will maintain low bullying and disciplinary referrals among students by less than 30% of the student population and increase character lessons monthly by the guidance counselor in grades K-5.

Evaluation Data Sources: Lagos PBIS committee will review PEIMS discipline reports from Skyward reports every 6 weeks to look for trends. The number of bullying incidents will not exceed 100 during the school year.

Strategy 1 Details	Reviews			
Strategy 1: Lagos Elementary will work proactively with students following school-wide behavior systems and reward students for modeling exemplary behavior. Strategy's Expected Result/Impact: At each award ceremony, we should see an increase in the number of students that are recognized at the assemblies. Staff Responsible for Monitoring: Campus Administrators, Counselor, Instructional Coach, Teachers, and Aides	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Identify students needing additional social and emotional support and provide individual and group counseling to those students in need through mentoring. Identification of students in need will be through teacher referrals, the student support team, administrative referrals for disciplinary support, parent referrals, student self-referrals and through our 5th grade Daybreak Screener. In addition to these we will partner with The Whole Child to locate resources that provide wrap-around services for our families. Strategy's Expected Result/Impact: Increase self-esteem and social skills for students who are receiving services and/or mentoring through the campus community partnerships to students who are in need of additional support from administrators and teachers. Hold regular SST meetings at least every other week as well as monthly MTSS meetings to review student data to identify need and measure success with interventions. Counselor will work closely with Admin team to identify students who are requiring multiple layers of support so students and families are receiving interventions responsive to their specific needs. Staff Responsible for Monitoring: Campus Administrators, Counselor, Social Worker, Parent Liaison and Teachers	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Lagos Elementary will continue to focus on anti-bullying techniques to help support students. Lagos will actively participate in activities to continue our No Place for Hate distinction. Strategy's Expected Result/Impact: A reduction in referrals related to bullying as well as an increase in student citizenship awards at each grade level ceremony coupled by an increase in active participation in community service. Staff Responsible for Monitoring: Administrators, Counselors, Teachers, and Aides	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide regular classroom guidance lessons, at least once a month, to all students addressing character, self-esteem, motivation, responsible behavior, decision making, goal setting, problem-solving, and bullying and instruction on positive social interactions. Strategy's Expected Result/Impact: Discipline Referral Reduction as well as a reduction in occurrences of bullying. Staff Responsible for Monitoring: Counselor, Teachers, Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide leadership opportunities to students across grade levels to increase a sense of school pride and allow for students to develop leadership skills. Opportunities could include: The No Place for Hate Committee, the Color Guard team, the Morning Announcement team and the Spartan Ambassadors. Strategy's Expected Result/Impact: Students will be involved in positive experiences at school and demonstrate an increased sense of responsibility and school pride resulting in less negative interactions at school. Staff Responsible for Monitoring: All staff	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By July 2025, Lagos Elementary will allocate at least 5% of our remaining Title One funds efficiently to procure hardware and software technology, with a focus on integrating technology seamlessly into general education classes to support daily learning for all students.

Evaluation Data Sources: The use of classroom technology and web-based software programs in the classroom. Printed Resources will also be evaluated for the success of the program

Strategy 1 Details	Reviews			
Strategy 1: Hardware technology such as dongles for Macbooks replacement headphones, ink cartridges/toner/drums will be purchased to support TEKS based project-based learning as well as Tier 1, 2, and 3 instruction in the classroom. Strategy's Expected Result/Impact: Students will use the technology as workstations and learning centers to support mastery of learning outcomes Staff Responsible for Monitoring: Teachers Admin	Formative			Summative
	Oct	Jan	Mar	June

0%

No Progress

100%

AccomplishedContinue/ModifyDiscontinue

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 July 2025, students will engage in a variety of individualized and flexible learning opportunities inside and outside of the classroom via TEKS-based curriculum field trip opportunities during the school year.

Evaluation Data Sources: Student reflection about their learning from the field trip to connect theory to real-life situations

Strategy 1 Details	Reviews			
Strategy 1: Students will take field trips relating to PK standards and/or TEKS-based standards related to the curriculum to enrich concepts introduced in the classroom in the content areas of Math, Reading, Science, and Social Studies. Strategy's Expected Result/Impact: Student reflection about their learning from the field trip to connect theory to real-life situations Staff Responsible for Monitoring: K-5 Teachers Administrators Counselor Instructional Coach Title I: 2.4, 2.5 Funding Sources: Title 1 - Title I, Part A	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 4: The Lagos Attendance Committee will meet at least every 2 weeks to monitor and discuss attendance data, organize and facilitate incentives and to plan training for teachers on attendance expectations so that by May of 2025 our average daily attendance rate will reflect 97%.

Evaluation Data Sources: Attendance contracts and interventions will be documented in Skyward and RaaWee to reflect ongoing interventions and incentives for student attendance.

Strategy 1 Details	Reviews			
Strategy 1: The Lagos attendance committee will meet regularly to identify students with chronic attendance, create and implement interventions, establish ongoing communication with parents and to celebrate students with strong daily attendance. Strategy's Expected Result/Impact: Student attendance will reflect 97%.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: By July of 2025, Lagos Elementary will Conduct a campus walkthrough with Facilities internally and externally to determine building improvement needs (2 times a year) to improve the sustainability and maintenance of the building.

Evaluation Data Sources: Work orders, meetings, observations

Strategy 1 Details	Reviews			
Strategy 1: LES will have open communication with front office staff by creating a google form to create work orders for facilities. Strategy's Expected Result/Impact: Campus improvements will be continuous for accessibility for all stakeholders Staff Responsible for Monitoring: Campus front office staff	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 1: By July 2025, Lagos Elementary School will offer a comprehensive range of professional development opportunities in Reading, Writing, Math, and Science for its teaching and administrative staff throughout the school year for 100% of staff members during the school year.

Evaluation Data Sources: T-TESS
Teacher feedback forms from PD sessions and student data, teacher surveys

Strategy 1 Details	Reviews			
Strategy 1: Teachers and paraprofessionals will be offered professional development opportunities throughout the school year, including: Implementing the MISD Instructional and Operational Absolutes, Using data from assessments to drive instruction, partnering with Ensemble Learning for our Dual Language program. Strategy's Expected Result/Impact: T-TESS evaluations, Student Data, and records of teacher PD from Euphoria. Teacher presentations in PLC meetings and faculty meetings. Attending conferences. Staff Responsible for Monitoring: Administrators and Coaches	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators will be offered professional development opportunities throughout the school year to include on-going monthly district meetings and participation in the Region XIII Leadership Collaborative Network. This includes attending meetings and receiving individual mentoring support that will help support school improvement and student and staff culture. Strategy's Expected Result/Impact: Student data and strong accountability ratings. Administrator and Coach's success with managing time, responsibilities and leadership. Growth of positive staff culture. Staff Responsible for Monitoring: District Personnel	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 2: To help establish a positive campus culture as we transition into new administrative and grade level leader teams, we will create opportunities to increase employee engagement in the area of employee recognition and appreciation for 100% of our staff by recognizing employees monthly, resulting in 65% of staff feeling valued and appreciated on our climate survey data.

Evaluation Data Sources: Employee recognition ballot sheets, teacher and staff of the month, Locomotive Award

Strategy 1 Details	Reviews			
Strategy 1: Lagos Elementary will increase employee engagement in the area of employee recognition and appreciation by recognizing employees monthly with a ballot process and selection process of teacher of the month, staff of the month, and support staff. Strategy's Expected Result/Impact: Teacher/Staff retention Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Lagos will establish committees for teachers to have leadership opportunities to include having a voice in decision making with professional development, staff and campus climate, academic events and strategies, campus behavior as well as community engagement and culture. Strategy's Expected Result/Impact: Staff will positively participate in teacher leader opportunities to strengthen collective ownership in our campus success. Staff Responsible for Monitoring: All staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Lagos Elementary will facilitate opportunities for teachers to celebrate and learn from each other by featuring teachers leading professional development and through participation in learning walks and ghosts walks to look for best practices across campus. Strategy's Expected Result/Impact: Increased professional collegiality. Increased alignment of best practices across campus resulting in improved student performance.	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 3: To continue building a strong instructional foundation focused on instructional and operational absolutes, we will foster an environment based on reflection, observations, feedback and continued professional learning through strong PLC's.

Evaluation Data Sources: Weekly walkthrough data
T-TESS SMART Goals and Observations

Strategy 1 Details	Reviews			
Strategy 1: In addition to T-TESS observations and coaching conversations, campus administration will focus on conducting at least 5 local walkthroughs with 3 follow-up conversations a week resulting in a system of strong and on-going feedback. Strategy's Expected Result/Impact: Decreased classroom management concerns Increased rigor and aligned practices across campus	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Manor Independent School District
Decker Middle School
2024-2025 Campus Improvement Plan

Mission Statement

At Decker Middle School we will build a community of lifelong learners who have a sense of pride and integrity, in a safe, welcoming, creative, and inclusive environment in order to be college and career-ready in today's society.

Vision

Excellence Every Day, Every Way!

Value Statement

Our Essential Beliefs

-

We believe...

1. All Ravens must expect, seek, and exhibit excellence.
2. Academic excellence begins with a safe environment built around respect, positive relationships, and a sense of belonging.
3. Excellence instruction is planned instruction.
4. Collective teacher efficacy creates campus excellence.
5. All students have excellence in them.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Decker Middle School serves students in grades 6-8 in Manor ISD. The campus implements AVID as a means to develop college and career readiness for students. Decker is also a Fine Arts Academy and has been identified as such since the 2017-18 school year. Arts courses offered include Guitar, Symphonic, Honor, and Jazz Bands, Dance, Theatre and the Visual Arts which incorporate a variety of media from drawing to 3D to virtual art. The Theatre department participates in One-Act Play annually. The Dance classes have showcases multiple times a year. Band and Guitar participate in a variety of campus, competitive, and showcase events that demonstrate student skills.

Decker Middle School is a Positivity Project partner school. The goal is to prioritize social and emotional learning by engaging students daily in the Positivity Project curriculum. While the teach piece of Positivity Project is based in the student advisory class, it is looked at as a means of engaging PBIS throughout the day using the HERO behavioral management program.

There are a variety of academic opportunities for students at Decker. Classes offered include accelerated academic classes, CTE courses, athletic and fine arts, as well as High School credit courses including Spanish, Algebra 1, English 1, and Biology. We have a continuum of Special Education services that range from Functional Academics, Life Skills, Resource, Inclusion, and Dyslexia. In addition, we have ESOL courses for our newcomers as they are beginning language learners.

Decker Middle School serves a diverse community of students and families. Decker is in East Austin, an area of rapid growth and change. Decker’s student body demographics for the 2024-25 school year are:

Gender Breakdown		
Males	295	49.6%
Females	300	50.4%
Total Students	595	100%

Ethnicity Breakdown		
Hispanic	412	69%
African American	107	18%

Ethnicity Breakdown		
Asian	38	6%
White	27	4%
multiracial	9	1.5%
American Indian/ Alaskan Native	2	<1%

Our largest ethnic group are the Hispanics. The majority of these are emergent bilinguals as our EB population is roughly 57% of the student body.

Special Programs/Populations		
Dyslexia	32	5%
Special Education	65	11%
Emergent Bilingual	340	57%
Newcomers	84	14%
Gifted and Talented	45	7.5%
504	38	6%
At Risk	490	82%
Economically Disadvantaged	445	74.8%

Roughly half of the 53 teachers for the 2023-2024 will be in their second year at DMS. 40% of the teachers are African American, 30% Hispanic, 25% White, and 2% Asian. 30% of the teachers are male and 70% are considered female. The largest group of teachers represented by years of experience are the 0-5 years experience group at 50%.

By the end of the school year, all teachers will be highly qualified and certified by the state of Texas in the content area in which they taught and/or continue to teach.

Demographics Strengths

397

With over 75% of DMS students being Eco Dis and 53% of DMS students being Emergent Bilingual, DMS saw the highest level of performance in English 1, and RLA STAAR 6-8.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem Statement: Hispanic scholars make up 66% of the DMS population, however, this sub-population perform, on average, 20% below their peers. To achieve our goal of increasing student academic achievement, we will prioritize our focus on PLCs and coaching to build teacher capacity using Leverage Leadership 2.0 and PLC+ Framework. **Root Cause:** Lack of culturally responsive teaching. PLC did not happen, therefore the reading and math teams did not use the data driven instruction within our Emergent Bilingual population to provide research based and differentiated instruction to improve instruction.

Student Learning

Student Learning Summary

Teachers are provided common planning time for our Language Arts, Math, Science, and Social Studies classes to analyze student data such as common assessments and STAAR data. The 2023-24 preliminary STAAR score results from May 2024 are below.

The DMS 2023-24 data is as seen below.

EOC PERFORMANCE			
	APPROACHES	MEETS	MASTERS
ENGLISH 1	88%	71%	20%
ALGEBRA 1	76%	31%	15%
BIOLOGY	85%	32%	8%

STAAR PERFORMANCE			
Assessment & Grade	APPROACHES	MEETS	MASTERS
RLA 6	41%	16%	2%
RLA 7	6%	0%	0%
RLA 8	53%	19%	6%
MATH 6	22%	5%	1%
MATH 7	25%	4%	0%
MATH 8	32%	9%	1%
SCIENCE 8	21%	8%	3%
SOCIAL STUDIES 8	37%	12%	5%

TEA campus ratings are based on STAAR results. Decker Middle School effectively received an "F" rating, although the state has not yet published ratings.

Student Learning Strengths

The students enrolled in High School credit courses with EOCs scored considerably higher than their on grade peers. The Reading test was the highest overall, and the social studies test did not show any decline as did other tested areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: DMS leaders did not engage in the PLC process, implement HQIM with fidelity and did not use data to inform instruction. **Root Cause:** Former leadership team did not lead PLCs, engage in data analysis, and/or observe and coach teachers.

School Processes & Programs

School Processes & Programs Summary

Decker is a one-to-one campus with Chromebooks. Core teachers use Google Classroom for their students to access digital learning tools. The HQIMs for most of the core subject areas are digital in nature. HQIMs are used with fidelity in these classes. In the elective classes, teachers who integrate technology also use Google Classroom. The CTE courses have dedicated computer labs for their classes and there is an additional lab located beside the campus library.

The 6th grade cohort allows all 6th grade students to have an intervention or acceleration course in their schedule. There are 2 teams of teachers within this cohort. They have a PLC class period in which they are together to discuss curriculum and lesson planning as well as student concerns for their intervention block. In addition these teachers have a separate conference period to allow for group conferences with families when needed.

The 7th and 8th grade teachers also have a PLC period with their subject area department and a conference period, although the conference periods are not unified.

Professional development takes place monthly for the entire campus and on an as needed basis for teachers who are exhibiting areas in need of growth. All VIT (Visiting International Teachers) and teachers with 5 or fewer years of experience are expected to attend monthly sessions in which the administration works with them using strategies from *Get Better Faster 2.0*.

There is a teacher leadership team consisting of the grade level lead teachers and the content area department chairpersons. This group meets monthly to bring concerns, challenges, and celebrations to the campus administration. This group consists of teachers with a variety of levels of experiences. This group will make campus-wide decisions that will then be rolled out to the remaining faculty. This group is also the center for communication across campus. When information is needed to be shared with teachers, it is shared with the grade level or departmental lead to then be shared with the remainder of their team.

Extracurricular activities on campus include athletics, band, dance, and theatre, as well as academic pursuits such as UIL.

Programs for our students who meet the requirements include Communities in Schools (CIS) and the Council for At Risk Youth (CARY) to help meet needs that our require outside resources and group counseling opportunities. In addition, students can be referred to Integral Care counseling for more intensive mental health concerns than the campus counselors can provide.

Student leadership has also been implemented as a group of students who provide regular input for the principal about student perspectives on campus, as well as planning events for student enjoyment such as Decker Pride Friday events and Pep Rallies. Classrooms are also implementing student leadership roles to encourage students to be more active within their own learning opportunities.

School Processes & Programs Strengths

Decker Middle School has a strong fine arts program and the least amount of discipline referrals came from those classes. The campus also has a highly involved CIS and CARY programs that support a wide variety of needs on campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers do not consistently follow written processes for data analysis and communication. **Root Cause:** Decker MS former leadership did not communicate with staff and share expectations. Coaching and observations were not administered.

Perceptions

Perceptions Summary

Through the complete overhaul of the campus administration, Decker had the lowest attrition rate in at least 5 years between the 2023-24 and 2024-25 school years. This can be credited to an expected change in campus climate and culture. Teachers viewed the new administration as credible and capable of making the needed changes for safety and student success.

Students have acclimated to the expected changes well. Restorative conversations have assisted students in understanding the need for the changes to the campus climate.

Decker Middle School will invite parents and community members to multiple events throughout the year in order to create a relationship between school and home. The school plans to host events (with the circumstances permitting) such as Academic Awards ceremonies, the Multi-cultural Program, Fine arts Parent Nights, band concerts, choir concerts, plays, art shows, AVID College Fair, goal setting presentations, and boys' and girls' athletic events.

Perceptions Strengths

We want our parents and community members to actively participate in school events. This involvement of students and staff leads to the student attendance rate of more than 96% daily. The majority of our staff will continue at Decker. We had 9 new hires this year. This retention rate is due in part to mentoring relationships and a family environment that is inclusive.

School counselors and principals work together to conduct peer mediation so that students feel comfortable and safe in their learning environment. Additionally, students who return from a DAEP meet with counselors on a regular basis.

Faculty and staff provide a safe school environment in multiple ways including being on duty at various locations around the campus before, during, and after school. Supervision is provided whenever students are on campus, to include extra-curricular activities at night and on weekends. All visitors to the campus are required to check in the front office and obtain a school visitor's badge.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Decker Middle School is not perceived as a high achieving school. **Root Cause:** Decker MS has scored below state averages. DMS former leadership team did not provide guidance with analyzing data, coaching teachers, and providing professional development.

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
- 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
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: 100% of teachers will engage in the weekly DDI/PLC cycle to plan to integrate high-quality instructional materials aligned with state standards into their daily instructional practices to increase student learning outcomes.

High Priority

Evaluation Data Sources: Students will be monitored by universal screeners, unit HQIM assessments, CFAs, STAAR, Agile Mind benchmark and iReady data.

Strategy 1 Details	Reviews			
Strategy 1: Teachers use their HQIM to plan tier 1 instruction learning progressions to reach standard mastery by analyzing through potential student misconceptions. By the end of October, consistent HQIM usage will be evident in teacher walkthrough observations and lesson internalization products 80% of the time. By the end of January, this will increase to 100%. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Through weekly PLCs, teachers will receive professional learning on the DDI protocol to support the successful scaffolding and spiraling of information and the development of effective small group instruction. By the end of October 80% of core teachers will have implemented small group, Tier II instruction as identified by walkthrough observations and lesson internalization feedback.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: By the end of October 100% Teachers will intentionally incorporate specific and strategic vocabulary instruction embedded into their lessons every week as evident on word walls, student interactive notebooks, and student assessment data.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Each week 100% of teachers will bring examples of high, medium, and low level student artifacts to PLC for analysis to identify common misconceptions, and areas of strength, as well as develop a plan for tier 2 interventions.	Formative			Summative
	Oct	Jan	Mar	June
				408

Strategy 5 Details	Reviews			
Strategy 5: Teachers will develop a strategic monitoring plan of action, including developing focused questioning designed to elicit responses that will provide formative data throughout the lesson. STRATMO incorporates the use of a seating chart whih prioritizes students with the highest levels of need, including accommodations, data tracking coding system and a pathway that identify the laps through the room the teacher will take, the exemplar responses, as well as both correct and incorrect answers given by students. Teachers check for understanding against the exemplar and cues students with minimal verbal intervention.	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: During Raven's Nest/Advisory 100% of students will engage in Goal Setting for all core subjects as seen in student Agenda Interactive Notebook. Students will engage in goal setting, self-reflection to track their progress on personal and academic goals every six weeks grading period. Teachers will engage in individual conferencing with students every three weeks.

Evaluation Data Sources: CFAs, benchmarks, interim, STAAR, EOC, universal screener, iReady data

Strategy 1 Details	Reviews			
Strategy 1: To increase the efficacy of student goal setting, 100% of students will be taught how to use Eduphoria data to record their mastery of standards in a personal data tracker in their advisory notebook for each tested subject. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Advisory teacher, core content teacher, content-area admin. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of students will use iReady as an intervention/acceleration tool during Ravens' Nest and in their Math and ELAR class periods. Students will be acknowledged for their iReady progress using data trackers in their Ravens' Nest class and then celebrated for growth in multiple ways, including top grade level performance, growth per week, and per six weeks, both during announcements and through DPF events.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 100% of teachers will provide specific and timely (within three school days) feedback to struggling students in a private setting, using data collected from formal and informal assessments, with a focus on identifying individual difficulties and the strategies best suited for Tier 2 interventions.	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: In 60% of each week's lessons, teachers will implement the gradual release of responsibility to students for independent practice towards success criteria achievement, using differentiated educational stations and activities.

Strategy 1 Details	Reviews			
Strategy 1: Through targeted monthly PL and targeted daily PLC's, teachers will create differentiated educational stations and engaging activities for individual, collaborative, or teacher-led small group instruction to meet the needs and learning styles of individual students.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will plan lesson activities with a focus on increasing the number of student opportunities and class time for independent practice in each lesson, as well as on decreasing the teacher's own direct teach/lecture time.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 4: DMS will use restorative practices and PBIS to encourage positive campus climate.

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will be trained in basic restorative practices and will be expected to use restorative practices, such as check-in circles, community building circles, and restorative conferences to develop strong relationships with their students.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of students will be taught the purpose and process for using restorative practices including check-in circles, community-building circles, and restorative conferences to better respond to conflicts and problems that arise both at home and at school.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Through the use of restorative practices, campus-wide disciplinary referrals will decrease by 10% during the 2024-2025 school year.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: DMS will implement a training protocol for both teachers and students that aligns with state and district policies to help them identify both in-person and cyberbullying and how they can prevent it.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: 100% of Ravens' Nest teachers will implement the social-emotional learning Positivity Project lessons with fidelity.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: 100% of students will use HERO to track their individual contributions to a positive campus climate, and then use their earned points to purchase rewards.	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				
				412

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

Performance Objective 5: By the end of the 2024-2025 academic year, we will increase student engagement and achievement by implementing a blended learning model that integrates technology into classroom instruction, resulting in a 10% improvement in student math and reading STAAR test

High Priority
HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Using the 2023-24 STAAR results and the BOY and MOY iReady diagnostic data, math and ELAR teachers will develop focused interventions to support students who did not demonstrate on track measures for STAAR including gain scores and growth. Strategy's Expected Result/Impact: Begin by assessing the current state of student engagement and achievement in math and reading, focusing on STAAR test scores. Collect baseline data to understand the starting point and identify areas of improvement. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive targeted professional development on how to effectively integrate technological tools and resources into weekly classroom instruction, including gamification, collaboration, interactive content, real world application of concepts and opportunities to engage with real world experts .	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: DMS teachers and staff will use different media for communication with families, including phone calls, emails, and Talking Points with a minimum of 15 per week, documented in Skyward.

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers and staff will be trained in the proper use of Talking Points, including best circumstances for using a class announcement, sending a direct message, and when to use a phone call instead of Talking Points.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The DMS family newsletter will be sent monthly via email to DMS families.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 100% of teachers will use the HERO management system to document positive and negative student actions to encourage the development of positive character traits, including self-discipline, self-efficacy, and self-awareness which will be shared with parents.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: DMS attendance will increase to 95% for the 2024-2025 school year.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: DMS will use the positive behavior interventions and support (PBIS) system, called HERO, to reward attendance by having PBIS incentives in place each week, all year long (i.e., School Store, Porch Party, Staff v. student games, dress up days, etc.) TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: HERO - State Compensatory Education - \$4,500, School Store Items - State Compensatory Education - \$1,200	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: DMS will ensure that 100% of scholars stay in school through the Everybody Belongs initiative and other interventions and supports, such as relationship mapping to identify which students do not feel a sense of connection to an adult on campus. Strategy's Expected Result/Impact: By identifying students who are connected and/or not connected and finding opportunities for them to be connected to the school ,somehow, scholars will feel a connection to school and will want to continue their grade school education.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: DMS will host, at minimum, ten opportunities for families to engage with our campus during the 2024-2025 school year. This will include fall and spring Student Led Progress Meetings and one Presentation of Learning in the Spring. See DMS Event Calendar here: <https://docs.google.com/document/d/1V1TILo0tMezpGeEWk49h3gVwIBPg6DiOjcMRkwZ4Y3w/edit?usp=sharing>

Strategy 1 Details	Reviews			
Strategy 1: DMS will administer student perception surveys and family perception surveys at the end of each semester (twice yearly). Strategy's Expected Result/Impact: Regularly collect feedback from students regarding their experiences with gamified lessons, interactive content, collaborative projects, and real-world applications. Analyze survey data to identify areas of satisfaction and areas that need improvement. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: DMS will host interactive academic focused family events for each core content area (4). Strategy's Expected Result/Impact: Create interactive multimedia content such as videos, simulations, quizzes, and virtual labs to enhance student/family engagement. Measure student interaction with the content, time spent on interactive materials, and improvements in comprehension and retention. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: 100% of students in CTE classes will have access to opportunities and resources needed to experience and fully access real-world audio video production and video game design.

Strategy 1 Details	Reviews			
Strategy 1: 100% of students in CTE courses will use BeAble Life-Ready Literacy platform to individualize interventions based on the student's interests and prior knowledge, while developing student agency for learning. Strategy's Expected Result/Impact: BeAble links students' personal interests and aspirations to literacy growth, personal growth, career exploration, and academic rigor; delivers Lexile growth 5X expected annual growth and puts students on personalized paths to academic success and career opportunity.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: 100% of teachers will develop lesson plans that will meet the needs of our students' diverse population using cultural or real-world relevant content.

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will include accommodations, modifications, and anchors of support in their weekly lesson plans to provide the necessary resources for any/all of their Special Populations students. Strategy's Expected Result/Impact: Special Populations students will show growth in their performance levels on the STAAR Reading and Math assessments for the 2024-2025 school year.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: 75% of Emerging Bilingual (EB) students will show growth in their performance levels on the STAAR Reading and Math assessments for the 2024-2025 school year.

Strategy 1 Details	Reviews			
Strategy 1: Emergent Bilingual students will use district provided language support applications during their ESOL classes. Strategy's Expected Result/Impact: During newcomer ESOL classes, the teacher will include activities and practice for acquiring language for our English Learners. Scholars who are identified as English Learners will increase their understanding of the English language thus improving their performance on assessments in English	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: DMS teachers will receive ongoing professional learning on the use of ELPS in their lessons to provide students opportunities to engage with the English language in a safe environment. Strategy's Expected Result/Impact: Teachers will understand language acquisition so they will include techniques on teaching language through content. Scholar performance will increase because they will have acquired the English language more efficiently.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 4: 100% of DMS core content teachers will continue to use the Google Classroom learning management system for instruction.

Strategy 1 Details	Reviews			
Strategy 1: Each DMS core content teacher will create and update weekly a Google Classroom to provide access to learning materials and activities for students. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of DMS scholars will have access to in-class technology through their core and academic elective courses.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: 100% of teachers and staff will report campus maintenance needs to administration to have work orders placed so the campus will be properly maintained.

Evaluation Data Sources: none

Strategy 1 Details	Reviews			
Strategy 1: 100% of staff will be trained on the process for properly submitting requests for work orders for campus maintenance. Strategy's Expected Result/Impact: Develop and implement a maintenance and repair plan to address these needs, ensuring that 100% of identified issues are resolved within 2 weeks. Key Performance Indicator (KPI): Percentage of identified maintenance and safety issues resolved. Data Sources: Facility assessment reports, work orders, and maintenance logs. Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 1: The campus administrative team will develop a plan of action for recruiting and retaining teachers at DMS.

Strategy 1 Details	Reviews			
Strategy 1: Every month teachers and staff will recognize the achievements of their peers through voting for the teacher and staff member of the month. Strategy's Expected Result/Impact: Recognize and celebrate teacher achievements related to teacher efforts on campus. We will also highlight work ethic and desire to learn. Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: DMS will implement culture building projects for students, staff, teachers to support the start and ongoing process of a positive school culture. Staff Responsible for Monitoring: Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 2: 100% of DMS staff will receive ongoing professional development of learning strategies to implement in classroom.

Strategy 1 Details	Reviews			
Strategy 1: 100% of DMS teachers will receive professional development in AVID methodologies through their PLCs.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of DMS teachers will receive training in how to build a positive classroom culture through BTS PD and monthly teacher-led afterschool PD.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 3: DMS will retain highly effective faculty and staff by honoring their hard work publicly and privately during weekly and monthly opportunities.

Evaluation Data Sources: Decker Pride Friday (DPF) assemblies
Professional Learning Agendas
Newsletter

Strategy 1 Details	Reviews			
Strategy 1: Monthly, DMS will host a morale booster activity for faculty and staff. Strategy's Expected Result/Impact: Faculty and staff will want to come to work daily and will return the following school year. Staff Responsible for Monitoring: Admin	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Manor Independent School District
Manor Middle School
2024-2025 Campus Improvement Plan



Mission Statement

Manor Middle School Mission Statement

Together we will ensure the emotional and academic development of motivated and hardworking stakeholders who are committed to continuous improvement while working together to inspire and empower tomorrow's leaders.

Vision

Manor Middle School Vision Statement

At MMS, we embrace diversity, teamwork, and community to prepare our students for high school, post-secondary, and career success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Manor Middle School serves 6-8 grade. MMS has 565 students. 20% of the population is African American, 68% of the population is Hispanic, 5% of the population is White, 2% is Asian. 48% of our scholars are labeled emergent bilingual and 13% received Special Education services. Manor Middle School is adding 6th grade. This is the first time since the 2020-2021 school year that MMS will serve 6th-grade scholars. Our 6th and 7th grade scholars are new to Manor Middle School for the 2024-2025 school year. During the 2024-2025 school year, Manor Middle School added 22 new teachers. Ten of the new teachers are 6th-grade teachers.

Demographics Strengths

Our scholars who are newcomers to the United States increased from 0% of our scholars meeting approach standards or higher in the 2023 ELA STAAR test to 11% of our scholars approaching standards or above for the 2024 STAAR test.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): MMS Had an increase of 11% in their discipline referrals during the 2023-2024 School Year **Root Cause:** The administration did not monitor qualitative and quantitative data which indicated that teachers needed additional training on tier 1 teaching

Student Learning

Student Learning Summary

	EOC Performance			
	Approaches	Meets	Masters	
English 1	69%	41%	4%	
Algebra 1	90%	43%	7%	
Biology	72%	19%	0%	

	STAAR Performance		
Assessment and Grade	Approaches	Meets	Masters
RLA 7	0	0	0-
RLA 8	42%	13%	2%
Math 7	20%	12%	6%
Math 8	26%	4%	1%
Science 8	19%	6%	0%
Social Studies 8	32%	10%	3%

			Iready BOY				
Grade and Content Area	Mid or Above Grade Level	Early on Grade Level	One Grade Level Behind	Two Grade Levels Behind	Three Grade Levels Behind		
6 RLA	4%	1%	19%	15%	60%		
7 RLA	4%	6%	9%	11%	71%		
8 RLA	5%	5%	10%	5%	75%		429

			Iready BOY				
6 Math	1%	9%	30%	16%	44%		
7 Math	1%	7%	14%	15%	63%		
8 Math	6%	5%	16%	14%	60%		

Student Learning Strengths

We saw growth in our Algebra 1 assessment. We had a 14-point gain on the Algebra 1 STAAR test.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MMS 8th grade ELA scored 21% less in 2024 than they did on the 2023 ELA STAAR. **Root Cause:** The administration did not ensure everyone was on the same page regarding systems and expectations. [Established this by creating expectations with the team. Previously, the administration maintained expectations even when fielding complaints and resistance.]

Problem Statement 2 (Prioritized): MMS 8th grade Math scored 17% less in 2024 than they did on the 2023 Math STAAR **Root Cause:** Failure to address the qualitative data which proved a lack of understanding and adherence to internalization protocols.

Priority Problem Statements

Problem Statement 1: MMS 8th grade ELA scored 21% less in 2024 than they did on the 2023 ELA STAAR.

Root Cause 1: The administration did not ensure everyone was on the same page regarding systems and expectations. [Established this by creating expectations with the team. Previously, the administration maintained expectations even when fielding complaints and resistance.]

Problem Statement 1 Areas: Student Learning

Problem Statement 2: MMS 8th grade Math scored 17% less in 2024 than they did on the 2023 Math STAAR

Root Cause 2: Failure to address the qualitative data which proved a lack of understanding and adherence to internalization protocols.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 62% of people who responded to the principal perception survey indicated that MMS had a positive working environment.

Root Cause 3: Staffing issues with the administrative team and a disconnect between teaching staff and administration.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Weekly CFA tests are not always aligned with the day-to-day instruction scholars receive in their classes.

Root Cause 4: The over-reliance on weekly CFA data to measure the day-to-day learning of scholars.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: MMS Had an increase of 11% in their discipline referrals during the 2023-2024 School Year

Root Cause 5: The administration did not monitor qualitative and quantitative data which indicated that teachers needed additional training on tier 1 teaching

Problem Statement 5 Areas: Demographics

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, 40% of scholars will Meet or exceed grade-level requirements on the ELA State Assessment.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR test, Benchmark assessments

Strategy 1 Details	Reviews			
Strategy 1: By the end of the 2024-2025 school year, 90% of MMS teachers will monitor scholar learning through the use of strategic monitoring in 80% of their classes Strategy's Expected Result/Impact: A fluid and concise response to scholar learning Staff Responsible for Monitoring: Department chairs, administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: MMS will create a math intervention class for scholars identified who need assistance on state assessments and benchmarks. Strategy's Expected Result/Impact: This will ensure each individual scholar will meet their growth measure on the STAAR assessment by showing one academic year's worth of growth by the time they take their state assessment. Staff Responsible for Monitoring: Interventionist/API TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: By the end of the 2024-205 school year, all Novice Teachers and teachers identified as needing classroom management assistance will receive bi-weekly classroom management training from exemplary teachers. MMS is following the Get Better Faster scope and sequence for the classroom management professional learning. Teachers attending this training are identified using classroom observations, STAAR Tests, and Common Formative Assessments. Strategy's Expected Result/Impact: Teachers who are struggling with classroom management will receive assistance. This will ensure scholars in their classes are successful. Staff Responsible for Monitoring: Principal/Interventionist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: By the end of the 2024-2025 school year, 100% of core academic teachers will create questions aligned to the success criteria of each lesson. Teachers will strategically monitor these questions. Teachers will analyze how scholars responded to these questions during their PLC. Teachers will adjust their instruction after analyzing student performance on their we do. Strategy's Expected Result/Impact: Teachers will quickly respond to scholar's misconceptions, increasing student mastery. Staff Responsible for Monitoring: Department Chairs TEA Priorities: 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 Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: MMS will partner with an outside vendor to provide tutoring in Math and ELA during the school day Strategy's Expected Result/Impact: Scholars will receive additional assistance in Math and ELA Staff Responsible for Monitoring: Interventionist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: The Manor Middle School leadership will receive Bi-Weekly coaching from MGM Consulting rep Missy Wright. This consists of Biweekly meetings and classroom walks with MGW Consulting Rep, Missy Wright. The focus is on growing the capacity of teachers and the principal's instructional leadership utilizing Get-Better-Faster Scope and Sequence focusing on providing high-quality face-to-face feedback Strategy's Expected Result/Impact: This will grow the capacity of my teaching staff. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Student Learning 1, 2		Formative			Summative
		Oct	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: MMS 8th grade ELA scored 21% less in 2024 than they did on the 2023 ELA STAAR. Root Cause: The administration did not ensure everyone was on the same page regarding systems and expectations. [Established this by creating expectations with the team. Previously, the administration maintained expectations even when fielding complaints and resistance.] Problem Statement 2: MMS 8th grade Math scored 17% less in 2024 than they did on the 2023 Math STAAR Root Cause: Failure to address the qualitative data which proved a lack of understanding and adherence to internalization protocols.

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, MMS will increase its average daily attendance from 90% to 93%.

High Priority
Evaluation Data Sources: MMS Attendance Rate

Strategy 1 Details	Reviews			
Strategy 1: MMS will contact the parents of all scholars who miss one or more classes. Strategy's Expected Result/Impact: Attendance rates will improve due to continuous contact from the teachers with families regarding scholar attendance. Staff Responsible for Monitoring: Attendance Clerk/Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: By the end of the 2024-2025 school year, MMS will create grade-level incentives for grade-levels which have a 96% attendance rate or higher. Strategy's Expected Result/Impact: Students will attend school at higher rates. Staff Responsible for Monitoring: Principal/API/Attendance Clerk ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: MMS Attendance team will provide targeted intervention plans for any scholars with excessive absences flagged by A2A reporting. The student's classroom teacher will call home when scholars miss two days. After three absences, the families and they will receive a warning letter from A2A. If parents do not provide excuses for their student's absences after receiving two warning letters, our attendance clerk will contact the families. After the attendance clerk contacts the parents and they are not able to provide an excuse, we will schedule an in-person meeting. If the scholar has additional unexcused absences after the in-person meeting, we will place the scholar on a 45 day contract. If the scholar continues to receive unexcused absences after they are placed on the 45-day contract, we will refer the scholar to the truancy department. Strategy's Expected Result/Impact: Attendance rates will improve due to targeted interventions and family conferences for scholars who frequently miss school. Staff Responsible for Monitoring: Department Chair/API TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: MMS will contract with the Council for at Risk Youth to provide behavioral interventions for scholars who have been identified as at-risk. Strategy's Expected Result/Impact: Students will receive interventions which will increase their time in class and on-campus. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2 Funding Sources: 1 - State Compensatory Education - \$6,500	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: MMS Had an increase of 11% in their discipline referrals during the 2023-2024 School Year Root Cause: The administration did not monitor qualitative and quantitative data which indicated that teachers needed additional training on tier 1 teaching
Student Learning
Problem Statement 1: MMS 8th grade ELA scored 21% less in 2024 than they did on the 2023 ELA STAAR. Root Cause: The administration did not ensure everyone was on the same page regarding systems and expectations. [Established this by creating expectations with the team. Previously, the administration maintained expectations even when fielding complaints and resistance.]
Problem Statement 2: MMS 8th grade Math scored 17% less in 2024 than they did on the 2023 Math STAAR Root Cause: Failure to address the qualitative data which proved a lack of understanding and adherence to internalization protocols.

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, 30% of scholars will meet or exceed grade-level requirements on the Math state assessment

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Test, Benchmarks, CFAs

Strategy 1 Details	Reviews			
Strategy 1: By the end of the 2024-2025 school year, scholars who demonstrate the need for additional assistance in Math and ELA will receive additional assistance through their advisory class. Scholars are identified for additional assistance by their performance on the 2024 Math and ELA spring STAAR tests. Strategy's Expected Result/Impact: Scholars who did not master the STAAR test will receive additional support for their ELA and math classes Staff Responsible for Monitoring: Counselors/API/Department Chairs TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: MMS will go from 80% of their teachers using their HQIMs during the 2023-2024 school year to 100% of core content teachers using their HQIMs by the end of the 2024-2025 school year, Strategy's Expected Result/Impact: Teachers will become more proficient at their craft. This will allow teachers to focus on instructional delivery in their planning meetings. Staff Responsible for Monitoring: Department Chairs/API TEA Priorities: 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 Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				439

Strategy 3 Details	Reviews			
Strategy 3: By the end of the 2024-2025 school year, 80% of all teachers will complete a total participation technique during the "I-do" section of their lesson. Strategy's Expected Result/Impact: Students will become more engaged in their classes. That will help teachers to monitor and adjust their instruction Staff Responsible for Monitoring: Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 100 % of core content teachers will analyze weekly tier 1 formative assessment student data and student artifacts in PLCs. This will take place each Friday during their PLC time. The re-teach will take place the following week and is noted in the teacher's lesson plans. Afterwards, teachers will retest scholars to ensure misconceptions were cleared and content was successfully acquired after each reteach Strategy's Expected Result/Impact: Scholars who do not do well on the first teach, will receive additional instruction. Staff Responsible for Monitoring: Admin/department chairs ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: 100% of core content teachers will analyze how the standards are tested to inform essential instructional moves, deconstruct the standard, and identify the verbs and nouns. This will take place on Monday's during their PLC time. This is noted by the lesson frames in their lesson plans. Strategy's Expected Result/Impact: Teachers will gain a deeper understanding of the standard Staff Responsible for Monitoring: Department Chairs TEA Priorities: Build a foundation of reading and math, 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 Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: By the end of the 2024-2025 school year, 80% of core content teachers will conduct small-group instruction within their classes during the "You-do" section of their lesson Strategy's Expected Result/Impact: Scholars will receive individual assistance with concepts they did not master during the "I-do" and "we-do" portion of the first teach. Staff Responsible for Monitoring: admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: MMS 8th grade ELA scored 21% less in 2024 than they did on the 2023 ELA STAAR. Root Cause: The administration did not ensure everyone was on the same page regarding systems and expectations. [Established this by creating expectations with the team. Previously, the administration maintained expectations even when fielding complaints and resistance.]
Problem Statement 2: MMS 8th grade Math scored 17% less in 2024 than they did on the 2023 Math STAAR Root Cause: Failure to address the qualitative data which proved a lack of understanding and adherence to internalization protocols.

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, MMS will communicate with 100% of our families weekly, using multiple communication methods.

High Priority
HB3 Goal
Evaluation Data Sources: Parent engagement surveys, newsletter views, and message activity in Talking Points.

Strategy 1 Details		Reviews			
Strategy 1: MMS Will send a weekly newsletter to all families Strategy's Expected Result/Impact: Families will remain engaged with the campus. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue					

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

Performance Objective 1: By the end of the 2024-2025 school year, MMS will provide multiple opportunities for all parents to interact with the campus. Using in-person and virtual meetings, 80% of MMS families will engage in opportunities with MMS.

High Priority
Evaluation Data Sources: Surveys, sign-in sheets, communication logs

Strategy 1 Details	Reviews			
Strategy 1: By the end of the 2024-2025 school year, MMS will host two events in the fall and two in the spring. Strategy's Expected Result/Impact: Parents will develop a connection to the campus Staff Responsible for Monitoring: Principal Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 62% of people who responded to the principal perception survey indicated that MMS had a positive working environment. Root Cause: Staffing issues with the administrative team and a disconnect between teaching staff and administration.

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, 100% of MMS scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports

High Priority
Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
Strategy 1: By the end of the 2024-2025 school year, 100% of students at MMS will receive a chromebook. Strategy's Expected Result/Impact: Scholars will access the digital curriculum Staff Responsible for Monitoring: AP/Department Chairs TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: MMS Had an increase of 11% in their discipline referrals during the 2023-2024 School Year Root Cause: The administration did not monitor qualitative and quantitative data which indicated that teachers needed additional training on tier 1 teaching

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: MMS will ensure that all building entries/exits are secured at all times, that the installation of security doors in the front office is completed, and that security cameras are properly functioning.

Evaluation Data Sources: Emergency Drill exit/entry times

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: The Campus Police Officer and security officer will check each of our 29 doors four times every day.

High Priority

Evaluation Data Sources: Observations

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

Performance Objective 1: At the end of the 2024-2025 school year, 80% of staff members will recommend MMS as a place of employment to a friend.

High Priority

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
Strategy 1: MMS will highlight a monthly spotlight teacher to celebrate teacher and student growth Strategy's Expected Result/Impact: This will increase morale Staff Responsible for Monitoring: Principal/API ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: At MMS, the leadership team will schedule and execute monthly staff appreciation events, including themed appreciation days and Teacher of the Week/Month/Year Strategy's Expected Result/Impact: Increased Morale Staff Responsible for Monitoring: Admin/Restorative Coordinator TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: During the 2024-2025 school year, the MMS administrative team will partner with the Region 13 Leadership Collaborative Network. Strategy's Expected Result/Impact: The administrative team will engage with fellow leaders, benefiting from shared insights and experiences. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: By the end of the 2024-2025 school year, 100% of MMS core content teachers will receive aggressive monitoring and small group-instruction training once a month during their Wednesday PLC meeting. Strategy's Expected Result/Impact: Teachers will become proficient at running small groups and completing aggressive monitoring within their classes. Staff Responsible for Monitoring: Interventionist	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: MMS 8th grade ELA scored 21% less in 2024 than they did on the 2023 ELA STAAR. Root Cause: The administration did not ensure everyone was on the same page regarding systems and expectations. [Established this by creating expectations with the team. Previously, the administration maintained expectations even when fielding complaints and resistance.]
Perceptions
Problem Statement 1: 62% of people who responded to the principal perception survey indicated that MMS had a positive working environment. Root Cause: Staffing issues with the administrative team and a disconnect between teaching staff and administration.

Manor Independent School District
Early College High School
2024-2025 Campus Improvement Plan



Mission Statement

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Mission

Manor Early College High School provides those students who have been historically underrepresented in higher education the opportunity to earn a high school diploma and associate degree through rigorous academic coursework and well-planned systems of support.

Vision

Vision

We envision that every MECHS graduate will not only earn a high school diploma and 60 transferable credit hours, but will also embrace a culture of intellectualism, social awareness, and productive citizenry.

Value Statement

A bar of very high expectations is set for the students of Manor Early College High School. These expectations extend to our student's character, academics, attendance, and discipline. The deepest forms of learning take place in a setting that develops students' self-discipline and self-advocacy.

The ECHS learning community also pushes students to acquire the soft skills necessary to be successful in any social context - respect, professionalism, punctuality, communication, as well as compliance with standards and policies.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Although MECHS has experienced success in academics and college readiness since its inception, as we continue to grow, we are able to identify specific needs that require continued focus. The two areas that need refinement are in the area of college readiness soft skills (such as time management, critical reading, turning in work in on time/in advance, etc.) and language supports for ELL students. This requires a whole-campus approach and vertical alignment amongst all classes from 9th through 12th grade.

Demographics

Demographics Summary

Manor Early College, Manor High School, and Manor Senior High School are considered one school for the purposes of state accountability, and the demographics across all 3 campuses remain similar in terms of diversity. MECHS student population is 65% Hispanic, 25% Black-African American, 5% White, 3% Asian, and 2 % of two or more groups. The current demographics of the MECHS teaching staff are 57% White, 32% Hispanic, and 7% African American, and 3% Asian. Including the administration and support staff, the MECHS staff is 64% female and 36% male; 47% hold a Bachelor's Degree, 41% hold a Master's Degree, and 87% of teachers are certified in more than one content area.

Because MECHS is a dual-credit program and a good portion of our classes are taught by ACC professors, the staff of MECHS is small in comparison to its student population. With only 20 teachers, the school has a current student-to-teacher ratio of 31:1. The school boasts a high retention rate and the staff go above and beyond to ensure that our students are successful and supported throughout their academic journey.

100% of MECHS seniors graduate and have postsecondary plans.

54% of MECHS seniors graduate with an Associates Degree before they receive their high school diploma.

Demographics Strengths

- MECHS has a diverse population of students when it comes to race, economical status, and gender, and our student body represents the diverse population of the Manor ISD community.
- MECHS parent and community partnerships are a distinct strength worth noting. The school actively embraces opportunities to build relationships with parents and other business partners for the benefit of our students. Parents are supportive of school and student activities.
- MECHS learning community members embrace our culture and endorse the three core pillars of the citizenry, research, and leadership.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographics of the teaching staff do not mirror that of the student body. The school needs to build diversity among its staff as it continues to grow in size. **Root Cause:** High retention rates mean that teachers return year after year and the demographics stay the same. When teachers do leave, the school is lacking partnerships with local teacher preparation programs to find diverse replacements.

Problem Statement 2: 52% of our MECHS freshmen who have not passed reading portion of TSI test are EB students. The areas that they are struggling most are text comprehension, complex inferencing, and vocabulary. **Root Cause:** Our ELL scholars struggle with text comprehension due to limited academic vocabulary and its usage in their daily interactions.

Problem Statement 3: 54% of our MECHS juniors have not passed Math TSI. This is a 17% increase from the previous cohort. **Root Cause:** Our students struggle with deeper conceptual understanding and application of mathematical principals across content areas. Post-COVID numbers indicate a large gap in mathematical reasoning skills from middle to high school. Several students experienced a disruption in math learning due to lack of a math teacher.

Student Learning

Student Learning Summary

Historically, MECHS has led the district in performance on state assessments and college readiness.

As of the 2023-24 school year,

- 94% of eligible students have passed the Biology STAAR

	Total # of first time testers	Total # of first time testers who passed	Percentage of first time testers passing
2023	147	142	97%
2024	164	154	94%

- 89% have passed Algebra 1 STAAR

	Total # of 1st Time Testers	Total # of 1st time testers who passed	Percentage of first time testers who passing
2023	168	129	77%
2024	152	136	89%

- 86% have passed English 1 STAAR

	Total # of 1st Time Testers	Total # of 1st time testers who passed	Percentage of first time testers who passing
2023	206	181	88%
2024	153	132	86%

- 98% have passed the English 2 STAAR

	Total # of 1st Time Testers	Total # of 1st time testers who passed	Percentage of first time testers who passing
2023	150	145	97%
2024	134	134	100%

- 99% have passed the US History STAAR.

	Total # of 1st Time Testers	Total # of 1st time testers who passed	Percentage of first time testers who passing
2023	141	138	98%

	Total # of 1st Time Testers	Total # of 1st time testers who passed	Percentage of first time testers who passing
2024	131	130	99%

- 70.7% of students are TSI complete for Reading and Writing, making them eligible to take non-math dual credit courses.

MECHS has 21% at risk, 39% English Language Learners, 10.4% receive 504/Special Education services.

Student Learning Strengths

- MECHS students did well on TSI, and most STAAR Assessments.
- MECHS students are doing very well applying for colleges and scholarships and received \$15 million in academic scholarships.
- 100% of MECHS students in the Class of 2024 graduated with their high school diploma and 89% are attending an accredited university

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on STAAR and TSI data, as well as student & teacher artifacts, scholars are struggling to comprehend texts and derive meaning to make complex inferences. Teachers are not consistently planning guided practice into their lessons in order to enhance student metacognition. As a result, students are not able to internalize the reading process when tasked to engage with a text independently. **Root Cause:** Teachers have increased their use of modeling and think alouds to demonstrate the metacognitive process during the "I do" portion of the gradual release model. However, students are still lacking in their grade-level academic soft skills and academic vocabulary needed to make complex inferences.

Problem Statement 2: Students are struggling to succeed in dual credit classes due to not engaging in critical academic reading, missing deadlines, classes, and lack of note-taking skills. **Root Cause:** MECHS students are lacking adequate organizational skills, note-taking skills, and academic discipline to be successful in dual credit classes and MECHS courses for all grades 9-12 grade levels.

Problem Statement 3: 13% of rising sophomores require intervention to pass the Algebra I and English I STAAR exam, and 4% of rising juniors require intervention to pass the Algebra I STAAR exam. **Root Cause:** Students have academic gaps from the previous years due to a lack of basic academic math skills . This lack of skills has created some barriers to learning and require more effective interventions.

School Processes & Programs

School Processes & Programs Summary

Instructional Processes:

Manor Early College follows Manor ISD Curriculum and Instruction processes along with Austin Community College's dual credit curriculum for Associates of Arts in General studies. MECHS teachers receive training in Pre Advanced Placement and Advanced Placement professional development.

Personnel Processes:

Manor Early College teachers and professors are expected to follow the MISD curriculum and TEA code of conduct and stay connected with students, parents, and MECHS administrators. Teachers are expected to have clear and transparent communication with parents and students and post information online.

During our PLCs, RTI meetings, and In-service days, MECHS helps teachers receive professional development and curriculum support.

Organizational Processes:

MECHS has a very good RTI process that we use effectively to evaluate students' growth. It includes analyzing student attendance, grades, and effort

School Processes & Programs Strengths

- MECHS is following a very effective RTI process where teachers meet as a team per grade level and analyze student data every two weeks. They look at student attendance, grades, and the level of effort that students exhibit during class and beyond to determine interventions and support needed for students' progress.
- MECHS students take dual credit classes towards their completion of 20 ACC classes with an end goal of earning a college associate degree in General Studies.
- In addition to earning an associate degree, MECHS students also have an opportunity to earn Level 1 certificates in engineering, IT, and medical science.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 13% of rising sophomores require intervention to pass the Algebra I and English I STAAR exam, and 4% of rising juniors require intervention to pass the Algebra I STAAR exam. **Root Cause:** Students have academic gaps from the previous years due to a lack of basic academic math skills . This lack of skills has created some barriers to learning and require more effective interventions.

Problem Statement 2: Not all students are adequately prepared for the academic rigor of dual credit courses. **Root Cause:** We need to do more work towards vertically aligning our PLCs with ACC professors and college expectations.

Problem Statement 3: Intervention and tutorials for college classes is not always timely and consistent. As a result, students drop out or perform poorly in their college classes **Root Cause:** Not all professors provide updates on students academic performance, share office hours, or attendance in consistent and timely manner.

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Problem Statement 4: It is difficult to find qualified teachers and staff that resemble the student body demographics of MECHS. **Root Cause:** There is not yet an established

partnership with UTeach and other local teacher and staff preparatory programs.

Perceptions

Perceptions Summary

MECHS Student Culture

A bar of very high expectations is set for the students of Manor Early College High School. These expectations extend to our students' character, academics, attendance, and discipline. The deepest forms of learning take place in a setting that develops students' self-discipline and self-advocacy. The ECHS learning community also pushes students to acquire the soft skills necessary to be successful in any social context – respect, professionalism, punctuality, communication, as well as compliance with standards and policies.

Teacher and Staff Culture

Manor Early College High School promotes a mindset where teachers and staff truly believe that each student can succeed by working hard. Every student should be encouraged, helped, and guided to get the best of their high school and college experience.

We value our students and their families because we truly believe that for students to be successful at MECHS, parents should be very involved in their child's education.

Perceptions Strengths

- Parents and community perception is that Manor Early College students need to be very hardworking in order to be in the program. They also believe that students should be responsible and have great time management in order to be successful students at MECHS. It helps the culture of MECHS.
- Teachers believe that students need to meet the expectations of being hardworking and organized.
- Professors believe that MECHS students come prepared the same as traditional students and they do not lower the expectations and standards of their college classes for MECHS students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Most students and families who apply for MECHS are unaware or misinformed about the purpose or requirements of the ECHS program. **Root Cause:** Most first-generation families are unfamiliar with collegiate terminology or processes. The program's purpose and demands are not fully understood by middle school counselors or teachers who are promoting the program to students and families.

Problem Statement 2: Some ACC professors are not familiar with how the Early College program works and who dual credit students are, and assume that they are to be treated the same way as traditional students. **Root Cause:** The rising numbers of dual credit students create the lack of professors who are familiar with child development and know how to work with teenagers. As a result, dual credit classes are taught by professors who are not familiar with the ECHS model and logistical expectations hurt our students.

Priority Problem Statements

Problem Statement 1: Based on STAAR and TSI data, as well as student & teacher artifacts, scholars are struggling to comprehend texts and derive meaning to make complex inferences. Teachers are not consistently planning guided practice into their lessons in order to enhance student metacognition. As a result, students are not able to internalize the reading process when tasked to engage with a text independently.

Root Cause 1: Teachers have increased their use of modeling and think alouds to demonstrate the metacognitive process during the "I do" portion of the gradual release model. However, students are still lacking in their grade-level academic soft skills and academic vocabulary needed to make complex inferences.

Problem Statement 1 Areas: Student Learning

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
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments 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
- 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
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure 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 May 2025, 70% of MECHS incoming 9th grade students will pass TSIA2 Reading and Writing.

High Priority

HB3 Goal

Evaluation Data Sources: Class of 2028 size data

Number passing TSI of this groups and number that did not pass

TSI retakes and passing rates

Number of class of 2028 taking dual credit courses

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Summer Bridge for TSIA Reading and Writing Strategy's Expected Result/Impact: Incoming freshmen will learn success strategies and take the TSIA test. Multiple opportunities to take the test will be provided so that students are ready for their first college class. Staff Responsible for Monitoring: Principal, API, summer bridge teacher ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All TSIA non-passers will be assigned to the TSIA prep course where they will receive instruction and intervention focused on performance data. Strategy's Expected Result/Impact: Students assigned to a TSIA prep course provides non-passers more strategies and multiple attempts to pass the TSIA2. Once students pass, they will be enrolled in a college class. Staff Responsible for Monitoring: TSIA teacher (s), Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 2: By May 2025, 75% of MECHS EB-identified students will receive language and learning support to improve their reading and writing mastery in all core non-dual-credit courses.

High Priority

HB3 Goal

Evaluation Data Sources: Class size and the number of EB per grade

Students scheduled for TSI as appropriate, to include any EB student not passing TSI

Grades - success

Strategy 1 Details	Reviews			
Strategy 1: Professional Development for teachers to focus on best EB instructional practice and strategies. Strategy's Expected Result/Impact: Teachers will receive targeted strategies to support EB students in reading and writing in October. Teachers will include EB strategies in lesson plans and strategies will be observable during walkthroughs. Staff Responsible for Monitoring: Teachers, Admin team - T-TESS walkthroughs and lesson plans TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use the MECHS RTI protocol to identify, address, and monitor individual student progress. Strategy's Expected Result/Impact: Teachers will discuss and identify students needing targeted instruction and support in order to provide scaffold learning for these students. Staff Responsible for Monitoring: Teachers, Admin team - RTI meeting notes TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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No Progress



Accomplished



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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 May 2026, 90% of incoming 9th - 12th grade EB students will be enrolled in at least one dual-credit course.

High Priority

HB3 Goal

Evaluation Data Sources: TSIA scores - data

Class size plus the number of EB students by grade level

Dual credit classes plus the number of B students by grade level taking college classes

Grades for dual credit courses by grade level plus number EB students passing/not passing

Strategy 1 Details	Reviews			
Strategy 1: Professional Development for teachers in incorporate best practices (AVID strategies) to improve reading and writing skills needed for college readiness. Strategy's Expected Result/Impact: PD specific to WICOR and skills needed for college readiness will provide teacher strategies for reading and writing that will improve student success in college classes. Staff Responsible for Monitoring: Admin team, AVID team, teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Implementation of Summer Bridge for TSIA Reading and Writing Strategy's Expected Result/Impact: EB students will have multiple opportunities to take the TSIA. and succeed. EB students will learn success strategies for ECHS and for college. Staff Responsible for Monitoring: Admin team, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All TSIA Non-passer are assigned to the TSI prep course where they will receive instruction and interventions focused on performance data. Strategy's Expected Result/Impact: EB students are provided multiple attempts to taker/retake and pass the TSIA and learn new strategies to be successful. Staff Responsible for Monitoring: TSIA teachers, Admin team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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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 May 2025, 95% of MECHS students will pass Algebra I STAAR test.

High Priority

HB3 Goal

Evaluation Data Sources: EOC Alg scores by grade level
Number of student by grade level who have not passed
Non passers are scheduled into TSIA Alg
Data from classroom exams- ie. Alex use

Strategy 1 Details	Reviews			
Strategy 1: Incorporate the STAAR review into the Algebra 2 curriculum. Strategy's Expected Result/Impact: Year long EOC Alg 1 support in Algebra 2 will provide students additional opportunity to learn and be able to pass the Alg I EOC exam. The use of Ales as a resource adds additional targeted learning. Staff Responsible for Monitoring: Alg 2 teacher, Admin team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Provide targeted tutorials by strategically scheduling identified studens in an advisory period with a math content teacher. Strategy's Expected Result/Impact: Utilizing math teachers and targeted students needing support during advisory period will provide additional opportunities to be successful on the EOC Algebra exam. Staff Responsible for Monitoring: Math teachers , Admin team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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No Progress



Accomplished



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Discontinue

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

Performance Objective 5: By May 2025, 95% of incoming seniors will have passed the TSIA2 for Math and be enrolled in a dual-credit math course.

High Priority

HB3 Goal

Evaluation Data Sources: TSIA Math scores for seniors
Number of seniors taking dual credit math classes and grades
Number of current MECHS seniors: 136

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Summer Bridge for incoming 9th graders for TSIA Math Strategy's Expected Result/Impact: Summer Bridge provides TSIA math to support uncreased numbers of opportunities to retake the TSIA and to provide them the eligibility to take colelge math. Staff Responsible for Monitoring: Principal, Admin team, teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Incorporation of TSIA prep into the Alg 2 curriculum Strategy's Expected Result/Impact: A year long targeted focus to increase students passing TSIA math will increase number who are eligible to take college math. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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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 6: 100% of students will receive regular support and accountability from a MECHS teacher for each dual credit class throughout the school year to increase course completion and lower the college class withdrawal rate by 20%.

High Priority

HB3 Goal

Evaluation Data Sources:

Master schedule

PCC 4 tracking of senior progress

Number of students and number of scholarships received; scholarship amounts

Strategy 1 Details	Reviews			
Strategy 1: Every student enrolled in sn dual credit course will be assigned a MECHS teacher for a Path to College and Career course (PCC) and Advisory or AVID and Advisory. The PCC class will meet on Fridays and school days when college is not is session. Strategy's Expected Result/Impact: Students in PCC and Advisory or AVID and Advisory will have their college syllabus reviewed, completed assignments reviewed, grades checked so that grades improve and course success increases. The goal is to reduce/eliminate college course withdrawals or failures. Staff Responsible for Monitoring: PCC, AVID, Advisory teachers, Admin team 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 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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0%

No Progress

100%

Accomplished

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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 7: The percentage of graduates that meet the criteria for CCMR will increase from 48% to 90% by the class of 2028 - (Class of 2023 - 55%, Class of 2024 - 75%, Class of 2025 - 80%, Class of 2026 - 85%, Class of 2027 - 90%)

High Priority

HB3 Goal

Evaluation Data Sources: PCC 4 class data of senior college applications
 Scholarship list of and number seniors applied for and received
 Apply Texas data
 Common Application data
 CCMR Tracking data by year
 TEA CCMR data by year

Strategy 1 Details	Reviews			
Strategy 1: All MECHS seniors will be enrolled in the MECHS Pathways to College and Career classes, where they will receive support to actively apply to universities and their scholarships. Strategy's Expected Result/Impact: All seniors will apply for a minimum of 3-4 colleges and utilize the class to learn about financial aid and apply for scholarship, ensuring their pathway after high school and college. Staff Responsible for Monitoring: PCC teachers, AVID teachers, Principal, CCMR TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Goal 2: By 2026, 100% of MECHS 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 SY 2025, 100% of parents an students will be informed of upcoming informational meetings and important campus events at least two weeks in advance throughout the year.

High Priority
Evaluation Data Sources: Calendared events and sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: MECHS will host regular parent meetings (MECHS Open House, quarterly parent information meetings, etc.) Strategy's Expected Result/Impact: Increased parent attendance (sign in sheets) will occur due to regularly scheduled events that include students and vital information. Staff Responsible for Monitoring: SGA, principal, admin team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All meetings and upcoming events will be posted to the campus website and sent via Remind. Strategy's Expected Result/Impact: Having information on our school website as well as notification by phone make MECHS information readily available. Parents will have notifications about events quickly. Staff Responsible for Monitoring: Principal, Remind data, coordinator for events ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: House meetings will be held every three weeks during the school year to provide students with timely information about academics, attendance, expectations, available supports, upcoming deadlines, and extracurricular opportunities. Strategy's Expected Result/Impact: Scheduled House meetings provides students with timely information to support academics, attendance, expectations, available supports, and deadlines in order to plan, complete work, and meet deadlines. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By May 2025, 100% of MECHS teachers and staff will be trained by Social Worker/Campus counselor on violence prevention and mental health support strategy.

High Priority

HB3 Goal

Evaluation Data Sources: Violence Prevention/Mental Health Support PD, sign in sheet
Social Worker referrals

Strategy 1 Details	Reviews			
Strategy 1: Regular weekly MTSS meetings with admin and social worker. Strategy's Expected Result/Impact: Teacher and social worker collaboration, social worker referral as needed, grade level core data and success rate Staff Responsible for Monitoring: Social Worker Admin 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 - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Offer PD on mental health support and strategies to MECHS teachers throughout the year. Strategy's Expected Result/Impact: Increased knowledge of mental support needs to better take care of students. Staff Responsible for Monitoring: CIS, Social Worker, Admin team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Weekly focus for campus activities to focus on mental health awareness. (Mental Health Fair, Advisory Presentations, Interactive presentations, etc.) Strategy's Expected Result/Impact: Build awareness across the school. Staff Responsible for Monitoring: Social Worker Health vendors, Clubs, organizations Teachers and Admin team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Support student-led organizations that provide safe spaces for student voice. Strategy's Expected Result/Impact: Increase club and organization involvement and voice in activities across the school. Provide meaningful activities for students to be engaged in. Staff Responsible for Monitoring: Club sponsors, club leadership and membership Admin team CIS and Social Worker ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Goal 3: By 2026, MECHS will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

Performance Objective 2: By 2025, 100% of MECHS students will receive MYSS support from their teachers and administration based on student performance data, with 90% showing marked improvement in their academics.

High Priority
HB3 Goal
Evaluation Data Sources: MTSS meetings, agendas, notes, student grades, percent of students passing core classes

Strategy 1 Details	Reviews			
Strategy 1: Weekly MTSS meetings will be held using student performance data to evaluate student support needs. Strategy's Expected Result/Impact: Increased communication, collaboration, and support for students, CIS, Social Worker, Admin team and Teachers. Staff Responsible for Monitoring: Teachers, social worker, Admin team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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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: For SY 2024-25, MECHS will maintain the yearly TEA ECHS designation status.

High Priority
HB3 Goal
Evaluation Data Sources: ECHS Blueprint and data to support the Blueprint

Strategy 1 Details	Reviews			
Strategy 1: Continue MOU partnership with Austin Community College for the 2024-25 and 2025-26 SY. Strategy's Expected Result/Impact: Satisfies the TEA ECHS designation status, access to dual credit courses, opportunities for Level 1 certificate programs. Staff Responsible for Monitoring: Principal, Admin team, data TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
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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 the SY 2024-25 , MECHS will increase enrollment in workforce level 1 certificate program by 60%.

High Priority

Evaluation Data Sources: Collaboration with and agreement with ACC on certification and credentialing that supports associate degrees

Strategy 1 Details	Reviews			
Strategy 1: Actively promote the level 1 certificate programs though House meetings, classroom visits to promote the programs, parent/community informational meetings, and campus website. Strategy's Expected Result/Impact: Increased awareness of the availability of certification programs should results in an increased enrollment and students graduating with level 1 certificates Staff Responsible for Monitoring: Principal, ACC, Admin team (and counselor) TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: By the end of SY 2024-25, MECHS will build and maintain a collaborative partnership with an international school to offer a cultural learning exchange.

High Priority
Evaluation Data Sources: MOU with international school, Student Products

Strategy 1 Details	Reviews			
Strategy 1: Hold regular meetings with campus leaders to establish the program objectives. Strategy's Expected Result/Impact: Increased exposure to different learning modalities and cultures. Staff Responsible for Monitoring: Principal, International School (IS), MECHS teachers and IS teachers, students of both schools. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 4: By the end of SY 2024-2025, MECHS students will utilize online ACC tutoring (Upswing), ACC tutorials through the Learning Lab, and advisory tutorials, and specific content-specific tutorials to increase their academic performance.

High Priority
Evaluation Data Sources: Advisory tutorials, content-specific attendance logs, grades - scheduled daily

Strategy 1 Details	Reviews			
Strategy 1: Promote tutorials through regular announcements and MTSS support meetings, advisory presentations, and campus newsletter. Strategy's Expected Result/Impact: Increased grade average and STAAR scores Staff Responsible for Monitoring: Admin, teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: By the end of SY 2025, collaboratively cultivate a culture of environmental awareness and safety awareness through school activities.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Each organization will promote environmental and safety awareness-options are posters, safety awareness week, drills
Clubs/organization activities - organization -poster competition
Teacher activities to promote college/career going culture - teachers promote their college -door decorating
School safety awareness week - bring in speakers
School beautification activities - clean up campus (SGA)

Strategy 1 Details	Reviews			
Strategy 1: Actively promote MECHS college/career going culture, promote clubs/ organizations, teacher and school activities that promote environmental and safety awareness. Strategy's Expected Result/Impact: Student engagement, teacher engagement in building a culture of awareness Staff Responsible for Monitoring: club sponsors, Admin team, teachers and students TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will collaboratively develop a college and career going awareness and culture through the lense of their college. Strategy's Expected Result/Impact: College culture, enhanced awareness and knowledge of a multitude of colleges and careers. Staff Responsible for Monitoring: Teachers, Admin team, all office personnel and their areas. TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.

Performance Objective 1: By the end of the first two years of being hired, newly hired MECHS employees will receive two years of mentor support.

High Priority

HB3 Goal

Evaluation Data Sources: Mentors assigned to new teachers, new teachers, PLCs, conference periods, lesson plans
Mentors will meet with their new teachers weekly during their first semester to discuss planning, resources, walkthrough feedback, passing rates, parent conferencing, and instructional strategies.
During the second semester, the mentor and teacher will meet at least monthly to continue discussing instructional strategies, planning, walkthrough feedback, and other areas as needed.
Year 2, mentors and new teachers will continue to meet monthly to discuss student data, classroom planning, feedback received during walkthroughs and other informaton relevant to the new teacher.

Strategy 1 Details	Reviews			
Strategy 1: MECHS new teachers will be assigned 2 mentors: an administrator and a content/pedagogy teacher. Regular meetings will be scheduled to ensure communication and support of the mentee. Strategy's Expected Result/Impact: Teachers who are supported regularly will be prepared for the classroom, have routines and procedures in place, and will engage students in learning. Staff Responsible for Monitoring: New teachers, mentors, T-TESS observations, lesson plans, Academic Dean TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.

Performance Objective 2:

By the end of 2024-25, 100% of MECHS teachers will receive training in best practices (EB strategies, data strategies, AP and Pre-AP strategies, classroom engagement strategies through PLC, faculty meetings, and district trainings) and will be able to implement these strategies with increasing regularity throughout the SY, with 60% adoption.

High Priority

HB3 Goal

Evaluation Data Sources: PD agendas and sign in sheets, T-TESS observations, lesson plans, PLC meetings, AP Classroom Data

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development at strategic times throughout the year to maintain learning and implementation. Strategy's Expected Result/Impact: Support teachers in developing strong instructional practice that engage students with increased student learning. Staff Responsible for Monitoring: Teachers, Admin team, student grades, assessment results TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Develop a schedule for regular PLCs that align horizontally with grade levels as well as with college professors to ensure effective planning and support. Strategy's Expected Result/Impact: PLCs provide teachers the opportunity to grow in instruction and practice as well as to collaborate on alignment of curriculum and support the high school/college alignment to ensure students success in both worlds. Staff Responsible for Monitoring: Teachers, Academic Dean, Admin team, T-TESS observations, student grades TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.

Performance Objective 3: By the end of 2024-25, the department chairs will create a more positive faculty culture during staff meetings by celebrating their staff achievements.

High Priority

Evaluation Data Sources: Staff meeting agendas
PLC meeting agendas

Strategy 1 Details	Reviews			
Strategy 1: Develop a staff meeting calendar that shares the department who will celebrate their staff achievements. Strategy's Expected Result/Impact: Having department chairs celebrating their staff's achievement will increase staff recognition and improve the culture in each department and across the staff. Staff Responsible for Monitoring: Principal, Department Chairs. Admin Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Develop a PLC calendar that shares the department that will celebrate their staff and student achievements. To build our solid cultural foundations on our campus, we host at least 2 events per semester where students and teachers participate and celebrate student achievements together. To build instructional foundation on our campus, we model and provide trainings for our teachers during faculty meetings and PLCs. I do around 10 walk-throughs per week. I observe each teacher at least 2 times a month. We have total 20 teachers. I meet with 5 teachers per week and provide face-to-face feedback. I also meet with all teachers every 6 weeks to go over their individual student data. The rigor and management trajectories that we are focusing on this year are Questioning techniques that our teachers are using during their classes, also gradual release, and for students: asking and receiving help from tutoring provided at our and ACC campuses. Strategy's Expected Result/Impact: Having department chairs celebrating their staffs' and students achievement will increase staff recognition, create a sense of achievement, and improve the culture in each department and across the staff. Staff Responsible for Monitoring: Principal, Department Chairs, Admin Team, Teachers Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Child Abuse and Neglect	Human Resources	10/7/2024	Dr. Christopher Harvey	10/7/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Support Officer	1/28/2025	Dr. Christopher Harvey	10/7/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/13/2024	Dr. Christopher Harvey	10/7/2024

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

****Circle Practice:****

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

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

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

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

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

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

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

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

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

Demographics

Demographics Summary

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

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

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

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

Demographics Strengths

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

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

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

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

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

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

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

English I

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

English II

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

Algebra I

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

Biology

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

US History

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

School Progress: Academic Growth RLA and Math		
	Points Earned	Calculated

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

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

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

Reading/Language Arts (RLA)

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

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

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

Reading/Language Arts (RLA)

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

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

Student Learning Strengths

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

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

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

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

student experience.

School Processes & Programs Strengths

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

1. Diverse Academic Opportunities:

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

2. Career-Focused Education:

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

3. Targeted Support Programs:

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

4. Inclusive and Adaptive Special Education:

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

5. Rich Fine Arts and Athletics Programs:

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

6. Comprehensive Campus-Wide Initiatives:

- Initiatives such as Capturing Kids' Hearts, AVID, Restorative Practices, PBIS, and Writing Across the Curriculum demonstrate a focus on building a⁵⁰¹ positive school culture, enhancing student engagement, and improving academic outcomes.

7. Commitment to Continuous Improvement:

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

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

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

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

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

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

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

Goals

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

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

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

High Priority

HB3 Goal

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

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



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

Evaluation Data Sources: Increase implementation of research based/identified Tier I instructional strategies, by 10%, as measured by campus walkthroughs (formal and informal) from August to December.
Increase in student growth to the next performance level by all students and student groups (At-Risk, failing, ED, EB, 504, SPED, GT).

Strategy 1 Details	Reviews			
Strategy 1: Provide differentiated instruction in small groups daily in all core content areas to close achievement gaps and promote student engagement through the use targeted intervention and acceleration. Strategy's Expected Result/Impact: Increased assessment scores and student academic growth. Staff Responsible for Monitoring: Administrators, Classroom Teachers & Students. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: By May 2025, Manor High (MECCA) will improve the instruction and intervention through the analysis of data of CFAs every three weeks in professional learning communities as evidenced in a change in formative indicators. Strategy's Expected Result/Impact: Data analysis will provide detailed information regarding student academics in order to support informed instructional decision making. Staff Responsible for Monitoring: Administrators, Classroom Teachers, Interventionists & Students. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: By May 2025, Manor High (MECC) will improve community engagement, communication & innovation as a means of increasing participation and engagement in campus activities by offering multiple opportunities for support and information for parents and all students as evident through our indicators of success.

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

Strategy 1 Details	Reviews			
Strategy 1: A monthly newsletter will be sent to parents, providing updates and information regarding scholars' progress, upcoming events, and important announcements. Strategy's Expected Result/Impact: Increase in parent engagement, supporting student growth towards obtaining the attributes of the profile of a graduate and improved attendance. Staff Responsible for Monitoring: Administrators, Teachers, Counselors, Parents & Students. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: By May 2025, teachers and staff will enhance communication with parents by actively utilizing Talking Points, a platform designed to foster parent engagement. This increased communication is expected to lead to improved attendance and greater participation in school activities. Teachers and staff will send regular updates regarding student progress, upcoming events, and important deadlines. Staff will also use the platform to respond to parent inquiries within 24-48 hours, ensuring prompt and supportive communication. Strategy's Expected Result/Impact: Increase in parent engagement, supporting student growth, and improved attendance. Staff Responsible for Monitoring: Administrators, Teachers, Counselors, Parents & Students. 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
				510



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: By May 2025, Manor High School (MECCA) will strengthen community partnerships with key organizations like: Life A New, Integral Care, Daybreak, TCHATT, Cary, Safe Alliance, and Whole Child. These partnerships will provide students with critical resources, including mental health counseling, conflict resolution support, career guidance, and overall well-being initiatives. Each event will be designed to connect families with these services, ensuring students have the support they need to thrive academically and personally.

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

Strategy 1 Details	Reviews			
Strategy 1: Host at least four events, workshops, or volunteer opportunities aimed at engaging families and community partners. These events will focus on addressing essential student needs such as mental health support, career readiness, and social services. Strategy's Expected Result/Impact: Increase in community engagement providing support to students that will result in an increase of student and staff moral Staff Responsible for Monitoring: Administrators, Restorative Coordinator, Teachers, Counselors, Social Workers TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: By May 2025, all resource allocations within Manor High (MECCA) will be aligned with the top priorities for scholar success, ensuring that resources are directed toward high-impact academic programs and support services

Strategy 1 Details	Reviews			
Strategy 1: Engage faculty, staff, scholars, and parents in surveys and focus groups to identify the top priorities for scholar success. Strategy's Expected Result/Impact: Increase the use of District provided services and programs for Students, Staff, and Parents. Staff Responsible for Monitoring: Administrators, Restorative Coordinators, Counselors, Social Workers, Teachers, Students ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: By May 2025, Manor High (MECCA) will improve climate and culture by implementing PBIS strategies specifically promoting 4B's (Be Respectful, Be Responsible, Be Prepared, Be Safe), restorative practices/circles and CHAMPs increasing student ownership of behavior as evidenced through various data sources.

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

Strategy 1 Details	Reviews			
Strategy 1: By May 2025, student behavior will improve through PBIS implementation as evidenced by discipline indicators. Strategy's Expected Result/Impact: Student discipline will decrease as students are motivated to earn incentives. Staff Responsible for Monitoring: Administrators, Restorative Coordinator, Counselors, Teachers & Students. 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: Collaborate with local businesses and organizations such as Life A New to provide rewards students who meet attendance goals. Strategy's Expected Result/Impact: Student attendance will increase as students are motivated to earn incentives. Staff Responsible for Monitoring: Administrators, Attendance Clerk, Counselors, Teachers & Students. Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue 514				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: By May 2025, 90% of teachers will show measurable improvement in at least one focus area from the Get-Better-Faster Scope and Sequence, as indicated by student engagement observations, formal observation data and post-observation reflections. Improvement will be tracked through targeted feedback cycles and supported by coaching and practice clinics from leadership. Strategy's Expected Result/Impact: Increase of effective instructional practices which will increase student outcomes and growth. Staff Responsible for Monitoring: Administrators, Department Heads, Teachers. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: By May 2025, Manor High School (MECCA) will enhance instructional quality through job-embedded professional development focused on strengthening Tier I instructional strategies. This will be guided by the rigor trajectory from the Get Better Faster framework, ensuring that lessons are aligned with higher-order thinking and rigorous academic expectations. Success will be measured through improved student achievement, as evidenced by performance data on assessments, classroom engagement, and mastery of standards. Strategy's Expected Result/Impact: Clarity for teachers to determine how to provide instruction at the appropriate level of rigor to support students in making adequate instructional progress. Staff Responsible for Monitoring: Administrators, Department Heads, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				515



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:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Child Abuse and Neglect	Human Resources	10/7/2024	Dr. Christopher Harvey	10/7/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Support Officer	1/28/2025	Dr. Christopher Harvey	10/7/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/13/2024	Dr. Christopher Harvey	10/7/2024

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



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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

Ethnic Distribution:

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

There are currently seven students identified as Gifted and Talented.

There are currently 34 students identified as Emergent Bilingual students.

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

There are currently 12 students identified as receiving 504 services.

Demographics Strengths

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

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

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

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

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

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

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

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

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

Problem Statements Identifying Demographics Needs

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

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

Student Learning

Student Learning Summary

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

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

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

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

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

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

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

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

HB3 Goal

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

Strategy 1 Details		Reviews			
Strategy 1: By the end of the academic year, interventions and small group instruction will be implemented, with mandatory participation for identified students. Interventions will take place during dedicated instructional blocks and after-school tutoring sessions. Students will be identified for interventions based on formative assessments, progress monitoring data, and teacher observations, ensuring targeted support for those demonstrating academic gaps. Strategy's Expected Result/Impact: Targeted interventions that address specific learning needs. Staff Responsible for Monitoring: Teachers, Instructional coaches		Formative			Summative
		Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue					

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

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

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Offer mandatory interventions and small group instruction. Strategy's Expected Result/Impact: Targeted interventions that address specific learning needs. Staff Responsible for Monitoring: Teachers, Instructional coaches	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

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

Evaluation Data Sources: Student progress reports and promotion records.

Strategy 1 Details	Reviews			
Strategy 1: Supports will include differentiated instruction, small group interventions, and targeted tutoring. Teachers will receive ongoing professional development on creating and executing learning plans, with training sessions focusing on data analysis, intervention strategies, and progress tracking to ensure academic success. Strategy's Expected Result/Impact: Progress will be continuously monitored, and those needing additional support will receive interventions to ensure their readiness for the next grade level.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Hold events such as career day and cultural events to strengthen collaboration with families and partners. Strategy's Expected Result/Impact: Increased participation in events and family engagement. Staff Responsible for Monitoring: Administrator, counselor, parent liaison	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

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

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: Leverage communication platforms such as talking points, blackboard, email, and social media to reach a over 75% of our parents this school year.

Evaluation Data Sources: Feedback, increased engagement

Strategy 1 Details	Reviews			
Strategy 1: Promote school events, open houses, parent-teacher meetings, fundraisers, and community activities. Strategy's Expected Result/Impact: Increase parent and community involvement Staff Responsible for Monitoring: Administrator, parent liaison, campus communication rep	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use paid advertising to boost posts or run targeted ads to specific demographics and wider audience. Strategy's Expected Result/Impact: Increased visibility and awareness, enhanced communication, higher engagement, increased enrollment Staff Responsible for Monitoring: Administrator, parent liaison, campus communication rep.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 2: Ensure that 100% of our communication channels and content are accessible to everyone, including individuals with disabilities, and provide Spanish translations if necessary.

Strategy 1 Details	Reviews			
Strategy 1: Translate important announcements, newsletters, and key information into the languages that cater to the diverse linguistic backgrounds of students, parents, and community members. Strategy's Expected Result/Impact: Increased engagement and understanding among non-native English speakers. Staff Responsible for Monitoring: Administrator, parent liaison	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 3: Train 100% of staff responsible for communication to ensure they are well-versed in the strategy and tools. Provide ongoing support and resources to help them execute the plan effectively.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide in-person workshops, online courses, and resources to educate staff on best practices for effective communication. Strategy's Expected Result/Impact: Equipped staff members who have a clear understanding of the communication strategy, tools, and methods. They will be confident in their abilities to implement the strategy effectively, leading to consistent and high-quality communication. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Foster a culture of knowledge sharing and collaboration among staff members responsible for communication. Strategy's Expected Result/Impact: Enhanced communication skills through collective learning. Staff will benefit from each other's experiences and insights, leading to innovative approaches and a cohesive communication strategy. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Organize a minimum of three campus-wide cultural events to foster a more inclusive and diverse community.

Strategy 1 Details	Reviews			
Strategy 1: Organize diversity-themed events, where various cultural backgrounds are celebrated through events, discussions, and workshops.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 1: Develop transparent and data-driven resource allocation processes to ensure that all resources are distributed based on need and impact.

- Evaluation Data Sources:** Initial Training: Conducting comprehensive workshops and online training modules focused on the communication strategy, including tools like emails, newsletters, and communication platforms.
- Ongoing Support: Offering regular follow-up sessions, open office hours, and a help desk to provide continual support and address challenges.
- Resource Development: Providing staff with accessible guides, templates, and best practices for communication to ensure consistency and clarity.
- Monitoring & Feedback: Collecting feedback from staff to improve the training process and offering refresher courses as needed throughout the year.

Strategy 1 Details	Reviews			
Strategy 1: Consider factors such as student demographics, academic performance, and programmatic needs when allocating resources. Strategy's Expected Result/Impact: Equitable Resource Distribution, targeted support, improved student outcomes, enhanced program effectiveness, tailored professional development, and continuous improvement. Staff Responsible for Monitoring: Administration, Instructional Coaches, Admin assistant	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Integrate the provided teaching tools for teachers instructional practices, enhancing classroom engagement, fostering interactive learning experiences, and ensuring organized and effective teaching delivery. Strategy's Expected Result/Impact: Organization and preparedness, active learning environment, classroom engagement,	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: Implement an inclusive curriculum that reflects diverse perspectives and experiences, and addresses the needs of all students.

- Evaluation Data Sources:** Curriculum Review & Development: A diverse committee of educators and curriculum specialists will review and redesign the curriculum to integrate diverse perspectives, cultures, and experiences across all subjects.
- Professional Development: Providing teachers with targeted training on culturally responsive teaching strategies and the inclusion of diverse voices in their instruction.
- Ongoing Evaluation: Monitoring the effectiveness of the inclusive curriculum through student feedback, classroom observations, and assessments to ensure it meets the needs of all students.
- Resource Access: Equipping teachers with diverse materials, texts, and resources that reflect a wide range of perspectives, ensuring they have the tools necessary to foster an inclusive learning environment.
- Student Support: Implementing differentiated instruction strategies to address varied learning needs, including special education, emergent bilinguals, and students with specific cultural backgrounds.

Strategy 1 Details	Reviews			
Strategy 1: Provide training and professional development for educators on culturally responsive and equitable teaching practices. Strategy's Expected Result/Impact: Enhanced teaching skills, improved student engagement, continual growth and adaptation. Staff Responsible for Monitoring: Administrator, instructional coaches, teachers	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: Offer ongoing professional development opportunities for 100% teaching staff to enhance their skills, stay updated with innovative practices, and promote a culture of continuous learning.

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

Strategy 1 Details	Reviews			
Strategy 1: Create an environment where continuous learning is celebrated and encouraged. Recognize and showcase staff members who have successfully implemented new skills learned from professional development through observations and walkthroughs. Strategy's Expected Result/Impact: Culture of growth and enhanced collaboration Staff Responsible for Monitoring: Administrator, Instructional coaches	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 4: Invest in technology that supports blended learning for all students.

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all scholars and staff have access to the necessary devices and internet connectivity. Strategy's Expected Result/Impact: Equitable access, access to information and resources, enhanced learning opportunities Staff Responsible for Monitoring: Administrator, Instructional coaches, librariaa, teachers	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 5: Foster strong partnerships with over 75% of parents, caregivers, and community organizations to provide holistic support to scholars.

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

Strategy 1 Details	Reviews			
Strategy 1: Have parent liaison to work directly with families and community organizations, acting as intermediaries to identify family needs and connect them with the appropriate school and community resources. Strategy's Expected Result/Impact: Use attendance data from workshops, conferences, and events to track parent and community engagement levels, ensuring participation goals are met. Staff Responsible for Monitoring: Admin, parent liaison	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 6: Embrace a culture of continuous improvement, adapting strategies based on feedback and changing circumstances for all staff.

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

Strategy 1 Details	Reviews			
Strategy 1: Stay responsive to the evolving needs of scholars, staff, campuses, and school communities. Strategy's Expected Result/Impact: Higher student achievement, positive learning environment, continuous improvement	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: Implement a regular maintenance schedule for MRA with facilities and custodians.

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

Strategy 1 Details	Reviews			
Strategy 1: Regular Safety Inspections Strategy's Expected Result/Impact: Scholars will have access to facilities that meet or exceed safety standards. Staff Responsible for Monitoring: Administrator, admin assistant, MISD facilities staff	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 2: Develop partnerships with community organizations to promote facility accessibility through facilities.

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

Strategy 1 Details	Reviews			
Strategy 1: Forge partnerships with local community organizations to offer joint events, workshops, and programs, enhancing the utilization of campus facilities. Strategy's Expected Result/Impact: Increased community engagement and utilization of campus facilities. Staff Responsible for Monitoring: Administrator, admin assistant, MISD facilities staff	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 1: Offer regular and targeted professional development opportunities to enhance the skills and knowledge of all staff members through PLCs and after school meetings.

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

Strategy 1 Details	Reviews			
Strategy 1: Mentorship and coaching Strategy's Expected Result/Impact: Implement mentorship and coaching programs where experienced employees guide and support newer or less experienced colleagues.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Leadership Collaborative Network - Region 13: The Region 13 Leadership Collaborative Network offers a tailored platform for principals and assistant principals to explore essential leadership practices and foster informed decision-making for their campuses. Through this collaborative model, participants engage with fellow leaders, benefiting from shared insights and experiences. Strategy's Expected Result/Impact: Empowering admin with enhanced leadership skills, informed decision-making, and shared best practices to drive continuous campus improvement. Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

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

Strategy 1 Details	Reviews			
Strategy 1: Flexible Collaborative Workspace Design Strategy's Expected Result/Impact: Encourage staff to spontaneously gather, collaborate, and brainstorm ideas. As a result, there will be an increase in cross-functional collaboration, leading to the generation of innovative solutions and projects. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 3: Establish a system for recognizing and rewarding staff members who consistently contribute to the district's goals.

Strategy 1 Details	Reviews			
Strategy 1: Achievement-Based Recognition Program Strategy's Expected Result/Impact: Motivate employees to strive for excellence and actively contribute to the campus and/or district's success. Recognition can take the form of certificates, awards, or public acknowledgments. Staff Responsible for Monitoring: Administrator, IC, Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Professional Development Opportunities Strategy's Expected Result/Impact: Recognizes teachers and staff efforts and invests in their continuous growth, ensuring their skills remain aligned with the campus and district's evolving needs. Staff Responsible for Monitoring: Administrator, IC, Teachers	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Child Abuse and Neglect	Human Resources	10/7/2024	Dr. Christopher Harvey	10/7/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Support Officer	1/28/2025	Dr. Christopher Harvey	10/7/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/13/2024	Dr. Christopher Harvey	10/7/2024

Manor Independent School District
Manor New Tech Middle School
2024-2025 Campus Improvement Plan



Mission Statement

Manor New Tech Middle School Mission Statement

Our learning community empowers scholars to build meaningful relationships and supports an innovative approach to academic, social, and emotional growth.

Manor ISD Mission Statement

Collectively, as a community, Manor ISD provides equitable resources, a safe learning environment, and high-quality educational services for all scholars to successfully achieve and reach their full potential.

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 New Tech Middle School Vision Statement

Our vision is to empower scholars with a high quality and inclusive learning environment that provides them with the skills and knowledge necessary to navigate a modern, complex, and multicultural society.

Manor ISD Vision Statement

Manor ISD is the best district in Texas where we provide an equitable education for all scholars and graduate them ready to become leaders in our community.

Value Statement

#BeBoldBeBrilliant

The hashtag #BeBoldBeBrilliant typically carries an empowering message that encourages students to embrace confidence and fearlessness while also striving for excellence and showcasing their unique talents.

"Be Bold" encourages stepping out of your comfort zone, taking risks, and facing challenges head-on, while "Be Brilliant" emphasizes achieving greatness, using your intelligence, creativity, and skills to shine in everything you do.

Together, it's a call to action for students to be courageous and extraordinary in their own pursuits.

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 Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals. 19

 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. 25

 Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners. 26

 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. 27

 Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities. 28

 Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff. 29

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Manor New Tech Middle School is proud to be part of the New Tech Network, which fosters critical thinking through Problem/Project-Based Learning. At MNTMS, students develop grade-level skills by addressing real-world challenges through collaborative peer work that emphasizes innovation and critical thinking in a student-centered environment. Our diverse student body consists of 747 scholars, reflecting the inclusive and dynamic community we serve.

Gender Breakdown		
Males	52%	389
Females	48%	358
Total Students		747
Ethnicity Breakdown		
Hispanics	59.5%	486
African American	18%	135
White	6.5%	48
Asian	6%	46
Multi-Race	4%	30
American Indian	0.3%	2

Special Program	%	Enrolled Scholars
Economically Disadvantaged	61%	450
At-Risk	16%	121
Emergent Bilingual	28%	211
Dyslexia	8%	60
Gifted & Talented	25.5%	190
Special Education	10.7%	80
504	5.9%	44

The largest ethnic group in our student population is Hispanic, making up 59.5%, with 38.1% of those students classified as English Learners. Additionally, 61% of our students are Economically Disadvantaged, which will continue to be a key focus for the 2024-2025 school year.

The largest racial/ethnic group within our student population is Hispanic, comprising 65% (486 scholars), with 28% (211 scholars) identified as Emergent Bilinguals. Our second largest group is African American, representing 18% (135 scholars).

At MNTMS, 25.5% of our student population is enrolled in the Gifted and Talented program, which allows students to engage in the Texas Performance Standards Project. This project provides opportunities for students to synthesize learning, apply their knowledge to new situations, and demonstrate advanced, high-quality mastery of their skills. Throughout the year, scholars will collaborate to complete their projects, with the opportunity to showcase a selected project during our Project Exhibition near the end of the school year.

Demographics Strengths

MNTMS has a high student population of students with a race/ethnicity of Hispanic at 59.5% with 38.1% those scholars who are Language English Proficiency.

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MNTMS has 25.5% (190 scholars) of the student population enrolled into the Gifted and Talented program which allows students to work on the Texas Performance Standards Project. The project provides students with opportunities to synthesize learning, apply knowledge to a novel situation, and provide an advanced, high-quality demonstration of the student's knowledge and skills. Scholars will verbally present their completed projects to their classmates or record their presentations to share their learning. MNTMS will highlight students' completed projects of their choice during our Project Exhibition during the second part of the school year.

Our second highest student population is African American at 18% (135 scholars). We support this student population along with the others through high quality instruction in classes and individualized support during advisory class centered around Reading, Math, Science and Social Studies.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During PLCs, teachers are not consistently analyzing student data by subgroups to identify achievement gaps to support continuous growth.

Root Cause: Lack of heightened focus on analyzing data by subgroups within professional learning communities.

Student Learning

Student Learning Summary

Reading				
Subgroups	6th	7th	8th	English I
All	Appr.- 73% Meets- 45% Masters-19%	Appr.- 33% Meets- 10% Maters- 2%	Appr.-72% Meets- 42% Masters- 15%	Appr.- 89% Meets- 79% Masters- 20%
White	Appr.- 88% Meets- 63% Masters- 38%	N/A	Appr.- 81% Meets- 81% Masters- 31%	Appr.- 90% Meets- 80% Masters- 40%
Hispanic	Appr.- 67% Meets- 39% Masters- 14%	Appr.- 38% Meets- 13% Masters- 3%	Appr.- 68% Meets- 33% Masters- 11%	Appr.- 95% Meets- 83% Masters- 15%
African American	Appr.- 83% Meets- 53% Masters- 22%	Appr.- 19% Meets- 4% Masters- 0%	Appr.- 75% Meets- 42% Masters- 19%	Appr.- 76% Meets- 68% Masters- 19%
Asian	Appr.- 79% Meets- 64% Masters- 29%	N/A	N/A	N/A
Two or More	Appr.- 93% Meets- 57% Masters- 29%	N/A	Appr.- 80% Meets- 80% Masters- 10%	Appr.-90% Meets- 90% Masters- 40%

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Reading				
Economically Disadvantaged	Appr.- 69% Meets- 36% Masters- 11%	Appr.- 31% Meets- 9% Masters- 1%	Appr.- 73% Meets- 40% Masters- 12%	Appr.- 87% Meets- 75% Masters- 16%
Emergent Bilingual	Appr.- 66% Meets- 33% Masters- 10%	Appr.- 28% Meets- 5% Masters- 0%	Appr.- 70% Meets- 34% Masters- 10%	Appr.- 100% Meets- 88% Masters- 14%
Special Education	Appr.- 42% Meets- 17% Masters- 4%	Appr.-17% Meets- 13% Masters- 0%	Appr.- 36% Meets- 21% Masters- 0%	N/A

Math				
Subgroups	6th	7th	8th	Algebra I
All	Appr.- 52% Meets- 16% Masters- 4%	Appr.- 17% Meets- 6% Masters- 1%	Appr.- 54% Meets- 19% Masters- 3%	Appr.- 96% Meets- 66% Masters- 33%
White	Appr.- 63% Meets- 44% Masters- 13%	Appr.- 43% Meets- 14% Masters- 0%	Appr.- 59% Meets- 29% Masters- 0%	Appr.- 100% Meets- 50% Masters- 50%
Hispanic	Appr.- 48% Meets- 11% Masters- 1%	Appr.- 16% Meets- 5% Masters- 0%	Appr.- 54% Meets- 18% Masters- 2%	Appr.- 96% Meets- 65% Masters- 26%

Math				
African American	Appr.- 53% Meets- 14% Masters- 6%	12% Meets- 2% Masters- 2%	Appr.- 46% Meets- 15% Masters- 4%	Appr.- 95% Meets- 59% Masters- 27%
Asian	Appr.- 71% Meets- 36% Masters- 14%	N/A	Appr.- 60% Meets- 40% Masters- 0%	N/A
Two or More	Appr.- 64% Meets- 21% Masters- 7%	N/A	Appr.- 75% Meets- 38% Masters- 13%	Appr.- 88% Meets- 88% Masters- 63%
Economically Disadvantaged	Appr.- 41% Meets- 10% Masters- 3%	Appr.- 15% Meets- 4% Masters- 0%	Appr.- 52% Meets- 15% Masters- 1%	Appr.- 94% Meets- 56% Masters- 29%
Emergent Bilingual	Appr.- 49% Meets- 9% Masters- 3%	Appr.- 13% Meets- 7% Masters- 0%	Appr.- 52% Meets- 18% Masters- 2%	Appr.- 98% Meets- 65% Masters- 25%
Special Education	Appr.- 25% Meets- 4% Masters- 0%	Appr.- 9% Meets- 0% Masters- 0%	Appr.- 23% Meets- 8% Masters- 0%	N/A

Social Studies	
Subgroups	8th

Social Studies	
All	Appr.- 55% Meets- 29% Masters- 16%
White	Appr.- 67% Meets- 60% Masters- 47%
Hispanic	Appr.- 56% Meets- 24% Masters- 11%
African Am.	Appr.- 45% Meets- 26% Masters- 14%
Asian	N/A
Two or More	Appr.- 69% Meets- 46% Masters- 46%
Economically Disadvantaged	Appr.- 55% Meets- 26% Masters- 12%
Emergent Bilingual	Appr.- 58% Meets- 22% Masters- 10%

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Social Studies	
Special Education	Appr.- 18% Meets- 18% Masters- 9%

Science		
Subgroups	8th	Biology
All	Appr.- 33% Meets- 9% Masters- 2%	Appr.- 100% Meets- 87% Masters- 32%
White	Appr.- 38% Meets- 13% Masters- 0%	Appr.- 100% Meets- 100% Masters- 71%
Hispanic	Appr.- 32% Meets- 9% Masters- 1%	Appr.- 100% Meets- 84% Masters- 26%
African American	Appr.- 28% Meets- 8% Masters- 3%	Appr.- 100% Meets- 86% Masters- 27%
Asian	N/A	N/A

Science		
Two or More	N/A	Appr.- 100% Meets- 90% Masters- 50%
Economically Disadvantaged	Appr.- 34% Meets- 9% Masters- 3%	Appr.- 100% Meets- 89% Masters- 27%
Emergent Bilingual	Appr.- 36% Meets- 7% Masters- 2%	Appr.- 100% Meets- 89% Masters- 17%
Special Education	Appr.- 10% Meets- 10% Masters- 0%	N/A

TELPAS/TELPAS Alternate Scores Breakdown for 6th Grade												
Proficiency Rating	Composite		Reading Proficiency Rating		Writing Proficiency Rating		Speaking Proficiency Rating		Listening Proficiency Rating		Totals	
School Year	23	24	23	24	23	24	23	24	23	24	23	24
Beginning	0	0	24	4	18	7	12	2	0	0	54	13

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TELPAS/TELPAS Alternate Scores Breakdown for 6th Grade

Intermediate	66	0	60	31	87	40	45	40	21	23	279	160
Advanced	135	57	102	31	111	50	93	52	102	49	543	239
Advanced High	36	17	51	34	15	3	21	6	66	29	189	89

TELPAS/TELPAS Alternate Scores Breakdown for 7th Grade

Proficiency Rating	Composite		Reading Proficiency Rating		Writing Proficiency Rating		Speaking Proficiency Rating		Listening Proficiency Rating		Totals	
School Year	23	24	23	24	23	24	23	24	23	24	23	24
Beginning	0	0	9	7	9	3	12	6	0	0	30	15
Intermediate	57	33	48	34	111	40	138	50	36	27	390	184
Advanced	165	49	75	26	147	45	108	38	72	47	567	205
Advanced High	63	18	153	33	18	11	27	7	177	26	438	95

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TELPAS/TELPAS Alternate Scores Breakdown for 8th Grade

Proficiency Rating	Composite		Reading Proficiency Rating		Writing Proficiency Rating		Speaking Proficiency Rating		Listening Proficiency Rating		Totals	
School Year	23	24	23	24	23	24	23	24	23	24	23	24
Beginning	0	0	0	1	9	3	12	6	0	1	21	11
Intermediate	63	23	63	22	138	49	96	69	39	7	399	170
Advanced	171	64	102	28	141	42	174	24	90	23	678	181
Advanced High	96	12	165	49	42	6	48	1	201	69	552	137

Class	Student Enrollment
English I	140
Algebra I	93
Spanish IV	9
Biology	91

The instructional framework of deeper learning is implemented through project- and problem-based approaches to assess the rigor of standards across all subject areas, including electives. Our school-wide learning outcomes empower students to communicate effectively with peers and take ownership of their learning process.

As we work diligently to close the achievement gap, we recognize the need to focus on our incoming 8th-grade students, with particular attention to the Hispanic student population. Data from the 2023-2024 school year indicates that we are above the state math performance average of 28% Approaches, 24% Meets, and 17% Masters compared to our campus averages of 51% Approaches, 21% Meets, and 7% Masters. Specifically, in math, our student performance in the Meets and Masters categories are as follows: 18% Meets and 5% Masters for Hispanic students, 18% Meets and 7% Masters for African American students, and 16% Meets and 5% Masters for Economically Disadvantaged students.

To achieve our goal of improving student academic performance on the STAAR, we will continue to focus on strengthening our professional learning communities by utilizing the Leverage Leadership 2.0 and PLC+ frameworks, as well as teacher modeling and coaching.

MNTMS now offers after-school tutoring for all core subjects, with our Academic Interventionist providing targeted interventions for students in specific demographics and those who have not passed the STAAR for two consecutive years. Along with our regular data analysis during PLCs, we will dedicate three full days to analyzing data to monitor student progress and guide our instructional decisions to support continued academic growth.

Student Learning Strengths

Student Learning Strengths

- **100% of students passed Biology I**
- **96% of students passed Algebra I**
- **89% of the students passed English I**
- **6th & 8th STAAR Reading had a 72% or higher passing rate overall**
- **6th & 8th STAAR Reading had a 67% or higher passing rate overall for our largest ethnicity which**

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is Hispanic students

- **6th & 8th STAAR Math had a 52% or higher passing rate overall**
- **6th & 8th STAAR Math had a 48% or higher passing rate overall for our largest ethnicity which is Hispanic students**
- **For TELPAS, no students for our campus scored in the Beginning level for the overall composite score**
- **On our 6th Grade RLA STAAR, 66% of Emergent Bilinguals performed at Approaches or higher.**
- **On TELPAS, 56% of our Emergent Bilinguals performed at Advanced and 14% at Advanced High.**

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Strategic professional learning and consistent face-to-face feedback with teachers did not occur throughout the entire school year **Root Cause:** Professional learning was not consistently planned and presented to staff as a whole group or individualized to content areas.

Priority Problem Statements

Problem Statement 1: The number of discipline referrals for "horseplay" and "out of location" for students were the highest for all referral types.

Root Cause 1: The campus did not have a school-wide system to teach and model expectations for how students conduct themselves with students to students and students and teachers.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Strategic professional learning and consistent face-to-face feedback with teachers did not occur throughout the entire school year

Root Cause 2: Professional learning was not consistently planned and presented to staff as a whole group or individualized to content areas.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: During PLCs, teachers are not consistently analyzing student data by subgroups to identify achievement gaps to support continuous growth.

Root Cause 3: Lack of heightened focus on analyzing data by subgroups within professional learning communities.

Problem Statement 3 Areas: Demographics

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 24/25 school year, overall Math scores will increase from 21% to 31% in the Meets performance level for STAAR.

High Priority

Evaluation Data Sources: Common Formative Assessments, Summative assessments, Interim assessments, STAAR End of Year Report, Agile Mind Benchmark Reports, i-Ready data

Strategy 1 Details	Reviews			
Strategy 1: Through evidence-based professional learning communities, teachers will use data driven instruction and instructional strategies to drive daily lessons to grow all scholars in the math content area. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I Staff Responsible for Monitoring: Principal, assistant principals, department chairs, interventionist, teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 2: By the end of the 24/25 school year, overall Reading scores will increase from 41% to 51% in the Meets performance category for STAAR.

High Priority

Evaluation Data Sources: Common Formative assessments, Unit assessments, Interim assessments, STAAR End of Year Report, i-Ready data, data analysis through Aware

Strategy 1 Details	Reviews			
Strategy 1: Through evidence-based professional learning communities, teachers will use data driven instruction and instructional strategies to drive daily lessons to grow all scholars in the reading content area. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: By the end of the 24/25 school year, overall Math scores will increase from 18% to 28% for Hispanics in the Meets performance level for STAAR.

High Priority

Evaluation Data Sources: Common Formative Assessments, Summative assessments, Interim assessments, STAAR End of Year Report, Agile Mind Benchmark Reports, i-Ready data

Strategy 1 Details	Reviews			
Strategy 1: Through strategic grouping, teachers and campus interventionist will provide targeted instruction for our Hispanic population to focus on individualized skills for each student within math instruction. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Through four summative assessments through the 24/25 school year, MNTMS will use a deep analysis process that allows for teachers to analyze data for all Hispanic students. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals - 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
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 4: By the end of the 24/25 school year, overall Reading scores will increase from 41% to 51% for Hispanics in the Meets performance category for STAAR.

High Priority

Evaluation Data Sources: Common Formative assessments, Benchmarks, Interim assessments, STAAR End of Year Report, Agile Mind Benchmark Reports, i-Ready data

Strategy 1 Details	Reviews			
Strategy 1: Through strategic grouping, teachers and interventionists will provide targeted instruction for our Hispanic population to focus on individualized skills for each student within reading instruction. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Through four summative assessments through the 24/25 school year, MNTMS will use a deep analysis process that allows for teachers to analyze data for all Hispanic students. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals - 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
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				
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Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 5: By the end of the 24/25 school year, overall Math scores will increase from 6% to 16% in the Meets performance level for STAAR for African Americans.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Through strategic grouping, teachers and campus interventionist will provide targeted instruction for our African American population to focus on individualized skills for each student within math instruction. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Through four summative assessments through the 24/25 school year, MNTMS will use a deep analysis process that allows for teachers to analyze data for all African American students. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals - 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
 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 6: By the end of the 24/25 school year, overall Reading scores will increase from 19% to 29% in the Meets performance level for STAAR for African American students.

High Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Through strategic grouping, teachers and interventionist will provide targeted instruction for our African American population to focus on individualized skills for each student within reading instruction. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Through six unit assessments through the 24/25 school year, MNTMS will use a deep analysis process that allows for teachers to analyze data for all African American students. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: By the end of the 24/25 school year, MNTMS will offer more opportunities for our community to directly engage in-person or virtually with the community in both English and Spanish.

High Priority
HB3 Goal
Evaluation Data Sources: Parent surveys, attendance for campus events, analytics from Gladiator Gazette.

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will engage in two opportunities in-person (Fall, Spring) to share the mission and vision with the parent community to help collaboratively improve the overall campus experience. Strategy's Expected Result/Impact: Enhanced campus and student culture as reflected in the survey results. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, CIS, Department Chairs, Interventionist, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: By the end of the 24/25 school year, MNTMS will connect with local community members within the Manor community to build partnerships that increase engagement between the campus and families.

HB3 Goal

Evaluation Data Sources: Parent and student surveys

Strategy 1 Details		Reviews			
Strategy 1: Through community partnerships with American Youth Harvest Foundation and the Manor Youth Commission, students will engage in weekly mentor-mentee meetings and monthly leadership meetings respectively. Also, our student leaders will meet monthly with our Campus Leadership Team to share feedback to enhance campus systems. Strategy's Expected Result/Impact: Enhanced campus and student culture as reflected in survey results. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, CIS, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: School counselors will have a standard time on the staff meeting agenda to deliver professional learning on self-care. These will also be strategies that teachers can use in the classroom for their own students. Strategy's Expected Result/Impact: Staff and student surveys, increase student engagement Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, CIS, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 1: By the end of the 24/25 school year, MNTMS will strategically focus on social and emotional health through our Multi-Tiered Support System to improve the whole child.

High Priority
Evaluation Data Sources: New Tech Network, student surveys

Strategy 1 Details	Reviews			
Strategy 1: Teachers implement social and emotional lessons posted by the school counselor every Wednesday during advisory. Additionally, the school counselor will push into classes once a month to deliver guidance lessons geared towards students' needs. Strategy's Expected Result/Impact: Enhanced campus and student culture as reflected in survey results. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, CIS, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 1: By the end of the 24/25 school year, our MNTMS Campus Beautification team will help ensure a well maintained campus by completing a quarterly customer service/beautification/safety checklist.

High Priority
HB3 Goal
Evaluation Data Sources: Checklists

Strategy 1 Details		Reviews			
Strategy 1: The Campus and Student Leadership Teams will conduct monthly walkthroughs around the inside and outside of the campus using the service/beautification/safety checklist to assess and improve the overall campus culture. Strategy's Expected Result/Impact: Improvement in campus culture and safety Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Department chairs, Teachers, Students TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

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

Performance Objective 1: By the end of the 24/25 school year, all core content teachers will receive at least one six-weeks coaching cycle to support professional growth in their areas.

High Priority

Evaluation Data Sources: Instructional walkthroughs utilizing the following resources- Bullseye, lesson plans, formative and summative assessments

Strategy 1 Details		Reviews			
Strategy 1: Using the waterfall document from Leverage Leadership, administrators will coach teachers face-to-face through actionable steps provided from their instructional walkthroughs to improve overall instruction for each student by "engaging all students" within the management trajectory and "internalizing lesson plans" within the rigor trajectory. Strategy's Expected Result/Impact: Improvement with overall instruction to include student outcomes with weekly assessments and student data. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: By the end of the 24/25 school year, the administrative team will participate in bi-monthly meetings and classroom walkthroughs with the MGW Consulting Representative, Missy Wright, to enhance instructional leadership and teacher capacity. Strategy's Expected Result/Impact: -Strengthen instructional practices of teachers across the campus -Application of feedback to administrators will improve the overall leadership capacity Staff Responsible for Monitoring: Principal and Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
		N/A			

Strategy 3 Details	Reviews			
Strategy 3: By the end of the 24/25 school year, the administrative team will conduct 375 walkthroughs to include 225 face-to-face coaching sessions with content teachers. Strategy's Expected Result/Impact: -Strengthen instructional practices across the campus -Consistent feedback following each face-to-face will help support teacher growth Staff Responsible for Monitoring: Principal and Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
	N/A			


No Progress


Accomplished


Continue/Modify


Discontinue

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

Performance Objective 2: By the end of the 24/25 school year, the principal and one assistant principal will participate in the Region 13 Leadership Collaborative Network.

High Priority

Evaluation Data Sources: T-PESS rubric

Strategy 1 Details	Reviews			
Strategy 1: Using the knowledge and tools gained from the Leadership Collaborative, both the principal and assistant principal will provide training to the extended leadership team. Strategy's Expected Result/Impact: Improve the overall effectiveness of the Campus Leadership Team through newly learned skills that can be applied to their professional learning communities Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Principal and assistant principal will attend seven in-person sessions, including three joint and four role-specific meetings, to enhance leadership practices. Strategy's Expected Result/Impact: Enhance instructional leadership of administrators Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Principal and assistant principal will complete three one-on-one coaching sessions to apply leadership strategies to improve decision-making on their campuses. Strategy's Expected Result/Impact: Enhance instructional leadership of administrators Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	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:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Child Abuse and Neglect	Human Resources	10/7/2024	Dr. Christopher Harvey	10/7/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Support Officer	1/28/2025	Dr. Christopher Harvey	10/7/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/13/2024	Dr. Christopher Harvey	10/7/2024

Manor Independent School District
Manor New Tech High School
2024-2025 Campus Improvement Plan



Mission Statement

Mission: To empower our scholars by using education as a means for acquiring the knowledge and skills to overcome systemic issues in our society that create iniquity and lead to opportunity gaps.

Vision

Vision: One day we will no longer ask ourselves whether we have done all we can to prepare our scholars as we send them out into the real world, but rather, we will wonder whether the world is ready for the change that our scholars will bring about as they venture forth.

New Tech Culture: We, as the MNTHS Family, will build and sustain an accepting, safe, unique, respectful and inclusive learning community where each person is valued.

Driving Question: How can we, as a learning community, redefine ourselves so that our new identity blazes a path forward while also renewing the focus of our culture on academic equity, empowerment and inclusivity.

How can we, as members of the New Tech Family, improve our culture so that...

- I can count on my fellow Titans to value our community and each other so that they can support me when...
- I challenge uncertainty and insecurities on my journey to personal success as...
- We build & sustain a welcoming, diverse, & inclusive learning community where each person is valued.

*****Under revision*****

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Manor New Tech High School is a 9th through 12th grade P-TECH High School (Pathways In Technology Early College High School) with a projected enrollment of 644 students. The ethnic breakdown of the student population in the 2024-2025 school year is estimated to be 67% Hispanic, 16% African American, 67% White, 7% Asian/Pacific Islander, and 3% Two or more races. Our scholars are served by special programs as follows: 51% are Economically disadvantaged, 38% are Emergent Bilinguals, 6% are served through Special Education, **8.4% are served through 504/Dyslexia, and 74.19% are considered At-Risk.** There are 45 teachers and 35 of them will be returning this year (84%), 6 administrative support staff, 4 custodians, 5 cafeteria workers 2 counselors and 3 administrators. Manor Independent School District is a rapidly growing, diverse district that encompasses approximately 100 square miles and serves Austin, Manor, and Elgin, Texas, and MNTHS accepts scholars in-district and out-of-district through a blind lottery and this school year we will be at capacity for enrollment. Our school has a STEAM focused curriculum and uses Project-Based Learning and Problem-Based Learning as our primary modes of instruction.

Demographics Strengths

Our increase in student population shows an interest in STEAM, PBL and the New Tech culture, as well as the addition of new Fine Arts and Athletics programs. Student population was 373 in the 15-16 school year and we are currently projected to be at capacity for the 24-25 school year with an enrollment of 644. Our student population closely reflects district population in areas such as race/ethnicity, at-risk, and economically disadvantaged. We also have comparatively strong staff retention.

Problem Statements Identifying Demographics Needs

Problem Statement 1: : English Language Learner Enrollment has increased significantly in a short amount of time without additional staff to support them. **Root Cause:** Overall growth in population and the addition of new programs along with staffing constraints and a lack of qualified applicants.

Student Learning

Student Learning Summary

	Mathematics - Algebra I											
	Total Students	All RCs					Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
		M1: Number and Algebraic Methods	M2: Describing and Graphing Linear Functions, Equations and Inequalities	M3: Writing and Solving Linear Functions, Equations and Inequalities	M4: Quadratic Functions and Equations	M5: Exponential Functions and Equations						
MNTHS	182	37.13%	35.34%	33.27%	37.62%	41.21%	21	3622	36.37%	63.19%	8.24%	2.20%

	Science - Biology											
	Total Students	All RCs					Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
		Biology 1: Cell Structure and Function	Biology 2: Mechanisms of Genetics	Biology 3: Biological Evolution and Classification	Biology 4: Biological Processes and Systems	Biology 5: Interdependence within Environmental Systems						
MNTHS	138	32.66%	41.99%	43.68%	39.54%	38.14%	21	3820	39.25%	85.51%	23.91%	0.72%

	Reading/ELA I										
	Total Students	All RCs		Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)		
		English I 1: Reading	English I 2: Writing								
MNTHS	164	46.91%	45.92%	30	3842	46.42%	63.41%	36.59%	0.61%		
	Reading/ELA II										
	Total Students	All RCs		Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)		
		English II 1: Reading	English II 2: Writing								
MNTHS	215	58.50%	50.07%	35	4007	54.29%	70.23%	51.63%	2.33%		
	Social Studies										
	Total Students	All RCs				Raw Score	Scale Score	Percent Score	Approache s Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
		US History 1: The student will demonstrate an understanding of issues and events in U.S. history.	US History 2: The student will demonstrate an understanding of geographic and cultural influences on U.S. History.	US History 3: The student will demonstrate an understanding of the role of government and the civic process in U.S. History.	US History 4: The student will demonstrate an understanding of economic and technological influences on U.S. history.						
MNTHS	143	57.72%	56.23%	60.36%	56.09%	45	4270	57.51%	95.80%	71.33%	35.66%

Student Learning Strengths

589

US History scores have been consistently strong for our campus, and aside from a one year dip with the class of 2023, our CCMR rate has been above 80%.

School Processes & Programs

School Processes & Programs Summary

Our mission statement focuses on empowering scholars to help them close opportunity the gaps. As a New Tech Network school we help our scholars grow using our five school-wide learning outcomes. Our classes incorporate modern technology, community, critical thinking, with interdisciplinary instruction in a student-centered project-based environment. As a designated ECHS academy, most of our elective course offerings are focused on our graduation pathways in Engineering, Computer Science, Digital Media and Biomedical Sciences.

School Processes & Programs Strengths

Our learning outcomes allow students to present their knowledge in various mediums. Our students become adept in public speaking, audio-video production, multi-media presentations, and written compositions. New Tech students learn to advocate for themselves and clearly express their point of view.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have steadily increased the number of staff that need to be consistent with our grading procedures and academic expectations. **Root Cause:** Overall growth in population and the addition of new programs.

Perceptions

Perceptions Summary

At the end of the 2023-2024 school year, teachers were given a survey to better understand their perspectives on the learning culture at MNTHS. Questions centered around equity, diversity, connectedness and relevance in terms of the teaching and learning that happens at MNTHS.

Perceptions Strengths

Of the 24 respondents, 100% responded that they feel like they belong and that they enjoy being here. Responses to questions were overwhelmingly positive. With respect to diversity, over 80% of respondents felt that diversity at MNTHS could be described as "Everyone develops a unique, positive sense of self and purpose as well as a deep respect for the identities of others; these diverse identities are celebrated and nurtured in meaningful and anti-oppressive ways to support everyone's learning."

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 25% of teacher respondents perceived that the expectations and opportunities learners experience are high for some and disproportionately low for others, often based on a learner's identity and background. **Root Cause:** Teacher respondents cited lack of consistency and uniformity among expectations from teachers based on aligned values and focus.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

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

Performance Objective 1: : MNTHS will create a College, Career & Military Readiness Committee to track progress on efforts to address Performance Objectives and Strategies for Goal 1 and to identify new needs and opportunities focusing on:

- Academics
- Student Support Team
- Testing
- Interventions
- Industry & Higher Ed. Partnerships
- School Organization
- School Culture
- Leaders Innovating Tech in Education (LITEs)

Evaluation Data Sources: To be determined by committee.

Strategy 1 Details	Reviews			
Strategy 1: Specific: MNTHS will establish a College, Career & Military Readiness Committee consisting of representatives from key stakeholders, including administrators, teachers, counselors, parents, and community partners. Measurable: The committee will convene bi-monthly to review progress on Performance Objectives and Strategies for Goal 1, with documented minutes and action items tracked through a shared digital platform. Achievable: MNTHS will allocate dedicated time during professional development days for committee meetings and provide necessary resources for data collection and analysis, ensuring that the committee's work aligns with the school's strategic priorities. Relevant: The committee will focus on tracking scholar progress to achieve state indicators for college, career, and military readiness. Time-Bound: The College, Career & Military Readiness Committee will be fully operational and conducting regular meetings within the next two months, with progress reports presented to the school leadership team and stakeholders at the end of each semester. Strategy's Expected Result/Impact: The graduate CCMR rate for MNTHS will increase from 82.4% as measured by the 2022 TAPR report from 82.4% to 95%. Staff Responsible for Monitoring: T. Mumphord TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: 100% of MNTHS scholars will have access to a comprehensive post secondary plan that maps out college, career, trade and/or military service options and activities from freshman year through graduation to better inform Personal Graduation Plan and course selection choices.

Evaluation Data Sources: PGP's entered into Skyward & post secondary plans posted on our website.

Strategy 1 Details	Reviews			
Strategy 1: Specific: MNTHS will implement a structured Post-Secondary Planning Process, ensuring that every scholar has a personalized plan outlining college, career, trade, and military service options and related activities, starting from their freshman year through graduation. Measurable: By the end of the academic year, 100% of MNTHS scholars will have a completed and up-to-date post-secondary plan in their student profiles included in 1-on-1 parent/scholar meetings, with progress tracked through the school's information management system. Achievable: MNTHS will allocate dedicated resources for the Post-Secondary Planning, including trained counselor, communication with Breakthrough, digital resources, and access to relevant workshops and informational sessions. Additionally, partnerships with local colleges, trade schools, and military branches will provide further resources and opportunities for scholars. Relevant: This program directly aligns with MNTHS's commitment to ensuring that every scholar is equipped with the knowledge and resources needed to make informed decisions about their post-secondary education and career pathways. Time-Bound: The Post-Secondary Planning Program will be fully operational by the start of the 2024-2025 academic year, with ongoing updates and reviews scheduled quarterly to ensure scholars' plans remain relevant and reflective of their evolving goals and aspirations. Strategy's Expected Result/Impact: Parents and scholars will be better informed about post-secondary options available to them and also understand high school pathways for accessing opportunities. Staff Responsible for Monitoring: T. Mumphord TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: 100% of MNTHS scholars will pass the Algebra I STAAR EOC by May 2025.

HB3 Goal

Evaluation Data Sources: Skyward report showing 100 scholars need to retest on the Algebra I STAAR.

Strategy 1 Details		Reviews			
Strategy 1: Specific: MNTHS will implement a targeted intervention program for the 90 scholars identified as needing to retake the Algebra I STAAR EOC exam, focusing on individualized instruction during Advisory class, practice assessments, and tailored support to address specific areas of difficulty. Measurable: Progress will be tracked through regular formative assessments, mock STAAR exams, and continuous monitoring of scholar performance. Additionally, data will be collected to ensure that all 90 identified scholars are making significant strides toward proficiency, ultimately leading to a 100% pass rate by May 2025. Achievable: MNTHS will allocate resources for additional instructional time, provide access to specialized materials, and assign experienced educators to lead targeted intervention sessions. Additionally, scholars will have access to academic support services to reinforce their learning. Relevant: This strategy directly addresses the academic needs of the identified scholars, aligning with MNTHS's commitment to ensuring each scholar reaches their full potential and achieves academic success. Time-Bound: The strategy aims to achieve a 100% pass rate for the identified 90 scholars on the Algebra I STAAR EOC exam by May 2025. Progress will be assessed at regular intervals, allowing for timely adjustments and interventions as needed. Intervention Advisory classes began in September.		Formative			Summative
		Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue					

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

Performance Objective 4: 100% of MNTHS Scholars will pass the English I & English II STAAR EOC by May 2024.

HB3 Goal

Evaluation Data Sources: Skyward report showing 72 scholars need to retest on the English I STAAR and 77 scholars need to retest on the English II STAAR.

Strategy 1 Details	Reviews			
Strategy 1: Specific: MNTHS will implement a targeted intervention program for the 81 scholars identified as needing to retake the English I STAAR EOC exam and 142 scholars needing to retake the English II STAAR EOC exam, focusing on individualized instruction, practice assessments, and tailored support to address specific areas of difficulty. Measurable: Progress will be tracked through regular formative assessments, mock STAAR exams, and continuous monitoring of scholar performance. Additionally, data will be collected to ensure that all 90 identified scholars are making significant strides toward proficiency, ultimately leading to a 100% pass rate by May 2025. Achievable: MNTHS will allocate resources for additional instructional time, provide access to specialized materials, and assign experienced educators to lead targeted intervention sessions. Additionally, scholars will have access to academic support services to reinforce their learning. Relevant: This strategy directly addresses the academic needs of the identified scholars, aligning with MNTHS's commitment to ensuring each scholar reaches their full potential and achieves academic success. Time-Bound: The strategy aims to achieve a 100% pass rate for the identified 90 scholars on the English STAAR EOC exams by May 2025. Progress will be assessed at regular intervals, allowing for timely adjustments and interventions as needed.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: MNTHS will create a Communications Committee to track progress on efforts to address Performance Objectives and Strategies for Goal 2 and to identify new needs and opportunities focusing on:

- Campus Communication
- Planning & Calendaring
- School Culture
- Student Support Team

Evaluation Data Sources: To be determined by committee.

Strategy 1 Details	Reviews			
Strategy 1: Specific: By May 2025, MNTHS aims to have 100% of its families' contact information, including phone numbers, email addresses, and SMS numbers, accurately updated and maintained in the Skyward system. Measurable: Progress toward this goal will be assessed using the following data sources: Blackboard Data as of September 8, 2023, where 97% of messages were delivered to a total of 1109 parents and staff recipients. Achievable: MNTHS will allocate resources to update and maintain contact information systematically, provide support to families for updating their information, and implement clear communication strategies to achieve this objective. Relevant: Ensuring updated contact information is essential for effective communication between the school and families, supporting the overall mission of MNTHS. Time-Bound: The goal is set to be achieved by May 2025, providing a clear timeline for implementation and assessment. Progress will be monitored regularly to ensure timely updates. Strategy's Expected Result/Impact: Parents, scholars, and staff will be better informed about campus procedures and events.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 1: MNTHS will create a Families & Partnerships Committee to track progress on efforts to address Performance Objectives and Strategies for Goal 3 and to identify new needs and opportunities focusing on:

- Parent Engagement
- Industry & Higher Ed. Partnerships
- Outreach
- School Culture
- Study Tours & Conference Presentations
- Student Support Team

Evaluation Data Sources: Blackboard Data June 27, 22:

- 1031 Total Parents & Staff Recipients
- 98% of messages were delivered (1006)
- Phone 889: 8% blocked (84), 2% number deactivated (21), no answer 2% (19), no phone 1% (10), operator intercept 1% (6), invalid phone number <1% (2)
- Email 780 - no email address 20% (206), not delivered - email address blocked 3% (35), SMTP error 1% (9), email deferred by provider <1% (1)
- Text/SMS 743 - no SMS number 12% (123), SMS number blocked 9% (88), SMS Delivery Failed 5% (51), SMS number deactivated 1% (15), Invalid SMS number 1% (11)

Strategy 1 Details	Reviews			
Strategy 1: Specific: By May 2025, MNTHS aims to have 100% of its families' contact information, including phone numbers, email addresses, and SMS numbers, accurately updated and maintained in the Skyward system. Measurable: Progress toward this goal will be assessed using the following data sources: Blackboard Data as of September 8, 2022, where 97% of messages were delivered to a total of 1109 parents and staff recipients. Achievable: MNTHS will allocate resources to update and maintain contact information systematically, provide support to families for updating their information, and implement clear communication strategies to achieve this objective. Relevant: Ensuring updated contact information is essential for effective communication between the school and families, supporting the overall mission of MNTHS. Time-Bound: The goal is set to be achieved by May 2025, providing a clear timeline for implementation and assessment. Progress will be monitored regularly to ensure timely updates.	Formative			Summative
	Oct	Jan	Mar	June

0%

No Progress

100%

AccomplishedContinue/ModifyDiscontinue

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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: MNTHS will reduce the overall number of referrals for any reason which was 81 for 23-24, with a particular focus on the 19 involving horseplay, social media, disrespect, verbal altercations or physical aggression.

Evaluation Data Sources: Disciplinary reports from Skyward

Strategy 1 Details	Reviews			
Strategy 1: Specific: MNTHS will implement a multifaceted approach using positive behavior interventions, campus-based strategies and campus social-emotional learning supports to address and reduce the overall number of referrals, which totaled to 65 during the 2023-2024 academic year. Measurable: Progress will be tracked through ongoing data collection and analysis, with monthly reports comparing referral rates to previous years. The goal is to achieve a significant reduction in the number of referrals by the end of the 2024-2025 academic year. Achievable: MNTHS will allocate resources for additional staff training in conflict resolution and behavior management, establish a proactive mentorship program, and implement targeted interventions for scholars exhibiting concerning behavior. Additionally, the school will collaborate with parents and community partners to provide comprehensive support. Relevant: This strategy directly addresses the need to create a safe and respectful learning environment at MNTHS, aligning with the school's commitment to the well-being and academic success of all scholars. Time-Bound: The strategy aims to achieve a reduction in overall referrals by the end of the 2024-2025 academic year. Progress will be reviewed and assessed monthly to ensure timely adjustments and interventions as needed.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: MNTHS campus staff will develop a proposal for building use and expansion that provides a classroom or lab space for each core academic teacher and provides adequate space for specialty programs, specifically in Fine Arts and Career & Technical Education.

Evaluation Data Sources: Meeting agenda notes, meeting attendance, final plan.

Strategy 1 Details		Reviews			
Strategy 1: Specific: MNTHS campus staff will form a Building Use and Expansion Committee comprised of key stakeholders, including administrators, teachers, facilities personnel, and representatives from Fine Arts and Career & Technical Education departments. This committee will be responsible for crafting a proposal that ensures each core academic teacher has a designated classroom or lab space, while also accommodating the specific spatial needs of Fine Arts and Career & Technical Education programs. Measurable: Progress will be assessed through regular committee meetings and documented milestones. The proposal's success will be measured by its ability to provide dedicated spaces for each core academic teacher and adequately accommodate Fine Arts and Career & Technical Education programs, as evidenced by the finalized proposal document. Achievable: MNTHS will allocate resources for the committee's work, including time for meetings, access to architectural expertise, and relevant data on current facility usage. The committee will also engage in consultation with experts in educational space planning to ensure the proposal aligns with best practices. Relevant: This strategy directly addresses the need for optimal learning environments for scholars and supports MNTHS's dedication to offering comprehensive and effective educational programs, particularly in Fine Arts and Career & Technical Education. Time-Bound: The Building Use and Expansion Committee will be established within the first month of the academic year, with a clear timeline for completing the proposal within the current school year. Progress updates will be presented to the MNTHS leadership team and stakeholders on a quarterly basis, ensuring timely development and refinement of the proposal.		Formative			Summative
		Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue					

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 1: 100% of MNTHS instructional staff will have training on how the Deeper Learning model from the New Tech Network aligns to the Manor ISD Instructional Absolutes within one semester of joining our school.

Evaluation Data Sources: Meeting agenda notes, staff reflections, observation data.

Strategy 1 Details	Reviews			
Strategy 1: Specific: MNTHS will implement a comprehensive onboarding program for all instructional staff, ensuring they receive training on how the Deeper Learning model from the New Tech Network aligns with the Manor ISD Instructional Absolutes. This program will be completed within one semester of a staff member joining the school. Measurable: Progress will be tracked through documentation of staff training completion records, along with feedback surveys to assess the effectiveness of the training program. The goal is to achieve 100% participation and understanding among instructional staff within the specified one-semester timeframe. Achievable: MNTHS will allocate resources for professional development sessions, provide access to relevant materials and resources, and schedule dedicated training sessions during staff orientation. Additionally, experienced trainers and mentors will be available to guide new staff members through the alignment process. Relevant: This strategy directly addresses the need for all instructional staff at MNTHS to be well-versed in the Deeper Learning model and understand how it integrates with the Manor ISD Instructional Absolutes, ensuring a cohesive and effective teaching approach. Time-Bound: The onboarding program will be fully operational by the start of the academic year during Back to School PD, and all new instructional staff members will complete the training within one month of joining MNTHS. Progress will be monitored through regular assessments and adjustments made as necessary to meet the one-month timeframe. New hires were also trained in Book-End Lessons and given a Deeper Learning overview by the New Tech Network.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Child Abuse and Neglect	Human Resources	10/7/2024	Dr. Christopher Harvey	10/7/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Support Officer	1/28/2025	Dr. Christopher Harvey	10/7/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/13/2024	Dr. Christopher Harvey	10/7/2024

**Manor Independent School District
Pioneer Crossing 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.

Value Statement

Values:

Respect
Student success
Integrity
Responsibility

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Accountability
Support

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pioneer Crossing Elementary serves 513 students in grades Pre-K through 5th grade, located in Northeast Austin, TX. PCE is a Title 1 campus and has a bilingual program that serves the Hispanic population. 32% of our campus is Hispanic, 25% African American, Asian is 14%, white is 12% and two or more races are 7%. PCE has 68% Economically Disadvantaged Students and 39% English Learners. PCE has 11% Special Education Enrollment and 13% Gifted and Talented Enrollment. PCE currently has 212 male students and 215 female students.

Pioneer Crossing has a Spanish bilingual one-way dual language class for Kindergarten through third grade.

PCE has 2 Communication Lifeskills classes as well as 2 inclusion/ resource teachers, and three sped inclusion aides.

PCE has a GT pullout class for 1st- 5th grades.

Demographics Strengths

PCE has 13% Gifted and Talented enrollment where students are provided services weekly in a pullout class.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Emergent Bilingual Enrollment has increased without additional staff to support them. **Root Cause:** Overall growth in population and a lack of qualified applicants.

Problem Statement 2: Scholars have a history of poor attendance or chronic absenteeism. **Root Cause:** Parents don't understand the impact of absenteeism on the scholar.

Problem Statement 3: Special Education population has increased without additional staff to support them. **Root Cause:** Overall growth in population.

Student Learning

Student Learning Summary

2024 STAAR Reading Data

3rd Grade Reading	49% Approaches	27% Meets	6% Masters
4th Grade Reading	61% Approaches	28% Meets	6% Masters
5th Grade Reading	75% Approaches	50% Meets	25% Masters

2024 STAAR Math Data

3rd Grade Math	43% Approaches	18% Meets	4% Masters
4th Grade Math	36% Approaches	20% Meets	9% Masters
5th Grade Math	49% Approaches	30% Meets	10% Masters

2024 STAAR Math Data

5th Grade Science	41% Approaches	32% Meets	11% Masters
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Officially, school district A-F accountability ratings have been delayed for districts across the state due to a lawsuit regarding the validity of the STAAR test results for the 2023-24 academic year. In Reading, performance declined at the meets level in 3rd grade by 25 points, by 17 points in 4th grade, and by 6 points in 5th grade. In Math, performance declined at the meets level by 10 points in 3rd grade, 26 points in 4th grade, and 7 points in 5th grade. Performance in science declined 10 points at the Meets level in 2024.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special education students are scoring significantly lower than non-special education students on STAAR. **Root Cause:** Inclusion/Resource teacher not included in PLC meetings with general education teacher, lack of knowledge to scaffold tier 1 instruction.

Problem Statement 2: There is an absence of student accountability and ownership of their learning. **Root Cause:** Implementation of student goal setting and data tracking not consistently monitored with fidelity. Lack of time allotted for student one-on-one data talks.

Problem Statement 3: We are not closing the gaps for all students. **Root Cause:** Lack of discussion in PLC meetings of the needs of all students-differentiation (enrichment and reteach plans).

School Processes & Programs

School Processes & Programs Summary

PCE is focused on project-based learning and is a New Tech campus. Students and teachers produce projects over the course of the year, in addition to providing small group and direct teach. PCE has embraced #pceunity culture which means that everyone on campus does whatever it takes for the success of students. At PCE we are ensuring student success for each child through high quality instruction. Teachers have scheduled planning 2 days a week and data analysis days after benchmarks and state exams.

This year, PCE had one teacher leave the profession at Thanksgiving, one teacher that is moving back home out of district, another the is leaving the profession at the end of her contract, and one that was not a good fit for our campus. That is a total of four teachers leaving out of 40 teachers on campus.

Our teachers are supported by campus instructional coaches, campus administrators, team leaders, and a mentor if they are new to the profession.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need relevant professional learning opportunities to increase efficacy and student learning outcomes. **Root Cause:** Teachers need ongoing support and professional learning to meet the current needs of scholars.

Problem Statement 2: PBIS and restorative practices are in place but are not being implemented with fidelity across all classrooms. Student accountability for behavior and conflict resolution continues to be opportunities for growth. **Root Cause:** Teachers need additional support and training regarding disciplinary options.

Perceptions

Perceptions Summary

Manor ISD administered a staff feedback survey in the 2023-24 school year. In this survey, 99% of staff reported that PCE has a positive school culture. There is no evidence that a parent engagement survey was distributed to the PCE community last year.

Perceptions Strengths

On Staff surveys of 2023-24, staff reported that they liked the work that they do, and they value their strong relationships with staff which contribute to a family atmosphere characterized by kindness, compassion, and support for one another. Staff additionally referenced pride in the cultural diversity of the student body, expressing a value for the diversity of cultures and languages within the PCE community. Staff also expressed appreciation for parent engagement with the school and the positive ways it has contributed to the sense of community in the school and increased learning opportunities for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers planning ahead and staying late or coming early to prepare. **Root Cause:** Teachers feeling overwhelmed and tired by the end of the day and having meetings during their planning periods.

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
- 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
- Federal Report Card and accountability data

Student Data: Assessments

- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- 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

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- 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
- 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
- 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
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: By July 2025, all 3rd -5th grade students will increase performance on the RLA STAAR test subject area by a minimum of 15% in the meets category as measured by the state assessment.

HB3 Goal
Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Reviews			
Strategy 1: PCE Teachers will ensure students are on iStation 60 minutes weekly. Strategy's Expected Result/Impact: Decrease in students who do not meet standard on state assessments Staff Responsible for Monitoring: Principal/IC/Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: PCE will implement PLC process focused on lesson internalization. Strategy's Expected Result/Impact: Decrease in students who do not meet standard on state assessments Staff Responsible for Monitoring: Principal/AP/IC/Teachers	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 2: By Spring 2025, 80% of Pre-Kindergarten -2nd grade students will be on grade level.

HB3 Goal

Evaluation Data Sources: iReady, Istation, AirReading, and Amplify, CLI

Strategy 1 Details	Reviews			
Strategy 1: PCE K-2 teachers will implement the High Frequency Word Challenge in which students will be assessed monthly on the accuracy of reading the appropriate grade level Fry word lists. Strategy's Expected Result/Impact: increase student accuracy identification of high frequency words Staff Responsible for Monitoring: Instructional Coach, Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: PCE teachers and staff will support student achievement through small-group instruction and in-school intervention. Strategy's Expected Result/Impact: decrease in Tier 3 students Staff Responsible for Monitoring: Principal/AP/IC/Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: PCE K-2 teachers will utilize the HMH Structured Literacy Lessons 5 days/week. Strategy's Expected Result/Impact: decrease in Tier 3 students Staff Responsible for Monitoring: Principal/AP/IC	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: PCE Teachers will increase student performance in Science to 25% meets on STAAR.

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
Strategy 1: PCE Teachers will follow the TEA grade level guidelines on the amount of Hands-On Science for students by integrating more science experiments in each grade level. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Teacher, Instructional Coach, Principal	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 4: By July 2025, all 3rd -5th grade students will increase performance on the Math STAAR test subject area by a minimum of 15% as measured by the state assessment.

HB3 Goal
Evaluation Data Sources: STAAR Math Test

Strategy 1 Details	Reviews			
Strategy 1: PCE 3rd-5th grade teachers will implement a numerical fluency challenge. Strategy's Expected Result/Impact: Increased performance of all students in Math Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: PCE Teachers will ensure students are on iReady 60 minutes weekly. Strategy's Expected Result/Impact: Decrease in students who do not meet standard on state assessments Staff Responsible for Monitoring: Principal/IC/Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: PCE will implement PLC process focused on lesson internalization. Strategy's Expected Result/Impact: Decrease in students who do not meet standard on state assessments Staff Responsible for Monitoring: Principal/AP/IC/Teachers	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 5: PCE will implement Positive Behavior Interventions and Supports (PBIS) plan to provide an organized, data-driven system of interventions, strategies, and supports designed to prevent problem behaviors and maximize academic success for all students.

Evaluation Data Sources: teacher climate and culture surveys, student achievement data, discipline referral data

Strategy 1 Details	Reviews			
Strategy 1: PCE students will be taught expected behaviors to ensure that students are adhering to campus norms. The PBIS committee and Counselor will ensure that incentives to reinforce positive behaviors occur once a nine weeks to provide opportunities for success and celebration. Strategy's Expected Result/Impact: Increase in desired behaviors, decrease in undesired behaviors Staff Responsible for Monitoring: All staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The counselor will provide bi-monthly counseling lessons to K-5 grade scholars to focus on self-esteem, friendship, self-regulation, and mental health strategies. Strategy's Expected Result/Impact: Increase in attendance rates, improved Student Culture Surveys, decrease in discipline referrals. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 6: PCE will Improve school attendance for all students by 3 percentage points by the end of the 2024-25 school to increase from 92 to 95%.

Evaluation Data Sources: Raawee, ADA attendance data

Strategy 1 Details	Reviews			
Strategy 1: The Attendance Committee will have weekly attendance meetings to review students with frequent absences. Phone calls will be made by the teacher after three consecutive absences. Attendance Clerk will call families after five absences. A parent meeting will be scheduled after ten absences. A 45-day attendance plan will be initiated for any student with ten absences and will be monitored by the Attendance Committee. Strategy's Expected Result/Impact: increase in student attendance Staff Responsible for Monitoring: Attendance Committee, teachers	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: PCE will communicate with all stakeholders through the Campus website, Talking Points, Facebook and Finals site to promote transparency and parent/community involvement.

Evaluation Data Sources: communication artifacts, input surveys, and feedback from all stakeholders

Strategy 1 Details	Reviews			
Strategy 1: Host family engagement events and assemblies at least once every nine weeks to promote and encourage community involvement and school collaboration. Strategy's Expected Result/Impact: Family engagement events will strengthen the relationship between home and school and get more parent involvement on campus. Staff Responsible for Monitoring: Campus administration, campus committees, PCE staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: PCE teachers will communicate weekly with parents through a grade-level newsletter on their communication platform. Strategy's Expected Result/Impact: strengthen the relationship between teacher and parent Staff Responsible for Monitoring: Principal, Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: PCE Teachers will be invited to parent conferences with scholars and teachers (minimum 2 times) throughout the year to discuss their academic and social-emotional standing, goal setting and celebrate progress/growth. Strategy's Expected Result/Impact: positive impact on academic and social-emotional success Staff Responsible for Monitoring: Principals, Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: PCE parents and families will be sent a monthly newsletter with all campus reminders and events. Strategy's Expected Result/Impact: improve campus engagement participation and will continue to improve the school-to-home relationship Staff Responsible for Monitoring: Principal, parent liason	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				
				624

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: Provide a parent liaison to support families, scholars, and the community through family engagement activities/events and support services.

Evaluation Data Sources: Sign in sheets for events will serve as data to show percentages of parental involvement.

Strategy 1 Details	Reviews			
Strategy 1: Parent liaison will monitor and maintain the community partnerships including Breakfast with the Principal, bimonthly Brighter Bites nutrition education program, Fall Festival, Grandparents Day, Literacy Night, and Math Night. Strategy's Expected Result/Impact: Collaborative community partnerships will support our campus and bring opportunities to PCE families, staff, and scholars. Staff Responsible for Monitoring: Campus administration, Parent Liaison	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 1: PCE will provide professional development to teachers at various levels of experience to increase teacher efficacy and promote teacher retention.

Evaluation Data Sources: increased student performance

Strategy 1 Details	Reviews			
Strategy 1: PCE will provide professional learning sessions for staff (prioritizing local certified staff and first-year teachers). These professional development support sessions will support new and novice teachers in a variety of areas including classroom management, routines, and procedures, designing TEKS-aligned, engaging lessons, providing personalized instruction to diverse learners, and supporting teachers in completing their certification requirements. Strategy's Expected Result/Impact: Increased student performance Staff Responsible for Monitoring: Principal, Assistant Principal, IC	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: Complete 100% of all required safety drills and implement corrective actions for all identified safety hazards and maintenance issues.

Strategy 1 Details	Reviews			
Strategy 1: Training for alarm system and marquee for designated staff. Strategy's Expected Result/Impact: Designated staff will be able to use equipment to ensure that all scholars, teachers and campus staff are safe during the school day and communicate to stakeholders various information. Staff Responsible for Monitoring: Front office staff and Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Update and purchase supplies as needed to ensure that all facilities are maintained, sustained, and accessible to all campus stakeholders. Strategy's Expected Result/Impact: Campus needs assessment and teacher/staff surveys will help to determine the supplies needed and the effectiveness of these purchases.	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 1: Promote teacher retention 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.

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with opportunities for PBL training. Strategy's Expected Result/Impact: Fully trained PBL teachers that will facilitate students that are capable of working as a team and planning. Staff Responsible for Monitoring: Teachers, Principal, IC/LC	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development training to administrators and teachers on a needed basis to ensure high levels of rigor and student outcomes. Strategy's Expected Result/Impact: Teachers will be trained to grow our students to be academically successful as whole children. Staff Responsible for Monitoring: Teachers, Principal, AP, IC/LC	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide Leadership opportunities for administrators through book studies, skill training, leadership development, cultural proficiency, and more. Strategy's Expected Result/Impact: Principal with a growth mindset, life long learner, and leader. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 2: Leadership coaching focused on classroom observations and feedback to increase the capacity of instructional leadership and teacher efficacy by utilizing the Get-Better-Faster Scope and Sequence and high-quality face-to-face feedback.

Evaluation Data Sources: Increased leadership capacity of administrators and increased teacher performance through observation and feedback loops and high-quality face-to-face feedback.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students will be provided with instructional materials and technology as needed. Strategy's Expected Result/Impact: Teachers and students will be able to engage in teaching and learning for student success. Staff Responsible for Monitoring: Principal, AP, IC, LC	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Manor Independent School District
Oak Meadows Elementary
2024-2025 Campus Improvement Plan

Accountability Rating: D



Mission Statement

We will inspire students and teachers to seize opportunities and take risks, helping them to become creative problem solvers, compassionate leaders, and catalysts for positive change.

Vamos a inspirar a los estudiantes y maestros a aprovechar las oportunidades y asumir riesgos, ayudándoles a convertirse en solucionadores de problemas creativos, líderes compasivos, y los catalizadores para un cambio positivo.

Vision

Preparing GREAT STUDENTS and GREAT PEOPLE for the future!

Value Statement

At OMES we value Respect, Learning and Community which leads to Excellence.
En OMES, valoramos el Respeto, el Aprendizaje y la Comunidad que lleva a la Excelencia.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Oak Meadows Elementary School serves approximately 477 students in grades Pre-K-5 for the 2024-2025 school year. This is a Title I campus that includes a program that serves One Way Dual Language, GT, and Special Education programs.

The campus is consists of 83% economically disadvantaged, 70% At Risk Students, and 11% Gifted an Talented. Oak Meadows offers free breakfast and lunch to 100% of the students. The student population make up is as follows: 78% Hispanic, 18% African American, 2% White and 3% Other.

Demographics Strengths

Families, students, and school partners have a strong sense of community and appreciation for learning. Students adhere to the school wide discipline plan as there are few ISS and OSS's from prior years.

The One-Way Dual Language program is supported by staff and parents. Students are becoming biliterate and a strong support system of being bilingual is being created on our campus.

Fourth grade students performed above STAAR state level performance in extended constructed responses for Writing.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 100% of our Spanish testing and Special education students are writing below grade level for their extended constructed responses on STAAR.

Root Cause: LPAC and Sped Accommodations for writing need to be developed by the teachers and implemented with fidelity for scholars who qualify for these supports.

Student Learning

Student Learning Summary

2024 EOY Reading composite data that is progress monitored using the iStation Reading program:

- 96% of Kindergartners are well below grade level
- 65% of 1st graders are well below grade level
- 68% of 2nd graders are well below grade level
- 54% of 3rd graders are well below grade level
- 47% of 4th graders are well below grade level

Student performance for the 2023-2024 State STAAR standardized testing:

On grade level (Meets category):

3rd Grade Reading: 19% 3rd Grade Math: 20%

4th Grade Reading: 37% 4th Grade Math: 33%

5th Grade Reading: 28% 5th Grade Math: 9%

5th Grade Science: 7%

Data reflects that there majority of students on campus are significantly below grade level The following data reflects grade level percentages of students who did not pass STAAR.

3rd Grade Reading: 62% 3rd Grade Math: 52%

4th Grade Reading: 32% 4th Grade Math: 45%

5th Grade Reading: 44% 5th Grade Math: 49% 5th Grade Science: 72%

IREADY MATH EOY 2023-2024 PERCENTILE					
	Mid/Above	On Level	One Below	2 Below	3+Below

IREADY MATH EOY 2023-2024 PERCENTILE					
KINDER	32	36	32	0	0
KINDER SP	23	18	59	0	0
1ST	21	16	58	5	0
1ST SP	12	4	81	4	0
2ND	6	21	44	29	0
2ND SP	0	23	46	31	0
3RD	11	26	28	26	11
3RD SP	23	15	46	15	0
4TH	23	28	30	8	11
4TH SP	0	0	33	33	33
5TH	19	24	24	14	19
5TH SP	0	20	40	20	20

Student Learning Strengths

Majority of the students have become proficient in using technology to learn. 1st graders prior year data reflects that 68% of the students are on or above grade level at the end of Kindergarten.

Problem Statements Identifying Student Learning Needs

635

Problem Statement 1 (Prioritized): EOY iReady formative assessments data reflects that 50% of our students are on grade level for numbers and operations. 1st and 2nd grade grade level students at 16 percentage points lower than other grade levels. **Root Cause:** Professional learning for teachers on using concrete and pictorial models to support conceptual understanding of base ten number sense.

Problem Statement 2 (Prioritized): 71% students failed the 5th grade Science STAAR test. **Root Cause:** Lesson plan development is needed that includes teaching vocabulary in context with diagrams and tables.

Problem Statement 3 (Prioritized): EOY iStation formative assessments data reflects that 10% of our students are on grade level for vocabulary. **Root Cause:** Lesson plan development is needed that includes explicit instruction focused on vocabulary with visual representation and synonyms.

School Processes & Programs

School Processes & Programs Summary

- OME has a instructional coach, and two interventionists to help build a strong foundation of Reading and Math.
- Weekly PLCs support professional learning to support Tier1 instruction.
- Oak Meadows is in year four of a school wide Restorative discipline plan. Students and teachers understand and implement consistently the personal accountability tenet that is at the core of the restorative plan. Students and parents know the importance of students making good choices in order to build character and work toward college/career/military ready. The school utilizes the services of the school counselor and PBIS systems to support appropriate behavior expectations.

School Processes & Programs Strengths

- Several character building systems are in place, including a consistent and effective schoolwide discipline plan. Survey results reinforce students and faculty feeling safe on the OME campus.
- The One-Way Dual Language program allows students to acquire a strong foundation with learning in both languages. It fosters biliteracy and support of one's dominant language and how it bridges to acquire comprehension and fluency in English as students grow.
- Our PLCs program builds teacher capacity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students who need additional reteach or intervention support are not being pulled or progress monitored consistently. **Root Cause:** Campus wide MTSS process has not been created that tracks tier 2 and tier 3 students progress and reviewed with teachers.

Perceptions

Perceptions Summary

Oak Meadows Elementary School had a total of 26 classroom K-6 teachers and 5 Specials Areas teachers. All other teachers and professional staff are highly qualified to serve the OME students.

Family involvement is improving. A new PTA is being developed to bridge home to school.

Perceptions Strengths

Oak Meadow Elementary's motto is "Preparing Great Students and Great People for the Future"

Outdoor learning to support the Science of Engineering Practices is being implemented with the use of our outdoor gardens and classrooms.

Priority Problem Statements

Problem Statement 1: 100% of our Spanish testing and Special education students are writing below grade level for their extended constructed responses on STAAR.

Root Cause 1: LPAC and Sped Accommodations for writing need to be developed by the teachers and implemented with fidelity for scholars who qualify for these supports.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students who need additional reteach or intervention support are not being pulled or progress monitored consistently.

Root Cause 2: Campus wide MTSS process has not been created that tracks tier 2 and tier 3 students progress and reviewed with teachers.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 71% students failed the 5th grade Science STAAR test.

Root Cause 3: Lesson plan development is needed that includes teaching vocabulary in context with diagrams and tables.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: EOY iReady formative assessments data reflects that 50% of our students are on grade level for numbers and operations. 1st and 2nd grade grade level students at 16 percentage points lower than other grade levels.

Root Cause 4: Professional learning for teachers on using concrete and pictorial models to support conceptual understanding of base ten number sense.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: EOY iStation formative assessments data reflects that 10% of our students are on grade level for vocabulary.

Root Cause 5: Lesson plan development is needed that includes explicit instruction focused on vocabulary with visual representation and synonyms.

Problem Statement 5 Areas: Student Learning

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
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- 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
- 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

Parent/Community Data

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

Support Systems and Other Data

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

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: Teachers at OME will continue to provide daily, explicit, phonics program, during the Reading and/or block, to support struggling readers. Teachers will use HMH, Heggerty, IStation, and/or Amplify. This will result a 10% in an increase with on grade level mastery of content in Reading by the end of the school year.

High Priority

HB3 Goal

Evaluation Data Sources: Student Artifacts, walkthroughs, Running records, CBA's, STAAR, Common Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive professional development for best Reading practices. This will include: daily phonics program, Esperanza or Heggerty intervention training, This will occur during staff meetings, PLCs, or one-on-one with the instructional coach. All new One-Way DL teachers and all staff who support Bilingual literacy will receive Dual Language support from the instructional coach and district coordinators. Strategy's Expected Result/Impact: Students will receive the necessary foundational phonemic awareness, blending and decoding skills to help with reading comprehension. ORF data will reflect an increase wpm and reading accuracy. Horizontal and vertical alignment with the implementation of the One Way DL program resulting with greater collaboration and support of teams. This will result in the desired oral language bridging, thus an increase in Reading comprehension and fluency with scholars. Staff Responsible for Monitoring: Admin, teachers, instructional coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 3 times a year, teachers will conduct literacy screener for grades K-3 and 4th and 5th grade students who failed STAAR. Teachers will use this data to monitor progress, recommend for dyslexia testing, make recommendations for tier 3 intervention, as well as provide explicit tier 2 interventions during the reading block to help close literacy gaps. Strategy's Expected Result/Impact: Continual improvement of instructional practices through weekly coaching of teachers, thus an increase in Reading comprehension and fluency. Increased student outcomes for letter recognition, phonemic awareness, decoding and blending of words that will support reading fluency Staff Responsible for Monitoring: admin, instructional coach, bilingual interventionist, and classroom teachers. Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: During the school day, teachers will pull students during intervention time to close reading gaps. Teachers will use data from ISIP monthly tests, Iready BOY, MOY, and EOY data, and module/end of unit assessments from HQIM to target instruction. Strategy's Expected Result/Impact: Increase in comprehension and fluency skills. Staff Responsible for Monitoring: Administration, instructional coach, teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Writing should be integrated into every content area to support learning. Writing instruction includes explicit teaching and opportunities for students to practice daily to support short and extended constructed responses. LPAC and Sped accommodations will be reviewed on a monthly basis and adjusted to support EB and Sped identified students. Strategy's Expected Result/Impact: Students are able to write in complete sentences and writing is centered around the central idea. Staff Responsible for Monitoring: Classroom teachers, IC, Administration ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				644



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: Teachers at OME will focus on Math skills number sense and the conceptual understanding of the four operations to build a strong Math foundation. This will result in a 10% increase with on grade level mastery of content in Math from the prior year. iReady data, common assessments, and exit ticket data will be used to drive instruction.

HB3 Goal
Evaluation Data Sources: Student Artifacts, walkthroughs, STAAR, Common Assessments

Strategy 1 Details	Reviews			
Strategy 1: During PLCs, teams will deconstruct TEKS and use the TEKS Resource System to ensure build teacher capacity and develop plans that are rigorous. Strategy's Expected Result/Impact: An increase with tier 1 instruction resulting in a 10% growth of on grade level mastery on common assessments and iReady data. Staff Responsible for Monitoring: teachers, instructional coach, admiin Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Math teachers will ensure students are working on automaticity on a daily basis using Formative Loop. Students who do not make progress will have a weekly tier 2 re-teach on the skill. This will occur during independent practice while the teacher is pulling tier 2, small groups. Strategy's Expected Result/Impact: This daily practice will build stamina and assist with students fact fluency. Staff Responsible for Monitoring: teachers, instructional coach, interventionist Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 3: All staff will work towards increasing attendance by 2% from the prior year and reaching our campus attendance goal of 95%.

Evaluation Data Sources: weekly attendance data

Strategy 1 Details	Reviews			
Strategy 1: Parent liaison, counselor, classroom teachers, and admin will work with admin will work diligently to assist families with students who have chronic attendance concerns. Classroom teachers will call home after the 2nd time a student is absent during a 9 week period to ensure attendance is communicated to families. Teachers will document in Eduphoria all attendance communication with families and seek out assistance from admin and the parent liaison when it becomes a chronic concern. Strategy's Expected Result/Impact: Increase in student attendance for students who are chronically absent or tardy. Staff Responsible for Monitoring: parent liason, counselor, classroom teachers, admin. TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Attendance incentives to encourage students to come to school. Strategy's Expected Result/Impact: increase in attendance Staff Responsible for Monitoring: admin and parent liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 4: AVID binders to help support organizational skills and goal setting for 2nd-5th graders. Students will track their BOY, MOY, and EOY assessments and track their personal goals after each testing period.

Evaluation Data Sources: Binder checks by classroom teachers and review of personal goals.

Strategy 1 Details	Reviews			
Strategy 1: 2nd-5th grade scholars will organize and AVID binder that will contain success criteria and teachers will provide an opportunity for student reflection on the skills they are mastering as well as goal setting. Strategy's Expected Result/Impact: Student mastery of concepts and skills. Students meeting their personal goals. Staff Responsible for Monitoring: teachers, admin Title I: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 5: Science lesson plan development will include teaching vocabulary in context with diagrams and tables in order to raise student achievement as shown on CBAs, and STAAR Interim assessments by 15% from the prior year.

High Priority
Evaluation Data Sources: Science lesson plans and Science journal entries

Strategy 1 Details	Reviews			
Strategy 1: Grade level teams will have monthly Science PLCs to review and plan out academic vocabulary practices in the classroom. Strategy's Expected Result/Impact: Increase in academic vocabulary resulting in a better comprehension Science reading. Staff Responsible for Monitoring: Classroom teachers, IC, administration	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 6: Development of a campus wide MTSS process that tracks tier 2 and tier 3 students progress and reviewed with teachers.

High Priority
Evaluation Data Sources: teachers, interventionists, admin

Strategy 1 Details		Reviews			
Strategy 1: Teachers will track students that are not on grade level and conduct and enter interventions in MTSS. Every 6 weeks, the MTSS committee will review students in MTSS and meet with teachers for recommendations of next steps.		Formative			Summative
		Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

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

Performance Objective 7: Using the Get Better Faster Scope and Sequence, the ILT will support teacher development of pedagogical and academia skills through coaching sessions for teachers, feedback from walkthroughs, and collaboration during PLCs every semester.

Strategy 1 Details	Reviews			
Strategy 1: Admin team and Instructional coach will coach 3 teachers on a 4 week cycle to support a target area using the Get Better Faster Scope and Sequence. Instructional leadership team will collaborate and attend with weekly PLCs 90%. Strategy's Expected Result/Impact: Increase in rigor of questioning. Teachers are able to deconstruct the standards independently and as a team. Staff Responsible for Monitoring: ILT	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: OME staff will initiate and improve two way communication with families using Talking Points, phone calls, and written communication. Agenda planners that have communication components for teacher/parent logs on a weekly basis.

Evaluation Data Sources: Principal newsletter, PeachJar, emails, phone calls, and social media.

Strategy 1 Details	Reviews			
Strategy 1: Principal and teacher newsletters, communicate events and happenings through various social media platforms and Talking Points highlight student learning. Strategy's Expected Result/Impact: Increase knowledge of learning occurring at OME by the community. Staff Responsible for Monitoring: classroom teachers, support staff, and admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Admin and classroom teachers will make phone calls regarding positive academic and social behavior twice a month. School will have positive referrals that can be turned in admin. Admin will follow up with families to ensure positive communication is given to parents. Goal is to have 3 positive referrals a month per grade level. Strategy's Expected Result/Impact: Increase in parental involvement on the positive progress of students. Increase in a positive school climate.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Parent and student handbook will be given to families so that they are aware of the policies and procedures of the campus. Strategy's Expected Result/Impact: Families are well informed of the practices at OME and it alleviates any possible violations that families or students may have had due to lack of knowledge. Staff Responsible for Monitoring: admin and parent liaison Funding Sources: - Title I, Part A - \$104,700	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: OME staff will participate and conduct event based engagement with families that incorporate content and how families can bridge learning from home to school at least twice a year.

Evaluation Data Sources: Sign in sheets from: Meet the Teacher, ELL Night, Dual Language Night, PTA events.

Strategy 1 Details	Reviews			
Strategy 1: We will have Meet the Teacher Night, Parent Engagement Events, and include new events such as a Dual Language Night and other events to help foster support of families. OME will provide at least one workshop for students and parents on the importance of higher education. The workshop will be STAAR parent support and appropriate technology use for students at home and school. Strategy's Expected Result/Impact: Increase in family participation and engagement Staff Responsible for Monitoring: Parent Liaison, Admin Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Title One Funds - Title I, Part A - \$104,700	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: OME staff will create a Parent engagement committee to increase parent participation and create a calendar of events/meetings to foster a bridge from school to home. Parent volunteers will support teachers with preparing materials, volunteering with outdoor learning, reading to students, and celebrating staff. Strategy's Expected Result/Impact: Increased parent participation. Staff Responsible for Monitoring: Admin	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 1: Teachers will ensure that students have access to their adaptive education programs and are utilizing them for the district recommended times 4x week for 60 minutes per day in Reading and Math.

Evaluation Data Sources: Monthly reports of student progress.

Strategy 1 Details	Reviews			
Strategy 1: Review the number of minutes students are using their Reading and Math programs on a monthly basis and provide feedback to teachers. Coaching sessions will support teachers who need help balancing center rotations that include the Reading and Math adaptive programs. Strategy's Expected Result/Impact: Increase in individual student progress. Staff Responsible for Monitoring: Teachers, coaches, admin Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: 100% of staff at OME will continue to model Restorative Discipline practices that foster student ownership of their behavior and learning.

Evaluation Data Sources: referral data, positive referral data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will model how to complete student reflections sheets and ensure students complete it as it is part of the behavioral restorative discipline practice. Strategy's Expected Result/Impact: Student ownership and reflective of their behavior Staff Responsible for Monitoring: Teachers, counselor, and admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The counselor will establish the use of the Positivity Project which teachers will use to instruct daily to support social emotional learning. Strategy's Expected Result/Impact: Students will focus on weekly, positive, character traits that support a positive school climate. Staff Responsible for Monitoring: admin, counselor, teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The school counselor will create a student led committee to create a school wide project that meets the No Place for Hate criteria. The committee will oversee the implementation of the school wide activity. Strategy's Expected Result/Impact: Decrease in bullying. Staff Responsible for Monitoring: admin, counselor, teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: School wide PBIS campus practices will be vertically and horizontally aligned behavior support systems to maintain a positive school wide culture. Campus wide SEL lessons using positivity project with a weekly character trait focus.

Evaluation Data Sources: Usage of common language and practices in classrooms and common areas. A decrease in the number of behavior referrals.

Strategy 1 Details	Reviews			
Strategy 1: PBIS committee comprised of classroom teachers and support staff will meet every 9 weeks to review the PBIS expectations and its implementation. Strategy's Expected Result/Impact: Continual focus on campus wide behavioral expectations and consist behavior practices. Staff Responsible for Monitoring: all staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Professional development at the beginning and middle of the year with all staff to review campus wide PBIS expectations. Strategy's Expected Result/Impact: Alignment throughout staff. Staff Responsible for Monitoring: principal and asst. principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 1: OME will develop teams and committees that foster support of one another and unifies the campus. It will also align the campus vertically and horizontally and provide ways for staff to grow from one another. Teams will meet twice every 9 week period. Committees will meet 3x per semester. Campus theme is "The Energy Bus-Positive Passengers Wanted!"

Evaluation Data Sources: Instructional and PBIS practice implementation is horizontally and vertically aligned.

Strategy 1 Details	Reviews			
Strategy 1: Develop a campus leadership team that includes team leads from every grade level. This creates a cohesive community where ideas and concerns are shared. The team will meet twice per 9 week period. Strategy's Expected Result/Impact: Cohesive, positive, school community Staff Responsible for Monitoring: admin, team leads ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff meetings will have teacher led professional development to support innovative practices and develop a positive culture/climate with our campus Theme "The Energy Bus for Schools" Strategy's Expected Result/Impact: Horizontal and vertical alignment of best, innovative, teaching practices. Staff Responsible for Monitoring: admin, Instructional leadership team.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Peer observations will be conducted in the Spring to allow teachers to glean best practices from one another. Follow up meetings will occur with the ILT to help support the implementation of the practices viewed. Strategy's Expected Result/Impact: Teacher knowledge of content or classroom management is improved. Staff Responsible for Monitoring: admin and support staff TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Instructional Leadership team will meet weekly to support the campus with best practices of academics and SEL. The team will focus on the implementation of instructional absolutes and alignment of content standards both vertically and horizontally. Strategy's Expected Result/Impact: Consistent implementation of Instructional absolutes campus wide. Staff Responsible for Monitoring: admin and ILT team. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Campus wide theme for the year that includes staff shirts, book study, and events that occur throughout the year. Strategy's Expected Result/Impact: Unifying new and returning staff. Staff Responsible for Monitoring: admin and social committee TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Manor Independent School District
Manor Sr. High School
2024-2025 Campus Improvement Plan



Mission Statement

At Manor High School and Senior High School we nurture all learners with love and high expectations to create the life of their choosing by promoting Mustang PRIDE: Personal Responsibility in Developing Excellence to ensure college and career readiness. At Manor Senior High School, we are all about making an I.M.P.A.C.T.

I.M.P.A.C.T.

We Are **I**ntentional

We **M**ake Everyday Count

We **P**ersevere

We Are **A**ccountable

Can't Doesn't Exist

We **T**rust the Process

Vision

Manor Senior High School is committed to graduating scholars who are prolific readers and writers, critical thinkers, collaborative teammates, responsible decision-makers, and entrepreneurs.

Value Statement

Core Values

At Manor Senior High School We Value...

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High Expectations With Unlimited Opportunities

Whole Child Focus

Connection and Community

Relevance

Active Self-Direction

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Manor Senior High School (MSHS) opened its doors in August 2018 during the 2018-2019 academic school year, to approximately 900 students serving only 11th and 12th-grade students, separated from Manor High School serving 9th and 10th-grade students. Since its opening, MSHS has served predominately economically disadvantaged families. MSHS is expected to serve between 1000-1200 students during the 2024-2025 school year. During the 2021-2022 academic school year, Manor Senior High School partnered with Transcend Education, to redesign our school as a Blended Learning Campus.

Manor Senior High School and Manor High School are currently considered one campus, sharing the same state accountability. Our 9th-12th-grade student groups included 24.5% African American; 0.3% American Indian; 2.8% Asian; 65.1% Hispanic; 0.2% Pacific Islander; 4.8% White; and 2.4% Two or More Races. 78.1% of our student population was identified as Economically Disadvantaged; and 37.6% enrolled in our Emergent Bilingual/ESL program; and 11.5% enrolled in our Special Education Program.

Our parents and community are an essential part of our school when it comes to increasing student achievement. At MSHS we value high expectations with unlimited opportunities, whole child focus, connection and community, relevance, and active self-direction.

Demographics Strengths

- Cultural Diversity
- Inclusive Environment
- Rich Perspectives
- Community Support
- Adaptability

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student outcomes and performance are negatively impacted by student discipline, attendance, and tardies. **Root Cause:** There is insufficient management and support for student discipline, attendance, and punctuality. This leads to disruptions in learning, gaps in instruction, and reduced engagement, ultimately affecting academic achievement.

Problem Statement 2 (Prioritized): Even though our campus is diverse, there is a lack of cultural diversity visibility in hallways, and campus/community programs and events. **Root Cause:** There is insufficient integration of diverse cultural elements into campus decor, programs, and events. This oversight leads to a diminished representation of the diverse backgrounds of our community members, reducing opportunities for cultural exchange and inclusivity.

Student Learning

Student Learning Summary

During the last reporting academic school year, over 90% of our MSHS population received a high school diploma on time.

In comparison to the 2023 - 2024 the following gains were made regarding student achievement and the overall campus student growth goal below:

Student Growth Goal

By the end of the 2023-2024 school year, overall passing percentages on Math and RLA STAAR EOCs will increase at minimum by 10% as compared to the 2022-2023 school year.

Math passing percentages will increase at minimum from 32% to 42%: **Exceeded Goal by 17%**

English 1 passing percentages will increase at minimum from 20% to 30%: **Exceeded Goal by 8%**

English 2 passing percentages will increase at minimum from 18% to 28%: **Exceeded Goal by 3%**

Evidence

Exceeded Goals

	2023 Total % Passing	Goals	Dec EOCs: % Passing		Spring EOCs: % Passing		Total % Passing	% Gains	% Increase
Algebra I	34%	42%	30%	+	29%	=	59%	+25%	+74%
English I	23%	30%	29%	+	9%	=	38%	+15%	+65%
English II	24%	28%	21%	+	10%	=	31%	+7%	+29%

Breakdown: Total # of EOCs Passed: 2023 vs 2024 (Retesters)

	2023	2024 (Dec & Spring EOCs)	Gains	% Increase
<i>Algebra I</i>	33	94	+61	+185%
<i>English I</i>	18	57	+39	+217%
<i>English II</i>	38	49	+11	+29%

Total # of EOCs Passed Across All Content Areas

2023	2024	Gains	% Increase
462	688	+226 Additional EOCs Passed	+49%

Breakdown of Comparison: Growth/Total # of EOCs Passed Across All Content Areas

	2023	2024 (Dec & Spring EOCs)	Gains	% Increase
<i>Algebra I</i>	33	94	+61	+185%
<i>English I</i>	18	57	+39	+217%
<i>English II</i>	38	49	+11	+29%
<i>Biology</i>	27	65	+38	+141%
<i>USH</i>	346	423	+77	+22%
Totals	462	688	+226	

Student Learning Strengths

- High Engagement Levels: Most students actively participate in class discussions, projects, and extracurricular activities, which enhance their learning experience.
- Critical Thinking and Problem Solving Skills: Most students excel in applying critical thinking and problem solving strategies to tackle complex tasks and projects.
- Collaboration and Teamwork: Most students engage in effective collaboration with peers on group assignments and projects, promoting shared learning and diverse perspectives.
- Adaptability: Most students have the ability to adjust to different teaching styles and learning environments, demonstrating flexibility and resilience in their educational

journey.

- **Passion for Learning:** Most students demonstrate a genuine interest and enthusiasm for learning that drives students to seek additional knowledge and challenge themselves academically.

These strengths are conducive to creating a dynamic and successful learning environment at Manor Senior High School.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MSHS Emergent Bilinguals struggle to access the English Language and therefore struggle to meet standard on STAAR EOC Assessments across all content areas. **Root Cause:** There is inadequate support and resources for developing English language proficiency, leading to challenges in accessing and comprehending content across all content areas.

Problem Statement 2 (Prioritized): Not enough seniors are graduating meeting the state of Texas College, Career, and Military Readiness standard. **Root Cause:** There is limited career and college readiness preparation throughout our students high school experience, including a limited amount of targeted guidance and opportunities for skill development necessary for post-secondary readiness/success.

Problem Statement 3 (Prioritized): There continues to be a significant number of STAAR EOC re-testers in English I, English II, Algebra I, and Biology, signifying that students have not yet mastered the expected content prior to transitioning to or enrolling at the Senior High School Campus. **Root Cause:** There is a lack of mastery and retention of foundational content in English I, English II, Algebra I, and Biology, due to gaps in instructional continuity and support before students reach the Senior High School Campus.

School Processes & Programs

School Processes & Programs Summary

Processes

- **Social-Emotional Programs:**

- Teachers and staff have had basic levels of training and exposure to Teacher Clarity, Positive Behavior Intervention and Supports, and Restorative Practices.
- Teachers and Staff are familiar with implementing social contracts and classroom behavior expectations.

- **Academic Improvement Systems:**

- Advancement Via Individual Determination (AVID) - has 3-5 sections but hasn't expanded beyond the AVID elective classroom. Support is needed in this area to increase WICOR in all classrooms for all scholars.
- Teach Like A Champion (TLAC) 2.0 - these are basic tools every teacher should be learning to improve student achievement. Professional development should encourage the usage of TLAC and AVID strategies.
- Leverage Leadership 2.0 - This is the guidebook for observation and feedback protocols for administrators. In conjunction with T-TESS and the Effective School Framework (ESF), we anticipate improvement in teacher clarity and capacity.
- Data Drive Instructional (DDI) - DDI will improve our lesson planning, problem-solving centered around student achievement, staffing, budgeting, and impact of our professional learning communities (PLC).

- **Multi-Tiered Support Services (MTSS):**

- The district began to train all campuses around MTSS and have focused administrator's thoughts towards acceleration versus remediation. Manor High School, Manor Early College High School, and Manor Senior High School are working together to have similar systems and to improve collaboration. A shared drive and documents are used to plan our MTSS processes.
- Edgenuity for Credit Recovery and Repair - This will be used during the six weeks and semester to reduce the number of students needing to repeat a course in the summer and during the following school year. In addition, we will start offering courses through Edgenuity for acceleration, test prep, and more.
- Campus Instructional Leadership Team (CILT) - CILT team will meet regularly to review and revise the campus improvement plan during the year in order to improve student achievement. The overall goal is to become an A-rated campus.
- The campus will need to revisit its Problem of Practice.

Programs

- Fine Arts: Marching Band, Concert Band, Choir, Theatre, Dance, Orchestra, and Visual Arts programs are continuing to develop and increase in participation.
- Athletics: All athletic programs are offered to all scholars who meet UIL and academic requirements (NO PASS NO PLAY); Football, Volleyball, Soccer, Basketball, Baseball, Softball, Track, Cross Country, Tennis, and Golf

- Career and Technology Education (CTE): We offer programs in Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business, Marketing, and Finance; Education and Training; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law and Public Service; Manufacturing; Science, Technology, Engineering, and Mathematics; Transportation, Distributions, and Logistics.
- English as a Second Language (ESL): Students are identified as ESL if English is their second language. We need to continue building proficiency with the Sheltered Instruction Observation Protocol (SIOP) and other best practices. We have an increasing number of students enrolling in high school as newcomers.

School Processes & Programs Strengths

The following areas are current strengths at MSHS:

- Athletics: Basketball, Football, and Track winning district and advancing to playoffs or regionals
- Manor Early College High School - over 600 scholars in the program with a high graduation rate and percent of associated degree attainment
- Restorative practices protocols help faculty and staff members resolve discipline concerns in a positive way when they arise.
- Capturing Kids' Hearts - Teachers have incorporated them into their classroom culture. Some teachers have other functional systems in place that work for them and may have an aversion to using the CKH system as it may appear elementary to our upper level students. Overall, discipline referrals are practically non-existent. We have had less than 5% in DAEP placements, ISS is non-existent

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all students plan on going to college, and only limited amounts of students have access to and enroll in the available CTE pathways aimed to ensure that they graduate with a level I or level to certification, however most students are stuck in the middle without a clear plan after graduation. **Root Cause:** Students lack access, awareness and guidance about career and technical education (CTE) pathways and their benefits, leading to low enrollment and a lack of clear post-graduation plans.

Problem Statement 2 (Prioritized): Teachers struggle to consistently create content-based exit ticket assessments, and formative assessments aligned to the rigor of STAAR and College Readiness. **Root Cause:** Teachers face challenges in aligning formative and exit ticket assessments with STAAR and College Readiness standards due to insufficient professional development and resources focused on assessment design.

Problem Statement 3 (Prioritized): Access to Cellphones, AirPods, and Headphones during daily instruction disrupts teaching and learning, and pose safety concerns when students utilize the technology devices to engage in off-culture behaviors that violate the student code of conduct. **Root Cause:** Insufficient policies and enforcement regarding the use of personal technology devices in the classroom lead to disruptions and safety concerns, as students engage in off-task behaviors.

Perceptions

Perceptions Summary

Manor Senior High School is starting its 7th year. Continuing to build a positive culture and improving climate based on shared values and beliefs will be essential. We will continue to implement our campus redesign blended learning model while focusing on high expectations with unlimited opportunities, whole child, connection and community, relevance, and active self-direction.

In the last six years, the campus has had at least three principals, and more than ten different assistant principals. It is our belief that with a positive campus culture, climate, beliefs, and values will ignite the fire we need to become an "A-rated" campus that graduates scholars as prolific readers and writers, critical thinkers, collaborative teammates, responsible decision-makers, and entrepreneurs.

We will work collaboratively, use timely and compassionate two-way communication, act responsibility and with integrity, and hold each other accountable. We will interact with respect, assume positive intent, and respond restoratively to challenges and opposition.

The following are areas we need to focus on: Tier I instruction and behavioral systems, scholar engagement and connectivity, authentic engagement for staff, clear pathways for scholars to earn liveable wages, attendance, teacher capacity and clarity, and community and family engagement. Communication between all stakeholders is another opportunity for growth, as well as specific interaction between teacher and parents/guardians regarding attendance, behavior, academics, and overall scholar success.

Perceptions Strengths

The Manor High trilogy of campuses supports ALL students. We take every student and build their capacity to become successful adults regardless of what avenue they choose to pursue. We offer CTE pathways, AVID, Fine Arts, Athletics, Dual Credit, OnRamps, Advanced Placement and a variety of enrichment opportunities. We consistently practice Restorative Discipline which is aligned with our student Code Of Conduct. We believe that every student deserves the opportunity to experience the highest quality of instruction that education has to offer. With that, we pledge, as a faculty and staff, to consistently train, enhance, and implement the best practices that have been proven to be successful. We are committed to making an I.M.P.A.C.T.

- 1) Student and Staff Diversity
- 2) Location and Facilities
- 3) Partnerships with Institutions of Higher Education (Austin Community College) and Businesses (i.e. Samsung, Dell, Applied Materials, etc.)
- 4) Manor Early College High School (school within a school)
- 5) Parent Teacher Association
- 6) Reduction in student discipline and DAEP placements

Problem Statements Identifying Perceptions Needs

Problem Statement 1: New students that enroll in the middle, and end of the year are not consistently provided with information about systems (policies) and procedures, and services available at the campus. This is especially true for Emergent Bilinguals (EBs) and students receiving Special Education Services. **Root Cause:** Systems are not in place to provide new students that enroll in the middle or at the end of the year to provide them with information about systems (policies) and procedures, and services available at the campus. Assigning all new students to a Campus Student Leader would be advantageous, however, the mobility rate affects both students new to the campus and those able to help them.

Problem Statement 2 (Prioritized): People perceive that we are not building leadership capacity of our young people. **Root Cause:** Students haven't been engaged in activities outside of the regular classroom setting and are perceived as simply students and not student leaders.

Problem Statement 3 (Prioritized): Parent/Guardian engagement is low. **Root Cause:** MSHS still lacks a PTA.

Priority Problem Statements

Problem Statement 1: Even though our campus is diverse, there is a lack of cultural diversity visibility in hallways, and campus/community programs and events.

Root Cause 1: There is insufficient integration of diverse cultural elements into campus decor, programs, and events. This oversight leads to a diminished representation of the diverse backgrounds of our community members, reducing opportunities for cultural exchange and inclusivity.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Not enough seniors are graduating meeting the state of Texas College, Career, and Military Readiness standard.

Root Cause 2: There is limited career and college readiness preparation throughout our students high school experience, including a limited amount of targeted guidance and opportunities for skill development necessary for post-secondary readiness/success.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers struggle to consistently create content-based exit ticket assessments, and formative assessments aligned to the rigor of STAAR and College Readiness.

Root Cause 3: Teachers face challenges in aligning formative and exit ticket assessments with STAAR and College Readiness standards due to insufficient professional development and resources focused on assessment design.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Access to Cellphones, AirPods, and Headphones during daily instruction disrupts teaching and learning, and pose safety concerns when students utilize the technology devices to engage in off-culture behaviors that violate the student code of conduct.

Root Cause 4: Insufficient policies and enforcement regarding the use of personal technology devices in the classroom lead to disruptions and safety concerns, as students engage in off-task behaviors.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Not all students plan on going to college, and only limited amounts of students have access to and enroll in the available CTE pathways aimed to ensure that they graduate with a level I or level to certification, however most students are stuck in the middle without a clear plan after graduation.

Root Cause 5: Students lack access, awareness and guidance about career and technical education (CTE) pathways and their benefits, leading to low enrollment and a lack of clear post-graduation plans.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: People perceive that we are not building leadership capacity of our young people.

Root Cause 6: Students haven't been engaged in activities outside of the regular classroom setting and are perceived as simply students and not student leaders.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There continues to be a significant number of STAAR EOC re-testers in English I, English II, Algebra I, and Biology, signifying that students have not yet mastered the expected content prior to transitioning to or enrolling at the Senior High School Campus.

Root Cause 7: There is a lack of mastery and retention of foundational content in English I, English II, Algebra I, and Biology, due to gaps in instructional continuity and support before students reach the Senior High School Campus.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Parent/Guardian engagement is low.

Root Cause 8: MSHS still lacks a PTA.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: MSHS Emergent Bilinguals struggle to access the English Language and therefore struggle to meet standard on STAAR EOC Assessments across all content areas.

Root Cause 9: There is inadequate support and resources for developing English language proficiency, leading to challenges in accessing and comprehending content across all content areas.

Problem Statement 9 Areas: Student Learning

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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

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
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

675

- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

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

Performance Objective 1: The percentage of graduates that meet the criteria for CCMR will increase from 55% for the class of 2023 to 65% by the class of 2024, and 75% by the class of 2025.

GPM 3.1 The percentage of graduates that meet TSI compliance in English and Math through the TSIA, SAT, ACT, or the English and Math College Prep Course will increase from 32% to 40% by the class of 2024, and 45% by the class of 2025.

GPM 3.2 The percentage of graduates that meet the dual credit course indicator will increase from 34% to 35% by the class of 2024, and 40% by the class of 2025.

GPM 3.3 The percentage of graduates that receive an Industry Based Certificate will increase from 32% to 35% by the class of 2024, and 40% by the class of 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Campus-based Assessments Data

District-based Assessments Data

STAAR Data

EOC Tests Data

AP Tests Data

TSI Data

SAT Data

ACT Data

Post-Secondary Acceptance Data

Strategy 1 Details		Reviews			
Strategy 1: Integrated College and Career Readiness Programs: Develop comprehensive programs that combine college readiness, dual credit opportunities, and industry-based certifications. This could include creating a cohesive curriculum that integrates academic preparation (TSI compliance) with career-focused training and dual credit coursework, ensuring that students receive guidance and resources for meeting multiple CCMR indicators simultaneously. Strategy's Expected Result/Impact: CCMR Readiness Whole-Child Focus Staff Responsible for Monitoring: Principal Dr. Hearne API Gutierrez Counselors 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 - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 2 - School Processes & Programs 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Enhanced Guidance and Support Systems: Strengthen counseling and advising services to provide personalized support for students. Implement robust systems for career and academic advising that help students plan their pathways early, select appropriate dual credit and certification courses, and prepare for standardized tests. This support should include regular check-ins, progress tracking, and tailored interventions to address individual needs and goals. Strategy's Expected Result/Impact: CCMR Readiness Whole-Child Focus Staff Responsible for Monitoring: API Gutierrez Counselors TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Collaboration with Postsecondary and Industry Partners: Foster partnerships with colleges, universities, and industry leaders to create seamless pathways for students. Collaborate on developing dual credit courses, certification programs, and test preparation resources. These partnerships can also offer internships, apprenticeships, and other practical experiences that enhance the relevance of coursework and certifications, aligning educational opportunities with industry standards and requirements. Strategy's Expected Result/Impact: CCMR Readiness Whole-Child Focus Staff Responsible for Monitoring: Principal Hearne API Gutierrez AP Henley AP Bryant Counselors DCs TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 Funding Sources: Data Analysis Materials and Resources - Local Funds		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: MSHS Emergent Bilinguals struggle to access the English Language and therefore struggle to meet standard on STAAR EOC Assessments across all content areas. Root Cause: There is inadequate support and resources for developing English language proficiency, leading to challenges in accessing and comprehending content across all content areas.
Problem Statement 2: Not enough seniors are graduating meeting the state of Texas College, Career, and Military Readiness standard. Root Cause: There is limited career and college readiness preparation throughout our students high school experience, including a limited amount of targeted guidance and opportunities for skill development necessary for post-secondary readiness/success.
Problem Statement 3: There continues to be a significant number of STAAR EOC re-testers in English I, English II, Algebra I, and Biology, signifying that students have not yet mastered the expected content prior to transitioning to or enrolling at the Senior High School Campus. Root Cause: There is a lack of mastery and retention of foundational content in English I, English II, Algebra I, and Biology, due to gaps in instructional continuity and support before students reach the Senior High School Campus.

School Processes & Programs

Problem Statement 1: Not all students plan on going to college, and only limited amounts of students have access to and enroll in the available CTE pathways aimed to ensure that they graduate with a level I or level to certification, however most students are stuck in the middle without a clear plan after graduation. **Root Cause:** Students lack access, awareness and guidance about career and technical education (CTE) pathways and their benefits, leading to low enrollment and a lack of clear post-graduation plans.

Problem Statement 2: Teachers struggle to consistently create content-based exit ticket assessments, and formative assessments aligned to the rigor of STAAR and College Readiness. **Root Cause:** Teachers face challenges in aligning formative and exit ticket assessments with STAAR and College Readiness standards due to insufficient professional development and resources focused on assessment design.

Problem Statement 3: Access to Cellphones, AirPods, and Headphones during daily instruction disrupts teaching and learning, and pose safety concerns when students utilize the technology devices to engage in off-culture behaviors that violate the student code of conduct. **Root Cause:** Insufficient policies and enforcement regarding the use of personal technology devices in the classroom lead to disruptions and safety concerns, as students engage in off-task behaviors.

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, Manor Senior High School will refine systems of communication to create opportunities for 100% of our scholars, family, staff, & community members to receive weekly communication that is interactive, accurate, timely, & accessible.

- High Priority**
- Evaluation Data Sources:** Stakeholder Feedback Surveys
- Students
 - Staff
 - Parents
 - Community Members

Strategy 1 Details	Reviews			
Strategy 1: The Campus Communications Representative (CCR) will send out weekly parent and community communications, highlighting great things that are happening at Manor Senior High School, as well as the upcoming CCMR, and Parent & Community Engagement Events. Strategy's Expected Result/Impact: 100% of families and existing community partners engaged, educated, informed, and updated to increase student achievement Staff Responsible for Monitoring: Veronica Arellano - MSHS Senior Admin & CCR TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3 Funding Sources: Communication Resources - Local Funds	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Manor Senior High School Campus Communications Representative(CCR) will implement systems of effective communication to ensure that all necessary and required district and campus level postings/information, is sent out via MSHS campus website, 11th & 12th grade Google Classroom, and all other social media platforms approved by Manor ISD. Strategy's Expected Result/Impact: Interactive, accurate, timely, & accessible communication to all scholars, family, staff, & community members Staff Responsible for Monitoring: Veronica Arellano - MSHS Senior Admin & CCR ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Parent/Guardian engagement is low. Root Cause: MSHS still lacks a PTA.

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, Manor Senior High School will collaborate with parents to establish a PTA. In addition, Manor Senior High School will implement campus-wide initiatives to boost campus morale, and to ensure a positive campus, student, and community culture.

High Priority

HB3 Goal

Evaluation Data Sources: Parent Empowerment and Community Engagement Session Sign-in Sheets

Parent Empowerment and Community Engagement Session Feedback Surveys

Parent and Family Culture and Climate Surveys

Community Partner Culture and Climate Surveys

Strategy 1 Details	Reviews			
Strategy 1: The following campus culture initiatives will be implemented: -STAR Students of the Week -Hero of the Week -Teacher of the Month -Support Staff Team Member of the Month Strategy's Expected Result/Impact: Positive Campus Climate and Culture High Campus Morale Staff Responsible for Monitoring: Principal Dr. Hearne Senior Admin - Mrs. A TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Establish PTA and conduct monthly meetings. Strategy's Expected Result/Impact: Parent Engagement Staff Responsible for Monitoring: API Gutierrez AP Bryant Problem Statements: Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
				683



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 3: Parent/Guardian engagement is low. **Root Cause:** MSHS still lacks a PTA.

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, Manor Senior High School Campus Leadership will collaborate with District leadership to ensure 100% of our scholars, staff, and school community have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports conducive to well-supported teachers, empowered students, and highly effective teaching and learning.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Campus-based Assessments Data
- District-based Assessments Data
- STAAR Data
- EOC Tests Data
- AP Tests Data
- TSI Data
- SAT Data
- ACT Data
- Post-Secondary Acceptance Data
- Campus Culture and Climate Surveys

Strategy 1 Details		Reviews			
Strategy 1: Manor Senior High School Campus Leadership will collaborate with District Leadership to implement effective systems conducive to ensuring 100% of our scholars, staff, and school community have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports. Strategy's Expected Result/Impact: Effective systems conducive to ensuring 100% of our scholars, staff, and school community have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports. Staff Responsible for Monitoring: AP Henly TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 2 Funding Sources: No resources needs for this strategy - Local Funds		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 100% of Manor Senior High School staff will receive ongoing targeted and meaningful professional development aligned to Paul Bambrick-Santoyo's "Get Better Faster" ~ Management and Rigor Trajectory (Scope & Sequence) Strategy's Expected Result/Impact: Effective systems conducive to ensuring 100% of our scholars, staff, and school community have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports. Staff Responsible for Monitoring: API Gutierrez TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2 Funding Sources: Targeted Professional Development tied to a Data-driven Culture and Teacher Observation and Feedback Data - Local Funds	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 100% of our teaching staff at Manor Senior High School will be coached and developed via whole-group; small-group; and individually, based on what the data from weekly observation and feedback cycles reveal via practice clinics and campus-wide professional learning sessions. Strategy's Expected Result/Impact: Effective systems conducive to ensuring 100% of our scholars, staff, and school community have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports. Staff Responsible for Monitoring: Principal Dr. Hearne API Gutierrez AP Henley AP Thomas TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2 Funding Sources: No resources needs for this strategy - Local Funds	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: MSHS Emergent Bilinguals struggle to access the English Language and therefore struggle to meet standard on STAAR EOC Assessments across all content areas. Root Cause: There is inadequate support and resources for developing English language proficiency, leading to challenges in accessing and comprehending content across all content areas. Problem Statement 2: Not enough seniors are graduating meeting the state of Texas College, Career, and Military Readiness standard. Root Cause: There is limited career and college readiness preparation throughout our students high school experience, including a limited amount of targeted guidance and opportunities for skill development necessary for post-secondary readiness/success. Problem Statement 3: There continues to be a significant number of STAAR EOC re-testers in English I, English II, Algebra I, and Biology, signifying that students have not yet mastered the expected content prior to transitioning to or enrolling at the Senior High School Campus. Root Cause: There is a lack of mastery and retention of foundational content in English I, English II, Algebra I, and Biology, due to gaps in instructional continuity and support before students reach the Senior High School Campus.
School Processes & Programs
Problem Statement 1: Not all students plan on going to college, and only limited amounts of students have access to and enroll in the available CTE pathways aimed to ensure that they graduate with a level I or level to certification, however most students are stuck in the middle without a clear plan after graduation. Root Cause: Students lack access, awareness and guidance about career and technical education (CTE) pathways and their benefits, leading to low enrollment and a lack of clear post-graduation plans. Problem Statement 2: Teachers struggle to consistently create content-based exit ticket assessments, and formative assessments aligned to the rigor of STAAR and College Readiness. Root Cause: Teachers face challenges in aligning formative and exit ticket assessments with STAAR and College Readiness standards due to insufficient professional development and resources focused on assessment design.
Perceptions
Problem Statement 2: People perceive that we are not building leadership capacity of our young people. Root Cause: Students haven't been engaged in activities outside of the regular classroom setting and are perceived as simply students and not student leaders.

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, Manor Senior High School will ensure 100% of our scholars have safe, well-maintained, environmentally sustainable, and community-accessible facilities.

High Priority
HB3 Goal
Evaluation Data Sources: Campus-Level Safety Audit
District Level Safety Audit
Student Culture and Climate Surveys

Strategy 1 Details	Reviews			
Strategy 1: Manor Senior High School Campus Leadership responsible for facilities will conduct bi-annual Campus Safety Audits (1 during the Fall Semester and 1 during the Spring Semester), and share findings with District Leadership responsible for facilities. Strategy's Expected Result/Impact: Positive School Culture Safe, Loving, and Welcoming Learning Environment Conducive to Effective Teaching and Learning Staff Responsible for Monitoring: AP Henly TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 3 - Perceptions 2 Funding Sources: No resources needs for this strategy - Local Funds	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Manor Senior High School Campus Leadership responsible for facilities will collaborate with District Leadership responsible for facilities, to prioritize and resolve all areas of concern, based on what the data reveals from the bi-annual Campus Safety Audits. Strategy's Expected Result/Impact: Positive School Culture Safe, Loving, and Welcoming Learning Environment Conducive to Effective Teaching and Learning Staff Responsible for Monitoring: AP Henly TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 3 - Perceptions 2 Funding Sources: No resources needs for this strategy - Local Funds	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Manor Senior High School Instructional Leadership Team and Teacher Teams will implement a campus-wide PBIS and Restorative Practices Program, aimed to address conflict resolution, violence prevention, and off-culture behavior that includes but is not limited to bullying. Strategy's Expected Result/Impact: Whole-Child Education through SEL Conflict Resolution Violence Prevention Drug Use Prevention Bullying Prevention Discipline Management (PBIS & Restorative Practices) Staff Responsible for Monitoring: API Gutierrez AP Henley Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 - School Processes & Programs 3 - Perceptions 2 Funding Sources: Training, Resources, Materials - Local Funds	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Even though our campus is diverse, there is a lack of cultural diversity visibility in hallways, and campus/community programs and events. Root Cause: There is insufficient integration of diverse cultural elements into campus decor, programs, and events. This oversight leads to a diminished representation of the diverse backgrounds of our community members, reducing opportunities for cultural exchange and inclusivity.
School Processes & Programs
Problem Statement 3: Access to Cellphones, AirPods, and Headphones during daily instruction disrupts teaching and learning, and pose safety concerns when students utilize the technology devices to engage in off-culture behaviors that violate the student code of conduct. Root Cause: Insufficient policies and enforcement regarding the use of personal technology devices in the classroom lead to disruptions and safety concerns, as students engage in off-task behaviors.
Perceptions
Problem Statement 2: People perceive that we are not building leadership capacity of our young people. Root Cause: Students haven't been engaged in activities outside of the regular classroom setting and are perceived as simply students and not student leaders.

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 1: 75% of "non-regrettable" staff at Manor Senior High School will be retained from July 1, 2024, to July 30, 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Teacher/Staff Turnover Data
T-TESS Final Evaluations
T-PESS Final Evaluations
Support Staff Final Evaluation
Staff Culture and Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Leadership Team will ensure and implement a system for clear and consistent communication of campus-wide expectations, updates, and celebrations. Strategy's Expected Result/Impact: 75% or higher of "non-regrettable" staff at Manor Senior High School will be retained from July 1, 2024, to July 30, 2025. Staff Responsible for Monitoring: Principal Dr. Hearne API Gutierrez AP Henley AP Bryant TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 Funding Sources: No resources needs for this strategy - Local Funds	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: The Instructional Leadership Team will collaborate with teacher leaders to evaluate current systems that are in place to address campus culture and climate. Based on what data reveals from the evaluation, the Instructional leadership team will put systems in place to maintain the effective systems, and eliminate or refine ineffective systems. Strategy's Expected Result/Impact: 75% or higher of "non-regrettable" staff at Manor Senior High School will be retained from July 1, 2024, to July 30, 2025. Staff Responsible for Monitoring: API Gutierrez DCs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 Funding Sources: No resources needs for this strategy - Local Funds	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Instructional Leadership team will establish and implement a system for conducting monthly "Instructional Learning Walks" to identify and address our campus' problem of practice, which will allow us to improve teacher practices. If teacher practices improve, student outcomes will improve, and will contribute to staff retention. Strategy's Expected Result/Impact: 75% or higher of "non-regrettable" staff at Manor Senior High School will be retained from July 1, 2024, to July 30, 2025. Staff Responsible for Monitoring: Principal Hearne API Gutierrez TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 Funding Sources: Calibrated Walks Resources and Materials - Local Funds	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Even though our campus is diverse, there is a lack of cultural diversity visibility in hallways, and campus/community programs and events. **Root Cause:** There is insufficient integration of diverse cultural elements into campus decor, programs, and events. This oversight leads to a diminished representation of the diverse backgrounds of our community members, reducing opportunities for cultural exchange and inclusivity.

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Child Abuse and Neglect	Human Resources	10/7/2024	Dr. Christopher Harvey	10/7/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Support Officer	1/28/2025	Dr. Christopher Harvey	10/7/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/13/2024	Dr. Christopher Harvey	10/7/2024

Manor Independent School District
ShadowGlen Elementary
2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Campus Mission Statement:

We provide the opportunity, access, and support to achieve rigorous levels of knowledge through a strong foundation of intellectual habits, a curiosity for knowledge, and a hunger to positively impact our community.

Vision

Campus Vision Statement:

At Shadowglen Elementary, we create college and career ready lifelong learners who intrinsically desire excellence, and who invest in academic and social emotional development to reach their full potential, empowering the future leaders of our community.

Value Statement

We invest in our scholars daily to be successful and productive members of society.
We lead with Restorative Practices where scholars and staff model love and respect for all.
We strive for excellence, empowering future leaders.
We champion each other's identities with our peers and communities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

ShadowGlen Elementary is a nine year old, K - 5 grade campus in the heart of the Manor Community, in Manor, Texas, located in Travis County. The demographics of students within the district provide insight into the unique needs and strengths of our school community.

1. **Student Population:** In the 2024-2025 academic year, ShadowGlen Elementary is projected to enroll approximately 639 students, spanning kindergarten through fifth grade.
2. **Diversity:** Our student body exemplifies the rich cultural mosaic of Manor, Texas. Current demographic data indicates that 64% of students identify as Hispanic or Latino, 19% as African American, 9% as White, and 3% as Asian or and 3% as other ethnicities. Embracing this diversity is central to our school's values of inclusivity and mutual respect.
3. **Economic Background:** A significant majority of students at ShadowGlen Elementary come from economically disadvantaged backgrounds, with over 61.5% qualifying for free or reduced-price lunch programs. Addressing the unique needs and challenges faced by these students remains a priority as we strive to ensure equitable access to educational opportunities.
4. **Special Education and English Language Learners (ELL):** Within our school community, 11% of students receive special education services, while 38% are English language learners. Providing tailored support and individualized learning plans for these students is fundamental to fostering their academic success and social-emotional well-being.
5. **Mobility:** ShadowGlen Elementary experiences a moderate level of student mobility, with approximately 18.9% of students transferring in or out of the school throughout the academic year. Efforts to streamline transitions and provide continuity of learning are integral to maintaining student progress and engagement.
6. **Attendance:** Average daily attendance at ShadowGlen Elementary consists of a rate of 96%. We continue to prioritize initiatives aimed at promoting regular school attendance and addressing any underlying factors that may hinder student participation.
7. **Community Characteristics:** The ShadowGlen community is characterized by its close-knit neighborhoods, diverse socioeconomic landscape, and a shared commitment to the success of our students. Collaborative partnerships with families, local organizations, and stakeholders enrich the educational experience and provide invaluable support for our school community.
8. **Achievement Data:** While ShadowGlen Elementary has made strides in academic achievement in various grade levels, persistent achievement gaps persist, particularly among students from economically disadvantaged backgrounds and specific demographic groups. Targeted interventions, data-driven instruction, and ongoing professional development are essential components of our efforts to close these gaps and ensure all students reach their fullest potential.
9. **Staff Demographics:** Our dedicated team of educators and staff reflects the diversity of our student body, with approximately 51% identifying as female and 49% as male. We are committed to fostering a culture of inclusivity, professional growth, and collaboration among all members of the school community.
10. **Future Trends:** Demographic projections suggest continued growth in student enrollment, as well as increasing diversity within the ShadowGlen Elementary community. As we look to the future, we remain committed to adapting and evolving our practices to meet the evolving needs of our students and community, while upholding our unwavering dedication to excellence and equity in education.

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Demographics Strengths

In an effort to support the continued success of the school, ShadowGlen Elementary monitors the ethnicity and gender of students in special programs to gauge the academic success of our subgroups. ShadowGlen Elementary will departmentalize content areas in grades 2-5 to better meet the needs of scholars with this approach. We anticipate several benefits to departmentalizing teachers and allowing teachers to specialize in specific subjects rather than teaching all subjects to one class:

1. **Subject Expertise:** Teachers can focus on their strengths and interests, allowing them to develop deeper knowledge and more engaging instructional methods for their subject areas.
2. **Enhanced Scholar Engagement:** Scholars benefit from more dynamic and varied teaching styles, as they experience different teachers with unique approaches and personalities.
3. **Improved Resource Utilization:** Specialized teachers can use resources and materials more effectively, tailoring them to specific subjects and maximizing their impact.
4. **Better Differentiation:** Teachers can more easily adjust their teaching strategies to meet the diverse needs of scholars in their subject areas, fostering a more personalized learning environment.
5. **Collaboration and Professional Development:** Departmentalization encourages collaboration among teachers in the same subject area, leading to shared best practices, co-planning, and professional growth.
6. **Preparation for Future Learning:** Scholars may become more accustomed to transitioning between classes and teachers, better preparing them for middle school environments.
7. **Increased Focus on Assessment:** Subject-specific teachers can focus on assessing and tracking progress in their area, leading to more targeted feedback and interventions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In the 2023-2024 School Year, 16% of Hispanic students achieved meets or mastery for STAAR academic achievement, however our Hispanic sub group makes up for 61% of our student population. **Root Cause:** Low teacher retention rates contributed to inconsistent routines, loss of instruction, and low scholar academic achievement at ShadowGlen Elementary.

Student Learning

Student Learning Summary

2023-24 STAAR Reading

	Did Not Meet	Approaches	Meets	Masters
3G Reading	46%	27%	20%	6%
4G Reading	35%	36%	22%	7%
5G Reading	34%	35%	20%	11%

2023-24 STAAR Math

	Did Not Meet	Approaches	Meets	Masters
3G Math	46%	34%	18%	2%
4G Math	53%	24%	15%	8%
5G Math	38%	24%	30%	8%

2023-24 STAAR Science

	Did Not Meet	Approaches	Meets	Masters
5G Science	72%	24%	3%	2%

For the 17-2018 School Year, ShadowGlen Elementary received a score of 77 (C) for overall accountability.

For the 18-2019 School Year, ShadowGlen Elementary received a score of 77 (C) for overall accountability.

For the 20-2021 School Year, ShadowGlen Elementary received a score of NA for overall accountability.

For the 21-2022 School Year, ShadowGlen Elementary received a score of 68 (D) for overall accountability.

For the 22-2023 School Year, ShadowGlen Elementary received a score of 68 (D) for overall accountability.

For the 23-2024 School Year, ShadowGlen Elementary projects a score of 59 (F) for overall accountability.

Officially, school district A-F accountability ratings have been delayed for districts across the state due to a lawsuit regarding the validity of the STAAR test results for the 23-24 academic year. In Reading, performance averaged a decline of 2% across each grade level. In 3rd grade math, performance averaged an 11% decrease, 4th grade math averaged a 12% decrease, and in 5th grade math, averaged a 15% increase in approaches and above.

ISIP (Reading) and iReady (Math) End of Year (EOY) data is attached below. ISIP data will be collected monthly for progress monitoring and to inform intervention groups. iReady diagnostics will be conducted 3 times a year, and monitored by administrators and teachers monthly to progress monitor, analyze scholar growth, and target needs for support for intervention in math.

Teachers will analyze ISIP and iReady performance monthly in PLCs and determine intervention grouping. Reteach opportunities will be discussed during weekly PLC meetings as we analyze scholar exit tickets and student work.

ISIP (Reading) Data EOY 2024

Grade Level	Level 1 (2 or more grade levels behind)	Level 4/5 (at/approaching grade level)
K	66%	21%
1	76%	27%
2	50%	19%
3	50%	21%
4	52%	14%
5	50%	5%

iReady (Math) Data EOY 2024

Grade Level	Level 1 (1-2 grade levels behind)	Level 4/5 (at/approaching grade level)
K	0%	52%
1	33%	14%
2	24%	31%
3	17%	41%
4	20%	41%
5	26%	44%

Student Learning Strengths

In the 23-24 School Year, SGE improved 7% in the approaches category for 4th Grade Reading/Language Arts.

In the 23-24 School Year, SGE improved 4% in the approaches category for 5th Grade Reading/Language Arts.

In the 23-24 School Year, SGE improved 4% in the approaches category for 4th Grade Math.

In the 23-24 School Year, SGE improved 13% in the Meets category for 5th Grade Math.

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In the 23-24 School Year, SGE improved 3% in the approaches category for 5th Grade Science.

In the 23-24 School Year, SGE improved 1% in the Meets category for 5th Grade Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of third-grade students who scored Meets Grade Level was 16% for Reading. **Root Cause:** Lack of implementing a current campus wide vertical marking the text and writing instructional plan across the campus K-5 with fidelity. Scholars lack a formal process from K-5th grade that builds comprehension and synthesizing as they approach each text.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment Summary:

Manor ISD utilizes High Quality Instructional Materials including HMH, iReady, Discovery Ed, and Savvas. MISD also uses diagnostics and progress monitoring programs called iReady and iStation, which provides assessment management, reporting and analysis, curriculum management, and program tracking for students. These tools are essential at SGE so teachers, administrators, families and scholars are consistently aware of individual progress, learning gaps, and pathways for improvement. SGE is dedicated to ensuring all teachers are utilizing High Quality Instructional Materials and commit to continuous professional development for staff and administrators who are supporting the development of teachers in order to improve instruction and student academic outcomes. Administrators and coaches will monitor instruction weekly to assess opportunities to build teacher capacity and improve student engagement. Each grade level will meet twice weekly in Professional Learning Communities (PLC) to plan lessons and review data for progress monitoring. The instructional leadership, including the Campus Principal, Assistant Principal, and Instructional Coach meet and plan with teachers weekly in each Professional Learning Community (PLC) to ensure collaboration, reflect on student data, and make adjustments to ensure student needs are addressed.

School Culture and Climate Summary:

At SGE, we recognize that a positive and inclusive culture and climate are essential for fostering student success and well-being. We are dedicated to enhancing our school's environment to ensure it is nurturing, supportive, and conducive to learning. We accomplish this by cultivating a school culture where every student, staff member, and family feels valued, respected, and engaged, while promoting a safe and positive climate that enhances academic and social-emotional development. We engage in professional development for staff on cultural competency, equity, and inclusion. We create and promote programs that celebrate diversity and encourage cross-cultural understanding among students. We establish and maintain clear, consistent, and respectful communication channels between staff, students, and families including our Staff and Family Paw Print modes of communications. We enhance Student Engagement and Well-being by developing and supporting student leadership opportunities such as the LIT Squad (Leaders in Training) that empower students to contribute positively to the school environment. We integrate social-emotional learning (SEL) programs including Restorative Practices that address students' needs and teach skills for building healthy relationships and managing emotions. We increase opportunities for student voice and choice in their learning experiences through the use of student menus and our Gifted and Talented Programs. We promote a Safe and Supportive Environment by reviewing and strengthening school policies and procedures related to safety, bullying prevention, and conflict resolution. We create a system for recognizing and rewarding positive behavior and achievements, reinforcing a culture of respect and responsibility through our weekly Cool Cat Friday award pep rallies. We engage families and community partners in creating a supportive network that contributes to a safe and nurturing school environment with the support of our Parent Liaison and the Whole Child department. We improve Staff Morale and Collaboration by providing ongoing opportunities for staff collaboration and team-building to strengthen professional relationships and collective efficacy. We offer regular feedback and support to staff to recognize their contributions and address any concerns or needs. We promote work-life balance through wellness initiatives and professional development tailored to staff well-being. We welcome and elicit feedback continuously from staff, students, and families to oversee and drive initiatives.

At SGE, we regularly assess and review the school's culture and climate through surveys, focus groups, and feedback sessions. We meet weekly regarding school culture, discuss scholar needs through our RtI and MTSS systems, and we set clear metrics for success and monitor progress to make data-informed adjustments to strategies and practices through our weekly Academic Progress Meetings.

School Context and Organizational Summary:

At SGE, we understand that effective organizational systems and a supportive school context are foundational to achieving our educational goals and enhancing student outcomes. Our improvement plan aims to strengthen these systems to ensure a cohesive, efficient, and responsive school environment in the following ways:

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Ensure High Quality Instruction across all grade levels and content areas with the use of High Quality Instructional Materials and instructional look fors that administrators and instructional leaders use daily to calibrate/align/provide feedback.

Ensure Positive Behavior Intervention Support Systems are utilized across the grade levels to encourage positive behavior and good choices.

Streamline Administrative Processes: Implement and refine procedures for managing daily operations, including scheduling, resource allocation, and communication, to improve overall efficiency and reduce administrative burdens on staff.

Leverage Technology: Integrate and utilize educational and administrative technologies to facilitate communication, data management, and instructional planning. Provide training for staff to effectively use these tools.

Establish and Strengthen Professional Learning Communities (PLCs): Develop and support PLCs where teachers and staff can collaborate on instructional strategies, share best practices, and analyze student data to drive continuous improvement.

Encourage Team-Based Approaches: Promote interdisciplinary and vertical collaboration among staff to address student needs holistically and enhance the integration of curriculum and support services.

Develop Leadership Capacity: Provide targeted professional development for school leaders and aspiring leaders to build skills in instructional leadership, data-driven decision-making, and community engagement.

Engage Stakeholders: Involve teachers, staff, families, and community members in decision-making processes to ensure diverse perspectives are considered and to foster a shared commitment to school goals.

Optimize Resource Allocation: Conduct regular assessments of resource utilization and adjust allocations to align with identified needs and priorities. Ensure that resources are equitably distributed to support all students effectively.

Invest in Professional Development: Prioritize ongoing training and support for staff to enhance their skills and stay current with best practices in education. Allocate budgetary resources to professional development opportunities.

By prioritizing these objectives, SGE aims to create a vibrant, supportive school environment where all members of our community can thrive academically, socially, and emotionally.

School Processes & Programs Strengths

School Processes and Program Strengths:

SGE Teacher lesson preparation and planning is aligned to district and state standards.

SGE teachers use MISD pacing guides and the TEKS resource system for internalization of lessons and to ensure state standards are mastered by students.

The SGE instructional model includes a reflect and reteach model with small group instruction daily when scholars do not show evidence of mastery of learning objectives.

Acceleration and Intervention periods are designed to provide scholars accelerated content and intervention based on academic performance.

Scholars engage in module assessments, campus created benchmark assessments, daily exit tickets, and progress monitoring tool assessments to monitor pathways to mastery of content and pathways to 1 or more grade levels of growth.

All SGE staff including our front office reception is dedicated to the people experience and world class customer service.

SGE staff are focused on continuous improvement, identifying problem areas, and collaborating to problem solve and present solutions that encompass multiple viewpoints.

SGE is proud to have our students engaged in school wide activities, clubs, and leadership opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: SGE Lesson Plan Internalization processes and expectations are not clear to teachers, yielding instruction that is not aligned to state standards. **Root Cause:** Lack of professional development in the internalization of state standards and alignment to high quality instructional materials has impacted teacher preparedness and scholar output.

Problem Statement 2: SGE Dual Language Program is not aligned to the MISD Biliteracy Framework. **Root Cause:** Lack of professional development and background knowledge of dual language best practices has impacted teacher efficacy in biliteracy programs.

Perceptions

Perceptions Summary

At SGE we recognize that positive perceptions among students, staff, parents, and the broader community are crucial for fostering a supportive and effective learning environment. Our improvement plan aims to enhance these perceptions by addressing feedback, building trust, and ensuring that all stakeholders feel valued and engaged.

SGE staff perception surveys indicated a need to partnership and professional development especially in the areas of planning and internalization.

SGE does not have a PTA and it has been difficult to establish a PTA.

Parents feel their children at SGE have the necessary supplies and equipment to foster an effective learning environment.

Parents shared that their child is recognized for good work and behavior at school.

Parents have a desire to communicate school information often and in multiple ways.

Student surveys indicate learning is important at their school and that their teacher cares for them.

Staff turnover rate is high.

Perceptions Strengths

Parent engagement and involvement continues to be a strength for SGE. Students also feel safe at school and believe their teachers are here to help ensure their success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher planning and preparation systems is needed which have resulted in low student academic outcomes. **Root Cause:** School systems involving time management and templates that support teacher lesson internalization have not been fully adopted by the campus.

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
- 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
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Equity data
- T-TESS data
- T-PSS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- 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: By July 2025, ShadowGlen Elementary school students will meet or exceed the campus goal of 70% performance on STAAR Reading test for all students in the approaches level in grades 3-5.

By July 2025, ShadowGlen Elementary school students will meet or exceed the campus goal of 70% performance on STAAR Math test for all students in the approaches level in grades 3-5.

By July 2025, ShadowGlen Elementary school students will meet or exceed the campus goal of 40% performance on STAAR Reading test for all students in the Meets level in grades 3-5.

By July 2025, ShadowGlen Elementary school students will meet or exceed the campus goal of 40% performance on STAAR Math test for all students in the Meets level in grades 3-5.

High Priority

HB3 Goal

Evaluation Data Sources: Students will engage in a diagnostic using a universal screener in iStation. Campus will progress monitor in iReady and iStation, Campus Based Assessments, District Assessments, and numeracy fluency programs.

Strategy 1 Details		Reviews			
Strategy 1: SGE will adopt a data driven instruction focus with a goal of 70% Approaches, 40% Meets, and 20% Masters for all formative assessments for the 24-25 School Year. SGE Principal, Assistant Principal, and Instructional Coach will engage in 5 weekly classroom observations, coaching, and feedback opportunities with teachers to develop strong Tier 1 instruction and response to data systems using the Get Better Faster Scope and Sequence. SGE instructional look fors will progress throughout the school year to develop teachers in Lesson Internalization, Essential Routines and Procedures, Effective I DO, Strong Independent Practice routines, Aggressive Monitoring, Narrating the Positive, Checking for Understanding, and Reteach/Small group instruction. Strategy's Expected Result/Impact: Daily exit ticket data will improve monthly in order to set the foundation to reach our campus goal of 70% Approaches, 40% Meets, 20% Mastery in Math, Reading, and Science formative assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: School Leadership Team will engage in administration and teacher continuous professional development after school and during PLCs in the areas of lesson internalization and lesson planning from the District Curriculum and Assessment Team. Data will be collected in the form of classroom walkthroughs and scholar output/scholar artifacts to gauge teacher alignment of activities to rigor of the state standards. Strategy's Expected Result/Impact: Teachers will build capacity in Tier 1 instruction, resulting in an improvement in scholar mastery of math concepts taught. Staff Responsible for Monitoring: Principal, Instructional Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide acceleration and intervention support for Tier 2 and Tier 3, HB 4545 and HB 1416 students who have not passed the STAAR test daily during the school day, by teachers and by an Academic Interventionist Strategy's Expected Result/Impact: Students will show evidence of closing gaps by 1 or more grade levels of growth Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: SGE Attendance committee will engage in bi-weekly attendance meetings, review scholars with frequent tardies/absences, and speak with parents regarding support to remove roadblocks to get scholars to school. Phone calls will be made when scholars have more than 1 absence in a 5 day period. School Counselor will call any scholars with 2 or more absences in a 10 day period. Registrar will call home if there are more than 3 absences in a 9 week period, and MISD Truancy team will schedule parent meeting and 45 day attendance plan for any scholars after 10 absences. SGE Student Support Team will also contact families for scholars with 10 or more absences to initiate home visits and support services for families with difficulties. Strategy's Expected Result/Impact: Improved scholar output during independent work time, exit tickets, and formative assessments as they are at school to receive consistent instruction, daily. Staff Responsible for Monitoring: Registrar, Truancy Team, Principal. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: By July 2025, SGE will serve 100% of our staff and stakeholders by providing timely and engaging communication weekly.

High Priority

Evaluation Data Sources: Staff Perception Data: During the 23-24 school year, only 30% of teachers felt the campus administration has built a strong plan to engage the community.

Strategy 1 Details	Reviews			
Strategy 1: Provide weekly communication regarding important updates, events, opportunities, improvement, and campus highlights Strategy's Expected Result/Impact: Increase staff awareness and family satisfaction of school improvement. Staff Responsible for Monitoring: Principal, Parent Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: By July 2025, SGE will ensure a 90% family satisfaction rate in the areas of family engagement opportunities, feedback implementation, and evidence of school improvement perception

Evaluation Data Sources: Staff Perception Surveys: During the 23-24 school year, only 33% of teachers felt the campus administration built a strong school culture including building strong relationships with the faculty, and involving parents//families.

Strategy 1 Details	Reviews			
Strategy 1: SGE will develop a Parent Volunteer group led by the Campus Principal and Parent Liaison in order to create partnerships between staff and the community, gather input and feedback once a month, and work together to meet the needs of our scholars. Strategy's Expected Result/Impact: 90% favorable feedback in the areas of community involvement, strong culture, and strong relationships between administration, staff, and families. Staff Responsible for Monitoring: Campus Principal, Parent Liaison. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: By July 2025, SGE will decrease discipline referral and bullying rates by 40%.

Evaluation Data Sources: Skyward/PEIMS reporting, PBIS data, Bullying records

Strategy 1 Details	Reviews			
Strategy 1: SGE will implement Class Dojo and continue Cool Cat Friday as a PBIS system to encourage good choices, student leadership, and family communication. Strategy's Expected Result/Impact: Evidence of improved school culture will be seen by the increase in scholar recognition and increase of school store participation. Staff Responsible for Monitoring: Principal, Culture Specialist, Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: School Counselor will provide ongoing Guidance Lessons to each grade level once every 6 weeks that cultivate strong character and social emotional development. Strategy's Expected Result/Impact: Increase in student leadership qualities, confidence, social skills, responsible behavior, leadership, problem solving, anti-bullying, and conflict resolution strategies Staff Responsible for Monitoring: Principal, Culture Specialist, Counselor TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: By July 2025, SGE will ensure 100% of content area classrooms will have access to blended learning tools that are integrated into Tier 1/Tier 2 instruction daily.

Evaluation Data Sources: SGE Lesson Planning Template, iReady, iStation reporting

Strategy 1 Details	Reviews			
Strategy 1: Internalization PLC meetings and Data PLC meetings will include blended learning/small group instruction into the instructional model, and acceleration and intervention will be planned by teachers weekly. Strategy's Expected Result/Impact: Students will use technology to support mastery of learning outcomes. Staff Responsible for Monitoring: Principal, Instructional Coach, Interventionist. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: By July 2025, SGE will pass 100% of daily safety walks.

Evaluation Data Sources: Manor PD Safety and Security Checks

Strategy 1 Details	Reviews			
Strategy 1: SGE will engage in a weekly safety meeting where School Leadership will identify and address campus safety and environmental opportunities quickly and effectively. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 1: By July 2025, 100% of SGE teachers and staff will be provided with professional development opportunities to facilitate instructional and operational excellence and target student achievement. Professional learning needs will be identified through classroom walkthrough trends and lesson planning documents.

Evaluation Data Sources: TTESS and Teacher feedback forms from Professional Development Sessions

Strategy 1 Details	Reviews			
Strategy 1: Teachers and paraprofessionals will be offered targeted professional development opportunities based on campus trends with student performance and student culture. Strategy's Expected Result/Impact: Improvement in teacher/paraprofessional execution of instructional absolutes, operational absolutes, and restorative practices that yield positive student outcomes. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Culture Specialist, School Counselor TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: School Leadership Team will engage in professional development bi-weekly and monthly in order to impact school improvement. Strategy's Expected Result/Impact: Evidence of building capacity in instructional leadership and transformational leadership. Staff Responsible for Monitoring: Principal, District Support TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue 718				

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

Performance Objective 2: By July 2025, SGE will retain 85% of staff.

Evaluation Data Sources: Staff perception surveys, TTESS

Strategy 1 Details	Reviews			
Strategy 1: SGE will increase employee engagement by employee recognition, appreciation, and classroom walkthrough celebrations. Strategy's Expected Result/Impact: Teacher and staff retention Staff Responsible for Monitoring: Principal, Assistant Principal, Culture Specialist, Sr. Admin TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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



Mission Statement

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

Diverse Paths to Success

Destination Manor

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.

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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.

Core Values

Respect
Student Success
Integrity
Responsibility
Accountability
Support

Goal 1: Be the district of choice in the Texas Region based on student success

Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Goal 3: Serve internal and external customers in partnership to support the highest levels of student success

Goal 4: Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success.

Core Beliefs

At Presidential Meadows, ***Together***, we will provide a rigorous, yet relevant, high-quality instructional program, producing well educated, balanced, collaborators who are technologically prepared for the 21st century and contribute to society in all aspects.

Our focus is on **Every EAGLE, Everyday!**

We **S**TRIVE for our best.

We **O**PERATE with pride.

We **A**GREE to be positive.

We **R**ESPECT ourselves, others, and our school.

We **SOAR!!!**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2024-25 school year, Presidential Meadows Elementary serves 570 students in grades Pre-Kindergarten through 5th grade. The student population is approximately 65% Hispanic, 20% African American, 7% White, 4.7% Asian, and 2.7% two or more. Low socioeconomic status and at-risk is approximately 77%. Student enrollment program is comprised of approximately 11.8% Special Education, 7% Gifted & Talented, and 49% Emergent Bilingual (combined 34% Bilingual and 18% English as a Second Language). Our attendance rates prior to the 2023 - 2024 school year held steady over the prior years at approximately 96%. However, the attendance rate for Presidential Meadows Elementary during the 2023 - 2024 school year was 97.08% exceeding our goal. The teacher/student ratio is 23 to 1 which allows teachers the opportunity to work with students in small group and individually.

Demographics Strengths

We offer a dual language program - one way bilingual for students in grades Pre-K through fourth. Students can pursue the academic strength of learning two languages, their native language of Spanish and English at the same time. Students are learning to read, write, listen, and speak in their native language as well as their new language of English. Students strengthen their voice and identity in both their first and second languages. Students will learn about different cultures and develop a positive attitude towards people from different backgrounds. Students will be better prepared for the global community and job markets that will be available to them in the future.

We offer a gifted and talented program for our students for our students to excel academically. Students participate in Problem based learning to acquire and build new skills that will be a benefit to them in their future careers.

We offer UIL opportunities to all of our students a chance to engage in a variety of academic competitions across numerous subjects academic competitions to enhances critical thinking, problem-solving, and communication skills and encourages teamwork and collaboration.

Students engage in differentiated instruction in the classroom based on their academic levels to enhance their learning experience. Differentiation fosters a classroom culture that values diversity and encourages risk-taking that builds strong relationships between students and teacher to better understand students individual needs and motivations.

Differentiation provides choices and promotes autonomy which allows students to take ownership of their learning through tailored instruction that allows students to progress at their own pace, leading to improved outcomes.

We are able to offer our students and community extended enrichment programs to provide homework assistance, physical activity, and nutrition guidance along with nutritious meals.

We provide social emotional support for students through guidance lessons, morning meetings, and individual counseling for students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Though PME scored the highest in the Domain 3: Closing the Achievement Gaps, the campus continues to perform below many demographically similar schools in the official campus comparison groups. **Root Cause:** There is improvement needed in teacher attendance as well as in the delivery of high yield, best practice instructional methods for all students.

Student Learning

Student Learning Summary

2024 STAAR Reading Data:

3rd Grade Reading	32% Approaches	17% Meets	10% Masters
4th Grade Reading	24% Approaches	29% Meets	6% Masters
5th Grade Reading	33% Approaches	14% Meets	20% Masters

2024 STAAR Math Data:

3rd Grade Math	29% Approaches	20% Meets	6% Masters
4th Grade Math	20% Approaches	19% Meets	4% Masters
5th Grade Math	32% Approaches	26% Meets	7% Masters

2024 STAAR Science Data:

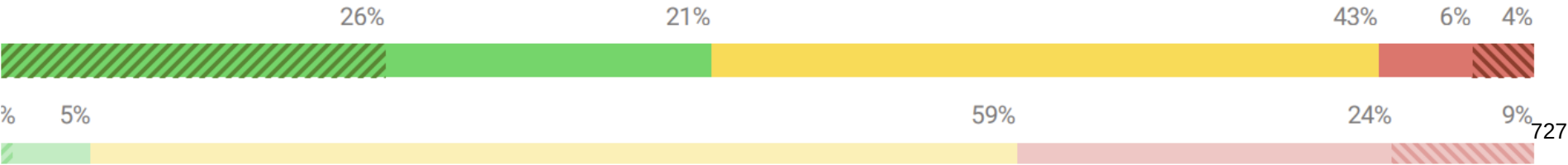
5th Grade Science	30% Approaches	4% Meets	2% Masters
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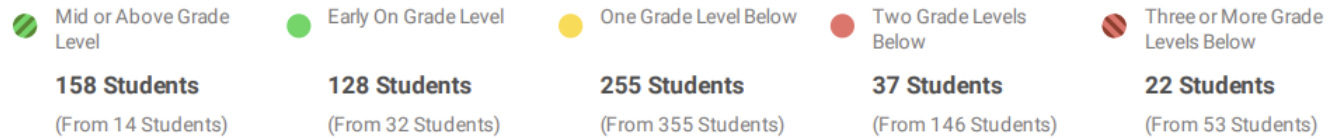
Officially, school district A-F accountability ratings have been delayed for districts across the state due to a lawsuit regarding the validity of the STAAR test results for the 2023 - 2024 academic year. In Reading, performance declined at the meets level in 3rd grade by seven points, but increased 12 points at the 4th grade, and declined by five points at the 5th grade. In math performance increased at the meets level by three points at the 3rd grade, six points at 4th grade, and eight points at 5th grade. Performance in science declined four points at the meets level in 2024.

2023 - 2024 iReady Data

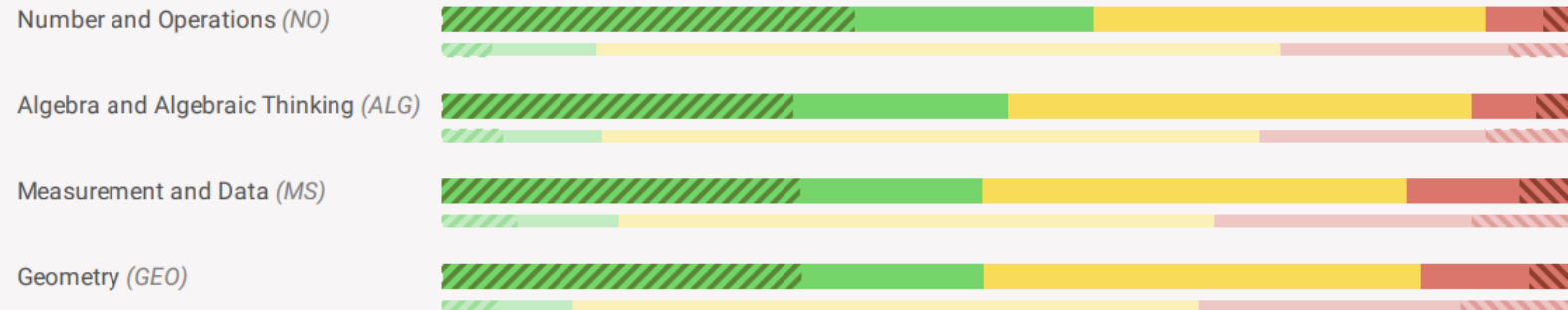
Overall Placement

Students Assessed/Total: 600/678





Placement by Domain



This information will be used to provide targeted interventions/instruction, create targeted professional development to strengthen tier 1 instructional practices, as well as increase student achievement.

Student Learning Strengths

PME scholars gained a total of 17 percentage points in the area of meets area of Math. During the 2023 - 2024 school year PME 4th grade scholars increased the number of students that scored meets in reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Though PME scored the highest in the Domain 3: Closing the Achievement Gaps, the campus continues to perform below many demographically similar schools in the official campus comparison groups. **Root Cause:** There is improvement needed in teacher attendance as well as in the delivery of high yield, best practice instructional methods for all students.

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Problem Statement 2: Students at PME are underperforming as compared to state and district averages. **Root Cause:** There is improvement needed in the delivery of high yield, best practice instructional methods for all students.

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)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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 End-of-Course current and longitudinal results, including all versions
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance 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

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- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

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

Performance Objective 1: By July 2025 Presidential Meadows Elementary School Students will meet or exceed the campus goal of 70% or better on the STAAR Math test for all students at the meets level in grades 3-5.

High Priority

HB3 Goal

Evaluation Data Sources: Summative Assessments - students make less than a 50 need whole class reteach, scores below 70, individual students need reteach, Formative Assessments - analyze data - TEKS mastered, not mastered, CFA's, Interim Assessments, STAAR 2024 - 15 and 30 hour tutoring will be IXL skill mastery checks, walkthroughs to see if Tier 1 instruction is meeting the TEKS, Data binder with strategies to help the students be successful and small group monitoring data, PLC-view T-TESS videos of teachers instruction and discussing strengths and weakness

Strategy 1 Details	Reviews			
Strategy 1: Provide after-school tutorials for students based on various data sources . 1. Identify students that will receive remediation 2. Identify students that are considered at risk and requiring intervention support. Strategy's Expected Result/Impact: Solid Tier 1 instruction during the instructional day followed up that teachers/ interventionists will provide prescribed small group/intervention instruction to scholars needing additional support with specific skills. We will have weekly data meetings that will consist of sorting scholars artifacts (not met, approaches, meets, masters) to ensure progress is made. Staff Responsible for Monitoring: Administrators Classroom Teachers Instructional Coach Academic Interventionists TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By July 2025, Presidential Meadows Elementary School Students will meet or exceed the campus goal of 70% performance on the STAAR Science test for all students at the meets level in grade 5.

High Priority

Evaluation Data Sources: Summative Assessments - students make less than a 50 need whole class reteach, scores below 70, individual students need reteach, Formative Assessments - analyze data - TEKS mastered, not mastered, CFA's, Interim Assessments, STAAR 2024 - 15 and 30 hour tutoring will be IXL skill mastery checks, walkthroughs to see if Tier 1 instruction is meeting the TEKS, Data binder with strategies to help the students be successful and small group monitoring data, PLC-view T-TESS videos of teachers instruction and discussing strengths and weakness

Strategy 1 Details	Reviews			
Strategy 1: School administration will implement the following protocols. 1. Walkthroughs to observe that Tier 1 instruction is meeting the TEKS,/face to face feedback 2. Data binder with strategies to help the students be successful and small group monitoring data, 3. PLC-view T-TESS videos of teachers instruction and discussing strengths and weakness, 4. implementation of a reteach criteria. Strategy's Expected Result/Impact: Implementing this strategy will help students to engage in targeted instruction to increase learning. Implementing the reteach criteria will help teachers to learn how to process data and implement plans of response to students' academic needs. Staff Responsible for Monitoring: School administration Teachers Interventionist	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: By July 2025, Presidential Meadows Elementary School Students will meet or exceed the campus goal of 70% performance on the STAAR Reading test for all students at the meets level in grades 3-5.

High Priority
HB3 Goal

Evaluation Data Sources: Summative Assessments - students make less than a 50 need whole class reteach, scores below 70, individual students need reteach, Formative Assessments - analyze data - TEKS mastered, not mastered, CFA's, Interim Assessments, STAAR 2024 - 15 and 30 hour tutoring will be IXL skill mastery checks, walkthroughs to see if Tier 1 instruction is meeting the TEKS, Data binder with strategies to help the students be successful and small group monitoring data, PLC-view T-TESS videos of teachers instruction and discussing strengths and weakness

Strategy 1 Details	Reviews			
Strategy 1: School administration will implement the following protocols. 1. Walkthroughs to observe that Tier 1 instruction is meeting the TEKS,/face to face feedback 2. Data binder with strategies to help the students be successful and small group monitoring data, 3. PLC-view T-TESS videos of teachers instruction and discussing strengths and weakness, 4. implementation of a reteach criteria. Strategy's Expected Result/Impact: Implementing this strategy will help students to engage in targeted instruction to increase learning. Implementing the reteach criteria will help teachers to learn how to process data and implement plans of response to students' academic needs. Staff Responsible for Monitoring: School administration Teachers Interventionist	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 4: Presidential Meadows Elementary will increase attendance from 97.08% to 98% through incentive programs for all students.

Evaluation Data Sources: Student attendance data will be monitored by PEIMS reports as well as districts reports. End of year reporting in Skyward Information System

Strategy 1 Details	Reviews			
Strategy 1: In order to increase PME's attendance percentages teachers will call home on the second consecutive absence, document this call in Skyward (all details) including the result/outcome of the parent contact. The teacher will email the attendance specialist/registrar on the 3rd consecutive absence The teacher will contact the parent liaison to conduct a possible home visit on the 4th consecutive absence as well as contact the parent to inquire about the extend absences. A parent/teacher/admin conference will be scheduled to determine if the family needs additional support with meeting the attendance expectations. Strategy's Expected Result/Impact: Parent contact will be impactful in the areas of improving student attendance as well as increasing parents' knowledge of the state attendance policy/requirements. Staff Responsible for Monitoring: Teachers, parent liaison, registrar	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The attendance committee meets weekly on Thursdays to review students with frequent tardiness/absences. Students are added to the attendance committee's monitor list at three absences or when a student is repeatedly absent in a short period of time. Strategy's Expected Result/Impact: The attendance committee will be impactful in the areas of improving student attendance as well as increasing parents' knowledge of the state attendance policy. Staff Responsible for Monitoring: Teacher, registrar, parent liaison, truancy officer	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: PME will communicate with all stakeholders in a variety of ways to promote transparency as well as parent/community involvement.

Evaluation Data Sources: Communication artifacts, sign in sheets, Talking Points, website, emails, Class Dojo, etc.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize emails, talking points, teacher newsletters, phone calls, and campus events to communicate with parents and all PME stakeholders. Strategy's Expected Result/Impact: Increased parent and community engagement. Staff Responsible for Monitoring: Teachers Administrators Parent Liaison	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 2: The principal will utilize the PME campus calendar to notify/inform staff of events (who, where, when, what) for the week, month, etc.

Strategy 1 Details	Reviews			
Strategy 1: Provide Communication about events: flyers, newsletters, announcements, campus website, brochure, parent and teacher family nights. Strategy's Expected Result/Impact: Positive relationships with staff and families. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 1: Presidential Meadows Elementary will reach high levels of parent and community engagement by providing volunteer opportunities and hosting campus wide events that encourage parent and community member involvement.

Evaluation Data Sources: PTA programs with sign in sheets, Principal's coffee, Music programs, Family nights with sign in sheets, Sonic Night Attendance, Fall and Spring Math and Literacy Events with sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Presidential Meadows Elementary will host fall and spring Literacy days and Book Character Parade for students and families. Strategy's Expected Result/Impact: DRA3 data, STAAR results, district benchmarks and CBA, district and campus walkthrough data Staff Responsible for Monitoring: Parent Diversity Committee Parent Liaison Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Presidential meadows will utilize the Parent Liaison to provide parent engagement activities, recruit parents for involvement, and support grant, campus & district initiatives. Strategy's Expected Result/Impact: Increased involvement including attendance to events and volunteers. Staff Responsible for Monitoring: Federal Programs Director Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: PME will establish a baseline attendance for parent involvement events in the 23-24 SY, and will increase the number and frequency of attendance and events by 10% in 2024-25 school year. Strategy's Expected Result/Impact: Increased involvement including attendance to events and volunteers. Staff Responsible for Monitoring: Federal Programs Director Principal Parent Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Presidential Meadows Elementary will reach high levels of student achievement by increasing all students access to technological devices, human capital and innovative academic learning opportunities.

Evaluation Data Sources: Analyze IXL skill mastery, Learning.com skill mastery 4 lessons per week, guest speakers - Authors

Strategy 1 Details	Reviews			
Strategy 1: Students will have access to technology resources, including access to iPads in every classroom and the computer lab for learning and instruction in iStation, iReady, and online interventions via TEA approved resources. Strategy's Expected Result/Impact: Documented technology resources usage by classroom teacher, lesson plans outlining usage, walkthroughs, and interventions in the computer lab. Increased technology skills. Staff Responsible for Monitoring: Principal and Assistant Principal Classroom Teachers Technology support Aide TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: PME Administrators and the PIBS committee will review discipline/incident reports to look for patterns and trends, implement plans of actions that minimize barriers to high quality instruction for all students.

Evaluation Data Sources: Discipline reports - types of behaviors - decrease students major behaviors (fighting, bullying, repeated off task behavior, etc), incident reports, Frequency of the use of the Eagle Bucks Incentive Program - increase student compliance with school-wide expectations

Strategy 1 Details	Reviews			
Strategy 1: PME will work proactively using Eagle bucks and reward scholars with incentives for following the schoolwide expectations as well as the classroom expectations. Strategy's Expected Result/Impact: Scholars will receive recognition at awards assemblies, daily with DoJo Points, weekly opppiortunities to shop at the Eagle Bucks Store. Staff Responsible for Monitoring: Administrators Teachers All PME Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Identify scholars needing additional social and emotional support and provide individual and group counseling to scholars in need via the school counselor. In addition partner with the school social worker and integral care to provide services to scholars/families. Strategy's Expected Result/Impact: Increase self-esteem and social skills for scholars who are receiving services and/or mentoring through the campus community partnerships to scholars in need of additional support. Staff Responsible for Monitoring: Administrators Counselors Social Worker Teachers Integral Care Parent Liaison ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				741



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: PME will proactively provide a safe and well-maintained campus that is accessible to the community.

Evaluation Data Sources: Work order completion time frame and completion statuses.

Strategy 1 Details	Reviews			
Strategy 1: PME will have utilize the front office personnel to communication with facilities regarding work orders for the campus. Strategy's Expected Result/Impact: Campus improvements will be continuous for safe accessibility for all stakeholders Staff Responsible for Monitoring: Office Staff Principal Teachers ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administration will conduct a campus walkthrough with facilities internally and externally to determine building improvement needs (3 times a year.) Staff Responsible for Monitoring: Sr. Admin Principal Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 1: Presidential Meadows Elementary will reach high levels of student achievement by developing a rigorous and needs based professional development program for all teachers and support staff providing instruction/intervention for students

High Priority

Evaluation Data Sources: Sign in sheets, agendas, and calendar including weekly trainings by grade level and content will serve as measure to monitor, meeting minutes.

Strategy 1 Details	Reviews			
Strategy 1: Professional development provided based on observations during Get Better Faster Protocols and T-TESS walkthroughs. Support will be provided based on the following leveling system. Level One - Support Across the campus, Level Two - Small Group support, Level Three - Individual support Strategy's Expected Result/Impact: Providing tiered professional development allows teachers to learn and or be supported at their level. Teired professional development will also allow teacher support to be impactful based on teacher need and engagement. Staff Responsible for Monitoring: Administration Instructional Coach Expert teachers currently on campus	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 2: Presidential Meadows Elementary will develop teachers pedagogy and content knowledge through coaching to strengthen teachers Tier 1 instruction .

High Priority

Evaluation Data Sources: Using the Get Better Faster scope and sequence in classroom walkthroughs, Perform 3 walkthroughs per week and meet face-to-face with teachers to coach after walkthrough,

Strategy 1 Details	Reviews			
Strategy 1: Administration and instructional coach will perform three walk throughs a week and provide face to face feedback as a follow up to the walk throughs. Strategy's Expected Result/Impact: This frequent observation and coach cycle will allow teachers to implement the learned strategies in a timely manner that positively impacts instruction.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 3: Presidential Meadows Elementary will focus on Lesson Internalization to improve teachers Tier 1 instruction and decrease the number of students receiving tutoring services.

High Priority

Evaluation Data Sources: Lesson Planning during PLC with instructional coach and administration, lesson plan protocols, lesson plan format, lesson plan expectations for teachers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 1: Teachers will engage in PLC during designated planning days with school administration and the school's instructional coach. During this time, teacher will observe instructional practices for their upcoming lessons. Teachers will have the opportunity to model instructional practices and strategies to their teammates during this time as well. Strategy's Expected Result/Impact: These practices will allow teachers to increase their content knowledge as well as pedagogical practices resulting in strong Tier 1 instruction. Staff Responsible for Monitoring: school administration instructional coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 4: Presidential Meadows Elementary will create a culture of life-long learners and an intrinsic desire to be a collaborative partner in our PME community.

Evaluation Data Sources: Spirit Squad committee, Scheduled Team building activities, school administration appreciation events, staff and faculty celebrations at meetings or professional development, measured by an increase in teacher attendance

Strategy 1 Details	Reviews			
Strategy 1: PME Administration will purposefully schedule team building activities, school administration appreciation events, celebrate faculty and staff at the start of meetings and professional development opportunities. Strategy's Expected Result/Impact: Celebrating and acknowledging teacher will increase moral, staff/faculty participation, and teacher attendance Staff Responsible for Monitoring: School administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Manor Independent School District
Board of Trustee Meeting Agenda Item
October 22, 2024

CONSENT ITEM SHEET

RE: Approval of Resolution Authorizing Credit to Employees for Late Changes due to late Payroll

Supporting Documents:

1. Resolution

District Goals*:

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

Bottom of Form

Background Information:

Due to an error by Manor ISD payroll staff, Manor ISD employees were paid late and incurred overdraft and late fees. While many banks will waive these fees, there is the possibility that some banks will not, and we should cover the cost of those fees.

Fiscal Implications:

We estimate the cost to be under \$50,000. We cannot be sure of the cost at this time since some banks are waiving the fees for employees.

Administrative Recommendation:

We recommend that the board approve the resolution as submitted .

Motion Language:

I move that the board approve the resolution authorizing credit to employees for fees and charges incurred due to the late payroll deposits.

Moises Santiago

Contact Person

Dr. Robert Sormani

Approved by Superintendent

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
MANOR INDEPENDENT SCHOOL DISTRICT**

WHEREAS, the Board of Trustees (the "Board") of the Manor Independent School District (the "District") is authorized by §11.51 of the Texas Education Code ("TEC") to govern and oversee the management of the public schools in the District; and,

WHEREAS, October 14, 2024, was a recognized federal and banking holiday; and,

WHEREAS, October 15, 2024, is a District payday for employees; and,

WHEREAS, due to the banking holiday, necessary information was not able to be submitted and processed by the banking center until the morning of October 15, 2024; and,

WHEREAS, the payroll requests were inadvertently not marked for same day processing, processing which occurred on October 15, 2024, due to the bank holiday; therefore, payroll checks were not delivered until October 16, 2024; and,

WHEREAS, the delay in processing resulted in number of employees having to incur bank fees and,

WHEREAS, the Board believes there is a public purpose for paying employees for these fees incurred by their employees which directly resulted from employee error; and,

WHEREAS, the public purpose for payment of employees for the bank fees caused by the late payroll would include increased morale, reduction of employee turnover, reducing the District's exposure to possible Fair Labor Standards Act claims, and equitable treatment of all employees.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE MANOR INDEPENDENT SCHOOL DISTRICT THAT:

1. The Board of Trustees finds that the public interest will be served by reimbursing all employees who incurred fees caused by the unexpected delay in payroll.
2. The Board authorizes and directs the Superintendent to reimburse all employees that incurred fees in accordance with Manor ISD Board Policy.
3. The Board of Trustees has determined that, in making the payments authorized herein, the District will retain sufficient control over the expenditures to ensure a public purpose is served.

BE IT FURTHER RESOLVED, this Resolution applies only to the incurred fees that resulted from payroll arriving on October 16, 2024. This resolution does not establish ongoing policy, and Manor ISD is under no obligation to pay employees for any other fees incurred by their employees.

PASSED AND APPROVED this _____ day of October 2024.

By:

MONIQUE CELEDON
President

Attest:

ANA CORTEZ
Secretary

Attachment 5: ISCP Bylaws, Code of Ethics, and Conflicts of Interest

Included within this attachment are the Bylaws, Code of Ethics, and Conflicts of Interest for the Board of Directors for the Texas A&M University – San Antonio Institute for School and Community Partnerships (ISCP).

Manor Independent School District
Board of Trustee Meeting Agenda Item
10/22/24

ACTION ITEM SHEET

RE: Consideration and Approval of Texas A & M University at San Antonio to be the 1882 Charter Partner for Manor MS (Sormani - Action)

Supporting Documents:

1. 1882 Partner Application

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

Bottom of Form

Background Information:

Manor MS has 3 Unacceptable ratings. The 2024 ratings have not been released due to a court injunction, but our internal calculations based on data released by TEA indicate Manor MS will receive a 4th unacceptable rating. The chain of unacceptable ratings can only be broken by a C or higher rating from the Texas Education Agency (TEA). This led district administrators to consider an 1882 Turnaround Charter Partner. Having an 1882 Partner provides several advantages. First, the partner will bring new ideas and a rebrand for Manor MS while building upon the strengths and traditions that already exist at Manor MS. Second, an 1882 Partnership program provides three extra years for Manor MS to score a C or higher before TEA imposes sanctions up to and including a take over of Manor ISD as a whole. Finally, the 1882 Partnership program comes with additional funding from the state that can be used at Manor MS.

Manor ISD solicited applications for a charter partner directly from 12 charter operators, 5 charter organizations, and had the solicitation posted on a TEA website. The district administration invited staff and community to a meeting on September 11th to gather input to add to input already gathered a year ago from community and staff. We ultimately received only one application from Texas A & M University at San Antonio. Finally, a group of ten administrators, parents, and Manor MS teachers, gathered to interview and evaluate the charter applicant. The group approved of the applicant.

With board approval of the charter operator, administration will then engage in contract negotiations to bring forth a recommendation to trustees at the November board meeting.

Fiscal Implications:

The 1882 Partnership will qualify Manor MS for new funding starting in the 25-26 budget year. This is an estimate that can change based on student enrollment, applicable law, and the evaluation by TEA of our application for 1882 charter benefits.

Motion Language (fill in the blank):

I recommend that the Board of Trustees approve the naming of Texas A & M University at San Antonio as the 1882 Charter Partner for Manor MS to begin operations in the 25-26 school year.

Robert Sormani
Contact Person

Robert Sormani
Approved by Superintendent



Manor Independent School District

Local Campus Partner Application

Manor International School

September 2024

**Texas A&M-San Antonio Institute for
School and Community Partnerships**

**Request for Applications for Subchapter
C Charters**

**Proposed School:
Manor International School**

Applicant Information

Applicant Organization	Texas A&M-San Antonio Institute for School and Community Partnerships (ISCP)
Primary Contact Person	Dr. Henrietta Muñoz
Mailing Address	1 University Way, San Antonio, TX. 78224
Phone Number	210-274-9353
Email	hMunoz@tamusa.edu

Names, current jobs and employers, and proposed roles of all persons on applicant team (*Add lines as needed*)

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. Henrietta Muñoz	CEO, A&M-SA Institute for School and Community Partnerships (ISCP)	Chief Executive Officer
Dr. Sonia Sanchez	Chief Academic Officer, A&M-SA Institute for School and Community Partnerships (ISCP)	Chief Academic Officer
Dr. Michelle Janysek	Academic Strategy Consultant, A&M-SA Institute for School and Community Partnerships (ISCP)	Academic Strategy Consultant
Dr. Salma Boyd	Clinical Assistant Professor, Faculty in Residence, Texas A&M – San Antonio	Mentor to the Faculty Liaison

We plan to apply as a(n):

☐ New Operator (have not previously managed campuses):
complete sections 1-4

☒ Existing Partner (have previously managed campuses and/or have an ESP or CMO): complete sections 1-5

Does this organization operate any other campuses in the United States?

☒ Yes

☐ No

If Yes, complete the table below (*Add lines as needed*) and complete section 5

State	Authorizer	School Name	Year Operation Began	Most Recent School Rating
Texas	Edgewood ISD	Gus Garcia University School (GUS)	2019	C (up from F)
Texas	Edgewood ISD	The Burleson School for Innovation and Education	2019	N/A; 18+

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?

☐ Yes

☒ No

If Yes, complete the table below (*Add lines as needed*)

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools/campuses scheduled to open in the United States in the next 5 years?

☐ Yes

☒ No

If Yes, complete the table below (*Add lines as needed*)

Planned School Name	City	State	Opening Date

Was this application completed by the operating partner and without assistance from the district or a district assigned vendor?

☒ Yes

☐ No

School Information

NOTE: Complete this part for each school / campus included in this proposal. Duplicate as needed.

Proposed School / Campus Name	Opening Year	Grades: Yr 1	Grades: At Capacity
Manor International School	2024	6-8	6-8
Proposed Location			
School District <i>Identify the school district in which the school will be located.</i>	Manor ISD		
Address of Identified Facility <i>If applicable.</i>	12900 Gregg Manor Rd., Manor, TX 78653		
Projected Student Enrollment Number			
500			
Projected Demographic Information	% EcoDis: 77.8	% SpEd: 14.3	% EL: 46.3
Model / Specialty (<i>Check all that apply</i>)			
☐ Alternative	☐ Career / Technical Ed.	☐ Military	☐ Montessori
☐ Arts	☐ College Prep	☐ Language Immersion	☐ STEM
☐ Blended Learning	☒ Other (<i>list</i>): International	☐ Disability (<i>list</i>):	

Name of Proposed Principal	To be determined
Current Employment	To be determined
Phone Number – Day	To be determined
Phone Number – Evening	To be determined
Email	To be determined

Section 1 - School Overview

This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other sections of the proposal, which will be assessed, in part, for the quality of alignment with the School Overview. Please reference page limit requirements on page 5 (Specifications).

Executive Summary (Limit: 4 Pages)

The Executive Summary should provide a concise overview of the proposed plan for the school; the outcomes you expect to achieve; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

1. **Mission and Vision. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will look like.**

Our students are growing up in a world dramatically different from the one we knew, shaped by technological advances that bring the entire globe within reach. The rapid growth of Manor, Texas, is changing their local community, creating a dynamic environment that will continue to evolve. In response, Manor International School is committed to preparing our scholars for this ever-expanding world, equipping them with the skills necessary to thrive in a global society and in careers that may not even exist today.

Vision for Global Preparedness

To secure our scholars' current and future success, we will ensure that they develop strong foundational skills in reading, writing, oral communication, mathematics, science, and the social sciences and engage in robust social-emotional learning. This will enable them to become capable, agile, and collaborative individuals ready to navigate any path they choose for their futures. Our approach focuses on cultivating global citizens who are confident in their ability to interact with diverse cultures and perspectives while contributing positively to society.

The International School Model

Manor International School draws from the rich tradition of international education, which began in 1924 with a focus on bilingualism and global curricula. Since then, the concept of the international school has evolved, though it continues to emphasize a holistic, culture-rich education that fosters a "cosmopolitan disposition" (Hayden & Thompson, 2016, p. 11). Across Texas, more than 100 international schools share these principles, with most serving smaller student populations in urban centers.

International schools are characterized by: 1) High academic expectations and achievement, 2) A multinational and multilingual student body, 3) An international curriculum with opportunities for global engagement, 4) International accreditation, such as the International Baccalaureate (IB), 5) A diverse teaching staff from various national backgrounds, 6) Non-selective student enrollment, 7) English as the primary language of instruction, with mandatory study of at least one additional language, and 8) Humanities-Focused and World-Conscious Education.

International schools, including Manor International School, are often associated with an emphasis on the humanities, which supports the development of well-rounded, globally conscious students. This people-centered approach encourages students to understand how their decisions impact others and nurtures a desire to create a better world for the future (Dolby & Rahman, 2008; Hayden & Thompson, 2008). In this environment, students are more likely to participate in national and international competitions like Odyssey of the Mind, Science Olympiad, Mock Trial, and the American Rocketry Challenge. These experiences hone critical thinking, research, and problem-solving skills in real-world contexts.

Global Learning Opportunities

Manor International School will extend learning beyond the classroom by offering opportunities for students to travel and engage with academic communities outside their local area. For younger students, trips to significant historical sites such as Washington, DC, or the Civil Rights Trail will complement their classroom studies. Older students will have the chance to visit other international schools or participate in academic exchanges, gaining exposure to different cultures and learning environments. These experiences will broaden their understanding of the world and enhance their ability to engage with diverse perspectives.

A Path Toward the International Baccalaureate

Our long-term goal is to achieve International Baccalaureate (IB) accreditation (Pearce, 2023). In preparation, Manor International School will foster relationships with other international schools both in the U.S. and abroad, provide challenging academic opportunities, and encourage participation in national and international competitions. This forward-thinking approach will provide our scholars with the academic rigor and global perspective needed to succeed in an increasingly interconnected world

- 2. Educational Need and Anticipated Student Population. Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.**

Anticipated Student Population

Manor, Texas is a fast growth area. The 2020 US Census identified a population of 13,652 residents. By 2029, the US Census projects the population to be 42,770. However, with a proposed expansion of Highway 290 between Manor and Elgin, Manor's proximity to two major employers (Tesla and Samsung), and the city's plan to add 14,000 new housing units in the next seven to ten years, the population could boom to more than 75,000. Additionally, in 2020, the median household income in Manor was \$37,500. In 2024, the median household income has increased to \$98,618; the average household income is \$107,007. Given the rapid increases in population within the community and the corresponding fiscal affluence, the demographics and numbers of children who will need to be served by the district will continue to evolve. Parents with more discretionary income have options when it comes to educating their children and will seek opportunities that provide a rigorous, high-quality program to ensure that their children are fully prepared to transition into postsecondary education opportunities or lucrative, high-demand work. Ultimately, the student population of Manor ISD and its campuses are transitioning to diverse scholars needing different options preparing them for future opportunities that are still emerging and evolving with our changing world.

A partnership between Texas A&M-SA Institute for School and Community Partnerships (ISCP) and Manor ISD will benefit the district and support the university's mission of providing educational opportunities to historically underserved and under resourced populations—the students in MISD are representative of the students the university was created to serve, as well as how the A&M System wishes to be in partnerships with the prek-12 space. This on-going partnership provides the opportunity for the university and the district to work closely together to prepare students to be members of the global society while ensuring that they are ready for postsecondary education and work. The ways in which the needs of the students who attend Manor International School will be met are woven throughout this proposal.

Presently, Manor Middle School serves students in grades six, seven and eight. The proposed new school, Manor International School (Manor International) will also enroll students in grades six through eight. As an open enrollment in-district charter, students may come from any school within the district or throughout Austin area. The basis for the Educational Need and Anticipated Student Population are the 2023 Texas Academic Performance Report (TAPR), and the School Report Cards issued for Manor Middle School for the following years: 2019, 2020, 2021, and 2022. TEA has not issued 2023 Report Cards.

The campus has not been issued a letter grade since the 2018-2019 academic year when the campus earned an overall grade of "F" with an overall score of 50. The campus, which served students in grades six through eight, earned a 57 in Student Achievement, 59 in School Progress and 30 for Closing the Gaps. During academic years 2019-2020 and 2020-2021, Manor Middle School continued to enroll students in grades six through eight. For both of these years the school was Not Rated: Declared State of Disaster. In academic year 2021-2022, the Manor Middle School enrolled only students in seventh and eighth grades. This change resulted in a significant reduction in campus enrollment (527 students) from the prior year (791 students). Additionally, the campus was not assigned a letter grade on the TEA issued School Report Card. Rather, in alignment with SB 1365, the "Not Rated" label was issued as the Domain or overall scaled scores were less than 70. The scaled scores were Overall – 65, Student Achievement – 55, School Progress - 63, and Closing the Gaps – 68. Due to changes in the state accountability system, the 2023 Report Cards have been delayed.

According to the 2023 TAPR, the student population at Manor Middle School is predominately economically disadvantaged (77.8%). This rate is slightly higher than the district as a whole (71.3%) and it is substantially different from the state average of 62.1%. However, the changing fiscal demographics in the community are reflected in the 2023 data as the 2022 percent of students at the campus who were economically disadvantaged was much higher at 82.4%. The school has identified a similar number of students who are English Learners (ELs)

to the district as a whole and more than statewide. At 46.3%, the ELs population at Manor is slightly higher than the district percentage of ELs (45.4%) and much higher than the state average (23.2%). Recent results of the Texas English Language Proficiency Assessment System (TELPAS) indicate that English acquisition is a challenge for many students who attend Manor Middle School. Table 1 shows information for students in grades seven and eight who received a composite rating on the TELPAS administered in spring 2024.

Table 1. 2023 TELPAS Results

Grade Level	# w/ Composite Rating	# Beginning	# Intermediate	#Advanced	# Advanced High	# Attending 6+ years in US School
7th	94	11	51	35	3	77
8th	116	16	53	29	2	85

Additionally, the campus has identified a slightly higher proportion of its students as Special Education (14.3%) to the district average (10.7%); however, both the campus and district averages vary from the state average (12.6%). As regards the identification of Gifted and Talented (G/T) students, Manor Middle School varies substantially from both the district and the state falling well below both. Of the students at Manor Middle School, 5.3% have been identified for G/T services (down from 6.6% in 2022) whereas the district overall has identified 10.5% of students as G/T (up from 9.6% in 2022) and statewide G/T is 8.2%. The student population is predominately Hispanic (63.3%) (down from 67.4% in 2022) a figure that is slightly different than the district (64.6%) and well above the state average of 53.0%.

Educational Needs

Manor International School aims to address the pressing need for academic transformation in a community that is rapidly evolving. Our scholars must be prepared for a future that demands global interaction and adaptability for careers that may not yet exist. This proposal acknowledges that the needs of the school are in transition and outlines a plan to lead the campus into a new era of educational excellence.

Manor Middle School has historically struggled to meet the academic standards set by the State of Texas Accountability System. In the 2018-2019 academic year, the school received an overall grade of "F" with a score of 50. The campus earned a 57 in Student Achievement, 59 in School Progress, and a concerning 30 in Closing the Gaps. After a two-year pause in ratings due to external circumstances, the school's performance in 2022 remained below 70% across domains, with 2023 results still pending. These outcomes clearly signal the need for a comprehensive redesign to foster academic growth and close the existing performance gaps.

Manor International School: A Turnaround Approach

The proposed Manor International School (MIS) is designed to dramatically improve academic performance, elevate the capacity of instructional staff, and provide a rigorous, internationally-focused program. With the long-term goal of seeking International Baccalaureate (IB) status, Manor International will challenge all students with high academic expectations, offering them the tools to understand and engage with the world beyond Manor.

Through the use of research-based High-Quality Instructional Materials (HQIM) in core subjects, supported by Texas A&M – SA ISCP staff, students will receive strong Tier 1 instruction that meets the needs of diverse learners. The academic framework is geared toward preparing students for post-secondary success by ensuring they leave middle school ready to take advantage of advanced coursework opportunities such as Advanced Placement (AP), P-TECH, and Early College High School.

Students will develop cross-disciplinary skills aligned with the Texas College and Career Readiness Standards (TxCCRS), which include: 1) Cognitive skills, 2) Foundational knowledge, 3) Study and research skills, 4) Personal awareness and integrity, 5) Technological and data literacy, 6) These skills not only prepare students for academic achievement but also align with the international and IB school models, providing a foundation for global citizenship and cultural competence.

Non-Academic Challenges

The rapid growth in Manor, Texas, presents both opportunities and challenges for the community and Manor ISD. Since the 2020 US Census, the population has more than doubled, bringing new residents with different socioeconomic backgrounds, which has transformed the once small community. While this influx has expanded access to healthcare, goods, and services, it has also introduced challenges in maintaining the pace of infrastructure development and community cohesion. Manor ISD now faces the challenge of preserving its rich history and values while integrating newcomers who may be unfamiliar with the community's cultural and

educational traditions. The fear of losing collective identity, as new residents outnumber long-time residents, is a legitimate concern.

Building Trust and Community Relationships

Manor International School and the ISCP are committed to embracing both the long-standing and new members of the Manor community. Unlike some charter partners that impose a new vision and culture, the ISCP pledges to work collaboratively with the district and the community to honor Manor's storied history while welcoming and integrating new families.

Our primary challenge is to win the trust and confidence of all stakeholders—students, families, staff, and the broader community. Building strong relationships with new residents, while also respecting the traditions of the long-established community, will be key to creating a unified educational vision for Manor ISD. By creating an inclusive environment, Manor International School will serve as a bridge between the past and the future, ensuring that all students feel a sense of belonging and are prepared to excel in an increasingly diverse world.

Managing Change and Communication

Change can often bring discomfort, especially when it involves major shifts like the opening of Manor International School and the introduction of an SB 1882 operating partner. This new partnership may cause initial apprehension due to misunderstandings about its nature and purpose. To address this, clear, transparent, and early communication will be essential. The ISCP will work closely with Manor ISD to develop a comprehensive communication plan that ensures all stakeholders—students, parents, staff, and the community—are well informed about the opportunities the partnership will create. By consistently sharing information through a unified voice, we will promote the message that this collaboration is designed to expand academic and personal opportunities for students. Through this proactive approach, we aim to foster community support and ease concerns about the impending changes.

Rationale for Location and Targeted Student Population

Manor International School (Manor International) will retain all MISD students eligible for this campus and will recruit from all of Manor and the surrounding Travis County area, as this is a free, open enrollment campus. Recruitment for the campus will focus on the Manor community to recapture any students who may have been lost to other educational options during the Pandemic and outreach to families who are new to the area who may have enrolled their children in non-public schools in Manor or elsewhere. We want all families to know about the excellent educational opportunities that exist both within the district and at Manor International specifically.

The Texas A&M – San Antonio Institute for School and Community Partnerships was formed as part of the university's ongoing commitment to change educational outcomes and economic disparities for the Hispanic community- a commitment that drives every university decision and is the foundation for strategic planning. The ISCP seeks to drive transformative change through our educational initiatives and community partnerships. The university serves a student population that is 70% Hispanic, much of which lives below the poverty line; we make concerted efforts to create opportunities and exposure to the world by developing, enhancing, and maintaining meaningful, reciprocal partnerships within communities, throughout the state and into the global society.

- 3. Education Plan / Academic Model. Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.**

The School Model

The long-term goal for Manor International is to join the International Baccalaureate (IB). IB schools are internationally recognized system of schools that focus on intercultural understanding, caring, and enrichment. Students who attend IB schools receive a challenging and comprehensive education through which they develop the inquiry skills, knowledge, and compassion to become individuals who strive to create a better world through intercultural understanding and respect. Students learn to become active, compassionate, lifelong learners who understand and appreciate people and their differences and can collaborate to solve complex global challenges.

Creating an international school at Manor Middle School is a first strong step toward the progression to the district goal of making the school an International Baccalaureate campus. There are several educational components, and teaching and instruction expectations, that are necessary to assist in working toward this goal: build capacity in teachers, create a culture of inquiry, deepen cultural knowledge and awareness, establish a global and worldwide view, and develop skills to think creatively.

Instructional and Curricular Programs

The plan for Manor International includes three primary instructional components:

1. High-quality Instructional Materials (HQIM), StudySync and Agile Mind
2. Self, Community, and Culture local elective course for 6th graders and National History Day inquiry project for 8th graders (Social Studies), and
3. Implementation of the Literacy-based Design (LBD)© Framework for improving and enhancing instruction

Each educational program element identified in this proposal is grounded in recent and relevant research and best practices. These programs have a proven record of success in supporting the needs of students with similar characteristics when implemented with fidelity. StudySync and Agile Mind have a proven history of success in Texas and are on the vetted curriculum list published by the Texas Education Agency. The local elective, customized to the school and local community, Self, Community, and Culture is in its fifth year of delivery in another ISCP managed middle school. Included in this proposal are program elements that are nationally and internationally recognized such as International Schools and the International Baccalaureate; others are Texas-specific such as the Texas Model for Comprehensive School Counseling.

The team for the Manor International School application brings together educational scholars, former and current Pk-12 educators, counselors, administrators, and higher education administrators all with a strong commitment to develop equitable educational opportunities for all students. Each ISCP team member involved in the design of the school model outlined in this application is an expert in his or her given discipline. All possess an extensive background in writing, designing, evaluating, and implementing educational models for curriculum, instruction, evaluation, counseling, climate, and school culture. Each contributor is an experienced practitioner with multiple years of experience supporting schools. Dr. Muñoz and Dr. Janysek have developed SB 1882 proposals for three prior schools, and along with Dr. Sanchez and Dr. Boyd, support the operation of those in-district SB 1882 campuses and provide technical assistance and mentorship to other charter operators.

International Baccalaureate (IB)

The International Baccalaureate (IB) is an internationally recognized school model that emphasizes intercultural understanding, caring and enrichment. It includes four programs that focus on teaching students how to think critically, and it culminates in six rigorous subject exams. The four programs include the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), and the Career-Related Programme (CP.) The IB programmes provide a comprehensive education that challenges students to become inquiring, knowledgeable, and caring citizens who create a better world through intercultural understanding. The IB organization works with schools, governments, and international organizations to develop programmes of education and rigorous assessment (International Baccalaureate Organization, 2018, p. 5).

Middle Years Programme

The MYP is open to any student aged 11 to 16, at schools that have been authorized to implement the programme. The Phase-In model at Manor International aims to be authorized by the end of Year 6 of the 10-year plan. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The MYP requires at least 50 hours of teaching time for each subject group, in each year of the programme. In the final two years of the programme, carefully defined subject group flexibility allows students to meet local requirements and personal learning goals. In the final year of the programme, optional MYP eAssessments provide IB-validated grades based on examinations and course work. Students who undertake external assessment are eligible for MYP course results and the IB MYP Certificate. In the IB Phase-In plan for Manor International, we plan to participate in these e-exams that lead to learner MYP certificates in Year 10.

IB frameworks are deliberately flexible, empowering students, teachers, and schools to tailor an education that is appropriate to their culture, context, needs, interests and learning ability. With this solid academic foundation, the IB produces students with transferable, future-ready skills and an internationally recognized education. It uncovers and develops the best in every child and prepares citizens of tomorrow, who are ready to step up as leaders and contribute to their world.

Table 2. Manor School Yearly Plan for International Baccalaureate Phase-In Plan

Year 1	Manor International School working on campus specific academic and strategic initiatives including teacher preparation, capacity-building, coaching, and mentoring and campus PD
Year 2	Manor International School working on campus specific academic and strategic initiatives including teacher preparation, capacity-building, coaching, and mentoring and campus PD
Year 3	Manor International School working on campus specific academic and strategic initiatives including teacher preparation, capacity-building, coaching, and mentoring and campus PD Manor International School will apply for IB Candidacy to become an IB Middle Years Programme School and begins the Candidacy Review and Consultation Phase
Year 4	Manor International School will begin Candidacy Review and Consultation In the spring of AY4 Manor International School will apply for Authorization
Year 5	Manor International School begins IB Authorization Phase: Year 1
Year 6	IB Authorization Phase: Year 2 and Authorization Approval Awarded by End of Year
Year 7	Manor International School is an International Baccalaureate Middle Years Programme School: Year 1
Year 8	Manor International School is an International Baccalaureate Middle Years Programme School: Year 2
Year 9	Manor International School is an International Baccalaureate Middle Years Programme School: Year 3
Year 10	Manor International School is an International Baccalaureate Middle Years Programme School: Year 4
Future Years-Sustainability	At the start of the following school year, Manor International School is an International Baccalaureate Middle Years Programme School: Year 5 and will be eligible to participate in the rigorous e-Assessments that lead to MYP Certificates for students completing MYP.

Leadership and Governance. List the current members of the school's proposed leadership team and governing board, including their roles with the school and their current professional affiliations.

Add lines to the following table, as needed. Do not list members of the applicant team who will not have an official leadership role with the school going forward, such as consultants.

Full Name	Current Job Title and Employer	Position with Proposed School
TBD	TBD	Principal/Instructional Leader
TBD	TBD	Assistant Principal(s)
Dr. Henrietta Muñoz	CEO, ISCP	Institute CEO
TBD	Clinical Assistant Professor, Faculty Liaison, A&M-SA	Faculty Liaison
Olga Moucoulis	Edgewood ISD Representative to the ISCP Board of Directors	Board Member
TBD	Manor ISD Representative to the ISCP Board of Directors	Board Member
Dr. Juan Jasso	Community and A&M-SA Representative; former Superintendent	Board Member
Leroy Vidales	Community Representative	Board Member
Dr. Carolina Gonzales	ESC Representative	Board Member
Dr. Catherine O'Brien	Assistant Professor, College of Education and Human Development, A&M-SA	Board Member

Enrollment Summary (Limit: 2 Pages)

1. Complete the table below, illustrating the growth plan for the school. Indicate the school year (e.g., for Year 1, change 20xx to 2024) for each column. **Note: Remove any rows for grades the school will not serve.**

Grade Level	Number of Students					
	Year 1-2026	Year 2-2027	Year 3-2028	Year 4-2029	Year 5-2030	Capacity 2035
6	70	120	140	160	180	250
7	200	125	145	165	185	250
8	200	210	220	230	240	250
TOTAL	470	455	505	555	605	750

2. Briefly describe the rationale for the number of students and grade levels served in Year 1 and the basis for the growth plan as outlined in the table.

Year 1 (AY 2025-2026) is loosely based on an estimate of enrollment provided by the District in the Call for Quality Schools and informed by factors such as a downward trend in enrollment since 2018—2019 and basic assumptions regarding controlled recruitment of students for the inaugural return of the 6th grade class. These figures make basic assumptions regarding the need for the district to remove grade 6 from the elementary schools in the feeder pattern (Blake Manor, Lagos, Presidential Meadows, and Shadowglen) to relieve enrollment on those campuses. These enrollment estimates are purposefully conservative.

Like many public schools in Texas, Manor Middle School has experienced a reduction in enrollment since the Covid-19 Pandemic. Concurrently, the district altered the traditional configuration of the campus by removing the 6th graders from the campus. Historically, Manor Middle School has served students in grades 6-8; however, the district tried a 7-8 model for 2 years only to return to 6-8 for the current school year. Enrollment trends follow:

Table 3. Enrollment Trends

Academic Year	Enrollment	Grades on Campus
2019-2020	795	6-8
2020-2021	791	6-8
2021-2022	527	7-8
2022-2023	456	7-8
2023-2024	555	6-8

Section 2 – Educational Program

A strong Educational Program is coherent and aligned with the school's mission and vision, Operations Plan, and Financial Plan.

Curriculum and Instructional Design

1. **Provide the following:**
 - a. A curriculum aligned to state standards that includes a scope and sequence for each grade level and/or content area to be used at the school(s):

International School Focus

The Manor International School will have an international focus, high academic expectations, and curriculum that moves students and faculty toward the goal of joining the International Baccalaureate. With that as the long-term goal, students and faculty will have opportunities to build relationships with other international schools, both in the US and abroad, create opportunities for students to compete in the nationally and internationally, and possibly travel, while becoming deeply involved in a challenging curriculum. Creating an international school at Manor Middle School is a first strong step toward the progression to the district goal of making the school an International Baccalaureate campus. There are several educational components, and teaching and instruction

expectations, that are necessary to assist in working toward this goal: 1) Build capacity in teachers, 2) Create a culture of inquiry, 3) Deepen cultural knowledge and awareness, 4) Establish a global and worldwide view, and 5) Develop skills to think creatively. All curriculum presented in the classrooms will be aligned with the TEKS, however, the instructional and pedagogical strategies used to deliver the curriculum will have a focus of teaching students how to develop their critical thinking and inquiry skills. These transferrable skills will benefit students in all areas of their academic journey. These skills will provide a strong foundation to be successful on their state assessments. They will assist the students as they prepare for entering high school and moving into advanced high school work. However, more importantly than perhaps all of that, these skills will help them throughout life to be able to question, and critique, problem-solve, and investigate the world around them.

b. A plan for selecting and implementing High Quality Instructional Materials, including what materials will be used at the campus(es):

StudySync and Agile Mind for ELAR and Math

The primary component, Research-based and TEA Approved Core Curriculum, ensures that all students have access to high-quality instructional materials (HQIM) that have a proven success in educational outcomes for Texas students. StudySync and Agile Mind are aligned to the Texas Essential Knowledge and Skills (TEKS) and prepare students for success on the State of Texas Assessments of Academic Readiness (STAAR).

As the ISCP evaluate curricula options to support the English Language Arts and Reading (ELAR) and mathematics programs, it is important to ensure that all instructional materials are fully aligned with the Texas Essential Knowledge and Skills (TEKS), develop critical thinking skills, engage diverse student populations, and are recognized by TEA as high quality.

Currently, Manor Middle School implements curricula that meet these criteria. In our first year we intend to continue to implement StudySync and Agile Mind while conducting a comprehensive assessment of the current instructional materials to ensure they continue to meet the above requirements. We will initiate a rigorous vetting process in collaboration with the district and campus stakeholders to either continue use of the current materials or adopt new curricula that better support student success.

For curricula to be effective they must be implemented with fidelity. The ISCP follows the framework outlined below which contains best practices for effective curriculum implementation:

- **Professional development (PD):** Provide training to ensure that teachers understand the curriculum, know how to implement it effectively, and are prepared to adapt it for their diverse classrooms.
- **Differentiated support:** Tiered support to meet the varying levels of teacher proficiency with the curriculum.
- **Instructional coaching:** Deliver feedback based on classroom observations, offer support with pacing and lesson delivery, and ensure alignment with learning objectives.
- **Lesson study and collaborative planning:** Establish protocols for Professional Learning Communities (PLCs) where teachers engage in lesson internalization, reflective practices, and peer observations to enhance instruction and student outcomes.
- **Data-informed instruction:** Utilize data from formative and summative assessments to progress monitor student learning and inform instructional decisions.

Literacy-Based Design Framework for All Content Areas

The Literacy-Based Design (LBD) framework is a **curriculum framework** grounded in research and geared toward **re-imagining** the curricular and pedagogical choices teachers make for their classrooms to **improve instruction** and **transform** how teachers approach **teaching and learning**. The LBD framework has five literacies: **content**, **communication**, **intercultural**, **personal**, and **digital literacy** and is intended to be woven throughout all classroom instruction. LBD uses the research surrounding content area literacy, community funds of knowledge and cultural wealth, effective communication in all content areas, the understanding of self, and the integration of technology to re-imagine the classroom as a space for intellectual exploration, identity development, and self and cultural expression and appreciation. The literacies are:

Content Literacy—focusing on the terms, content, skills, and processes specific to each content area. This literacy is reinforced through teachers and students using the academic vocabulary of the content areas every day.

Communication Literacy—involving reading, writing, visual literacy, listening, and speaking in English. It will also be addressed through classes where all students will learn and/or improve reading, writing, and speaking in

Spanish. These literacies will be reinforced and emphasized in every class and learning activity. Effective writing skills will be a central focus in all classes.

Intercultural Literacy—in today’s world, it is more important than ever for students to be culturally and socially aware of others and to understand and appreciate diversity and inclusion. This literacy will be addressed through students learning about their community, its history, and the many people who make up larger area of Texas and the world. Intercultural Literacy involves learning about ethnic, cultural, racial, and linguistic groups and their contributions to the various disciplines.

Personal Literacy—promoting strong intrapersonal skills through students’ social and emotional learning. This literacy will be addressed through incorporating reflections and dialogue to promote introspection, self-awareness, and self-learning throughout the day.

Digital Literacy—being proficient in 21st Century skills is essential to success in college and future careers. Being able to fluidly move from one technological device (or software program) to another, and opens up possibilities for new avenues of expression and commerce. Giving students the tools of technological and digital literacy will allow students to innovate and discover beyond the curriculum.

Figure 1. IB - LBD© Crosswalk

IB Attribute Descriptor		LBD Learning Descriptor	
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	Digital Literacy	Students use the tools of technological and digital literacy to innovate and discover new ways of understanding the curriculum. This literacy will help students to feel comfortable learning new technologies, develop confidence in consistently using technology in their learning experiences, and use technology to create educational products to demonstrate their learning.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	Content Literacy	Focuses on the key vocabulary, academic language, content material, skills, and processes that are specific to each content area. Content Literacy calls on students to consistently use the “language of the discipline” to express their content knowledge and understandings. Students using this literacy are provided opportunities to connect the content area to a variety of contexts and learning experiences. Development of this literacy helps students make connections between the subject area or discipline and the outside world.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.		
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	Communication Literacy	Effective communication skills are important for students to express their learning in clear and meaningful ways. This literacy involves reading, writing, listening, speaking, and presenting visually. The practice and development of effective speaking and writing skills is a central focus of Communication Literacy. The development of this literacy is critical to ensure students can effectively communicate their ideas and demonstrate their learning.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	Intercultural Literacy	Intercultural Literacy assists students in becoming more culturally and socially aware of others and leads them to a deeper understanding of communities beyond themselves. This literacy is addressed through students learning about the heritage, history, and culture of their own community and the many people who make it up. It also incorporates learning about ethnic, cultural, racial, and linguistic groups and historic contributions of all people throughout all the various subject areas and disciplines. This literacy will help students understand the larger global community and their place in it.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.		
Caring	We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.	Personal Literacy	This literacy incorporates reflections and dialogue to promote introspection, self-awareness, and self-learning throughout the day. Students use this literacy in the classroom when they are encouraged to express their thoughts and ideas about the content they are learning and the larger world around them. By developing this literacy, students will be able to effectively articulate their thoughts, feelings, and emotions in positive and productive ways.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.		
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with others and with the world in which we live.		
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths/weaknesses in order to support our learning and personal development.		

Self, Community, and Culture Class and National History Day for Social Studies

Self, Community, and Culture will be a new required local elective course for all 6th grade students. The class will focus on developing students’ personal and cultural self-identity and awareness and develop their knowledge of their community and the world around them. Special focus of this course will provide students with Spanish language experiences as well as opportunities to learn about their own culture and the cultures of others. National History Day (NHD) is a history contest that reaches over half a million students in the US and beyond. History day participants in grades 6–12 choose a topic and conduct authentic, extensive historical research in libraries, archives, and museums with an emphasis on using primary sources to bring new perspectives to historical events. Students present conclusions and evidence through papers, exhibits, performances, documentaries, or

websites, moving through a series of contest levels where they are evaluated by professional historians and educators. These contests and the programs that create them show students that history is more than the stories told in textbooks, but is instead, the human stories that shape our lives (NHD.com).

c. A plan and calendar for providing ongoing professional development to all instructional staff at the campus related to implementation of curriculum and instructional materials:

Teachers will receive targeted professional development (PD), instructional materials, and resources pertaining to the selected curricula. They will receive this in the summer of 2025 and continual support throughout the years of implementation. Provided during their content PLC and PD workshops throughout the year.

Teachers will also receive content and pedagogy coaching and capacity building every year from ISCP team members as well as other education specialists identified by the ICSP. This specialized and individualized coaching will assist teachers by providing them pedagogical strategies, deepening their content knowledge, and providing real-world application examples to use in their classrooms that will improve instructional practices and increase student engagement in their content area. Staff will receive LBD© Framework PD for the entire school during the summer of 2025 and refresher training throughout the year. All instructional materials and resources pertaining to the LBD© framework will be provided to the teachers at the start of each school year.

In order to establish the targeted goal of obtaining IB authorization, teachers will be provided targeted and personalized coaching and mentoring in order to build their capacity for IB work in their classrooms. Additionally, a school culture of inquiry, investigation, and real-world problem-solving will need to be established. This will happen during the first three years (AY1-AY3). As the IB authorization process is typically a multi-year process, the intent will be for Manor International School to apply to during the summer of AY3 (to start the process in the fall of AY4). The PD, training, and teacher coaching for IB authorization is provided school-wide and provided by the IB organization. The proposed timeline for PD and IB authorization:

Table 4. Timeline for Professional Development (PD) and Campus IB Authorization

AY 1 , 2025-26	AY 2, 2026-27	AY 3, 2027-28	AY 4, 2028-29	AY 5&6, 2029-31	AY 6, 2031-35
*PD introduction and initial training for LBD© framework *PD to support current curricula *Continual support and coaching for teachers to build capacity *Introductory PD on National History Day *Individualized support for Self-Community, and Culture teachers	*PD for LBD© Framework *PD to support current curricula or newly adopted curricula *Continual support and coaching for teachers to build capacity *First National History Day submission	*PD for LBD© Framework Implementation *PD to support campus curricula *Spring, apply for IB Candidacy Review and Consultation Phase *Train new International Teachers	*First Year IB Authorization Process- Candidacy Review and Consultation Phase *Specific and targeted school training and PD for IB Authorization provided by IB *Spring, campus applies for IB Authorization *Train new International Teachers *Begin train-the-trainer model for LBD© Framework	*IB Authorization, Phase Yrs 1&2 *Implementation of IB structure and organization throughout campus *Campus receives IB Authorization award at end of YR6 *Target for receiving full authorization, end of YR6 *Begin train-the-trainer model for IB	*AY7-10 full implementation of IB Middle Years Programme *Identify LBD© coaches who will train new colleagues and mentor others *Identify IB coaches who will train new colleagues and mentor others *Create school-wide authentic pedagogy projects that involve all subjects

d. A framework for instructional design and strategies that:

- reflect the needs of the school's target population
- ensure all students meet or exceed the expectations of Texas state standards
- promote critical-thinking skills

Foundational to an international school is the idea that students will develop a global/world-wide view and understand how their life and their community fits into this larger context. This complex thinking needs to be reinforced and fostered throughout all courses in which the students take part. As the campus moves towards seeking IB authorization, students will develop their critical-thinking, analytical, and problem-solving skills. They will be able to use these skills to tackle challenging real-world problems. Developing an international school will

specifically reflect the multi-ethnic, multi-racial, multi-lingual population that currently attends the campus and the projected continued changing student demographic and teaching force in the future.

The LBD© framework provides another layer of depth to students' learning experiences. This framework helps teachers to be deeply reflective and center their students in all their curricular and pedagogical choices. LBD© will help teachers to select materials, resources, activities, and learning experiences that reflect their students' cultural, linguistic, and personal identities. This framework shows teachers how to teach using an asset-based model, honoring and celebrating the lived experience of the students. This framework provides opportunities for students to express their own ideas and opinions, while also learning about others' thoughts and ideas. In addition, LBD© provides opportunities for students to use digital tools to express their learning. Teachers who use the framework will create classrooms that directly meet the needs of their students. In addition, as many of the students have been identified as Beginner or Intermediate on the TELPAS, the LBD© framework, specifically Communication Literacy, will have students write and speak on a regular basis reinforcing those skills.

Both the new 6th grade Self, Community, and Culture class and preparing 8th grade students to engage and participate in National History Day research, will provide students with important research skills. Students in the Self, Community, and Culture class will research their own community and examine their own cultural and personal identities. While National History Day provides invaluable skills like conducting original research, analyzing research, and presenting research, all of which will help them later in life.

Implementing StudySync and Agile Minds provides the final layer of curriculum depth. Both ensure that all students receive access to high-quality tier one instruction. These two curricula are TEA approved and are directly aligned with the TEKS state standards. Both StudySync and Agile Minds have assessment measures throughout the year that will ensure the student progress at the appropriate rate and pace for their grade level.

e. A plan to identify and serve students with learning gaps:

If left unaddressed, learning gaps present challenges for struggling students to stay on track as they prepare for new learning and eventually for higher education or workforce readiness goals. There are different types of learning gaps that students may experience. Here are a few examples:

Conceptual gaps: Conceptual gaps develop when students cannot comprehend fundamental theories or concepts.

Skill gaps: Skill gaps exist when students need help accomplishing activities or assignments. For instance, students who struggle with algebraic problems may need more instruction in foundational mathematical concepts and skills that are prerequisite skills.

Knowledge gaps: Knowledge gaps exist when students lack understanding in a subject. Students may find understanding some scientific ideas challenging because they lack background knowledge or may struggle to make connections to prior learning. Students who are not familiar with historical events, scientific principles, cultural traditions, financial literacy, and literature exhibit knowledge gaps.

Language gaps: Linguistic gaps occur when students struggle with academic vocabulary or language. Students struggle to understand academic literature or successfully communicate in written or spoken assignments when they lack the academic vocabulary or language to express their ideas in either written or verbal form.

Cultural gaps: Students from diverse backgrounds have different experiences or viewpoints that can affect their learning. Differences in language, values, or social norms may cause misconceptions in understanding content.

The Multi-Step Plan to Identify and Serve Students with Learning Gaps

Teachers can help students recover and stay on track with their learning by identifying the gaps, creating precise learning goals, delivering focused training, providing regular feedback, increasing student engagement, and creating a supportive classroom environment. The Multi-step plan to identify and service students with learning gaps is detailed below.

Step 1: Select core content curriculum that research suggests are written, by design, in a manner consistent with improved student outcomes and progression of learning and understanding.

Step 2: Select research-based Universal Assessment Screeners, adaptive reading and math assessment instruments, and formative and summative assessments for screening, progress monitoring, and instructional planning at each grade level. The selection of these instruments will be finalized in collaboration with the district in order to ensure that the school and district have the technological infrastructure to be able to support the types of assessments we recommend for maximum student acceleration. Recommendations include: Map Suite (MAP Growth TM Reading and MAP Reading Fluency TM) (NWEA); i-Ready Assessment for Reading and Math

(Curriculum Associates, LLC); I-station's Indicators of Progress for Reading and Math (ISIP) (I-station); STAR Reading and Math (Renaissance Learning, Inc.); and Texas Middle School Fluency Assessment (TMSFA)

Step 3: In collaboration with the district, we will determine the frequency of administration of both formative and summative assessments, the frequency for progress monitoring of student work and tracking student data, and the frequency of instructional planning and PLCs necessary to adjust instruction and inform our student acceleration plan to develop a yearlong calendar of assessments. This yearlong calendar of assessments will inform the further expansion of the yearlong PD calendar, and the types of PD provided to the staff at Manor International. Both the calendar of assessments and the PD calendar will then determine the frequency in which our grade level teams will meet during their grade level and PLC common times. Both horizontal and vertical meeting will aid to maintain coherence in the sequencing of instruction from one grade to the next, and to allow for the sharing of best practices across teams.

Step 4: The ISCP and campus leadership will collaborate to create a plan for setting long-term, short-term, and immediate goals. Student progress monitoring, classroom observations, unit assessments, and strategic protocols will be utilized for full tier one instruction implementation. This holds accountability for fidelity to the implementation and program performance over time. Following is a non-exhaustive list of questions that will be addressed with the delivery and design of the tier one instruction: How will we build teacher capacity to address the needs of ALL scholars? How can we embed teacher specific PD on a daily, weekly, or bi-weekly schedule? How do we accelerate teacher quality? What is the frequency in which we will monitor teacher instruction and student learning? What will our classroom walkthrough protocol look like? What is the frequency in which we will monitor teacher and student progress? What instruments and/or processes will we use to track teacher and student progress? What instruments and/or processes will we use in order to evaluate effectiveness? What instruments and/or processes will we use to identify and provide targeted PD and regular coaching to teachers based on trends in data? What instruments, protocols, and/or processes will we use to analyze student work? What instruments, protocols, and/or processes will we use to track scholar progress on assessments?

Step 5: Create campus wide Response to Intervention (RTI) and Acceleration Plans sometimes also called the "A Plan". The Acceleration plan will include a dedicated time built into the master schedule while the RTI plan including its 3-tiered levels of support, will be built into each core content class period. The goal of acceleration is to tailor the level and complexity of the curriculum to the ability and academic readiness of individual children.

Step 6: In collaboration with the Manor International administration, we will implement the Student Work Protocol to analyze student work and inform instructional planning and lesson delivery. Analyzing student work helps teachers determine where students need more support and discuss ideas for adjusting instructional practice with other teachers. These protocols will also help teachers better understand how students experience the instructional task and how the standards are reflected in the students' responses. The Student Work Protocol offered by the LASO grant can be modified and will be incorporated and used during common planning or coaching sessions.

f. A plan to maximize instructional time:

Middle school years are critical years of schooling for almost 50% of students in grades 7-8. In order to increase the odds of on-time high school graduation, class or course scheduling must provide the necessary supports for success. Success criteria include acceleration, opportunities for student choice and agency, intervention, enrichment, and opportunities for foundational support as needed for core classes.

Time is one of the greatest and most important resources in every school and can have a significant impact on student learning. School scheduling should therefore be intentional and strategic when planning the time allocated for curriculum and instruction, resource allocation, strategic staffing, differentiation, tiered response to intervention, and staff planning and collaboration time such as PLCs.

Innovative and purposeful scheduling along with providing students with high quality curriculums and analyzing data by utilizing a data-driven instruction protocol will be the key drivers of our plan to maximize student instructional time. Key priorities for student academic success will be built into the master schedule to ensure the school is intentional in meeting the needs of every student. In order to prioritize and maximize instructional time for students, the master schedule at Manor International will account for the entire school day, bell to bell, scheduled in increments of 5 minutes. The schedule will reflect all key components of the instructional day including a built-in dedicated time for RtI and Acceleration for all grade levels.

Purposefully scheduling the instructional time, setting clear expectations for staff as to how to utilize this time, and conducting regular instructional walkthroughs will yield positive achievement results for the students at the new Manor International School.

g. A justification for the proposed educational program based in research, theory, and/or experience, including why it is likely to be effective for the anticipated student population:

Each of the curricular frameworks presented in this proposal are grounded in current educational research and theory and reflect best practices in education today. Additionally, the school model and instructional design chosen for Manor International School are based on years of classroom expertise and experience by the members of the writing team.

Current Research on the International School Model

The concept of international schools are not new, however, they have evolved and progressed over time. Hayden & Thompson (2016) are the most noted scholars who research the current international school models. For the purposes of this proposal, we followed their design, focusing on developing students' ability to see themselves as part of the larger global context and their awareness and understanding of themselves and others. This type of awareness and understanding will lead to developing the problem-solvers of the future. International schools are often associated with Humanities instruction, giving students a person-centered and world conscious education where they understand their decisions affect others and reinforces a desire to make the world a better place for tomorrow (Dolby & Rahman, 2008; Hayden & Thompson, 2008).

Current Research for the Literacy-Based Design Framework

The Literacy-Based Design framework is a completely original and innovative curricular and pedagogical framework designed by three faculty members at Texas A&M University – San Antonio. So, while the concept of LBD® is new, the holistic nature of the design is based on decades of foundational educational research across disciplines.

Content literacy—put simply, is comprehending and communicating effectively and appropriately in the various disciplines or content areas. There is a unique academic language, vocabulary, and terminology that is specific to each subject area that the students learn. Being fluent in that academic language is critical to developing content literacy (Armstrong, Ming, & Helf, 2018; Fang & Coatoam, 2013; Fang & Schleppegrell, 2010; Shanahan, 2015, 2012; Shanahan & Shanahan, 2008) in that area. In order to be able to understand complex ideas, be critical thinkers and problem-solvers, and produce thought-provoking work, students will need to have a breadth of knowledge of each of the disciplines they encounter and be nimble in their thinking to move from one subject area to the next. Additionally, "Content-area literacy focuses on the similarities of literacy in the content area with general strategies—like summarizing, questioning, and making inferences—that can help students with comprehension and can be applied universally across content areas. This approach gave rise to the adage "all teachers—including content-area teachers—must be teachers of reading" (Chauvin & Theodore, 2015).

There are certain aspects of content literacy that are overarching language and literacy skills that can be transferrable to all discipline areas, skills such as asking questions, making inferences, researching a topic or idea, formulating an argument, using inquiry, and supporting your ideas. Disciplinary literacy is another facet of content literacy and this deals with knowing the specific terminology and academic language of that field. Fang & Coatoam (2013) state: It recognizes that literacy skills/strategies and disciplinary content are inextricably intertwined and that without literate practices, the social and cognitive practices that make disciplines and their advancement possible cannot be engaged. The approach is grounded in the beliefs that (a) school subjects are disciplinary discourses recontextualized for educational purposes; (b) disciplines differ not just in content but also in the ways this content is produced, communicated, evaluated, and renovated; (c) disciplinary practices such as reading and writing are best learned and taught within each discipline; and (d) being literate in a discipline means understanding of both disciplinary content and disciplinary habits of mind (i.e., ways of reading, writing, viewing, speaking, thinking, reasoning, and critiquing) (p. 628). We are operationalizing content literacy for the LBD® Framework by having students learn both content literacy (literacy and language strategies and skills that span all discipline and content areas) and discipline literacy (academic language, vocabulary, and terminology that is specific to each discrete subject area) throughout the day.

Communication literacy—pertains to the commonly accepted concept of literacy, being able to read and write effectively. However, in the LBD® Framework we take a broader view of communication, which also includes effective oral communication and being able to listen to others and understand what they are saying. Therefore, in this framework, communication literacy involves reading, writing, speaking, and listening. Of all of the five

essential elements within the LBD[®] Framework, communication literacy is likely the one that is most familiar to students and families. This literacy helps students to develop the way they communicate their ideas to others in an articulate and effective way.

However, there is more to communication literacy that can increase academic success. Communication literacy is also the way in which students have an understanding and appreciation for the written and spoken word and start to develop a love of reading and writing (Calkins, 2016; Fink, 2018; Fountas & Pinnell, 2018; Kittle & Gallagher, 2018; Rebora, 2011). The single most important way to ensure that this love of reading and writing develops is by having the students read and write on a daily basis. Having students communicate with one another orally when they are called upon to formulate and support arguments and articulate those arguments aloud to others. Class discussions and dialogue, both small and whole group, will add to the development of literacy in this area as well. We believe that learning in all areas of the school day is predicated on students' ability to communicate—communicate with their teachers, communicate with their fellow classmates, communicate with themselves in a reflective way—and this communication needs to be effective, purposeful, and articulate. Therefore, teaching students' skills and strategies for effective communication, and enhancing their communication literacy on a daily basis is critical in successfully implementing LBD[®].

Intercultural literacy—as conceptualized in the LBD[®] Framework, works to have students gain a greater understanding of their culture while developing a greater understanding of other cultures. A critical component of intercultural literacy is cultural wealth (Yosso, 2005), which puts students' background, culture, heritage, and lived experience at the forefront of their educational experience. Yosso (2005) states, "These forms of capital draw on the knowledge Students of Color bring with them from their homes and communities into the classroom (p. 69).

Students' culture is celebrated and honored when the students see themselves and their heritages reflected positively in the pedagogical choices in the classroom, the art on the walls throughout the school, the music played on the PA system, and in many other ways. An asset-based approach to elevating, embracing, and sustaining students' culture and a movement away from deficit models is inherent in meaningful intercultural literacy (Banks, 1997; Banks & Banks, 2016; Brown-Jeffy & Cooper, 2001; Main, Cook, & Lahdesmaki, 2019; Delpit, 2006; Duncan-Andrade & Morrell, 2008; Eslinger, 2013; Hermes, 2005; Ladson-Billings, 1995a, 1995b; Ladson-Billings, 1994; Moll, L., Amanti, C., Neff, D. and González, N., 1992; Paris, 2012; Paris & Alim, 2017). Moll, Amanti, Neff, & Gonzalez (1992) express this idea when discussing *funds of knowledge*, the idea that all students bring valuable information and knowledge to the classroom through their own lived experience. "This totality of experiences, the cultural structuring of the households, whether related to work or play, whether they take place individually, with peers, or under the supervision of adults helps constitute the funds of knowledge children bring to school" (p. 134).

This thoughtful approach to intercultural literacy also focuses on sustaining students' culture and using their culture as a central component to curricular and pedagogical choices. Django Paris (2017) describes a similar idea when discussing the ways in which schools can, and should, sustain students' culture and create a space where students feel valued and that their culture is important.

"The term *culturally sustaining* requires that our pedagogies be more than responsive of or relevant to the cultural experiences and practices of young people—it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence. Culturally sustaining pedagogy, then, has as its explicit goal supporting multilingualism and multiculturalism in practice and perspective for students and teachers. That is, culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling. A pluralistic society, we must remember, needs both within-group cultural practices (in the case of language, say, Spanish or African American Language or Navajo or Samoan) and common, across-group cultural practices (in the case of language in most institutional settings in the United States, Dominant American English) to exist and thrive" (p. 95).

Having teachers help students develop their intercultural literacy will result in students' having a deeper appreciation of their own culture and a richer understanding of others' cultures. Intercultural literacy will also enable students to build relationships and create bonds with their fellow classmates by creating a space where meaningful dialogue about cultural identity can occur. Having teachers co-construct knowledge with their students and use students' culture, heritage, and lived experience as an asset to build upon, will begin to make the learning experiences in the classroom more meaningful and more relatable to the students.

Personal literacy—will be developed throughout the day as students begin to reflect upon their own thoughts, feelings, ideas, and emotions. Personal literacy will also call upon students to have a sense of physical awareness

where they begin to understand their body's development as well as how body movement and special awareness are all important for navigating the world around them. Myers, (1992) found that students, "express ownership of literacy" (p. 298). She explained that ownership of their own choices of literature led to greater motivation and a more complex understanding of content and concepts. This autonomy over their reading and writing choices leads students to a more "authentic" voice. Rust and Froud (2011) tied personal literacy with critical self-awareness and identity. It is the process of knowing self and knowing what one prefers that is the hallmark of personal literacy. To gain that type of self-awareness takes time, reflection, and study. To be literate in oneself in the Socratic sense of "know thyself" as the beginning of wisdom, allows students to see literacy as a window into their own learning. In 2008, the Pew Research Center discussed "self-literacy" as a way to explain the digital footprints we all leave and how to manage who we are as digital entities (Madden, 2008). Personal literacy includes knowledge of self and the literacies that allow students to function in society. It includes the ability to type on a cell phone and communicate through text, the ability to understand what one prefers in literature genres, and the understanding of voice in writing. These literacies add to a students' ability to choose, create, and develop literacies that will last a lifetime. **Digital Literacy**—is the final pillar in the LBD® Framework. This literacy focuses on students' ability to use 21st Century technology and digital skills, resources, and tools. With our global world changing rapidly and new advancements in technology happening daily, it is important to prepare students for the technological future they will face, that in many ways isn't even imagined yet. Developing this literacy must have a central focus of helping students to be comfortable when they are introduced and exposed to new technology. In addition, students need to be encouraged to take risks to try new digital tools. Digital literacy can be supported in any classroom across all subject areas. Students can use digital tools and resources to conduct research in social studies, to solve problems in math, to collect and analyze data in science, and to write and produce work in their English class.

Special Populations and At-Risk Students

2. **Provide the following:**

a. An explanation of evidence from which the projection of anticipated special populations was derived:

The projection of the anticipated special populations was derived from the 2022 TEA issued Texas Academic Performance Reports (TAPR). The 2022 TAPR is the most recent issuance of this report and contains a wealth of campus and district data as of the 2021-2022 academic year.

b. An explanation of the organization's experience in, understanding of, and capacity to fulfill state and federal obligations and requirements pertaining to students with disabilities, emergent bilingual students, and students identified as intellectually gifted:

The ISCP staff and ISCP Board of Directors consist of experience educators who have worked in PK-12 schools for many years and in multiple capacities. As former principals, superintendents, and educators, collectively, they possess experience in, an understanding of, and the capacity to fulfill state and federal obligations and requirements pertaining to students with differing abilities, students who are emergent bilingual learners, and students who have been identified as intellectually gifted. ISCP staff have taught in the Educator and Leadership Preparation Programs and remain current in their understanding of state and federal mandates so they can support school staff.

c. A plan for providing services to students with special needs, including how you ensure these students:

- **are appropriately identified**
- **are served in the least-restrictive environment possible**
- **have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in ways that support their development**
- **receive required and appropriate support services as outlined in their Individualized Education Plans and 504 plans**
- **participate in standardized testing**

Special Education

A comprehensive plan will support special education and at-risk current and future students. A collaborative teaching model and universal design for learning will be implemented throughout the school. All students with an individualized education program (IEP) and at-risk students will have access to a full range of a continuum of services individualized to their educational needs. The IEP teams will independently evaluate and reevaluate each student's placement for meeting their free appropriate public education (FAPE) and least restrictive environment (LRE)

needs. Teachers will receive appropriate support and training to implement 504 accommodations accurately and consistently in the general classroom setting.

Applied Behavior Analysis (ABA) is a science of people's learning and behavior and is used to help people achieve meaningful change in their life. ABA involves teaching behaviors essential to functioning effectively in the home, school, and community. ABA can also decrease severe problem behaviors that endanger health and safety, and limit educational, residential, or vocational options (Cooper et al., 2020). For more than 60 years, ABA has been used in education to increase learning and improve teaching across varied student populations, content areas, and grades (Keller, 1968; Barrish et al., 1969; Heward et al., 2005; Vargas et al., 2013).

The United States faces an increasing demand for Behavior Analysts. While the demand for Behavior Analysts exists across the nation, Texas is the state with the third highest demand. In 2016, a local study found school systems have difficulty finding BCBAs to hire and that BCBAs often pursue work in the private sector instead, in part to the gap in compensation between public and private sectors. In addition, the study revealed that teachers need to be educated on the principles of ABA therapy (Kronkosky Charitable Foundation, 2016), which can likely help address the high turnover and persistent vacancies faced by many school systems.

To build capacity of Manor Middle School's current school personnel in utilizing ABA interventions to improve educational outcomes including improvement in student behavior, decreases in expulsions, and increases in student academic gains, a group of 10 Manor ISD school personnel will receive training and supervision to apply ABA in the school setting.

Multi-Tiered Systems of Support

Teachers will be supported as they deliver evidence-based practices (EBD) for all students in the LRE. To ensure that all staff are current in training as regards response to intervention (RTI) and positive behavioral interventions and supports (PBIS) PD will be provided for both. To enhance RTI and PBIS, multi-tiered systems of support (MTSS) will be used as the guiding framework that addresses RTI and PBIS. MTSS is a systemic approach to progress monitoring that will provide faculty and staff a lens through which to operate by providing behavioral support and academic support in the least restrictive environment through academic services (Mahoney, 2018).

High Leverage Practices (HLPs). Additionally, to address the needs of the teachers to develop effective instruction, Manor International will support learners using high leverage practices (HLP) developed by The Council for Exceptional Children (CEC) and the CEEDAR Center. CEC and CEEDAR (McLeskey et al., 2019) describes twenty-two high leverage practices necessary for the preparation of special education teachers, their PD and self-assessment processes. The HLPs are organized around Collaboration, Assessment, Social/Emotional/Behavioral, and Instructional. (McLeskey et al., 2019 p.1).

HLPs are evidence-based practices that provide structure for delivering instruction and creating learning environments that ensure all students learn high standards while achieving their potential. "If widely understood, implemented, and supported, HLPs may foster a shared language about instructional practices needed to effectively teach students with disabilities," adds Billingsley et al. (2019, p. 368).

Each student with special needs on campus will have a comprehensive individualized learning pathway report that delineates each student's strengths and needs. This report will provide a dynamic real time snapshot for all teachers, support staff, administrators, and parents to see how each student is progressing through the acquisition of standards, knowledge, and skills in each course. PD is provided to ensure all faculty, administrators, and staff understand the concepts of MTSS, RTI, PBIS, and HLPs. Before the end of the year, a survey will be conducted to seek feedback from faculty, administrators, and staff regarding their use and understanding of RTI and HLPs. This along with FOI data will be used to plan trainings in Year 2.

d. A plan for providing services to emergent bilingual students, including:

- **methods for appropriate identification,**
- **specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students,**
- **plans for monitoring and evaluating student progress and success and for exiting them from services,**
- **a plan for including emergent bilingual students in standardized testing and schoolwide educational, extra-curricular, and culture-building activities**

A comprehensive and compelling plan for providing services to ELs

Emergent Bilingual (EB) students at Manor International School will participate in a dual language program to best meet their instructional needs based on the current EL population. At Manor Middle School, the EL population is approximately 44.8% with the majority of those students in need of a sound bilingual education program. Nationally, the numbers of ELs continues to rise leading to an achievement gap that cannot be ignored. This lack in academic achievement has negatively impacted ELs students and their academic performance in comparison to their English dominant peers (Collier & Thomas, 2009). The plan is to initially continue implementation of the policies, procedures, and programs outlined in the district's current bilingual/ESL website.

Dual language can be Two-Way or One-Way. It depends on the linguistic composition of the students. A Two-Way program has students of both languages receiving the same instruction, while a One-Way program has mainly students from one linguistic group learning in two languages. The dual language program is two-way when they have a minimum of 65-35 ratio. Anything below 35 is considered one-way.

Recommended Program Structure

The dual language program at Manor International School should be of at least three courses taught in a language other than English. A Spanish language class should be part of the curriculum to continue developing literacy in both languages fully. A second course should be in a state-required course. Social Studies is one of the possible courses to be included and offered in a language other than English. The third course should be an elective based on the availability of credentialed teachers in the subject area. Students enrolled in the dual language program should be offered extracurricular activities in English and other languages.

The dual language program should serve as a continuation of the dual language program from the elementary schools in the district. Students who have participated in a dual language program for at least three years should be eligible to participate. In addition, new students in the district who are Spanish speakers should also have the option to enroll in the program following the state-mandated identification process.

Identification, Monitoring and Evaluation Plans

Parents complete a home language survey when they enroll their child in school. Soon after, students who are identified as speaking another language other than English as listed on their survey are then given an oral language proficiency test as designated by the Texas Education Agency (TEA) for their appropriate grade level. If Spanish is designated as their primary language on their survey, they are administered the oral language proficiency test in both English and Spanish to determine their levels of proficiency. Students with other languages listed are only tested in English. After language proficiency test are scored, the Language Proficiency Assessment Committee (LPAC) convenes and recommends the best placement for the student in compliance with Texas Administrative Code Chapter 89.

Students who come to school already designated as emergent bilingual or ESL continue with the dual language program as they did not meet the criteria for exit. Members of the front office staff will promote the DL program to parents and students. They will have access to information which clearly articulates the program goals including: 1) The campus vision and goals for implementing a DL 50/50 model, 2) A visual representation of what the DL 50/50 model looks like at Manor International, and 3) Access to a school representative that can speak to parents in Spanish.

At the end of every school year, the LPAC team convenes to monitor and review the progress of all emergent bilingual EL students. Based on student performance, they may be exited from the Dual Language program and move into the monitoring status of two academic school years. Criteria for exiting is as follows: 1) Score Advanced High on TELPAS: listening, speaking, writing and/ or score fluent English on Pre LAS and LAS (Language Assessment Scales) test Oral & Writing, and 2) Show mastery of math, reading and writing sections of STAAR in English with no linguistic accommodations provided.

Plan for including in emergent bilingual standardized testing and school wide educational, extra-curricular and cultural building activities

To assess the learning, authentic and standardized assessments will be implemented. The types of authentic assessments will include formative and summative assessments to understand students' learning of content, performance-based assessments to assess language proficiency in English and Spanish, and portfolio assessments that document student's work overtime and in a variety of ways across content areas.

As students' progress through their years at Manor International, appropriate ELs standardized testing (i.e. TELPAS & STAAR) will be provided in order to monitor students' learning and acquisition of the English Language. Emergent bilinguals face a variety of challenges in the mainstream classroom. Along with social and cultural

differences, emergent bilinguals are also struggling with the academic language use in the classroom. Therefore, the comprehension of academic language can pose linguistic barriers related to academic success. A measure, Texas English Language Proficiency Assessment System, has been adopted by the State of Texas to monitor and assess emergent bilingual's language development. The TELPAS is the state recognized assessment with the implementation of the English Language Proficiency Standards (ELPs) to measure English proficiency of ELs in the state of Texas. Prior to ending the academic year, TELPAS data will be analyzed during annual LPACs meetings. At these meetings, the teachers at Manor International along with the other members of the LPAC team will discuss the progress of each individual student and devise a plan with recommendations for instruction.

Dual Language Program and IB

Dual language education is a program designed to instruct students using two languages as a medium of instruction. Generally, instruction is in the student's native and target languages, e.g., Spanish and English. The connection between dual language and IB programs presents a potential benefit for the student's cognitive, academic, and career opportunities.

Table 5. Dual Language Benefits for Children

Benefit	Rational	IB Framework
Cognitive	Provides skills for problem-solving, critical thinking, and creativity.	Critical thinking Holistic teaching
Linguistic	Develops academic and social language in two different languages.	Opportunity to acquire a second language
Cross-Cultural Understanding	Collaboration among different cultural groups in the school setting and the community.	Understanding of the world
Global	Students communicate and collaborate with students from other countries	Provides students with a global perspective
Problem-Solving	Students can problem-solve in two or more languages	
Multilingual Communities	Improves communication between school and home as well as the community	Open-mindedness

Dual language and IB might not be directly related, but cognitive and linguistic development will benefit the students as they continue their education, workforce, and integration into their community. Students will be more adaptable to the ever-changing world. Combining dual language and IB will give students an enhanced cross-cultural perspective and global understanding. This combination is not universal, but it can enhance an educational option for schools seeking a well-rounded curriculum with a cross-cultural and global connection.

A dual-language curriculum will allow the students to study academic content in two languages. It will produce more than just students able to converse in two languages socially. Dual-language programs educate students to have the ability to discuss academic content in two or more languages. The result is not just a bilingual person but also a well-rounded individual in two languages.

- e. A plan for providing services to students identified as intellectually gifted, including:**
 - **methods for appropriate identification of students**
 - **the specific instructional programs, practices, and strategies the school will employ**

Texas State Plan for the Education of Gifted/Talented (G/T) Students (April 2019) specifies the requirements for G/T and provides guidance to schools for the development and delivery of G/T programs and services. The State Plan is divided into five sections: Fidelity of Services, Student Assessment, Service Design, Professional Learning, and Family/Community Involvement. Further, within each section, the plan differentiates between the minimum expectations for accountability and an exemplary program's expectations. Additional supports for achieving the state plan's criteria are available from the Texas Performance Standards Project, which provides concise guidance related to the expectations for G/T services in Texas with special focus on how to provide services to students.

The district has outlined their approach to Gifted and Talented Education on the district website <https://www.manorisd.net/Page/5128>. This guidance provides an overview of the G/T services to be provided by the district including options of advance placement and other accelerated options for students. The district processes for identification and assessment aligns to the State Plan for Gifted and Talented and supports the five commonly accepted domains of giftedness (Intellectual, Creative, Artistic, Leadership, and Academic). The ISCP

will adopt the district Plan for G/T; however, does propose to work with the district to explore opportunities to serve students who may be twice exceptional (2E).

Student Recruitment and Enrollment

3. Provide the following:

a. A student recruitment and marketing plan.

- What is the timeline for implementation of this plan?
- How will you ensure all interested students and families, including those in poverty, students who have struggled academically, students with disabilities, and other youth at risk of academic failure, are equally included in this plan?

The ISCP adopts current Manor ISD Board Policies related to attendance and enrollment. This includes acceptance of any Board designated feeder policies; however, the ISCP wishes to ensure open enrollment of students from across the district as well as students from outside of the district's geographic boundaries.

The ISCP will develop a multi-pronged marketing strategy that will include "boots on the ground", social media, print media, and broadcast media. Marketing efforts will focus on an awareness campaign to inform students, parents and members of the community of the enhanced programs and opportunities available to the students who attend Manor International and the benefits of Texas A&M-SA. Marketing events and materials will communicate the university-school district partnership and the increased access to programs, resources and supports that provide opportunities to students who attend Manor International.

The ISCP, if selected, assumes responsibility for the school in July 2025; however, the ISCP may begin recruitment and marketing efforts as early as November 2024. Upon partnership approval by the Manor ISD Board, the ISCP will begin to collaborate with the district to develop and implement marketing and outreach efforts. Leveraging pre-existing relationships and partnerships within the community and district will be instrumental in promoting the school and recruiting students. All families within the district will be targeted in recruitment efforts via a variety of methods to provide equity in access to information regarding enrollment in the school.

- #### b. As Attachment 2, an Enrollment Policy that complies with state law, includes a description of the lottery process if more students choose to enroll at the campus than can be accommodated, and that ensures the school will be open to all eligible students.

Attachment 2 included? ☒ YES ☐ NO

School Culture and Discipline

4. Provide the following:

- #### a. A vision for school culture or ethos that will promote high expectations, a positive and safe academic environment, and shared ownership of intellectual and social development for all students, including students served in special education, emergent bilingual students, and students at risk of failure:

Establishing a Vision for School Culture

Manor International School will cultivate a culture that is driven by academic excellence, emotional resilience, and inclusivity, fostering an environment where every student is inspired to achieve their highest potential. Our school culture will be built on the pillars of high expectations, a positive and safe academic environment, and shared responsibility for both intellectual and social development. This vision extends to all students, including those served in special education, emergent bilingual students, and students at risk of academic failure.

- #### b. A plan for establishing the intended culture for students, teachers, administrators, and parents from the first day of school and throughout the school year and proposed mechanisms for monitoring and maintaining campus climate:

Establishing and Maintaining an Intended Plan for Campus Culture

We will fulfill the vision for Manor International through a multi-arm approach aimed at 4 pillars of campus culture: (a) academic achievement, (B) campus community, (c) school safety, and (d) institutional environment. We will address these foci synergistically in response to objective data, within student-student dyads, and across the matrix of interactions between students, teachers, staff, parents, and community members. We view these pillars as influenced both actively and as a part of natural developmental processes; as input and output; and functioning both process and outcome in their contribution to the Manor International school culture. To establish and

maintain excellence in these areas, we will implement systematic and inclusive approach to assessment, identification, prevention, early intervention, consistent support, and quality improvement activities. As a result, we believe that we are poised to replicate positive associations by other academic researchers who have found promising associations between a developmental, growth-focused school culture with academic achievement (Daily et al., 2019), graduation rates (Buckman et al., 2021), college-going and persistence (Knight & Duncan, 2020), reductions in physical, emotional, and cyberbullying behaviors (Acosta et al., 2019), positive student and teacher mental health (Dreer, 2022; Wang et al., 2020), teacher job satisfaction and retention (Casely-Hayford et al., 2022; Otrębski, 2022), and civic engagement (Torney-Purta, 2002).

Establishing and maintaining the intended school culture at Manor International will be characterized by the development and implementation of an a priori plan for comprehensive, consistent, and honest engagement with campus stakeholders including students, teachers, administrators, parents, and community members. Given the numerous stakeholders and high-stakes implications for school success on community well-being, our administrative staff will be engaged in processes characterized by dedication, effort, and collective commitment to retention of existing school strengths, transformation within areas for growth, and commitment to inclusive practices that embody respect, transparency, and trust.

Campus climate will be monitored through the design and implementation of a multi-method strategy that features data collection, analysis, contextualization, interpretation, and synthesis across students, staff, teachers, parents, and community members. Our monitoring system will include data from the U.S. Department of Education School Climate Surveys (student, instructional staff, non-instructional staff, and parent forms), Public Education Information Management System (PEIMS) data, key stakeholder interviews, and focus groups. All primary data collection tools will be available in English and Spanish and delivered with developmental accessibility and representation as core values. These activities will be embedded within the administrative calendar and represented as essential to a culture of quality improvement that emphasizes transparency, developmental supports, multiple sources of feedback and data.

c. A plan to create an inclusive and welcoming environment that will engage families in positive, constructive, and personalized ways:

Plan for Engaging Families and Community Members

The goal/vision is to create a strong bond between school and home where all feel welcomed, safe, and supported. Manor International School parents will be full partners with educators in the education of their children. A parent/community advisory council composed of parents and other school/community leaders will provide outside input into the identification of needs as well as relevant school counseling program goals. We will provide opportunities for parents/families to attend meetings/workshops on campus each semester with topics for the meetings obtained through preliminary survey data and annual monitoring data. After school, parent/family meetings will provide translators, food, childcare, and tutoring sessions for students and siblings. Engagement opportunities are based on needs, surveys, resources, and feasibility.

d. A system of proactive and responsive student support services (e.g., counseling, mentoring, external service referrals) to meet student needs:

Proactive and Responsive Student Support Services

Manor International will lead the local secondary school landscape through implementation of The Texas Model for Comprehensive School Counseling Programs (Texas Model) as a framework for identifying, preparing, delivering, and evaluating proactive and responsive student support services. The Texas Model embeds guidance programming across campus systems through 4 delivery components: Guidance Curriculum, Responsive Services, Individual Planning, and System Support. Guidance Curriculum, designed/taught by the school counselor who understands the developmental nature of students, are proactive lessons that facilitate growth, development, and transferable skills in the areas of educational, career, personal and social development. The Responsive Services component, designed to support students in their time of need, includes individual/group counseling, mentoring, and external service referrals at three levels of need: prevention, remediation, and crisis. Individual Planning services, delivered by the school counselor, assist students in the development and identification of academic, career, personal and social goals. System Support, the foundation of the counseling program, includes program management activities as well as indirect support services provided to students through referrals to community agencies to assist students facing personal crisis outside the scope of the school counseling program, consultations

with teachers and parents, parent education programs and community relations efforts, parent meetings designed to interpret testing data and assist with post-secondary planning, and participation in PD.

Manor International will implement a multi-tiered system of supportive services aimed at supporting student success through data-responsive and culturally responsive prevention and intervention activities. Prevention programs will vary in nature from universal to targeted, persistent to short-term, digital to face-to-face, and resource intensive to logistically modest. Therefore, we will develop a campus prevention programming agenda that responds to school climate data and can be monitored for global and differentiated responses.

In addition to preventative programming, we will implement a corps of school-based interventions aimed at improving, supporting, and maintaining a productive, developmentally-oriented, and safe school culture. Unlike the universal nature of preventative efforts, these activities will (a) direct efforts to children who have developed a presenting issue that interferes with academic success rather than those who are at-risk and (b) focus on deliberate rather than incidental risk reduction. Our vision for responsive student services at Manor International includes: 1) School-Wide Positive Behavioral Interventions and Supports (PBIS), 2) School-based mental health support services (MHSS), 3) Conflict Resolution and Peer-Mediation Programs, 4) Peer Mentoring and Support Programs, and 4) Restorative Practices.

- e. **As Attachment 3, a student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights:**

Attachment 3 included? ☒ YES ☐ NO

- f. **Legally sound policies for student discipline, suspension, and expulsion, including how these policies protect students' rights to due process:**

The Student Code of Conduct and Discipline Policy included as Attachment 3 was drafted by the ISCP attorney; it is legally sound and guarantees the protection of students' rights to due process. The Student Code of Conduct and Discipline clearly outlines expectations for student behavior, delineates levels of offenses, describes processes and procedures related to the assignment and implementation of consequences, and includes protections for students' rights and inclusion of parent/guardian in disciplinary due process.

- g. **Systems and processes for tracking discipline referrals and interventions to identify trends and adapt activities accordingly:**

Systems and Processes for Tracking

The discipline and development monitoring system (DDMS) is organized in an effort to meet our proposed vision. The DDMS offers strategies for identifying, managing, intervening, and monitoring minor and major behaviors to promote school culture, quality of the learning environment, and student development. The MMS approach will feature a collaborative effort across administrators, teachers, staff, and school counselors that relies on use of a uniform reporting system, integrated response planning/tracking, data-driven decision-making within and across academic years, and inclusion of caregivers as partners. The categories of activities below will be implemented within annual cycles of organizing, planning, training, implementing, and evaluating.

Observing and identifying problem behaviors. Once a discipline-referent behavior is observed, differential responding for student behavior will be indicated based on the identified category of infraction (minor versus major) based on the context defined by frequency, duration, and intensity (See Table Below). Minor problems are defined as those whose cumulative effects have progressive deleterious impact on school climate, the learning environment, and character development. These include dress code violations, inappropriate body language, horseplay, non-compliance with instructions or directives, off-task behaviors, side-talking, inappropriate affections, tardiness, lying, minor property destruction, arguing, teasing, and spreading rumors. Major problems are those that have a precipitous negative impact on school climate, the learning environment, and character development. These include bullying, harassment, physical fighting, property destruction, stealing, threat to others, substance use, weapon possession, serious disruption of class, and repeated minor infractions.

Managing behaviors. Observed behaviors are interpreted through a trauma-informed system framework when interacting with students and developing the individualized approach to intervention. Minor behavior disruptions are by staff with major infractions receiving referral to and managed by school administrators. Interventions for minor behavior disruptions include verbal warning, reminding of rules and expectations, educating about consequences and alternative behaviors, cued social break, engaged problem-solving, referral to school counselor

or intervention team, and parent contact/conference. In the absence of improvement and stabilization, student issue is referred to the intervention team for tier 2 intervention and support. Interventions for major behavior disruptions include completion of referral form within integrated reporting system for school that documents What, When, Where, Who, and How elements of the occurrence, referral to administrative office, contacting case management and intervention team, administrator determination of consequence, its nature and frequency of follow up with student, parent, and staff. All data related to administrator intervention will be coordinated with the school counselor and intervention team and documented within the universal documentation and reporting system. Options include additional PD, targeted universal prevention, targeted guidance and individual support, wraparound case management services, in/out-of-class suspension, and activities detailed in 5.e and 5.f.

Program monitoring and evaluation. Disciplinary referrals and corresponding interventions data are documented in the universal data management system that corresponds to academic and achievement data, social-emotional learning measures, and other psychosocial-developmental metrics. Data will be compiled in proportion and reference to other ecological assessment data identified, collected, and analyzed by the counseling staff for use in annual quality improvement activities. These data are a reference for managing school climate and discipline reporting, as well as, training priorities for the upcoming academic year.

Table 6. Discipline and Development Process Model

Universal Goal: Keep students in the classroom to develop academic knowledge and skills for intrapersonal effectiveness, interpersonal effectiveness, personal safety, and post-secondary planning.	
Creating a culture of positive school climate and developmental student experiences.	
Observing and Identifying Behavior	
Minor Behavior (Staff Managed)	Major Behavior (Administrator Managed)
Dress code violations, inappropriate body language, horseplay, non-compliance with instructions or directives, off-task behaviors, side-talking, inappropriate affections, tardiness, lying, minor property destruction, arguing, teasing, and spreading rumors	Bullying, harassment, physical fighting, property destruction, stealing, threat to others, substance use, weapon possession, serious disruption of class, and repeated minor infractions
Corresponding Interventions	Corresponding Interventions
Verbal warning, reminding of rules and expectations, educating about consequences and alternative behaviors, cued social break, engaged problem solving, referral to school counselor or intervention team, and parent contact/conference	Completion of referral form within integrated reporting system for school, referral to administrative office, contacting case management and intervention team, administrator determination of consequence, its nature and frequency of follow up with student, parents/staff
Universal data collection; individualized reporting and documentation; ecological assessment; quality improvement practices	

Assessment and Evaluation

5. Provide the following:

a. Annual student performance goals that include targets aligned with the state accountability system:

The ISCP assessment plan includes a variety of assessments to provide a multifaceted school performance profile that will provide comprehensive data on instructional quality; and, the social and emotional as well as academic success of students. The plan outlined below includes all Unit, Benchmark and STAAR component tests administered in accordance with district and TEA policy and procedures. Furthermore, it is aligned with the levers and essential actions of Effective Schools Framework. All Manor ISD data collection and reporting systems will be used.

b. A plan to implement and interpret interim assessments that measure academic progress – of individual students and student cohorts – throughout the school year:

Our approach to assessment and evaluation aligns with the TEA Effective Schools Framework (ESF) and meets all requirements of TEA's academic and attendance accountability measures.

Lever 1: Essential Action 1.3-Campus leaders regularly use data and other evidence to track progress towards intended outcomes.

Specifically, an Assessment Team, including the principal, one grade-level faculty member, instructional coaches, and the Executive Director will meet quarterly to review data reports and monitor ongoing academic achievement for school and demographic subgroups listed below.

Lever 1: Essential Action 1.3- If milestones and benchmarks are not met, campus leaders make modifications to reach the required result.

Recommendations for curriculum and instruction changes and relevant PD will be made during these meetings with the OP having final say in the Plan for Professional Learning instituted at the campus or grade level.

Lever 3: Essential Action 3.2- School staff meet frequently to identify individual student needs and work together to support and monitor individual progress.

In addition to the quarterly analysis described above, on an ongoing basis, the following assessment data-points will be analyzed by teachers, teaching teams, instructional coaches, and administrators during PLC meetings and designated data analysis workshops:

Assessments Data to be analyzed includes:

- Annual STAAR Testing
- Annual Texas English Language Proficiency Assessment System (TELPAS) Assessment- English Learners Students 4th to 8th grade (identified EL and parent denials).
- Benchmark Evaluations-a minimum of twice per academic year
- Student Portfolios: 1) Reading, Writing and Comprehension scores from RLA protocols or Miscue Analysis or other protocol used by the district if appropriate, 2) Language Arts: Baseline Writing student's samples collection and rubric analysis every grading period, 3) Math data (guided math evaluations), 4) Science data (unit evaluations), 5) STEAM scores from content area assessment protocols, 6) Ongoing informal data analysis (added weekly) such as Exit Tickets and Common assessments (made for all grade level classrooms).
- MTSS/RTI Progress Information: 1) Tier 1 progress, 2) Tier 2 need & progress, and 3) Tier 3 need & progress
- Climate & Culture Data: 1) Social Skills (Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision Making), 2) Motivation to Learn, and 3) Academic Competence (Math & Reading)
- Referral Data: 1) Referrals that qualify to be reported to TEA, and 2) School-based referrals (not reported)

Lever 3: Essential Action 3.2- School staff meet frequently to identify individual student needs and work together to support and monitor individual progress.

Lever 5: Essential Action 5.3- Lever 5: Essential Action 5.3- Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.

Data Analysis Process

Formative/Informal Assessment, Weekly-Assessment Data will be analyzed each week during a portion of the PLC meeting. This ongoing examination of informal data establishes the expectation that teachers can make incremental changes in student learning when they thoughtfully analyze and reflect on their instruction and student learning. These Tier 1 RTI supports are an essential part of the student support process.

Monthly- During one PLC Meeting or Instructional Talk Workshop per month, the above data is analyzed by teaching teams. This analysis will provide a clear picture of where students are and where they need to go. The effectiveness of Tier 1 supports and potential need for Tier 2 supports are considered. Based on data, teachers work with students to conference during PLCs and encourage active student participation in goal setting.

Data Disaggregation:

- Student Groups
- Each student group represented under "Closing the Gap": 1) Ethnicity, 2) Exceptionalities, and 3) English Learners (Spanish assessment outcomes, if applicable, and English assessment outcomes, and 4) Socio-Economic Status
- Grade Level: 1) Cross-grade level, and 2) Classroom Specific
- Feeder Patterns and Transfer Trends

- c. **A plan and system for collecting and analyzing student academic achievement data, reporting the data to the school community, and using the data to refine and improve instruction (including dedicated time for providing training and support to school leadership and teachers):**

Lever 1: Essential Action 1.3 - Data systems exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly.

Assessment is a critical component of any program. Students will be continuously monitored for progress using the above data points. The data analysis will include the district's benchmarking system and TEA accountability reporting systems. An Assessment Team, including the principal, one grade-level faculty member, instructional coaches, and the Chief Academic Officer, as well as the campus teaching staff are all part of the data analysis process. The Assessment Team is responsible for the disaggregation of data. Teaching staff and Instructional Coaches propose instructional responses, which are reviewed and approved by the Assessment Team when they demonstrate a significant change in the curriculum or instructional process.

Disaggregated data will inform grade-level and campus-wide professional learning supports. The Assessment Team will make recommendations for comprehensive training for campus faculty members and administrators. Taken together, this assessment system provides data sources that when considered individually and in conjunction with one another, provide a more complete picture of student performance and school quality. The Assessment data, STAAR and benchmark testing shows academic achievement.

As part of a continuous improvement process, each curricular and instructional approach will be considered. When warranted, the Assessment Team may make recommendations for changes in the curriculum or instructional approaches outlined in this proposal. The effectiveness of the curriculum and instructional design will be assessed and evaluated using the above plan. Curricula will be evaluated using a combination of unit assessment data, additional Assessments as indicated in attachment 9, exit tickets, Benchmarks, and STAAR data. Self, Community, and Culture local elective course for 6th graders and National History Day inquiry project for 8th graders (Social Studies), will be assessed through a yearlong research project and teacher assessment data. Literacy-based Design (LBD) © Framework for improving and enhancing instructional practice will provide internalization rubrics that teachers may use to guide their implementation practice.

Approaches to Assessment in an International Baccalaureate Middle Years Programme School

From the time of enrollment, students and legal guardians are given access to documentation describing what an IB Middle Years Programme (MYP) is and its requirements regarding student assessment. In an International Baccalaureate (IB) school, teachers use a variety of assessment methods to support learner development and growth in IB principles and philosophy. Teachers consider learner variability including strengths and abilities and language development when planning students' personal learning goals and student assessments. Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with IB programme documentation. The creation of IB assessments also includes conceptual learning connected to the stated learning objectives and outcomes in the school's yearly plans. The MYP program requires teachers to standardize their assessment of student work to ensure reliable results in accordance with IB guidelines.

In the Middle Years Programme, all students finishing the MYP program in Years 3 and 4 are required to complete a community project. In addition, MYP requires that all students complete a personal project in Year 5. The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. In Year 10, this plan proposes to include IB e-assessments, which can be purchased directly from the International Baccalaureate home office. These e-Assessments are optional for use by IB schools. The cost associated with purchasing the e-Assessments in Year 10 of this plan has been included in the budget.

In order for students to fully benefit from the curricular instructional design at Manor International, it is critical that components and fidelity to the systematic approaches are monitored on an ongoing basis. Therefore, needs assessments will be conducted via surveys consisting of both Likert scale and open-ended questions for administrators, teachers, and staff. Additionally, parents will also be given the opportunity to voice their opinions, questions, and any concerns regarding the system of implementation. Specifically at Manor International, math and reading scores from benchmarks and standardized testing data will be used to guide instructional decisions. Adjustments to these approaches may be made based on instructional needs to suit the best interest of students and optimize academic success.

Lever 5: Essential Action 5.4 - Teachers or other school staff keep families informed and involved in the process of providing interventions for struggling learners.

All data on annual STAAR performance will be reported to the community by Manor ISD using the district website and TEA accountability reports. Manor International School families will be informed of interim data reports during school-sponsored family events.

Additional Assessment and Evaluative Measures

Schools that select TEA vetted and approved curriculum may be eligible to receive financial support from the Texas Education Agency (TEA). In recent years, TEA made available, through its LASO grant program, funding that provided the curriculum, materials, training, and an instructional coach. In the event that such funds are available when Manor International is launched, the ISCP will work with the district to submit an application to the agency. If awarded, the agency requires an additional assessment of implementation and outcomes.

TEA provides protocols and tools for this assessment. These resources are used to monitor implementation, progress, and student outcomes. They assist the school to conduct internalization sessions during PLCs and to hold fidelity to implementation, inclusive of student unit assessments, and prescribe how the school analyzes data. These resources are discussed further in Attachment 9 which also includes samples of these resources.

d. The corrective actions that the school and network (if applicable) will take if either falls short of the goals at any level, including explanation of what would trigger such actions and who would implement:

Lever 5: Essential Action 5.3- Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.

Lever 5: Essential Action 5.3- Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.

Daily intervention time, in conjunction with instructional blocks, enable students to receive individualized instructional time that provides for corrective action. Specifically, it promotes re-teaching as well as accelerated learning. It includes teacher-student conferencing so students can set goals and monitor goal attainment. Staff professional learning as it relates to data trends will be identified by the Assessment Team and build into professional learning plans and campus-wide learning opportunities. Using a strengths-based approach, teachers will participate in peer-to-peer coaching in contenting areas where one has a strength with an average of 2-3 observation/coaching sessions per year. The corrective action Plan is triggered weekly or monthly as data analysis reveals the need for Tier 2 or 3 interventions.

Section 3 – Governance, Operating Plan, and Capacity

A strong Operations Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Financial Plan.

Organizational Structure

6. Provide the following:

a. As Attachment 4, an organizational chart that indicates all positions and lines of authority.

Attachment 4 included? ☒ YES ☐ NO

b. The name(s), title(s), and a description of the daily responsibilities of the person(s) employed by the operating partner that will be responsible for the management of each campus:

Name	Title	Date Started w/ Organization	Campus to be Managed	Description of Daily Responsibilities (person who will be the principal's direct supervisor here)
Dr. Henrietta Muñoz	CEO	September 2020	All ISCP Campuses	Chief Executive Officer, supervising all A&M-SA ISCP managed schools. Provides leadership/guidance for all aspects of school operations and is ultimately responsible for all decisions related to the operation of the school inclusive of staffing, finances, curriculum, evaluation, etc. Serves as the direct supervisor of the principal or may delegate.
Dr. Sonia Sanchez	CAO	September 2022	All ISCP Campuses	Chief Academic Officer, improves student outcomes by promoting inclusive practices, driving curriculum improvements, and ensuring effective teaching strategies are in place.
TBD	Principal	TBD	Manor	The principal is the instructional leader of the campus and is

			International School	responsible for the daily operation and management of the school, staff, and resources.
TBD	Faculty Liaison	TBD	Manor International School	Faculty Liaison serves as resource to the campus. May provide PD, coordinate/facilitate special projects and research on the campus or be a liaison to the university to bring experts or additional resources to support the school.

c. The proposed school's legal status (e.g., non-profit and federal tax exempt) and structure that comply with [TEC 12.101\(a\)](#).

The partnership structure is shown in Attachment 4. The Institute is governed by a Board of Directors, the Board. The Board hires and oversees the Chief Executive Officer (CEO) to serve as the operational leader of the ISCP. At many ISCP managed campuses, the CEO designates authority and responsibility for the programs and functions of the school to an ISCP employee called a Faculty-in-Residence. This is the model when the principal remains an employee of the district. With input and support from the Faculty-in-Residence, the CEO advises the Board in making decisions related to SB 1882 Partnership campuses. For the partnership with Manor ISD, the principal will be an employee of the ISCP who works in service to the campus. The role of Faculty-in-Residence has been modified to Faculty Liaison. The Faculty Liaison will provide specialized services or bring targeted resources to the campus. Dr. Henrietta Muñoz has been the CEO of the ISCP since September 2020.

The Board is composed of five individuals and has the capacity to expand to include representation from each district as the ISCP expands partnerships to include additional partner districts. The voting membership is composed of individuals unaffiliated with A&M-SA and may include up to two members affiliated with the university (currently there are two university representatives). Currently, there is one member representative of Edgewood ISD; an additional representative from Manor ISD will be added upon approval of the partnership by the Manor School Board. Additional ad hoc members, who possess expert knowledge, may be included as needed to inform decisions related to specific aspects of the educational programs. Each member provides a unique perspective and participates fully and equally in the decision-making process for guiding the direction of the school.

The school principal will be an employee of the ISCP. The school staff remain employees of the district. Although an employee of the ISCP, the principal, under the authority of the CEO and managed by the CAO, works in support of the district. The principal is the direct supervisor of the assistant principal(s) and the school faculty and staff as follows the district organizational structure unless the structure is changed at a later date.

Governing Board

7. Provide evidence of the following:

a. The independence of the board as it relates to the authorizer:

Although the district may place a representative on the ISCP Board, it is not permissible for any member of the governing board to be a representative from the district who had direct input into decisions related to the partnership's approval at the district level. Further, the ISCP and its designee, A&M-SA, are affiliated with the Texas A&M University System-an entity that is unrelated to the authorizer. The ISCP Board, selected by the ISCP with input from A&M-SA, is therefore, also unrelated to the authorizer.

The ISCP Board may accept recommendations for membership from the district and members of the community. Members of the community, business, and industry may also self-nominate. A full description of the plan for formation, composition, and operation of the ISCP Board are in the Bylaws included as Attachment 5.

b. Plans for the board(s) to evaluate the success of the school(s) and school leader(s), including planned frequency of meetings and standing committees:

The ISCP Board will conduct both formative and summative evaluations to determine the success of the school and its leaders. These evaluations are informed by both qualitative and quantitative data and will include measures such as student learning outcomes as measured by benchmark assessments and the STAAR results, discipline counts, community input, and staff evaluations. Progress is monitored throughout the academic year and a final evaluation report is annually. The report identifies areas of success and opportunities for improvement.

The ISCP Board meets monthly, on the third Thursday. Historically, the Board does not meet during the months of December or July; however, there have been exceptions to this practice. The Board did meet in July 2023 to address business that could not be deferred until August. There are currently no standing committees.

- c. **As Attachment 5, appropriate bylaws, proposed Code of Ethics and Conflict of Interest policy/procedures, and completed and signed statements of assurances that will minimize real or perceived conflicts.**
Attachment 5 included? ☒ YES ☐ NO
- d. **As Attachment 6, a Board Member Information Sheet and resume for each proposed Board Member.**
Attachment 6 included? ☒ YES ☐ NO
- e. **A description of how the proposed governing board members' knowledge and skills make them qualified to oversee a successful charter school, including educational, financial, legal, and community experience and expertise:**

The membership of the ISCP Board of Directors is composed of individuals who possess a wealth of experience in school operations. Members are educators who have served in multiple roles within the K-12 educational system. The ISCP Board members have experience as classroom teachers, campus administrators, district-level administrators, Superintendents, and in state-level educational agencies. The Board is supported by legal representation provided by Schulman, Lopez, Hoffer & Adelstein, LLP-a firm known for its experience supporting charter school operations.

- f. **A plan and timeline for board recruitment (including the desired experience and qualifications of future board members), initial board training, expansion, orientation of new members, and ongoing training for members:**

The ISCP participates in the Lone Star Governance (LSG) Process. The ISCP CEO and all members of the Board are trained in Lone Star Governance and follow the processes outlined in the LSG with fidelity. The CEO meets with the ISCP's LSG coach, Dr. Loyde, on a routine basis to strengthen the capacity of the Board and to ensure that the ISCP and the campuses managed by the ISCP are following these best practices. Dr. Loyde has also been retained to establish the 5-year ISCP Strategic Plan. Following guidance from the LSG coach, the members of the Board participate in trainings as relevant and necessary to perform their responsibilities.

Attachment 5 contains the full Bylaws of the Texas A&M-San Antonio Institute for School and Community Partnerships. Articles III and V of this document thoroughly describe the process for the identification, selection and training of ISCP Board Members. Additionally, the document outlines minimum qualifications, length of terms, conditions to hold positions as officer, termination of membership and how such terminations should be addressed. Further outlined are conditions and processes for increasing Board membership.

- g. **Sufficient capacity within and/or an appropriate relationship to any pre-existing non-profit board:**

The ISCP Board of Directors is structured to allow for the growth and expansion of the Board as needed to expand the capacity within the membership as the ISCP expands, makes modifications to the scope of work, or identifies the addition of members with additional areas of expertise. The current Board is strong and is composed of representatives from the community, the university, Local Education Agencies (LEA) where the ISCP currently manages schools, and the Education Service Center. The ISCP Board and the CEO enjoy a trustful, mutually respectful, and supportive relationship.

Application Team Capacity

8. Provide the following:

- a. **Describe the collective qualifications of the applicant team to implement the school design successfully, including each team member's experience and evidence of measurable success in:**
 - **School leadership, administration, and governance**
 - **Implementing systems for curriculum, instruction, and assessment**
 - **Performance management**

Henrietta Muñoz, PhD is the Chief Executive Officer, ISCP. Dr. Muñoz oversees the Senate Bill 1882 school partnerships with LEAs in San Antonio. She has 20 years of nonprofit experience and 15 years of school-community partnership experience in San Antonio. As the CEO of the Texas A&M University – San Antonio Institute for School and Community Partnerships (ISCP), Dr. Muñoz currently provides leadership and oversight of three SB 1882 campuses in Edgewood ISD and the university's embedded teacher residency program in collaboration with the CAST Network of Schools in four additional schools.

Previously, Dr. Muñoz was the Senior VP for Research and Evaluation (2018-2020) at UWSA with oversight of all data collections, analysis, research and evaluation. With support from the Annie E. Casey Foundation and the Doris Duke Charitable Foundation, she helped develop the Dual Generation Initiative, which established a solid partnership for the Eastside of San Antonio. In 2012, she became the first director of the Eastside Promise Neighborhood, a \$23.7 million dollar US Department of Education award for the Eastside of San Antonio, where a feeder pattern approach to campus change was implemented in San Antonio ISD. Muñoz is an Annie E. Casey Foundation Children and Families Fellow (2009-2010), and part of a Community Advisory cohort of the Dallas Federal Reserve. Muñoz received her PhD from the University of Texas at San Antonio in Culture, Literacy and Language in 2009, where she served as Adjunct Faculty until 2013.

Sonia Sanchez, PhD is the Chief Academic Officer, ISCP. Dr. Sanchez has many years of experience focusing on school improvement and campus turnaround. Dr. Sanchez oversees the development and implementation of academic programs, ensuring they align with the ISCP's educational goals and standards. Dr. Sanchez works to improve student outcomes by promoting inclusive practices, driving curriculum improvements, and ensuring effective teaching strategies are in place.

Dr. Sanchez has a robust background in educational leadership, strategic planning, instructional improvement, and school turnaround. She has successfully supported campuses to design and implement strategic interventions resulting in the removal of Improvement Required status for two schools. She has supported improvement efforts for over eighty elementary schools. At the district level, she collaborated on district-wide systems and processes for data analysis, improvement planning, and leadership development.

Dr. Sanchez has first-hand knowledge of international education and studied at the Universidad Autónoma de Madrid, the Instituto Internacional en España, and IES Beatriz Galindo, Spain. She earned a PhD from the University of Texas at San Antonio in Culture, Literacy, and Language and has completed the highly respected School Turnaround Leaders Professional Education Certificate from the Harvard Graduate School of Education.

D. Michelle Janysek, PhD is President, Collaborative Education Partners, LLC. Dr. Janysek is the former Deputy Director of the ISCP where she facilitated school and community partnerships and developed Quality School Proposals. Prior her work at A&M-SA and the ISCP, Dr. Janysek spent eight years at The Education Institute at Texas State University as a principal investigator (PI) for multiple grants and contracts focused on education policy development, standards, and assessment and educator preparation. She has held positions in both institutions of higher education and state agencies such as the Texas State Board for Educator Certification (SBEC) where she served as the Director of Educator Quality and Accountability.

Her areas of specialization include: School performance and program evaluation, educational assessment, evaluation models (standardized, performance-based, portfolio), educator training, teacher quality, novice educator induction and mentoring, adult education, grants development/ implementation/evaluation, program development, college and career readiness, transitions to post-secondary education, workforce development, school safety, and emergency planning for schools. Dr. Janysek earned a doctoral degree in Adult, Professional and Community Education from Texas State University, a master's degree in Theatre Arts Administration from Texas Tech University, and a bachelor's in Theatre Arts from Southwest Texas State University.

- b. As Attachment 7, include the résumés and bios for all members of the applicant team.**

Attachment 7 included? ☒ YES ☐ NO

- c. Describe the proposed School Leader's experience in and ability to design, launch, and lead a school and implement the specific educational program being proposed, OR describe the board's plan to recruit and retain a leader with the ability to implement the specific educational program being proposed (if School Leader candidate(s) is not yet identified):**

Plan to Recruit and Retain a Highly-qualified School Leader

The team members from the Texas A&M – SA Institute for School and Community Partnerships have worked in and in support of public education in Texas for many decades. Collectively, we possess a strong and extensive network that we will leverage to help us surface strong talent. The ISCP will begin the search by capturing the full list of schools in and around Manor, Bastrop, and Austin to identify the highest performing principals both in terms of growth/turnaround and in highest outcomes. Each of these principals will be made aware of the opportunity as they may either be interested or know other great leaders.

We will also reach out to the highest quality principal preparation programs in Texas to be in contact with their alumni networks and career services, either through the programs or through informal networks, social

media groups, and LinkedIn research. Likewise, we would search out the alumni from the Holdsworth Center programs <https://holdsworthcenter.org/>. We will reach out through job posting sites that are more directed towards strong education leaders, such as Workmonger <https://workmonger.com/> and some sections of Indeed.

The ISCP retains school leaders by providing a high-level of ongoing professional support. Our campus leaders receive comprehensive coaching and support from the ISCP CEO, Dr. Henrietta Munoz, and ISCP team members who were successful school principals and coaching specialists. The ISCP uses the state approved Texas Principal Evaluation and Support System (T-PESS) for evaluating campus leaders. This process is implemented with fidelity to support the individual professional growth of the campus leader. When implemented fully and with fidelity, the T-PESS process provides the opportunity to set goals and identify PD opportunities to address the needs. The CEO, or designee, meets weekly with the campus principal.

d. Describe the work of the school leader(s), including:

- the measurable performance expectations for the school leader that are aligned to the mission of the school
- how these expectations will shift from school launch in the first year of operation to sustainability in future years

In the current ISCP approach to managing in-district charter schools, the principal remains an employee of the district and is the campus leader who maintains the rights, responsibilities and authority for the implementation of the school plan and the success of the school. The primary difference on an Operating Partner managed campus is in the lines of authority; although still an employee of the district, the principal is supervised and evaluated by the operating partner; this is mandated in the SB 1882 legislation. For proposals submitted under the Manor ISD Call for Quality Schools, the campus principal will be employed by the operating partner; therefore, the principal of the Manor International School will be an employee of the Texas A&M University – San Antonio Institute for School and Community Partnerships (ISCP). The principal will work in service to the school and in support of the district.

In year one, the school leader will be expected to implement the school plan and each of the components outlined in this proposal. The principal, as the school leader, will receive on-going support from the CEO, CAO, Faculty Liaison, and other designees. These individuals support the principal in all school operations.

The performance measures for the school are developed in conjunction with the drafting of the Performance Contract between the school district and the operating partner. The performance measures will align to the following measures: Enrollment and Retention, Academic Performance, Student Engagement, Organizational Soundness and Community Confidence, School Climate and Culture, and Finance. Once established and codified in the Performance Contract, the principal, as school leader, will, along with the CEO, be responsible for achieving the specified performance outcomes. Annually, the ISCP reevaluates the progress of the school on each performance measure. As needed, adjustments may be made to the instructional or operational plans for the school. This work is completed collaboratively by the principal, the CEO, the Faculty Liaison, and other designees. Expectations regarding progress monitoring and program improvement may shift in order to ensure progress; the principal is expected to pivot and adapt as the needs of the campus and performance measures necessitate.

Staffing Plans

9. Provide the following:

a. As Attachment 8, a recruitment and hiring strategy for all campus roles, including:

- selection criteria that demonstrate high standards and mission alignment for all candidates
- a hiring protocol, and timeline that ensure the school is fully staffed by July 1 of each year.

Attachment 8 included? ☒ YES ☐ NO

b. As Attachment 9, a plan to develop staff and retain high-performing staff, including:

- an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program
- evaluation tools and processes that will capture trends and track and promote teacher progress over time
- The process for providing targeted and personalized support for school staff that includes:
- The allocation of resources to support and provide professional development
- The qualifications of personnel to provide professional development and facilitate adult learning
- Professional development methods and calendar

Attachment 9 included? ☒ YES ☐ NO

c. Describe your process for identifying and remedying unsatisfactory leadership and/or teacher performance:

The ISCP uses the state approved Texas Teacher Evaluation and Support System (T-TESS) as the evaluative instrument for classroom teachers and the Texas Principal Evaluation and Support System (T-PESS) for evaluating administrators. The ISCP approach to managing school staff includes a focus on planning for the growth of individual teachers and administrators. This process is well supported when T-TESS and T-PESS are implemented with fidelity. Campus administration, in collaboration with the ISCP, will then identify the performance level within each domain and dimension that is the minimum for meeting the performance expectations required of the Manor International School effective teacher and will identify exemplars. Under a SB 1882 Performance Contract, regardless of who employees the campus leader, the campus leader is under the direct authority of the ISCP and will be evaluated by the CEO of the Texas A&M-SA Institute for School and Community Partnerships or her designee in collaboration in consultation with the district. The CEO or her designee meets weekly with the campus leader to ensure that the school plan is implemented with fidelity and that the campus leader is making progress towards the attainment of campus performance goals. The frequency of contact with the campus leader ensures that unsatisfactory progress or administrative practices are addressed as soon as they are identified so that corrective actions can occur in a timely manner.

When implemented fully and with fidelity, the T-TESS and T-PESS processes provide the opportunity to set goals and identify PD opportunities to address the needs of the individual staff member for growth and improvement. Every effort will be made to assist staff to meet the performance expectations of the campus, ISCP and district. District policies related to staff growth plans, remediation and/or non-renewal will be implemented.

Facilities

10. Provide the following:

- a. Identification of an appropriate proposed school facility OR a plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population:**

The partnership will utilize the current Manor Middle School campus. There is no need to identify nor secure additional space outside of the existing school buildings. At this time, the proposed operating partner does not have knowledge of any needed or necessary renovations beyond those associated with branding. However, the ISCP expects to receive the buildings, mechanical systems, and equipment in proper working order. Any facilities or systems found to be faulty or operating outside of manufactures specifications within 120 days of the commencement date specified in the performance contract will be the responsibility of the district to repair or replace at no additional expense to the ISCP. Any gifts, grants, or other funding designated for facilities, specific to Manor Middle School/Manor International School and received by the district or the ISCP, must be planned for, vetted and approved by the ISCP.

Section 4 – Financial Plan

A strong Financial Plan is coherent overall and aligned internally with the school’s mission and vision, Educational Program, and Organization Plan.

Financial Plan

11. Provide the following:

- a. The staff members responsible for the organization’s finance and a brief description of their qualifications to manage the organization’s systems, policies, and processes:**

The ISCP executes an annual contract with Texas A&M-San Antonio University; the University provides “Back Office” supports for the ISCP, including financial operations. As a part of this agreement, the ISCP is held accountable to the rules, regulations and policies regarding finance to which the University is held accountable unless the ISCP Board has approved their own policy. ISCP Board adopted policies will supersede A&M-SA policies as they are unique to the ISCP’s nonprofit status. ISCP fiscal policies have been included in Attachment 10.

The University’s Division of Business Affairs and the Departments under it provide staff who support the financial operations. The University provides support for Accounting, Budget support, Financial Services, Human Resources, Information Technology, Operations, Payroll Services, and Risk Management. An assigned Senior

Financial Analyst, Zulema Gonzales, MBs, MAcc, who oversees and facilitates the University's support of the ISCP.

Day-to-day decisions regarding the funds under the authority of the ISCP, including those funds for schools managed by the ISCP, are made by the ISCP CEO, Dr. Henrietta Muñoz, in consultation with the school district, the campus principal, and with the support of the ISCP Staff. Dr. Muñoz has 20 years of nonprofit experience and 15 years of school-community-partnership experience.

b. A description of the organization's systems, policies, and processes for:

- **Financial planning, Accounting, Purchasing, and Payroll**

Links to both A&M-SA and the Texas A&M University System's policies, regulations, and procedures relevant to the key requirements of the Financial Plan follow may be found on the Texas A&M-San Antonio website. Except for when the ISCP Board has adopted its own policy that better aligns with the nonprofit status of the ISCP, the ISCP holds itself accountable to the policies, processes, and regulations applicable to the University and the System. <https://www.tamusa.edu/about-us/business-affairs/compliance/rules-and-procedures.html>

Financial Planning and Budgeting – The budget development process is performed annually. The annual budget process at Texas A&M-San Antonio adheres to the guidelines included in the TAMUS Policy 27.03, *Annual Operating Budget Process*, and A&M-San Antonio Procedure 27.04.01.00.01, *Budget Operations*. The University's budget is in compliance with Guidelines approved by the Board of Regents; it supports the accomplishment of the University's mission and strategic plan, and it represents sound fiduciary management of resources. Likewise, the ISCP Board has directed the CEO to comply with University and System processes, and the ISCP Budget supports the accomplishment of the ISCP mission and strategic plans.

Purchasing and Procurement – The Procurement Services Department purchases goods and services through the use of purchase orders and procurement cards and provides resources to assist those staff members with responsibility for making purchases, including a purchasing flowchart which outlines all of the steps in the process and a guideline for the terms and conditions of purchase orders. A&M-San Antonio employees, and the ISCP, are responsible for adhering to A&M-SA Procedure 07.01.99.00.01, *Purchasing Standards of Conduct*. The University offers training and technical assistance to support these functions.

Contracts – TAMUS Policy 25.07, *Contract Administration*, and Regulation 25.07.01, *Contract Administration Procedures and Delegations*, provide guidance on all contracts. These policies and regulations formalize the delegation of authority for contracts and outlines the routing process of agreements and contracts and determines who is authorized to execute contracts within dollar limits as defined by A&M System Policy. The ISCP also follows Lone Star Governance; as such, the CEO of the ISCP must obtain authorization from the ISCP Board of Directors for contracts or expenditures that exceed certain limitations.

c. A description of the organization's internal controls, financial reporting requirements, and process for conducting independent annual financial and administrative audits

The Associate Vice President for Financial Services and Controller (AVP/Controller) is designated as the financial reporting officer for the University. The AVP/Controller is responsible for the integrity of the Annual Financial Report (AFR) submitted to the Texas A&M System and for the establishment of effective internal controls for its preparation. The AFRs enable TAMUS to prepare combined financial statements in compliance with Governmental Accounting Standards Board (GASB) requirements, AFR reporting requirements established by the State of Texas, and TAMUS Policy 21.01, *Financial Accounting*, and TAMUS Regulation 21.01.01, *Financial Accounting and Reporting*. The AFR is submitted to the A&M-System's Financial Reporting Division annually during the month of October. This report is then consolidated with the AFRs from other TAMUS member institutions to produce the TAMUS Combined Annual Financial Report. The combined AFR is submitted to the Texas Comptroller of Public Accounts for inclusion in the state's annual comprehensive annual financial report (CAFR). The Texas State Auditor's Office is responsible for carrying out the audit of the state's CAFR.

The University's financial statements and underlying records are subject to the State Auditor's annual audit but are seldom selected for detailed audit testing. However, the ISCP does have an external audit conducted annually. In conjunction with the University's reaccreditation by the Southern Association of Colleges and Schools – Commission on Colleges, an independent review of the University's fiscal year 2018 financial statements was completed by Martinez Rosario & Company. The report issued by Martinez Rosario & Company stated that they were not aware of any material modifications that should be made to the financial statements for them to be in

accordance with the basis of accounting specified by the State Comptroller. The Texas A&M System's Office of Internal Audit (OIA) conducts internal audits, both operational and financial. The ISCP undergoes an annual financial audit by an independent auditor; this is in addition to those conducted by the University and System.

d. The roles and responsibilities among the administration and governing board regarding school finance:

The Texas A&M-SA Institute for School and Community Partnerships Board of Directors fully understand the roles and responsibilities regarding school finance. As the OP, the ISCP will be responsible for the appropriate use and expenditure of all funds allocated to the school. It is a requirement of the Senate Bill 1882 legislation that the OP have "initial, final, and sole authority" over the operations of the school, including the campus budget. However, the ISCP and the Board of Directors understands that in order for the partnership to flourish, the OP will need to conduct fiscal functions in consultation with the district.

The day-to-day responsibility and authority for the oversight of school finance for all ISCP managed campuses is granted to the ISCP CEO, Dr. Henrietta Muñoz. The ISCP Board of Directors maintains ultimate authority over this work and provides approval of budgets and financial plans. The ISCP Chief Academic Officer, Dr. Sonia Sanchez, reports to Dr. Muñoz and works directly with the leadership teams at each campus, the district, and the A&M-SA university financial support division to navigate the fiscal and operational needs of the school. Within the university financial support division, the ISCP has been assigned a Senior Financial Analyst who is responsible for supporting the ISCP and ensuring that the full weight of fiscal operations support available from both the university and the A&M System are available to the ISCP and Board of Directors.

e. How the organization ensures financial transparency, including:

- **plans for public adoption of the school's budget**
- **public dissemination of its annual audit and an annual report**

As a public institution, Texas A&M-SA is subject to all applicable state laws relating to transparency in government. The ISCP, in alignment with the agreement with the University, is held accountable to these same laws. This includes all aspects of business including, but not limited to, fiscal operations. Additionally, as a public entity, the University is subject to Texas Government Code, Chapter 552 related to access to government records. All government information is presumed to be available to the public and the university, as well as the university system, has processes and procedures in place to assure transparency in all operations.

The ISCP annual operational budget and budgets for each ISCP managed campus are adopted by the ISCP Board of Directors as part of the order of business conducted following guidelines set forth by the Texas Open Meetings Act as specified in Government Code <https://statutes.capitol.texas.gov/Docs/GV/htm/GV.551.htm> . Additionally, the ISCP follows Lone Star Governance practices. Budgets are discussed in meetings, which are open to the public and formally adopted by the Board following careful discussion and consideration. Approved budgets are available to the public on the ISCP website <https://theinstitutesa.org/> .

The findings of the ISCP annual audit, agenda and minutes from all meetings of the Board of Directors are available on the ISCP website <https://theinstitutesa.org/> .

e. As Attachment 10, an operating budget and narrative that explains revenue and cost assumptions, including the following:

- **grant/fundraising assumptions**
- **the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable)**
- **the projected cost to implement the academic model described in this application**

Attachment 10 included? ☒ YES ☐ NO

f. Describe the organization's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated:

In the event that anticipated revenues are not received or are lower than estimated, the ISCP will work with the district to revise budgets, amend the contractual agreement if necessary, and to identify and secure additional funds necessary for the delivery of the educational program. Contingency funding may be identified from existing district or campus resources that may be reallocated, as permissible by law. The ISCP has extensive experience in the procurement of external grants and funding and may leverage this capacity in the event that additional funds are required.

Section 5 – Existing Partner/Experienced Partner Supplement

A strong proposal from a partner that has previously operated schools (including partners that operate under a Charter Management Organization or CMO), or a partner proposing to contract with an entity that has previously operated schools (often referred to as an Education Service Provider or ESP), is coherent overall and aligned internally with the school's mission and vision, Educational Program, Operational Plan, Financial Plan, and any other applicable attachments.

- Existing Partners (any organization that has previously operated schools) should complete only Question 13
- Any applicant proposing to contract with an Education Service Provider (ESP) or CMO (Charter Management Organization) should complete Questions 14 and 15

Existing Partner Track Record

12. Provide the following:

- a. As Supplemental Attachment 1, the experienced partner applicant, CMO, or ESP's success in serving populations similar to the population that the applicant intends to serve, including evidence of academic success and successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs)

Supplemental Attachment 1 included? ☒ YES ☐ NO

- b. As Supplemental Attachment 2, an independent financial audit report and its most recent annual report of the experienced partner applicant, CMO, or ESP that demonstrated the financial health of the organization.

Supplemental Attachment 2 included? ☒ YES ☐ NO

- c. A description of any history of charter revocations, non-renewals, withdrawals, or failures to open for the experienced partner applicant, CMO, or ESP:

Not applicable. Has no such history.

- d. If applying to manage a turnaround campus, evidence that:

- the partner organization has been in existence for at least three years prior to the undertaking of the management of the district campus
- the partner organization has managed multiple campuses for multiple years
- the partner organization has a track record of managing campuses to academic success or has significantly improved the academic performance of the campuses

The A&M-SA Institute for School and Community Partnerships successfully operated three schools in Edgewood ISD (EISD). The 2023-2024 academic year marks the fifth year that the ISCP has been the Operating Partner (OP) of two schools in EISD. Gus Garcia University School (GUS) serves students in grades 6-8 and the Burleson School for Innovation and Education is an 18+ transition campus. A third school in EISD, Winston Intermediate School of Excellence (WISE) was added a year later but was closed due to district right-sizing at the end of the 2024 school year.

Both GUS and WISE were turn around campuses; each having experienced several years of fluctuating ratings in the State of Texas Accountability System. Both campuses were "F" rated when the ISCP assumed operation of the schools. Despite the Covid-19 Pandemic, both schools moved from School Report Card ratings of "F" to "C" for the 2021-2022 academic year. Additionally, the 8th grade students at GUS consistently outperform all other students in the district, regardless of grade level, on the Algebra I and Biology EOCs with pass rates of 80% and 92%. Burleson does not receive a campus grade as the students with differing abilities ages 18+ have already earned a high school diploma and the school is not part of the Accountability System.

ESP or CMO Management Plan and Legal Relationship

13. Provide the following:

- a. The name and address of the ESP or CMO:

Not applicable. Does not have an ESP or CMO.

- b. As Supplemental Attachment 3, the Management Agreement between the ESP and the applicant organization that includes:

- ✓ A detailed description of the roles and responsibilities of the ESP
- ✓ A detailed explanation of the scope of services and costs of all resources to be provided by the ESP
- ✓ A detailed description of the oversight and evaluation methods that the board will use to oversee the ESP, including schoolwide and student achievement results which the management organization is responsible for achieving, and a description of how often, and in what ways, the board will review and evaluate the ESP's progress toward achieving agreed-upon goals
- ✓ A detailed explanation of the conditions, standards, and procedures for board intervention if the management organization's performance is deemed unsatisfactory
- ✓ A detailed explanation of the compensation structure, including clear identification of all fees to be paid to the ESP and the schedule on which the ESP will receive compensation
- ✓ A detailed explanation of the financial responsibilities of the ESP, including the ownership of items purchased with public funds, including which operating and capital expenditures each party will be responsible for assuming, what types of spending decisions the ESP can make without obtaining board approval, and what reports ESP submit to the board on financial performance and on what schedule
- ✓ A detailed description of the duration, renewal, and termination of the management agreement, including how often the management agreement may be renewed, the conditions that both the ESP and the school must satisfy for the management agreement to be renewed, and the procedures for determining whether the management agreement will be renewed
- ✓ A detailed description of the grounds for which the ESP or the school can terminate the management agreement for cause, including provisions for notice to the other party and any conditions under which either party may terminate the management agreement without cause
- ✓ An explanation and justification of any indemnification provisions in the event of default or breach by either party

Supplemental Attachment 3 included? ☐ YES ☒ NO

Not applicable. Does not have an ESP or CMO.

- c. An enforceable plan for the operation of the school in the case that the management agreement is terminated:

Not applicable. Does not have an ESP or CMO.

- d. Assurance and evidence that the board is independent from the ESP or CMO and is self-governing, including separate legal representation of each and arm's-length negotiating and no existing or potential conflicts of interest between the school's governing board and proposed ESP or any affiliated business entities

Not applicable. Does not have an ESP or CMO.

- e. A clear and detailed explanation of the supervisory responsibilities of the ESP/CMO (if any), including which school employees the ESP/CMO will supervise, how the ESP/CMO will supervise these employees, and how the charter school board will oversee the ESP supervisory responsibilities:

Not applicable. Does not have an ESP or CMO.

- f. A detailed explanation and compelling justification of any lease, promissory notes, or other negotiable instruments, any lease-purchase agreements or other financing relationships with the ESP/CMO, including evidence that such agreements are separately documented and not part of or incorporated in the ESP/CMO agreement. Such agreements must be consistent with the school's authority to terminate the ESP/CMO agreement and continue operation of the school:

Not applicable. Does not have an ESP or CMO.

- g. A detailed explanation and compelling justification of any loans, grants, or investments made between the ESP/CMO and the school, including an explanation and justification of how any such loans, grants, or investments may be initiated, repaid, and refused:

Not applicable. Does not have an ESP or CMO.

Section 6 – Community Priorities TO BE UPDATED BY AUGUST 25, 2023

This section will identify 3-5 priorities generated by the Manor MS community and ask potential operators to discuss how they will address these priorities.

Manor ISD conducted both a survey of families and focus groups with elementary school students to understand what the community believes is most important in a redesigned Manor MS. Below is a summary of the most prominent themes from this engagement; applicants are encouraged to describe how their model is aligned with these interests as Section 6 of the application. Please note that because these community priorities were released later than planned, applicants may submit **Section 6 no later than September 18th**. *Please note that all other sections are still due on September 11 as originally communicated.*

The ISCP appreciates the opportunity to respond to the priorities identified by families whose children may attend the Manor International School. Families know their children best; they understand their strengths and want to ensure that their students have access to an outstanding education. The ISCP sees families as the most vital partner in working to strengthen schools and elevate opportunities for all scholars. ISCP addresses each priority below in the order that they were provided.

- **Education Program:**

The ISCP school model proposed in this Call for Quality Schools represents a rigorous and robust plan intended to accelerate learning opportunities for all students who will attend the Manor International School. The Manor International School will have an international focus, high academic expectations, and curriculum that moves students and faculty toward the goal of joining the International Baccalaureate (Pearce, 2023). With that as the long-term goal, students and faculty will have opportunities to build relationships with other international schools, both in the US and abroad, create opportunities for students to compete in the nationally and internationally, travel, while deeply involved in a challenging curriculum.

The plan for Manor International School (Manor International) includes three primary instructional components: 1) High-quality Instructional Materials (HQIM), 2) Self, Community, and Culture local elective course for 6th graders and National History Day inquiry project for 8th graders (Social Studies), and 3) Implementation of the Literacy-based Design (LBD)© Framework for improving and enhancing instructional practice.

Each educational program element identified in this proposal is grounded in recent and relevant research and best practices. These programs have a proven record of success in supporting the needs of students with similar characteristics when implemented with fidelity. HQIM have a proven history of success in Texas and have the support of the Texas Education Agency. The local elective, customized to the school and local community, Self, Community, and Culture is in its fourth year of delivery in another ISCP managed middle school. Included in this proposal are program elements that are nationally and internationally recognized such as International Schools and the International Baccalaureate; others are Texas-specific such as the Texas Model for Comprehensive School Counseling.

The proposed educational program ensures that our scholars develop strong foundational skills in reading, writing, oral communication, mathematics, science and the social sciences. Students will benefit from the use of HQIM that guarantee strong Tier 1 instruction. Further, our scholars must engage in strong social-emotional learning so that they are capable, agile, and strong collaborators so that they can pursue whatever future they desire for themselves.

- **Hands on learning experiences**

By design, both International Schools and schools that earn the International Baccalaureate designation are inherently project based and include authentic hands-on learning experiences. Beginning in AY 1, we begin to build capacity in both the staff and the students to engage in experiential learning. PD and mentoring by ISCP teams will assist all staff to integrate the Literacy Based Design (LBD) Framework ©. LBD integrates across all content and assists teachers to plan contextualized learning experiences to meet the needs of scholars.

Eighth grade students will complete a year-long project and compete in National History Day competitions. National History Day project are hands-on inquiry-based projects that scaffold throughout the school year and are conceptualized and driven by the students. As part of the climate and culture plan, students will participate in

service-learning projects to benefit their local community. Additionally, once the school receives International Baccalaureate designation, IB requires additional community-based projects designed to address real world issues.

o Technology

With the accelerating advances in technology, the entire world is accessible to students in ways that were unimaginable just a generation before. Students are overwhelmed by images, marketing, and vast amounts of digital content and information twenty-four hours a day, 7 days a week. Unfortunately, much of this digital content may either be harmful or contain false and inaccurate information. The student of today are voracious consumers and producers of digital content. However, adults in their lives may not possess the technological knowledge or skills to guide scholars to make wise choices or to integrate technology into instruction in meaningful ways.

The reality of today is that technology will continue to be a vital part of our society; therefore, scholars of today must understand and be able to navigate a world in which advances such as AI are reshaping the role of humans in our society and in the workforce. We have an opportunity and an obligation to do everything we can to prepare our students to thrive in that unavoidable and closer-than-we-think future. Even with the tremendous projected strength of AI, there are critical and unimpeachable roles that will continue to be the natural and powerful place for our students if we do right by them now.

One of the three components of the Educational Program is the implementation of the Literacy-Based Design (LBD) Framework ©. LBD © is a **curriculum framework** grounded in research and geared toward **re-imagining** the curricular and pedagogical choices teachers make for their classrooms to **improve instruction** and **transform** how teachers approach **teaching and learning**. LBD © focuses on five areas of Literacy one of which is vital to providing students with the knowledge and skills necessary to excel in the ever-evolving global technological world in which we live. **Digital Literacy**—being proficient in 21st Century skills is essential to success in college and future careers. Being able to fluidly move from one technological device (or software program) to another, opens up possibilities for new avenues of expression and commerce. Giving students the tools of technological and digital literacy will allow students to innovate and discover beyond the curriculum. Digital Literacy necessitates that teachers integrate the use of technology in meaningful ways and this integration occur on a daily basis throughout the instructional day. Students learn critical Digital Citizenship skills that will enable them to become critical users and producers of digital content using the latest technological advances.

o Outdoor learning spaces

Although not specifically addressed in this proposal, opportunities for outdoor learning are a key element on all campuses currently managed by the Texas A&M – San Antonio Institute for School and Community Partnerships (ISCP). Each of the current three ISCP managed campuses has outdoor learning spaces that were developed two or three years into the partnership based on student and community interest and needs of the campus. In each situation, the focus and purpose of the outdoor programming is different than what is in place at the other schools. The current ISCP managed schools outdoor learning opportunities are described briefly below.

1. The Burleson School of Innovation and Education – Students at Burleson are ages 18+ who have earned a high school diploma and remain eligible to receive transition services under an Individual Education Plan. The students at Burleson work in one or more of the five micro-business ventures where they learn self-sufficiency, life, and work skills. One of these businesses is a garden center. At the garden center students learn the basics of horticulture, hydroponics gardening, home and community-based gardening, and landscaping. Outdoor Learning is supported through grant funding by the Truist Foundation, the City of San Antonio, and Whole Kids.
2. Gus Garcia University School (GUS) – GUS is a middle school that serves students in grades 6-8. The curriculum and programming at GUS is intended to prepare students to enter high school prepared to take on rigorous college preparatory courses such as dual credit, early college high school and advanced placement. All students complete a minimum of 3 high school credits (Algebra, Biology, and a course in a Career and Technology Pathway) such as Culinary Arts. Over the past four years, based on input from the students and community, the students in Culinary Arts and Biology have created outdoor spaces that expand and enrich these courses. The students have planted a food forest which currently boasts more than 50 fruit and nut trees which will begin to produce food in the next two-three years. The food forest was followed by the planning and development of a pollinator garden and currently the students at GUS have developed, and are

presently implementing, a plan for composting the organic waste from the Culinary Arts program. The campus received funding from Able City Architectural Firm and an Eco-Scholars Grant from the City of San Antonio.

While we do not currently know what outdoor learning may ultimately look like at the Manor International School, we do know that there will be outdoor learning opportunities once interest and needs are identified with input from scholars and their families, as outdoor learning is a vital part of each ISCP-managed campus.

- **Student Supports:**
 - **Counseling/social workers**

Manor International will lead the local secondary school landscape through implementation of The Texas Model for Comprehensive School Counseling Programs (Texas Model) as a framework for identifying, preparing, delivering, and evaluating proactive and responsive student support services. The Texas Model embeds guidance programming across campus systems through 4 delivery components: Guidance Curriculum, Responsive Services, Individual Planning, and System Support. Guidance Curriculum, designed/taught by the school counselor who understands the developmental nature of students, are proactive lessons that facilitate growth, development, and transferable skills in the areas of educational, career, personal and social development. The Responsive Services component, designed to support students in their time of need, includes individual/group counseling, mentoring, and external service referrals at three levels of need: prevention, remediation, and crisis. Individual Planning services, delivered by the school counselor, assist students in the development and identification of academic, career, personal and social goals. System Support, the foundation of the school counseling program, includes program management activities as well as indirect support services provided to students through referrals to community agencies to assist students facing personal crisis outside the scope of the school counseling program, consultations with teachers and parents, parent education programs and community relations efforts, parent meetings designed to interpret testing data and assist with post-secondary planning, and participation in PD activities.

Manor International will implement a multi-tiered system of supportive services aimed at supporting student success through data-responsive and culturally responsive prevention and intervention activities. Prevention programs will vary in nature from universal to targeted, persistent to short-term, digital to face-to-face, and resource intensive to logistically modest. Therefore, we will develop a campus prevention programming agenda that not only responds to school climate data but can also be monitored for global and differentiated responses among stakeholders.

- **Small class sizes**

The ISCP understands the impact of class size on student learning outcomes and the ability of caring adults to develop strong and supportive relationships with students. The ISCP's preferred maximum class size is 22 students; optimal class size is 18. Although the desire is for smaller classes, the ISCP understands the constraints associated with student-based funding and realizes that smaller class sizes may not always be possible.

- **Staffing:**
 - **Mental Health Supports**

We will fulfill the vision for Manor International through a multi-arm approach aimed at 4 pillars of campus culture: (a) academic achievement, (B) campus community, (c) school safety, and (d) institutional environment. We will address these foci synergistically in response to objective data, within student-student dyads, and across the matrix of interactions between students, teachers, staff, parents, and community members. We view these pillars as influenced both actively and as a part of natural developmental processes; as input and output; and functioning both process and outcome in their contribution to the Manor International school culture. To establish and maintain excellence in these areas, we will implement systematic and inclusive approach to assessment, identification, prevention, early intervention, consistent support, and quality improvement activities. All students and school staff will have access to supports that focus on personal wellness and mental health promotion initiatives that include healthy living, nutrition, personal resilience, and mental health literacy.

- **Experienced, high-quality teachers**

Teacher quality is one of the most important components necessary to ensure student-learning outcomes. The TAPR indicates that the average years of teaching experience of teachers at Manor Middle School is 6.2 years and on average, teachers have been in the district for 2.8 years. While not fully novice, the faculty as a whole is not highly experienced. High-quality PD and mentoring will be key to retaining existing staff and developing their skills

sets. ISCP faculty and staff will provide PD and mentoring supports that meets the needs of the school. Drs. Sanchez, Boyd and Janysek have extensive experience in educator preparation, mentoring, and novice teacher induction and will bring these supports to Manor International. PD has been addressed throughout this proposal and is further addressed in Attachment 9: Plan to Develop Staff and Retain High-performing Staff.

- **Extracurriculars:**
 - **STEM activities**
 - **Competitive Athletics**
 - **Clubs based on scholar interests**

Extracurricular activities (STEM, Athletics, and Clubs) are addressed collectively. Students who participate in extracurricular activities have a greater sense of attachment to their schools and appear to exercise greater engagement with both academics and their peers. Additionally, engaged students are less likely to fail or leave school and more likely to find academic success (NCES, 1995). Students who experience success in one area transfer that winning attitude to other areas of their lives.

The ISCP has experienced this firsthand at Gus Garcia University School (GUS). Historically, GUS was a school that struggled with school climate and culture. Anecdotally, we have been told that GUS was a school where few parents wanted to send their children. The school had a low sense of pride, academically the school had not performed well for many years and staff turnover was high. Today, GUS is a thriving middle school where students are engaged in many different extracurricular activities. Our football teams and soccer teams are strong, and the community has developed an energized fan base to support their success. Students at GUS are involved; they plan activities and dances and held their first ever homecoming week during the 2022-2023 school year. The band is thriving and held both winter and spring performances for the community and students have taken ownership in the development and installation of the food forest, pollinator garden and composting program.

The academic expectations for scholars at GUS have been set high and our students are meeting and exceeding our expectations. All students leave GUS with at least three high school credits and can earn up to six credits. The 8th grade students outperform the rest of the district on the Algebra I End of Course Exam (EOC) and on the Biology EOC; they are outperforming all students in the district, regardless of grade level. Students are engaged across the school and there is marked difference in what one sees and how one feels in the school. Students are proud to be GUS Chargers and teachers are proud to teach at GUS. This sense of pride is evident throughout the school and across the community.

The students who attend Manor International School will be supported in each of the traditional extracurricular activities that are most often found on a middle school campus. Additionally, by nature of being an International School, and later, International Baccalaureate school, students will have increased access to new opportunities for enrichment that open the world to them.

Attachment 1: Graduation Standards

Attachment 1: Graduation Standards does not apply to this proposal as Manor International School Powered by Texas A&M – San Antonio serves students in grades 6-8.

Attachment 2: Enrollment Policy and Description of Waiting List Process

The ISCP will adopt the following current Manor ISD Board Policies related to Admissions and Enrollment:

- FD Admissions
- FDA Admissions-Interdistrict Transfers
- FDAA Interdistrict-Transfers and Classroom Assignments
- FDB Admissions-Homeless Students
- FDD Admissions-Military Dependents
- FDE Admissions-School Safety

Students are welcome to enroll in an ISCP managed campus at any time throughout the school year, provided that space is available. Families who wish to enroll their students in Manor International School will follow the application and enrollment process established by MISD until the campus reaches capacity. The ISCP's Supplemental Admission Policy addresses the process for enrollment at capacity; the supplemental policy is pending approval of the ISCP Board.

ISCP Supplemental Admissions Policy

Section 1. Non-Discrimination in Admissions

It is the policy of the Texas A&M San Antonio Institute for School and Community Partnerships (ISCP) to comply with all state and federal regulations regarding admission and not to discriminate during the admission process on the basis of sex; national origin; ethnicity; religion; disability; academic; artistic; or athletic ability; or on the basis of the district the child would otherwise attend. *Education Code 12.111(a)(5)*.

Section 2. Development of Waiting List(s)

In the event that overall campus enrollment reaches capacity or capacity is reached at a particular grade level, the ISCP will develop a waiting list. Students will be placed on the waiting list in the order in which their applications for enrollment are received and will be organized by grade level. If an opening occurs, families will be contacted via the telephone number provided on their student's application. If the opening is not filled within 24 hours of the telephone call, the next student on the waiting list will be contacted.

Section 3. Returning Students

Students who are currently enrolled in an ISCP managed school who plan to return the following school year must notify the ISCP of their intent to return by a deadline designated by the ISCP CEO on behalf of the Board of Directors.

Section 4. Siblings and Children of School Staff

Siblings of returning students who are currently enrolled in an ISCP managed school are given priority for admissions provided that the family has followed all District application and enrollment processes.

For this policy “sibling” shall mean a biological or legally adopted brother or sister. A “sibling” may also be another relative or unrelated child who resides in the same household and for which the parent/guardian has full legal custody. Sibling enrollment is dependent on availability of space and does not guarantee enrollment.

Children of staff employed on ISCP managed campuses are given priority for admissions dependent on available space.

4. STUDENT CODE OF CONDUCT AND DISCIPLINE POLICY

4.1 Purpose of the Student Code of Conduct

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must also be taught and modeled by school staff. To foster an orderly and distraction-free environment, Texas A&M San Antonio Institute for School and Community Partnerships (ISCP) has established this Student Code of Conduct in accordance with state law and the ISCP open-enrollment charter. The Code has been adopted by the Board of Directors and provides information to parents and students regarding expectations for behavior, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Student Code of Conduct will be posted at each ISCP campus and/or will be available for review at the campus office. Parents will be notified of any violation that may result in a student being suspended or expelled from the ISCP. Students must be familiar with the standards set forth in the Student Code of Conduct, as well as campus and classroom rules.

The Student Code of Conduct does not define all types and aspects of student behavior, as the ISCP may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Student Code of Conduct. When students participate in student activities, they will also be expected to follow the guidelines and constitutions that further specify the ISCP organization's expectations, student behavior and consequences.

4.2 Authority and Jurisdiction

Texas A&M San Antonio Institute for School and Community Partnerships (ISCP) has disciplinary authority over a student:

1. During lunch periods in which a student is allowed to leave campus;
2. During the regular school day and while the student is going to and from school on ISCP or District owned transportation;
3. For any expulsion offense committed away from ISCP or District property and not at a school-sponsored or school-related event, if the misconduct creates a substantial disruption to the educational environment;
4. For any expulsion offense committed while on ISCP or District property or while attending a school-sponsored or school-related activity of the ISCP or another school in Texas;
5. For any school-related misconduct, regardless of time or location;
6. When criminal mischief is committed on or off ISCP or District property or at a school-related event;
7. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
8. When the student commits a felony, including those provided by Texas Education Code §§ 37.006 or 37.0081, regardless of time or location;
9. While a student is participating in any remote / virtual classroom or other period of online instruction provided by the ISCP;
10. While the student is attending any school-related activity, regardless of time or location; and

11. While the student is in transit to or from school or to or from school-related activities or events;

Reporting Crimes

In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus or while attending school-sponsored or school-related activities will be reported to an appropriate law enforcement agency.

4.3 Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet ISCP's standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other ISCP and District staff and volunteers.
- Respect the property of others, including ISCP or District property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

4.4 Discipline Management Techniques

Disciplinary management techniques are designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Techniques

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Assignment of school duties such as cleaning or picking up litter.
- Behavioral contracts.
- Cooling-off time or "time-out."
- Counseling by teachers, counselors, or administrative personnel.
- Rewards for positive behavior.
- Demerits.
- Detention.
- Expulsion from an ISCP campus, as specified in the expulsion section of the Code.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- In-school suspension, as specified in the suspension section of the Code.

- Out-of-school suspension, as specified in the suspension section of the Code.
- Parent-teacher conferences.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the ISCP.
- Restorative discipline practices.
- School-assessed and school-administered probation (final warning contracts).
- Seating changes within the classroom.
- Sending the student to the office or other assigned area.
- Techniques or penalties identified in individual student organizations' extracurricular standards of behavior.
- Temporary confiscation of items that disrupt the educational process.
- Verbal correction, oral or written.
- Withdrawal of privileges, such as participation in extracurricular activities, field trips, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Withdrawal or restriction of bus privileges.
- Other strategies and consequences as determined by school officials.

Corporal Punishment

The ISCP will NOT administer corporal punishment upon a student for misconduct.

4.5 Restorative Discipline Practices

The ISCP may utilize a wide variety of restorative discipline practices, which are designed to build a sense of school community based on cooperation, mutual understanding, trust, and respect, and emphasize the importance of positive relationships and pro-social relationships between students. Specifically, the ISCP believes that when students engage in inappropriate conduct, restorative discipline practices may hold the potential to:

- Build trust, respect, and relationships
- Develop self-discipline and positive behaviors
- Encourage accountability and responsibility in the school community
- Establish mutual understanding
- Help students understand the harm caused by the misconduct
- Identify and respond to the needs of the person harmed and the person who caused the harm
- Increase parent partnerships
- Promote equitable input from all stakeholders
- Reintegrate students who have caused harm in the school community
- Strengthen school culture

Essentially, the restorative approach sees misbehavior or conflict as an opportunity for students to learn about consequences for their actions, develop empathy for others, and learn methods to make amends in a way that strengthens interpersonal bonds.

Examples of restorative discipline practices may include, but are not limited to:

- Affective statements;
- Apologies;

- Community building circles;
- Mediation;
- Relationship building;
- Repairing harm circles;
- Restitution;
- Restorative circles or conferences; and
- Restorative dialogues/making agreements.

Restorative discipline practices may take the form of alternatives in lieu of other disciplinary consequences allowed under the Code of Conduct and/or supplemental action taken along with other disciplinary consequences.

Restorative discipline practices are a collaborative process and may not be required or appropriate in all student discipline situations.

4.6 Procedures for Use of Restraint

ISCP staff, school employees, volunteers or independent contractors are authorized to use restraint in the event of an emergency and subject to the following limitations:

- Only reasonable force as is necessary to address the emergency may be used.
- The restraint must be discontinued at the point at which the emergency no longer exists.
- The restraint must be implemented in such a way as to protect the health and safety of the student and others.
- The student may not be deprived of basic human necessities.

“Restraint” generally means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student’s body.

“Emergency” means a situation in which a student’s behavior poses a threat of:

1. Imminent, serious physical harm to the student or others; or
2. Imminent, serious property destruction.

In a case where restraint is used, ISCP staff, school employees, volunteers, or independent contractors shall document the incident as required by the Texas Education Agency. Additionally, the ISCP/District shall report electronically to the Texas Education Agency, following standards provided by the Commissioner of Education, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by the Commissioner of Education for reporting the use of restraint involving students with disabilities.

4.7 Procedures for Use of Time-Out

An ISCP staff member, school employee, volunteer, or independent contractor may use time-out with the following limitations:

1. Physical force or the threat of physical force will not be used to place a student in time-out.
2. Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student’s IEP or BIP if it is utilized on a recurrent basis

- to increase or decrease targeted behavior.
3. Time-out will not be utilized in a manner that precludes the ability of the student to be involved in progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

“Time-out” means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

1. That is not locked; and
2. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP or BIP. The student's ARD committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

4.8 Student Code of Conduct Offenses

The categories of conduct below are prohibited at school and all school-related activities.

Level I Offenses:

1. Being in an unauthorized area.
2. Causing an individual to act through the use of threat or coercion.
3. Computer system violations.
4. Damaging or vandalizing property owned by others.
5. Defacing or damaging school property, including textbooks, lockers, furniture, and other equipment, with graffiti or by other means.
6. Disobeying conduct rules regarding school transportation.
7. Disrespect of school staff and persons in authority.
8. Engaging in any misbehavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence.
9. Engaging in disruptive actions or demonstrations that substantially disrupt or materially interfere with school activities.
10. Engaging in inappropriate verbal, physical, or sexual contact directed toward another student or a school employee.
11. Engaging in threatening behavior toward another student or school employee on or off school property.
12. Failure to complete assigned homework.
13. Failure to comply with directives of school staff (insubordination).
14. Failure to comply with school dress code policies and grooming standards.
15. Failure to leave campus within 30 minutes of school dismissal (unless involved in an activity under supervision).
16. Failure to report known hazing, harassment, or bullying of students.
17. Improperly discharging a fire extinguisher.
18. Inappropriate behavior (not abusive, threatening, violent).
19. Inappropriate or indecent exposure of a student's private body parts.
20. Inappropriate public display of affection: (Public displays of affection deemed inappropriate by public standards such as lewd or inappropriate—kissing, touching, fondling, holding hands, etc.).
21. Insensitivity to others.

22. Persistent tardiness (tardy, without excuse, on four or more days within a period of 45 rolling school days).
23. Possessing a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person.
24. Possessing any electronic devices without permission.
25. Possessing matches, lighters, etc.
26. Possessing aerosol canisters or any other object used to set off fire alarms.
27. Refusing to accept discipline management techniques assigned by a teacher or the Principal or designee.
28. Repeatedly violating campus or classroom standards of behavior.
29. Skipping class, detention, or mandatory tutorial sessions.
30. Throwing objects that can cause bodily injury or property damage.
31. Using a skateboard, scooter, and/or roller blades while on campus.
32. Using any telecommunications or other electronic devices, without permission, during school hours.
33. Violating ISCP's Virtual Learning Code of Conduct.

Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)

1. After school detention.
2. Application of one or more discipline management techniques listed above.
3. Confiscation of cell phones or other electronic devices.
4. Grade reductions for academic dishonesty.
5. In-school suspension.
6. Out-of-school suspension.
7. Removal from the classroom and/or placement in another classroom.
8. Restitution/restoration, if applicable.
9. Saturday school.
10. School-assessed and school-administered probation.
11. Temporary confiscation of items that disrupt the educational process.
12. Verbal correction, oral or written.
13. Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.

Level II Offenses

1. Abusing over-the-counter drugs.
2. Academic dishonesty (cheating or copying the work of another).
3. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public school fraternity, sorority, secret society, or gang, as defined in Texas Education Code § 37.121.
4. Bypassing of Internet blocks on school computers, digital devices or networks to enter unapproved sites.
5. Committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person).
6. Damaging or vandalizing property owned by others, including but not limited to the ISCP or District property or facilities, property belonging to school employees or other students.
7. Defacing or damaging ISCP or District property, including textbooks, lockers, furniture, and other equipment, or property of any other person with graffiti or by any other means.
8. Engaging in offensive conduct of a sexual nature (verbal or physical).

9. Failure to comply with conditions of after-school detention and/or in-school suspension placement.
10. Failure to comply with ISCP or District medication policies.
11. False accusation of conduct that would constitute a misdemeanor or felony.
12. Falsifying records, passes, or other school-related documents.
13. Fighting/mutual combat.
14. Gambling.
15. Gang-related activity of any kind or nature (behavior that is deemed serious gang-related activity may be elevated or addressed as a Level Three offense).
16. Inappropriate behavior (e.g., violent; threat of being violent; racially, ethnically, or culturally motivated actions).
17. Interference with school activities or discipline.
18. Involvement in a felony offense not listed in Title 5, Texas Penal Code, and the ISCP is notified by the police.
19. Leaving classroom, school property, or school-sponsored events without permission.
20. Making an obscene gesture.
21. Persistent Level I offenses (two or more Level One offenses within a semester).
22. Possessing drug paraphernalia.
23. Possessing, viewing, or distributing pictures, text messages, emails, or other material of a sexual nature in any media format.
24. Refusing to allow lawful student search.
25. Sexual harassment/sexual abuse not defined as a Level III offense.
26. Theft.
27. Threats (nonviolent/verbal or written).
28. Throwing objects not considered an illegal weapon that can cause bodily injury or property damage.
29. Trespassing on ISCP or District property.
30. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to communicate effectively with the students in the class.
31. Use of profanity or vulgar/offensive language (oral or in writing).
32. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program.
33. Verbal or written abuse (e.g., name calling, racial or ethnic slurs, or derogatory statements that may disrupt the school environment, etc.).
34. Violating ISCP's Virtual Learning Code of Conduct.
35. Willful destruction of school or personal property and/or vandalism.

Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)

1. Any applicable Level I Disciplinary Consequence or Discipline Management Technique listed above, including multiple consequences at ISCP's discretion.
2. Out-of-school suspension for up to five days.

Level III Offenses

1. Abusing a student's own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug while on ISCP or District property or at a school-related event on or off school property.
2. Aggravated assault.
3. Aggravated kidnapping.
4. Aggravated robbery.
5. Aggravated sexual assault.

6. Any offense listed in Sections 37.006(a) or 37.007 (a), (b), and (d) of the Texas Education Code, no matter when or where the offense takes place.
7. Arson.
8. Assault.
9. Burglary of a motor vehicle on campus.
10. Capital murder.
11. Commission of a felony offense listed under Title 5, Texas Penal Code.
12. Committing or assisting in a robbery or theft, even if it does not constitute a felony according to the Texas Penal Code.
13. Committing the following offenses on school property or within 1,000 feet of school property as measured from any point on ISCP or District's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - a. Behaving in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - b. Behaving in a manner that contains the elements of the offense of public lewdness or indecent exposure.
 - c. Committing an assault under Texas Penal Code 22.01(a)(1).
 - d. Engaging in conduct punishable as a felony.
 - e. Selling, giving, or delivering to another person an alcoholic beverage; committing a serious act or offense while under the influence of alcohol; or possessing, using, or being under the influence of alcohol, if the conduct is not punishable as a felony offense.
 - f. Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense.
14. Conduct endangering the health and safety of others.
15. Creation or participating in the creation of a "hit list" under Texas Education Code § 37.001(b)(3).
16. Criminal attempt to commit murder or capital murder.
17. Criminal mischief.
18. Criminally negligent homicide.
19. Deliberate destruction or tampering with ISCP's computer data or networks.
20. Engaging in bullying and/or cyberbullying.
21. Engaging in bullying that encourages a student to commit or attempt to commit suicide.
22. Engaging in conduct punishable as a felony.
23. Engaging in conduct punishable as a felony listed under Title 5 of the Texas penal Code when the conduct occurs off ISCP or District property and not at a school-sponsored or school-related event and:
 - a. The student receives deferred prosecution;
 - b. A court or jury finds that the student has engaged in delinquent conduct; or
 - c. The Principal or designee has reasonable belief that the student engaged in the conduct.
24. Engaging in conduct punishable as a Level III expulsion offense when the conduct occurs off ISCP property and not at a school-sponsored or school-related event, and the conduct creates a substantial disruption to the educational environment.
25. Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.
26. Engaging in conduct relating to a false alarm to induce emergency response.
27. Engaging in conduct relating to harassment of an ISCP staff member, school employee, contractor or volunteer, including but not limited to:
 - a. Initiating communication and in the course of the communication making a comment, request, suggestion, or proposal that is obscene;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the treat, to inflict bodily injury on the person or to commit a felony against the employee, a member of the

- employee's family or household, or the employee's property;
 - c. Conveying, in a manner reasonably likely to alarm the individual receiving the report, a false report, which is known by the scholar to be false, that another person has suffered death or serious bodily injury; or
 - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.
28. Engaging in conduct that constitutes dating violence, including intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship.
 29. Engaging in conduct that constitutes discrimination or harassment, including conduct motivated by race, color, religion, national origin, gender, disability, or age and directed toward another student or ISCP staff member, school employee, contractor or volunteer.
 30. Engaging in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including another student, ISCP staff member, school employee, contractor or volunteer.
 31. Engaging in conduct that contains the elements of retaliation against any other student, ISCP staff member, school employee, contractor or volunteer, whether on or off of school property.
 32. Engaging in the electronic transmission of sexually explicit visual material that:
 - a. Depicts any person engaging in sexual conduct; or
 - b. Depicts a person's intimate parts exposed; or
 - c. Depicts the covered genitals of a male person that are in a discernibly turgid state; and
 - d. Is not sent at the request of or with the express consent of the recipient.
 33. Engaging in inappropriate or indecent exposure of private body parts.
 34. Engaging in online impersonation.
 35. Failure to complete more than one scheduled in-school suspension without a confirmed excuse.
 36. Felony criminal mischief against school property, another student, or school staff.
 37. Gang activity.
 38. Hazing.
 39. Inappropriate sexual conduct.
 40. Inciting violence against a student through group bullying.
 41. Indecency with a child.
 42. Inhalant abuse.
 43. Issuing a false fire alarm.
 44. Making false accusations or hoaxes regarding school safety.
 45. Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety; using e-mail or Web sites at school to encourage illegal behavior; or threatening school safety.
 46. Manslaughter.
 47. Murder.
 48. Persistent Level I offenses (four or more Level I offenses committed in any one school year).
 49. Persistent Level II offenses (two or more Level II offenses committed in any one school year).
 50. Possessing any prohibited items, including but not limited to:
 - a. A "look-alike" weapon (includes but is not limited to BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon);
 - b. A laser pointer for other than an approved use;
 - c. A pocketknife or any other small knife with a blade less than 1.5" in length;
 - d. A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
 - e. A stun gun;
 - f. Ammunition;
 - g. An air gun or BB gun;

- h. Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic or explosive device;
 - i. Mace or pepper spray;
 - j. Matches or a lighter;
 - k. Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device or accessory to a vapor product; or
 - l. Any articles not generally considered to be weapons, including school supplies, when the Principal or designee determines that a danger exists.
51. Possessing or selling look-alike drugs or items attempted to be passed off as drugs or contraband.
 52. Possessing or selling seeds or pieces of marijuana in less than a usable amount.
 53. Possessing or using alcohol.
 54. Possessing, selling, distributing, or being under the influence of inhalants.
 55. Possessing, selling, distributing, or being under the influence of a simulated controlled substance.
 56. Possessing, smoking, or using tobacco products and/or e-cigarettes at school or a school-related or school-sanctioned activity on or off school property.
 57. Possessing, using, giving, or selling paraphernalia related to any prohibited substance, including illegal, prescription, and over-the-counter drugs.
 58. Possession, use, transfer or exhibition of any firearm, handgun, improvised explosive device, location-restricted knife, club, or any other prohibited weapon or harmful object (as determined by ISCP).
 59. Public lewdness.
 60. Releasing or threatening to release “intimate visual material” of a minor or a student who is 18 years of age or older without the student’s consent.
 61. Required registration as a sex offender.
 62. Selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana, a controlled substance, a cannabidiol (CBD) substance, a dangerous drug, or an alcoholic beverage.
 63. Sending or distributing sexually suggestive, nude, or partially nude photographs and/or sexually explicit message via text message, social media applications, or other methods of electronic delivery while at school, or while away from school if the conduct creates a substantial disruption to the school environment.
 64. Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
 65. Setting or attempting to set fire on school property.
 66. Sexual abuse of a young child or children.
 67. Sexual assault.
 68. Stealing from a student, ISCP staff member, school employee, contractor or volunteer.
 69. Targeting another individual for bodily harm.
 70. Use, exhibition, or possession of a hand instrument designed to cut or stab another by being thrown, including but not limited to a dagger; dirk; stiletto; poniard; bowie knife; sword; spear; switchblade; assisted-open knife (regardless of length); or as otherwise defined by Board of Director’s policy.
 71. Use, exhibition, or possession of a knife with a blade more than 1.5” in length, including but not limited to switchblade knives or any other knife not defined as a location-restricted knife.
 72. Using a cell phone or other electronic device to make an audio and/or video recording of another person in a restroom, locker room, changing room, or other similar area.
 73. Vandalism or conduct constituting criminal mischief with respect to school facilities or property.
 74. Violating the terms and conditions of a student behavior contract.
 75. Violating ISCP or districts computer use policies, rules, or agreements, such as the Student Acceptable Use policy, and including conduct involving but not limited to:
 - a. Attempting to access or circumvent passwords or other security-related information of ISCP or District or its students or employees, and uploading or creating computer viruses, including

- such conduct off school property if the conduct causes a substantial disruption to the educational environment.
- b. Attempting to alter, destroy, or disable ISCP or District computer equipment (or other digital devices), ISCP data, the data of others, or other networks connected to the ISCP or District's systems, including conduct occurring off school property if the conduct causes a substantial disruption of the educational environment.
 - c. Using the Internet or other electronic communications to threaten other students ISCP staff members, school employees, contractors or volunteers, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
 - d. Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
 - e. Using e-mail or Web sites at school to encourage illegal behavior or threaten school safety.
76. Any discretionary or mandatory expulsion violation under Texas Education Code, Chapter 37.

Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)

1. Out of school suspension for five–ten days.
2. Expulsion.

4.9 Student Code of Conduct Consequences

Detention

Detention may be held on each day during school for up to eight hours. Students who serve detention must make arrangements to be picked up from school. Parents may request, in person, a delay of the detention; no phone calls or notes will be accepted.

After School Detention

The following rules apply to students assigned to after school detention:

1. Students will bring schoolwork materials to work on. Classroom materials may also be sent by a teacher.
2. Students will not be permitted to go to their lockers during detention; all materials must be brought to the detention room when reporting.
3. Sleeping is not permitted.
4. Use of personal digital devices or cell phones is not permitted.
5. Students will follow all rules concerning classroom behavior. Failure to comply will mean suspension from school.
6. Any student assigned to detention must stay the entire time. Students refusing to complete their time will be suspended from school.

Suspension

The ISCP utilizes two kinds of suspension: in school suspension and out of school suspension.

In School Suspension

The following rules and regulations apply to all students assigned to in school suspension ("ISS"):

1. Students must report to the detention room at <insert time> a.m. ISS will be run from <insert time>

- a.m. until dismissal time.
2. Students will bring schoolwork materials to work on, including an ISS assignment with their teachers' names, subjects, and assignments. Students are responsible for obtaining assignments from each teacher.
 3. Students will not be permitted to go to their lockers. All materials must be brought to the room when reporting.
 4. Students may not bring food or drink into the detention room.
 5. No disruptive behavior will be allowed.
 6. Unexcused absences from suspension will be referred to the Principal or designee.
 7. Sleeping is prohibited.
 8. Use of personal digital devices or cell phones is not permitted.
 9. Students must abide by the ISCP's policies and behavioral standards during their suspension period.
 10. A student who misses a scheduled ISS session without a confirmed excuse will be assigned one day out of school suspension. If a student misses more than one scheduled ISS session without a confirmed excuse, he or she may be subject to expulsion.

Failure to follow these guidelines will be reported to the Principal or designee for further action, which may include up to three days of out-of-school suspension or any other Level I consequence.

Out of School Suspension

In deciding whether to order out-of-school suspension, the administrator may take into consideration factors including self-defense, prior discipline history, the student's status as a student in foster care or who is homeless, intent or lack of intent and other appropriate or mitigating factors determined by the administrator.

In addition to the Code of Conduct violations listed above that may result in suspension, the Principal or designee has authority to suspend a student for a period of up to five school days for any of the following additional reasons:

1. The need to further investigate an incident,
2. A recommendation to expel the student, or
3. An emergency constituting endangerment to health or safety.

Special Rules for Suspensions Involving Homeless Students

The ISCP may not place a student who is homeless in out-of-school suspension unless the student engages in the following conduct while on school property or while attending a school-sponsored or school-related activity on or off of school property:

1. Unlawful possession of a firearm or other weapon;
2. Assault, sexual assault, aggravated assault, or aggravated sexual assault; or
3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

Emergency Placement

If the Principal or designee reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of ISCP or a school-sponsored activity, the Principal or designee may order immediate removal of the student. The Principal or designee may impose immediate suspension if he or she reasonably believes such action is necessary to protect persons or property from imminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after

the emergency removal.

Removal from School Transportation

A student being transported by ISCP or District transportation to or from school or a school-sponsored or school-related activity may be removed from a school vehicle for conduct violating the school's established standards for conduct in a school vehicle.

4.10 Conferences, Hearings, and Appeals

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by applicable state and federal law, and ISCP policy.

Process for Suspensions Lasting Up to Five Days

Prior to suspending a student for up to five days, the Principal or designee must attempt to hold an informal conference with the student to:

1. Notify the student of the accusations against him/her,
2. Allow the student to relate his or her version of the incident, and
3. Determine whether the student's conduct warrants suspension.

If the Principal or designee determines the student's conduct warrants suspension during the school day for up to five days, the Principal or designee will make reasonable efforts to notify the student's parent(s) that the student has been suspended before the student is sent home. The Principal or designee will notify a suspended student's parent(s) of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Principal or designee.

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Process for Out-of-School Suspensions Over Five Days (extended suspension) and Expulsion Notice

When the Principal or designee determine that a student's conduct warrants suspension for more than five days (extended suspension) or expulsion, but prior to taking any such action, the Principal or designee will provide the student's parent(s) with written notice of:

1. The reasons for the proposed disciplinary action; and
2. The date and location for a hearing before the Principal or designee, within five school days from the date of the disciplinary action.

The notice shall further state that, at the hearing, the student:

1. May be present;
2. Shall have an opportunity to present evidence;
3. Shall be apprised and informed of ISCP's evidence;
4. May be accompanied by his or her parent(s)/guardian(s); and
5. May be represented by an attorney.

Hearing Before the Principal

ISCP shall make a good faith effort to inform the student and the student's parent(s)/guardian(s) of the time

and place for the hearing, and ISCP shall hold the hearing regardless of whether the student, the student's parent(s)/guardian(s) or another adult representing the student attends. The Principal designee may audio record the hearing.

Within 48 hours or two school days, whichever is later, following the hearing, the Principal or designee will notify the student and the student's parent(s)/guardian(s) in writing of his or her decision as to whether the student's conduct warrants suspension and/or expulsion and, if so, the decision shall specify:

1. The length of the extended suspension or expulsion, if any;
2. When or if the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period if at all; and
3. The right to appeal the Principal or designee's decision to the Board of Directors or the Board's designee.

The notice shall also state that failure to timely request such an appeal constitutes a waiver of further rights in the matter, and that disciplinary consequences will not be deferred pending the outcome of an appeal.

Appeal to the Board of Directors

The student or his or her parent(s)/guardian(s) may appeal the extended suspension or expulsion decision to the ISCP Board of Directors by notifying the Principal in writing within five calendar days of the date of receipt of the Principal or designee's decision. The student and/or his or her parent(s) will be informed of the date, time, and location of the meeting in which the disciplinary consequence will be reviewed. The Board of Directors will review the disciplinary administrative record and any audio recording or transcription/minutes of any hearings or conferences before the Principal or designee at a regular or specially called meeting in closed session as permitted by the Texas Open Meetings Act. The appeal shall be limited to the issues and documents considered during the disciplinary consequence, except that if the administration intends to rely on evidence not included in the expulsion record, the administration shall provide the student or parent(s)/guardian(s) notice of the nature of the evidence at least three days before the Board of Directors' meeting.

The Board of Directors may, but is not required to, allow an opportunity for the student or parent(s)/guardian(s) and the administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board of Directors. The Board of Directors will consider the appeal and may request that the administration provide an explanation for the disciplinary decision.

The Board of Directors will communicate its decision, if any, orally or in writing before or during the next regularly scheduled Board of Directors' meeting. If no decision is made by the end of the next regularly scheduled Board of Directors' meeting, the Principal or designee's decision with respect to the disciplinary action appeal shall be upheld. The Board of Directors may not delegate its authority to issue a decision, and any decision by the Board of Directors is final and may not be appealed.

As stated above, disciplinary consequences will not be deferred pending the outcome of an appeal of an extended suspension or expulsion to the Board of Directors.

No Credit Earned

Except when required by law, students will not earn academic credit during a period of expulsion.

4.11 Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities (504 or special education under the IDEA) shall be conducted in accordance with applicable federal and state laws.

A student with a disability shall not be removed from his or her current placement for disciplinary reasons and/or pending appeal to the Board of Directors for more than ten days without action by the student's admission, review, and dismissal committee to determine appropriate services in the interim and otherwise in accordance with applicable law. If a special education due process appeal to a TEA special education hearing officer is made, the student with a disability shall remain in the then current education setting in place at the time such appeal is noticed to ISCP unless ISCP and the student's parent(s)/guardian(s) agree otherwise.

If a student's IEP includes a behavior improvement plan or behavioral intervention plan, the student's ARD committee shall review the plan at least annually and more frequently if appropriate to address:

1. Changes in a student's circumstances that may impact the student's behavior, such as:
 - a. Placement of the student in a different educational setting;
 - b. An increase or persistence in disciplinary actions taken regarding the student for similar types of behavioral incidents;
 - c. A pattern of unexcused absences; or
 - d. An unauthorized unsupervised departure from an educational setting; or
2. The safety of the student or others.

4.12 Gun-Free Schools Act

In accordance with the federal Gun-Free Schools Act, ISCP shall expel, from the student's regular program for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to school. The Principal or designee may modify the term of expulsion for a student or assess another comparable penalty that results in the student's expulsion from the regular school program on a case-by-case basis and in accordance with legal requirements.

For the purposes of this section, "firearm" means:

1. Any weapon – including a starter gun – which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon;
2. Any firearm muffler or firearm silencer;
3. Any destructive device. "Destructive device" means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon – other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes – by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled.

4.13 Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Abusable Volatile Chemical Offense, as defined by Health and Safety Code § 485.001 and 485.031. No student shall inhale, ingest, apply, use, or possess an abusable volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to the directions for use, cautions, or warnings appearing on a label of a container of the chemical; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination, or elation, or change, distort, or disturb the person's eyesight, thinking process, balance, or coordination.

No student shall knowingly deliver to a person younger than 18 an abusable volatile chemical. Health and Safety Code § 485.032

No student shall knowingly use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the human body an abusable volatile chemical. No student shall knowingly deliver, sell, or possess with intent to deliver or sell inhalant paraphernalia knowing that that person who receives it intends to use it to inhale, ingest, apply, use, or otherwise introduce into the human body an abusable volatile chemical. Health and Safety Code § 485.033

Armor-piercing ammunition is handgun ammunition used principally in pistols and revolvers and that is designed primarily for the purpose of penetrating metal or body armor.

Arson is defined by Texas Penal Code § 28.02 and occurs when a person starts a fire, regardless of whether the fire continues after ignition, or causes an explosion with intent to destroy or damage:

- Any vegetation, fence, or structure on open-space land; or
- Any building, habitation, or vehicle:
 - Knowing that it is within the limits of an incorporated city or town,
 - Knowing that it is insured against damage or destruction,
 - Knowing that it is subject to a mortgage or other security interest,
 - Knowing that it is located on property belonging to another,
 - Knowing that it is located within property belonging to another, or
 - When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

Arson also occurs when a person:

- Recklessly starts a fire or causes an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
- Intentionally starts a fire or causes an explosion and in so doing recklessly damages or destroys a building belonging to another, or recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code § 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or the school; or (4) infringes on the rights of the victim at school. Bullying also includes "cyberbullying," which means bullying that is done through the use of any electronic communication device including a cellular telephone or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool. Bullying conduct includes conduct (1) that occurs on or is delivered to ISCP property or to the site of a school-sponsored or school-related activity on or off school property; (2) that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and (3) cyberbullying that occurs off ISCP property or outside of a school-sponsored or school-related activity if the cyberbullying (i) interferes with a student's educational opportunities or (ii) substantially disrupts the orderly operation of a classroom, ISCP, or a school-sponsored or school-related activity.

Breach of computer security includes knowingly accessing a computer or other digital device, computer network, or computer system without the effective consent of the owner as defined in Texas Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a public school; and the student knowingly alters, damages, or deletes school property or information; or commits a breach of any other computer, computer network, or computer system.

Chemical dispensing device is a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death, including but not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substances or dangerous drugs include but are not limited to marijuana; any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, barbiturate; anabolic steroid; or prescription medicine provided to any person other than the person for whom the prescription was written. The term also includes all controlled substances listed in Chapters 481 and 483 of the Texas Health and Safety Code.

Criminal street gang means three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Dating violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship, as defined by Texas Family Code § 71.0021.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, and includes, but is not limited to, knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that:

- Violates either state or federal law, other than a traffic offense, and is punishable by imprisonment or confinement in jail;
- Violates a lawful order of a court under circumstances that would constitute contempt of that court in a justice or municipal court, or a county court for conduct punishable only by a fine;
- Constitutes an intoxication and alcoholic beverage offense under Chapter 49 of the Texas Penal Code; or
- Violates Texas Alcoholic Beverage Code § 106.041 relating to driving under the influence of alcohol by a minor (third or subsequent offense).

Discretionary means that something is left to or regulated by a local decision maker.

E-Cigarette or electronic cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, electronic circuit to deliver nicotine or other substances to the individual inhaling from the device, or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other similar device. The term also includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe; a dab pen; a vapor product; or any other similar device under another product name or description. Also included is any component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device. The term does not include a prescription medical device unrelated to the cessation of smoking.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror, and includes a device designed, made, or adapted for delivery or shooting an explosive weapon.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

- Cause action by an official or volunteer agency organized to deal with emergencies;
- Place a person in fear of imminent serious bodily injury; or
- Prevent or interrupt the occupation of a building, room, or place of assembly.

False alarm to induce emergency response occurs when a person makes a report of a criminal offense or an emergency or causes a report of a criminal offense or an emergency to be made to a peace officer, law enforcement agency, 9-1-1 service, official or volunteer agency organized to deal with emergencies, or any other governmental employee or contractor who is authorized to receive reports of a criminal offense or emergency when (1) the person knows the report is false and (2) the report causes an emergency response from a law enforcement agency or other emergency responder.

Firearm is defined by federal law (18 U.S.C. § 921(a)) as:

- Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any such weapon;
- Any firearm muffler or firearm weapon; or
- Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Firearm silencer or suppressor means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti means making marks with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Texas Penal Code § 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment is:

- Conduct that meets the definition of harassment set in Board policy and/or the Handbook;
- Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating or obscene, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety; or
- Conduct including the elements of (1) initiating a communication and in the course of the communication making a comment, request, suggest, or proposal that is obscene; (2) threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property; (3) conveying a false report that another person has suffered death or serious bodily injury; (4) causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm abuse, torment, embarrass, or offend another; (5) making a telephone call and intentionally failing to hang up or disengage the connection; (6) knowingly permitting a telephone under the person's control to be used by another to engage in harassment; or (7) publishing on an Internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern.

Hazing is an intentional, knowing, or reckless act, occurring on or off campus, by one person alone or acting with others, that is directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization, if the act involves situations outlined in Texas Education Code § 37.151.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Texas Penal Code § 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an

improvised manner using nonmilitary components.

Indecent Exposure means exposing one's anus or genitals with intent to arouse or gratify the sexual desire of any person while being reckless about whether another is present who will be offended or alarmed by the act.

Intimate Visual Material means visual material that depicts a person (a) with the person's intimate parts exposed; or (b) engaged in sexual conduct.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Location-Restricted Knife means a knife with a blade over five and one-half inches.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Online Impersonation occurs when a person, without obtaining the consent of another person and with the intent to harm, defraud, intimidate, or threaten any persons, uses the name or persona of another person to:

- Create a web page on a commercial social networking site or other Internet website; or
- Post or send one or more messages on or through a commercial social networking site or other Internet website, other than on or through an electronic mail program or message board program.

Online impersonation also occurs when a person sends an electronic mail, instant message, text message, or similar communication that reference a name, domain address, phone number, or other item of identifying information belonging to any person:

- Without obtaining the other person's consent;
- With the intent to cause a recipient of the communication to reasonably believe that the other person authorized or transmitted the communication; and
- With the intent to harm or defraud any person.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body. It also includes equipment, products, or materials used or intended for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, or concealing a controlled substance.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including, but not limited, to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including, but not limited to, a locker or desk.

Prohibited Weapon means an explosive weapon; a machine gun; a short-barrel firearm; armor-piercing ammunition; a chemical dispensing device; a zip gun; a tire deflation device; or an improvised explosive device.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student.

Public lewdness occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Switchblade Knife is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or by the application of centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

Terroristic threat is a threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
- Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state, or a public charter school (including ISCP).

Tire deflation device means a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 offenses are those that involve injury to a person and include murder; manslaughter; criminally negligent homicide; trafficking in persons; unlawful transport; kidnapping; assault (on a public servant); aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment of a public servant; improper photography;

smuggling persons; and tampering with a consumer product.

Trespassing means entering or remaining on the property of another (including ISCP) without effective consent of the owner, and the person (1) had notice that the entry was forbidden; or (2) received notice to depart but failed to do so. Trespassing may also include presence on ISCP campus if expelled or suspended.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

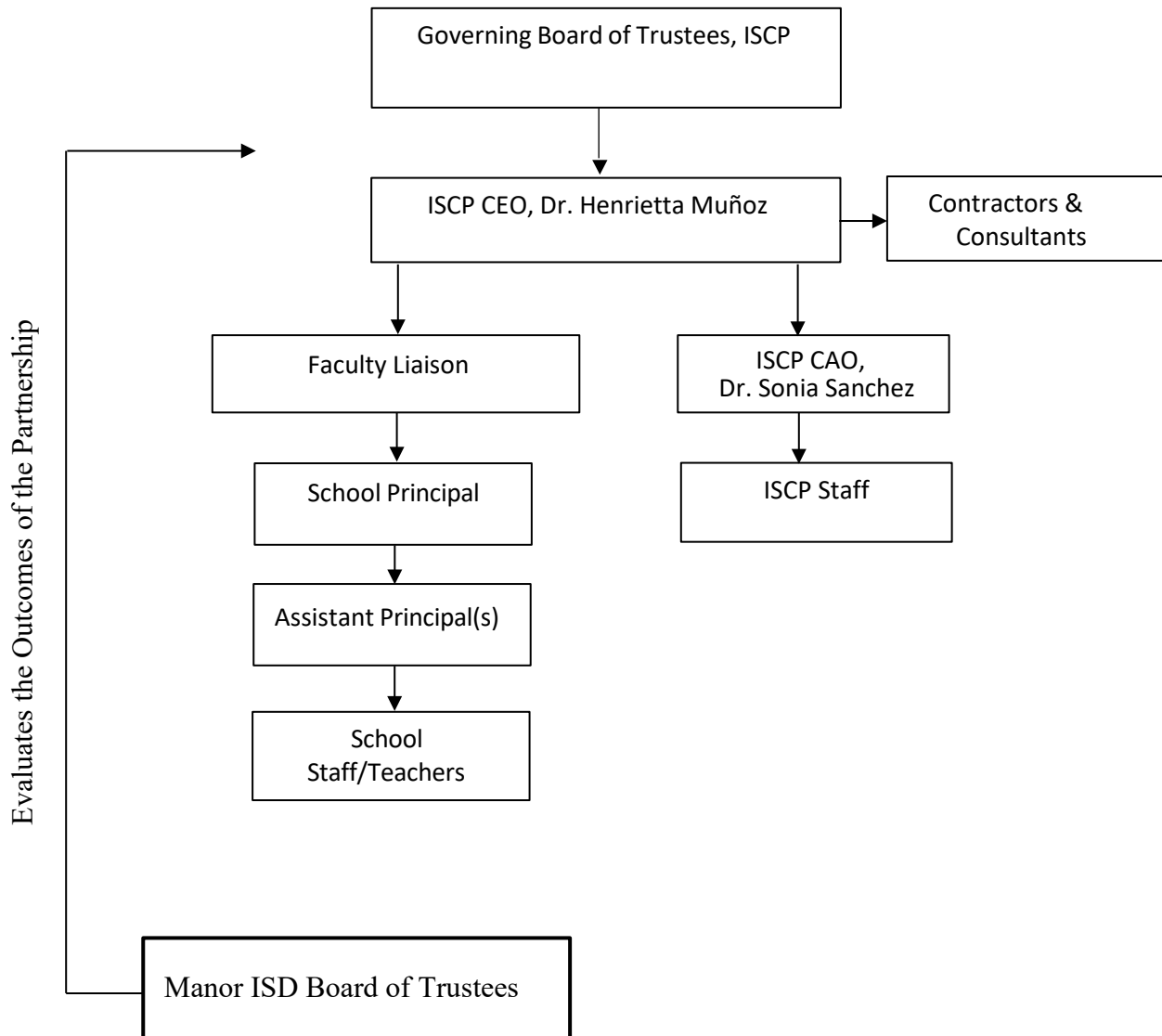
Vapor product means electronic cigarettes (e-cigarettes) or any other device that uses a mechanical heating element, battery, or electronic circuit to deliver vapor that may include nicotine to the individual inhaling from the device, or any substance used to fill or refill the device.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Attachment 4: Organizational Charts

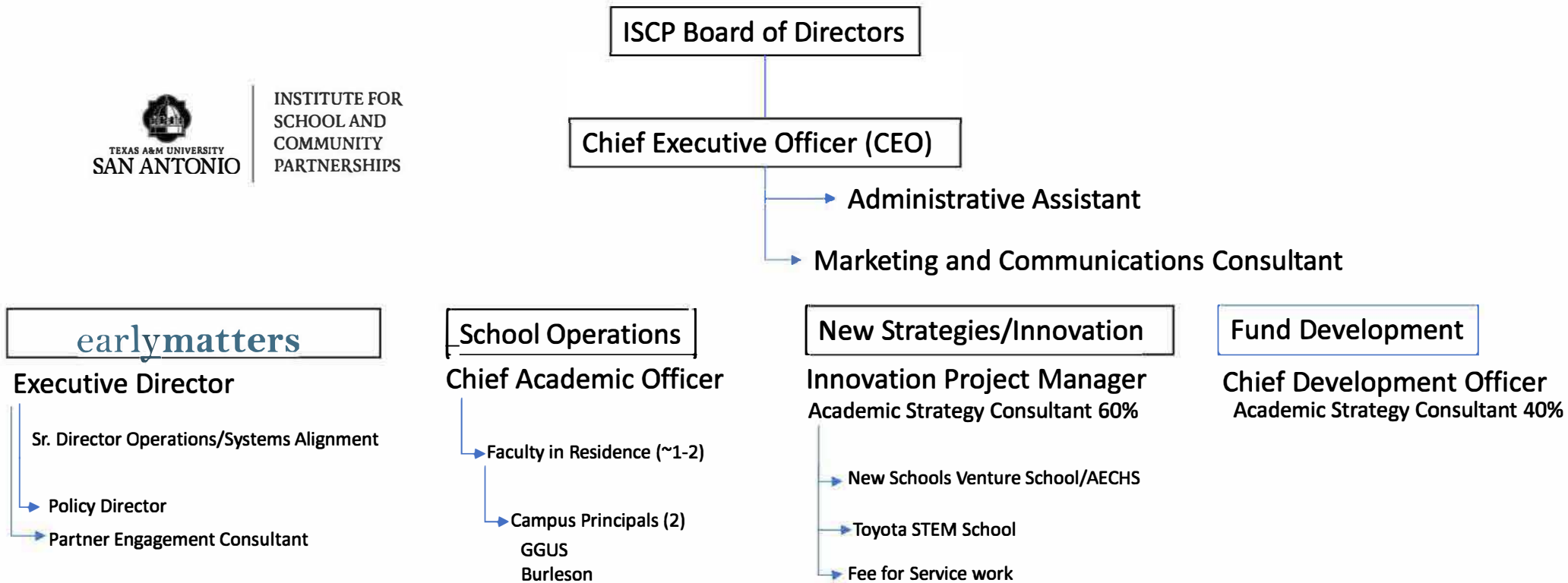
This attachment contains two documents. The first titled, Attachment 4: Organizational Structure of SB 1882 District Partnership, shows the relationship between the ISCP Board of Directors, the ISCP Organization, and Manor ISD. It features key staff and show lines of reporting within the partnership. The second document presents a high-level overview of the ISCP and each line of work within the overall organization. Note that the partnership between the ISCP and Manor ISD for the operation of Manor International School would reside under the School Operations line.

Organizational Structure of SB 1882 District Partnership





INSTITUTE FOR
SCHOOL AND
COMMUNITY
PARTNERSHIPS



Attachment 6: Board Member Information Sheet

Current Membership of the Board of Directors for the Texas A&M University-San Antonio Institute for School and Community Partnerships (ISCP). Board membership must consist of a minimum of three individuals with no more than nine. If the ISCP and Manor ISD enter into a SB 1882 charter partnership, the district will be invited to place a representative on the ISCP Board. This individual must not have authority over or a role in the decision to enter into the partnership; nor should this individual potentially have authority over or a role in any potential decision to terminate the partnership.

Board Member Name	Current Board Role	Term	Affiliation
Olga Moucoulis	Board Chair	2021-2024 ¹	Edgewood Independent School District, Chief of Staff
Dr. Juan Jasso	Member	2023-2026	Texas A&M University-San Antonio, Retired Faculty in Education Leadership
Dr. Carolina R. Gonzales	Member	2023-2026	Education Service Center, Region 20, Director of Instructional Services
Leroy Vidales	Member	2022-2027 ²	City of Castroville, Texas, Director of Finance
Dr. Catherine O'Brien	Member	2024-2027	Texas A&M University-San Antonio, Faculty in Educator Leadership and Preparation, Director of Campus Childcare Center
TBD	Member	2025-2028	Manor Independent School District, TBD
Dr. Henrietta Muñoz	Resource	N/A	Texas A&M San Antonio Institute for School and Community Partnerships, Chief Executive Officer

¹ Terms are staggered to ensure continuity on the Board. Generally, new members join the Board at the end of a Fiscal year (June) and are voted in at the June Board meeting. Board members may serve consecutive terms.

² Term extended to ensure continuity on the Board.

Attachment 7: Leadership Team Qualifications

A short biographical sketch and Resume/Curriculum Vita are attached for each member of the team from the Texas A&M– San Antonio Institute for School and Community Partnerships (ISCP). The school leader (principal) has not yet been identified; the school leaders qualifications is included at the end of the attachment.



Dr. Henrietta Muñoz is the Chief Executive Officer of the Texas A&M University San Antonio Institute for School and Community Partnerships. Dr. Muñoz oversees the Senate Bill 1882 school partnerships within Edgewood ISD, related school partnerships and the cradle to career pathways for South Bexar County and throughout the state. The Institute's mission is to support students through innovative practices, research, and equitable policy so they can reach their full potential. Dr. Muñoz has over 25 years of nonprofit experience and 17 years of school-community partnership experience within the west and east sides of San Antonio.

Previously, Dr. Muñoz served as the Senior Vice President for Research and Evaluation (2018-2020) at the United Way of San Antonio and Bexar County with oversight of all data collections, analysis, research and evaluations for the United Way and many private and public funded grants. While at the United Way, Muñoz was also part of the design and played the organizational backbone role of a two-generational initiative on San Antonio's Eastside beginning in 2012. The Dual Generation Initiative, with support from the Annie E. Casey Foundation and the Doris Duke Charitable Foundation, established solid partnerships for the Eastside of San Antonio for over 5,000 families along with developing evidence for future funding. In 2012, she became the first director for the Eastside Promise Neighborhood, a \$23.7 million dollar US Department of Education award for the Eastside of San Antonio, where an aligned feeder pattern approach to campus cultural change was implemented within San Antonio ISD. Prior to the United Way appointment, Muñoz worked for the City of San Antonio managing another Annie E. Casey Foundation investment in the Westside of San Antonio, Making Connections. This investment also involved a school partnership with Edgewood ISD.

Muñoz is a proud Anne E. Casey Foundation Children and Families Fellow, and part of a Community Advisory cohort for the Dallas Federal Reserve. She sits on multiple nonprofit boards and various community committees and has been awarded several accolades, including the A&M University Chancellor's Academy of Teacher Educators Team Award January 2022.

Muñoz received her PhD from the University of Texas at San Antonio in Culture, Literacy and Language in 2009, where she also served as Adjunct Faculty until 2013. Dr. Muñoz today serves as Adjunct Faculty for A&M University San Antonio in the Educator Leadership Program. Muñoz will always credit her mother, Juanita Estrada Muñoz, for her passion for education and community justice. Juanita was forced as a young person to drop out of the 8th grade to assist her family by working, and because of this incident Dr. Muñoz was motivated to achieve a level of education her mother dreamed of for herself.

Her most important role is mother to a spunky 10-year-old daughter, Illiana. She has a devoted husband and partner in life, Domingo Gonzales, they've been married for 15 years.

HENRIETTA LYNN MUÑOZ, PH.D.

210-274-9353 (Mobile)| henrimunoz@yahoo.com

Motivated with solid experience managing all levels of large-scale projects, including fiscal, administration, and program evaluation. Able to amplify equitable results utilizing a data driven and informed process and powerful relationship building in service to children and family success.

EDUCATION

University of Texas at San Antonio

Ph.D. in Culture, Literacy, and Language

Dec. 2009

Dissertation: “Being & Becoming Financially Literate in a South Texas Community: Valuing the Funds to Practice Literacy”

University of Texas at San Antonio

M.A. in Bilingual Bicultural Studies, Bicultural Concentration

2004

Thesis: “Crafting Family Culture and Legacy: An In-depth Look at a San Antonio Mexican American Family”

Southwestern University

B.A. in Political Science and Anthropology

1998

Minor: Women’s Studies

AWARDS AND APPOINTMENTS

A&M University Chancellor's Academy of Teacher Educators Team Award **2022**

Annie E. Casey Foundation’s Results Count™ Advance Practitioner’s Institute. **2019**

Annie E. Casey Foundation’s Results Count™ Practitioner’s Institute **2018**

Salute to Outstanding Women in Action, La Prensa Foundation **2017**

Community Leaders Forum Cohort 4, Federal Reserve of Dallas **2015**

Community Indicators Consortium’s Emerging Leaders **2013**

Annie E. Casey’s Children and Family Fellowship

2010-2011 Class 8 Fellow **2010**

Kellogg Foundation and Communications Consortium

Media Center’s Ready Kids, Ready Schools, Ready Communities

Opportunities Planning Grant **2010**

Behavioral Economics Technical Assistance Award,

City of San Antonio **2010**

Culture, Literacy, Language Doctoral Fellowship,

University of Texas at San Antonio **2004 – 2007**

City of Georgetown, City Manager’s Internship,

Southwestern University **1998**

Texas Democratic Women’s Fellowship/Internship, **1998**

Southwestern University **1998**

National Hispanic Institute’s John F. Lopez Fellowship, Southwestern University **1997**

CERTIFICATE

- The Texas Principal Evaluation and Support System (T-PESS) certified.
- The CITI (collaborative institutional training initiative) research, ethics, and compliance training certificate
- Cybersecurity certificate
- Child protection training certificate
- Certificate of ethics and compliance
- Equal Employment Opportunity & Title IX training certificate
- Clery Act certificate

- Texas Charter School Boards Governance certificates
- Texas Lone Start Governance for School Boards certificate.

RELATED WORK EXPERIENCE

A&M San Antonio Institute for School and Community Partnerships

Chief Executive Officer

Sept. 2020 – Present

Serves as chief executive for the Institute, a 501c3 educational nonprofit organization serving the San Antonio area for 4 years and growing to serve the state of Texas. The organization's mission is to design equitable quality school pathways for students in San Antonio and throughout the state of Texas. As chief executive of the organization, accountability for all organizational fiscal matters, fund development, management of the Board of Directors, all Institute staff, and all school-community related partnerships is performed. Provides oversight (program design, ecosystem structure, and evaluation), and serves as the operator of the Senate Bill 1882 school partnerships; and provides oversight of the Early Matters San Antonio agenda (policy focused) focused on infant and toddler quality care and education. Responsible for a team of school Faculty and Clinical Professors from Texas A&M University San Antonio focused on school-university partnerships. Provides support, consultation, and partnership to Educare San Antonio, the first national model for early childhood development in Texas at Texas A&M University San Antonio. Raised over \$5M in additional funds for schools in south Bexar County.

United Way of San Antonio & Bexar County

Senior Vice President, Research and Implementation

Oct. 2017 – Sept. 2020

Provides research, evaluation, data system and integration oversight of all federal and private grants for United Way and specific oversight of United Way's Promise Neighborhood initiatives. Manages a team of six who embed Results Based Accountability and Results Based Leadership and Results Count within the work of data integration and coalition building in San Antonio. Serves as the primary lead/backbone organization for the Annie E. Casey Foundation's local Dual Generation Initiative, solidly establishing a collective impact approach with nine local partners to incorporate a two-generation approach to serving the whole family. Serves a two-year term on the Alamo Regional Data Alliance and participates with various Eastside coalitions in service to the Promise Zone.

United Way of San Antonio & Bexar County

Vice President, Grant Research and Evaluation

Jan. 2014 – Sept. 2017

Provides research and evaluation oversight of both federal and private grants for San Antonio's Eastpoint Neighborhood. Oversight of grant-related data collections, research, and evaluations for Living Cities/Bloomberg Financial Empowerment Centers, the Annie E. Casey Foundation's Dual Generation initiative, and the Eastside Promise Neighborhood. Serves as the primary backbone lead for the Dual Generation initiative; a growing two-generation approach to working with children and families.

United Way of San Antonio & Bexar County

Director, Family Stability Initiatives

Jan. 2013 – Dec. 2013

Manage projects of United Way chiefly connected to Family Stability initiatives. Oversees federal and private grants for the Eastside of San Antonio. Has oversight of the Living Cities/Bloomberg Financial Empowerment Centers, the Annie E. Casey Foundation's Family Centered Community Change initiative, the Eastside Promise Neighborhood sustainability and data work and the United Way's work on Strengthening Families.

United Way of San Antonio & Bexar County

Director, Eastside Promise Neighborhood

Jan. 2012 – Dec. 2012

Project director for the Eastside Promise Neighborhood initiative, a \$23.7M dollar grant over 5 years by the US Department of Education; managed the Eastside Promise Neighborhood Implementation Plan inclusive of the neighborhood's cradle to career pipelines and daily operations.

United Way of San Antonio & Bexar County

Director, Special Projects/Manager Making Connections Partnership

Jan. 2011 – Dec. 2011

Manage projects of United Way chiefly connected to Family Economic Success. Manage the SAVE USA program, a matched savings account offered during the tax time. Manage the FINRA Foundations grant on Financial Education. Consultant on the Promise Neighborhood Eastside effort and our citywide VITA effort. Also manage the Making Connections Partnership; direct oversight of a multi-million-dollar budget for the Making Connections initiative,

project of the Annie E. Casey Foundation. Reports to a board of directors of seven, accountable for reporting to the board, local constituents, and funders.

Making Connections Partnership, City of San Antonio

Coordinating Manager**June 2008 – Dec. 2010**

Chief operations manager of daily operations, supervision over 11 staff coordinators and members, and oversight of a multi-million-dollar budget for the Making Connections initiative, project of the Annie E. Casey Foundation. Making Connections is a two-generation strategy that improves opportunities for children to successfully read by 3rd grade while strengthening family economic security through increased earnings, income, and assets. Oversight of a longitudinal mixed methods research project working with over 200 Edgewood ISD families. Report to a board of directors of seven, hold monthly meetings and accountable for reporting to the board, local constituents, and funders.

VITA (Volunteer Income Tax Assistance), Catholic Charities

VITA Community Relations**Aug. 2007 – May 2008**

Managed and coordinated corporate and business outreach for free tax preparation volunteerism and sponsorship. Established relationships with business and corporate community to commit corporate volunteers for the second largest free tax preparation program in the nation.

City of San Antonio, Department of Community Initiatives

Research Consultant**2006 - 2007**

Provided evaluation and data analysis for the Family Economic Success division within the Department of Community Initiatives, specifically on financial literacy and asset building programming. Designed and conducted evaluation for the Auto Refinance program funded from the National Economic Development & Law Center (NEDLC).

VITA (Volunteer Income Tax Assistance), Catholic Charities

VITA Program Director**2002 – 2004**

Directed the outreach and coordination of volunteer staff and participants for the Earned Income Tax Credit and VITA programs. Recruited, trained, retained, managed, sustained and recognized volunteer staff (350). Established partnerships with local colleges and universities, service-learning groups, AmeriCorps projects, professional organizations and local community.

Children's Health Insurance Program, Catholic Charities

CHIP/Medicaid Resource Coordinator**2000 – 2002**

Organized and coordinated outreach efforts for Bexar, Bandera and Kendall Counties. Recruited, trained, supervised, provided professional development and coordinated all efforts for the CHIP/Medicaid AmeriCorps*VISTA program. Chaired the committee for the CHIP/Medicaid Faith Based Initiative. Assisted with the training of community-based organizations for the CHIP/Medicaid program.

National Hispanic Institute

Associate Director of Community Development**1999 – 2000**

Worked with over 40 affiliated community 501 (c) 3 organizations across the nation on organizational development and program management. Awarded AmeriCorps*VISTA volunteers in Texas, New Mexico, and Colorado from the Corporation for National Community Service. Managed 3 nationally recognized Board of Directors. Worked with approximately 80 US colleges and universities on how to better recruit and serve Latino students. Managed college summer interns through the John F. Lopez Fellowship program. Mobilized volunteer staff for summer high school programs. Conducted workshops and training sessions on parent involvement, and directed nation-wide conferences in Texas, New Mexico, Colorado, and Illinois.

City of Georgetown

Grant Specialist, Homebuyer Assistance Program**6/1998 – 12/1998**

Administered and managed the Homebuyer Assistance Program. Administered the government-based grant within the local and surrounding areas of Georgetown, Texas. Established public and community relations to market the program and processed and tracked each client from interest through to completion of granting funds. Worked directly with local and statewide realtors, banks, brokers, and housing officials. Assisted families with housing and financing services. Conducted evaluation on program.

TEACHING EXPERIENCE

Texas A&M University San Antonio

Adjunct Professor: Educational Research

Spring 2022

This course addresses concepts associated with the theory and application of research. Emphasis is on graduate level research and experiential learning as applied to problems in educational settings. In this course, students will develop the following areas of research: Methods, Data Collection, Analysis, Findings and Action-Oriented Application.

University of Texas at San Antonio

Adjunct Professor: Mexican American Culture

Summer 2010 - 2013

A survey of Mexican American cultural distinctiveness in the areas of biculturalism, cultural production, and social organization. Topics include family and kinship, folklore, health, language, music, and religion. Developed syllabus and overall course structure and administered all grades.

Alamo Colleges

Curriculum design and certificate program

2009

Designed culturally relevant leadership curriculum and coordinated a certificate program for the Resident Leadership Certificate Program for Making Connections. The leadership certificate program includes curriculum from Alamo Colleges and the Annie E. Casey Foundation.

University of Texas at San Antonio

Student Teaching: Latino Financial Issues Program

2007

In collaboration with the Latino Financial Issues program/course, designed financial literacy curriculum for “at risk” high school students and implemented in classroom over 5 weeks.

University of Texas at San Antonio

Teaching Assistant: Cultural and Linguistic Diversity in a Pluralist Society

2004-2007

Examination of sociolinguistic and socio-cultural principles central to culturally diverse settings, including the classroom. Various pedagogical practices are explored to identify culturally inclusive responses. Assisted with syllabus and overall course structure and administered some grades.

University of Texas at San Antonio

Adjunct Professor: Cultural and Linguistic Diversity in a Pluralist Society

Summers 2004-2011

Examination of sociolinguistic and socio-cultural principles central to culturally diverse settings, including the classroom and various cultural settings. Various pedagogical practices are explored to identify culturally inclusive responses. Developed syllabus and overall course structure and administered all grades.

TRAININGS

Results Count™ Coach and Facilitator

The results-based leadership approach is based on five core competencies, two foundational frameworks and two foundational skills — the 5-2-2 of Results Count.

The five core competencies are:

- Be results-based and data-driven, establishing clear targets and using data to assess progress and change course as needed.
- Bring attention to and act on disparities, recognizing that race, class and culture impact outcomes and opportunities for vulnerable children.
- Use oneself as an instrument of change to move a result, based on the belief that individual leaders are capable of leading from whatever position they hold.
- Master the skills of “adaptive leadership,” which makes leaders aware of the impact of values, habits, beliefs, attitudes and behaviors associated with taking action to improve results.
- Collaborate with others, understanding that the capacity to build consensus and make group decisions enables leaders to align their actions and move work forward to achieve results.

The two foundational frameworks are:

- The [Theory of Aligned Contributions](#) contends that it is more likely that measurable population level change will occur when the right group of leaders use specific skills to align their actions and make contributions to a specific result.
- The [Person-Role-System framework](#) is used to address common barriers to aligned action. Leadership is influenced by a person's individual preferences and style and personal and professional experiences as well as the role he or she plays in formal and informal systems.

The two foundational skills of results-based leadership are:

- [Results-Based Accountability](#) (RBA), an approach used to differentiate between population and program level results, to use data to develop impactful strategies and to establish ways of tracking whether the work is making a contribution to the achievement of results.
- [Results-Based Facilitation](#) (RBF), which helps leaders design, lead and contribute in meetings that effectively move groups from talk to action and hold participants accountable for advancing the work.

Results Based Accountability Trainer

Results accountability is a disciplined way of thinking and taking action that can be used to improve the quality of life in communities, cities, counties, states and nations. Results accountability starts with ends and works backward, step by step, to means. Founder Mark Freedman along with the Annie E. Casey Foundations provides certification and training to adult learners.

Resident Leadership and Facilitation Certified Trainer

The Resident Leadership and Facilitation Training is designed to help participants (youth and adult learners) gain an understanding of the skills needed to lead successful meetings that result in decisions about actions that will achieve desired results.

Financial Literacy Coach

This training utilizes a coaching model to teaching financial literacy skills. Trained by the Central New Mexico Community College Financial Coaching team, the one-on-one coaching provides short- and long-term goal setting and learning about financial behavior.

ACADEMIC PUBLICATIONS AND PAPERS

- “The learning curve: Leaping into the K-12 Space for a University” Garcia Alvarado, S. and Jozwiak, M. with collaborators Munoz, H., Cantu, A., Tello, I., Ynostrosa, L. **June 2023**. (International Association of Laboratory Schools, Volume XIII, No. 1).
- “Advancing Two-Generation Approaches, Funding to Help Families Succeed” Kristin Lehoullier and Shelley Waters Boots (Paper published by Annie E. Casey Foundation, **2017**. Baltimore. Based on San Antonio Dual Generation work).
- “Advancing Two-Generation Approaches, Developing an Infrastructure to Address Parent and Child Needs Together” Kristin Lehoullier and Karen Murrell (Paper published by Annie E. Casey Foundation, **2017**. Baltimore. Based on San Antonio Dual Generation work).
- “Using Integrated Data Systems to Strengthen Collective Impact in Out-of-School Programs” Patricia Auspos (Paper published by Annie E. Casey Foundation, **2017**. Baltimore. Based on San Antonio Dual Generation work).
- “Who am I? The Use of Narratives to Define Latina Politicization and Identity”
Publication Revision for *Atzlan*. February **2013**
- “Who am I? The Use of Narratives to Define Latina Politicization and Identity”
Publication Revision for *Atzlan*. **2009**
- “Being & Becoming Financially Literate in a South Texas Community: Valuing the Funds to Practice Literacy”
Panel presentation at Annual Meeting Association of Applied and Clinical Sociology, San Antonio, TX.
2009

Paper presented at the Annual Meeting American Political Science Association, *Boston, MA.*

2008

“Latino Financial Issues Program”

Panel presentation at the ACCION Texas Summit on Microfinance in the U.S., San Antonio, *San Antonio, TX.* **2007**

“Crafting Family Culture and Legacy: An In-depth Look at a San Antonio Mexican American Family” Poster presentation to the Annual Meeting of American Anthropological Association, *Washington, D.C.* **2005**

Conference presentations and performances at various conferences: Latina Letters Conference, MujerFest, Rio Bravo Conference [Texas conferences], NACCS Regional and NACCS National Conference. **April 2003 & April 2004**

BOOK CHAPTERS

“Unearthing the sacred knowledge: connecting with the community.” Claeys, L. & Muñoz, H. *Generating Transworld Pedagogy: Reimagining La Clase Magica*. Lexington Books (**2014**).

ACADEMIC GRANT SUBMISSIONS

(Submitted, September 2023). Co-Authors-Investigators- Janysek, M., **Munoz, H.**, Lenz, S., Burgard, K., Boucher, M., Garcia-Alvarado, S., de la Cruz, B., & Aguirre-Garcia, G. Senate Bill 1882 Partnership between Manor ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Manor International School. Texas Education Agency, five years, annual funding \$5,846,866.00.

(Submitted, August 2023). Co-Authors-Investigators- Janysek, M., **Munoz, H.**, Lenz, S., Garcia-Alvarado, S., de la Cruz, B., & Aguirre-Garcia, G. Senate Bill 1882 Partnership between Harlandale ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Kingsborough University and Career Academy. Texas Education Agency, five years, annual funding \$5,877,693.00.

Co-Authors- Janysek, M., Richardson, J., **Munoz, H.**, & Schreiner, S. (2022). La Promesa del Westside. Promise Neighborhoods. *Office of Elementary and Secondary Education*. U.S. Department of Education (\$6,000,000).

Co-Authors- Janysek, M., Richardson, J., **Munoz, H.**, Lenz, S., & Schreiner, S. (2022). BRIDGES: Building resiliency, inclusiveness, and direction for all generations in Edgewood schools. Full-service community schools. *Office of Elementary and Secondary Education*. U.S. Department of Education (\$2,500,000).

Co-Authors-Investigators- Janysek, M., Burgard, K., Boucher, M., de la Cruz, B., Vice, T., Wilson, J., Espinoza, K., Garza, E., **Munoz, H.**, Lenz, S., Mudge, S., Biediger-Collins, A., Moyer, M., Wandix-White, D., Garcia-Alvarado, S., DeLeon, J. Senate Bill 1882 Partnership between Edgewood ISD and the Texas A&M – San Antonio Institute for School and Community Partnerships for Kennedy High School. Texas Education Agency, \$11,046,560 annually for 5 years.

Janysek, M. (Principal Investigator), de la Cruz, B., Vice, T. & Garfield, T. (Co-Principal Investigators), Burgard, K., Espinoza, K., Garcia-Alvarado, S. & **Munoz, H.** (Contributors) (2021-2028). *JOURNEYS: Jump-Starting Opportunities Using Resources and Networks for Edgewood Youth Success*. US Department of Education, GEAR UP, (\$4,200,000).

RECENT PROFESSIONAL PRESENTATIONS

Leer es poder: Cultural relevance in a summer bridge program inspires multiple literacies, co-presenter, 9th Annual

Early Childhood Education Institute, University of Texas at San Antonio, San Antonio, Texas, **April 6, 2024**

School – University Partnerships, Panelist, 2022 NACSA Leadership Conference, Minneapolis, **October 26, 2022**

Edgewood ISD and University 1882 Partnerships, Panelist, 2022 Texas District Charter Alliance and Empower Schools Convening, San Antonio, **October 18, 2022**

1882 Case Study on Edgewood ISD, Speaker, Texas Public Charter Schools Conference, San Antonio, Texas, **September 27, 2022**

Educate Texas – 2022 College Career Readiness School Models Leadership Summit. Lunch Panelist, San Antonio, Texas, **June 13, 2022**

TAMU-Corpus Christi School-University Partnerships in Teacher Preparation 2021 Conference. Workshop presentation: University-School Partnerships for Educational Transformation & Innovation, **October 9, 2021**

San Antonio Chamber of Commerce Education & Workforce Monthly Committee Meeting – ASPIRE + SB1882 Campuses, **September 15, 2021**

Population Level Change – Systems Change Panel in coordination with the Doris Duke Charitable Foundation, **April 2, 2021**

Annie E. Casey Foundation Strategic Co-Investor Panel on the Family-Centered Community Change seven-year evaluation on the Annie E. Casey Foundation as a co-investor, **March 18, 2021**

San Antonio Housing Authority Innovative and Effective Community Development Initiatives Panel, FaceBook Live, **January 27, 2021**

Engaging Higher Education Partners through this Crisis, Edgewood ISD Partnership, Texas Education Agency Annual Meeting, **November 11, 2020**

Engaging Philanthropic Partners, Choice Means Choice Conference-US Housing and Urban Development, **November 16, 2019**

Breaking the Cycle of Poverty by Designing Programs for All Family Members, NAWRS Collaborating Across Lines to Build Up Lives, **July 29, 2019**

Results Based Accountability – Performance Measures, The San Francisco Foundation, **June 13, 2019**

United Ways and Results-Based Accountability, Measurable Impact, Clear Impact 2016 Annual Conference, **November 10, 2017**

Collaborating for Systems Change = Housing + Education, 2016 Mayor Ivy Taylor’s San Antonio Housing Summit, **September 30, 2016**

United Ways and Results-Based Accountability, Measurable Impact, Clear Impact 2016 Annual Conference, **June 3, 2016**

Delivering Outcomes for Communities; Federal Training for Federal Agents, US Department of Education and US Housing and Urban Development, **June 1, 2016**

Change at the Speed of Trust: Using Data in Rebuilding a Vibrant EastPoint, National Neighborhood Indicators Partnership Annual Meeting, **April 6, 2016**

The Drivers of Change: Local Practitioners’ Perspectives About Building Capacity of Community Change – the “Local Voices” Study, **December 10, 2015**

What Works and What Doesn’t: Lessons from across the Country, Equitable Development Strategies for Neighborhoods, Federal Reserve Bank of Atlanta, **September 22, 2015**

SERVICE

Search Committee for Texas A&M University San Antonio College of Education and Human Development Dean – **2022-2023**

A&M San Antonio Dual Credit and Early College High School Taskforce – **September 2022 - Present**

Board of Director for Community Information: NOW (CI:NOW) – **August 2021 - Present**

UCLA Early Development Instrument (EDI) English Language Committee – **July 2021 – December 2021**

Carnegie Community Engagement Committee (University Level) – **April 2021 – April 2023**

SA2020 Advisory Committee – **April 2021 - Present**

PreK4SA Program Evaluation Request for Proposal and Selection Committee – **April – June 2021**

Board of Director for Healy Murphy – **January 2021 - Present**

Founding Board of Director for Public Charter, Essence Prep – **January 2021 - Present**

Workforce Solutions Alamo Early Childcare Committee – **September 2020 - Present**

Population Level Change (Doris Duke Charitable Foundation and UCLA) Advisory Board – **January 2019 – March 2021**

UP Partnership Steering Committee – Youth and Children Funding Project – **January 2019 – December 2020**

Texas A&M University San Antonio Clinical Professor for Burleson School for Innovation and Education, SB1882 Hiring Committee Chair – **October – December 2020**

San Antonio Funders Data Committee – **Spring 2019 – August 2020**

Alamo Regional Data Alliance Steering Committee – **January 2017 – August 2020**

LANGUAGES

English – native language

Spanish – speak, read, and write with basic competence.

Sonia N. Sánchez is a Faculty in Residence with the Institute for School and Community Partnerships at Texas A&M University – San Antonio and has served as a Continuous Improvement Specialist for thirteen years. Her passion for transforming schools and ensuring academic success for all students is driven by her own experience growing up as an emergent bilingual in the vibrant neighborhoods of San Antonio's Southside.

With a robust background in educational leadership, strategic planning, and instructional improvement, Sonia has successfully collaborated with campus staff, district leaders, and community members to design and implement strategic interventions resulting in the removal of the state accountability *Improvement Required* status for two schools. She has also facilitated various successful improvement initiatives across multiple schools and supported improvement efforts for over eighty elementary campuses in her previous role. At the district level, she has collaborated to develop district-wide systems and processes aimed at improving data analyses, improvement planning, and leadership development for schools and district departments.

Her core skills include:

- Conducting Comprehensive Needs Assessments - developing strategic plans for implementation and monitoring by analyzing data and identifying areas of academic and non-academic need.
- Leadership Development - aligning professional growth and development to systematic support through a coaching model that fosters collaborative and supportive relationships.
- Instructional Improvement – ensuring curriculum alignment to state standards and best practices by providing ongoing support and feedback to improve high-impact instructional teaching and learning.
- Community Engagement – establishing and fostering positive relationships with community members, families, and caregivers to support school improvement initiatives and overall student success.

Through her work in education, Sonia has focused on illuminating the educational experiences of historically and systemically excluded communities through numerous scholarship and collaborations with community artists. Sonia is the happiest when she's empowering communities to transform their educational landscapes.

SONIA N. SÁNCHEZ, PH.D.

Texas A& M University – San Antonio
One University Way, San Antonio, TX 78224
ssanchez2@tamusa.edu

EDUCATIONAL BACKGROUND

Ph.D.	University of Texas at San Antonio, Education- <i>Culture, Literacy, and Language</i> <i>Dissertation: Rooster tails, ranflas, and rags: The language and literacy practices of Latin@ lowriders in San Antonio, TX</i>	2017
M.A.	University of Texas at San Antonio Bicultural-Bilingual Studies	2000
B.A.	Boston University Bilingual Education	1997
	Universidad Autónoma de Madrid Study Abroad- Interdisciplinary Coursework	1996
	Instituto Internacional en España Study Abroad- Spanish Studies	1995 - 1996
	IES Beatriz Galindo, Spain Study Abroad- Teaching Internship	1995
Educator Credentials	Texas Principal Evaluation and Support System (T-PESS) – 2020 Update Certification	2023
	School Turnaround Leaders Professional Education Certificate Harvard Graduate School of Education	2022
	Principal as Instructional Leader (Texas, Grades EC-12 th)	2019
	Bilingual/ESL-Spanish (Texas, Lifetime, Grades PK-8 th)	1998
	Elementary Self-Contained (Texas, Lifetime, Grades PK-8 th)	1998

ACADEMIC POSITIONS

Texas A&M University – San Antonio/ Institute for School and Community Partnerships Clinical Assistant Professor-Faculty in Residence	2022 - Present
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University of Texas at San Antonio Lecturer I- ESL & BBL	2020 - 2021
University of Texas at San Antonio Summer Term Instructor- ESL & BBL	2001
Universidad De La Sierra, A.C., Puebla, México English as a Foreign Language Instructor	1997

PROFESSIONAL EMPLOYMENT HISTORY

Northside I.S.D. District Continuous Improvement Specialist	2013 – 2022
Northside I.S.D. Texas Title I Priority Schools Grant Manager	2011 - 2013
Thornton Elementary, Colonies North Elementary ESL Language Support Teacher	2006 - 2010
Athens Elementary Bilingual Elementary Teacher	1997 - 2005
Region 20 Service Center Instructor, Educator Preparation Program	2004
Texas Education Agency Educator Committee Member	2002 – 2004

RESEARCH PUBLICATIONS

Book Reviews

Sánchez, S. (2010, January). Involving Latino families in schools: Raising student achievement through home-school partnerships. [Review of the book *Involving Latino families in schools: Raising student achievement through home-school partnerships*]. *Journal of Latinos and Education*, 9(1), 81-83.

Books

Ek, L., **Sánchez, S.**, and Guerra, J. (2016). Cultural Multiliteracies Integrating Technology in Latino Children's Literature. In Clark, E., Flores, B., Smith, H. & Gonzalez, D. (Eds.), *Multicultural literature for Latino bilingual children: Their words, their worlds* (pp. 207-221). Lanham, MD: Rowman & Littlefield.

Castillo, V. & **Sánchez, S.** (2010). Events. In E. G. Murillo, S. A. Villenas, R. T. Galván, J.S. Muñoz, C. Martínez, & M. Machado-Casas (Eds.), *Handbook of Latinos and education: Theory, research, and practice* (pp. 554-566). New York: Routledge.

Encyclopedia Entries

Lara, G. P., **Sánchez, S.**, and Guerra, J. & Ek, L. (2023). Literacy and identity across home, school, church, and social life. In Tierney, R., Rizvi, F., Kadriye, E. & Smith, G. (Eds.) *Elsevier International Encyclopedia of Education*.

SCHOLARLY PRESENTATIONS

Ek, L.D., Guerra, M., & **Sánchez, S.N.** (2018). Multiliteracies and translanguaging practices among Latin@s outside schools: The relevance of tapping into unconventional views of literacy. Presentation at the Texas Language Education Research Conference, San Antonio, TX. September 2018.

Guerra, M., Garcia, A., **Sánchez, S.N.**, & Santillan, L. (2012). Creando Puentes: Bridging Diverse Literacies in Bilingual and ESL Classrooms. Presentation at the Texas Association for Bilingual Education Conference, San Antonio, TX. October 2012.

Sánchez, P. & **Sánchez, S.N.** (2011). Forging Out-of-School Partnerships with New and Traditional Immigrants: A Renewed Call for Advocacy and Culturally-Relevant Programs. Roundtable discussant at the Annual American Educational Research Association (AERA) Meeting. New Orleans, LA. April 2011.

D. Michelle Janysek is the owner of Collaborative Education Partners, LLC. Dr. Janysek formed Collaborative Education Partners shortly after retiring from Texas A&M University-San Antonio (A&M-SA) in January 2023 to respond to requests from former colleagues and collaborators inviting her to support their work.

Dr. Janysek is the former Deputy Director of the nonprofit, Texas A&M San Antonio Institute for School and Community Partnerships (ISCP), where she facilitated school and community partnerships, developed Quality School Proposals focusing on turnaround and innovation school models, and was the primary author of funding and research proposals for the in-district charter schools operated by the ISCP. Prior to assisting in the formation of the ISCP, Dr. Janysek was on the faculty at A&M-SA where she taught undergraduate and graduate courses in the Educator Preparation Program (EPP), coordinated field observation and clinical (student teaching) placements and supervised pre-service teachers during traditional student teaching semesters, one-year internships, and residencies.

Dr. Janysek spent eight years at The Education Institute at Texas State University as a principal investigator (PI) for multiple grants and contracts focused on education policy development, standards, assessment and educator preparation and developed and administered the Texas Adult Education Credential Project that focused on the training and professional development of teachers of adult education.

Dr. Janysek served as the Director of Educator Quality and Accountability at the State Board for Educator Certification (SBEC) where she supervised the development of the current EC-12 educator certification standards and testing program (TExES), the Accountability System for Educator Preparation (ASEP), and provided state leadership for the Texas Beginning Educator Support System (TxBESS).

Dr. Janysek's areas of specialization include: School performance and program evaluation, educational assessment, evaluation models (standardized, performance-based, portfolio), educator training, teacher quality, novice educator induction and mentoring, adult education, grants development/implementation/evaluation, program development, college and career readiness, transitions to post-secondary education, workforce development, school safety, and emergency operations planning for schools.

Dr. Janysek earned a doctoral degree in Adult, Professional and Community Education from Texas State University, a master's degree in Theatre Arts Administration from Texas Tech University, and a bachelor's degree in Theatre Arts from Southwest Texas State University.

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 CollabortiveEdPartnersLLC@gmail.com

EDUCATION

PhD 2007 Adult, Professional, and Community Education, Texas State University
 Dissertation: *The Value of a Career in Teaching: The Development of a Survey to Examine the Reasons Why Veteran Teachers Remain in the Classroom*

MFA 1992 Theatre Arts-Arts Administration, Texas Tech University
 Thesis: *Not-For-Profit Theatre: A Study in Promotion*

BFA 1990 Theatre Arts, Southwest Texas State University

PROFESSIONAL EXPERIENCE

Collaborative Education Partners, LLC (2023-present)

President, 2023-

Texas A&M University San Antonio, San Antonio, Texas (2016-2023)

Deputy Director

A&M-San Antonio Institute for School & Community Partnerships, 2021-2023

Coordinator for School and University Partnerships

A&M-San Antonio Institute for School & Community Partnerships, 2019-2021

Field Residency & Clinical Teaching Faculty, Assistant Professional Track Faculty,
 Educator Preparation Program, College of Education and Human Development, 2016-2019

Texas State University, San Marcos, Texas (1996-2002; and 2005-2016)

Grant Director/Program Director, Texas Adult Education Content Standards and Benchmarks Project,
 The Education Institute, 2015-2016

Educational and Training Specialist, The Texas School Safety Center, 2013-2015

Grant Director/Program Director, Texas Adult Education Credential, The Education Institute, 2009-2013

Adjunct Faculty, Department of Occupational, Workforce, and Leadership Studies, and University
 College-First Year Experience, 2008-2016

Grant Coordinator/Program Coordinator, Texas Adult Education Credential, The Education Institute,
 2005-2008

Director, Educator Certification and Placement, College of Education, 2000-2002

Certification Officer and Academic Advisor, College of Education, 1996-2000

State Board for Educator Certification (TEA), Austin, Texas (2002-2005)

Director, Office of Educator Quality and Accountability, 2004-2005

Program Administrator V, Office of Educator Quality and Accountability, 2002-2004

CONTRACT PROJECTS

Academic Strategy Consultant, Texas A&M-San Antonio Institute for School and Community Partnerships, 2023-

Evaluator, E=MC² Mathematics Program, YWCA-San Antonio, 2023-2024.

Monitor/Evaluator, 21st Century Community Learning Centers (CCLC) Monitoring, Texas Education Agency (TEA) and Resources for Learning, LLC, 2023.

Evaluator, Campus CARES: Campus childcare as resource enhancing student-parent success. Child Care Access Means Parents in School Program (CCAMPIS). *Office of Postsecondary Education*. U.S. Department of Education Grant. Texas A&M-SA College of Education and Human Development, 2022-2027.

Evaluator, CULTIVAR: Communities uplifting learners through imagination and vibrant artistic reflections. Assistance for Arts Education Program (AAE). *Office of Elementary and Secondary Education*. U.S. Department of Education Grant. Texas A&M-SA College of Education and Human Development, 2021-2026.

Evaluator, Retain and increase Hispanic students in computing (RETAIN). Hispanic Serving Institutions (HSI) New to National Science Foundation (NSF), 2018-2023.

Performance Auditor, Dilley Independent School District School Performance Review, Texas Legislative Budget Board (LBB) and Resources for Learning, LLC, 2016.

External Evaluator, Educate Texas Science, Technology, Engineering and Math (STEM) Program Evaluation, Texas Education Agency (TEA), Region XIII Education Service Center (ESC), and Resources for Learning, LLC, 2015.

External Evaluator, Educate Texas, Early College High School (ECHS) Program Evaluation, Texas Education Agency (TEA), Region XIII Education Service Center (ESC), and Resources for Learning, LLC, 2015.

Performance Auditor, Marlin Independent School District School Performance Review, Texas Legislative Budget Board (LBB) and Resources for Learning, LLC, 2015.

Performance Auditor, Presidio Independent School District School Performance Review, Texas Legislative Budget Board (LBB) and Resources for Learning, LLC, 2013.

External Evaluator, Master of Education Degree Program, Adult Education, Texas A&M University-Kingsville, December 2012.

SB 1882 PARTNERSHIPS AND IN-DISTRICT CHARTER EXPERIENCE

SB 1882 Quality Schools Developed, In-district Charter Schools in Operation

(Pending). Co-Authors-Investigators- **Janysek, M.**, Munoz, H., Aguirre-Garcia, G., & Sanchez, S. Senate Bill 1882 Partnership between Crowley ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Crowley STEAM Academy. Texas Education Agency, five years, annual funding TBD.

(Pending). Co-Authors-Investigators- **Janysek, M.**, Munoz, H., Aguirre-Garcia, G., & Sanchez, S. Senate Bill 1882 Partnership between San Antonio ISD and Texas A&M – San Antonio Institute for School and

Community Partnerships for Hirsch STEAM Academy. Texas Education Agency, five years, annual funding \$7,792,133.00.

Co-Authors-Investigators- Espinoza, K., Jozwiak, M., **Janysek, M.**, Burgard, K., Wu, H., Garfield, T., Garza, E., Guerra, M., Garcia-Alvarado, S., & Salazar, M. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Winston Intermediate School of Excellence. (2021-2026). Texas Education Agency, five years, annual funding \$2,422,671.00. Project facilitator, primary author.

Co-Authors-Investigators in alphabetical order- Boucher, M., Burgard, K., Espinoza, K., Garza, E., Guerra, M., **Janysek, M.**, Jozwiak, M., O'Quinn, C., Salazar, M., Sheperis, C. & Wu, H. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for Gus Garcia University School. (2020-2030). Texas Education Agency, ten years, annual funding \$4,288,377.21. Project facilitator, primary author.

Co-Authors-Investigators in alphabetical order- Davis, M., **Janysek, M.**, Jozwiak, M. & Sheperis, C. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for the Burleson School for Innovation and Education. (2020-2030). Texas Education Agency, (\$65,000) annually for ten years. Project facilitator, primary author.

SB 1882 In-district Quality Schools Proposals Developed

Co-Authors-Investigators- **Janysek, M.**, Munoz, H., Lenz, S., Garcia-Alvarado, S., de la Cruz, B., & Aguirre-Garcia, G. Senate Bill 1882 Partnership between Harlandale ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Kingsborough University and Career Academy. Texas Education Agency, five years, annual funding \$5,877,693.00. Project facilitator, primary author.

Co-Authors-Investigators- **Janysek, M.**, Munoz, H., Lenz, S., Burgard, K., Boucher, M., Garcia-Alvarado, S., de la Cruz, B., & Aguirre-Garcia, G. Senate Bill 1882 Partnership between Manor ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Kingsborough University and Career Academy. Texas Education Agency, five years, annual funding \$5,846,866.00.

Co-Authors-Investigators- **Janysek, M.**, Burgard, K., Boucher, M., de la Cruz, B., Vice, T., Wilson, J., Espinoza, K., Garza, E., Munoz, H., Lenz, S., Mudge, S., Biediger-Collins, A., Moyer, M., Wandix-White, D., Garcia-Alvarado, S., DeLeon, J. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for Kennedy High School. Texas Education Agency, \$11,046,560 annually for five years. Project facilitator, primary author.

Co-Authors-Investigators- Espinoza, K., Burgard, K., Boucher, M., **Janysek, M.**, Vice, T., Wandix-White, D., Tieken, L., & De Leon, J. Senate Bill 1882 Partnership between South San Antonio ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for West Campus High School. Texas Education Agency, TBD years, annual funding not determined. Project facilitator, primary proposal author.

Co-Authors-Investigators- Espinoza, K., Jozwiak, M., **Janysek, M.**, Burgard, K., Vice, T., & Garcia-Alvarado, S. Senate Bill 1882 Partnership between South San Antonio ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Armstrong Elementary School. Texas Education Agency, TBD years, annual funding not determined. Project facilitator, primary proposal author.

Co-Authors-Investigators- Garfield, T., Espinoza, K., **Janysek, M.**, Jozwiak, M., Wu, H., & Garcia-Alvarado, S. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for Perales Elementary School. Texas Education Agency, 10 years, annual funding not determined. Project facilitator, primary proposal author.

Co-Authors-Investigators in alphabetical order- Boucher, M., Burgard, K., **Janysek, M.**, Sheperis, C. & Vice, T. Senate Bill 1882 Partnership between Southwest ISD and Texas A&M – San Antonio for SW Legacy High School. (2020-2023). Texas Education Agency, three years, annual funding \$ 15,665,219. Project facilitator, primary proposal author.

Co-Authors-Investigators in alphabetical order- Garfield, T., **Janysek, M.**, Jozwiak, M., Krimbill, L., & Sheperis, C. Senate Bill 1882 Partnership between East Central ISD and Texas A&M – San Antonio for Highland Forest Elementary School. (2020-2023). Texas Education Agency, three years, annual funding \$ 4,689,582. Project facilitator, primary proposal author.

EXTERNALLY FUNDED PROJECTS AND GRANTS

(Pending) Author, **Janysek, M.** (2024). SEARCH for the Future. Moody Foundation M-Pact Grant (\$532,279) over three years.

(Pending) Author, **Janysek, M.** (2024). Nourish Abilities: Nurturing Wellness and Independence for Every Ability. Baptist Health Foundation (\$76,000).

(Pending) Author, **Janysek, M.** (2024). Success Adult Early College High School Planning Grant. New Schools Venture Fund (\$215,000).

(Pending). Author, **Janysek, M.** (2024). Musical Instruments for Kids. The Mockingbird Foundation (\$9,000).

(Pending). Author, **Janysek, M.** (2023). Burleson Job Training Micro-Business Expansion. The Truist Foundation (\$25,000). Primary author.

Author, **Janysek, M.** (2023). Toyota Foundation. STEM Programs and Resources. (\$50,000).

Author, **Janysek, M.** (2023). FRESH food and nutrition classes for families. Mission Trail Rotary. (\$2,000).

Author, **Janysek, M.** (2023). Eco-Scholars Grant – composting projects for schools. City of San Antonio, Texas. (\$10,000).

Author, **Janysek, M.** (2023). San Antonio Youth Commission Micro-Grants. (\$3,000).

Author, **Janysek, M.** (2023). Toyota Foundation. Funding to support enrichment programs in ISCP schools. (\$20,000).

Jozwiak, M. (PI), Garcia-Alvarado, S. (Co-PI), **Janysek, M.** (Evaluator), O'Brien, C. (Co-PI), & Watts, G. (Co-PI). (2022). Campus childcare as resource enhancing student-parent success: Campus CARES. Department of Education, Office of Post-Secondary Education C-CAMPIS. \$437,482.66/year: \$1,750,000.

Co-Authors- **Janysek, M.** & Garcia-Alvarado, S. (2022). Afterschool STEAM programming. San Antonio Museum of Science and Technology (In-kind).

Author, **Janysek, M.** (2022). Mission Trail Rotary. (\$750).

Author, **Janysek, M.** (2022). Sustainable Food Forests. Able City Architecture (In-kind trees, irrigation installation and labor).

Co-Authors- **Janysek, M.**, Garcia-Alvarado, S., Cantu, A. (2022). Los Winston Murals-Rasa WISE Art. Rockefeller Philanthropy Advisors (\$8,000).

Co-Authors- **Janysek, M.** & Garcia-Alvarado, S. Afterschool STEM programming and laptops for 40 students. Boeing (In-kind).

Co-Authors- **Janysek, M.** & Minner, S. (2022). SEARCH for the Future. The Truist Foundation (\$30,000). Primary author.

Author, **Janysek, M.** WISE Garden and community center expansion. The United Way of San Antonio and Bexar County, The Toro Foundation, and The Association for Women in Rental (\$15,000 + In-kind labor and equipment).

Burgard, K., Krimbill, E., Espinoza, K., Jozwiak, M., Stephenson, K., Weltsek, G., Co-PIs; Korver, J., Senior Personnel; & **Janysek, M.**, Program Evaluator. (2021). CULTIVAR: Communities uplifting learners through imagination and vibrant artistic reflections. Assistance for Arts Education Program (AAE). *Office of Elementary and Secondary Education*. U.S. Department of Education (\$3,346,265).

Co-Authors- **Janysek, M.** & Garcia-Alvarado, S. Supporting our amazing readers (SOAR). Dollar General Foundation (\$3,900).

Co-Applicants- Edgewood Independent School District and Texas A&M University-San Antonio. Co-Authors- Franco, C., Sanchez, C., **Janysek, M.** & Garcia-Alvarado, S. Charter School Start-Up Grant. Texas Education Agency (\$750,000).

Co-Applicants- Edgewood Independent School District and Texas A&M University-San Antonio. Co-Authors- Franco, C., Sanchez, C., **Janysek, M.** & Garcia-Alvarado, S. School Action Fund Continuation Grant (2021-2023). Texas Education Agency (\$1,500,000).

Co-Authors-Investigators- **Janysek, M.** & Vice, T. The Truist Thriving Communities Center for Revitalization at the Winston School of Excellence (WISE). The Truist Foundation (\$25,000). Primary author.

Co-Applicants- Edgewood Independent School District and Texas A&M University-San Antonio. Co-Authors- **Janysek, M.**, Wandix-White, D. & Bland, C. Follow the Leader. Modeling and Supporting SE Strategies for Students. The NoVo Foundation (\$7,500). Primary author.

Co-Authors-Investigators- Espinoza, K., Jozwiak, M., **Janysek, M.**, Burgard, K., Wu, H., Garfield, T., Garza, E., Guerra, M., Garcia-Alvarado, S., & Salazar, M. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Winston Intermediate School. Texas Education Agency, five years, annual funding \$2,422,671.00 annually for five years. Project facilitator, primary author.

Co-Authors-Investigators in alphabetical order- Boucher, M., Burgard, K., Espinoza, K., Garza, E., Guerra, M., **Janysek, M.**, Jozwiak, M., O'Quinn, C., Salazar, M., Sheperis, C. & Wu, H. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for Gus Garcia Middle School. (2020-2030). Texas Education Agency, ten years, annual funding \$4,288,377.21. Project facilitator, primary author.

Co-Authors-Investigators in alphabetical order- Davis, M., **Janysek, M.**, Jozwiak, M. & Sheperis, C. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for the Burleson 18+ Center. (2020-2030). Texas Education Agency, (\$65,000) annually for 10 years. Project facilitator, primary author.

Hispanic Serving Institutions (HSI) New to National Science Foundation (NSF): Retain and Increase Hispanic Students in Computing (RETAIN). (2018-2023). NSF (\$249,948), Evaluator.

Co-Principal Investigators –Esparza Young, E., Garcia, N., Garfield, T., Gerzel Short, L., Guerra, M., Harris, S., **Janysek, M.**, Jozwiak, M., Jurica, J., Kearney, W.S., Kim, Y.R., Kwon, E., Murakami, E., Piper, R. Pittman, R., Scott, L., Vera, D., Wilson, J., & Wu, H.P. (2017). Teacher residency – training and preparation partnership RFP #17-027(AT) Proposal as a sub-award of U.S. Department of Education Teacher Incentive Fund (TIF) grant through the San Antonio Independent School District, \$740,000.

Texas Adult Education and Literacy Standards Revisions Project (2015-2016). Texas Workforce Commission. (\$429,843). Co-Principal Investigator, Program Director.

Grants to States for School Emergency Management Programs, US Department of Education. (2014-2015). Co-applicant with the Texas Education Agency. (\$1,898,590). Proposal development team.

Texas Adult Education Credential Project (2005-2013). Texas Education Agency. (\$2,348,000). Co-Principal Investigator, Program Director.

Transition from Adult Basic to Postsecondary Education, Phase III (2011-2012). The Texas Higher Education Coordinating Board. (\$200,000). Project team.

Transition from Adult Basic to Postsecondary Education, Phase II (2009-2011). The Texas Higher Education Coordinating Board. (\$250,000). Project team.

Transition from Adult Basic to Postsecondary Education, Phase I (2009). The Texas Higher Education Coordinating Board. (\$98,887). Project team.

The Texas Master Science Teacher Certificate and Texas Examination of Educator Standards Development Project (2004-05). Texas Education Agency. (\$750,000). Project Manager.

The Texas Beginning Educator Support System Dissemination Project (2004-05). Texas Education Agency. (\$700,000). Project Manager.

The Texas Beginning Educator Support System, Texas State Board for Educator Certification (2001-03). Texas Workforce Commission. (\$3,000,000). Principal Investigator, year three.

The Texas Beginning Educator Support System. (1998-02). Department of Education. (\$10,000,000). Year 3 implementation evaluation and year 4 final evaluation.

EXTERNAL PROPOSALS SUBMITTED; NOT FUNDED

Co-Authors- **Janysek, M.**, Richardson, J., & Munoz, H. (2023). RISING: Resiliency, Inclusiveness, and Support for Improving Neighborhoods, Generations, and Schools. Full-service community schools. *Office of Elementary and Secondary Education*. U.S. Department of Education (\$15,000,000). Co-Authors- **Janysek, M.**, Richardson, J., Munoz, H., & Schreiner, S. (2022). La Promesa del Westside. Promise Neighborhoods. *Office of Elementary and Secondary Education*. U.S. Department of Education (\$30,000,000).

Co-Authors- **Janysek, M.**, Richardson, J., Munoz, H., Lenz, S., & Schreiner, S. (2022). BRIDGES: Building resiliency, inclusiveness, and direction for all generations in Edgewood schools. Full-service community schools. *Office of Elementary and Secondary Education*. U.S. Department of Education (\$2,500,000).

Co-Authors-Investigators- **Janysek, M.**, Burgard, K., Boucher, M., de la Cruz, B., Vice, T., Wilson, J., Espinoza, K., Garza, E., Munoz, H., Lenz, S., Mudge, S., Biediger-Collins, A., Moyer, M., Wandix-White, D., Garcia-Alvarado, S., DeLeon, J. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for Kennedy High School. Texas Education Agency, \$11,046,560 annually for 5 years. Project facilitator, primary author.

Janysek, M. (Principal Investigator), de la Cruz, B., Vice, T. & Garfield, T. (Co-Principal Investigators), Burgard, K., Espinoza, K., Garcia-Alvarado, S. & Munoz, H. (Contributors) (2021-2028). *JOURNEYS: Jump-Starting Opportunities Using Resources and Networks for Edgewood Youth Success*. US Department of Education, GEAR UP, (\$4,200,000).

Co-Applicants- Edgewood Independent School District and Texas A&M University-San Antonio. Co-Authors- Garcia-Alvarado, S., **Janysek, M.** & Sanchez, C. SOARing to New Heights-SEL Initiative. The NoVo Foundation (\$7,500). Proposal development team.

Co-Authors-Investigators- **Janysek, M.**, Munoz, H., Vice, T., & Sheperis, C. Full-Service Community Schools Program. Office of Elementary & Secondary Education, Department of Education. Estimated Annual Award (\$450,000), Renewable.

Co-Authors-Investigators- Espinoza, K., Burgard, K., Boucher, M., **Janysek, M.**, Vice, T., Wandix-White, D., Ticken, L., & De Leon, J. Senate Bill 1882 Partnership between South San Antonio ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for West Campus High School. Texas Education Agency, annual funding not determined. Project facilitator, primary proposal author.

Co-Authors-Investigators- Espinoza, K., Jozwiak, M., **Janysek, M.**, Burgard, K., Vice, T., & Garcia-Alvarado, S. Senate Bill 1882 Partnership between South San Antonio ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Armstrong Elementary School. Texas Education Agency, annual funding not determined. Project facilitator, primary proposal author.

Co-Authors-Investigators- Garfield, T., Espinoza, K., **Janysek, M.**, Jozwiak, M., Wu, H., & Garcia-Alvarado, S. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for Perales Elementary School. Texas Education Agency, 10 years, annual funding not determined. Project facilitator, primary proposal author.

Co-Authors-Investigators in alphabetical order- Boucher, M., Burgard, K., **Janysek, M.**, Sheperis, C. & Vice, T. Senate Bill 1882 Partnership between Southwest ISD and Texas A&M – San Antonio for SW Legacy High School. (2020-2023). Texas Education Agency, three years, annual funding \$15,665,219. Project facilitator, primary proposal author.

Co-Authors-Investigators in alphabetical order- Garfield, T., **Janysek, M.**, Jozwiak, M., Krimbill, L., & Sheperis, C. Senate Bill 1882 Partnership between East Central ISD and Texas A&M – San Antonio for Highland Forest Elementary School. (2020-2023). Texas Education Agency, three years, annual funding \$4,689,582. Project facilitator, primary proposal author.

Co-Author with Edgewood ISD. 2020-2021 Public Charter School Program Start-Up Grant (Subchapter C) for Garcia University School. Texas Education Agency, (\$725,035.50).

Co-Author with Edgewood ISD. 2020-2021 Public Charter School Program Start-Up Grant (Subchapter C) for The Burleson 18+ Center. Texas Education Agency, (\$552,267.75).

Rooted in the Community: Establishing Community-Based Teaching and Learning Laboratory School Sites to Improve Academic Success of Hispanic Students. *Title V Hispanic Serving Institutes Funding*. (\$3,328,773).

NSF Scholarships in Science, Technology, Engineering and Mathematics S-STEM. (2019-2023). NSF (\$650,000), Evaluator.

Texas Adult Education and Literacy Professional Development Center. Texas Workforce Commission. (\$4,800,000). Project team.

Opportunities for Safety in the School Environment: Investigation and Validation Practices and Development of Research-Based Pilots for Improving the Safety of the Nation's Schools (OSSE), (\$6,597,898). National Institute of Justice.

Developing a School Safety Strategic Research Plan, (\$25,000). Texas State University Multi-Disciplinary Internal Research Grant.

Researcher-Practitioner Partnerships to Identify the Knowledge and Skills necessary for Adult Education Teachers and Developmental Education Instructors to Increase Student Performance Expectations for College and Career Readiness, (\$400,000). Co-Principal Investigator. The Institute for Education Sciences.

An Exploratory Examination of High-Quality, Sustained Professional Development for Adult Education: Implications for Improving Adult Literacy Instruction and Adult Learner Outcomes, (\$1,600,000). Co-Principal Investigator. The Institute for Education Sciences.

TEACHING AND TRAINING

Texas A&M University San Antonio, San Antonio, Texas

EDFR 3110: Field Residency Lab 1
 EDFR 3120: Field Residency Lab 2
 EDFR 4613: Clinical Teaching Elementary
 EDFR 4623: Clinical Teaching Secondary
 EDFR 5304: Graduate Teacher Certification Program Internship
 EDFR 5310: Clinical Teaching Graduate
 EDFR 5332: Assessment Development
 EDED 0000: Pedagogy and Professional Responsibilities Test Preparation
 EDED 3301: Instructional Design and Assessment
 EDED 4309: Legal and Ethical Issues in Education
 EDED 5307: Novice Teacher Induction Seminar
 EDED 5363: Child Development and Learning Theory
 EDED 5364: Adolescent Development and Learning Theory
 EDED 5366: Instructional Strategies and Classroom Management Elementary
 EDED 5367: Instructional Strategies and Classroom Strategies Secondary
 UNIV 1101: Jaguar Tracks I (first-year experience course)
 UNIV 2101: Jaguar Tracks II (first-year experience course)

Texas State University, San Marcos, Texas

DAE 5373: Grant Development and Management
 CI 7326: Grant Development and Management
 EDP 1350: Effective Learning
 OCED 4350: Foundations of Career Planning
 US 1100: University Seminar (first-year experience course)

Training, Workshops, and Seminars Developed and Delivered

Legal Requirements for Community College Campus Safety

Mental Health Concerns on the Community College Campus

Minor Students on the Community College Campus

Digital Citizenship and Responsible Use of Technology

Purposeful Planning for Educator Professional Development

The Texas Adult Education Credential Project: Administrator Credential Training

Reflective Practice and the Credential: Writing to Meet the Performance Requirements

The Texas Adult Education Credential Project: Teacher Credential Scorer Training

The Credential Information Tracking System (CredITS)

Cognitive Interviewing for Item Validation in Educational Assessment When Hazards Become Threats

Modeling a Tabletop Exercise

The Implications of Student Mental Health

The Impact of Interpersonal Relationships on School Safety

Alternatives to Zero Tolerance Policies for Improving the School Environment and Safety

School Safety and the Law

School Safety: The Impact of Bullying

The Impact of Dating Violence on School Safety

Local Challenges and Resources for School Safety and Emergency Operations Planning

Identifying the Next Steps for School Safety Emergency Operations Planning

Navigating the Course to School Safety

The Use of Common Assessments in Educator Preparation

The Texas Comparability Study of Examinations for Educator Certification

The Texas Beginning Educator Support System Mentor Training

Principal Assessment and Superintendent Mentoring

The Accountability System for Educator Preparation and Title II Reporting

The Accountability System for Educator Preparation II Training

Using Existing Assessment Data for Program Improvement

SCHOLARSHIP, PUBLICATIONS AND REPORTS

US Department of Education, Office of Elementary and Secondary Education (2024). CULTIVAR: Communities uplifting learners through imagination and vibrant artistic reflections. AY 3 Ad Hoc Report.

US Department of Education, Office of Post-Secondary Education C-CAMPIS. (2024). Campus childcare as resource enhancing student-parent success: Campus CARES. AY 1 Final Report.

US Department of Education, Office of Post-Secondary Education C-CAMPIS. (2023). Campus childcare as resource enhancing student-parent success: Campus CARES. Ad hoc Report.

National Science Foundation (NSF). (2023). Hispanic Serving Institutions (HSI) New to National Science Foundation (NSF): Retain and Increase Hispanic Students in Computing (RETAIN). AY 5 Annual Evaluation Report.

US Department of Education, Office of Elementary and Secondary Education (2023). CULTIVAR: Communities uplifting learners through imagination and vibrant artistic reflections. AY 2 Final Report.

US Department of Education, Office of Elementary and Secondary Education (2023). CULTIVAR: Communities uplifting learners through imagination and vibrant artistic reflections. AY 2 Ad hoc Report.

National Science Foundation (NSF). (2022). Hispanic Serving Institutions (HSI) New to National Science Foundation (NSF): Retain and Increase Hispanic Students in Computing (RETAIN). AY 4 Annual Evaluation Report.

US Department of Education, Office of Elementary and Secondary Education (2022). CULTIVAR: Communities uplifting learners through imagination and vibrant artistic reflections. AY 1 Final Report.

US Department of Education, Office of Elementary and Secondary Education (2022). CULTIVAR: Communities uplifting learners through imagination and vibrant artistic reflections. AY 1 Ad hoc Report.

National Science Foundation (NSF). (2021). Hispanic Serving Institutions (HSI) New to National Science Foundation (NSF): Retain and Increase Hispanic Students in Computing (RETAIN). AY 3 Annual Evaluation Report.

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National Science Foundation (NSF). (2019). Hispanic Serving Institutions (HSI) New to National Science Foundation (NSF): Retain and Increase Hispanic Students in Computing (RETAIN). AY 1 Annual Evaluation Report.

Texas Workforce Commission. (2016). *Texas Adult Education & Literacy Content Standards*, Austin, TX: Texas Workforce Commission.

- Texas Education Agency. (2016). *Educate Texas Early College High School (ECHS) Program Evaluation*, Austin, TX: Texas Education Agency.
- Texas Education Agency, LLC. (2016). *Educate Texas Science, Technology, Engineering and Math (STEM) Program Evaluation*, Austin, TX: Texas Education Agency.
- Legislative Budget Board and Resources for Learning, LLC. (2016). *Dilley independent school district management and performance review*. Chapter 2, Educational Service Delivery. Austin, TX: Texas Legislative Budget Board.
- Legislative Budget Board and Resources for Learning, LLC. (2015). *Marlin independent school district management and performance review*. Chapter 2, Educational Service Delivery. Austin, TX: Texas Legislative Budget Board.
- Legislative Budget Board and Resources for Learning, LLC. (2014). *Presidio independent school district management and performance review*. Chapter 2, Educational Service Delivery and Chapter 11, Community Involvement. Austin, TX: Texas Legislative Budget Board.
- Miller Payne, E., Reardon, R., **Janysek, D.**, Lorenz, M., & Lampi, J. (2013). *Impact on student performance: Texas adult education teacher credential study preliminary results*. San Marcos, TX: The Education Institute, Texas State University-San Marcos.
- Janysek, D.** (2013). *Teacher perceptions: The value of earning a credential 17(1)*. The Texas Adult & Family Literacy Quarterly, The Texas Center for the Advancement of Literacy and Learning.
- Janysek, D.** (2010). *Walking the walk and talking the talk: Integrating technology into professional development and the Texas Adult Education Teacher Credential. 14(4)*. The Texas Adult & Family Literacy Quarterly, The Texas Center for the Advancement of Literacy and Learning.
- Janysek, D.** & Martinez, M. (2009). *The Texas Adult Education Credential Project: Report on the status of the project as it enters the third year of full implementation. 13(4)*. The Texas Adult & Family Literacy Quarterly, Texas Center for the Advancement of Literacy and Learning, November 2009.
- Janysek, D.**, Martinez, M. & Miller-Payne, E. (2009). *Improving instructional and programmatic outcomes through the use of professional development and critical self-reflection. 13(2)*. The Texas Adult & Family Literacy Quarterly, Texas Center for the Advancement of Literacy and Learning, April 2009.
- Janysek, D.**, & Martinez, M. (2008). *The Texas adult education administrator credential: Official scoring rubrics for the six common portfolio products*. San Marcos, TX: The Education Institute, Texas State University-San Marcos.
- Janysek, D.**, & Martinez, M. (2008). *The Texas adult education administrator credential guide*. San Marcos, TX: The Education Institute, Texas State University-San Marcos.
- Janysek, D.** (2006). *First teacher completes the credential*. Literacy Links, 1(5), Texas Center for the Advancement of Literacy and Learning, December 2006.
- Janysek, D.** (2006). *The Texas adult education credential project first annual teacher survey: Fiscal year 2006*. San Marcos, TX: The Education Institute, Texas State University-San Marcos.

Janysek, D. (2006). *The Texas adult education credential project official reflection scoring rubric*. San Marcos, TX: The Education Institute, Texas State University-San Marcos.

Ramsay, M., **Janysek, M.**, & Lorenz, M. (2005). *The shortage of mathematics teachers in Texas: Characteristics of mathematics-certified program graduates*. Austin, TX: Texas Education Agency.

Janysek, D. (2005). *Title II Texas State Report*.

Janysek, D., & Lorenz, M. (2005). *The accountability system for educator preparation, title II, and the legislative budget board: At a glance*. Austin, TX: Texas State Board for Educator Certification.

Texas State Board for Educator Certification. (2005). *Texas beginning educator support system* (2nd ed.) Austin, TX: Author.

Janysek, D., Wurzbach, L., Keene, J., & Jennings, J. (2005). *The Texas State Board for Educator Certification test comparability study of educator assessments for licensure*. Austin, TX: Texas State Board for Educator Certification.

Janysek, D. (2004). *Title II Texas State Report*. Available on the World Wide Web <http://www.title2.org/title2dr/StateHome.asp> .

Janysek, D., & Mooney, K. (2004). *The accountability system for educator preparation (ASEP) II technical manual*. Austin, TX: Texas State Board for Educator Certification.

Janysek, D. (2003). *Title II Texas State Report*. Available on the World Wide Web <http://www.title2.org/title2dr/StateHome.asp> .

CONFERENCE AND PROFESSIONAL PRESENTATIONS

Supporting our Amazing Readers: Culturally Relevant Enrichment, The School and University Partnership Conference of Education (SUPCE), 2023.

Building School and University Relationships: A Collaborative Approach to Managing Schools, The School and University Partnership Conference of Education (SUPCE), 2021.

University and Public School SB 1882 Partnerships, Keynote Panelist at The Texas Education Agency Partnerships Annual Conference, 2020.

A Recipe for Building Capacity: Educator Preparation Programs and Local Education Agencies Collaborating to Prepare a New Generation of Teachers and Students, Consortium of State Organizations for Texas Teacher Education (CSOTTE) Annual conference, 2017.

Question and Answer Session with Texas School Safety Staff, The Texas School Administrator Safety (TSAS) Annual Conference, 2015.

The Impact of Earning an Adult Education Credential on Instructional and Student Outcomes, The Commission on Adult Basic Education (COABE) Annual Conference, 2013.

Purposeful Planning of Professional Development to Facilitate Transitions from GED to Postsecondary, The Commission on Adult Basic Education (COABE) Annual Conference, 2013.

Teacher Perceptions: The Value of Earning a Credential, American Association for Adult and Continuing Education (AAACE) Annual Conference, 2012.

Purposeful Planning: High-quality Sustained Professional Development as a Tool for Facilitating Transition from GED to postsecondary, Texas Cross-Agency Institute, 2012.

Teacher Perceptions: The Value of Earning a Credential, The Commission on Adult Basic Education (COABE) Annual Conference, 2012.

Supporting Teachers: The Role of Program Directors and GREAT Center Staff in Supporting Teachers in Credential Attainment. The Texas Association for Literacy and Adult Education (TALAE), 2012.

Teacher Perceptions: The Value of Earning a Credential, The Texas Association for Literacy and Adult Education (TALAE), 2012.

The Effects of High-Quality, Sustained Professional Development on Adult Learning, The Commission on Adult Basic Education (COABE) Annual Conference, 2011.

The Texas Adult Education Credential Project and Professional Development in Texas, Commission on Adult Basic Education (COABE) Annual Conference, Pre-Conference session on the behalf of The Association of Adult Literacy Professional Developers (AALPD), 2010.

Becoming the Best Teacher You Can Be for Your Students, The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2010.

Congratulations, You're an Administrator! Now What? The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2010.

An Introduction to the Texas Adult Education Credential Project: Improving Instructional and Programmatic Outcomes Through the Use of Professional Self-Reflection, The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2010.

Improving Programmatic Outcomes through Professional Development and Critical Self-Reflection, Hawaii International Education Conference, 2010.

Improving Programmatic Outcomes through Professional Development and Critical Self-Reflection, Texas Teachers of English to Speakers of other Languages (TexTESOL) Annual Conference, 2009.

Improving Instructional and Programmatic Outcomes Through the Use of Professional Development and Critical Self-Reflection, The Commission on Adult Basic Education (COABE) Annual Conference, 2009.

The Texas Adult Education Teacher Credential. The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2009.

Reflective Practice and the Credential: Writing to Meet the Performance Requirements in the Teacher Credential Reflection Scoring Rubric. The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2009.

The Texas Adult Education Administrator Credential, The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2009.

The Texas Adult Education Administrator Credential Pilot, The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2008.

Developing a Credential for Adult Educators, The National Reading Council (NRC) Annual Conference, 2007.

The Texas Adult Education Administrator Credential, The Texas Adult Education State Directors Conference, 2007.

Enhancing Teacher Abilities and Developing Teacher-Student Partnerships, The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2007.

The Use of Common Assessments: Beginning a Dialogue on Validation and Scoring, Presentation to the faculty of the Department of Curriculum and Instruction at Texas State University-San Marcos, 2007.

The Value of a Career in Teaching and the Reasons Why Veteran Teachers Remain in the Classroom, Center for Research, Evaluation and Advancement of Teacher Education (CREATE), 2006.

Using Existing Data for Program Improvement, National Association of State Directors of Teacher Education and Certification (NASDTEC), 2005.

Teacher Mobility and the Texas Comparability Study of Educator Assessments for Licensure, Interstate Meeting on Critical Issues, Houston A+ Challenge- Annenberg Fund, 2003.

SERVICE

Learning Communities Committee, Texas A&M University San Antonio, Office of the Provost, and Office of First-Year Experience, 2018-2023.

Faculty Advisor, New Student Faculty Advising Program, Texas A&M University San Antonio, 2019-2023.

Campus Grounds & Aesthetics Committee, Texas A&M University San Antonio, 2019-2023.

Curriculum Committee, College of Education and Human Development, Texas A&M University San Antonio, 2018-2023.

Professional Development Action Planning Committee, Boerne Independent School District, 2018-2022.

Consulting Editor, Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy, ProLiteracy, 2018-2022.

Strategic Planning Committee (Strategic 50), Boerne Independent School District, 2018-2022.

Reviewer, 2020-2021 Public Charter School Program Start-Up Grant (Subchapter C). Texas Education Agency.

SB 1882 Charter Development Committee, Texas A&M San Antonio, 2019-2020.

edTPA Pilot Test Committee, Texas A&M San Antonio, 2019-2020.

Strategic Planning Committee, Texas A&M University San Antonio, College of Education and Human Development, 2017-2020.

TExES Examination Framework Review Committee, Trade & Industrial Workforce Training, grades 6-12, Texas Education Agency and Pearson Education, March 2019.

Academic Integrity Committee, Texas A&M University San Antonio, Office of the Provost, 2017-2020, Chair 2017, 2018, 2019.

Long-Range Plan for Public Education in Texas, Educators Caucus Group, Texas Education Agency/Texas Higher Education Coordinating Board, 2018.

University/School District Liaison Search Committee, Texas A&M University San Antonio, College of Education and Human Development Partnership with Stewart Elementary School, San Antonio ISD, 2017.

Educator Preparation Program Faculty Search Committee, Texas A&M University San Antonio, College of Education and Human Development, 2017.

Faculty Consultant, Texas A&M University San Antonio, College of Education and Human Development, Partnership with Stewart Elementary School, San Antonio ISD, 2017.

Chair, Faculty Committee to Review the Graduate Teacher Certification Program, 2016-2017.

Texas A&M University Representative, National Association of Research for Science Teachers (NARST) Social Action Project, 2016-2017.

Consulting Editor, Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education, Commission on Adult Basic Education (COABE), 2012-2018.

Instructor/Intern Development, University Seminar 1100, 2015-2016.

Group Leader, Bobcat Pride and Caring, Texas State University, August 2014-2016.

State of Texas Adult Education Strategic Planning Committee, April 2012-2014.

State Leadership Team Member, Project GREAT (Getting Results Educating Adults in Texas) State Leadership Team for Adult Education, 2009-2013.

Qualitative Methodologist, Educational Psychology (EDP) 1350 faculty research project to examine the impact of course content and coaching on the performance of students with Attention Deficit Hyperactivity Disorder (ADHD), 2010-2013.

Lobo/Community Mentoring Program, Lehman High School, Hays Consolidated Independent School District and the Kyle, Texas Chamber of Commerce, 2012.

Community Representative, Campus Leadership Team, Lehman High School, Hays Consolidated Independent School District, 2010-2012.

Academic Coach, Attention Deficit Hyperactivity Disorder (ADHD) Coaching Project, Texas State University, 2010-2013.

Survey development and multi-year implementation, Education Psychology 1350 Effective Learning, Texas State University, 2009-2013.

University Mentor, Texas State University, 2007-2016.

Mentor, Emerging Stars Program, Texas State University, 2009-2016.

Survey Design Consultant, University of Texas Division of Continuing and Distance Education, 2008.

Committee Member, Texas Professional Development Needs Assessment, Texas Center for the Advancement of Literacy and Learning, Texas A&M University, 2008.

Grant Reviewer, Teacher Quality Enhancement Grants, Texas Education Agency, 2006-2008.

Guest Editor, The Journal of College Reading and Learning, *1(37), Fall 2006*.

Vice-President, Texas Association for Employment in Education 2003-2004.

Public Relations Chair, Texas Association for Employment in Education, 2000-2003.

CERTIFICATIONS

National Grants Management Association (NGMA), Candidate, present

Texas Education Agency, Texas Teacher Certification, Secondary Grades 6-12

Federal Emergency Management Administration (FEMA) Emergency Management Institute (EMI)

Trainer Certification: Multi-Hazard Emergency Planning for Schools (G364)

Multi-Hazard Emergency Planning for Schools (E361)

Multi-Hazard Emergency Planning for Higher Education (L363)

Incident Command for Schools (IS-00100.SCa)

Incident Command for Higher Education (IS-00100.he)

Incident Command for Single Resources and Initial Action Incident (IS-00200.b)

National Incident Management System (NIMS) (IS-00700.a)

American Red Cross

Adult CPR/AED

Pediatric CPR

First Aid

PROFESSIONAL AFFILIATIONS - Present & Past

National Grants Management Association

American Association for Adult and Continuing Education

Commission on Adult Basic Education

National College Transition Network

Texas Association for Literacy and Adult Education

Texas Association of Teacher Educators

Texas Directors of Field Experiences

International Bullying Prevention Association

Consortium of State Organizations of Texas Teacher Educators

Interstate New Teacher Assessment and Support Consortium

National Academic Advisors Association

National Association of State Directors of Teacher Education and Certification

Texas Association for Employment in Education

Principal/School Leader Role – is primarily responsible for the daily operations and management of ISCP managed SB 1882 Partnership schools. This includes the academic success of students, school leadership, and the positive climate and culture of the campus. The specific goals and accountabilities of the School Principal/Campus Leader are as follows:

1. Daily School Operations

- Adhere to and apply the Code of Ethics and Standards Practices for Texas Educators
- Supervise and evaluate the performance of staff assigned to the campus including assistant principal(s), teacher(s), counselor(s), librarian(s), instructional aid(s), clerical support staff, and custodians
- Manage the facility, custodial staff, building maintenance, and building security
- Make day-to-day decisions in the best interest of students, faculty, staff, and the school community
- Responsible for supervision of faculty, staff, and all support personnel
- Work with the ISCP/Tarleton (partners) senior leadership team to codify the model and playbooks
- Maintains clear lines of communication with operating partners on matters of the normal operations of the campus
- Makes fiscal decisions in accordance to the needs of the campus, and in compliance to district's policies and procedures

2. Academic Success

- Creates a long-term plan for student academic success with strategic monitoring of outcomes that includes: Bilingual, Special Education, 504, and Dyslexia
- Maintains strict compliance and ethics of special populations
- Maintains fidelity to the implementation of the SB 1882 partnership, school plan and partners
- Conducts classroom observations to support student achievement that is rigorous and supportive
- Monitors the instructional program, serve as curriculum developer, manages teachers, teacher mentors, student teachers, and resources

3. School Leadership

- Creates a high-performing, skilled leadership team through coaching, observations, and professional development opportunities
- Monitors multiple forms of data to guide instructional decisions and maximize performance
- Creates a systematic approach for opportunities for all stakeholders to be involved
- Provides growth opportunities for themselves and others
- Supports faculty and staff with effective practices
- Plans, promotes, and aligns professional development in accordance with the campus improvement plan, and SB 1882 Partnership Agreement
- Holds the partners in high regard in all interactions with parents, students and the community and includes the partners in the planning and implementation of all events on the campus
- The ISCP/Tarleton representative (Faculty-in-Residence) is member of the leadership team and must be included in all leadership team meetings
- Consults with the Faculty-in-Residence on all decisions impacting the school

4. Positive School Culture and Climate

- Aligns the vision, mission, and goals to establish clear purpose, direction, and expectations
- Provides a safe environment for the school community that include systems for behavior, social emotional supports, and plans for emergencies
- Leads processes and strategies to establish comprehensive systems of support for students and their families

- Actively promotes the vision of the school by developing authentic relationships with families and members of the community to serve as a driving force to enhance student achievement
- Demonstrates respect for the community while promoting equity in conjunction with the Institute for School and Community Partnerships and the district

Attachment 8: Staff Recruitment and Hiring Plan

The ISCP does not intend to make any immediate changes to the staff who are currently employed at Manor Middle School. All staff, except the campus principal, will remain employees of the District. The ISCP will adopt all current MISD Board policies and procedures related to staffing, hiring of staff. The ISCP and the district shall work collaboratively throughout the tenure of the partnership to address any future staffing needs. Any new staff shall be agreed upon by both the district and the ISCP. Full details regarding staffing will be outlined in the Performance Contract between the ISCP and the district. When it is determined that a new position is needed or that an existing position must be filled, the ISCP and the district will work collaboratively to develop the position descriptions and any necessary job postings/ advertisements. The ISCP and district will both have representation in all interviews and personnel actions related to the school.

Positions will be posted and managed through the district's TalentEd system; and the A&M-SA ISCP will target additional recruitment efforts to current and former A&M System students. Additionally, the ISCP will post any open positions in Handshake. Handshake is an online recruiting platform that is used in higher education for current students and alumni. Handshake is the predominant system used by institutions of higher education throughout the country. When a position is posted in Handshake, not only is it available to A&M-SA students and alumni, the posting can also be pushed out to other member colleges and universities so that their students receive notification as well. This process has worked well for filling openings at other ISCP managed schools.

As part of the on-boarding process, all individuals who work on an ISCP managed campus are required to sign a Commitment Form and are held accountable for upholding those commitments. Included in this attachment are sample Commitment Forms for both the campus Principal and Teachers.



TEXAS A&M UNIVERSITY-SAN ANTONIO
Institute for School and Community Partnerships

Name: _____

Position: Principal

A&M San Antonio's Institute for School and Community Partnerships is a **model institute** tied to the Texas A&M University at San Antonio. The Institute's mission is to **transform students through innovative practices, research, and policy**. The Institute's model includes school system transformation and PK-12 district partnerships that prepare students for college and high-demand careers. The Institute is a hub of excellence for understanding and impacting child and youth development through innovative **student-centered** approaches, **career-ready models**, **student-led research**, and high-demand **workforce opportunities for all students**.

The School Principal – is primarily responsible for the daily operations and management of one of The Institute's partner school. This includes the academic success of students, school leadership, positive climate and culture of the campus. The specific goals and accountabilities of the Principal are as follows: **The principal is an employee of the ISCP and the school is under the direct operation of the Institute for School and Community Partnerships. The principal is responsible for operating under the directives of the Institute and is under the daily supervision of the ISCP's CEO or designee.**

1. Daily School Operations

- Manage the facility, custodial staff, building maintenance, and building security.
- Make day-to-day decisions in the best interest of students, faculty, staff and the school community in accordance with the Institute for School and Community Partnerships' framework and school plan.
- Responsible for the supervision of faculty, staff, and all support personnel as directed by the CEO or designee.
- Maintains clear lines of communication with operating partners on the normal operations of the campus with direct reporting to the CEO or designee.
- Makes fiscal decisions in accordance with the needs of the campus, and in compliance with district's policies and procedures and in agreement with the Institute's plan.
- The Institute reserves the right to set an academic calendar that may be different than the district's public calendar.





TEXAS A&M UNIVERSITY-SAN ANTONIO
Institute for School and Community Partnerships

2. Academic Success

- Creates, under the supervision of the CEO or designee a long-term plan for student academic success with strategic monitoring of outcomes that includes: Bilingual, Special Education, 504, Dyslexia, and Gifted and Talented.
- Maintains strict compliance and ethics of special populations according to state and federal guidelines with directives from the Institute.
- Maintains fidelity to the re-design of the school based on the operating partner (ISCP's) proposed and accepted plan; follows and supports the ISCP Academic Year Plan annually.
- Conduct classroom observations to support student achievement that is rigorous and supportive looking for objectives presented from the ISCP's curriculum design.
- Monitor the instructional program, serve as curriculum developer, manage teachers, teacher mentors, student teachers, and resources as instated by the operating partner.
- In order to maintain student success, the principal will be required to attend summer planning and/or professional development as requested by the Institute.
- Principal and potentially Assistant Principals will be required to attend necessary training and any additional training to meet the goals of the campus. This could require time during the school year and summer. Some training may require travel.
- Principal will help teachers organize data for students throughout the year as requested by the Institute.
- Student data or findings from research conducted by the university or ISCP will be used to inform practices on the campus.

3. School Leadership

- The Institute is the operating partner of the school, the principal will report to the CEO or designee who will conduct the principal's annual evaluation in consultation with the district.
- Keeps the Operating Partner informed of school operations and provides timely communication of matters that may affect the normal operations of the campus, including district requests and directives, questions from the community and requests for information from the media.
- Create a systematic approach for opportunities for all stakeholders to be involved, inclusive of University faculty and/or research constituents, as approved by the ISCP.
- Identify growth opportunities for themselves and school staff by identifying campus needs.





TEXAS A&M UNIVERSITY-SAN ANTONIO
Institute for School and Community Partnerships

- Plans, promotes and aligns professional development in accordance with the campus improvement plan AND the ISCP school plan.
- Follows and implements the mentorship of the CEO or designee as the on-site representative of the Operating Partner.
- Promotes the mission and vision of the Institute for School and Community Partnerships with all stakeholders.
- Holds the partner in high regard in all interactions with parents, students and the community and includes the Operating Partner in the planning and implementation of all events on the campus.
- The CEO or designee is member of the leadership team and must be included in all leadership team meetings.
- Consults with the CEO or designee on all decisions impacting the school.
- The CEO or designee is the direct supervisor of the principal in the ISCP organizational hierarchy.

4. Positive School Culture and Climate

- Aligns the vision, mission and goals to establish clear purpose, direction and expectations as established by the ISCP School Plan.
- Provides a safe environment for the school community that include systems for behavior, social emotional supports, and plans for emergencies. All systems must be aligned to the ISCP plan for the school.
- Leads processes to establish comprehensive systems of support for students and their families.
- Actively promotes the vision of the school by developing authentic relationships with members of the community to serve as a driving force to enhance student achievement.
- Demonstrates respect for the community while promoting equity in conjunction with the Institute for School and Community Partnerships and the district.





TEXAS A&M UNIVERSITY-SAN ANTONIO
Institute for School and Community Partnerships

By signing below, I declare my interest in serving as principal of the ISCP managed campus. I agree that if I participate, I will perform the responsibilities outlined above. I understand that **the principal is an employee of the ISCP and both the school and I are under the direct operation of the Institute for School and Community Partnerships; thus I will be responsible for operating under the directives of the Institute.**

I accept the terms of commitment herein and understand that the deadline to submit this form to the Institute and the district is_____.

Signature

Date

After careful consideration, I have decided to opt out and not continue my employment at the Institute for School and Community Partnerships managed campus. Attached is my completed Professional Assignment Request form. I understand that the deadline to submit this form to my supervisor or principal is_____.

Signature

Date





TEXAS A&M UNIVERSITY-SAN ANTONIO
Institute for School and Community Partnerships

Name: _____

Position: Teacher

A&M San Antonio's Institute for School and Community Partnerships is a **model institute** tied to the Texas A&M University at San Antonio. The Institute's mission is to **transform students through innovative practices, research, and policy**. The Institute's model includes school system transformation and PK-12 district partnerships that prepare students for college and high-demand careers. The Institute is a hub of excellence for understanding and impacting child and youth development through innovative **student-centered** approaches, **career-ready models**, **student-led research**, and high-demand **workforce opportunities for all students**.

The Teacher – is primarily responsible for the daily instruction and safety of the students at the ISCP's partner school. This includes the academic success of students and positive climate and culture of the campus. The specific goals and accountabilities of the Teacher are as follows:

The teacher remains an employee of the district; however, the school is under the direct operation of the Institute for School and Community Partnerships. The teacher is responsible for operating under the directives of the ISCP.

1. Daily School Operations

- Make day-to-day decisions in the best interest of students and the school community in accordance with the Institute for School and Community Partnerships' framework and school plan.
- Responsible for the supervision of students and their safety as directed by the ISCP's school plan.
- Maintains clear lines of communication with ISCP staff, including the CEO or designee, on matters of the normal operations in the classroom with direct reporting to the principal.
- The Institute reserves the right to set an academic calendar that may be different than the district's public calendar.





TEXAS A&M UNIVERSITY-SAN ANTONIO
Institute for School and Community Partnerships

2. Academic Success

- Creates interventions and goal-oriented plans for student academic success with strategic monitoring of outcomes that includes: Bilingual, Special Education, 504, Dyslexia and Gifted and Talented.
- Maintains strict compliance and ethics of special populations according to state and federal guidelines with directives from the ISCP.
- Maintains fidelity to the re-design of the school based on the ISCP's proposed and accepted school plan.
- Plans and conducts lessons that are rigorous and supportive from the objectives presented from the ISCP's curriculum design.
- In order to maintain student success, teachers will be required to attend summer planning and/or professional development as directed by the ISCP.
- Teachers will be required to attend all professional development sessions AND any additional training necessary in order to meet the goals of the campus. This could require time during the school year and summer. Some training may require travel.
- Teachers will organize and review student data throughout the year as requested by the ISCP in conjunction with the school principal and the CEO or designee.
- Accepts constructive feedback from the CEO or designee, A&M-SA faculty mentors, and/or support from other personnel to strengthen instruction according to the ISCP's performance goals.
- Understands and can positively communicate the vision of the school, the partnership, and the ISCP with parents and other colleagues.

3. Positive Classroom Culture and Climate

- Aligns the vision, mission and goals to establish clear purpose, direction and expectations of the ISCP and school district.
- Provides a safe environment for all students that includes systems for behavior, social emotional supports, and plans for emergencies. The systems are aligned to the ISCP school plan.
- Provides support for students and their families.
- Actively promotes the vision of the school by developing authentic relationships with members of the community to serve as a driving force to enhance student achievement.
- Demonstrates respect for the community while promoting equity in conjunction with Institute for School and Community Partnerships and the district.





TEXAS A&M UNIVERSITY-SAN ANTONIO
Institute for School and Community Partnerships

By signing below, I declare my interest for employment on a campus managed by the Texas A&M University – San Antonio Institute for School and Community Partnerships (ISCP). I agree that if I am employed on the ISCP managed campus, I will perform the responsibilities outlined above. I understand that I, as a **teacher, remain an employee of the district; however, both the school and I are under the direct operation of the Institute for School and Community Partnerships. I will be responsible for operating under the directives of the ISCP.**

I accept the terms of commitment herein and understand that the deadline to submit this form to my supervisor or principal is _____.

Signature

Date

After careful consideration, I have decided to opt out of employment on an Institute for School and Community Partnerships managed campus. Attached is my completed Professional Assignment Request form.

I understand that the deadline to submit this form to my supervisor or principal is _____.

Signature

Date



Attachment 9: Plan to Develop Staff and Retain High-performing Staff

Educators who feel well supported, valued, and respected as professionals report higher levels of job satisfaction and are more likely to remain in the classroom than teachers who work in schools with negative school climates. The ISCP believes that the key to assist teachers in feeling well supported, valued, and respected is to ensure that teachers are provided with the knowledge and skills they need to do the job well, provide them the supports they need to maintain those skills and implement programs and curriculum, and then entrust in them the responsibility and authority to do the job.

The professional development plan (PD Plan) for the partnership will be two-tiered and labeled Level 1 and Level 2 for differentiation purposes. Level 1 PD consists of professional development (PD) provided by the School District and/or State that relate to compliance or general operational processes and procedures. These include district-campus operating plans, improvement plans, safety and crisis plans along with all required state level compliance PD module updates such as FERPA, Blood-borne pathogens, Child Abuse, etc. Level 2 PD consists of PD provided by the ISCP staff, university faculty, or other professional selected by the ISCP. Table 1 is a sample calendar of Level 2 Professional Development.

Induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program

Annually, before the beginning of the new school year, the ISCP holds an Educator Summit for all of the staff who work on ISCP managed campuses. On day one the Educator Summit begins off site at the Texas A&M University – San Antonio Campus. Following day one, staff return to their respective campuses for professional development that is unique to their campus and the programs and interventions that are included in their school plan. For Manor schools, the first day of the Educator Summit will be held at a site within the local area.

Day one includes training and activities that are relevant to all educators regardless of role or setting. Day one reorients returning staff to the ISCP-District Partnership, introduces new staff to the partnership, and energizes staff to prepare for the new school. Days two through five are on the home campus and include professional development that prepares teachers to implement the instructional program. Additional training will address opportunities and challenges that may be unique to the campus.

Included later in this document are sample documents from a prior ISCP Educator Summit. Shown as an example are Agenda and Overview documents with the Learning Objectives for Day one. Also included is a sample calendar for Days two through five from one ISCP managed campus, The Burleson School for Innovation and Education, which provides transition services for adult students ages 18+ with differing needs who possess an IEP.

The customized days two through five for the Manor International will include staff orientation to ensure that all staff fully understand and support the collaborative management partnership between the ISCP and MISD. District leadership will be invited to play an active role in this portion so that staff can see the unified collaboration in action. Professional development for the curriculum and programs included in this Quality Schools Proposal will round out the week.

Evaluation Tools and Processes to Capture Trends and Track and Promote Teacher Progress Over Time

Evaluation Instrument/Process

The ISCP uses the state approved Texas Teacher Evaluation and Support System (T-TESS) as the evaluative instrument for classroom teachers and T-PESS for principals. Heavy focus is on the individual goal setting and the identification of professional development opportunities that assist teachers in reaching those goals. The ISCP approach to developing and retaining exemplary school staff includes a focus on planning for the growth of individual teachers and providing the resources and supports necessary to ensure that teachers feel that they are truly supported. This process is well supported when T-TESS is implemented with fidelity. Campus administration, in collaboration with the ISCP, identifies the performance level within each domain and dimension that is the minimum for meeting the performance expectations required of the Manor International effective teacher and will identify exemplars.

Assessment and Observation Tools

ISCP managed schools use a variety of tools to assess progress towards the implantation of programs and curriculum with fidelity. We include here an example of when the ISCP implemented TEA approved HQIM. Amplify is a HQIM supported by the Texas Education Agency, instruments that assess progress monitoring, implementation, and collaborative practices are readily available for use. The ISCP used Amplify at the Winston Intermediate School of Excellence (WISE) an ISCP managed school in Edgewood ISD. Included below are samples of these tools, with local notations highlighted in yellow, which were used since the 2022-2023 academic year. Additionally, the ISCP may modify or adapt tools so that they are more locally relevant or to increase the usability in practice. Also included are examples of these modifications. When Dr. Sonia Sanchez was the faculty-in-residence at WISE, she used the criteria for Vision Walks (a portion of a TEA provided tool) and created a real time instrument that could be used by ISCP and campus leadership to check for implementation of Amplify at any time. Dr. Sanchez's adaptation allows access and input into the monitoring tool via a cellular phone or other device. Responses are submitted directly into a data file maintained in Google Docs. ISCP and campus leadership may access the file containing the responses so that they can identify trends, concerns, grows, and glows at any time. For StudySync and Agile Mind, the ISCP will use and/or adapt tools provided by the publishers of these curricula or develop assessment and observation tools as necessary.

Student Work Analysis Protocol

Another tool used by the ISCP for progress monitoring the implementation of Amplify is the Student Work Analysis Protocol (SWAP). The ISCP first began using these curricula at WISE as part of the TEA CRIMSI pilot test. The SWAP provides guidance for school staff on evaluating student work and then links that student performance to implementation. This step is a vital check for the fidelity of implementation. Teachers use the SWAP to adjust instruction and create a plan of targeted action for future instruction. The SWAP is included later in this attachment. If similar instruments are not available for StudySync and Agile Mind or if the ISCP determines that available tools are not sufficient to meet the needs of the campus, ISCP faculty and staff and the campus leadership will develop or procure appropriate tools or protocols.

Evaluation of Professional Development

To ensure that professional development is high-quality and relevant to staff in their role at the school, the ISCP administers a Professional Development Evaluation Form following each professional learning event. The ISCP evaluation form goes beyond simply determining if the training was well received; instead, respondents are asked to identify specific knowledge and insights they obtained during the professional development, pinpoint those aspects that they believe will be useful in their job, and discuss how, specifically, they may be able to implement what they have learned. The ISCP Professional Development Evaluation Form is included in this attachment.

Process for Providing Targeted and Personalized Support for School Staff that Includes:

Targeted and Personalized Supports Tied to T-TESS and T-PSS

All professional development and supports on ISCP campus are targeted and aligned to the school plan or professional growth. Beyond the school plan, learning opportunities for staff are selected based on student or staff performance data unless required by the state or tied to process and procedural expectations for implementing programs, collecting data, etc.

Resources to Support and Provide Professional Development

In addition to allocating a portion of the SB 1882 funds for professional development, the ISCP, through its relationship with the Texas A&M University System, has the capacity to provide robust, research-based, and relevant professional development. Faculty may provide support for ISCP managed campuses; they can provide professional development for staff, mentor new or struggling teachers, mentor and coach new administrators, and support family engagement and community outreach. Further, ISCP staff include former educators and administrators who have unique and diverse experiences in public schools.

Qualifications of Personnel to Provide Professional Development and Facilitate Adult Learning

The ISCP staff and faculty who deliver professional development are experienced educators who have been classroom teachers, campus and district level administrators, teacher educators, and leading researchers in their respective fields for many years. Most have earned a PhD, EdD, or other terminal degree and have published works as evidence of their contributions to the field of education. All ISCP staff and faculty are experienced in teaching in higher education and providing professional development at schools, across districts, and in other adult learning settings. Additionally, the ISCP contracts external experts as needed to support individual programs on ISCP managed campuses.

Professional Development Methods and Calendar

Table 1. Level 2 Professional Development (PD) Plan

AY 1 , 2025-26	AY 2, 2026-27	AY 3, 2027-28	AY 4, 2028-29	AY 5&6, 2029-31	AY 6, 2031-35
*PD introduction and initial training for LBD© framework *PD to support current curricula *Continual support and coaching for teachers to build capacity *Introductory PD on National History Day *Individualized support for Self-Community, and Culture teachers	*PD for LBD© Framework *PD to support current curricula or newly adopted curricula *Continual support and coaching for teachers to build capacity *First National History Day submission	*PD for LBD© Framework Implementation *PD to support campus curricula *Spring, apply for IB Candidacy Review and Consultation Phase *Train new International Teachers	*First Year IB Authorization Process-Candidacy Review and Consultation Phase *Specific and targeted school training and PD for IB Authorization provided by IB *Spring, campus applies for IB Authorization *Train new International Teachers *Begin train-the-trainer model for LBD© Framework	*IB Authorization, Phase Yrs 1&2 *Implementation of IB structure and organization throughout campus *Campus receives IB Authorization award at end of YR6 *Target for receiving full authorization, end of YR6 *Begin train-the-trainer model for IB	*AY7-10 full implementation of IB Middle Years Programme *Identify LBD© coaches who will train new colleagues and mentor others *Identify IB coaches who will train new colleagues and mentor others *Create school-wide authentic pedagogy projects that involve all subjects

Institute for School Community Partnerships at A&M San Antonio

Educator Summit

HUMAN
INTELLIGENCE
by ProSolve



July 31, 2023



INSTITUTE FOR
SCHOOL AND
COMMUNITY
PARTNERSHIPS

Experiential Learning & Career Readiness



Human Intelligence Keynote
Travis Allen
Co-Founder & CEO of ProSolve



Escape Experience
ProSolve Team



Action Planning with Design Thinking
Dr. Michelle Ament
Chief Academic Officer of ProSolve

Schedule:

8:30-9:00 Continental Breakfast and Registration

9:00-9:30 Opening Remarks

9:30-10:30 Keynote by Travis Allen

12:15-1:00 Lunch

1:00-3:00 Action Planning with Design Thinking

3:00-4:00 Closing

10:45-12:15 Escape the Summit Experience

Detailed Overview

Human Intelligence Keynote



Spark your thinking and get inspired to think differently about our educational ecosystem. We will work together to ensure the next generation of learners has the skills necessary to compete in a future workforce where AI and technology continue to take over today's jobs.

Escape Experience

Plan to strengthen your 4Cs as you collaborate with others to make decisions, take risks, and apply your creative problem-solving skills.

Design Thinking

Get ready to work with your district's team to find solutions to the complex problems our education systems are facing today

Learning Objectives

- Be persuaded to think differently about the education ecosystem and seek ways to promote experiential-based learning to prepare learners for our future workforce.
- Leave with a bias towards action and be inspired to take immediate steps towards implementing new learning the very next day.
- Become introduced to immersive, experiential learning experiences and explore how they provide transference of social-emotional and problem-solving skills into academics and across the school environment.
- Have fun and develop collegial relationships through team-building and networking activities.

Contact: Betty Villegas at
Betty.villegas@tamusa.edu

JULY

31

2023

TEXAS A&M UNIVERSITY - SAN ANTONIO
VISTA ROOM (4TH FLOOR)

One ⁸⁶⁹University Way, San Antonio Texas 78224

Sample Campus PD: Burleson Professional Development Week

Monday July 31 Educator Summit @ Texas A&M San Antonio	Tuesday August 1 @ Burleson	Wednesday August 2 @ Burleson	Thursday August 3 @Burleson	Friday August 4 @ Burleson
Futurist	Burleson School Mission, Vision, Commitments and Expectations, and Team Building	Professionalism By Texas A&M consultant Karen Kohler	PLCS and Lesson Planning Student Led IEPs	Teacher and Work Experience Trainer (Job Coach) Campus Work Day
DEI	Burleson Academic Calendar, Professional Development Days, Staff Binder	Next Up Curriculum	Teacher and Work Experience Trainer (Job Coach)	
Restorative Justice	Edgewood ISD Burleson Safety Plan, Nurse, Data Clerk Presentaton	Student Led Enterprises/Garden including guides and curriculum	Campus Work Day	

Progress Monitoring Process

Progress Monitoring Team and Operational Planning			
△ Identify members of progress monitoring team. [Cataldo, Mattis, Sanchez, Cantu, Presley] △ Establish regular cadence of team Vision Walks. [1x a month] △ Establish regular meetings/check-ins with school leaders/coaches. [Mondays at CLIT, 15-minute check in] △ Establish and calendarize progress monitoring meetings for data analysis and action planning. [Monitoring Team will meet at CLIT each week; and work in PLCs for campus wide action planning]			
Implementation Goals and Guiding Questions			
△ Finalize the implementation goals for stakeholder investment, teacher practice, and student outcomes that were drafted in CRIMSI Implementation Plan and revise/refine as necessary. △ Communicate goals, metrics, and implementation guiding questions to progress monitoring team members.			
Core Implementation Questions			
• Stakeholder Engagement: To what degree are participants engaged and invested in pilot requirements? • Teacher Practice: To what degree does teacher practice reflect evidence of the Math/RLA Research-based Instructional Strategies (RBIS)? • Student Outcomes: To what degree are students demonstrating academic progress?			
Cycle 1	Cycle 2	Cycle 3	Cycle 4
Begins 8/24/22 Live Session 10/6/22	Begins 10/6/22 Live Session 12/1/22	Begins 12/1/22 Live Session 1/19/23	Begins 1/19/23 Live Session 3/9/23
Cycle Routine and Tasks			
△ Conduct Vision Walks of all pilot classrooms with Progress Monitoring Team members and school leaders. △ Access the CRIMSI Dashboard to review participant deliverables status and completion percentages. △ Access results of pilot classroom unit/module curriculum-embedded assessments. △ Access/review other identified local data sources. △ Synthesize data findings and trends from Vision Walks, CRIMSI District Dashboard, curriculum-embedded assessments, and other local data sources. △ Progress monitoring team meets to review data findings and trends and establish action steps for celebration and refinement. △ Progress Monitoring Team and school leaders implement action steps. △ Initiative Lead visits classrooms and meets with School Leaders to gather informal data on impact of plan of action (celebrations and refinements). △ Initiative Lead attends live Cycle Progress Monitoring Session to share successes, lessons learned, strategies implemented, and challenge areas/issues.			

Stakeholder Investment

Stakeholder Investment Goal	
<insert Goal 1: Stakeholder Investment> Meeting 1x a month to review campus status and implementation of pilot to ensure progress toward all goals. Engage in monthly vision walks with progress monitoring team.	Δ On-track Δ Off-track
Core Stakeholder Investment Question	
To what degree are participants engaged and invested in pilot requirements?	Δ 1: low investment Δ 2: moderate investment Δ 3: high investment Δ 4. very high investment
Data Sources	
CRIMSI Data Sources Δ CRIMSI Dashboard: review participant deliverables and completion data Δ Vision Walks: review findings of <i>Look-for: HQIM Implementation</i>	Local Data Sources Δ Other observations Δ Participant feedback/surveys Δ Other:
Data Analysis Guiding Questions	
- Are participants actively engaged in the pilot? Are they fulfilling the pilot requirements? - Are participants submitting the required deliverables (e.g., exit tickets)? - Are the HQIM materials being used for core instruction in all pilot classrooms? - What are participating teachers, coaches, and school leaders saying about the pilot experience? - What trends do you notice in the data? What can be celebrated? What can be improved? - What does disaggregation of the data reveal? Are there trends or patterns based on content area, grade level, school, educator experience, etc.? - What are some possible reasons for the noted trends and patterns? - What solutions or action items might be considered?	

Teacher Practice

Teacher Practice Goal	
<insert Goal 2: Teacher Practice> Teacher analyzes and utilize exit ticket, mid-and/or end of unit assessment data to determine instruction for small group, reteach, and enrichment for each end of unit/model.	Δ On-track Δ Off-track
Core Teacher Practice Question	

To what degree does teacher practice reflect evidence of the Math/RLA Research-based Instructional Strategies (RBIS)?		Δ 1: low evidence Δ 2: moderate evidence Δ 3: high evidence Δ 4: very high evidence
Data Sources		
CRIMSI Data Sources - Δ Vision Walks: review findings and trends - Δ Coach Observations: discuss findings and trends from coaches' <i>Observation and Feedback Tool</i>.		Local Data Sources - Δ Other observations - Δ Participant feedback/surveys - Δ Other:
Data Analysis Guiding Questions		
• Is there evidence of the RBIS (these are the look-fors on Vision Walk Tool) across all classrooms on a consistent basis? Which RBIS are more strongly/frequently evident? • Is there evidence that teachers are internalizing the HQIM units and lessons? • To what degree are teachers and coaches utilizing the CRIMSI protocols for collaborative planning? • What are participating teachers, coaches, and school leaders saying about instructional practices? • What is the degree of fidelity of implementation? Are there areas where this could be improved? • What trends do you notice in the data? What can be celebrated? What can be improved? • What does disaggregation of the data reveal? Are there trends or patterns based on content area, grade level, school, educator experience, etc.? • What are some possible reasons for the noted trends and patterns? • What solutions or action items might be considered?		

Student Outcomes

Student Outcome Goal		
<insert Goal 3: Student Outcomes> Students know, understand, and demonstrate learning objectives (by monitoring their data) to show a minimum of 70% proficiency on assessments.		Δ On-track Δ Off-track
Core Student Outcomes Question		
To what degree are students demonstrating academic progress?		Δ 1: low progress Δ 2: moderate progress Δ 3: high progress Δ 4: very high progress
Data Sources		

CRIMSI Data Sources Δ HQIM Curriculum-embedded Assessments: review student trend data on unit/module assessments	Local Data Sources Δ Gradebook trends Δ Other assessment data Δ Participant feedback/surveys Δ Other:
Data Analysis Guiding Questions	
• Are teachers regularly administering the HQIM unit/module curriculum-embedded assessments? • How are students demonstrating progress on the HQIM assignments and curriculum-embedded assessments? • What gains are students making? Are there areas where students are struggling or not making gains? • What are teachers saying about student progress and performance on assignments and the curriculum-embedded assessments? • What trends do you notice in the data? What can be celebrated? What can be improved? • What does disaggregation of the data reveal? Are there trends or patterns based on content area, grade level, school, educator experience, demographic data, etc.? • What are some possible reasons for the noted trends and patterns? • What solutions or action items might be considered?	
Note: Collect and save samples of student work during Cycle 2 to compare with work samples collected during Cycles 3 and 4.	

Action Planning

Action Planning Steps
• Plan and execute actions that celebrate successes and communicate the stories of champions. • Plan and execute incremental improvement efforts focusing on systems-level adjustments. • Determine how informal data can be gathered to receive immediate feedback on the effectiveness of the actions implemented.
Action(s) Taken to Celebrate Success
<insert 1-2 actions taken to celebrate success relating to goals/goal areas> 1. The fact that it's being implemented!! 2. 3rd grade teachers feel that their students are improving!! 3. Students didn't fall back!! Action – Placed in the WISE Word, celebration in Grade Level Reading – PLC team meetings
Action(s) Taken to Improve or Refine Systems/Processes
<insert 1-2 actions taken to improve/refine systems or processes that will support goals/goal areas>
Impact: What was the immediate/short term impact of actions taken?
<insert brief observations or feedback received that indicate the impact of the actions taken>

I've invited you to fill out a form:

Amplify Vision Walk Tool

The purpose of this tool is to serve as a check for indicators of research-based instructional strategies (RBIS) and effective HQIM implementation. For each look-for, the observer should mark all those descriptors that apply. Observers should not expect to see every look-for during the observation rounds.

Observer *

- ☐ Cantú
- ☐ Presley
- ☐ Huizar
- ☐ Cataldo
- ☐ Sánchez
- ☐ Muñoz
- ☐ Other

Grade *

- ☐ 3rd
- ☐ 4th
- ☐ 5th

Teacher

HQIM Implementation: Are Amplify Texas Elementary Literacy Program Instructional materials being used in the classroom for Tier 1 instruction? *

- ☐ Student copy of questions
- ☐ Student copy of note-taking resource
- ☐ Student story
- ☐ Exit Ticket

Student Ownership: Are *all students* given opportunities to talk, write, and grapple with the content? *

- ☐ Turn and talk
- ☐ Group discussion
- ☐ Sentence stems

Texts: Is the lesson focused on high quality, grade appropriate, complex text(s)? *

- ☐ Use of Amplify texts

Knowledge: Are students building knowledge and vocabulary from the text(s) they are working with? *

- ☐ Student language
- ☐ Strategy used: Frayer Model, KWL, Hooks, student resources

Questions and Tasks: Does the lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning? *

- ☐ Use of questions that come with the resources
- ☐ Discussions
- ☐ Exit Ticket

Language - Bilingual Classrooms: Are all students given opportunities to speak, read, write, and talk in both program languages? Are students engaged in practices that align to the language objective?

- Bilingual classroom
- Not a bilingual classroom

Language - Bilingual Classrooms: Are all students given opportunities to speak, read, write, and talk in both program languages? Are students engaged in practices that align to the language objective? *

- N/A

Additional Observations

The purpose of this tool is to serve as a check for indicators of research-based instructional strategies (RBIS) and effective HQIM implementation. For each look-for, the observer should mark all those descriptors that apply. Observers should not expect to see every look-for during the observation rounds.

Observer *

- Cantú
- Presley
- Huizar
- Cataldo
- Sánchez
- Muñoz
- Other

Grade *

- 3rd
- 4th
- 5th

Teacher *

HQIM Implementation: Are Eureka Math TEKS Edition Instructional materials being used in the classroom for Tier 1 instruction? *

- Student workbook (possibly on iPad)
- Student fluency practice book
- Exit Ticket

Student Ownership: Are *all students* engaged in productive problem-solving coupled with opportunities for practice, discussion, representation, and writing? *

- Turn and talk
- Use of Eureka models/graphic organizers (ex. strip diagram, number bonds, and/or read, draw, write)
- Research-based problem instructional strategies (ex. Four Square, Classkick)
- Manipulatives

Coherence: Is it clear to students how the learning builds on/contributes to the continuous story of math by connecting to previous concepts? *

- Teacher language/action connects to prior learning (ex. use of instructional strategies to bridge to real-life examples)
- Student language/actions connects to current learning (ex. student debrief)

Depth: Are students engaged at a deep level of understanding which aligns with the rigor of the TEKS and focused on the most important topics of the grade level? *

- Teacher displaying accurate content knowledge
- Students justifying thinking in oral or written form (ex. classwork or exit ticket)

Conceptual Understanding: Are students building conceptual understandings of the how and why of mathematics? *

- Evidence of real-world connection
- Engaged in problem-solving (ex. peer teaching, justifying thinking, independently working, etc.)

Questions and Tasks: Are students provided regular opportunities to practice procedural skill, fluency and application questions that relate to the concept of the lesson? *

- Fluency Practice
- Application Problem
- Concept Development
- Student Debrief
- Exit Ticket

Language - Bilingual Classrooms: Are all students given opportunities to speak, read, write, and talk in both program languages? Are students engaged in practices that align to the language objective? *

- Bilingual classroom
- Not a bilingual classroom

Language - Bilingual Classrooms: Are all students given opportunities to speak, read, write, and talk in both program languages? Are students engaged in practices that align to the language objective?

- N/A

Additional Observations

Structure Inventory Tool – Curriculum-Embedded Assessments

Directions: Review the criteria below for these support structures. With your district/school team:

- **Bold criteria** you have established in your district/school, and which are consistent across schools or within your campus.
- **Highlight criteria** that have not been established as expectations or which are not yet consistent across schools or within your campus.
- Then, discuss trends and potential improvement areas.

Criteria	Activities for Prioritizing Curriculum-Embedded Assessments
Vision	District and school leaders communicate a shared vision for the importance of high-quality curriculum-embedded assessments. Curriculum-embedded assessments are used to inform instructional choices, identify and plan for embedded scaffolds or support for students, and identify customizations in future lessons. Curriculum-embedded assessments are a clear priority.
Protected Time / Frequency	The scope and sequence for the instructional materials is followed explicitly with frequent opportunities for embedded formative assessment. Teachers engage in internalization meetings to collaborate and internalize unit/module assessments before teaching a unit/module. Students are provided with sufficient time to complete curriculum-embedded assessments (formative and summative) and teachers have collaborative time to analyze student work and data.
Assessment Integrity	Curriculum-embedded assessments are used with little to no modifications. Customizations made to assessment items or materials do not affect the overall coherence of the program. There are clear expectations and criteria that guide teachers in making customization decisions to ensure integrity of the embedded assessments.
Integration of Other Assessments	Other assessments that are part of the overall district assessment strategy such as interim or benchmark assessments are used infrequently and are interpreted as complementary data points alongside curriculum-embedded assessments. Other assessments do not replace curriculum-embedded assessments and schools refrain from adjusting the scope and sequence of materials or “sprinkling in” of other lessons to align with benchmark or interim assessments.
Advanced Criteria (implement once basic structure is in place)	▪ Use of Assessment Data: Teachers, coaches, and leaders engage in regular student work analysis using the Student Work Analysis Protocol (SWAP). Leaders have identified coaches who plan and facilitate these meetings and provide teachers feedback and support in analyzing and responding to student learning trends. ▪ Data Platforms: Schools leverage existing data platforms such as TDS/TFAR, Eduphoria, or DMAC to administer and analyze data from curriculum-embedded assessments. ▪ Rubric Norming: Leaders and coaches set expectations that teachers will norm on rubrics (if applicable given product) ahead of scoring process. ▪ Formative Assessment Tracking: Schools develop a school-wide system for tracking formative assessment performance (ie. daily exit tickets).

Potential Next Steps

Consider the following next steps based on the criteria in the inventory:

If you have not yet established a vision...	Then: ☐ Conduct a deep dive of curriculum-embedded assessments and share your takeaways with teachers, coaches, and other campus leaders. ☐ Bring together key stakeholders to develop a vision for the structure(s) that support use of curriculum-embedded assessments. ☐ With the vision developed, communicate the vision to teachers and leaders and support them in understanding their roles regarding implementation expectations. <i>You might start by using an after-school meeting or in-service/professional learning days to engage in vision development and communication.</i>
If you have a vision, but the structure does not meet the criteria above...	Then: ☐ Create a plan to meet with teachers and coaches to better understand their use of the product scopes and sequences and curriculum-embedded assessments including unit/module assessments and formative checks. ☐ Observe unit/module internalization meetings to see how coaches and teachers are preparing for the use of curriculum-embedded assessments. ☐ Ensure teachers and coaches have ample time before teaching units/modules to analyze curriculum-embedded assessments and after to analyze student learning and plan instructional next steps.
If you have a vision, protected time/frequency, but the structure does not meet the other criteria above...	Then: ☐ Work with coaches to develop clear expectations and criteria that guide teachers in making assessment customization decisions and communicate with teachers. ☐ Create a plan to meet with teachers and coaches to gain a better understanding of their rationale for assessment modifications and/or adjusting scopes and sequences. ☐ Brainstorm possible solutions to activities that are de-prioritizing use of curriculum-embedded assessment data and develop action steps that remove barriers or obstacles.
If the vision, time, integrity, and integration of other assessments consistently meet the criteria above...	Then: ☐ Implement one or more activities from the Advanced Criteria list. ☐ Consider visiting or connecting virtually with the schools across your district (or in other districts) that are experiencing success with the use of curriculum-embedded assessments; observe their structures in action to identify what is successful about it and what might be shared across other schools.



Curriculum-Embedded Assessment Structure Reflection

Use this process with your CRIMSI lead team or school-based leadership team.

- 1) Briefly summarize your takeaways about the state of systems that support curriculum-embedded assessments in your district/school.

Working well: Area of improvement: A short-term focus might be:
--

- 2) For each step:
 - a) **Bold** steps you have already taken at your school/district.
 - b) **Highlight** steps you have not yet taken or could take this year.

▪ Develop a school vision/adopt the district vision for the structure ▪ Clearly communicate the vision for the structure ▪ Train leaders and/or teachers on the vision and expectations for the structure ▪ Provide ongoing professional development to build skill(s) needed to execute the structure ▪ Monitor the consistency and efficacy of the structure across schools/classrooms ▪ Reinforce/update the vision and expectations for the structure
--

- 3) Set a short-term focus - *Given your takeaways, identify action for your short-term focus (i.e., within the next 1-2 months). Write the action step you will prioritize below.*

Short-Term Priority: <i>Example: Ensure there are clear expectations and criteria that guide teachers in making customization decisions to ensure integrity of the assessments.</i>

- 4) Brainstorm steps to take in the next 1-2 months to improve collaborative planning processes. Consider two types of steps: (1) Learning steps - *actions you can take to learn more about the structure or its state across schools/classrooms*, and (2) Support steps - *actions you can take to improve the structure in one or more schools/classrooms*.

Next step	Need this would address	Owner / Timeline
<i>Example: Meet as a team to develop the expectations</i>	<i>Example: Vision</i>	<i>Example: Principal</i>

Structure Inventory - Internalization

Directions: Review the criteria below for these support structures. With your district/school team:

- **Bold criteria** you have established in your district/school, and which are consistent across schools or within your campus.
- **Highlight criteria** that have not been established as expectations or which are not yet consistent across schools or within your campus.
- Then, discuss trends and potential improvement areas.

Criteria	Activities for Unit/Lesson Internalization
Vision	District and school leaders share a common vision for the importance of intellectual prep and communicate it to teachers and coaches; the time is sacred and focused on teacher and team preparation for strong instruction, including unit/module internalization, daily lesson internalization, student work analysis, and reviewing curriculum-embedded assessment results.
Protected Time / Frequency	Schools have protected, weekly meeting time(s) for teachers of the same content/grade level (including specialized teachers) and their coaches to meet for at least 45 min. <i>Longer blocks of time are ideal, especially for unit preparation.</i>
Ownership	Schools have identified coaches who plan and facilitate these meetings and provide teachers feedback and support on their preparation.
Use of Time	Schools should ensure the vast majority of time is used to complete unit/module internalization protocol or lesson internalization protocol. This will ensure teachers are prepared for upcoming unit/module and lesson execution. Meetings should have agendas that also include time for: practice of key skills related to upcoming lessons/recent observations; analysis of unit/lesson assessments and creation or review of exemplars; discussion of anticipated misconceptions and practice addressing them.
Advanced Criteria (implement once basic structure is in place)	• Authentic practice: Meetings include structured time for teachers to deliver key lesson segments to their colleagues and to receive feedback. • Student data / work analysis: After curriculum-embedded assessments, meetings include protocols for analysis of student work and data to determine trends and identify next steps as a team. • Personalized goals: Using the criteria in their materials or elements of observation tools, teachers set personalized goals for growth and use internalization meetings to plan and practice toward their goals. • Connected to observations: Coaches schedule follow-up observations to support the implementation of lessons planned during the meeting.

Potential Next Steps

Consider the following next steps based on the criteria in the inventory:

If you have not yet established a common vision, and schools may or may not have protected time and owners...	Then: • You might start with a walkthrough to assess the current state of instruction and teacher support • Then bring together key stakeholders to develop a vision for the structure(s) and its role in implementing high-quality instructional materials; use data from the walkthrough to offer rationale • With the vision developed, train teachers and leaders on that vision and support them to understand their roles with the structure. <i>You might start by blocking off 60-90 min per month on a principal PD or collaboration day.</i>
If you have a common vision, protected time, and clear ownership, but the structure does not meet the criteria above...	Then: • Consider starting with strategic visits to several schools to observe the structure in action (e.g., join PLC meetings to observe internalization in action; ask school leaders to video or have you join their observations / coaching meetings) • Create a plan to observe future PLC meetings to identify what is working about the structure and what could be improved. • With the support of your TNTP lead, develop a follow-up training that shares bright spots, areas of improvement, and provides examples of how leaders can address the areas of improvement
If the vision, time, clear ownership, and structure consistently meet the criteria above...	Then: • Review the Advanced Criteria (above) • Consider visiting the schools in your district that are strongest with that structure; observe the structure in action to identify what is successful about it and what might be shared across other schools • In an upcoming leader PD or meeting, have leaders self-assess on these structures and share the results
If you do not know whether the structures are established and meeting these criteria, across the district or schools...	Then: • Start with a walkthrough to assess the current state of instruction and teacher support • Coordinate with principals at a range of schools to observe the structure in action (e.g. join PLC meetings to observe internalization in action; ask school leaders to video or have you join their observations / coaching meetings)

Internalization Structure Reflection

Use this process with your CRIMSI lead team or school-based leadership team.

- 1) Briefly summarize your takeaways about the state of internalization in your district/school.

Working well: Area of improvement: A short-term focus might be:
--

- 2) Review the process of building an effective school/district-wide structure below. For each structure we reviewed today:

- a) **Bold** steps you have already taken at your school/district
- b) **Highlight** steps you have not yet taken or could take this year

Teacher Intellectual Preparation	1) Develop a district vision for the structure 2) Clearly communicate the vision for the structure 3) Train leaders and/or teachers on the vision and expectations for the structure 4) Provide ongoing professional development to build skill(s) needed to execute the structure 5) Monitor the consistency and efficacy of the structure across schools 6) Reinforce/update the vision and expectations for the structure
---	---

- 3) Set a short-term focus - *Given your takeaways, identify action for your short-term focus (i.e., within the next 1-2 months). Write the action step you will prioritize below.*

Short-Term Priority: <i>Example: Ensure there are clear expectations for what internalization meetings should look like across our schools.</i>

- 4) Brainstorm steps your district/school team might take in the next 1-2 months to improve internalization processes. Consider two kinds of steps: (1) Learning steps - actions you can take to learn more about the structure or its state across schools, and (2) Support steps - actions you can take to improve the structure at one or more schools. *These do not need to be fully-baked ideas.*

Next step	Need this would address	Potential Owner / Timeline
<i>Example: Meet as a team to develop the expectations</i>	<i>Example: Vision</i>	<i>Example: CRIMSI Initiative Lead</i>

- 5) Communicate your thinking. Share this document with your initiative lead team and any other key players in this work. Schedule more time to discuss this as a team.

Student Work Analysis Protocol Coach Guide



Purpose

The Student Work Analysis protocol can be used to analyze student work samples individually or collaboratively with the goal of understanding students' thinking, identifying strengths and progress toward mastery, and determining gaps in skills and knowledge.

The protocol also supports the creation of a plan to take targeted action to support students' development of skills and knowledge in future instruction.

Before the meeting

Prepare for the meeting by completing the steps below. These steps may have been already completed as part of the unit and lesson internalization process.

- Select one high-leverage task (exit ticket, written response, independent practice, etc.).
- Participants read the lesson plan aligned to tasks before the meeting.
- The teacher completes the task to identify insights, strategies, and skills that would indicate student mastery. (Note: Fully completing a task may not be feasible for those that are extensive.)
- Compare responses to the exemplar provided in curricular materials. If no exemplar exists, the teacher/group should create one prior to examining the work.

Step 1: Understand the task, related text, and standards

1. Examine the task by considering the questions below.

Essential Questions

- **What are students being asked to do and understand in this task?**
- What knowledge and vocabulary do students need to access this task?
- Which standards are being assessed through this task?
- For literacy-based tasks, including word problems: What will be challenging about this text for students? Where will they likely struggle?

Step 1 Guidance for Coaches

In this step, teachers look deeply at the task students will be expected to complete and connect the task to grade-level standards.

Prompts:

"Take 3 mins: In your own words, what should a student know or be able to do to show mastery of this task?"

- ELAR: "What knowledge demands does the text require?"
- Math: "What must students understand conceptually? Are there procedural skills students must be able to do with fluency?"

Student Work Analysis Protocol Coach Guide



Step 2: Determine the success criteria for the tasks

1. Examine the resources available in your instructional materials, including rubrics and exemplar responses.
2. List the key components of the ideal student response.

Essential Questions

Establish a shared understanding of the criteria for fully, partially, and not yet meeting expectations.

- **Fully meeting expectations:** What are the key understandings demonstrated in an ideal answer?
- **Partially meeting expectations:** What differences are there between the student work in the fully and partially meeting expectation groups?
- **Not yet meeting expectations:** What foundational understandings are students still developing?

Step 2 Guidance for Coaches

In this step, teachers establish and discuss the success criteria for the task, so that there is a clear understanding of exemplar.

Prompts:

- “Take 1-2 mins to review the exemplar: What is the criteria for an ideal answer?”
- “How does this [part of the exemplar] align with the standard(s) and expectations for the task, and important understandings for the unit?”

Step 3: Analyze and sort student work

1. Independently identify one student response that demonstrates mastery then discuss why you selected them.
2. Identify categories to sort student work (levels of mastery, different solution types).
3. Collaboratively or independently sort the student work into these categories.
4. Collaborate with your teammates to ensure you’re operating from a common lens.

Essential Questions

- **What can students do? What can they not do yet?**
- Which patterns (both successes and struggles) exist across student work samples within this group?

Step 3 Guidance for Coaches

In this step, teachers sort student work to see trends in mastery and gaps.

Analyze high-mastery student work:

- “Take 1 min: How does the student work compare to the teacher exemplar? Is there a gap?”

Move to the un-mastered student work (look only at a representative sample):

- “Take 2 mins: What are the key gaps between the rest of the student work and the teacher exemplar?”

Student Work Analysis Protocol Coach Guide



Step 4: Discussion and analysis

1. Identify 1-2 major trends for each category.
2. If working in a group, start by discussing someone's examples or trends across classrooms for a category.

Essential Questions

- What are the students' strengths, areas for growth, and trends in understanding?
- What are the most frequent and fundamental misconceptions that students appear to have?
- **Is there evidence from student responses that reveal misunderstandings that led to problems (what or how do they misunderstand)?**
- **What happened during the lesson that may have led to bright spots or areas for growth?**

Step 4 Guidance for Coaches

In this step, teachers discuss and analyze trends that emerge through the sorting of student work to prepare for the next steps.

Prompts:

- "What are key strengths in students' understandings?"
- "What are the key misunderstandings for students?"

Step 5: Determine action steps for whole group and sub-groups

1. Identify areas of focus for upcoming instruction.
2. If necessary, determine the appropriate adjustments to make to upcoming instruction, both short-term (the next 1-2 lessons) and long-term (later in the unit or future units).

Essential Questions

- Is there a teaching point that needs to be mastered by the whole class or a sub-group?
- **Based on the analysis above, what whole-class or sub-group instructional adjustments will you make? Which aspects of upcoming lessons will you prioritize?**
- As you are internalizing upcoming lessons and units, where do you see opportunities to address misconceptions and extend learning?
- Looking ahead: What is the next sample of student work you want to collect to monitor progress?

Student Work Analysis Protocol Coach Guide



Step 5 Guidance for Coaches

In this step, teachers examine results to determine their next steps, including students or groups of students to focus on during upcoming instruction and potential adjustments that do not alter the intention of materials.

Prompts:

- “So, our key missing habit is _____.”
- “Write down the highest leverage action(s) you will take to adjust upcoming instruction in the short-term or long-term, including which aspects of lessons will be prioritized.”
- “What adjustments will you make to upcoming instruction?”
- “Which students or groups of students need additional support?”

Texas A&M-SA Institute for School and Community Partnerships (ISCP)

Professional Development Evaluation Form

Your evaluation will be used to improve the quality of the professional development provided by the ISCP and faculty from Tarleton State University. Thank you for completing this evaluation.

Session Title: _____ Date: _____

Location (if other than your school) _____ Trainer: _____

Tell us about yourself:

On this topic, I would consider myself: ☐ An Expert ☐ Skilled/Knowledgeable ☐ Partially Skilled ☐ A Novice

Which of the following best describes your current role (choose one):

☐ Campus Administrator ☐ Classroom Teacher ☐ Instructional Staff-aide ☐ Other School Staff

☐ Other _____

For Instructional Staff: I teach: ☐ A Core Subject (ELAR, Math, Social Studies, and Science)

☐ Enrichment Subjects (PE, Music, Art, Theatre, Foreign Language, etc.) ☐ Other _____

I. Please respond to the following questions and share your experiences participating in the ISCP professional development.

1. Briefly describe, in your own words, the purpose of this professional development. What content or skills were addressed by this training?
2. What skills, knowledge or insights have you gained through participation in this professional development?
3. What part of the professional development do you feel will be the most useful for you?
4. What will you be able to apply in your classroom? If you are not a classroom teacher, how will you be able to apply in your work?
5. What would you change about this professional development?
6. What topics for professional development would you like to see offered?

II. Overall Satisfaction

Please **circle the number** that best indicates your feelings about the training and **comment** as needed to clarify your response.

	LOW Strongly Disagree	Disagree	Agree	HIGH Strongly Agree
1. The materials used were of excellent quality. <i>Comments:</i>	1	2	3	4
2. The professional development was well organized. <i>Comments:</i>	1	2	3	4
3. The trainer(s) had in-depth knowledge of the topic. <i>Comments:</i>	1	2	3	4
4. The trainer(s) emphasized practical application of the theory and concepts discussed. <i>Comments:</i>	1	2	3	4
5. The trainer(s) created a positive learning environment. <i>Comments:</i>	1	2	3	4
6. The professional development had clear objectives. <i>Comments:</i>	1	2	3	4
7. The content presented met the course description. <i>Comments:</i>	1	2	3	4

Please complete other side.

Attachment 10: Operating Budget and Narrative with Revenue and Cost Assumptions

Operating Budget and Narrative

The A&M University System provides budgeting and fiscal process guidelines for all member institutions, including the Institute for School and Community Partnerships (ISCP). Moreover, the ISCP has also established its own fiscal policies for the 501c3 nonprofit organization that governs and gives authority to the ISCP Board of Directors and the ISCP CEO over all fiscal matters for the organization and managed campuses. These financial policies provide the management of all revenue and expenditures of the organization, including the SB1882 funds, Charter School Start Up funds, School Action Fund grants, and other private funds for school related work; ISCP Fiscal Policies can be found [here](#). During the annual budget development process, the ISCP will work with the district to confirm enrollment data and buy-back services from the district. The ISCP does use a student-based budgeting processes to ensure the campus priorities and appropriate budgeted amounts for each campus. The ISCP's fiscal year is July 1 – June 30 and the ISCP will prepare campus budgets in the spring with Board reviews and approvals in May/June for the following fiscal year.

As with any school budget in Texas, the revenues available to the school will be directly tied to the student enrollment and attendance on the campus. As a result of the campus transformation and the possible disruptions that may cause, the estimated enrollment will fluctuate and the ISCP understands these projections are subject to change. Projections for year one enrollment is for 555 students.

Amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable)

Total costs for the operations of the **Manor International School** includes the allocated estimated amount of \$997,246¹ for the SB1882 funds and will also include partnership oversight of the local campus allocation funding, estimated at \$5,807,073². These are forecasted funds and subject to change based on enrollment and attendance. To sufficiently address campus leadership, curriculum and instruction, and fiscal responsibility the Institute offers student-based budgeting where both the District and the ISCP fully collaborate on the whole campus budget and how it aligns to the overarching work of transformation and innovation.

Anticipated grant funds include collaborative opportunities with the district to apply for Charter School Program grant or CSP for this campus in the amount of \$900,000. These funds, restricted for startup expenses of the campus will be used for brand marketing and marketing collateral for the campus, OP startup operations, furniture upgrades, branding of the campus indoors and outdoors, and expert consultants for curriculum and summer program implementation.³ Another anticipated set of funds include commitment from the KLE Foundation for additional startup funding; this funding is on schedule to be award to the ISCP on behalf of the campus; however, this grant is not secured until the district and OP performance contract is executed. Additionally, the ISCP will work with local funders and investors to provide complimentary funding for community gardens, project and process-based learning opportunities, and leadership development opportunities for faculty and administrators. Thus far, the ISCP has raised over \$5M in grant funding for current partner campuses.

¹ Based on projected enrolled for 6-8th grades, Texas Education Agency Benefits Estimator.

² Based on the projected enrollment for 6-8th grades, Texas Education Agency Benefits Estimator.

³ These potential amounts for an anticipated CSP grant are notated on the SB1882 Budget with notations in parentheses.

Personnel (OP and Campus Level)

The ISCP's personnel costs are included in the SB1882 budget form and are described below:

Executive Management

1. **Campus Principal.** The ISCP, as designated by the Manor ISD Call for Quality Schools, will recruit, and employ the Campus Principal. As the campus instructional leader, the ISCP will provide executive coaching on adaptive leadership and any additional support for successful management of the campus faculty and student outcomes. The Campus Principal costs will be incurred from the local campus budget.
2. **Faculty Liaison.** Regular on-site A&M Faculty by the ISCP. May teach/co-teach courses onsite at Manor International School. Facilitates all ISCP programs/ interventions in collaboration with the campus Administrators. Serves as primary liaison between campus and ISCP. A&M ISCP faculty have a 9/2 contract split: September – May, and two months in the summer. This cost will be incurred from the SB1882 funds.
3. **ISCP CEO.** The ISCP CEO, authorized by the ISCP Board of Directors, and adhering to all fiscal policies and regulations, is the authority of all ISCP financial matters, including those funds for schools managed by the ISCP. The ISCP CEO, Dr. Henrietta Munoz, in consultation with the school district, the campus principal, and with the support of the ISCP Staff collaborate on all fiscal matters pertaining to the campus. Dr. Munoz has 24 years of nonprofit experience and 17 years of school-community-partnership experience. This cost will be incurred from the SB1882 funds.
4. **ISCP CAO.** Day-to-day operations of the ISCP and all school related work. The CAO is responsible for developing and implementing strategies to ensure effective operation and growth of the academic programs and initiatives. Dr. Sonia Sanchez has over 15 years of educational and academic turn around experience. This cost will be incurred from the SB1882 funds.
5. **Administrative Assistant.** The ISCP Administrative Assistant provides university and ISCP administrative functions for the ISCP team. Ms. Betty Villegas has served in this role for 4 years with the ISCP and has over 15 years with the A&M-SA. Villegas will assist with travel, professional development, and annual meeting logistics for the ISCP and the campus. This cost will be incurred from the SB1882 funds.

Instructional Management

The ISCP intends to retain the majority of the personnel currently assigned to the campus, with possible minor adjustments in year one, including adding teachers as needed during the transition. The anticipated campus allotments are located on the Texas Education Agency's Benefits Estimator sheet, personnel costs for a campus this size is recommended at 60-75% of budget revenue.

Projected cost to implement the academic model described in this application.

Innovation. The ISCP proposes a dynamic learning environment that will focus scholars on success at Manor International School. This model includes accelerated academic achievement for 6th-8th grades with evidence based high quality instructional materials, a culturally responsive learning framework: Literacy-based Design, and a path toward the International Baccalaureate Middle Years Programme.

1. **International School Coordinator.** Creating an international school at Manor Middle School is a first strong step toward the progression to the district goal of making the school an International Baccalaureate campus. There are several educational components, and teaching and instruction expectations, that are necessary to assist in working toward this goal: build capacity in teachers, create a culture of inquiry, deepen cultural knowledge and awareness, establish a global and worldwide view, and develop skills to think creatively. This cost is found in the SB1882 budget, estimated at \$76,800.

2. ***School-wide Learning and Problem of Practice.*** Each grade level will be offered to have opportunities to investigate their world. These experiences will aim at making the connections from, classroom learning to real-world learning with pathways to having an international experience. These experiences are coordinated with partners and other funding sources are leveraged to offset costs; the SB1882 budget is estimated at \$10,000 per grade level, for a total of \$30,000.
3. ***Literacy-Based Design.*** The Literacy-Based Design (LBD) framework is a curriculum framework grounded in research and geared toward re-imagining the curricular and pedagogical choices teachers make for their classrooms to improve instruction and transform how teachers approach teaching and learning. Teachers will receive content and pedagogy coaching and capacity building every year. This specialized and individualized coaching will assist teachers by providing them pedagogical strategies, deepening their content knowledge, and providing real-world application examples to use in their classrooms that will improve instructional practices and increase student engagement in their content area. LDB Costs are estimated at \$55,000 for year one; costs notated on the SB1882 budget form.
4. ***Lab School Designation.*** As an affiliate of the Texas A&M University system, each SB1882 campus is eligible for Lab School designation with the International Association of Lab Schools. The designation will further solidify the ability to include field residents (collegiate juniors in the field of education) on campus as near-peer mentor, clinical teachers (collegiate seniors in the field of education completing year-long student teaching), and faculty researchers practicing participant action research (research *with* teachers and students). Budgeted amount is \$3,000 for the designation, \$15,000 for university-school research, and clinical teacher stipends are expected from the TCLASS grants.
5. ***Bilingual PD and Coaching.*** The International Baccalaureate Programmes are in direct alignment with that of an international school. Both aim at developing internationally minded and multilingual people whom because of their understanding of languages and diverse cultures, and with their strong critical and analytical problem-solving skills, are better prepared to address and provide leadership around global and societal challenges in our world. Bilingual education will be strengthened with building bilingual educators' capacity with expert bilingual faculty through professional development and coaching. This cost is estimated at \$50,000 and incurred from the SB1882 budget.

Positive School Climate. Manor International School will embody a school culture characterized academic success, emotional resilience, healthy living, inclusive stakeholder interactions, and social interest within a secure and aesthetically pleasing campus community where every student regardless of academic or intellectual ability, age, developmental experiences, language skills, or socio-economic status will feel safe and encouraged to discover their purpose, explore their passions, and fulfill their potential. Manor International will lead the local secondary school landscape through implementation of *The Texas Model for Comprehensive School Counseling Programs* (Texas Model) as a framework for identifying, preparing, delivering, and evaluating proactive and responsive student support services. The Texas Model embeds guidance programming across campus systems through four delivery components: Guidance Curriculum, Responsive Services, Individual Planning, and System Support. Guidance Curriculum, designed/taught by the school counselor who understands the developmental nature of students, are proactive lessons that facilitate growth, development, and transferable skills in the areas of educational, career, personal and social development. The Responsive Services component, designed to support students in their time of need, includes individual/group counseling, mentoring, and external service referrals at three levels of need: prevention, remediation, and crisis. Individual Planning services, delivered by the school counselor, assist students in the development and identification of academic,

career, personal and social goals. System Support, the foundation of the school counseling program, includes program management activities as well as indirect support services provided to students through referrals to community agencies to assist students facing personal crisis outside the scope of the school counseling program, consultations with teachers and parents, parent education programs and community relations efforts, parent meetings designed to interpret testing data and assist with post-secondary planning, and participation in professional development activities.

The training and certification of all campus administrators, teachers, and staff in youth mental health first aid and CPI verbal crisis intervention is estimated at \$6,680. Including materials and other related expenses total \$15,000, as notated in the SB1882 budget form.

Special Populations (Applied Behavior Analysts Training and coaching support). ABA involves teaching behaviors essential to functioning effectively in the home, school, and community. ABA can also decrease severe problem behaviors that endanger health and safety, and limit educational, residential, or vocational options (Cooper et al., 2020). The relationship will enable support to teachers and staff to maximize learning for special education students and minimize/eliminate problem behavior.

Each student with special needs on campus will have a comprehensive individualized learning pathway report that delineates each student's strengths and needs. This report will provide a dynamic real time snapshot for all teachers, support staff, administrators, and parents to see how each student is progressing through the acquisition of standards, knowledge, and skills in each course. Professional development is provided by A&M-SA to ensure all faculty, administrators, and staff understand the concepts of MTSS, RTI, PBIS, and HLPs. Before the end of the year, a survey will be administered to seek feedback from faculty, administrators, and staff regarding their use and understanding of RTI and HLPs. This along with FOI data will be used to plan trainings in Year 2. This cost is estimated at \$90,000 and is incurred by the SB1882 budget.

District Services

The ISCP is familiar with district's menu of services available to partners to buy back services for campuses. The ISCP will comply with all mandatory services needed for the campus, while electing to select optional selections like custodial services, purchasing and procurement, facilities, transportation, and special education services. The ISCP will work with the district and campus administration to determine the buy-back services and utilize the appropriate campus budget for each service.

Other Expenses. Inclusive of the ISCP back-office support, equipment for staff and items like local and out of area travel are exclusive to the ISCP operations and support of the local campus. These expenses are found on the SB1882 budget form.

Manor ISD - Manor International School

				Year 1			Total Annual Costs		
Faculty	Monthly Salary	Percentage of Effort	# of Months	Salary	Fringe	Yr 1 Total	Salary	Fringe	Total
CEO	\$ 14,333.33	40%	12	\$ 68,799.98	\$ 20,640.00	\$ 89,439.98	\$ 68,799.98	\$ 19,264.00	\$ 88,063.98
CAO	\$ 9,583.33	50%	12	\$ 57,499.98	\$ 17,250.00	\$ 74,749.98	\$ 57,499.98	\$ 16,100.00	\$ 73,599.98
Faculty Liaison	\$ 8,888.89	100%	9	\$ 80,000.01	\$ 24,000.00	\$ 104,000.01	\$ 80,000.01	\$ 22,400.00	\$ 102,400.01
Liaison Summer	\$ 8,888.89	100%	2	\$ 18,311.11	\$ 5,493.00	\$ 23,804.11	\$ 18,311.11	\$ 5,127.00	\$ 23,438.11
Faculty Total	\$ 41,694.44			\$ 224,611.09	\$ 67,383.00	\$ 291,994.09	\$ 224,611.09	\$ 62,891.00	\$ 287,502.09
Other Personnel									
Administrative Assistant	\$ 3,333.33	40%	12	\$ 15,999.98	\$ 4,800.00	\$ 20,799.98	\$ 15,999.98	\$ 4,480.00	\$ 20,479.98
Internatioal School Coordinator	\$ 5,000.00	100%	12	\$ 60,000.00	\$ 18,000.00	\$ 78,000.00	\$ 60,000.00	\$ 16,800.00	\$ 76,800.00
Other Personnel Total	\$ 8,333.33			\$ 75,999.98	\$ 22,800.00	\$ 98,799.98	\$ 75,999.98	\$ 21,280.00	\$ 97,279.98
Personnel Total	\$ 50,027.77			\$ 300,611.07	\$ 90,183.00	\$ 390,794.07	\$ 300,611.07	\$ 84,171.00	\$ 384,782.07
Local Travel	\$ 5,000.00						\$		5,000.00
Out of Area/State Travel	\$ 5,000.00						\$		5,000.00
Travel Total	\$ 10,000.00						\$		10,000.00
Graduate Tuition for ISD Teachers	\$ 5,000.00						\$		5,000.00
Faculty - School Research	\$ 15,000.00	(Possible Foundation Grant, \$25,000)					\$		15,000.00
Swag, Recruitment, Brand Marketing	\$ 45,805.20	(Possible CSP Grant at an additional \$150,000)					\$		45,805.20
Clinical Teacher Stipends		(Possible TCLASS Grant, total amount of \$20,000 per cl					\$		-
International Lab School Designation	\$ 3,000.00						\$		3,000.00
Lab School Total	\$ 68,805.20						\$		68,805.20
Back Office fees	\$ 35,000.00						\$		35,000.00
IB PD Prep for Year 1	\$ 30,000.00	(CSP Grant, \$65,000)					\$		30,000.00
Reading Curriculum and Supplements	\$ 10,000.00						\$		10,000.00
Math Curriculum and Supplements	\$ 10,000.00						\$		10,000.00
School Wide Learning (International)	\$ 30,000.00						\$		30,000.00
SEL PD and curriculum	\$ 15,000.00						\$		15,000.00
Literacy Based Design PD + Coaching	\$ 55,000.00						\$		55,000.00
ABA/RBT Training	\$ 90,000.00						\$		90,000.00
Bilingual PD + Coaching	\$ 50,000.00	(CSP Grant, \$25,000)					\$		50,000.00
Family/Community Engagement	\$ 20,000.00						\$		20,000.00
Academic Strategy Consultant	\$ 35,000.00						\$		35,000.00
National History Day	\$ 3,000.00								
Summer Bridge Programs	\$ 45,000.00	(CSP Grant, \$25,000)					\$		45,000.00
Consultants/Contracts Total	\$ 428,000.00						\$		428,000.00
Equipment	\$ 15,000.00						\$		15,000.00
Equipment Total	\$ 15,000.00						\$		15,000.00
Total Direct Costs	\$ 906,587.27						\$		906,587.27
Indirect Cost Rate	10%								
Indirect Costs	\$ 90,658.73						\$		90,658.73
Total Project Costs	\$ 997,246.00						\$		997,246.00

Total SB 1882 Funds \$ 997,246.00

\$

- \$

-

Important: If campuses are already selected in any of cells D2 through S2 Right click on each of the cells and select 'clear contents' before selecting campuses from the dropdown list

MANOR MIDDLE

227907		MANOR MIDDLE	
Line		Charter Funding for campus	District Funding for Campus
1	Tax Rate Info		
2	Compressed M&O Tax Rate	NA	\$ 0.8220
3	M&O Tax Rate	NA	\$ 0.8720
4	Total M&O Tax Collections (Net of IFA LP & TIF)	NA	\$ 62,512,382
5	Current Year Property Value	NA	\$ 6,959,902,014
Line			
Tier I Funding Factors			
6	Basic Allotment (used to compute ABA and WADA)	\$ 6,159	\$ 6,160
7	Adjusted basic Allotment for special education	\$ 6,159	\$ 6,160
Average Daily Attendance (ADA) weights			
8	Regular Program ADA	1.00	555.000
Special Education FTEs			
9	Homebound	5.00	-
10	Hospital Class	3.00	-
11	Speech Therapy	5.00	0.960
12	Resource Room	3.00	18.722
13	Self Contained	3.00	10.989
14	Off Home Campus	2.70	-
15	Vocational Adj. Class	2.30	-
16	State Schools	2.80	-
17	Residential C&T	4.00	-
18	Total FTEs		30.672
19	Total Special Education Weighted FTEs		93.935
20	Mainstream ADA	1.15	31.910
21	Dyslexia enrollment	0.10	43
Career & Technical FTEs			
22	CTE Tier One	1.10	-
23	CTE Tier Two	1.28	-
24	CTE Tier Three	1.47	-
State Compensatory Education FTEs			
25	First (least disadvantaged tier)	0.225	146.000
26	2nd	0.2375	259.000
27	3rd	0.250	176.000
28	4th	0.2625	-
29	5th (most disadvantaged tier)	0.275	34.000
30	Pregnancy Related Services FTEs	2.41	-
Bilingual instruction attendance			
31	Bilingual/ESL ADA	0.10	332.791
32	Bilingual dual language ELL ADA	0.15	0.121
33	Bilingual dual language native english ADA	0.05	-
34	Early Education Allotment ADA	0.10	-
Tier One Allotments			
35	Regular Program Allotment	\$ 3,418,245	\$ 3,418,800
36	Small and mid-size allotment	\$ 609,945	\$ -
37	Special Education Allotment	\$ 804,559	\$ 804,690
38	Dyslexia Allotment	\$ 26,484	\$ 26,488
39	Career & Technical Allotment	\$ -	\$ -
40	State Compensatory Ed Allotment	\$ 909,761	\$ 909,909
41	Bilingual/ESL Allotment	\$ 204,966	\$ 205,111
42	Early Education allotment	\$ -	\$ -
43	Total Tier One Entitlement	\$ 5,973,960	\$ 5,364,998
44	WADA (Used in Tier Two)	969.956	870.941
45	WADA to ADA Ratio	1.748	1.569
46	Yield Per Penny	NA	\$ 716,885
47	M&O Pennies for Golden Yield	NA	\$ 0.0500
48	M&O Pennies for Copper Yield	NA	\$ -
49	Tier Two, Golden Penny DTR (Calculated)	\$ 0.0636	\$ 0.0515
50	Tier Two, Copper Penny DTR (Calculated)	\$ 0.0263	\$ -
GY			
51	Tier Two, Golden Penny Entitlement	\$ 98.56	\$ 608,009
52	Tier Two, Copper Yield Entitlement	\$ 49.28	\$ -
53	Total Tier Two Entitlement	\$ 733,721	\$ 442,076
54	Existing Debt Allotment DTR (Chapter 12)	313,159,847	\$ 0.2272
55	Existing Debt Allotment DTR (Chapter 12; capped)	60,000,000	\$ 0.0435
GY			
56	Total Charter School Facilities Allotment under Chapter 12	\$ 40.00	\$ 96,638
57	Total Entitlement (No Local or State Share Considered)	\$ 6,804,319	\$ 5,807,073
58	School District Entitlement for Certain Students	\$ -	\$997,246
59	Total District Allotment for Contracting to Partner		\$997,246

Supplemental Attachment 1: Operating Partner Success Serving Similar Population

The A&M-SA Institute for School and Community Partnerships has successfully operated three schools in Edgewood ISD. The 2024-2025 academic year marks the fifth year that the ISCP has been the Operating Partner of Gus Garcia University School (GUS) which serves students in grades 6-8, and the Burleson School for Innovation and Education (18+ transition). The partnership for Winston Intermediate School of Excellence (WISE) served students in grades 3-5 and operated for four years before closing at the end of 2024 due to district “right sizing” for low overall district enrollment.

Both GUS and WISE were turn around campuses; each having experienced several years of fluctuating ratings in the State of Texas Accountability System. Both were “F” rated when the ISCP assumed operation of the schools. Despite the Covid-19 pandemic both schools moved from School Report Card ratings of “F” to “C” for the 2021-2022 academic year. Additionally, the 8th grade students at GUS consistently outperform all other students in the district, regardless of grade level, on the Algebra I and Biology EOCs with pass rates of 80% and 92%. Burleson is not issued a grade as the students with differing abilities ages 18+ have already earned a high school diploma and the campus is not part of the Accountability System.

Students who attend ISCP managed schools enjoy the same access to extra-curricular activities and athletics as do students at other campuses in the home district. GUS fields strong athletic teams which were the Zone Champs for school year in football, soccer and track. The band holds performances for the community, and for the students to enjoy school dances for homecoming week, Valentine’s Day and during fiesta week. The school now a variety of extra-curricular activities and was awarded an Eco Scholars grant from the City of San Antonio to develop their composting program in conjunction with the gardens that were designed and installed by the students.

Students at WISE participated in-school and after-school clubs such as basketball, art, book club, and robotics. The gardening club was very popular with students and was a vital component of programming provided by the School Social Worker. Through grants and gifts, the ISCP supported the growth and expansion for the school gardens with the addition of additional garden beds, irrigation, and the planning and planting of more than 50 trees that will develop into a food forest. Additionally, the award-winning WISE robotics team was outstanding and placed first in the Texas Robotic Completions.

The students who attend Manor schools are similar to and share many demographic characteristics with the students in Edgewood. Although there are some differences, it is important to note that both districts are composed primarily of persons of color. Table 1 below shows a comparison of key demographic and descriptive statistics for each district derived from the 2021-2022 Texas Academic Performance Reports issued by the Texas Education Agency.

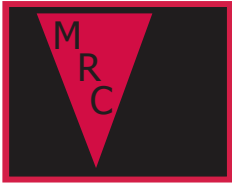
Table 1. Demographic Comparisons between MISD and EISD

Demographic Characteristic	Manor ISD	Edgewood ISD
Hispanic	64.6%	96.4%
White	6.7%	.7%
Black	20.9%	1.5%
Asian	4.2%	1.1%
2 or More Races	3.0%	.2%
Male	51.8%	50.1%
Female	48.2%	49.9%
Economically Disadvantaged	71.3%	89%
Title I	49.7%	100%
At Risk	83.0%	72.8%
Bilingual/ESL	45.2%	20.2%
Gifted and Talented	10.5%	1.3%
Special Education	10.7%	11.9%
Student Mobility	17.1%	14.9%

Supplemental Attachment 2: Recent Annual Financial Audit

Attached is our most recent complete Audited Financial Statement. Unfortunately, the audit for the subsequent year has not been complete as auditors are awaiting additional information from one external partner who has had turnover within their financial operations.

A School Finance Legal Investigator from our legal firm, Schulman, Lopez, Hoffer & Adelstein, LLP, is currently working with the auditors and the external partner to remedy the delay and finalize the audit.



MARTINEZ, ROSARIO & COMPANY, LLP

CERTIFIED PUBLIC ACCOUNTANTS

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS**

FINANCIAL STATEMENTS

June 30, 2021

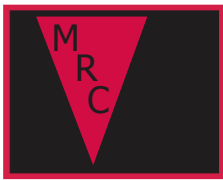
TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL AND COMMUNITY PARTNERSHIPS

June 30, 2021

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AUDITED FINANCIAL STATEMENTS



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Texas A&M San Antonio Institute for School
And Community Partnerships
San Antonio, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Texas A&M San Antonio Institute for School and Community Partnerships (the "Institute") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2021, and the related statement of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Institute as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Martinez, Rosario & Company, LLP

Martinez, Rosario & Company, LLP
Certified Public Accountants
San Antonio, Texas

March 1, 2022

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF FINANCIAL POSITION
As of June 30, 2021**

ASSETS

Position in Texas A&M University System
Cash Concentration Pool

\$ 341,316

TOTAL ASSETS

\$ 341,316

LIABILITIES AND NET ASSETS

LIABILITIES

Accounts Payable
Accrued Payroll and Related Liabilities

\$ 9,480

17,775

TOTAL LIABILITIES

27,255

NET ASSETS

Without Donor Restrictions
Undesignated

289,061

Total Without Donor Restrictions

289,061

With Donor Restrictions
Scholarships

25,000

Total With Donor Restrictions

25,000

TOTAL NET ASSETS

314,061

TOTAL LIABILITIES AND NET ASSETS

\$ 341,316

The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2021**

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
REVENUE AND SUPPORT			
Contract Services	\$ 546,082	\$	\$ 546,082
Contributions	<u>-</u>	<u>25,000</u>	<u>25,000</u>
TOTAL REVENUE AND SUPPORT	<u>546,082</u>	<u>25,000</u>	<u>571,082</u>
DIRECT EXPENSES			
Program Services:			
Educational Services	<u>113,050</u>	<u>-</u>	<u>113,050</u>
Total Program Services	113,050	-	113,050
Supporting Services:			
Management and General	<u>143,971</u>	<u>-</u>	<u>143,971</u>
Total Supporting Services	<u>143,971</u>	<u>-</u>	<u>143,971</u>
TOTAL DIRECT EXPENSES	<u>257,021</u>	<u>-</u>	<u>257,021</u>
CHANGE IN NET ASSETS FROM OPERATIONS	289,061	25,000	314,061
NET ASSETS - BEGINNING OF YEAR	<u>-</u>	<u>-</u>	<u>-</u>
NET ASSETS - END OF YEAR	<u>\$ 289,061</u>	<u>\$ 25,000</u>	<u>\$ 314,061</u>

The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2021**

	<u>Program Services</u> <u>Educational</u> <u>Services</u>	<u>Supporting Services</u> <u>Management</u> <u>and General</u>	<u>TOTAL</u>
EXPENSES			
Personnel	\$ -	\$ 116,670	\$ 116,670
Employee Benefits and Related Expenditures	-	25,926	25,926
Professional Services	87,714	1,369	89,083
Grants Awarded	6,000	-	6,000
Minor Equipment	16,655	-	16,655
Transportation Services	1,570	-	1,570
Other	1,111	6	1,117
TOTAL EXPENSES	\$ <u>113,050</u>	\$ <u>143,971</u>	\$ <u>257,021</u>

The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2021**

CASH FLOWS FROM OPERATING ACTIVITIES:

Change in Net Assets from Operations	\$ 314,061
Adjustments to Reconcile Change in Net Assets from Operations to Net Cash Provided By Operating Activities:	
Increase in Accounts Payable	9,480
Increase in Accrued Payroll and Related Liabilities	<u>17,775</u>

NET CASH PROVIDED BY OPERATING ACTIVITIES	<u><u>341,316</u></u>
--	-----------------------

CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	<u>-</u>
--	----------

CASH AND CASH EQUIVALENTS - END OF YEAR	<u><u>\$ 341,316</u></u>
--	--------------------------

The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS**

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**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES**

Nature of Operations

Texas A&M San Antonio's Institute for School and Community Partnerships is a model institute partnering with the Texas A&M University at San Antonio and area partners. The Institute's mission is to transform students through innovative practices, research, and policy. The Institute's model includes school system transformation, improving services to children for early intervention, and PK-12 district partnerships that prepare students for college and high-demand careers. The Institute is a hub of excellence for understanding and impacting child and youth development through innovative student-centered approaches, career-ready models student-led research, and high-demand workforce opportunities for all students. The Institute's revenues and other support are derived principally from contributions and federal and state grants.

To accomplish its mission, the Institute contracts with school districts to set forth the objectives, understandings, and agreements of the Parties in connection of the establishment and operation of Texas Senate Bill No. 1882, adopted by the 85th Texas Legislature in 2017, codified as Texas Education Code Section 11.174 and 48.252 ("SB1882), which allows cooperative agreements between public education institutions and in-district charters. As of June 30, 2021, the Institute has partner with Edgewood Independent School District to operate Burleson School of Innovation, Gus Garcia Middle School, and Winston Intermediate School of Excellence.

COVID 19: The COVID-19 pandemic, whose effects first became known in January 2020, is having a broad and negative impact on commerce and financial markets around the world. The United States and global markets experienced significant declines in value resulting from uncertainty caused by the pandemic. The Institute is closely monitoring its financial assets and its liquidity and is actively working to minimize the impact of these declines.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES – Continued**

COVID 19 - Continued

The extent of the impact of COVID-19 on the Institute's operational and financial performance will depend on certain developments, including the duration and spread of the outbreak and its impacts on the Institute's service recipients, employees, and vendors, all of which at present, cannot be determined. Accordingly, the extent to which COVID-19 may impact the Institute's financial position and changes in net assets and cash flows is uncertain and the accompanying financial statements include no adjustments relating to the effects of this pandemic.

Cash and Cash Equivalents

The Institute considers its cash in banks and investments in proprietary money market funds held in the Texas A&M University System Cash Concentration Pool (the "Cash Concentration Pool") to be cash and cash equivalents. Cash and cash equivalents include all highly liquid investments with a maturity of three months or less at the time of purchase.

Accounts Payable

The Institute generally liquidates these current liabilities within 60 to 90 days of the period end.

Net Assets

Net assets are classified based on the existence or absence of donor-imposed restrictions as follows:

Without Donor Restriction – that portion of net assets that has no use or time restrictions.

With Donor Restriction – that portion of net assets that is subject to donor-imposed restrictions on the specific use of the donation or the occurrence of a certain future event.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES – Continued**

Contributions

Gifts of cash and other assets are reported as “without donor restriction” revenue and net assets, or “with donor restriction” revenue and net assets, based on the presence or absence of donor-imposed restrictions. When a donor-imposed time restriction ends or purpose restriction is met, “with donor restriction” net assets are reclassified to “without donor restriction” net assets and are reported in the accompanying statement of activities as net assets released from restrictions.

Net assets consisting of the initial fair value of the gifts where the donor has specified that the assets donated are to be retained in an endowment, providing a permanent source of revenue to the Institute, are classified as “with donor restriction”. The accumulation of assets above historic gift value in endowment funds is classified as “with donor restriction” until appropriated for use based on the Institute’s spending policy.

Contributions unconditionally promised, including irrevocable planned gifts, which are scheduled to be received more than one year in the future, are recorded at fair value based on discounted cash flows, classified as with donor restriction until the funds are received, and are discounted at a rate commensurate with the risks involved. Amortization of discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any, on the original contributions.

The Institute also receives grants and contributions for initiatives and special projects for which purpose restrictions apply. Such grants and contributions are recorded as “with donor restriction” until the purpose restrictions are met. When the purpose restriction is met, “with donor restriction” net assets are reclassified to “without donor restriction” net assets and reported as net assets released from restrictions.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES – Continued**

Functional Expenses

The costs of providing Institute programs and the administration of the Institute have been summarized on a functional basis in the statement of activities and the statement of functional expenses. The Institute's management utilizes the direct allocation method when assigning expenses to functional categories. Invoices and invoice line items are assigned to the respective functional categories based on direct usage.

Income Taxes

The Institute is exempt from income taxes under Section 501 of the Internal Revenue Code (IRC) and a similar provision of state law. Accordingly, no provision for income taxes has been included in these financial statements. Management is not aware of any tax positions that would have a significant impact on its financial position. Its tax returns for the last five years remain subject to examination by the Internal Revenue Service.

The Institute is required to assess whether it is more likely than not that a tax position will be sustained upon examination on the technical merits of the position assuming the taxing authority has full knowledge of all information. If the tax position does not meet the more likely than not recognition threshold, the benefit of that position is not recognized in the financial statements. The Institute's Management has determined there are no amounts to record as assets or liabilities related to uncertain tax positions.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues, expenses, gains, losses, and other changes in net assets during the reporting period. Actual results could differ from those estimates.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES – Continued**

Subsequent Events

Management has evaluated subsequent events through March 1, 2022, which is the date the financial statements were available to be issued. Material subsequent events, if any, are disclosed in a separate note to these financial statements.

NOTE 2: LIQUIDITY AND FUNDS AVAILABLE

The following table reflects the Institute's financial assets as of June 30, 2021 reduced by amounts not available for general expenditure within one year. Financial assets are considered unavailable when illiquid or not convertible to cash within one year, endowments and accumulated earnings net of appropriations within one year, and board-designated endowments. These board designations could be drawn upon if the board approves that action.

Financial assets available to meet cash needs for general expenditures within one year as of June 30, 2021 are as follows:

Financial Assets	
Cash and Cash Equivalents	\$ <u>341,316</u>
Total Financial Assets	<u>341,316</u>
Less those not available for general expenditures within one year due to:	
Contractual Donor Imposed Restrictions:	
Subject to Appropriations and Donor Restrictions	<u>(25,000)</u>
Financial assets available to meet cash needs for general expenditures within one year	\$ <u><u>316,316</u></u>

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

NOTE 3: DONOR - RESTRICTED NET ASSETS

Net assets with donor restrictions are restricted for the following purposes or periods:

Subject to Expenditure for Specific Purpose:	
Scholarships	\$ <u>25,000</u>
Total Subject to Expenditure for Specific Purpose:	25,000
Subject to Institute's Spending Policy and Appropriations:	
Investment in perpetuity which, once appropriated, is expendable to support scholarships	-
Total Donor-Restricted Net Assets	\$ <u><u>25,000</u></u>

No net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose during the year ended June 30, 2021.

NOTE 4: MEMORANDUM OF AGREEMENT

The Institute has a Memorandum of Agreement (“MOA”) with the University. The MOA is intended to further the educational and public service objectives of the University in a manner consistent with its status as an agency of the state of Texas. The term of the agreement is five years and commenced in September 2020. The Institute is to compensate the University \$4,000 per month for the performance of administrative services and use of University property. Professional service fees related to the MOA agreement amounted to \$40,000 for the year ended June 30, 2021.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

NOTE 5: PENSION PLAN

Teacher Retirement System (TRS)

The Institute participates in a cost-sharing multiple-employer defined benefit pension plan with a special funding situation administered by the Teacher Retirement System of Texas (TRS). TRS is primarily funded through State and employee contributions. Depending upon the source of funding for a participant's salary, The Institute may be required to make contributions in lieu of the State.

The Institute personnel employed in a position on a half time or greater basis for at least 4½ months or more are eligible for membership in TRS. However, students employed in positions that require student status as a condition of employment do not participate. Members with at least five years of service have a vested right to unreduced retirement benefits at age 65 or provided they have a combination of age plus years of service totaling 80 or more. However, members who began TRS participation on or after September 1, 2007 must be age 60 to retire with unreduced benefits and members who are not vested in TRS on August 31, 2014 must be age 62 to retire with unreduced benefits under the second option. Members are fully vested after five years of service and are entitled to any reduced benefits for which the eligibility requirements have been met prior to meeting the eligibility requirements for unreduced benefits.

TRS provides retirement, disability annuities, and death and survivor benefits. The benefit and contribution provisions of TRS are authorized by state law and may be amended by the Legislature. The pension benefit formulas are based on members' average annual compensation and years of service credit. The standard annuity is 2.3 percent of the average of the five highest annual salaries multiplied by years of service credit. For grandfathered members who were hired on or before August 31, 2005 and meet certain criteria, the standard annuity is based on the average of the three highest annual salaries. TRS does not provide automatic cost-of-living adjustments. The Institute's employees' contributions to the System for the year ending June 30, 2021 were \$16,649.

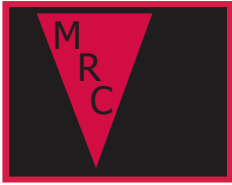
**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

NOTE 6: CONCENTRATION OF CUSTOMERS AND CREDIT RISK

Accounting principles generally accepted in the United States of America require disclosures of current vulnerabilities due to certain concentrations.

During the year ended June 30, 2021, the Institute received approximately 96% of its contract service revenue from one customer.

Financial instruments which potentially subject the Institute to concentrations of credit risk consist principally of cash. The Institute maintains its cash at the Texas A&M University System level. Cash are managed centrally by the A&M System, and participation is mandatory. The A&M System's Annual Financial Report (AFR) provides required disclosures about the specific types of risk to which these are exposed, and the A&M System's policies to address each of those risks.



MARTINEZ, ROSARIO & COMPANY, LLP

CERTIFIED PUBLIC ACCOUNTANTS

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS**

FINANCIAL STATEMENTS

June 30, 2021

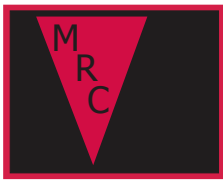
TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL AND COMMUNITY PARTNERSHIPS

June 30, 2021

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Statement of Cash Flows	6
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AUDITED FINANCIAL STATEMENTS



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Texas A&M San Antonio Institute for School
And Community Partnerships
San Antonio, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of Texas A&M San Antonio Institute for School and Community Partnerships (the "Institute") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2021, and the related statement of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Institute as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Martinez, Rosario & Company, LLP

Martinez, Rosario & Company, LLP
Certified Public Accountants
San Antonio, Texas

March 1, 2022

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF FINANCIAL POSITION
As of June 30, 2021**

ASSETS

Position in Texas A&M University System
Cash Concentration Pool

\$ 341,316

TOTAL ASSETS

\$ 341,316

LIABILITIES AND NET ASSETS

LIABILITIES

Accounts Payable
Accrued Payroll and Related Liabilities

\$ 9,480

17,775

TOTAL LIABILITIES

27,255

NET ASSETS

Without Donor Restrictions
Undesignated

289,061

Total Without Donor Restrictions

289,061

With Donor Restrictions
Scholarships

25,000

Total With Donor Restrictions

25,000

TOTAL NET ASSETS

314,061

TOTAL LIABILITIES AND NET ASSETS

\$ 341,316

The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2021**

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE AND SUPPORT			
Contract Services	\$ 546,082	\$	\$ 546,082
Contributions	-	25,000	25,000
TOTAL REVENUE AND SUPPORT	<u>546,082</u>	<u>25,000</u>	<u>571,082</u>
DIRECT EXPENSES			
Program Services:			
Educational Services	<u>113,050</u>	<u>-</u>	<u>113,050</u>
Total Program Services	113,050	-	113,050
Supporting Services:			
Management and General	<u>143,971</u>	<u>-</u>	<u>143,971</u>
Total Supporting Services	<u>143,971</u>	<u>-</u>	<u>143,971</u>
TOTAL DIRECT EXPENSES	<u>257,021</u>	<u>-</u>	<u>257,021</u>
CHANGE IN NET ASSETS FROM OPERATIONS	289,061	25,000	314,061
NET ASSETS - BEGINNING OF YEAR	<u>-</u>	<u>-</u>	<u>-</u>
NET ASSETS - END OF YEAR	<u>\$ 289,061</u>	<u>\$ 25,000</u>	<u>\$ 314,061</u>

The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2021**

	<u>Program Services</u> <u>Educational</u> <u>Services</u>	<u>Supporting Services</u> <u>Management</u> <u>and General</u>	<u>TOTAL</u>
EXPENSES			
Personnel	\$ -	\$ 116,670	\$ 116,670
Employee Benefits and Related Expenditures	-	25,926	25,926
Professional Services	87,714	1,369	89,083
Grants Awarded	6,000	-	6,000
Minor Equipment	16,655	-	16,655
Transportation Services	1,570	-	1,570
Other	1,111	6	1,117
TOTAL EXPENSES	\$ <u>113,050</u>	\$ <u>143,971</u>	\$ <u>257,021</u>

The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2021**

CASH FLOWS FROM OPERATING ACTIVITIES:

Change in Net Assets from Operations	\$ 314,061
Adjustments to Reconcile Change in Net Assets from Operations to Net Cash Provided By Operating Activities:	
Increase in Accounts Payable	9,480
Increase in Accrued Payroll and Related Liabilities	<u>17,775</u>

NET CASH PROVIDED BY OPERATING ACTIVITIES

341,316

CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR

-

CASH AND CASH EQUIVALENTS - END OF YEAR

\$ 341,316

The notes to financial statements are an integral part of these financial statements.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS**

INDEX FOR THE NOTES TO FINANCIAL STATEMENTS

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NOTE 5: Pension Plan.....	13
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**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES**

Nature of Operations

Texas A&M San Antonio's Institute for School and Community Partnerships is a model institute partnering with the Texas A&M University at San Antonio and area partners. The Institute's mission is to transform students through innovative practices, research, and policy. The Institute's model includes school system transformation, improving services to children for early intervention, and PK-12 district partnerships that prepare students for college and high-demand careers. The Institute is a hub of excellence for understanding and impacting child and youth development through innovative student-centered approaches, career-ready models student-led research, and high-demand workforce opportunities for all students. The Institute's revenues and other support are derived principally from contributions and federal and state grants.

To accomplish its mission, the Institute contracts with school districts to set forth the objectives, understandings, and agreements of the Parties in connection of the establishment and operation of Texas Senate Bill No. 1882, adopted by the 85th Texas Legislature in 2017, codified as Texas Education Code Section 11.174 and 48.252 ("SB1882), which allows cooperative agreements between public education institutions and in-district charters. As of June 30, 2021, the Institute has partner with Edgewood Independent School District to operate Burleson School of Innovation, Gus Garcia Middle School, and Winston Intermediate School of Excellence.

COVID 19: The COVID-19 pandemic, whose effects first became known in January 2020, is having a broad and negative impact on commerce and financial markets around the world. The United States and global markets experienced significant declines in value resulting from uncertainty caused by the pandemic. The Institute is closely monitoring its financial assets and its liquidity and is actively working to minimize the impact of these declines.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES – Continued**

COVID 19 - Continued

The extent of the impact of COVID-19 on the Institute’s operational and financial performance will depend on certain developments, including the duration and spread of the outbreak and its impacts on the Institute’s service recipients, employees, and vendors, all of which at present, cannot be determined. Accordingly, the extent to which COVID-19 may impact the Institute’s financial position and changes in net assets and cash flows is uncertain and the accompanying financial statements include no adjustments relating to the effects of this pandemic.

Cash and Cash Equivalents

The Institute considers its cash in banks and investments in proprietary money market funds held in the Texas A&M University System Cash Concentration Pool (the “Cash Concentration Pool”) to be cash and cash equivalents. Cash and cash equivalents include all highly liquid investments with a maturity of three months or less at the time of purchase.

Accounts Payable

The Institute generally liquidates these current liabilities within 60 to 90 days of the period end.

Net Assets

Net assets are classified based on the existence or absence of donor-imposed restrictions as follows:

Without Donor Restriction – that portion of net assets that has no use or time restrictions.

With Donor Restriction – that portion of net assets that is subject to donor-imposed restrictions on the specific use of the donation or the occurrence of a certain future event.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES – Continued**

Contributions

Gifts of cash and other assets are reported as “without donor restriction” revenue and net assets, or “with donor restriction” revenue and net assets, based on the presence or absence of donor-imposed restrictions. When a donor-imposed time restriction ends or purpose restriction is met, “with donor restriction” net assets are reclassified to “without donor restriction” net assets and are reported in the accompanying statement of activities as net assets released from restrictions.

Net assets consisting of the initial fair value of the gifts where the donor has specified that the assets donated are to be retained in an endowment, providing a permanent source of revenue to the Institute, are classified as “with donor restriction”. The accumulation of assets above historic gift value in endowment funds is classified as “with donor restriction” until appropriated for use based on the Institute’s spending policy.

Contributions unconditionally promised, including irrevocable planned gifts, which are scheduled to be received more than one year in the future, are recorded at fair value based on discounted cash flows, classified as with donor restriction until the funds are received, and are discounted at a rate commensurate with the risks involved. Amortization of discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any, on the original contributions.

The Institute also receives grants and contributions for initiatives and special projects for which purpose restrictions apply. Such grants and contributions are recorded as “with donor restriction” until the purpose restrictions are met. When the purpose restriction is met, “with donor restriction” net assets are reclassified to “without donor restriction” net assets and reported as net assets released from restrictions.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES – Continued**

Functional Expenses

The costs of providing Institute programs and the administration of the Institute have been summarized on a functional basis in the statement of activities and the statement of functional expenses. The Institute's management utilizes the direct allocation method when assigning expenses to functional categories. Invoices and invoice line items are assigned to the respective functional categories based on direct usage.

Income Taxes

The Institute is exempt from income taxes under Section 501 of the Internal Revenue Code (IRC) and a similar provision of state law. Accordingly, no provision for income taxes has been included in these financial statements. Management is not aware of any tax positions that would have a significant impact on its financial position. Its tax returns for the last five years remain subject to examination by the Internal Revenue Service.

The Institute is required to assess whether it is more likely than not that a tax position will be sustained upon examination on the technical merits of the position assuming the taxing authority has full knowledge of all information. If the tax position does not meet the more likely than not recognition threshold, the benefit of that position is not recognized in the financial statements. The Institute's Management has determined there are no amounts to record as assets or liabilities related to uncertain tax positions.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues, expenses, gains, losses, and other changes in net assets during the reporting period. Actual results could differ from those estimates.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

**NOTE 1: NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES – Continued**

Subsequent Events

Management has evaluated subsequent events through March 1, 2022, which is the date the financial statements were available to be issued. Material subsequent events, if any, are disclosed in a separate note to these financial statements.

NOTE 2: LIQUIDITY AND FUNDS AVAILABLE

The following table reflects the Institute's financial assets as of June 30, 2021 reduced by amounts not available for general expenditure within one year. Financial assets are considered unavailable when illiquid or not convertible to cash within one year, endowments and accumulated earnings net of appropriations within one year, and board-designated endowments. These board designations could be drawn upon if the board approves that action.

Financial assets available to meet cash needs for general expenditures within one year as of June 30, 2021 are as follows:

Financial Assets	
Cash and Cash Equivalents	\$ <u>341,316</u>
Total Financial Assets	<u>341,316</u>
Less those not available for general expenditures within one year due to:	
Contractual Donor Imposed Restrictions:	
Subject to Appropriations and Donor Restrictions	<u>(25,000)</u>
Financial assets available to meet cash needs for general expenditures within one year	\$ <u><u>316,316</u></u>

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

NOTE 3: DONOR - RESTRICTED NET ASSETS

Net assets with donor restrictions are restricted for the following purposes or periods:

Subject to Expenditure for Specific Purpose:	
Scholarships	\$ <u>25,000</u>
Total Subject to Expenditure for Specific Purpose:	25,000
Subject to Institute's Spending Policy and Appropriations:	
Investment in perpetuity which, once appropriated, is expendable to support scholarships	-
Total Donor-Restricted Net Assets	\$ <u><u>25,000</u></u>

No net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose during the year ended June 30, 2021.

NOTE 4: MEMORANDUM OF AGREEMENT

The Institute has a Memorandum of Agreement (“MOA”) with the University. The MOA is intended to further the educational and public service objectives of the University in a manner consistent with its status as an agency of the state of Texas. The term of the agreement is five years and commenced in September 2020. The Institute is to compensate the University \$4,000 per month for the performance of administrative services and use of University property. Professional service fees related to the MOA agreement amounted to \$40,000 for the year ended June 30, 2021.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

NOTE 5: PENSION PLAN

Teacher Retirement System (TRS)

The Institute participates in a cost-sharing multiple-employer defined benefit pension plan with a special funding situation administered by the Teacher Retirement System of Texas (TRS). TRS is primarily funded through State and employee contributions. Depending upon the source of funding for a participant's salary, The Institute may be required to make contributions in lieu of the State.

The Institute personnel employed in a position on a half time or greater basis for at least 4½ months or more are eligible for membership in TRS. However, students employed in positions that require student status as a condition of employment do not participate. Members with at least five years of service have a vested right to unreduced retirement benefits at age 65 or provided they have a combination of age plus years of service totaling 80 or more. However, members who began TRS participation on or after September 1, 2007 must be age 60 to retire with unreduced benefits and members who are not vested in TRS on August 31, 2014 must be age 62 to retire with unreduced benefits under the second option. Members are fully vested after five years of service and are entitled to any reduced benefits for which the eligibility requirements have been met prior to meeting the eligibility requirements for unreduced benefits.

TRS provides retirement, disability annuities, and death and survivor benefits. The benefit and contribution provisions of TRS are authorized by state law and may be amended by the Legislature. The pension benefit formulas are based on members' average annual compensation and years of service credit. The standard annuity is 2.3 percent of the average of the five highest annual salaries multiplied by years of service credit. For grandfathered members who were hired on or before August 31, 2005 and meet certain criteria, the standard annuity is based on the average of the three highest annual salaries. TRS does not provide automatic cost-of-living adjustments. The Institute's employees' contributions to the System for the year ending June 30, 2021 were \$16,649.

**TEXAS A&M SAN ANTONIO INSTITUTE FOR SCHOOL
AND COMMUNITY PARTNERSHIPS
NOTES TO FINANCIAL STATEMENTS – Continued
For The Year Ended June 30, 2021**

NOTE 6: CONCENTRATION OF CUSTOMERS AND CREDIT RISK

Accounting principles generally accepted in the United States of America require disclosures of current vulnerabilities due to certain concentrations.

During the year ended June 30, 2021, the Institute received approximately 96% of its contract service revenue from one customer.

Financial instruments which potentially subject the Institute to concentrations of credit risk consist principally of cash. The Institute maintains its cash at the Texas A&M University System level. Cash are managed centrally by the A&M System, and participation is mandatory. The A&M System's Annual Financial Report (AFR) provides required disclosures about the specific types of risk to which these are exposed, and the A&M System's policies to address each of those risks.

Form **8879-TE****IRS e-file Signature Authorization
for a Tax Exempt Entity**

OMB No. 1545-0047

Department of the Treasury
Internal Revenue ServiceFor calendar year 2021, or fiscal year beginning 7/1, 2021, and ending 6/30, 20 22▶ **Do not send to the IRS. Keep for your records.**▶ **Go to www.irs.gov/Form8879TE for the latest information.****2021**

Name of filer

Texas A&M San Antonio Institute for School & Community Partnerships

EIN or SSN

85-0608801

Name and title of officer or person subject to tax

Dr. Henrietta Muñoz

Executive Director

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, or 10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b, or 10b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here	☒	b Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1b 1,221,020
2a Form 990-EZ check here	☐	b Total revenue, if any (Form 990-EZ, line 9)	2b
3a Form 1120-POL check here	☐	b Total tax (Form 1120-POL, line 22)	3b
4a Form 990-PF check here	☐	b Tax based on investment income (Form 990-PF, Part V, line 5)	4b
5a Form 8868 check here	☐	b Balance due (Form 8868, line 3c)	5b
6a Form 990-T check here	☐	b Total tax (Form 990-T, Part III, line 4)	6b
7a Form 4720 check here	☐	b Total tax (Form 4720, Part III, line 1)	7b
8a Form 5227 check here	☐	b FMV of assets at end of tax year (Form 5227, Item D)	8b
9a Form 5330 check here	☐	b Tax due (Form 5330, Part II, line 19)	9b
10a Form 8038-CP check here	☐	b Amount of credit payment requested (Form 8038-CP, Part III, line 22)	10b

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that ☒ I am an officer of the above entity or ☐ I am a person subject to tax with respect to (name of entity) Texas A&M San Antonio Institute for School & Con, (EIN) 85-0608801 and that I have examined a copy of the 2021 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

☒ I authorize Martinez, Rosario & Company, LLP to enter my PIN 78224 as my signature
ERO firm name Enter five numbers, but do not enter all zeros

on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax

Date

5/15/2023

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

70354776849

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2021 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ Ismael N Martinez, CPA

Date ▶

5/15/2023

ERO Must Retain This Form—See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

For Privacy Act and Paperwork Reduction Act Notice, see back of form.

Form **8879-TE** (2021)

HTA

Approval of an 1882 Partnership for Manor Middle School

It is our recommendation that we approve Texas A&M - San Antonio as the charter school operator for Manor MS starting in the 25-26 school year.

Our team of parents and teachers and administrators like their global outlook to curriculum and their emphasis on being a partner to the staff and the community.



TEXAS A&M UNIVERSITY
SAN ANTONIO

Manor Middle International School

Status of MMS in Terms of State Accountability

Year	Overall Rating	Overall Score
2017	Improvement Required	N/A
2018	Improvement Required	49
2019	"F" Rated Campus	50
2020	Not Rated – Disaster (COVID)	N/A
2021	Not Rated – Disaster (COVID)	N/A
2022	Not Rated – SB 1365	65 (D)
2023	Results still not official	Predicted D
2024	Results still not official	Predicted F

Why a Charter Partner?

- Brings in new ideas and expertise to support our staff
- Adds \$600,000 – \$700,000 in new funding from TEA to support Manor MS students
- Avoids the possibility of the Texas Education Agency (TEA) taking over Manor MS or the school district for at least two years giving us time to improve the scores

What it means for staff ...

- Everyone is employed by Manor ISD in 25-26
- Almost all hourly staff will remain at MMS unless moved by Manor ISD
- Professional staff will meet with TAMSA to hear their ideas for good fit
- Staff can ask for a transfer to another school in Manor ISD

Interview Team

- 2 Parents
- 2 Teachers
- Superintendent
- CFO
- COO
- CSO
- CASO
- Fine Arts Director

Why Texas A & M San Antonio?

- Experienced at working with public school districts
- Focused on partnering rather than taking over
- Maintains campus identity
- Adds some new buzz and ideas to the school with their global perspective on curriculum
- Experience working with both emergent bilinguals and students with disabilities at the secondary level
- Will have fine arts and athletics
- Solid overall application and plan

Timeline

- October 22 – Make final recommendation to school board on a charter partner
- November 18 – Approve charter Contract
- November/December – Introduce partner to staff and community
- July 1, 2025 – Charter begins operations at Manor MS

Manor Independent School District
Board of Trustee Meeting Agenda Item
10/22/24

CONSENT ITEM SHEET

RE: 2024-2025 District Improvement Plan

Supporting Documents:

1. 2024-2025 District Improvement Plan

District 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.
- 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.

Background Information:

The purpose of the District Improvement Plan is to guide the district staff in the improvement of educational outcomes for each scholar. Under provisions of the Texas Education Code, Manor ISD is required to develop an annual plan to improve student performance. The improvement plans are grounded by a comprehensive needs assessment that identifies strengths, problem statements, and root causes in 4 areas: demographics, student learning, perceptions, and processes & programs. Each plan also has performance objectives, strategies, and checkpoints that are organized by the Manor ISD goals that were developed during the strategic planning process. District Advisory Teams will formatively review the plan four times throughout the year. Once approved, the plan will be posted on the district website.

Fiscal Implications:

N/A

Administrative Recommendation:

Please approve the 2024-2025 Manor ISD District Improvement Plan.

Motion Language: I move that the board approves the 2024-2025 Manor ISD District Improvement Plan as submitted.

Dr. Christopher Harvey
Contact Person

Dr. Robert Sormani
Approved by Superintendent



24-25 District Improvement Plan Highlights



District Improvement Plan Purpose

- Texas Education Code 11.1511 states that the Board of Trustees will adopt comprehensive district goals
- Texas Education Code 11.251(a) states that the Board of Trustees will annually approve the district and campus performance objectives
- Tonight, we present the draft District Improvement Plan for your review and consideration



District Improvement Plans

- The goals are based on the Manor ISD Strategic Plan
- The District Improvement Plan represents 1 to 2 years of work toward the strategic goals.
- Each district department worked on a different part of the plan to formulate performance objectives and strategies to meet those objectives.



Manor ISD Strategic Plan 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.
- 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.
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- 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.



Goal 1 - Reading, Math, and CCMR

- Updated HB 3 Reading and Math goals based on what we now know about STAAR
- Emphasizing coaching of campus administrators to support teacher growth
- Create new student opportunities such as Ballet Folklórico and an MSHS Junior Cadet program
- Develop College Prep Courses to increase CCMR
- Realign our CTE Pathways to ensure students can earn an IBC and be CCMR



Goals 2 & 3 - Communications & Community Engagement

- Expand our presence at community events to disseminate district information and increase enrollment
- Expand home visits to help reengage students in danger of dropping out



Goal 4 - Financials

- Increase attendance through community partnerships such as Operation Condor
- Continue decreasing deficit from an adopted \$20 million to under \$5 million for 25-26 school year



Goal 5 - Facilities and Safety

- Sponsor three new cadets in the police academy to help us comply with House Bill 3 and improve safety
- Complete a long range (10 year) facilities plan to present to trustees by May 2025



Goal 6 - Develop and Retain Staff

- Continue teacher residency partnerships to develop our teachers of the future
- Expand partnerships such as discussions with UT Austin about a possible special education teacher residency program

Manor Independent School District

District Improvement Plan

2024-2025

Accountability Rating: Not Rated



Board Approval Date: October 22, 2024
Public Presentation Date: October 22, 2024

Mission Statement

Collectively, as a community, Manor ISD provides equitable resources, a safe learning environment, and high-quality educational services for all scholars to successfully achieve and reach their full potential.

Vision

Manor ISD is the best district in Texas where we provide an equitable education for all scholars and graduate them ready to become leaders in our community.

Core Beliefs

Each scholar has the right to an equitable, high-quality education that addresses the whole child and empowers them to achieve their individual path to success, becoming contributing members of our community.

In collaborating as a diverse community that unites and supports the unique potential and interests of each scholar.

In the diverse and unique contributions of our scholars, families, community, and staff.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Manor Independent School District, categorized as a major suburban community district, covers 100 square miles and serves families in the Austin, Manor, and Elgin communities. The district is a unique blend of urban east Austin and rural Travis County, which features high-tech leaders such as Samsung and Applied Materials to miles of undeveloped farmland. Manor ISD currently has two high schools (one of which is split into three different programs), one alternative high school, three middle schools, and 9 elementary schools. Nine of Manor ISD's campuses are Title I campuses.

STUDENTS:

Manor ISD served 9,685 students based on the 2023-24 fall PEIMS snapshot. Student enrollment is 64 Hispanic/Latino students, 21% African American students, 6% White students, 5% Asian students, 3% students with two or more races, 30 (0.32%) American Indian/Alaskan Native and Hawaiian/Pacific Islander students. 68% of students are coded as Economically Disadvantaged.

Students enrolled in special programs comprised 45% Emergent Bilingual students, 10% Gifted/Talented students, and 11% Special Education students. During the 23-24 school year, Manor ISD has experienced a 5.4% growth in students and as of September 2024 are close to breaking 10,000 students.

The Board of Trustees approved a new compensation plan for 2023/2024 which placed Manor ISD in the top 25% of market comparison for districts of similar size in the area.

Manor ISD has greater diversity among our teaching population which allows us to better connect with our diverse student body, there is still a mismatch between some student populations and teachers who represent those same populations.

Bilingual certified teacher positions have been difficult to fill as candidates are in high demand across the state. Manor ISD offers a \$7,500 stipend for bilingual certified teachers of record and \$5,000 for bilingual certified interventionists, instructional coaches, literacy coaches, LSSPs, and SLPs who provide 100% of their support directly to bilingual education students. Special Education positions are also difficult to fill, causing an extended amount of contract services to fill staffing positions. The Special Education department has a shortage of evaluation staff, causing an ongoing increase in caseload.

Demographics Strengths

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Manor has a rich and diverse population, with strong cultural values in a community that is supportive and accepting of diverse opinions and cultures. Our diversity in leadership, in Manor Independent School District
Generated by Plan4Learning.com

families, and in our students helps us to understand the growing diversity in the United States in ways that other school districts are just beginning to grasp. 37 different languages are represented across our district, and they bring experience and rich context with them as we learn and grow together. Additionally, the ethnicity breakdown of the Gifted and Talented student population is approaching the ethnicity breakdown of the district's student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Manor ISD did not have enough special education and bilingual certified teachers to meet the needs of students in the relative programs. **Root Cause:** Shortage of bilingual and special education certified teachers in Central Texas

Problem Statement 2 (Prioritized): Teachers and leadership in the district are less experienced than the state average. **Root Cause:** The teacher turnover rate is 24% (hand calculated)

Problem Statement 3: There is a lack of awareness among educators and families of the link between effective family engagement and student achievement. **Root Cause:** The absence of an evidence-based family engagement model has resulted in varying degrees of school-family partnerships across elementary campuses.

Problem Statement 4 (Prioritized): The percent of students receiving an industry based certification is about 9%. **Root Cause:** High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.

Student Learning

Student Learning Summary

[MISD STAAR grades 3-8: 2023 - 2024 comparison](#)

[Algebra 1, Biology, US History data spring 23, spring 24](#)

Istation Lectura Data includes Spanish Assessment ALL Scholars in Spanish At or Above Grade Level	EOY 2023 - 2024	EOY 2024 - 2025	EOY 2025 - 2026	EOY 2026 - 2027	EOY GOAL 2027 -2028
Kinder	34%	64%	46%	52%	58%
1st Grade (+3)	39%	62%	49%	54%	59%
2nd Grade (+3)	35%	41%	47%	53%	59%
3rd Grade (+7)	17%	37%	31%	38%	45%
4th Grade (+7)	25%	32%	39%	46%	53%
5th Grade (+3)	50%	53%	56%	59%	62%
IStation Data includes English Assessment with Spanish testers pulled out At or Above Grade Level	EOY 2023 - 2024	EOY 2024 - 2025	EOY 2025 - 2026	EOY 2026 - 2027	EOY GOAL 2027 -2028
Kinder (+7)	33%	40%	47%	54%	61%
1st Grade (+6)	38%	44%	50%	56%	62%
2nd Grade (+6)	37%	43%	49%	55%	61%
3rd Grade (+5)	43%	48%	53%	58%	63%
4th Grade (+5)	38%	43%	48%	53%	58%
5th Grade (+5)	47%	52%	57%	62%	67%

i-Ready Math Data % On or Above Grade Level (English)		EOY 2023 - 2024 (Baseline Score)	EOY 2024 - 2025	EOY 2025 - 2026	EOY 2026 - 2027	EOY GOAL 2027 -2028
GPM 2.1	Kindergarten	65%	70%	75%	80%	85%
GPM 2.2	1st Grade	34%	40%	46%	52%	58%
GPM 2.3	2nd Grade	31%	38%	45%	52%	59%
GPM 2.4	3rd Grade	39%	45%	51%	57%	63%
i-Ready Math Data % On or Above Grade Level (Spanish)		EOY 2023 - 2024 (Baseline Score)	EOY 2024 - 2025	EOY 2025 - 2026	EOY 2026 - 2027	EOY GOAL 2027 -2028
GPM 2.1	Kindergarten	55%	60%	65%	70%	75%
GPM 2.2	1st Grade	27%	34%	41%	48%	55%

Manor ISD HB3 Literacy Goals Dual Language Program Spanish Assessment (Dual Language Only) & English Assessment (Dual Language only)										
	EOY 2023 - 2024		EOY 2024 - 2025		EOY 2025 - 2026		EOY 2026 - 2027		EOY 2027 -2028	
Language	SPAN	DL ENG	SPAN	DL ENG	SPAN	DL ENG	SPAN	DL ENG	SPAN	DL ENG
Level 4)	34%	17%	40%	21%	46%	25%	52%	29%	58-60%	33%
Level 4)	39%	23%	44%	27%	49%	31%	54%	35%	59-60%	39%
Level 4)	35%	35%	41%	39%	47%	44%	53%	48%	59-60%	52%
Level 7)	17%	25%	24%	32%	31%	39%	38%	46%	45%	53%

The following data comes from the online TAPR system, the [Texas Performance Reporting System](#).

Class of 2023 CCMR Results

	All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)
2023 % Students Meeting CCMR	62%	61%	61%	68%	0%	85%
2023 # Students Meeting CCMR	431	87	280	27	0	23
2023 Total Students	694	142	459	40	1	27

Student Learning Strengths

Academic Strengths

Biology and US History achievement was higher than other subject areas. Fifth grade math was above 50% pass rate.

College, Career and Military Readiness Strengths

CCMR in Manor is at 62%. 85% of the high school students receiving special education services met at least one CCMR indicator. 68% of the high schools students receiving language support (emergent bilingual support) met at least one CCMR indicator.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The majority of MISD students are not meeting grade level standards of mastery in math and reading in grades k-8. **Root Cause:** Changes in leadership, lack of consistent adherence to an instructional model and inconsistent use of the HQIM.

Problem Statement 2: There is a lack of awareness among educators and families of the link between effective family engagement and student achievement. **Root Cause:** The absence of an evidence-based family engagement model has resulted in varying degrees of school-family partnerships across elementary campuses.

Problem Statement 3 (Prioritized): Students identified as homeless are not receiving adequate wraparound services to support student academic achievement. **Root Cause:** Campus leaders were unaware of students experiencing homelessness, their needs and rights.

Problem Statement 4 (Prioritized): Manor ISD did not have enough special education and bilingual certified teachers to meet the needs of students in the relative programs. **Root Cause:** Shortage of bilingual and special education certified teachers in Central Texas

Problem Statement 5 (Prioritized): Teachers and leadership in the district are less experienced than the state average. **Root Cause:** The teacher turnover rate is 24% (hand calculated)

Problem Statement 6 (Prioritized): The percent of students receiving an industry based certification is about 9%. **Root Cause:** High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.

District Processes & Programs

District Processes & Programs Summary

Teacher Recurring and Retention

Manor ISD has identified multiple concerns that impact teacher recruiting, but more importantly, retention. Over the course of the last three years, common reasons teachers cite for leaving the district and/or transferring within the district have been compensation, climate, and culture. More recently, 85% of staff participated in a district wide staff climate survey. 85% of respondents reported being satisfied with their jobs. However, teacher turnover was 24%.

Financial Systems

Manor ISD has been facing financial challenges since Storm Uri back in 2022-23. During this year the district declared and adopted about 9 additional emergency M&O tax pennies, which resulted in \$30MM (+52%) new revenue. Student ADA decreased by 182 during this year. As a result of our current state funding and recapture formulas, state funding for the District decreased approximately \$15MM (-50%), and since property values increased about 20%, Manor ISD became a Chapter 49 district for the first time and had to pay \$10.2MM in Recapture back to the state, thus increasing the operating expense budget by 10%. Moreover, due to ESSER funding expiring the following year, the district rolled over various grant funded salaries into the general operating fund, in addition to also increasing other general operating areas, which resulted with a net increase of \$12.4MM (+25%) to the general operating budget, and thus initiating the general fund balance downward spiral. This is the District's third consecutive year with a declining general fund balance.

To address the budget issue, the District is currently proposing a VATRE of \$0.03 additional M&O tax pennies to maximize its 8 golden tax pennies allowed. This will generate about \$3.5MM in new M&O revenue. Chapter 49 Recapture will not be increased, as the three (3) new golden pennies are not subject to recapture. Moreover, the district will also need to reduce its operating budget between \$13-15MM to balance the operating budget, improve its cash flow position and build its 65-days required operating reserve. In order to meet current 2024-25 cash flow demands, the District will borrow \$8MM to be paid off in less than a year. In anticipation of negative cash flows in the upcoming 2025-26 school year, the District will adopt the following fiscal strategy:

Revenue Anticipation Notes - The District may issue fixed or variable rate tax and revenue anticipation notes that allow the District to meet its cash flow requirements. However, the District shall generally manage its cash position in a manner so that internally generated cash flow is sufficient to meet expenditures.

Compensation

Compensation is an ongoing item that requires monitoring and maintenance. Manor ISD now monitors and adjusts annually using the TASB Compensation Audit.

Climate and Culture

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Manor ISD is addressing climate and culture concerns via multiple channels. We consistently administer a biannual staff survey. The results are monitored and compared to previous surveys, with plans crafted to adjust and close identified gaps.

Human Capital

A significant human capital need is to recruit and retain appropriately certified bilingual educators. Manor ISD is planning to offer incentives to recruit and retain these educators. This includes proposing significant changes to recruiting and retaining bilingual teachers. We are hiring teachers from Spain through the Region 13 program.

College, Career, and Military Readiness Program Summary

The 2016-2026 Regional Labor Market data for Central Texas suggests that Manor ISD provides programming in the areas of Health Science, Manufacturing, Business, and Skill Trades.

District Safety and Security

In the 2024-2025 academic year, the Manor ISD Police Department will implement comprehensive safety measures to ensure a secure learning environment across all district campuses. Central to this effort is the adoption and thorough training of the Standard Response Protocols (SRP) developed by the I Love You Guys Foundation. These protocols, which cover critical emergency responses such as Lockout, Lockdown, Evacuate, Shelter, and Hold, will be ingrained in both staff and scholars through regular training sessions, drills, and clear communication. By focusing on a standardized approach to emergencies, Manor ISD will ensure that all stakeholders—students, staff, and administrators—are aware of their specific roles and actions required for each situation, minimizing confusion and ensuring quick, effective responses in crisis scenarios.

Additionally, the Manor ISD Police Department will fulfill the requirements outlined in Texas House Bill 3 (HB 3), mandating armed security personnel on every campus by the start of the 2025-2026 school year. The department will deploy trained and certified officers, ensuring that each school is equipped with immediate protective resources. These officers will not only be stationed at campuses but will also receive continuous professional development to enhance their capacity to respond to a variety of security threats, including active shooter situations, criminal activity, or breaches of campus safety. Collaborating closely with school administrators and district officials, the department will develop tailored campus safety plans that incorporate the unique needs of each school while maintaining compliance with state and federal safety guidelines.

These efforts will also be supported by upgraded security technologies, including improved surveillance systems, communication tools like the iNemsoft mass

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communication system, and secured entry points at all campuses. The Manor ISD Police Department will also work closely with local law enforcement agencies, emergency management teams, and mental health professionals to ensure a holistic approach to safety, addressing not just physical threats but also the wellbeing of students and staff through proactive interventions and resources. In combination, these initiatives will create a well-prepared and responsive district, aligned with the highest safety standards, providing a secure and supportive environment for learning.

District Processes & Programs Strengths

Manor ISD offers a wide variety of programs and pathways for student diversity of choice. These include a full K-12 New Technology pathway, an International Baccalaureate pathway, and an award-winning Fine Arts pathway. Additionally, the secondary programs are growing strengthening options for students, including Manor Early College High School, and certificate pathways through Career and Technical Education. In the summer of 2019, the Board of Trustees approved a district-wide increase in salaries of between 4%-7%.

One particular strength of Manor ISD is found in the equity of our Gifted Identification program. While the state of Texas continues to widen the gap of disparity between majority populations and minority populations in identifying and serving gifted students, Manor ISD has achieved equity (calculated using the relative difference in composition index) for Hispanic and African American students. Manor ISD's gifted program continues to grow and strengthen.

Another particular strength of Manor ISD is how we are gradually expanding the Dual Language Two-Way Immersion program in our elementary schools. In the 2020-2021 school year we will be offering this bilingual program at three campuses in grades KG and 1st grade.

Manor ISD CTE programs that were awarded shop or lab certifications in the past two years include: Cosmetology, Automotive, Welding, Construction and Veterinary Sciences. In addition, CTE Health Science, Arts/AV, Agriculture, Business, Early Learning and Culinary courses have expanded student certifications as well.

MISD CCMR

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Students identified as homeless are not receiving adequate wraparound services to support student academic achievement. **Root Cause:** Campus leaders were unaware of students experiencing homelessness, their needs and rights.

Problem Statement 2: Staff hired under the Whole Child are leaving within a year of employment. **Root Cause:** New hires are unaware of educational setting expectations and trainings needed to support student academic achievement.

Problem Statement 3: There is a lack of awareness among educators and families of the link between effective family engagement and student achievement. **Root Cause:** The absence of an evidence-based family engagement model has resulted in varying degrees of school-family partnerships across elementary campuses.

Problem Statement 4 (Prioritized): Manor ISD did not have enough special education and bilingual certified teachers to meet the needs of students in the relative programs. **Root Cause:** Shortage of bilingual and special education certified teachers in Central Texas

Problem Statement 5 (Prioritized): Teachers and leadership in the district are less experienced than the state average. **Root Cause:** The teacher turnover rate is 24% (hand calculated)

Problem Statement 6 (Prioritized): The percent of students receiving an industry based certification is about 9%. **Root Cause:** High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.

Problem Statement 7: CTE Pathway requirements have been adjusted at the federal and state level to match high wage, high demand occupations; therefore, adjusting state pathways for student endorsement areas is required. **Root Cause:** Global economic and job opportunities are rapidly changing.

Perceptions

Perceptions Summary

Manor ISD is a school of choice because here, every scholar has the right to an equitable, high-quality education that addresses the whole child, empowering them to choose their individual path to success. We deliver future-driven educational programs through an innovative, dynamic, high-impact learning environment, utilizing cutting-edge tools that reach each scholar where they are.

Manor ISD is a destination of choice for quality academics that provide unique pathways for scholar success in their pursuit of higher education, career or military readiness.

Perceptions Strengths

At Manor ISD, our Scholars, Faculty, Staff, and Community are our number one strength.

Secondly, the City of Manor through its rich diverse culture and a strong sense of community support is a strength. The City of Manor is located 12 miles northeast of Austin and is part of the Austin-Round Rock metropolitan area. The population was 5,037 according to the 2010 census. In 2018, Manor was listed nationally as one of the faster-growing suburbs in America and it continues to be the fastest-growing suburb of Austin. Many of our schools are located in Austin, while others are in the City of Manor.

Third, the design of Manor ISD Campuses and pathways for learning make Manor ISD the school of choice for our scholars.

Educational Programs Include but are not limited to:

Fine Arts Schools: Decker Elementary, Decker Middle School - A focus on strong arts programming and arts integration into the core content.

New Technology Schools: Manor New Technology MS, and Manor New Technology HS--A focus on project-based learning through New Tech Network.

International Baccalaureate Schools:Bluebonnet Trail ES--A focus on creating global citizens with strong worldwide views and perspectives.

Finally, staff perception data collected by TASB shows widespread job satisfaction, but areas of dissatisfaction with campus and district leadership. 969

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of awareness among educators and families of the link between effective family engagement and student achievement. **Root Cause:** The absence of an evidence-based family engagement model has resulted in varying degrees of school-family partnerships across elementary campuses.

Problem Statement 2 (Prioritized): Staff expressed concerns with leadership greater than 30% in some departments and campuses. **Root Cause:** There has not been a systematic approach for developing leaders in Manor ISD.

Priority Problem Statements

Problem Statement 1: Students identified as homeless are not receiving adequate wraparound services to support student academic achievement.

Root Cause 1: Campus leaders were unaware of students experiencing homelessness, their needs and rights.

Problem Statement 1 Areas: Student Learning - District Processes & Programs

Problem Statement 2: Manor ISD did not have enough special education and bilingual certified teachers to meet the needs of students in the relative programs.

Root Cause 2: Shortage of bilingual and special education certified teachers in Central Texas

Problem Statement 2 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 3: Teachers and leadership in the district are less experienced than the state average.

Root Cause 3: The teacher turnover rate is 24% (hand calculated)

Problem Statement 3 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 4: The percent of students receiving an industry based certification is about 9%.

Root Cause 4: High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.

Problem Statement 4 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 5: Staff expressed concerns with leadership greater than 30% in some departments and campuses.

Root Cause 5: There has not been a systematic approach for developing leaders in Manor ISD.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- RDA data
- Alternative Education Accountability (AEA) 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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- 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
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

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- 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
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee 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
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: October 22, 2024

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: The percentage of students who read at or above grade level (Meets) as measured by STAAR in 3rd grade will be 32% in 2025 and 53% by 2028.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, STAAR interim, ISIP, Amplify assessment data

Strategy 1 Details	Reviews			
Strategy 1: Elementary students will utilize digital platforms that screen and provide adaptive literacy practice for scholars. Strategy's Expected Result/Impact: Students will demonstrate a 7% improvement in composite literacy scores. Student platform usage will reach 80% by the end of the school year. Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, and Assessment Funding Sources: - TCLAS Decision 8 - \$170,310	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Secondary students will utilize digital platforms that screen and provide adaptive literacy practice. Strategy's Expected Result/Impact: Students will demonstrate a 7% improvement in composite literacy scores. Student platform usage will reach 80% by the end of the school year. Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, and Assessment Funding Sources: - TCLAS Decision 8 - \$68,517	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize High-Quality Instructional Materials (HQIM) in all K-5 classrooms. Strategy's Expected Result/Impact: Students will receive High-Quality Instructional Material (HQIM) as their primary tier 1 resource by ensuring that 80% of teachers receive training on its use by the end of the first semester. We will track utilization progress through monthly walk-through observations, where teachers use the identified HQIM effectively in 80% of their lessons. Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, and Assessment Funding Sources: - Local Funds - \$230,337.76	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Ensure that 100% of Kindergarten through third-grade teachers participate in the HB3 Reading and Biliteracy Academies. Strategy's Expected Result/Impact: All teachers will meet 80% of the module deadlines on time, aiming for a 80% completion rate of all training modules by the end of the cohort deadline. Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, and Assessment Funding Sources: - Local Funds - \$38,571.30	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide literacy acceleration support to scholars through tutoring targeting schools with the highest need. Majority of tutoring will take place during the instructional day. Strategy's Expected Result/Impact: 100% of scholars will demonstrate growth via their BOY, MOY, and EOY diagnostic screeners. Staff Responsible for Monitoring: Executive Director of CIA	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide continuous professional development and training to support the implementation of Manor ISD's Dual Language programs through a partnership with Ensemble Learning to develop culturally responsive bilingual programming and bi-literacy strategies for our dual language teachers and the campus leadership team. Strategy's Expected Result/Impact: Increased Emergent Bilingual academic achievement by 30% Staff Responsible for Monitoring: Multilingual Education Director Funding Sources: - Title III, Part A - \$35,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: The district will employ two 100% Dual Language Coordinators and one ESL Secondary Coordinator to deliver professional development on Dual Language, ESL, and Sheltered Instruction strategies to support Emerging Bilinguals in improving their language, literacy, and content learning. Strategy's Expected Result/Impact: PK-12th grade teachers will improve their instructional delivery to support an increase in Emergent Bilingual scholar achievement. Staff Responsible for Monitoring: Multilingual Education Director Funding Sources: - Title III, Part A - \$258,088	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Improve Tier I instruction and educational access for Emergent Bilingual scholars by enhancing the quality and quantity of language and literacy resources in dual language and ESL classrooms. Strategy's Expected Result/Impact: Bilingual teachers in Manor ISD will be better equipped to support Tier 1 instruction, resulting in emergent bilingual student achievement on formative and summative assessments. Staff Responsible for Monitoring: Multilingual Education Director Funding Sources: - Title III, Part A - \$15,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Provide Emergent Bilingual scholars with supplemental curriculum and sheltered instructional support to increase the quality and quantity of language acquisition across the four language domains. Strategy's Expected Result/Impact: Teachers will be better equipped to provide CBLI (content-based language instruction) to Emergent Bilingual scholars, resulting in greater growth in TELPAS. Staff Responsible for Monitoring: Multilingual Education Director Funding Sources: - Title III, Part A - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Provide supplemental parent, family, and community outreach on Dual language programming in the form of "platicas" community meetings, professional learning, and family literacy to promote family/school partnerships and increase Emergent Bilingual scholar achievement. Strategy's Expected Result/Impact: Families will gain a better understanding of district dual-language programming and the benefits of multilingualism, as well as education and community resources to support math and reading at home, increasing their child's academic engagement and success. Staff Responsible for Monitoring: Multilingual Education Director Funding Sources: - Title III, Part A - \$5,000	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: The percentage of students score at or above grade level (Meets) as measured by the Math STAAR in 3rd grade will be 26% in 2025 and 47% by 2028.

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Utilize High-Quality Instructional Materials (HQIM) in all K-5 classrooms. Ensure that 80% of teachers receive training on the use of HQIM by the end of the first semester. Track utilization progress through monthly walk-through observations where teachers use the identified HQIM effectively in 80% of their lessons. Strategy's Expected Result/Impact: 80% of scholars will demonstrate growth from BOY to EOY on identified math diagnostic tool. Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, & Assessment Funding Sources: - TIMA - \$88,714.64, - Local Funds - \$99,604.86	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All campuses will integrate elements of conceptual mathematical instruction into daily instructional lessons to build mathematical understanding and provide enrichment/acceleration opportunities, as measured by monthly observations and student assessment data. Strategy's Expected Result/Impact: 80% of students will demonstrate growth from BOY to EOY on identified mathematics diagnostic tool Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, & Assessment	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students will utilize digital platforms that screen and provide adaptive mathematics practice for scholars. Students will demonstrate a 6% improvement in composite mathematics scores. Strategy's Expected Result/Impact: Student platform usage (of at least 80 minutes per week) will reach 80% by the end of the school year. 80% of scholars will demonstrate growth on state and local assessments. Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, & Assessment Funding Sources: - TCLAS Decision 8 - \$252,661.50	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide math acceleration support to scholars through tutoring targeting schools demonstrating highest need based on STAAR scores. Majority of tutoring will happen during the school day. Strategy's Expected Result/Impact: 80% of scholars will demonstrate growth from BOY to EOY on identified math diagnostic tool. Staff Responsible for Monitoring: Executive Director of CIA	Formative			Summative
	Oct	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: The percentage of graduates that meet the criteria for CCMR will increase from 48% to 90% by the class of 2028 - (Class of 2023 - 55%, Class of 2024 - 65%, Class of 2025 - 75%, Class of 2026 - 85%, Class of 2027 - 90%)

GPM 3.1 The percentage of graduates that meet TSI compliance in English and Math through the TSIA, SAT, ACT, or the English and Math College Prep Course will increase from 32% to 60% by the class of 2028.

GPM 3.1 Annual Targets: Class of 2024=40% (36%), Class of 2025=45%, Class of 2026=50%, Class of 2027=55%, Class of 2028=60%

High Priority

HB3 Goal

Evaluation Data Sources: College Prep ELA / Math: semester enrollment reports and semester grades

TSI: student score reports per test

Strategy 1 Details	Reviews			
Strategy 1: Increase student access to practice assessments Strategy's Expected Result/Impact: Increase in student participation and scores Staff Responsible for Monitoring: Executive Director of CIA	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Purchased and provide digital and paper resources for students to improve performance on TSI, ACT, and SAT Strategy's Expected Result/Impact: Increase in student performance on standardized tests Staff Responsible for Monitoring: Executive Director of CIA	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Work with high schools to enroll more students in both college prep english and college prep math Strategy's Expected Result/Impact: More students will meet TSI and CCMR criteria Staff Responsible for Monitoring: Director of Counseling and Guidance	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 4 Details	Reviews			
Strategy 4: Increase opportunities for high school students to participate in JROTC - style "Cadet Core" club. Expand Cadet Core opportunities from current site at Manor New Tech HS to offer the cadet core club to students at Manor High School/Manor Senior High School. Strategy's Expected Result/Impact: experiences, networking, camaraderie, and extra-curricular opportunity for students considering a career in the military. Will ensure that students interested in career in military learn about and prepare for enlistment to ensure success. Staff Responsible for Monitoring: CSO	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 4: The percentage of graduates that meet the criteria for CCMR will increase from 48% to 90% by the class of 2028 - (Class of 2023 - 55%, Class of 2024 - 65%, Class of 2025 - 75%, Class of 2026 - 85%, Class of 2027 - 90%)

GPM 3.2 The percentage of graduates that meet the dual credit course indicator will increase from 34% to 55% by the class of 2028.

GPM 3.2 Annual Targets: Class of 2024=35% (22%), Class of 2025=40%, Class of 2026=45%, Class of 2027=50%, Class of 2028=55%

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: The CTE department in partnership with Austin Community College will expand workforce dual credit courses to include at least one course per program of study. Strategy's Expected Result/Impact: Increase in overall district CCMR score in the area of college readiness. Increase in annual district HB3 state allocation (outcomes based funding.) Staff Responsible for Monitoring: Director of CTE and Innovation	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Department of Counseling and Guidance in partnership with Austin Community College will increase enrollment in academic dual credit courses' opportunities at the high school level. Strategy's Expected Result/Impact: Increase in overall district CCMR score in the area of college readiness. Staff Responsible for Monitoring: Director of Counseling and Guidance	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Support Master schedule training and collaborate to improve master scheduling processes at Manor High School to increase student access to dual credit courses Strategy's Expected Result/Impact: More students will have access to dual credit classes CCMR indicator for dual credit courses will increase Staff Responsible for Monitoring: Director of Counseling & Guidance and Director of CTE & Innovation	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
 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 5: The percentage of graduates that meet the criteria for CCMR will increase from 48% to 90% by the class of 2028 - (Class of 2023 - 55%, Class of 2024 - 65%, Class of 2025 - 75%, Class of 2026 - 85%, Class of 2027 - 90%)

GPM 3.3 The percentage of graduates that receive an Industry Based Certificate will increase from 32% to 55% by the class of 2028.

GPM 3.3 Annual Targets: Class of 2024=35% (9%), Class of 2025=40%, Class of 2026=45%, Class of 2027=50%, Class of 2028=55%

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: The CTE department will collaborate with ACC and industry partners to increase number of staff meeting adjunct professor eligibility requirements for workforce dual credit courses. Strategy's Expected Result/Impact: Increase in overall district CCMR score in the area of career readiness. Increase in annual district HB3 state allocation (outcomes based funding.) Increase in Perkins Funding allocation Staff Responsible for Monitoring: Director of CTE and Innovation	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The CTE department will continue to expand industry based certification testing options and opportunities per program of study. The department will also provide guidance documents and a testing plan for campuses to set expectations for program monitoring and student participation. Strategy's Expected Result/Impact: Increase in overall district CCMR score in the area of career readiness. Increase in annual district HB3 state allocation (outcomes based funding.) Increase in Perkins Funding allocation Staff Responsible for Monitoring: Director of CTE Funding Sources: IBC testing curriculum and materials (exams, registrations, study guides) - Title II, Part A	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Centralize an internal tracking process for students with IEPs to ensure active participation in student course planning, transition planning, and postsecondary goal development by the end of the 2024-2025 school year. Strategy's Expected Result/Impact: Students with IEPs, age 14 and above, will have measurable postsecondary goals in the areas of employment, education/training, and independent living. This will result in increase compliance with state performance plan indicators. Staff Responsible for Monitoring: executive director of special programs	Formative			Summative
	Oct	Jan	Mar	June
	N/A			984

Strategy 4 Details	Reviews			
Strategy 4: Prioritize training for all related special education campus personnel and administrators to ensure proper participation of CTE representatives during ARD meetings, and ensure proper procedures and documentation of input from CTE representatives who were not in attendance during the ARD meetings. Strategy's Expected Result/Impact: Manor ISD will have 100% compliance with regard to Properly Constituted ARDS, and CTE enrollment for students with IEPs will increase. Staff Responsible for Monitoring: executive director of special programs	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 6: The percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the Math STAAR 3-8 assessments will increase to 22% by 2025 and 45% by 2028.

The percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the Reading STAAR 3-8 assessments will increase to 30% by 2025 and 55% by 2028.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Provide collaborative and inclusive training to general education content teachers, inclusion teachers, and specialized classroom teachers in the area of IEP development with specific emphasis on present levels of academic achievement and functional performance (PLAAPF). Staff Responsible for Monitoring: Executive director of special programs Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Implement universal system for IEP distribution, and a system for folder checks and classroom visits to monitor IEP implementation Strategy's Expected Result/Impact: Walkthroughs Folder monitor checks forms Staff Responsible for Monitoring: executive director of special programs Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 7: 100% of students on secondary campuses will have one-on-one planning sessions with their school counselor

HB3 Goal

Evaluation Data Sources: Counseling logs, transcripts, course choice sheets

Strategy 1 Details	Reviews			
Strategy 1: Use the SchoolLinks postsecondary platform in grades 6-12 to assist students in college and career exploration. Strategy's Expected Result/Impact: Increased awareness of high school pathways and career opportunities. 100% of 8th graders will have accessed career exploration by May 2025. Staff Responsible for Monitoring: Director of Counseling & Guidance	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Ensure High School Counselors have at least one face to face post-secondary planning meeting with every high school student during the 2024-2025 school year. Strategy's Expected Result/Impact: Increased graduation rates, CCMR rates, and post-secondary readiness. Staff Responsible for Monitoring: Director of Counseling & Guidance	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Ensure Middle School Counselors and High School Counselors have at least one face to face high school planning meeting with every 8th grade student during the 2024-2025 school year. Strategy's Expected Result/Impact: Increased graduation rates, CCMR rates, and post-secondary readiness. Staff Responsible for Monitoring: Director of Counseling & Guidance	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Plan year-to-year tasks and initiatives that will increase students awareness of college, career and military readiness opportunities from PK - 12. Strategy's Expected Result/Impact: Increased graduation rates, CCMR rates, and post-secondary readiness. Staff Responsible for Monitoring: Director of Counseling & Guidance	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: Manor ISD will implement strategies to ensure at least 80% of families and staff have correct information listed in its mass communication system and receive messaging

Evaluation Data Sources: Blackboard Messaging Reports, Enrollment/Registration Reports

Strategy 1 Details	Reviews			
Strategy 1: Implementing systematic communication to encourage families to update their information Staff Responsible for Monitoring: Executive Director of Communications	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Establish quarterly reviews with the technology department to audit parent and staff data migration Staff Responsible for Monitoring: Executive Director of Communications	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Training campus staff on how to audit parent and staff information the mass communication system Staff Responsible for Monitoring: Executive Director of Communications	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 2: Manor ISD will increase social media followers by 10% on all platforms by the end of the school year.

Evaluation Data Sources: Facebook, Instagram, X Analytics

Strategy 1 Details	Reviews			
Strategy 1: Develop a comprehensive social media strategy to engage with a broader audience. Staff Responsible for Monitoring: Executive Director of Communications	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Post a minimum of 3 updates per week on district social media channels. Staff Responsible for Monitoring: Executive Director of Communications	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Implement a content calendar to ensure consistent and relevant messaging. Staff Responsible for Monitoring: Executive Director of Communications	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 3: Manor ISD will establish emergency communication processes to support the dissemination of accurate and timely information to internal and external stakeholders during day-to-day emergencies (secure mode, lockdown, after school activity cancellations, etc.) and large scale emergencies (weather events, active threat)

Evaluation Data Sources: Blackboard Messaging Reports, IC Review Reports

Strategy 1 Details	Reviews			
Strategy 1: Review and update the crisis communication plan annually, incorporating feedback from staff. Staff Responsible for Monitoring: Executive Director of Communications	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Conduct a crisis communication drill with the communications department at least once per year. Staff Responsible for Monitoring: Executive Director of Communications	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Ensure all crisis communications are issued within 2 hours of an incident. Staff Responsible for Monitoring: Executive Director of Communications	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Expand our presence at community events to increase information exchange (VATRE, Enrollment) Strategy's Expected Result/Impact: Increased enrollment Staff Responsible for Monitoring: Executive Director of Communications	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By 2026, The Whole Child Department will retain 90% of their staff.

Evaluation Data Sources: Climate survey, MOY and EOY Evaluations

Strategy 1 Details		Reviews			
Strategy 1: Conduct rounding sessions with new hires to assess job satisfaction, identify potential areas of improvement and address any concerns or challenges, with a minimum of 1 meeting per month. Staff Responsible for Monitoring: Director of Whole Child		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 2: By 2026, 70% of Manor ISD families will have access to opportunities in educational workshops and events, including volunteering and committees.

Evaluation Data Sources: Tracking of participation through feedback surveys, event attendance records (sign-in sheets) and accountability reports PLs submit.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Parent Liaisons will provide at least one family engagement opportunity that is Linked to Learning per month as one of the 6 process conditions following the Dual Capacity-Building framework for family-school partnerships. Strategy's Expected Result/Impact: Improve the connection between family engagement and learning/development and increase the family-school partnership. Staff Responsible for Monitoring: Director of Whole Child	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Manor ISD Special Programs Department will partner with parent liaisons to host family engagement opportunities on a monthly basis, beginning October 2024. Strategy's Expected Result/Impact: Improved family engagement and reduced critical cases requiring involvement by TEA via the complaint process, mediations and/or requests for due process. Staff Responsible for Monitoring: Executive director of special programs	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: By August 2025, Manor ISD will launch The Manor MOSAIC (Multicultural Opportunities for Student Artistic Innovation and Creativity) Program. This will consist of culturally relevant after-school fine arts programs at at least 50% of its elementary schools, offering options such as Step Team, Ballet Folklorico, Drumline, World Percussion, Muralism, Afrocentric Art, Hispanic Crafts, Street Art, Traditional Asian and South Asian Dance, Gospel Music, Slam Poetry or Storytelling. Strategy's Expected Result/Impact: The goal is to foster cultural appreciation, student and family engagement, and community involvement through fine arts. Programs will rely on campus and community interest and talent surveys and recruit first from Manor ISD staff and families willing to teach the courses. As needed, community partners and vendors will also be recruited to facilitate clubs. Staff Responsible for Monitoring: Director of Fine Arts	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue 992				

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: 100% of K-12 scholars will have access to mental health virtual therapy through Daybreak to address mental health needs and enhance their academic experience.

Evaluation Data Sources: Daybreak Screeners, Top 5% students from Daybreak screeners, SST referrals and/or Counselor/Social Work referrals.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize Daybreak Screeners and referrals from campuses for mental health services. Strategy's Expected Result/Impact: Identify students in need of mental health services and identify mental health support. Staff Responsible for Monitoring: Director of Whole Child Funding Sources: Daybreak Contract - McKinney Vento (TEHCY) - \$40,000	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: By May 2025, Manor ISD will reduce the dropout rate by 3% by tracking chronic absenteeism, increasing home visits, and providing tiered support interventions (academic, social, and emotional) for identified at-risk students. Progress will be reviewed quarterly with the reengagement team.

Strategy 1 Details	Reviews			
Strategy 1: Expand Home Visits for Family Engagement by training the reengagement team, including counselors and community liaisons, to conduct home visits with cultural sensitivity and empathy. Establish consistent follow-up with home campus after home visits to ensure families receive proper support to address barriers that may have been presented during the home visit. Strategy's Expected Result/Impact: Higher re-enrollment rates for students previously at risk of dropping out due to family challenges. Staff Responsible for Monitoring: Principal MEA/Director of Truancy	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 5: By May 2025, Manor ISD will increase its district-wide attendance rate from 90.7% to meeting or exceeding the state average.

Strategy 1 Details	Reviews			
Strategy 1: The reengagement team will continue to support weekly attendance meetings at each of the 17 campuses, providing tiered support & interventions for students identified with chronic absenteeism. Progress will be reviewed monthly to ensure the goal is on track and adjustments can be made where necessary. Strategy's Expected Result/Impact: Reduction in Chronic Absenteeism: By the end of the academic year, we expect a measurable reduction in the percentage of students identified with chronic absenteeism (e.g., a 10-15% decrease from baseline). Increased Student Engagement: Students receiving interventions will show improved participation in class activities, reflected in more consistent attendance and engagement in schoolwork. Staff Responsible for Monitoring: MEA Principal/Director of Truancy Campus Principals Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: By 2026, 90% of students experiencing homelessness will receive wraparound services in order to increase student achievement

High Priority

Evaluation Data Sources: Eduphoria monitoring groups, iStation/iReady data, STAAR/EOC data, attendance, behavior and academic data.

Strategy 1 Details	Reviews			
Strategy 1: Utilize a progress monitoring spreadsheet to track attendance, grades, and behavior concerns. Strategy's Expected Result/Impact: Increased awareness and knowledge among the McKinney-Vento Team of barriers to and changes in the academic success of students experiencing homelessness. Staff Responsible for Monitoring: Director of Whole Child Results Driven Accountability Problem Statements: Student Learning 3 - District Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create an Eduphoria monitoring group for students coded as homeless to track testing performance and necessary testing accommodations. Strategy's Expected Result/Impact: Improve the ability of the McKinney-Vento team to identify low performance on testing and work with campus leaders to ensure identified accommodations are being provided. Staff Responsible for Monitoring: Director of Whole Child Results Driven Accountability Problem Statements: Student Learning 3 - District Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Routinely attend Student Support Team meetings to increase collaboration with campus leaders and ensure necessary accommodations are provided as well as ensure compliance with the McKinney-Vento Act. Strategy's Expected Result/Impact: Increase the number of students identified as homeless and ensure supports on the academic, behavioral, and emotional level are provided. Staff Responsible for Monitoring: Director of Whole Child Results Driven Accountability Problem Statements: Student Learning 3 - District Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				996



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: Students identified as homeless are not receiving adequate wraparound services to support student academic achievement. Root Cause: Campus leaders were unaware of students experiencing homelessness, their needs and rights.

District Processes & Programs

Problem Statement 1: Students identified as homeless are not receiving adequate wraparound services to support student academic achievement. Root Cause: Campus leaders were unaware of students experiencing homelessness, their needs and rights.

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

Performance Objective 2: Manor ISD will create and implement a Long-Term Financial Plan (LTFP) to achieve financial sustainability.

Evaluation Data Sources: Evaluation Data will be a series of presentations of a Long-Term Financial Plan (LTFP) for Manor ISD. A preliminary LTFP will be presented to the Cabinet in March 2024 in order to receive feedback and suggestions. The revised LTFP will be presented to the Cabinet in April 2024. A proposed LTFP will be presented to the Manor ISD Board of Trustees at their Regular Meeting in May 2024.

This plan will estimate revenues and expenditures for each year over the next 5 (five) fiscal year including the current year. The plan will show and project the General Fund Balance at the beginning and end of each fiscal year (FY24, FY25, FY26, FY27, FY28).

Strategy 1 Details	Reviews			
Strategy 1: Two-year plan to achieve a balanced budget by June 2026. Strategy's Expected Result/Impact: * 2024-2025 Budget with a realized deficit of not more than \$13 million * 2025-2026 Budget with a realized deficit of zero In order to address the 2024-25 general budget deficit balance of -\$20 million, the District is developing a plan to reduce the budget by not more than \$13 million. The plan ranges from reducing personnel costs, contracted services, general supplies and employee travel district wide. To maximize its tax revenue capacity on the other hand, which makes about 90% of the revenue budget, the District is passing a Voter-Approval-Tax-Rate-Election (VATRE) to increase M&O pennies by three (3) cents, which will generate about \$3.5 million in new tax revenue. Moreover, to assist with cash inflows, as consequence of the District reducing its cash reserves by less than 60 days on hand, the District will request that the Board approves a cash borrowing resolution as allowed under TEC Sections 45.104, 45.108, and Board Policy CCF (Legal). The amount to be borrowed is up to \$13 million, to be repaid within the same fiscal year. For 2025-26, the District will continue its pattern of aggressive budget cuts by not more than \$12.8 million in order to adopt a balanced budget. This is assuming no increase to the state's basic allotment of \$6,160 and an increase in the property value by 10%, which will generate an additional \$5.4 million in new tax revenue and consequently, increase its Chapter 49 Recapture payment by almost \$4 million. The amount required to reduce the budget and the borrowing amount will be adjusted in proportion to the projected Average Daily Attendance (ADA). During the 2025-26 school year District will also need to borrow approximately \$27 million to meet its cash flow demands as early as August to help during the four month period (August - November) of low revenue inflows. Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Improve our processes for Federal/State programs Strategy's Expected Result/Impact: Update existing Federal/State Programs manuals. With the hiring of a Federal Programs Director, the District will implement various tools for the management of federal grants and state funding, such as the State Compensatory Education program. Tools to monitor and keep track of grant funded personnel and allowable spending will be implemented to progressively drawdown and use all grant amounts during the award period. In addition, the Federal Programs Director will update the existing federal/state programs manual to be used for the administration of federal/state programs and for training of District personnel. Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement plans to work with community partners to improve attendance by deterring students from skipping school. Strategy's Expected Result/Impact: Attendance will increase at our high schools Staff Responsible for Monitoring: Chief of Academic Support	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: By 2026, 100% of identified teen parents will receive assistance with daycare needs and parenting resources while maintaining a focus on academic success.

Evaluation Data Sources: The program will prioritize consistent attendance and academic achievement through individualized services, aiming to improve retention, graduation rates, and overall student well-being.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement a proactive attendance monitoring system that tracks student attendance closely and provides interventions such as counseling or home visits when absences increase. Strategy's Expected Result/Impact: Decrease attendance rate for PRS group. Staff Responsible for Monitoring: Director of Whole Child Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop partnerships within Manor ISD and local community organizations to provide resources such as child care assistance, counseling, and health services specifically tailored for pregnant and parenting teens. Strategy's Expected Result/Impact: to ensure that pregnant and parenting teens have access to the resources and support necessary to continue their education, achieve academic success, and build a strong foundation for their futures. Receive CHEI upon notification of delivery. Upon return to school after delivery - student has daycare set up to minimize the interruption of academic programming, which result in absence from school. Staff Responsible for Monitoring: Director of Whole Child Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Implement 100% of student safety, mental wellness, and the components of a School Counseling Program

Evaluation Data Sources: Trainings, Professional Development

Strategy 1 Details	Reviews			
Strategy 1: Provide services and training to support staff on Trauma Informed Care, social-emotional learning, positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care and [TEC 11.252(a)10; TEC 39.036]. Strategy's Expected Result/Impact: Complete various trainings including Region XIII School Counselor Cooperative and Mental Health Cooperative. Support students with challenging behaviors Staff Responsible for Monitoring: Director of Counseling & Guidance	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Implement and support the suicide prevention program including a parental/guardian notification procedure [TEC 11.252(3)(B)(i)] Strategy's Expected Result/Impact: Complete program and training on identifying risk factors for suicide. Staff Responsible for Monitoring: Director of Counseling & Guidance Director of Whole Child	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Support the implementation of the Texas Model for Comprehensive School Counseling Programs including guidance curriculum and responsive services [TEC 11.252(a)(3)(1); TEC 37.083(a)]. Strategy's Expected Result/Impact: School Counselors will collect and report data on their implementation of the Texas Model for Comprehensive School Counseling Programs four components Staff Responsible for Monitoring: Director of Counseling & Guidance	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Support Campus-Based Teams as a part of the Safe and Supportive Schools Program Team that will meet to review students identified to be at risk. [TEC 37.115 (f)(1)(a)] Strategy's Expected Result/Impact: Identification of students in need of additional support services for emotional and academic success Staff Responsible for Monitoring: Director of Student Affairs	Formative			Summative
	Oct	Jan	Mar	June
	N/A			1001



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: By the end of the 2025 school year, all Manor ISD campuses will achieve 100% compliance with the District Emergency Operations Plans by conducting mandatory monthly drills as outlined in the Standard Response Protocols from the Texas School Safety Center. The MISD Police Department will monitor and report on the completion and effectiveness of these drills each month, ensuring all campuses are prepared for emergency situations.

Evaluation Data Sources: Review meetings involving campus administrators, MISD Police Department representatives, and key staff members to discuss drill outcomes, compliance status, and areas for improvement. After each drill, gather feedback from participants and observers, compile the data, and analyze it to identify trends or recurring issues.

Strategy 1 Details		Reviews			
Strategy 1: Schedule monthly review meetings involving campus administrators, MISD Police Department representatives, and key staff members to discuss drill outcomes, compliance status, and areas for improvement. After each drill, gather feedback from participants and observers, compile the data, and analyze it to identify trends or recurring issues. Strategy's Expected Result/Impact: Monthly review meetings with campus administrators and MISD Police Department representatives will enhance emergency preparedness by discussing drill outcomes and compliance. Feedback collected after each drill will identify trends and areas for improvement, leading to increased effectiveness and safety across all campuses. Staff Responsible for Monitoring: Manor ISD Chief of Police		Formative			Summative
		Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue					

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

Performance Objective 2: By the end of the next academic year, every campus within the district will have an armed police officer present on-site during all school hours, ensuring a safe environment for students and staff. Progress will be reviewed monthly to confirm officer assignments and address any challenges in staffing.

High Priority

HB3 Goal

Evaluation Data Sources: The hiring of additional Police Officers and properly assigning officers to campuses

Strategy 1 Details	Reviews			
Strategy 1: To ensure every campus has an armed police officer, an assessment of staffing needs will be conducted, followed by the development of a detailed deployment plan and budget. Each officer will be assigned to a campus. Strategy's Expected Result/Impact: Each campus is secured by a dedicated armed police officer, enhancing overall safety and emergency response while boosting confidence among students, staff, and parents. Staff Responsible for Monitoring: Manor ISD Chief of Police	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to support and recruit new cadets who will work as hall monitors while completing their police academy requirements. Strategy's Expected Result/Impact: Three new police officers trained by Manor ISD Staff Responsible for Monitoring: Chief of Police	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: By the end of the current fiscal year, all district facilities will have fencing and/or ballistic-resistant film installed in compliance with TEA standards and HB3 requirements. Progress will be monitored through inspections, and any non-compliance issues will be addressed to ensure full adherence by the deadline.

HB3 Goal

Evaluation Data Sources: To assess the effectiveness of fencing and ballistic-resistant film during the 2024-2025 school year, we will evaluate overall safety through real-world applications. This will include conducting safety audits, reviewing incident reports, and gathering feedback from staff and students. Additionally, we will ensure that all fencing and film meet established safety and operational standards through regular inspections and compliance checks.

Strategy 1 Details	Reviews			
Strategy 1: Ensure film and fencing are properly installed and documented by conducting thorough pre-installation site assessments. Follow up with regular inspections and maintenance checks to confirm ongoing compliance, and maintain comprehensive documentation of all installations and updates for accountability and future reference. Strategy's Expected Result/Impact: The expected result of this approach is improved security compliance and reliable evidence of adherence to installation standards, leading to enhanced overall safety and effective verification of installation quality. Staff Responsible for Monitoring: Manor ISD Chief of Police / Chief Operations Officer / Director of Facilities	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 4: By the end of the 2024-2025 school year, Manor ISD will ensure that all key areas available for rental are safe, well-maintained, environmentally sustainable, and accessible. This will be achieved by implementing effective management of rental guidelines, conducting inspections, performing monthly proactive maintenance, and incorporating sustainable practices into facility rental operations. Success will be measured through user satisfaction in one-on-one interviews and compliance with safety and accessibility standards.

Evaluation Data Sources: Evaluate facility rentals by regularly reviewing rental guidelines, inspections, maintenance records, and sustainability practices to ensure facilities remain safe, well-maintained, and supportive of student and community needs.

Strategy 1 Details	Reviews			
Strategy 1: Regularly review and update rental guidelines, conduct inspections, review rental transactions and assess maintenance records and sustainability practices to ensure facilities are safe, well-maintained, and effectively support student and community needs. Strategy's Expected Result/Impact: Ensure sustainability compliance, and better meet the needs of students and the community, leading to increased satisfaction and effective use of rental spaces. Staff Responsible for Monitoring: Director of Facilities / Chief Operations Officer	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 5: By the end of the 2025 academic year, Manor ISD will develop and implement a comprehensive long-range planning framework that incorporates community feedback, aligns with strategic goals, and identifies key areas for growth.

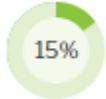
Evaluation Data Sources: Manor ISD will implement a data evaluation process that includes establishing baseline metrics and conducting monitoring strategic initiatives via quarterly reports. The evaluation will utilize qualitative and quantitative analyses to identify trends and areas for improvement, with continuous feedback. An annual evaluation report will summarize findings, track progress, and recommend adjustments to ensure the long-range plan remains responsive to community needs

Strategy 1 Details	Reviews			
Strategy 1: To develop a comprehensive long-range planning framework by the end of the 2025 academic year, Manor ISD will engage the community through surveys, focus groups, and MISD departments to gather diverse feedback. The framework will align with existing strategic goals and identify key areas for growth. A draft will be created with measurable objectives and timelines. Strategy's Expected Result/Impact: The implementation of the comprehensive long-range planning framework is expected to yield several positive outcomes. Firstly, increased MISD department engagement will lead to a more inclusive decision-making process, ensuring that diverse perspectives are reflected in the district's strategic initiatives. The alignment of the framework with existing strategic goals will foster greater cohesion within the district, promoting targeted growth in identified key areas. The establishment of measurable objectives and timelines will facilitate tracking progress and accountability, enabling timely adjustments as needed. Overall, the process is anticipated to strengthen the district's responsiveness to community needs and improve educational outcomes for all students. Staff Responsible for Monitoring: Chief Of Operations	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 1: MISD's teacher retention rate will increase over the next two years (by 2026) from 57% to 80% at the October snapshot dates

Evaluation Data Sources: TAPR; MISD internal PEIMS & HR hand calculation based on Skyward data

Strategy 1 Details	Reviews			
Strategy 1: Manor ISD's compensation plan will become competitive with surrounding districts and markets by 25-26 school years with emphasis on: Teachers Support Staff Campus and Central Office Administration Strategy's Expected Result/Impact: Alignment within and between pay grades Increased retention rate Staff Responsible for Monitoring: Chief Human Resources Officer	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Strategy 2 Establish multiple pathways for employees to grow professionally and build capacity within the district by the 2025-2026 school year Strategy's Expected Result/Impact: Increased retention Increased opportunities for staff Increase in skilled, knowledgeable staff Staff Responsible for Monitoring: Human Resources Directors	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Strategy 3 Improve the quality of customer service for internal and external stakeholders Strategy's Expected Result/Impact: Increased retention rate Improved ratings year over year on climate survey Improved stakeholder experiences with MISD staff Staff Responsible for Monitoring: Human Resources Directors	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4 Create an innovative stipend structure to address teaching vacancies within the district Strategy's Expected Result/Impact: Students will have a certified teacher and appropriate paraprofessional support in classrooms where there are teacher vacancies Teachers with greater student loads will receive greater compensation. Staff Responsible for Monitoring: Human Resources Directors	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize virtual teachers to alleviate teacher vacancies Strategy's Expected Result/Impact: Students will have a certified teacher to facilitate learning Staff Responsible for Monitoring: Human Resources Director-Secondary	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Create a Manor MS recruitment and retention stipend Strategy's Expected Result/Impact: Attract quality candidates for Manor Middle School Retain staff Staff to become engaged and committed to student learning Staff Responsible for Monitoring: Chief Human Resources Officer	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Expand teacher residency partnerships to include special education teachers and diagnosticians. Strategy's Expected Result/Impact: Decrease vacancy rate of special education positions Staff Responsible for Monitoring: Chief of Human Resources	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Manor ISD will provide ongoing professional development for staff in classroom management, positive culture, lesson mastery, and instructional leadership.

Strategy 1 Details	Reviews			
Strategy 1: Teachers who are new to the profession and/or new to Manor will participate in professional development that is aligned with best practices in classroom management and positive classroom culture. Strategy's Expected Result/Impact: Identified teachers will attend Back to School professional development with an attendance rate of 90% or higher at classroom management and positive classroom culture sessions as measured by attendance data. Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, and Assessment	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers with less than one year of experience will participate in monthly professional development. Strategy's Expected Result/Impact: Identified teachers will attend monthly professional development with an attendance rate of 90% or higher as measured by attendance data. Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, and Assessment	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers with less than one year of experience will be partnered with a mentor teacher, and both will participate in monthly professional development. Strategy's Expected Result/Impact: Identified teachers and their mentors will attend monthly professional development with an attendance rate of 90% or higher as measured by attendance data. Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, and Assessment Funding Sources: Mentor Stipends - Title II, Part A	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Campus administrators will participate in ongoing professional development including monthly district instructional leadership meeting focused on the Texas Effective Schools Framework and the Get Better Faster Rubric. Leadership coaching from district personnel, consultants, and through region 13 including Texas Instructional Leadership and the Collaborative Leadership Network will support building leadership capacity. Strategy's Expected Result/Impact: Campus administrators will participate in ongoing professional development with an attendance rate of 90% or higher as measured by Principal Meeting and AP Meeting attendance data. Expected result will be increased campus leadership capacity to manage facilities, build staff and student culture, and facilitate the professional growth of their teachers - outcome of this will be increased student achievement. Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, and Assessment	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Instructional coaches and department chairs will participate in ongoing professional development focused on Texas Effective Schools Framework and Get Better Faster Coaching Rubric. Strategy's Expected Result/Impact: Instructional coaches and department chairs will participate in ongoing professional development with an attendance rate of 90% or above as measured by ILT attendance data. Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, and Assessment	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Teachers of core content areas, LOTE, and AVID will participate in ongoing professional development. Strategy's Expected Result/Impact: Teachers of core content areas, LOTE, and AVID will participate in ongoing professional development with an attendance rate of 90% or higher, as measured by session attendance data. Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, and Assessment	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Teachers on campuses identified as high priority will receive additional support from the curriculum team including small/whole group professional development, HQIM implementation and utilization, side-by-side teaching, modeling, assistance in PLCs, student achievement data analysis and intervention development and implementation Strategy's Expected Result/Impact: The development of teachers on highest priority campuses will be accelerated and improved through this just-in-time PD and support, resulting in improved student outcomes. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Funding Sources: - Title II, Part A	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Improve the skills, knowledge, and capacity of the Human Resources team

Strategy 1 Details	Reviews			
Strategy 1: Human Capital staff engage in professional development on human resources processes and systems and maximize HRIS features by 2025 Strategy's Expected Result/Impact: Improved efficiency of processing personnel requests Decrease in response time to internal and external stakeholders Increased knowledge with job roles and responsibilities; increased confidence in ability Consistent customer service top two survey ratings as individuals, departments/campus, district Improved stakeholder satisfaction Improved work environment Staff Responsible for Monitoring: Chief Human Resources Officer	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide training to HR staff on TalentEd and Skyward by January 2025 Strategy's Expected Result/Impact: Improved speed and accuracy of Human Resources processes and procedures Staff Responsible for Monitoring: Directors of Human Resources	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Hire high quality and retain 75% of Special Education Staff by 2025 and 90% of Special Education Staff by 2028

High Priority

Evaluation Data Sources: Professional Development and training provided throughout the school year with at least 90% of special education teachers and support staff attending.
Increased retention rate of Educational Assistants and Associates

Strategy 1 Details	Reviews			
Strategy 1: Work with human capital to hire highly qualified staff to provide high quality evidence based strategies for students receiving special education, dyslexia supports, and 504 accommodations. Strategy's Expected Result/Impact: Improve SPED STAAR 3-8 passing rates and RDA performance levels for all core content areas. Improve SPED STAAR EOC passing rates and RDA performance levels for all EOC areas. Staff Responsible for Monitoring: executive director of special programs Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use resources from 321 Insight to provide training for Educational Assistants and Associates that can be implemented and applied in the classroom immediately following training. Strategy's Expected Result/Impact: Improvement in in classroom management and student behavior; build capacity and skills of Educational Assistants and Associates Staff Responsible for Monitoring: executive director of special programs Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: By 2026, the Department of Counseling will recruit and retain 90% of the school counseling staff.

Strategy 1 Details	Reviews			
Strategy 1: Establish partnerships with universities and certification programs to recruit future School Counselors. Strategy's Expected Result/Impact: Increase School Counselor internship opportunities with Manor ISD Concluding completion of internships, hire interning School Counselors as full time School Counselors with Manor ISD Staff Responsible for Monitoring: Director of Counseling and Guidance	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

RDA Strategies

Goal	Objective	Strategy	Description
1	6	1	Provide collaborative and inclusive training to general education content teachers, inclusion teachers, and specialized classroom teachers in the area of IEP development with specific emphasis on present levels of academic achievement and functional performance (PLAAFP).
1	6	2	Implement universal system for IEP distribution, and a system for folder checks and classroom visits to monitor IEP implementation
3	5	1	The reengagement team will continue to support weekly attendance meetings at each of the 17 campuses, providing tiered support & interventions for students identified with chronic absenteeism. Progress will be reviewed monthly to ensure the goal is on track and adjustments can be made where necessary.
4	1	1	Utilize a progress monitoring spreadsheet to track attendance, grades, and behavior concerns.
4	1	2	Create an Eduphoria monitoring group for students coded as homeless to track testing performance and necessary testing accommodations.
4	1	3	Routinely attend Student Support Team meetings to increase collaboration with campus leaders and ensure necessary accommodations are provided as well as ensure compliance with the McKinney-Vento Act.
4	3	1	Implement a proactive attendance monitoring system that tracks student attendance closely and provides interventions such as counseling or home visits when absences increase.
4	3	2	Develop partnerships within Manor ISD and local community organizations to provide resources such as child care assistance, counseling, and health services specifically tailored for pregnant and parenting teens.
6	4	1	Work with human capital to hire highly qualified staff to provide high quality evidence based strategies for students receiving special education, dyslexia supports, and 504 accommodations.
6	4	2	Use resources from 321 Insight to provide training for Educational Assistants and Associates that can be implemented and applied in the classroom immediately following training.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carissa Raney	Parent Liaison	Shadowglen Elementary	1.0
Cherise Thompson	Instructional Coach	Presidential Meadows Elementary	1.0
Christie Hardi	Instructional Coach	Lagos Elementary	1.0
Erik Hauck	Instructional Coach	Decker Elementary	1.0
Ernesta Steele	Parent Liaison	Lagos Elementary	1.0
Felicitas Moreno	Parent Liaison	Blake Manor Elementary	1.0
Joany Benitez Piedra	Parent Liaison	Manor Rise Academy	1.0
Julissa Clark	Bilingual Instructional Coach	Manor Rise Academy	1.0
Kourtney Clopton	Instructional Coach	Shadowglen Elementary	1.0
Laura Adams	Parent Liaison	Pioneer Crossing Elementary	1.0
Luz Diaz	Parent Liaison	Bluebonnet Trail Elementary	1.0
Maira Garcia	Social Worker	The Whole Child	1.0
Mayra Garcia	Parent Liaison	Oak Meadows Elementary	1.0
Michelle Gomez	Instructional Coach	Bluebonnet Trail Elementary	1.0
Nelly Reyna Mendoza	Family Engagement Coordinator	The Whole Child	1.0
Nicole Willis	Instructional Coach	Pioneer Crossing Elementary	1.0
Noelia Guevara	Parent Liaison	Presidential Meadows Elementary	1.0
Palmira Mercado	Parent Liaison	Decker Elementary	1.0
Tiffany Berry	Instructional Coach	Oak Meadows Elementary	1.0
Vanessa Vargas-Gongora	Instructional Coach	Blake Manor Elementary	1.0

District Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,419,440.00
+/- Difference					\$1,419,440.00
McKinney Vento (TEHCY)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Daybreak Contract		\$40,000.00
Sub-Total					\$40,000.00
Budgeted Fund Source Amount					\$17,000.00
+/- Difference					-\$23,000.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	IBC testing curriculum and materials (exams, registrations, study guides)		\$0.00
6	2	3	Mentor Stipends		\$0.00
6	2	7			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$234,020.00
+/- Difference					\$234,020.00
Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$35,000.00
1	1	7			\$258,088.00
1	1	8			\$15,000.00
1	1	9			\$10,000.00
1	1	10			\$5,000.00
Sub-Total					\$323,088.00

Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$384,673.00
+/- Difference					\$61,585.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$230,337.76
1	1	4			\$38,571.30
1	2	1			\$99,604.86
Sub-Total					\$368,513.92
Budgeted Fund Source Amount					\$1,433,305.22
+/- Difference					\$1,064,791.30
Title IV - SEL and Safety					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$105,035.00
+/- Difference					\$105,035.00
TCLAS Decision 8					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$170,310.00
1	1	2			\$68,517.00
1	2	3			\$252,661.50
Sub-Total					\$491,488.50
Budgeted Fund Source Amount					\$491,488.50
+/- Difference					\$0.00
TIMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$88,714.64
Sub-Total					\$88,714.64
Budgeted Fund Source Amount					\$629,994.581018
+/- Difference					\$541,279.94

TIMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Budgeted					\$4,714,956.30
Grand Total Spent					\$1,311,805.06
+/- Difference					\$3,403,151.24

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 District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Nikkida Butler	10/9/2024	Dr. Christopher Harvey	10/10/2024
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
Disciplinary Alternative Education Program (DAEP)	Anastasia Mirelez	1/6/2025	Dr. Christopher Harvey	10/10/2024
Dropout Prevention	Director of Truancy	12/13/2024	Dr. Christopher Harvey	10/10/2024
Post-Secondary Preparedness	Director of Counseling		Dr. Christopher Harvey	10/10/2024

Addendums

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

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FREEDOM FROM BULLYING

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- b. Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

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**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

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FREEDOM FROM BULLYING

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(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Bullying</i>	
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

STUDENT WELFARE
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	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

SUBCHAPTER C. LAW AND ORDER

Sec. 37.081. SCHOOL DISTRICT PEACE OFFICERS, SCHOOL RESOURCE OFFICERS, AND SECURITY PERSONNEL. (a) The board of trustees of any school district may employ security personnel, enter into a memorandum of understanding with a local law enforcement agency for the provision of school resource officers, and commission peace officers to carry out this subchapter. If a board of trustees authorizes a person employed as security personnel to carry a weapon, the person must be a commissioned peace officer. The jurisdiction of a peace officer, a school resource officer, or security personnel under this section shall be determined by the board of trustees and may include all territory in the boundaries of the school district and all property outside the boundaries of the district that is owned, leased, or rented by or otherwise under the control of the school district and the board of trustees that employ the peace officer or security personnel or that enter into a memorandum of understanding for the provision of a school resource officer.

(b) In a peace officer's jurisdiction, a peace officer commissioned under this section:

(1) has the powers, privileges, and immunities of peace officers;

(2) may enforce all laws, including municipal ordinances, county ordinances, and state laws;

(3) may, in accordance with Chapter [52](#), Family Code, or Article [45.058](#), Code of Criminal Procedure, take a child into custody; and

(4) may dispose of cases in accordance with Section [52.03](#) or [52.031](#), Family Code.

(c) A school district peace officer may provide assistance to another law enforcement agency. A school district may contract with a political subdivision for the jurisdiction of a school district peace officer to include all territory in the jurisdiction of the political subdivision.

(d) The board of trustees of the school district shall determine the law enforcement duties of peace officers, school resource officers, and security personnel. The duties must be included in:

- (1) the district improvement plan under Section [11.252](#);
- (2) the student code of conduct adopted under Section [37.001](#);
- (3) any memorandum of understanding providing for a school resource officer; and
- (4) any other campus or district document describing the role of peace officers, school resource officers, or security personnel in the district.

(d-1) A school district peace officer, a school resource officer, and security personnel shall perform law enforcement duties for the school district that must include protecting:

- (1) the safety and welfare of any person in the jurisdiction of the peace officer, resource officer, or security personnel; and
- (2) the property of the school district.

(d-2) A school district may not assign or require as duties of a school district peace officer, a school resource officer, or security personnel:

- (1) routine student discipline or school administrative tasks; or
- (2) contact with students unrelated to the law enforcement duties of the peace officer, resource officer, or security personnel.

(d-3) This section does not prohibit a school district peace officer, a school resource officer, or security personnel from informal contact with a student unrelated to:

- (1) the assigned duties of the officer or security personnel; or
- (2) an incident involving student behavior or law enforcement.

(d-4) In determining the law enforcement duties under Subsection (d), the board of trustees of the school district shall coordinate with district campus behavior coordinators and other district employees to ensure that school district peace officers, school resource officers, and security personnel are tasked only with duties related to law enforcement intervention and not tasked with behavioral or administrative duties better addressed by other district employees.

(e) The board of trustees of the district shall determine the scope of the on-duty and off-duty law enforcement activities of school district peace officers. A school district must authorize in writing any off-duty law enforcement activities performed by a school district peace officer.

(f) The chief of police of the school district police department shall be accountable to the superintendent and shall report to the superintendent. School district police officers shall be supervised by the chief of police of the school district or the chief of police's designee and shall be licensed by the Texas Commission on Law Enforcement.

(g) A school district police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into a memorandum of understanding that outlines reasonable communication and coordination efforts between the department and the agencies.

(h) A peace officer assigned to duty and commissioned under this section shall take and file the oath required of peace officers and shall execute and file a bond in the sum of \$1,000, payable to the board of trustees, with two or more sureties, conditioned that the peace officer will fairly, impartially, and faithfully perform all the duties that may be required of the peace officer by law. The bond may be sued on in the name of any person injured until the whole amount of the bond is recovered. Any peace officer commissioned under this section must meet all minimum standards for peace officers established by the Texas Commission on Law Enforcement.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2013, 83rd Leg., R.S., Ch. 93 (S.B. [686](#)), Sec. 2.11, eff. May 18, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 1407 (S.B. [393](#)), Sec. 9, eff. September 1, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 1409 (S.B. [1114](#)), Sec. 4, eff. September 1, 2013.

Acts 2019, 86th Leg., R.S., Ch. 402 (S.B. [1707](#)), Sec. 2, eff. June 2, 2019.

Acts 2019, 86th Leg., R.S., Ch. 402 (S.B. [1707](#)), Sec. 3, eff. June 2, 2019.

Priority for Service (PFS) Action Plan for Migrant Students-Shared Service Arrangement District

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	- Who have made a qualifying move within the previous 1-year period; <u>AND</u> - Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	- Who have made a qualifying move within the previous 1-year period; <u>AND</u> - Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> - For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.



School District:
Region: ESC Region 13, Migrant Shared Service Arrangement

Priority for Service (PFS) Action Plan

School Year: 2021 - 2022

Filled Out By: Marlen Gonzalez
Date: August 30, 2021

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s): To ensure that identified Priority for Service (PFS) migrant students in Region 13 Migrant Shared Service Arrangement districts receive interventions in order to succeed in school.	Objective(s): Region 13 MEP and the Shared Service Arrangement (SSA) contact will assess the specific academic needs of Migrant PFS students and address each need with targeted instructional and support services.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	August 2021- June 2022	Region 13 MEP Staff	NGS PFS Reports
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August-September 2021	Region 13 MEP Staff	PFS Action Plan District
Additional Activities			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	August 2021 – July 2022	Region 13 MEP Staff SSA District Contact	PFS Action Plan NGS PFS Reports PFS Criteria

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During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	August 2021 – July 2022	Region 13 MEP Staff	PFS Criteria, Student PFS Progress -Review Forms, Home visits, Parent communication
During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	August 2021 – July 2022	Region 13 MEP Staff	Student Progress Report, Student PFS Progress Review Forms, Home Visits, Phone Call logs, Communication logs
Additional Activities			
Provide services to PFS migrant students.			
The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	August 2021 – July 2022	SSA District Contact Region 13 MEP Staff	NGS Report, PFS Criteria, PFS Student Progress Review Forms, Sign-in sheets/logs, Email communication
The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	August 2021 – July 2022	SSA District Contact Region 13 MEP Staff	NGS Report, PFS Criteria, PFS Student Progress Review Forms, Sign-in sheets/logs, Email communication, Supplemental Services Form
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	August 2021 – July 2022	Region 13 MEP Staff	ESSA Supplement vs Supplant criteria, PFS Criteria
Additional Activities			


 ESC Signature

8/30/2021
 Date Completed

LEA Signature

Date Received

**Manor Independent School
District**



Student Code of Conduct

2021-2022

Dear Parent/Guardian:

This Student Code of Conduct provides information regarding expectations for student behavior and consequences for misconduct. Please read and review the information in the Student Code of Conduct with your student so that you have a clear understanding of its content. Once you and your student have reviewed the Student Code of Conduct, please sign the acknowledgment form listed below and return it to the Campus Principal. Please contact your student's teacher or campus administrator if you have any questions about the Code.

Manor Independent School District
2021-2022 Student Code of Conduct
Acknowledgment Form

Student Name: _____

School Campus: _____ Grade Level: _____

I have read, understand, and agree to abide by Manor ISD's Student Code of Conduct for the 2021-2022 school year. I understand that _____ (student name) will be held accountable for the behavior expectations and disciplinary consequences outlined in the Student Code of Conduct. I understand that the Student Code of Conduct governs all behavior at school, at school-sponsored and school-related activities, during online or other remote instruction, during school-related travel, or while traveling in a vehicle owned or operated by the District. I also understand the Student Code of Conduct governs some designated behaviors occurring within 300 feet of school property, some designated behaviors occurring off-campus, including certain electronic communications and postings, and any school-related misconduct regardless of time or location. I understand that a referral for criminal prosecution is possible for certain violations of law.

Parent/Guardian Printed Name

Student Printed Name

Parent/Guardian Signature

Student Signature

Date

Date

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General Overview

Purpose

The Board of Trustees adopted this Student Code of Conduct (SCC) to promote a safe, secure, and optimal learning environment for all students. Inside you will find information regarding:

- The District-wide discipline management plan,
- A description of prohibited conduct,
- The disciplinary options, methods, and consequences for preventing and addressing student misconduct, and.
- The process the District will follow when administering disciplinary consequences.

If there is a conflict between the SCC and the Student Handbook, the terms of the SCC will control. If there is a conflict between the SCC and local District policy, the more recently adopted item will control.

Additional Rules

Students may be subject to campus, classroom, transportation, extracurricular, and/or organization rules in addition to those found in the SCC. Students may face consequences under these additional rules as well as possible disciplinary action under the SCC. Further, to the extent a student engages in misconduct that is not specifically addressed in the SCC, the student may still be disciplined if the misconduct threatens students or staff or disrupts or interferes with the educational process, learning environment, or school safety.

General Standards of Student Conduct

In order to promote a positive educational experience for all students, the District expects students to adhere to seven basic standards of conduct: (1) exercise self-control, self-respect, and self-discipline, (2) demonstrate a positive attitude, (3) respect the rights and feelings of others, (4) respect school property and the property of others, (5) support the learning process, (6) adhere to rules, and (7) promote a safe environment that does not threaten school safety. Because of significant variations in student conduct, it is not always possible for the SCC to address each and every act of student misbehavior. To that end, the District retains discretion to address student misconduct that is inconsistent with these seven standards even though the conduct may not be specifically included in the SCC.

Notice of Disciplinary Action

Teachers and administrators strive to notify parents/guardians of student conduct concerns as they occur. If a student is placed in in-school or out-of-school suspension, placed in a disciplinary alternative education program, expelled from school, assigned to a juvenile justice alternative education program, or taken into custody by a law enforcement officer, the campus behavior coordinator will promptly contact the parent/guardian by phone or in person and will also make a good faith effort to provide the student with written notice of the disciplinary action to be delivered to the parent/guardian on the same day the consequence is assigned or recommended. If the parent/guardian is not reached by phone or in person by 5:00 p.m. on the first business day after the disciplinary consequence is assigned or recommended, written notice will be sent to the parent's/guardian's last known address. Another campus administrator may provide notice of disciplinary action if the campus behavior coordinator is not able or available to provide notice. Failure to send any notice within this time period or as noted elsewhere in the SCC does not preclude imposing a discipline consequence. A school district that receives a bomb threat or terroristic threat relating to a campus or other district facility at which students are present shall provide notification of the threat as soon as possible to the parent(s), guardian(s), or other person(s) standing in parental relation to each student who is assigned to the campus or who regularly uses the facility.

Anti-Discrimination

The District does not discriminate against students on the basis of race, sex, national origin, disability, religion, age, color, or ethnicity when enforcing the provisions of the SCC.

Discipline of Students with Special Needs

This Code of Conduct applies to all students. However, when enforcing its Code of Conduct, the District will comply with federal and state laws pertaining to students with disabilities. For more information about those specific procedures, please contact Executive Director of Special Programs, Michele McKinley

Discipline Appeals

Appeals of disciplinary measures should be directed to the student's teacher or campus administrator, as described in local District policies FNG, FOC, or FOD as appropriate. Depending on the disciplinary consequence assigned, different complaint procedures may apply. A copy of the appropriate policy is available at the campus or central administration office or online at <https://pol.tasb.org/Policy/Code/1150?filter=FNG>. Please note that the email address and dedicated phone number of the campus behavior coordinator or campus administrator responsible for student discipline is listed on the campus homepage. Timelines for filing appeals stated in the policy will be enforced. Disciplinary consequences will not be delayed or deferred pending the outcome of an appeal.

The Board of Trustees, through adoption of the Student Code of Conduct, has determined that an appeal of a suspension or DAEP placement decision shall end at their appointed designee. Through adoption of this Student Code of Conduct, the Board has designated the Chief Schools Officer as the Board's designee for this purpose.

Effect of Student Withdrawal

Withdrawal from school after a student has been accused of a violation of the SCC will not prevent the District from investigating the alleged violation and, if it is determined that a violation did occur, assessing the appropriate disciplinary consequence and enforcing that consequence should the student re-enroll in the District.

Scope of the District's Disciplinary Authority

General Authority

In addition to the disciplinary authority established for certain types of offenses as described within the SCC, the District has general disciplinary authority over a student at the following times:

- At any time during the school day.
- While traveling on District owned or operated transportation or during school-related travel.
- While attending any school-sponsored or school-related activity, regardless of time or location.
- As provided in extracurricular or organization handbooks, by-laws, constitutions, or other guidelines.
- During lunch periods, including those in which a student leaves the campus.
- While on school property.
- For any school-related misconduct, regardless of time or location.
- During online or other types of remote instruction.
- Other off campus conduct as permitted and defined by Chapter 37 of the Texas Education Code, including cyberbullying.
- For certain offenses against other students and school employees, regardless of time or location.

- For certain offenses committed within 300 feet of school property as measured from any

point on the school's real property boundary line.

- If the student is a registered sex offender.

Searches

A student's clothing, personal property, electronic equipment, method of transportation, or school property used by the student (such as lockers or desks) may be searched when there is reasonable cause to believe the search will reveal articles or materials prohibited by the District or other violations of school rules. Students are responsible for ensuring that any personal property, method of transportation, or school property used by the student does not contain prohibited items. Students may be disciplined for possession of prohibited items discovered during a search. For more information about searches, please review the District's Student Handbook and policy FNF. (Local)

Criminal Conduct

School administrators will report crimes as required by law and may contact local law enforcement regarding suspected criminal activity. Certain acts of misconduct may constitute criminal offenses in addition to violations of the SCC. Because school discipline is independent of criminal proceedings, disciplinary consequences may not be postponed pending the outcome of any criminal proceeding or affected by the outcome of any criminal proceeding.

Finally, as the District expects its students to adhere to certain standards of conduct, the District also expects that parents of our students and other visitors will comply with similar standards of conduct and civility expected of our students. Accordingly, a school administrator, resource officer, or school district peace officer may refuse to allow a person to enter or may eject a person from any property under the control of the school district if the person refuses to leave peaceably upon request, and 1) the person poses a substantial risk of harm to themselves or others, or 2) is behaving in a way that is inappropriate for a school setting. A person behaving inappropriately for a school setting may be removed if, prior to the person being removed from District property, 1) the school employee issued a verbal warning that the behavior was inappropriate and could lead to the person's removal of the individual and 2) the person persisted in the behavior. Any person removed from District property may appeal such removal under Board policy FNG (Local) or (GF) (Local) and shall be permitted to address the Board in person within 90 days of filing the initial complaint, unless the complaint is resolved before the Board considers it.

Discipline Considerations & Techniques

Discipline Considerations

Using their professional judgment, campus behavior coordinators will consider a variety of factors when administering disciplinary consequences and determining the duration of the consequence, including but not limited to:

- the degree of severity and risk of danger.
- the effect of the misconduct.
- the age and grade level of the student.
- legal requirements.
- the frequency of the misconduct.
- the student's demeanor.
- the possibility of disruption of the school environment.

When deciding to order a student to 1040 out-of-school suspension, DAEP placement, expulsion, or placement in JJAEP the District will consider: (1) self-defense (*see definitions*), (2) the student's

intent (*see definitions*) or lack of intent at the time of the misconduct, (3) the student's disciplinary history, (4) a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct to the extent required by state and federal law, (5) a student's status in the conservatorship of the Department of Family and Protective Services and (6) a student's status as homeless. These factors will be taken into consideration regardless of whether it is a discretionary or mandatory disciplinary consequence.

A student who, upon investigation, is found to be subject to bullying (*see definitions*) will not be disciplined on the basis of using reasonable self-defense (*see definitions*) in response to the bullying, as determined by the campus administration.

The District will also establish a "threat assessment and safe and supportive school team" to serve at each campus of the district and will adopt policies and procedures for the teams. The team is responsible for developing and implementing the safe and supportive school program, as well as conducting threat assessments. These will include assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior, gathering and analyzing data to determine the level of risk and appropriate intervention (including referring a student for mental health assessment and implementing an escalation procedure, if appropriate based on the team's assessment), and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

Finally, security personnel are important members of the District safety team. State law requires that the job duties of the peace officers, school resource officers and security personnel be listed in the District Student Code of Conduct. See job duties listed below:

Training and ability to subdue offenders, including use of firearms, non-lethal weapons, and handcuffs. Exhibit a high level of personal integrity and display high ethical standards. Operate a computer to develop databases and do word processing. Actively monitor interior and exterior of campus for unauthorized persons Instruct in classroom setting (IE: traffic stop education, bullying, dating violence). Respond to calls for service which may include theft, criminal mischief, disturbances, or other disorders on school district sites. Conduct initial and follow-up investigations (or assist with same). Assist in developing and implementing school safety programs. Promote crime prevention and traffic safety programs. Keep informed of and comply with state, district, and campus policies affecting schools, including daily attendance, punctuality, and confidentiality. Assist other local law enforcement and fire agencies, as required or requested. Assist school administration with alleged criminal violations committed by students, when requested. Regularly confer with teachers, counselors, campus administrators, and other staff to identify problems and/or suspected criminal behavior. Maintain contact with and act as a liaison to local law enforcement agencies. Compile, maintain, and file all physical and computerized reports, records, and other documents required, including records of all cases investigated and reports required by law. Comply with all district routines and regulations. Maintain a positive and effective relationship with supervisors, colleagues, students, and parents. Provide traffic control at athletic events, school closings/openings, or as otherwise required. Provide escorts or accompany students, parents, or district staff, as needed. Work effectively and efficiently with a team. Follow safety and security procedures. Other duties as assigned

Discipline is designed to correct student behavior and encourage students to comply with school rules. The District may use any one or a combination of the following strategies or techniques to manage student behavior, prevent or intervene in discipline problems, or address violations of the SCC or campus or classroom rules:

- Verbal correction.
- Seating changes.
- Parent conferences.

- Removal from the classroom.
- Sending the student to the office or other area.
- Transfer to a different classroom or campus.
- Assignment to an alternate setting.
- Behavior modification contracts or improvement plans.
- Separation or “stay away” agreements.
- Assignment of school-related tasks, services, or duties.
- Confiscation of items.
- School probation.
- Restitution or restoration.
- Revocation of interdistrict transfer, as permitted by state law or local DOI Plan, if applicable
- Calming-down time.
- Lunch detention.
- After-school detention.
- Restorative practices
- Demerits or rewards.
- Positive behavior interventions.
- Mediation.
- Peer mentoring.
- Training in conflict management, social skills, managing emotions, and impulse control.
- Loss or restriction of privileges, including participation or membership in co-curricular or extracurricular activities, seeking or holding honorary positions, or speaking at school activities.
- Suspension from participation in UIL or district extracurricular activities.
- Revocation of transportation privileges.
- Counseling.
- Detention

- Consequences identified in co-curricular or extracurricular codes of conduct, constitutions, by-laws, or other guidelines.
- In-school suspension.
- Out-of-school suspension.
- Disciplinary Alternative Education Program (DAEP).
- Expulsion.
- Verbal correction
- Seating changes
- Parent conferences
- Removal from the classroom
- Sending the student to the office or other area
- Transfer to a different classroom or campus
- Assignment to an alternate setting
- Behavior modification contracts or improvement plans
- Assignment of school-related tasks, services, or duties
- Confiscation of items
- School probation
- Calming-down time
- Demerits or rewards
- Positive behavior interventions
- Mediation
- Training in conflict management, social skills, managing emotions, and impulse control
- Loss or restriction of privileges, including participation or membership in co-curricular or extracurricular activities, seeking or holding honorary positions, or speaking at school activities
- Revocation of transportation privileges
- Counseling
- In-school suspension

- Out-of-school suspension
- Disciplinary Alternative Education Program (DAEP)
- Expulsion
-
- Other methods and consequences as stated in the SCC.

State law includes a list of prohibited "aversive" disciplinary techniques, defined as those "intended to reduce the likelihood of a behavior reoccurring by intentionally inflicting on a student significant physical or emotional discomfort or pain". While school districts may still utilize corporal punishment or legally permissible restraints, all other techniques listed in state law are explicitly prohibited and will not be utilized. For a full list of these prohibited "aversive" discipline techniques, see Board policy FO (LEGAL) online at <https://pol.tasb.org/Policy/Code/1150?filter=FO>

General Types of Prohibited Conduct

Misconduct Involving Others

Misconduct identified in the list of prohibited behaviors below will result in the assignment of one or more "Discipline Management Techniques" if the behavior is committed at school, a school-sponsored or school-related activity, during school-related travel, while traveling on District owned or operated transportation, or when the District has "Disciplinary Authority" as described in the SCC.

- Horseplay, roughhousing, and other playful behavior that, though not intended to harm, presents a reasonable risk of harm, threatens the safety of others, or actually causes injury to others.
- Fighting (*see definitions*) or scuffling that may or may not result in physical pain, illness, or any impairment of a physical condition.
- Engaging in conduct that can or does cause bodily injury (*see definitions*).
- Forcing an unwilling person to act or not act or obtaining money or another object of value from an unwilling person through duress, threats, force, extortion, coercion, or blackmail.
- Subjecting a student or District employee, official, or volunteer to physical harm, confinement or restraint.
- Bullying (*see definitions*).
- Cyberbullying (*see definitions*), including conduct that interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.
- Name-calling, ethnic or racial slurs, or derogatory statements that school employees reasonably believe could substantially disrupt the school environment or incite violence.
- Adding any substance, whether harmful or not, without permission to any food or beverages belonging to, in the possession of, or meant to be consumed by another student or District employee, official, or volunteer.
- Engaging in harassment (*see definitions*) toward another student or a District employee,

official, or volunteer, including harassment based on race, color, religion, national origin, disability, sex, gender, or age.

- Engaging in sexual harassment (*see definitions*) or sexual abuse.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Invasive visual recording (*see definitions*).
- Inappropriate verbal (oral or written), physical, or sexual contact toward another student or a District employee, official, or volunteer, regardless of whether it is consensual.
- Touching one's own private body parts in a sexual manner.
- Consensual hugging, touching, or other displays of affection that interfere with, detract from, or disrupt the school environment.
- Engaging in physical, sexual, verbal, or emotional abuse as a means to harm, threaten, intimidate, or control another person in a current or past dating relationship.
- Engaging in oral or written threats to cause harm or bodily injury (*see definitions*) to another student, a District employee, official, or volunteer, or school property, including threats made using the Internet or other technology resources at school. Students may be disciplined for threats made outside of school, including website or Internet postings, if the threat causes a material or substantial disruption at school or is reasonably forecast to cause one.
- Engaging in oral or written threats of any kind of violence or violent acts.
- Preparing a hit list (*see definitions*).
- Wrongfully obtaining and using another person's identifying information or personal data without permission in order to mislead, defraud, or deceive.
- Hazing (*see definitions*).
- Retaliating against a student for (1) reporting either a violation of the SCC or bullying, or (2) participating in an investigation of a violation of the SCC or bullying.
- Matches or a lighter.
- Tobacco products.
- Electronic cigarettes (*see definitions*), electronic vaping devices, personal vaporizers, electronic nicotine delivery systems or paraphernalia, including but not limited to Juul and Juul pods, or vials, cartridges, or "pens" with liquid or other types of material for use in such devices.
- Fireworks or any other pyrotechnic device.
- Smoke or stink bombs.

**Possessing, Using,
Giving, Selling,
Buying, or Offering
to Sell or Buy
Prohibited Items**

- Laser pointers (unauthorized use).
- Pepper spray or other small chemical dispenser sold commercially for personal protection.
- "Look-alike" drugs or items attempted to be passed off as drugs, including non-prescription drugs, medications, or herbal or dietary supplements except as permitted by District policy.
- Prescription drugs except as permitted by District policy.
- Less than a useable amount of stems, seeds, or other pieces of marijuana.
- Paraphernalia (*see definitions*) related to any prohibited substance, including, but not limited to, marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage.
- Designer drugs, synthetic marijuana, synthetic cannabinoids (such as K2 or spice), stimulants (such as bath salts), or analogs of any drug in any form, regardless of whether currently scheduled or classified as an illegal drug under state or federal law and regardless of whether the substance is legally sold or marketed as "herbal incense," "potpourri," "bath salts," or "not for human consumption."
- Razor blades, box cutters, or chains.
- Knives with a blade 5 ½ inches or less.
- Hand instrument designed to cut or stab another by being thrown; including, but not limited to, a dirk, stiletto, dagger, poniard, bowie knife, sword, or spear.
- Fake or "look-alike" weapons.
- Deadly weapons (*see definitions*).
- Poisons, caustic acids, or other materials that may be toxic to the human body.
- BB gun, air gun, or stun gun.
- Ammunition, shells, bullets, or gunpowder.
- Clubs, knuckles, firearm silencers, or similar dangerous weapons.
- Material that is sexually-oriented, pornographic, obscene, or reveals a person's private body parts.
- Material, including published or electronic items, that promotes or encourages illegal behavior or could threaten school safety.
- Articles not generally considered to be weapons when the administrator determines that a danger exists or when used in a way that threatens or inflicts bodily injury to another.
- CD or DVD players, cassette players, electronic games, MP3 players, stereo head sets, or other electronic equipment for other than approved use.
- Using, displaying, or having in operational mode a paging device, cellular telephone, or telecommunications device without prior approval (*see definitions*) at school during the school

day

Misuse of Property

- Stealing from others, including the District.
- Committing or assisting in a robbery, theft, or burglary that is not punishable as a felony.
- Damaging, destroying, or vandalizing property owned by others or the District.
- Marking District property such as textbooks, lockers, furniture, or equipment with graffiti, tagging, or by other means.
- Attempting to start or starting a fire on or in any property owned, used, or controlled by a student, the District, or District employees, officials, or volunteers that does not rise to the level of arson or criminal mischief.

Safety / Disruption

- Threatening to use or exhibit a firearm.
- Discharging a fire extinguisher, pulling a fire alarm, calling 911, tampering with an Automated External Defibrillator, or causing the sprinkler system to activate when there is no smoke, fire, danger, or emergency.
- Making or participating in false statements or hoaxes regarding school safety.
- Making threats regarding school safety or harm to students and/or employees, regardless of intent.
- Engaging in misbehavior, actions, or demonstrations that substantially disrupt or materially interfere with school activities or that give school officials reasonable cause to believe that such conduct will substantially disrupt the school program, endanger others, or incite violence.
- Throwing objects that can cause bodily injury or property damage.
- Making false accusations or providing false statements concerning wrongful, unlawful, inappropriate, or illegal conduct alleged to have been committed by another student or District employee, official, or volunteer.

Technology

- Sending, possessing, or posting electronic messages, videos, audio recordings, or images that are abusive, obscene, sexually oriented, harassing, threatening, intimidating, illegal, or that cause a material or substantial disruption at school, including cyberbullying (*see definitions*).
- Using any device or technology to copy or capture an image or the content of any District materials (such as tests or exams) without permission of a teacher or administrator.
- Making, participating in the making of, transmitting to another via an electronic device, or posting to the Internet a digital video, audio recording, or image of an actual or simulated act that involves a crime or conduct prohibited by the Code of Conduct.
- Using any device or technology to record the voice or image of another in any way that disrupts the educational environment, invades the privacy of others, or without the prior consent of the individual being recorded.
- Using any device or technology to record the voice or image of another to take, disseminate, transfer, circulate, exhibit, present, or share audio, images, video, or photos that reveal private parts of the body that are normally covered by clothing (aka sexting).

Failure to Follow Rules

- Using the name, persona, or image of a student, District employee, or volunteer to create a web page or post one or more messages on a website without the other person's consent for purposes of harassing, intimidating, embarrassing, or threatening another.
- Using email, websites, or electronic devices to engage in or encourage illegal conduct, violations of the SCC, or to threaten school safety.
- Attempting to or successfully accessing or circumventing passwords or other security-related information of the District, officials, volunteers, employees, or other students by any means.
- Attempting to or successfully altering, destroying, interrupting, intercepting, or disabling District technology equipment, District data, the data of other users of the District's computer system, or other networks connected to the District's system, including uploading or creating computer viruses, worms, or other harmful material.
- Copying, downloading, reproducing, distributing, retransmitting, redisplaying, or modifying items from the District's website.
- Engaging in any of the above forms of technological misconduct outside of school when such conduct causes a material or substantial disruption at school as determined by school officials.
- NOTE: Students will not be disciplined for technological misconduct related to possessing items described above so long as the student (1) did not contribute to creation of the item in any way, (2) possessed it only after receiving the item unsolicited from another, (3) either promptly destroyed the item or reported it to a school employee as soon as possible, and (4) did not provide a copy, forward, or re-post the item to anyone other than law enforcement, a school employee, or the student's parent/guardian.
- Violating dress and grooming criteria.
- Being insubordinate or otherwise failing to comply with lawful directives given by school personnel.
- Attempting to or successfully evading, avoiding, or delaying questioning by a District employee or providing inaccurate information when questioned about possible violations of the SCC.
- Failing to provide proper identification upon request of a District employee.
- Attempting to violate or assisting, encouraging, promoting, or attempting to assist another student in violating the Code of Conduct or help conceal any violation.
- Failing to immediately report to a school employee knowledge of a device, object, substance, or event that could cause harm to self or others.
- Unexcused tardiness to class.
- Skipping school or class without the District's or parent/guardian's permission.
- Leaving class, the campus, or school events without permission.
- Enticing or preventing another student from attending school, class, or a school activity the student is required to attend.

- Violating rules for conduct on school owned or operated transportation.
- Violating rules for operating or parking a motor vehicle on school property.
- Violating policies or rules for computer use, Internet access, technology, or other electronic communications or imaging devices.
- Violating the District's medications policy regarding prescription and over-the-counter drugs.
- Academic dishonesty, including cheating, copying the work of another, plagiarism, or unauthorized collaboration with another person in preparing an assignment.
- Failure to comply with guidelines applicable to student speakers who are speaking at school-sponsored or school-related events.
- Failure to ensure that personal property, mode of transportation, or school property used by the student does not contain prohibited items.
- Violating other campus or classroom rules for behavior or district policies.

Other Misconduct

- Using profanity, vulgar language, or obscene gestures.
- Loitering in unauthorized areas.
- Falsifying, altering, forging, or destroying school records, passes, other school-related documents, or documents presented to District employees.
- Gambling or betting money or other things of value.
- Inappropriate exposure of a student's private body parts which are ordinarily covered by clothing, including through such acts as mooning, streaking, or flashing.
- Taking one or more steps toward violating the SCC even if the student fails to complete the intended misconduct.

Removal from District Transportation

Reasons for Removal

Appropriate student behavior is essential to the safe operation of District transportation. Students must comply with the expectations of the SCC while using District transportation. In addition to compliance with the SCC, students are expected to comply with the following transportation rules:

- Enter and exit transportation in an orderly manner at the designated stop
- Remain seated in designated seats facing forward
- Keep aisles clear of books, bags, instruments, feet, or other obstructions
- Comply with lawful directives issued by the driver
- Follow the driver's rules for food or beverages
- Do not extend any body part, clothing, or other article outside of the transportation

Procedure for Removal	• Keep hands, feet, other body parts, or objects to yourself • Refrain from making loud or distracting noises • Do not obstruct the driver's view • Do not throw objects inside the transportation or out of the windows or doors • Do not mark, deface, destruct, or tamper with seats, windows, emergency doors, or other equipment A driver of District owned or operated transportation may send a student to the administrator's office to maintain discipline during transport to or from school or a school-sponsored or school-related activity, to enforce the transportation rules, or when the student engages in behavior that violates the SCC. The administrator may use one or more discipline management techniques to address the behavior, which may include temporarily suspending or permanently revoking school transportation privileges. The student will be informed of the reason for suspension or revocation of transportation privileges and will be given the opportunity to respond before the administrator's decision is final. Suspension of transportation privileges does not excuse a student from attending school. It is the responsibility of the parent/guardian and/or student to make alternate transportation arrangements to and from school.
Removal from Classroom by Teacher	
Ordinary Teacher Removal	A teacher may send a student to the campus behavior coordinator's office to maintain discipline in the classroom or when the student engages in behavior that violates the SCC. For these informal removals, the behavior coordinator will use one or more discipline management techniques to address and improve the student's behavior before returning the student to the classroom. If the student's behavior does not improve, the behavior coordinator will employ other discipline techniques or progressive interventions to improve the student's conduct.
Formal Teacher Removal	A teacher may remove a student from class when: • The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach or with the learning of other students; or. • The behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach or with the learning of other students. A teacher may document any conduct by a student that does not conform to the Student Code of Conduct and may submit that documentation to the principal. A teacher must remove a student from class if the student engages in conduct that requires or permits DAEP placement or expulsion under the Texas Education Code, in which case the procedures for DAEP placement or expulsion will apply.
Placement During Removal	When a teacher utilizes a formal removal of the student from the classroom, the administrator may place the student in: (1) another appropriate classroom, (2) in-school suspension, (3) out-of-school suspension, or (4) DAEP.
Procedures for Teacher Removal	No later than three school days after a teacher has formally removed a student from class, an administrator will schedule a conference with the campus behavior coordinator or other administrator, the student's parent/guardian, the student, and the teacher. At the conference, the student will be provided an explanation of the basis for removal and be given an opportunity

to respond. After the conference, the campus behavior coordinator or designee will render a discipline decision and inform the student and parent/guardian of the consequences.

A student who is sent to the campus behavior coordinator's or other administrator's office through an ordinary or a formal teacher removal from class is not considered to have been removed from the classroom for the purposes of reporting data through the Public Education Information Management System (PEIMS) or other similar reports required by state or federal law.

Return to the Classroom

If the teacher removed the student from class because the student engaged in assault resulting in bodily injury, aggravated assault, sexual assault, or aggravated sexual assault against the teacher, the student may not be returned to the teacher's class without the teacher's consent. In other cases where the teacher initiates a formal removal, the student may only be returned to the teacher's class without the teacher's consent if the Placement Review Committee determines that the teacher's class is the best or only alternative.

In-School Suspension (ISS)

Reasons for ISS

Students may be placed in ISS for any misconduct listed in any category of the SCC.

Procedure for ISS

The student will be informed of the reason for placement in ISS and be given an opportunity to respond before the administrator's decision is final. While in ISS the student will complete assignments from his or her teacher.

Out-of-School Suspension (OSS)

Reasons for OSS

Students may be suspended from school for any misconduct listed in any category of the SCC.

Procedure for OSS

The student will be informed of the reason for out-of-school suspension and be given an opportunity to respond before the administrator's decision is final. While the student is suspended, the administrator may place restrictions on the student's participation in school-sponsored or school-related activities. Students may be suspended for a maximum of three school days at a time.

Assignments During ISS and OSS

The student will be required to complete all class assignments, homework, tests, and other academic work covered during the suspension. The student will have the opportunity to receive full credit for completed academic work when submitted in a timely manner and in accordance with the teacher or administrator's instructions. The student will be provided during the period of suspension, whether in-school or out-of-school, an alternative means of receiving all course work provided in the classes in the foundation curriculum that the student misses as a result of the suspension, including at least one option for receiving the course work that does not require the use of the Internet.

Grade Level and Other Restrictions on Suspension

A student who is in second grade or younger cannot receive an out-of-school suspension unless, while at school or at a school-sponsored activity, the student engages in conduct that contains the elements of an offense related to weapons or a violent offense, or unless the student engages in selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

A student who is homeless, as that term is defined in federal law for homeless children and youth, cannot receive an out-of-school suspension, unless the student engages in conduct that contains the elements of an offense related to weapons or a violent offense, or unless the student engages in selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

Disciplinary Alternative Education Program (DAEP)

Reasons for Mandatory DAEP Placement

School-Related. A student must be placed in DAEP for any of the following misconduct if committed while on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Engages in conduct punishable as a felony.
- Commits an assault (*see definitions*) resulting in bodily injury (*see definitions*) against another.
- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance (*see definitions*), a dangerous drug (*see definitions*), or an alcoholic beverage in any amount not punishable as a felony.
- Commits a serious act or offense while under the influence of an alcoholic beverage if the conduct is not punishable as a felony.
- Engages in an offense relating to abusable volatile chemicals (*see definitions*).
- Engages in conduct that contains the elements of the offense of harassment under specific provisions of the Texas Penal Code (*see definitions*), against an employee of the school district.
- Engages in public lewdness (*see definitions*).
- Engages in indecent exposure (*see definitions*).
- Sells, gives, delivers, possesses, uses, or is under the influence of designer drugs, synthetic marijuana, synthetic cannabinoids (such as K2 or spice), stimulants (such as bath salts), or analogs of any drug in any form, regardless of whether currently scheduled or classified as an illegal drug under state or federal law and regardless of whether the substance is legally sold or marketed as "herbal incense," "potpourri," "bath salts," or "not for human consumption."
- Possesses, other than on his or her person, or uses a knife with a blade over 5½ inches
- Engages in criminal mischief if the damage is greater than \$750
- Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Possesses, other than on his or her person, or uses a firearm (*see definitions*) as defined by state law. Note: Possession of a firearm as defined by federal law is an expellable offense.
- Possesses, other than on his or her person, or uses a knife with a blade over 5½".
- Engages in expellable conduct if the student is between six and nine years of age.
- Engages in criminal mischief if the damage is greater than \$750.
- Engages in a federal firearm offense if the student is six years of age or younger.

Off-Campus. A student must be placed in DAEP for engaging in a Title 5 (*see definitions*) felony offense or aggravated robbery while on campus and not in attendance at a school-sponsored or school-related activity if:

- The student receives deferred prosecution,
- A court or jury finds the student engaged in delinquent conduct, or.
- The Superintendent or Superintendent's designee has a reasonable belief that the student has engaged in conduct defined as either a Title 5 felony offense or aggravated robbery (as defined in the Penal Code).

Regardless of Location. A student must be placed in DAEP if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- Issues a false alarm or report (*see definitions*) or a terroristic threat (*see definitions*) involving a public school.
- Retaliates (*see definitions*) against any school employee.
- Is a registered sex offender (*see definitions*) under court supervision, probation, community supervision, or parole.

Students who are: (1) convicted of continuous sexual abuse of a young child or children; or (2) convicted, receive deferred adjudication or deferred prosecution, been found to have engaged in delinquent conduct or conduct in need of supervision, or been placed on probation for either sexual assault or aggravated sexual assault against another student assigned to the same campus at the time the offense occurred will be placed in DAEP (or JJAEP as appropriate) on the request of the victim's parents if the victim student does not wish to transfer, and there is only one campus serving that grade level. Placement in this circumstance may be for any length of time considered necessary.

School-Related. A student may be placed in DAEP for any of the following misconduct if committed while on school property, or while attending a school-sponsored or school-related activity on or off school property:

- Committing any offense included in the list of "General Types of Prohibited Misconduct" in this SCC.
- Abusing the student's own prescription drug or using it in a way other than prescribed; giving, buying, or selling a prescription drug; possessing, using, or being under the influence of another person's prescription drug.
- Offering to sell or buy any amount of marijuana, a controlled substance (*see definitions*), a dangerous drug (*see definitions*), an abusable volatile chemical (*see definitions*), a prescription drug, or an alcoholic beverage (*see definitions*).
- Preparing a hit list (*see definitions*).
- Engaging in persistent (*see definitions*) misbehavior that violates this SCC.

Off-Campus. A student may be placed in DAEP for engaging in the following misconduct while off-campus and not in attendance at a school-sponsored or school-related activity:

- The administrator has a reasonable belief that the student engaged in conduct punishable as a felony (other than aggravated robbery or a Title 5 felony), and the student's continued presence in the regular classroom is a threat to the safety of others or is detrimental to the educational process.

- Off-campus conduct for which DAEP placement is required by state law when the administrator does not learn of the conduct until more than a year passes after the conduct occurred.

Regardless of Location. A student may be placed in DAEP if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- If the student is a registered sex offender (*see definitions*) who is not under any form of court supervision. A registered sex offender who is not under any form of court supervision will be placed in regular classes if the student is not a threat to the safety of others, is not detrimental to the educational process, and such placement is not contrary to the best interests of the District's students.
- Engages in bullying (*see definitions*) that encourages a student to commit or attempt to commit suicide.
- Incites violence against a student through group bullying.
- Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Is involved with a public school fraternity, sorority, secret society, or gang (*see definitions*), including participating as a member or pledge, or soliciting another person to become a member or pledge.
- Is involved in criminal street gang activity (see definition).

Emergency DAEP Placement

An administrator may order an emergency DAEP placement if the student has been so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the class, the learning of other students, or the operation of a school-related or a school-sponsored activity. The reason for emergency placement must also be a reason for which DAEP placement could be ordered on a non-emergency basis. At the time of the emergency placement, the student will be told the reason for the action.

No later than the tenth day after the date of emergency DAEP placement, the student will be given a conference as required for regular placement in DAEP; see below.

Procedure for DAEP Placement

Conference. No later than three school days after the student is removed from class, a campus administrator will schedule a conference with the campus behavior coordinator or other appropriate administrator, the student's parent/guardian, and the student. At the conference, the administrator will explain the allegations against the student, inform the student of the basis for the proposed DAEP placement, and give the student an opportunity to explain his or her version of the incident. The District may conduct the conference and make a discipline decision regardless of whether the student or the student's parent/guardian attends if the District made reasonable attempts to have them attend.

If during the term of DAEP placement the student engages in additional misconduct, additional conferences may be conducted and additional discipline may be imposed.

Interim Placement. Until a placement conference can be held, the student may be placed in another appropriate classroom, in-school suspension, or out-of-school suspension. The student may not be returned to the regular classroom pending the placement conference.

DAEP Placement Order. If the outcome of the conference is to place the student in DAEP, the campus behavior coordinator or designee will issue a DAEP placement order. If the length of

placement differs from the guidelines included in the SCC, the DAEP placement order will give notice of the inconsistency.

A copy of the DAEP placement order will be sent to the student and the student's parent/guardian. For those students placed in DAEP for a reason identified in the Texas Education Code, the District will also send the juvenile court a copy of the DAEP placement order no later than the second business day after the placement conference. A copy of the DAEP placement order will be included with any records sent to a school where the student seeks to enroll. The enrolling school district has discretion to enforce the DAEP placement order.

Length of DAEP Placement

The length of a student's placement in DAEP will be determined on a case-by-case basis using the criteria identified in the "Discipline Considerations" section of this SCC. Mandatory DAEP placements will result in placement for up to 20 school days. Discretionary DAEP placements will result in placement for up to 15 school days.

Successful completion of school days will be determined at the discretion of the District. Days occurring during school closures when virtual instruction is taking place WILL count as a successful completion of a day in the DAEP. The length of DAEP placement may not exceed one year unless, after review, the District determines that the student is a threat to the safety of other students or District employees.

Students placed in DAEP at the end of one school year may be required to complete the assigned term at the beginning of the next school year. For DAEP placement to extend beyond the end of the school year, the administrator must determine that: (1) the student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or (2) the student engaged in serious or persistent misbehavior that violates the SCC. For purposes of this paragraph only, "serious or persistent misbehavior" means any misconduct identified as being punishable with placement in DAEP or expulsion or three or more violations of the SCC or repeated occurrences of the same violation.

If the DAEP placement extends beyond 60 days or the end of the next grading period, whichever is sooner, the student or the student's parent/guardian may participate in a proceeding before the Board or Board's designee as provided in policy FNG (LOCAL). Any decision of the Board is final and may not be appealed.

Particular Rules for Registered Sex Offenders

The general SCC rules for DAEP placement apply to registered student sex offenders (see *definitions*) except as modified in this section.

Placement. Registered sex offenders will be placed in a Juvenile Justice Alternative Education Program (JJAEP) in lieu of DAEP if: (1) ordered to attend JJAEP by a court, or (2) if permitted by agreement between the District and the JJAEP.

Length of Placement. Registered sex offenders under court supervision will be placed in DAEP for a minimum of 88 school days, which is the equivalent of one semester. Registered sex offenders who are not under any form of court supervision but are assigned to DAEP must serve a minimum of 88 school days, which is the equivalent of one semester.

Transfers. Registered sex offenders under court supervision that transfer into the District will be required to complete the DAEP assignment assessed by the previous school district, but will receive credit for any time already spent in DAEP.

Registered sex offenders who are not under court supervision that transfer into the District will be required to complete the DAEP assignment assessed by the previous school district, but will receive credit for any time already spent in DAEP.

Periodic Review for Registered Sex Offenders. After 80 school days in DAEP, a review committee

will determine by majority vote and recommend to Chief Schools Officer whether the student should remain in DAEP or be returned to the regular classroom. Chief Schools Officer will follow the committee's decision to return the student to the regular classroom unless the student's presence in the regular classroom is a threat to the safety of others, is detrimental to the educational process, or is not in the best interests of the District's students. Conversely, Chief Schools Officer will follow the committee's decision to continue the student's placement in DAEP unless the student's presence in the regular classroom is not a threat to the safety of others, is not detrimental to the educational process, or is not contrary to the best interests of the District's students.

If the student remains in DAEP, the review committee will re-consider the student's placement before the beginning of the next school year.

Appeals for Registered Sex Offenders. DAEP placement may be appealed as described in District policy FNG or FOC. However, the appeal is limited to the factual question of whether the student is required to register as a sex offender under the law. A decision of the District's Board of Trustees is final and may not be appealed.

Other DAEP Issues

Grade Levels. Elementary students in kindergarten through grade 5 will not be placed in DAEP with secondary students in grade 6 through grade 12.

No Participation in Activities While in DAEP. Students placed in DAEP for any mandatory or discretionary reasons are not allowed to attend or participate in school-sponsored or school-related extracurricular or co-curricular activities during the period of DAEP placement. This restriction applies until the student fulfills the DAEP assignment at this or another school district.

Impact on Graduation. For graduating seniors who are in DAEP during the last week of school, the DAEP placement will continue through the last instructional day. The student will be allowed to participate in commencement exercises and related graduation activities unless otherwise specified in the DAEP placement order.

Transportation. The District will provide transportation to and from DAEP. This transportation privilege may be revoked if the student does not follow the transportation rules, refuses to cooperate with the driver or other District personnel involved in providing transportation or violates any provision of the SCC during transport.

Periodic Review. The District will review a student's DAEP placement and academic status every 120 calendar days. In the case of a high school student, the student's progress toward graduation will be reviewed and a graduation plan will be established. At the review, the student or the parent/guardian will have an opportunity to present reasons for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Coursework Opportunity. Students placed in DAEP will have an opportunity to complete coursework required for graduation, at no cost to the student, before the beginning of the next school year.

Transition from DAEP. As soon as practicable after the DAEP administrator determines the date a student will be released from the program, the administrator will provide written notice of the date to the student's parent/guardian and to the administrator of the campus to which the student will return. The DAEP will also provide the campus administrator an assessment of the student's academic growth while attending the alternative education program and the results of any assessment instruments administered to the student. Not later than five instructional days after the date of release from the DAEP, the campus administrator will coordinate the student's transition to a regular classroom, which must include assistance and recommendations from school counselors, school district peace officers, school resource officers, licensed clinical social

workers, campus behavior coordinators, classroom teachers who are or may be responsible for implementing the student's personalized transition plan, and any other appropriate school district personnel.

Transition Plan. Each student must be provided a personalized transition plan developed by the campus administrator. The transition plan must include recommendations for the best educational placement of the student and may include recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals; recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity; the provision of information to the student's parent/guardian about the process to request a full individual and initial evaluation of the student for purposes of special education services under Section 29.004; and a regular review of the student's progress toward the student's academic or career goals. If practicable, the campus administrator or designee will meet with the student's parent/guardian to coordinate plans for the student's transition.

Effect of Student Withdrawal. When a student withdraws from school before a DAEP placement order is completed, the District may complete the proceedings and issue a DAEP placement order. If the student re-enrolls in the District during the same or subsequent school year, the District may enforce the DAEP placement order at that time, minus any portion of the placement that was served by the student during enrollment in another district.

If the administrator does not issue a DAEP placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a DAEP placement order.

Student Transfers. The District will decide on a case-by-case basis whether students assigned to DAEP in another Texas district, a Texas open-enrollment charter school, or an out-of-state school district will be required to complete the term of their DAEP placement or be placed directly into a regular classroom setting. In order to continue an out-of-state DAEP placement, the basis for the DAEP placement must also be a reason for DAEP placement in the enrolling district. If the out-of-state DAEP placement period exceeds one year, the District will reduce the period of the placement so that the total placement does not exceed one year unless the District determines that the student is a threat to the safety of others or extended placement is in the best interests of the student.

Summer School. Students in DAEP during summer programs will be served alongside other students not assigned to DAEP.

Summer Activities. Students whose DAEP placement continues past the end of the school year and into the next school year will not be permitted to participate in school-related activities occurring during summer months, including team camps, clinics, practices, and workouts.

Criminal Proceedings. The review and appeal process described below is limited to retaliation or off-campus misconduct. It does not apply if the student was placed in DAEP as required by law for conduct occurring on or within 300 feet of school property, at a school-sponsored or school-related activity, or for a false alarm or report or terroristic threat involving a public school.

If the District receives notice that prosecution of a student's case was refused and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated or a court or jury found the student not guilty or that the student did not engage in delinquent conduct or conduct indicating a need for supervision and dismissed the student's case with prejudice, the District will review the student's DAEP placement and will schedule a review with the student's parent/guardian no later than the third day after receiving notice. The student will not be returned to the regular classroom before the review. After reviewing the notice and receiving information from the student's parent/guardian, the administrator may only continue the

student's DAEP placement if the administration has reason to believe the student's presence in the regular classroom threatens the safety of others.

The administrator's decision may be appealed to the Board. In the event of an appeal, at the next scheduled meeting the Board will: (1) review the notice, (2) hear statements from the student, the student's parent/guardian, and the administrator, and (3) confirm or reverse the decision of the administrator.

If the Board confirms the decision of the administrator, the student and the student's parent/guardian have the right to appeal to the Commissioner of Education. The student may not be returned to the regular classroom while the appeal is pending.

Expulsion

Reasons for
Mandatory Expulsion

School-Related. A student must be expelled for any of the following misconduct that occurs on school property or while attending a school-sponsored or school-related activity on or off school property:

- Brings to school a firearm, as defined by federal law (*see definitions*).
- Possesses or uses a handgun* on or about his or her person (*see definitions*).

* Firearm note: So long as the firearm is not brought on school property, a student will not be expelled solely for using, exhibiting, or possessing a firearm at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or while participating in or preparing for a shooting sports educational activity sponsored or supported by the Texas Parks and Wildlife Department or an organization working with the Department.

- Possesses or uses a location restricted knife, on or about his person.
- Possesses, manufactures, transports, repairs, or sells one of the following prohibited weapons: an explosive weapon, machine gun, short-barrel firearm, firearm silencer, armor-piercing ammunition, chemical dispensing device, zip gun, improvised explosive device, or tire deflation device (*see definitions*).
- Engages in the following misconduct as defined in the Texas Penal Code: (1) aggravated assault, (2) sexual assault, (3) aggravated sexual assault, (4) arson, (5) murder, (6) capital murder, (7) criminal attempt to commit murder or capital murder, (8) indecency with a child, (9) aggravated kidnapping, (10) aggravated robbery, (11) manslaughter, (12) criminally negligent homicide, or (13) continuous sexual abuse of a young child or children.
- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance (*see definitions*), a dangerous drug (*see definitions*), or an alcoholic beverage (*see definitions*) if the behavior is punishable as a felony.
- Commits a serious act or offense while under the influence of an alcoholic beverage if the behavior is punishable as a felony.

Regardless of Location. A student must be expelled if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- Retaliates (*see definitions*) against a school employee or volunteer by committing a state-mandated expellable offense.

Reasons for

While in DAEP. A student may be expelled for engaging in documented serious misbehavior as

Discretionary Expulsion

defined by law (*see definitions*) while the student is placed in DAEP and on the DAEP site/campus despite documented behavioral interventions.

School-Related. A student may be expelled for any of the following offenses that occur on school property, within 300 feet of school property as measured from any point on the District's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage if the conduct is not punishable as a felony.
- Commits a serious act or offense while under the influence of an alcoholic beverage if the conduct is not punishable as a felony.
- Engages in misconduct that contains the elements of an offense relating to abusable volatile chemicals (*see definitions*).
- Commits an assault (*see definitions*) resulting in bodily injury to a school employee or volunteer.
- Engages in deadly conduct (*see definitions*).

Three Hundred Feet. Additionally, a student may be expelled for any of the following offenses that occur within 300 feet of school property as measured from any point on the District's real property boundary line:

- Possesses a firearm, as defined by federal law (*see definitions*).
- Possesses or uses a handgun* on or about his or her person (*see definitions*).

* Firearm note: So long as the firearm is not brought on school property, a student will not be expelled solely for using, exhibiting, or possessing a firearm at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or while participating in or preparing for a shooting sports educational activity sponsored or supported by the Texas Parks and Wildlife Department or an organization working with the Department.

- Possesses or uses a location restricted knife, on or about his person.
- Possesses, manufactures, transports, repairs, or sells one of the following prohibited weapons: an explosive weapon, machine gun, short-barrel firearm, firearm silencer, armor-piercing ammunition, chemical dispensing device, zip gun, improvised explosive device, or tire deflation device (*see definitions*).
- Engages in the following misconduct as defined in the Texas Penal Code: (1) aggravated assault, (2) sexual assault, (3) aggravated sexual assault, (4) arson, (5) murder, (6) capital murder, (7) criminal attempt to commit murder or capital murder, (8) indecency with a child, (9) aggravated kidnapping, (10) aggravated robbery, (11) manslaughter, (12) criminally negligent homicide, or (13) continuous sexual abuse of a young child or children.
- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance (*see definitions*), a dangerous drug (*see definitions*), or an alcoholic beverage (*see definitions*) if the behavior is punishable as a felony.

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Regardless of Location. A student may be expelled if the student engages in the following

misconduct, regardless of whether the conduct occurred on or off campus:

- Commits aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, criminal attempt to commit murder or capital murder, or aggravated robbery against another student.
- Retaliates against a school employee or volunteer by committing an assault (*see definitions*) resulting in bodily injury.
- Engages in felony criminal mischief.
- Engages in breach of computer security by accessing a computer, computer network or computer system owned by or operated on behalf of a school district without consent and knowingly alters, damages, or deletes school district property or information or breaches any other computer, computer network, or computer system.
- Engages in bullying (*see definitions*) that encourages a student to commit or attempt to commit suicide.
- Incites violence against a student through group bullying.
- Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Commits a state-mandated expellable offense on the school property of another Texas school district or while attending a school-sponsored or school-related activity of another Texas school district.
- Issues a false alarm or report (*see definitions*) or a terroristic threat (*see definitions*) involving a public school.

Title 5 Felonies Regardless of Location. In addition to the expellable conduct listed above, a student may also be expelled and placed in Juvenile Justice Alternative Education Program if the student:

- is arrested for a Title 5 felony offense (*see definitions*) or aggravated robbery,
- is charged with engaging in a Title 5 felony offense or aggravated robbery,
- received deferred adjudication or deferred prosecution for a Title 5 felony offense or aggravated robbery,
- is on probation for a Title 5 felony offense or aggravated robbery,
- was found by a court or jury to have engaged in delinquent conduct for a Title 5 felony offense or aggravated robbery,
- has been referred to a juvenile court for delinquent conduct based on a Title 5 felony offense or aggravated robbery, or.
- was convicted of a Title 5 felony offense or aggravated robbery;

and the administrator determines the student's presence in the regular classroom either threatens the safety of other students or teachers, is detrimental to the educational process, or is not in the best interests of the District's students.

In this circumstance, expulsion to an alternative setting may be ordered regardless of: (1) the date on which the conduct occurred, (2) the location at which the conduct occurred, (3) whether the student was enrolled in the District at the time the conduct occurred, or (4) whether the student successfully completed any court disposition requirements regarding the conduct.

A student may be subject to an expulsion under this circumstance until: (1) the student graduates from high school, (2) the charges are dismissed or reduced to a misdemeanor, (3) the student completes the term of the placement, or (4) the District assigns the student to another program. The student will be entitled to the same periodic review afforded to other students in alternate settings. An expulsion ordered in this case is final and may not be appealed beyond the Board of Trustees.

Emergency Expulsion

An administrator may order the immediate expulsion of a student if the administrator reasonably believes the emergency expulsion is necessary to protect persons or property from imminent harm. The reason for the emergency expulsion must also be a reason for which expulsion could be ordered on a non-emergency basis. At the time of the emergency expulsion, the student will be told the reason for the action. No later than the tenth day after the date of emergency expulsion, the student will be given a hearing as required for a regular expulsion; see below.

Procedure for Expulsion

Hearing. Students alleged to have committed an expellable offense will receive a hearing before the Chief Schools Officer within a reasonable time following the alleged misconduct. The student's parent/guardian will be informed of the basis for the proposed expulsion and will be invited in writing to attend the hearing. After making an effort to inform the student and parent/guardian of the hearing, the District may hold the hearing regardless of whether the student or the student's parent/guardian attends. At the hearing, the student is entitled to:

- Representation by an adult, including the student's parent/guardian, who can provide guidance to the student and who is not an employee of the District;
- An opportunity to question the District's witnesses; and.
- An opportunity to testify and to review and present evidence and witnesses in the student's defense.

Additional proceedings may be conducted and additional discipline may be imposed if the student engages in additional misconduct while the student is already expelled.

Interim Placement. Until an expulsion hearing can be held, the student may be placed in another appropriate classroom, in-school suspension, out-of-school suspension, or DAEP.

Expulsion Order. If the outcome of the expulsion hearing is that the student will be expelled, the appropriate administrator will issue an expulsion order and provide a copy to the student and the student's parent/guardian. If the duration of the expulsion differs from the guidelines in the SCC, the expulsion order will give notice of the inconsistency.

The District will send a copy of the expulsion order to the juvenile court no later than the second business day after the expulsion hearing. A copy of the expulsion order will be included with any records sent to a school where the student seeks to enroll. The enrolling school district has discretion to enforce the expulsion order.

Length of Expulsion

The duration of the expulsion will be determined on a case-by-case basis using the criteria identified in the "Discipline Considerations" section of this SCC. Both mandatory and discretionary expulsions will result in expulsion for up to 90 school days.

School days counted towards completion of the expulsion term will be determined at the

Other Expulsion Issues

discretion of the District. Days occurring during school closures when virtual instruction is taking place WILL count towards completion of the term of the expulsion order. Students who bring a firearm (as defined by federal law) to school will be expelled from the regular classroom for at least one calendar year except as modified by the administrator on a case-by-case basis.

An expulsion will not exceed one calendar year unless, after review, the District determines that: (1) the student is a threat to the safety of other students or to District employees; or (2) extended expulsion is in the best interest of the student.

Students expelled at the end of one school year may be required to complete the term of their expulsion at the beginning of the next school year.

Academic Impact. Students will not receive academic credit for work missed during the period of expulsion unless the student is enrolled in a Juvenile Justice Alternative Education Program (JJAEP) or other District-approved program or as required by IDEA or Section 504.

Participation in Activities. Expelled students are prohibited from being on school grounds or attending or participating in school-sponsored or school-related activities while expelled.

Age Restrictions. Students under the age of ten that engage in expellable behavior will not be expelled, but will be placed in DAEP.

Effect of Student Withdrawal. If a student withdraws from the District before the expulsion hearing is conducted, the District may proceed with conducting the hearing after sending written notice to the parent/guardian and student. If the student re-enrolls during the same or subsequent school year the District may enforce the expulsion order at that time; students will be credited for any expulsion period that was served by the student while enrolled in another district.

If the administrator does not issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue an expulsion order.

Student Transfers. The District will decide on a case-by-case basis whether students expelled from another Texas district or from an out-of-state school district will be required to complete the term of their expulsion, be placed in DAEP for the duration of the expulsion term, or be placed directly into a regular classroom setting. In order to continue an out-of-state expulsion, the basis for the expulsion must also be a reason for expulsion in the enrolling district. If the out-of-state expulsion period exceeds one year, the District will reduce the period of expulsion so that it does not exceed one year unless the District determines that the student is a threat to the safety of others or extended expulsion is in the best interest of the student.

Expulsion Appeals

An expelled student may appeal the expulsion decision to the Board of Trustees as provided by policy. The student or student's parent/guardian must submit a written appeal to the Superintendent within 10 days after receipt of the expulsion order or decision. The Superintendent will give the student or the student's parent/guardian written notice of the date, time, and location of the meeting at which the Board will review the decision. Consequences will not be delayed pending the outcome of the appeal.

Definitions

ABUSABLE VOLATILE CHEMICALS: Those substances as defined in Texas Health and Safety Code § 485.001.

ALCOHOLIC BEVERAGE: Those substances as defined in Texas Alcoholic Beverage Code § 1.04.

ARMOR-PIERCING AMMUNITION: Handgun ammunition that is designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers or other firearms.

ASSAULT: For student discipline purposes, intentionally, knowingly, or recklessly causing bodily injury to another.

BODILY INJURY: Physical pain, illness, or impairment of a physical condition.

BULLYING: A single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves written or verbal expression, including electronic communication, or physical conduct that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property or on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity, and that: (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (4) infringes on the rights of the victim at school, including cyberbullying (see definition below). See District policy FFI for additional information regarding bullying.

CHEMICAL DISPENSING DEVICE: A device other than a small chemical dispenser sold commercially for personal protection, that is designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on an individual.

CLUB: An instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

CONTROLLED SUBSTANCE: A substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

CRIMINAL STREET GANG: Three or more persons having a common identifying sign or symbol or an identifiable leadership which continuously or regularly associate in the commission of criminal activities.

CYBERBULLYING: Bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet based or electronic communication tool and that occurs off school property or outside of a school-sponsored or school-related activity, if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

DANGEROUS DRUG: Substances as defined in Chapter 483 of the Texas Health and Safety Code.

DEADLY CONDUCT: Recklessly engaging in conduct that places another in imminent danger of serious bodily injury or by knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

DEADLY WEAPON: A firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious bodily injury or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury.

E-CIGARETTE: An electronic cigarette or any other device, including Juuls, that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this subdivision, regardless of whether the liquid or other material contains nicotine. The term includes any component, part, or accessory for the device and regardless of whether the device is manufactured, distributed, or sold as an e-cigarette but does not include a prescription medical device unrelated to the cessation of smoking.

EXPLOSIVE WEAPON: Any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror. It includes a device designed, made or adapted for delivery or shooting an explosive weapon.

FALSE ALARM OR REPORT: Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that is known to be false or baseless and that would ordinarily: (1) cause action by an official or volunteer agency organized to deal with emergencies; (2) place a person in fear of imminent serious bodily injury; or (3) prevent or interrupt the occupation of a building, room, place of assembly, publicly accessible place, or mode of conveyance such as an automobile.

FIGHTING: Two or more persons engaged in any mutual violent or physically aggressive contact toward each other such as scuffling, pushing, shoving, or hitting.

FIREARM (Federal law): (1) any weapon, including a starter gun, that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm weapon; or (4) any destructive device, such as any explosive, incendiary or poison gas bomb, grenade, missile, rocket, or mine.

FIREARM (State law): Any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.

FIREARM SILENCER: Any device designed, made, or adapted to muffle the report of a firearm.

GANG: An organization, combination, or association of persons composed wholly or in part of students that: (1) seeks to perpetuate itself by taking in additional members on the basis of the decision of the membership rather than on the free choice of the individual, or (2) that engages in illegal and/or violent activities. In identifying gangs and associated gang attire, signs, or symbols, the District will consult with law enforcement authorities.

GRAFFITI: Making marks of any kind on the tangible property of another without the effective consent of the owner.

HANDGUN: Any firearm designed, made, or adapted to be fired with one hand.

HARASSMENT (as defined by Board Policy and federal law): Threatening to cause harm or bodily injury to another, engaging in intimidating conduct, causing physical damage to the property of another, subjecting another to physical confinement or restraint, maliciously taking any action that substantially harms another's physical or emotional health or safety, or other conduct prohibited by District policy FFH or DIA that is so severe, persistent, or pervasive that it has the purpose or effect of substantially or unreasonably interfering with a student's performance; creates an intimidating, threatening, hostile, or offensive educational environment; affects a student's ability to participate in or benefit from an educational program or activity; or otherwise adversely affects the student's educational opportunities. (See also definition of Sexual Harassment, below.)

HARASSMENT (as defined by the Penal Code): Actions against a school employee with intent to harass, annoy, alarm, abuse, torment, or embarrass, whereby the student initiates the communication and makes a comment, request, suggestion, or proposal that is obscene; threatens, in a manner reasonably likely to alarm the employee receiving the threat, to inflict bodily injury on the employee or to commit a felony against the employee, a member of the employee's family or household, or the employee's property; conveys, in a manner reasonably likely to alarm the employee receiving the report, a false report, which is known by the student to be false, that another person has suffered death or serious bodily injury; sends repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend an employee of the District; or publishes on an Internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern.

HAZING: Any act, occurring on or off the campus, by one person alone or acting with others, directed against a student, for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization, if the act constitutes any type of physical brutality, involves sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other similar activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student, or involves the consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance, including in amounts that would lead a reasonable person to believe the student is intoxicated. Hazing includes soliciting, encouraging, directing, aiding, or attempting to aid another student in engaging in hazing, as well as having firsthand knowledge of the planning or occurrence of a specific student hazing incident without reporting the incident to a school administrator in writing. Consent to or acquiescence in the hazing activity does not excuse the student of responsibility for the misconduct.

HIT LIST: List of people targeted to be harmed using a firearm, knife, or any other object to be used with intent to cause bodily harm.

IMPROVISED EXPLOSIVE DEVICE: A completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components. The term does not include unassembled components that can be legally purchased and possessed without a license, permit, or other governmental approval; or an exploding target that is used for firearms practice, sold in kit form, and contains the components of a binary explosive.

INDECENT EXPOSURE: Those acts defined in Texas Penal Code § 21.08 as an offense that occurs when a person exposes his or her anus or any part of his or her genitals with intent to arouse or gratify the sexual desire of any person and is reckless about whether another is present who will be offended or alarmed by the act.

INTENT: The design, resolve, determination, or state of mind with which a person acts, ordinarily proven through inferences drawn from the act and/or circumstances surrounding the act. Intent includes the conscious objective or desire to engage in the conduct or cause the result, an

awareness that the conduct is reasonably certain to cause the result, or disregard of a substantial and justifiable risk when there is an awareness that the circumstances exist or the result will occur. The fact that a student may not have been motivated by a desire to violate the SCC does not preclude imposing a disciplinary consequence so long as the student intended to engage in the underlying conduct that violated the SCC.

INTIMATE VISUAL MATERIAL: Visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

INVASIVE VISUAL RECORDING: A person commits an offense if, without the other person's consent and with intent to invade the privacy of the other person, the person: (1) photographs or by videotape or other electronic means records, broadcasts, or transmits a visual image of an intimate area of another person if the other person has a reasonable expectation that the intimate area is not subject to public view; (2) photographs or by videotape or other electronic means records, broadcasts, or transmits a visual image of another in a bathroom or changing room; or (3) knowing the character and content of the photograph, recording, broadcast, or transmission, promotes a photograph, recording, broadcast, or transmission described above.

KNIFE: A bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing, including a switchblade.

KNUCKLES: Any instrument consisting of finger rings or guards made of a hard substance that is designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

LOCATION-RESTRICTED KNIFE: A knife with a blade over 5 ½ inches.

MACHINE GUN: Any firearm capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

ON OR ABOUT HIS OR HER PERSON: Within the student's control and within arm's reach.

PARAPHERNALIA: Any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage into the human body, including but not limited to roach clips, rolling papers, needles, baggies with residue, razor blades, or pipes.

PERSISTENT: Three or more violations of the SCC or repeated occurrences of the same violation.

POSSESSION : To have in or on: (1) a student's person or in the student's personal property, such as the student's clothing, purse, or backpack; (2) in any conveyance used by the student for transportation to or from school or school-related activities, such as an automobile, truck, motorcycle, or bicycle; or (3) any other school property used by the student, such as a locker or desk.

POSSESSION OR PROMOTION OF LEWD VISUAL MATERIAL DEPICTING A CHILD: Possessing, accessing, or promoting, lewd visual material depicting a child, as further defined by Texas Penal Code § 43.25 and punishable as a felony.

PROHIBITED WEAPONS: A prohibited weapon includes the following items: armor-piercing ammunition, chemical dispensing device, explosive weapon, machine gun, short-barrel firearm, zip gun, improvised explosive device or tire deflation device as further defined in Texas Penal

PUBLIC LEWDNESS: Those acts defined in Texas Penal Code § 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

REASONABLE BELIEF: A determination that misconduct occurred made by the administrator using all available factual and legal information, including information furnished under Article 15.27 of the Code of Criminal Procedure.

RETALIATE: Harming or threatening to harm another: (1) on account of their service as a District employee or volunteer, (2) to prevent or delay another's service to the District, or (3) because the person intends to report a crime, including posting the residence address or telephone number of the employee on a publicly accessible website with intent to threaten harm or cause harm to the employee or the employee's family or household.

SELF-DEFENSE: To claim self-defense, the student must (1) be without fault in provoking the encounter and not act as the aggressor, and (2) use the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense. Interactions prior to the encounter will also be considered.

SERIOUS MISBEHAVIOR: To engage in (1) deliberate violent behavior that poses a direct threat to the health or safety of others, (2) extortion to gain money or other property by force or threat, (3) coercion, meaning to threaten to either commit an offense; inflict bodily harm; accuse a person of any offense; expose a person to hatred, contempt, or ridicule; or to harm the credit of any person, (4) public lewdness as defined in Texas Penal Code § 21.07, (5) indecent exposure as defined in Texas Penal Code § 21.08, (6) criminal mischief as defined in Texas Penal Code § 28.03, (7) personal hazing as defined in Texas Education Code § 37.152, or (8) harassment of a student or District employee as defined in Texas Penal Code § 42.07(a)(1).

SEX OFFENDER: A student required to register as a sex offender under Chapter 62 of the Code of Criminal Procedure for an offense committed on or after September 1, 2007. The term does not include a student who: (1) is no longer required to register as a sex offender under Chapter 62, (2) is exempt from registering as a sex offender under Chapter 62, or (3) receives an early termination of the obligation to register as a sex offender under Chapter 62.

SEXUAL HARASSMENT: Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, or conduct on the basis of sex prohibited by District policy FFH or FNC, when it is so severe, persistent, pervasive, and objectively offensive that it has the purpose or effect of effectively denying a person equal access to an educational program or activity. Conduct that meets the definitions of sexual assault, dating violence, domestic violence or stalking under federal law.

SHORT-BARREL FIREARM: A rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun if, as altered, has an overall length of less than 26 inches.

SWITCHBLADE KNIFE: Any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or other device located on the handle or opens or releases a blade from the handle or sheath by the force of gravity or centrifugal force. It does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife (also known as one-handed openers or assisted openers).

TELECOMMUNICATIONS DEVICE: Any type of device that: (1) emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor, or (2) permits the recording, transmission, and/or receipt of messages, voices, images, or information in any format or media, electronic or otherwise. It does not include an amateur radio under control of someone with an amateur radio license.

TERRORISTIC THREAT: Threats to commit any offense involving violence to any person or property with intent to: (1) cause a reaction by an official or volunteer agency organized to deal with emergencies; (2) place any person in fear of imminent serious bodily injury; (3) prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place; (4) cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service; (5) place the public or a substantial group of the public in fear of serious bodily injury; or (6) influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the District).

TIRE DEFLATION DEVICE: A device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

TITLE 5 FELONY OFFENSES: Offenses against the person that, depending on the circumstances, may include murder; capital murder; manslaughter; criminally negligent homicide; unlawful restraint; kidnapping; aggravated kidnapping; trafficking of persons; unlawful transport; assault; aggravated assault; sexual assault; aggravated sexual assault; improper relationship between educator and student; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; invasive visual recording; sexual coercion; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment by a person in a correctional facility; continuous sexual abuse of a young child or children; bestiality; voyeurism; disclosure or promotion of intimate visual material; and tampering with a consumer product.

UNDER THE INFLUENCE: When in the employee's professional judgment, the student does not have the normal use of mental or physical faculties likely attributable to the student's use of a prohibited substance. Such impairment may be evidenced by the symptoms typically associated with drug or alcohol use or other abnormal or erratic behavior or by the student's admission. The student need not be legally intoxicated.

USE: With respect to substances, voluntarily injecting, ingesting, inhaling, or otherwise introducing a prohibited substance into the body. With respect to objects or devices, putting into action or service or carrying out an action or purpose with the object or device.

ZIP GUN: A device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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Manor Independent School District

10335 US Highway 290 East, Manor, Texas 78653
(512) 278-4000 | www.ManorISD.net

More information about Manor ISD's anti-bullying resources can be found at the link below:

<https://www.manorisd.net/site/Default.aspx?PageID=1333>

Manor Independent School District
Board of Trustee Meeting Agenda Item
10/22/2024

ACTION ITEM SHEET

RE: To adopt Board Resolution to Authorize Borrowing

Supporting Documents:

1. Resolution to Authorize Borrowing

District Goals:

Goal 4: EQUITY & INNOVATION- 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.

Bottom of Form

Background Information:

In light of the District's financial position during FY2023-24, which will reduce the unaudited unassigned general fund balance by 34% or \$13.7MM, the current general fund balance will reach negative \$6,114,240 during the month of November before tax revenues begin to flow in during December. This will impede the District from meeting Payroll and financing lawful operating expenditures during this period.

District policy CCF (LEGAL) – Local Revenue Sources Loans and Notes states that the District may borrow money for the purpose of paying maintenance expenses and may evidence those loans with negotiable or nonnegotiable notes. The notes may be payable from and secured by a lien on and pledge of any available funds of the District, including proceeds of a maintenance tax.

Fiscal Implications:

To acquire a short-term loan in the amount not to exceed \$14 million to finance maintenance and operations in the 2024-25 fiscal year.

Administrative Recommendation:

That the Board approves the resolution to authorize borrowing.

Motion Language:

I move that the board approves: that the Board of Trustees of the Manor Independent School District hereby authorizes the Superintendent to enter into agreements to borrow funds for fiscal year 2024-2025 in amounts not to exceed \$14 million, as submitted.

Moises Santiago, CFO

Contact Person

Dr. Robert Sormani

Approved by Superintendent

**RESOLUTION AUTHORIZING THE ISSUANCE, SALE, AND DELIVERY
OF MANOR INDEPENDENT SCHOOL DISTRICT MAINTENANCE TAX
NOTE, SERIES 2024; AND APPROVING OTHER MATTERS INCIDENT
AND RELATED THERETO**

STATE OF TEXAS	§
	§
COUNTY OF TRAVIS	§
	§
MANOR	§
INDEPENDENT SCHOOL DISTRICT	§

WHEREAS, Manor Independent School District (the "District") was organized, created, and established pursuant to the Constitution and laws of the State of Texas as an independent school district and political subdivision of the State of Texas, and the District operates under the authority of the Texas Education Code, as amended;

WHEREAS, Sec. 45.108, Texas Education Code, as amended (the "Act"), authorizes the Board of Trustees (the "Board") of the District to borrow money for the purpose of paying any lawful expenditure of the District other than payment of principal of and interest on bonds and to evidence such loans with negotiable notes maturing not more than twenty years from their date;

WHEREAS, pursuant to Article 2784e-1, Texas Revised Civil Statutes Annotated, as amended, and an election held in the District on November 7, 1964, the District has been authorized to levy annual ad valorem taxes for maintenance purposes in an amount not to exceed \$1.50 per \$100 assessed valuation on all taxable property within the District;

WHEREAS, the Board desires to finance certain lawful expenditures of the District through the issuance of notes issued under the authority of the Act;

WHEREAS, the Board has duly adopted its budget for the current fiscal year of the District;

WHEREAS, the Note herein authorized (the "Note"), together with other notes issued by the District pursuant to the Act, at no time will exceed seventy-five percent (75%) of the previous year's income of the District;

WHEREAS, the Note is not subject to mandatory renewal or renewal at the option of any person and is payable only out of current taxes collected in the year the public security is issued; and

WHEREAS, the Board considers it necessary, useful and appropriate to adopt this Resolution and issue the Note, as permitted by the Act;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF MANOR INDEPENDENT SCHOOL DISTRICT THAT:

Section 1. Findings and Determinations. The Board hereby finds and determines that the facts and recitations contained in the preamble of this Resolution are true and correct and such recitals are hereby made a part of this Resolution for all purposes and are adopted as a part of the judgment and findings of the Board.

Section 2. Amount; Authorization and Purpose of Note. The Note shall be issued in fully registered form, without coupons, in the original aggregate principal amount of [] AND NO/100 DOLLARS (\$[]).00), for the purpose of paying all or a portion of the District's costs incurred in connection with the "Project," attached hereto as Exhibit "A," in accordance with the provisions of the Act. Proceeds of the Note also shall be used to pay the costs of issuance thereof. (The term "Note", as used in this Resolution, shall mean and include, collectively, the Note initially issued and delivered pursuant to this Resolution and all substitute notes exchanged therefor, as well as all other substitute notes and replacement notes issued pursuant hereto, and the term "Note" shall mean any of such notes.)

The Note herein authorized shall be issued with principal installment(s) to become due and payable as provided in Section 3. The Initial Note shall be delivered to the Purchaser (hereinafter defined). Any time after the delivery of Initial Note, the Paying Agent/Registrar, pursuant to written instructions from the Purchaser, or the designee(s) thereof, shall cancel the Initial Note delivered hereunder and exchange therefor definitive Note(s) of authorized denominations, stated maturities, principal amounts and bearing applicable interest rates for transfer and delivery to the holders named at the addresses identified therefor; all pursuant to and in accordance with such written instructions from the Purchaser, or the designee(s) thereof, and such other information and documentation as the Paying Agent/Registrar may reasonably require. The Initial Note submitted to the Purchaser may be typewritten, photocopied or otherwise reproduced.

Section 3. Dated Date, Denominations, Numbers, and Maturities of and Interest on the Note. The Note shall be dated October 1, 2024 (the "Dated Date") and shall be in denominations of \$100,000 or any integral multiple of \$1,000 in excess thereof ("Authorized Denominations"). Interest shall commence to accrue on the Note from the later of October 30, 2024 (the "Delivery Date"), or the most recent interest payment date to which interest has been paid or duly provided for and shall be payable on the dates specified in the Form of the Note in Section 15. The Note shall be in the respective denominations and principal amounts hereinafter stated, shall be numbered T-1 (the "Initial Note") and consecutively from R-1 upward for the definitive Note(s), payable to the Purchaser, or to the registered assignee or assignees of the Note or any portion or portions thereof (in each case, the "Registered Owner").

The Note shall mature on [] in each of the years and in the amounts and bear interest, as set forth in the following schedule:

<u>Stated Maturity</u> (<u> </u>)	<u>Principal Amount (\$)</u>	<u>Interest Rate (%)</u>
2025	[]	[]

Section 4. Redemption of the Note. [The Note is not subject to redemption prior to the stated Maturity Date.]

Section 5. Execution of Note; Seal. The Note shall be signed by the manual or facsimile signature of the President or Vice President of the Board and countersigned or attested by the manual or facsimile signature of the Secretary of the Board, and the official seal of the District shall be impressed or placed in facsimile thereon. Facsimile signatures shall have the same effect as if each of the Note had been signed manually and in person by each of such officers, and

such facsimile seal on the Note shall have the same effect as if the official seal of the District had been manually impressed upon each of the Note. If any officer of the District whose manual or facsimile signature has been placed on the Note ceases to be such officer before the authentication or delivery of the Note, such manual or facsimile signature shall nevertheless be valid and sufficient for all purposes as if such officer had remained in such office.

Section 6. No Approval by Attorney General; No Registration by Comptroller. In accordance with Section 1202.007, Texas Government Code, the Initial Note is not required to be, and will not be, submitted to the Office of the Attorney General of the State of Texas for approval or certified and registered by the Office of the Comptroller of Public Accounts.

Section 7. Authentication. Except for the Initial Note, which need not be authenticated by the Paying Agent/Registrar, only such Note as shall bear thereon a certificate of authentication, substantially in the form provided in Section 15 of this Resolution, manually executed by an authorized representative of the Paying Agent/Registrar, shall be entitled to the benefits of this Resolution or shall be valid or obligatory for any purpose. Such duly executed certificate of authentication shall be conclusive evidence that the Note so authenticated was delivered by the Paying Agent/Registrar hereunder.

Section 8. Paying Agent/Registrar.

[] is hereby appointed as the registrar and paying agent for the Note pursuant to the terms and provisions of a paying agent/registrar agreement, a substantial copy of which is attached hereto as Exhibit "B" (the "Paying Agent/Registrar Agreement") which is hereby authorized, approved and incorporated hereto by reference by the Board and which the appropriate officials of the District are hereby authorized to execute. The officers of the District are each hereby authorized to execute, attest and affix the District's seal to the Paying Agent/Registrar Agreement, the terms and provisions of which are hereby approved. Such initial Paying Agent/Registrar and any successor, by undertaking the performance of the duties of the registrar and paying agent hereunder, and in consideration of the payment of any fees pursuant to the terms of the agreement between the Paying Agent/Registrar and the District and/or the deposits of money pursuant to this Resolution, shall be deemed to accept and agree to abide by the terms of this Resolution. All money transferred to the Paying Agent/Registrar in its capacity as registrar or paying agent for the Note under this Resolution (except any sums representing registrar or paying agent fees) shall be held in trust for the benefit of the District, shall be the property of the District and shall be disbursed in accordance with this Resolution. A matured Note presented to the Paying Agent/Registrar for payment shall be paid without the necessity of further instructions from the District. Such Note shall be canceled as provided herein.

The principal or redemption price of the Note shall be payable without exchange or collection charges, in any coin or currency of the United States of America which, on the date of payment, is legal tender for the payment of debts due the United States of America as they respectively become due and payable, at the principal trust office of the Paying Agent/Registrar; provided that so long as [] is the Registered Owner of the Note, principal or redemption price of the Note shall be paid by wire transfer pursuant to instructions on file with the Paying Agent/Registrar and without presentment or surrender. The interest on each Note shall be payable by check dated as of the interest payment date and mailed by the Paying Agent/Registrar on or before each interest payment date to the Registered Owner of record as of the Record Date, to the address of such Registered Owner as shown on the Register; provided that so long as

[] is the Registered Owner of the Note, the interest on each Note shall be paid by wire transfer pursuant to instructions on file with the Paying Agent/Registrar. Any accrued interest payable at maturity on a Note shall be paid upon maturity.

If the date for payment of the principal of or interest on any Note is not a Business Day, then the date for such payment shall be the next succeeding Business Day with the same force and effect as if made on the date payment was originally due.

Section 9. Successor Paying Agents/Registrars. The District covenants that at all times while any Note is outstanding it will provide a legally qualified bank, trust company, financial institution or other agency to act as Paying Agent/Registrar for the Note. The District reserves the right to change the Paying Agent/Registrar for the Note on not less than sixty (60) days written notice to the Paying Agent/Registrar, as long as any such notice is effective not less than 60 days prior to the next succeeding principal or interest payment date on the Note. Promptly upon the appointment of any successor Paying Agent/Registrar, the previous Paying Agent/Registrar shall deliver the Register or a copy thereof to the new Paying Agent/Registrar, and the new Paying Agent/Registrar shall notify each Registered Owner, by United States mail, first class postage prepaid, of such change and of the address of the new Paying Agent/Registrar. Each Paying Agent/Registrar hereunder, by acting in that capacity, shall be deemed to have agreed to the provisions of this Resolution.

Section 10. Special Record Date. If interest on the Note is not paid on any Payment Date and continues unpaid for 30 days thereafter, the Registrar shall establish a new record date for the payment of such interest, to be known as a Special Record Date. The Registrar shall establish a Special Record Date if and when funds to make such interest payment are received from or on behalf of the District. Such Special Record Date shall be 15 days prior to the date fixed for payment of such past due interest, and notice of the date of payment and the Special Record Date shall be sent by United States mail, first class, postage prepaid, not later than five days prior to the Special Record Date, to each Registered Owner of record of an affected Note as of the close of business on the last day which is not a Saturday, Sunday, day on which the Registrar is authorized by law or executive order to remain closed or legal holiday ("Business Day") prior to the mailing of such notice.

Section 11. Ownership; Unclaimed Principal and Interest. The District, the Paying Agent/Registrar and any other person may treat the person in whose name any Note is registered as the absolute Registered Owner of such Note for the purpose of making and receiving payment of the principal of or interest on such Note and for all other purposes, whether or not such Note is overdue, and neither the District nor the Paying Agent/Registrar shall be bound by any notice or knowledge to the contrary. All payments made to the person deemed to be the Registered Owner of any Note in accordance with this Section shall be valid and effectual and shall discharge the liability of the District and the Paying Agent/Registrar upon such Note to the extent of the sums paid.

Amounts held by the Paying Agent/Registrar which represent principal of and interest on the Note remaining unclaimed by the Registered Owner after the expiration of three (3) years from the date such amounts have become due and payable shall be reported and disposed of by the Paying Agent/Registrar in accordance with the applicable provisions of Texas law, including, to the extent applicable, Title 6 of the Texas Property Code, as amended. To the extent such provisions of the Texas Property Code do not apply to the funds, such funds shall be paid by the

Paying Agent/Registrar to the District upon receipt by the Paying Agent/Registrar of a written request therefor from the District. The Paying Agent/Registrar shall have no liability to the Registered Owners of the Note by virtue of actions taken in compliance with this Section.

Section 12. Registration, Transfer and Exchange. As long as any Note remain outstanding, the Paying Agent/Registrar shall keep the Register at its principal trust office, subject to such reasonable regulations as it may prescribe, the Paying Agent/Registrar shall provide for the registration and transfer of Note in accordance with the terms of this Resolution.

The Note may only be transferred in Authorized Denominations to: (i) an affiliate of the Purchaser; (ii) a "Bank" as defined in Section 3(a)(2) of the Securities Act of 1933 as amended (the "Securities Act"); (iii) an "Accredited Investor" as defined in Regulation D under the Securities Act; or (iv) a "Qualified Institutional Buyer" as defined in Rule 144A under the Securities Act.

Each Note shall be transferable only upon the presentation and surrender thereof at the principal trust office of the Paying Agent/Registrar, duly endorsed for transfer or accompanied by an assignment duly executed by the Registered Owner or his authorized representative in form satisfactory to the Paying Agent/Registrar. Upon due presentation of any Note in proper form for transfer, the Paying Agent/Registrar shall authenticate and deliver in exchange therefor, within seventy-two (72) hours after such presentation, a new Note, registered in the name of the transferee or transferees, in authorized denominations and of the same maturity and aggregate principal amount and bearing interest at the same rate as the Note so presented.

The Note shall be exchangeable upon presentation and surrender thereof at the principal trust office of the Paying Agent/Registrar for a Note of the same maturity and interest rate and in any authorized denomination, in an aggregate principal amount equal to the unpaid principal amount of the Note presented for exchange. The Paying Agent/Registrar shall be and is hereby authorized to authenticate and deliver exchange Note in accordance with the provisions of this Section. Each Note delivered in accordance with this Section shall be entitled to the benefits and security of this Resolution to the same extent as the Note in lieu of which such Note is delivered.

The District or the Paying Agent/Registrar may require the Registered Owner of any Note to pay a sum sufficient to cover any tax or other governmental charge that may be imposed in connection with the transfer or exchange of such Note. Any fee or charge of the Paying Agent/Registrar for such transfer or exchange shall be paid by the District.

The Paying Agent/Registrar shall not be required to transfer or exchange any Note called for redemption in whole or in part during the 45-day period immediately prior to the redemption date; provided, however, that such limitation shall not apply to the transfer or exchange by the Registered Owner of the unredeemed portion of a Note called for redemption in part.

Section 13. Mutilated, Lost or Stolen Note. Upon the presentation and surrender to the Paying Agent/Registrar of a damaged or mutilated Note, the Paying Agent/Registrar shall authenticate and deliver in exchange therefor a replacement Note of like maturity, interest rate and principal amount, bearing a number not contemporaneously outstanding. The District or the Registrar may require the Registered Owner of a damaged or mutilated Note to pay a sum sufficient to cover any tax or other governmental charge that may be imposed in connection therewith, including the fees and expenses of the Registrar.

If any Note is lost, apparently destroyed or wrongfully taken, the District, pursuant to the applicable laws of the State of Texas and in the absence of notice or knowledge that such Note has been acquired by a bona fide purchaser, shall execute and the Paying Agent/Registrar shall authenticate and deliver a replacement Note of like maturity, interest rate and principal amount, bearing a number not contemporaneously outstanding. The District or the Registrar may require the Registered Owner of a lost, apparently destroyed or wrongfully taken Note, before any replacement Note is issued, to:

- (1) furnish to the District and the Paying Agent/Registrar satisfactory evidence of the ownership of and the circumstances of the loss, destruction or theft of such Note;
- (2) furnish such security or indemnity as may be required by the Registrar and the District to save them harmless;
- (3) pay all expenses and charges in connection therewith, including, but not limited to, printing costs, legal fees, fees of the Registrar and any tax or other governmental charge that may be imposed; and
- (4) meet any other reasonable requirements of the District and the Registrar.

If, after the delivery of a replacement Note, a bona fide purchaser of the original Note in lieu of which such replacement Note was issued presents for payment such original Note, the District and the Registrar shall be entitled to recover such replacement Note from the person to whom it was delivered or any person taking therefrom, except a bona fide purchaser, and shall be entitled to recover upon the security or indemnity provided therefor to the extent of any loss, damage, cost or expense incurred by the District or the Registrar in connection therewith.

If any such mutilated, lost, apparently destroyed or wrongfully taken Note has become or is about to become due and payable, the District in its discretion may, instead of issuing a replacement Note, authorize the Registrar to pay such Note.

In accordance with Sections 1206.021 through 1206.023, Texas Government Code, as amended, each replacement Note delivered in accordance with this Section shall be entitled to the benefits and security of this Resolution to the same extent as the Note in lieu of which such replacement Note is delivered. This section further constitutes authority for the issuance of any such replacement Note without necessity of further action by the governing body of the District or any other body or person, and the duty of replacement of such note is hereby authorized and imposed upon the Paying Agent/Registrar.

Section 14. Cancellation of Note. The Note paid or redeemed in accordance with this Resolution, and the Note in lieu of which exchange Note or replacement Note are authenticated and delivered in accordance herewith, shall be canceled and destroyed upon the making of proper records regarding such payment or redemption. The Paying Agent/Registrar shall furnish the District with appropriate certificates of destruction of such Note.

Section 15. Form of the Note.

(a) The form of the Note, including the form of the Registrar's Authentication Certificate and the form of Assignment, which shall be attached or affixed to the Note originally issued, shall be, respectively, substantially as follows, with such omissions, insertions and variations as may be necessary and desirable and not prohibited by this Resolution.

The Definitive Note shall be printed, lithographed, or engraved or produced in any other similar manner, all as determined by the officer executing the Note as evidenced by their execution thereof, but the Initial Note may be typewritten or photocopied or otherwise reproduced.

(b) Form of Definitive Note.

United States of America
State of Texas
County of Travis
MANOR INDEPENDENT SCHOOL DISTRICT
MAINTENANCE TAX NOTE, SERIES 2024

THE TRANSFERABILITY OF THIS NOTE IS RESTRICTED AS MORE FULLY SET
FORTH IN SECTION 12 OF THE RESOLUTION

NUMBER	DENOMINATION
R-1	\$[_____]
REGISTERED	REGISTERED

INTEREST	DATED	MATURITY	DELIVERY
RATE (%)	DATE	DATE	DATE
[_____]	October 1, 2024	[_____], 2025	October 30, 2024

REGISTERED OWNER: [_____]

PRINCIPAL AMOUNT: [_____] AND NO/100 DOLLARS
(\$[_____] .00)

MANOR INDEPENDENT SCHOOL DISTRICT (the "District"), a political subdivision of the State of Texas, promises to pay to the Registered Owner, specified above, or registered assignees (the "Registered Owner") on the Maturity Date, specified above, at the designated payment office of [_____], or its successor (the "Paying Agent/Registrar"), the Principal Amount, specified above, in lawful money of the United States of America, and to pay interest thereon at the Interest Rate, specified above, calculated on the basis of a 360-day year of twelve 30-day months, from the later of October 30, 2024, or the most recent interest payment date to which interest has been paid or duly provided for; provided that so long as [_____] is the Registered Owner of the Note, principal of, premium, if any, and interest shall be paid by wire transfer pursuant to instructions on file with the Paying Agent/Registrar and without presentment or surrender. Interest on this Note is payable on [_____] , 2025, mailed to the Registered Owner of record as shown on the books of registration kept by the Paying Agent/Registrar (the "Register"), as of the Record Date or in such other manner as may be acceptable to the Registered Owner and the Paying Agent/Registrar; provided that so long as [_____] is the Registered Owner of the Note, interest on the Note shall be paid by wire transfer pursuant to instructions on file with the Paying Agent/Registrar. The record date for determining the person to whom interest is payable ("Record Date") for payments hereon means the close of business on the last day of the month preceding a scheduled payment. In the event of a non-payment of interest on a scheduled payment date, and for 30 days thereafter, a new record date for such payment (a "Special Record Date") will be

established by the Paying Agent/Registrar, if and when funds for the payment thereof have been received from the District. Notice of the Special Record Date and of the scheduled payment date of the past due payment (the "Special Payment Date", which shall be 15 calendar days after the Special Record Date) shall be sent at least five business days prior to the Special Record Date by United States mail, first class, postage prepaid, to the address of the Registered Owner appearing on the Register at the close of business on the fifteenth (15th) day next preceding the date of mailing of such notice. The District covenants with the Registered Owner that no later than each principal installment payment date and interest payment date for this Note it will make available to the Paying Agent/Registrar the amounts required to provide for the payment, in immediately available funds, of all principal of and interest on the Note, when due, in the manner set forth in the Resolution (defined below).

THIS NOTE is one of a series, dated as of October 1, 2024 (the "Note") of like designation and tenor, except as to number, interest rate, denomination, and maturity issued pursuant to the resolution adopted by the Board of Trustees of the District on October 22, 2024, (the "Resolution"), in the original aggregate principal amount of \$[] providing money to pay for maintenance expenses of the District, and to pay costs of issuance of the Note by virtue of the laws of the State of Texas, including particularly Section 45.108, Texas Education Code, as amended.

[THE NOTE IS NOT SUBJECT TO REDEMPTION prior to the stated Maturity Date.]

THE NOTE is issued pursuant to the Resolution where under the District covenants to provide for the payment of the principal of and interest on, or maturing amounts of, as appropriate, the Note when due, from the proceeds of the previously levied ad valorem tax of the current year in which this Note is issued and to pay the expenses of assessing and collecting such tax. Reference is hereby made to the Resolution for provisions with respect to the custody and application of the District's funds, remedies in the event of a default hereunder or thereunder, and the other rights of the Registered Owner.

THIS NOTE IS TRANSFERABLE OR EXCHANGEABLE only upon presentation and surrender at the designated payment office of the Paying Agent/Registrar. If a Note is being transferred, it shall be duly endorsed for transfer or accompanied by an assignment duly executed by the Registered Owner, or his authorized representative, subject to the terms and conditions of the Resolution. If a Note is being exchanged, it shall be in the principal amount of \$100,000 or any integral multiple of \$1,000 in excess thereof, and subject to the terms and conditions of the Resolution. The Registered Owner of this Note shall be deemed and treated by the District and the Paying Agent/Registrar as the absolute owner hereof for all purposes, including payment and discharge of liability upon this Note to the extent of such payment, and the District and the Paying Agent/Registrar shall not be affected by any notice to the contrary.

IN THE EVENT any Paying Agent/Registrar for the Note is changed by the District, resigns, or otherwise ceases to act as such, the District has covenanted in the Resolution that it promptly will appoint a competent and legally qualified substitute therefor, and cause written notice thereof to be mailed to the Registered Owner.

IT IS HEREBY CERTIFIED, COVENANTED, AND REPRESENTED that all acts, conditions, and things necessary to be done precedent to the issuance of the Note in order to render the same legal, valid, and binding obligations of the District have happened and have been accomplished and performed in regular and due time, form, and manner, as required by law; that

provision has been made for the payment of the principal of and interest on, or maturing amounts of (as appropriate) the Note by a lien on and pledge of any lawfully available funds of the District, including proceeds from the previously levied ad valorem tax of the current year in which this Note is issued, levied pursuant to the District's maintenance tax authority within the limits prescribed by law; and that issuance of the Note does not exceed any constitutional or statutory limitation.

BY BECOMING the Registered Owner of this Note, the Registered Owner thereby acknowledges all of the terms and provisions of the Resolution, agrees to be bound by such terms and provisions, and agrees that the terms and provisions of this Note and the Resolution constitute a contract between each Registered Owner and the District.

IN WITNESS WHEREOF this Note has been signed with the manual or facsimile signature of the President of the Board of Trustees or designee of the District and countersigned with the manual or facsimile signature of the Secretary of the Board of Trustees or designee, and the official seal of the District has been duly impressed, or placed in facsimile, on this Note.

**MANOR
INDEPENDENT SCHOOL DISTRICT**

President, Board of Trustees

Secretary, Board of Trustees

(DISTRICT SEAL)

* * * * *

(c) *Form of Registrar's Authentication Certificate to appear on Definitive Note only.

AUTHENTICATION CERTIFICATE

It is hereby certified that this Note has been delivered pursuant to the Resolution described in the text of this Note, in exchange for or in replacement of a note or a portion of a note.

as Paying Agent/Registrar

Date of Authentication: _____

By: _____
Authorized Signature

* * * * *

*NOTE TO PRINTER: Print on Definitive Note only.

(d) Form of Assignment to appear on Definitive Note only.

ASSIGNMENT

For value received, the undersigned hereby sells, assigns and transfers unto _____ (Please
print or type name, address, and zip code of Transferee) _____ (Please
insert Social Security or Taxpayer Identification Number of Transferee) the within Note and all
rights thereunder, and hereby irrevocably constitutes and appoints
_____, attorney to transfer the within Note on the
books kept for registration thereof, with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

NOTICE: Signature(s) must be guaranteed
by a member firm of the New York Stock
Exchange or a commercial bank or trust
company.

NOTICE: The signature above must
correspond with the name of the Registered
Owner as it appears upon the front of this
Note in every particular, without alteration or
enlargement or any change whatsoever.

(e) The Initial Note shall be in the Form set forth in paragraph (b) of this Section,
except the REGISTERED NO. shall reflect T-1.

[END OF FORMS]

Section 16. Legal Opinion. The approving opinion of Escamilla & Poneck, LLP may
be printed on, or attached to, the Note, but errors or omissions in the printing of such opinion shall
have no effect on the validity of the Note.

Section 17. Interest and Sinking Fund; Maintenance Tax Levy; Pledge of Available
Funds.

(a) A special fund to be designated "Manor Independent School District Maintenance
Tax Note, Series 2024 Interest and Sinking Fund" (the "Interest and Sinking Fund") is hereby
created solely for the benefit of the Note, and the Interest and Sinking Fund shall be established
and maintained by the District at an official depository bank of the District for as long as the Note,
or interest thereon, is outstanding and unpaid. The Interest and Sinking Fund shall be kept separate
and apart from all other funds and accounts of the District and shall be used only for paying the
interest on and principal of the Note. All ad valorem taxes levied and collected for and on account
of the Note and all available funds of the District to be utilized for payment of the Note shall be
deposited, as collected or obtained into the Interest and Sinking Fund. Funds and investments on
deposit in the Interest and Sinking Fund are hereby pledged to the payment of the Note.

(b) The Board has heretofore levied an ad valorem tax of the current year in which the
Note is issued which shall raise and produce the money required (i) to pay the interest on the Note
as such interest comes due and (ii) to provide and maintain a sinking fund adequate to pay the
principal of such Note as such principal matures. Such tax was based on the latest approved tax

rolls of the District, with full allowance being made for tax delinquencies and the cost of tax collection. Such ad valorem taxes sufficient to provide for the payment of the interest on and principal of the Note, as such interest comes due and such principal matures are hereby pledged irrevocably from such ad valorem maintenance tax of the District for such payment, within the limits prescribed by law.

(c) While the Note is outstanding and unpaid, the Board shall compute and ascertain, as a part of the District's available funds, an amount of available funds which will be sufficient to produce the money required (i) to pay the interest on the Note as such interest comes due and (ii) to provide and maintain a sinking fund adequate to pay the principal of such Note as such principal matures. Such funds sufficient to provide for the payment of the interest on and principal of the Note, as such interest comes due and such principal matures are hereby pledged irrevocably from the available funds of the District for such payment, within the limits prescribed by law.

(d) Notwithstanding the foregoing, the Note shall only be payable out of the taxes collected in the year in which the Note is issued.

Section 18. Covenants regarding tax exemption of interest on the Note. The District covenants to take any action necessary to assure, or refrain from any action which would adversely affect the treatment of the Note as obligations described in Section 103 of the Internal Revenue Code of 1986, as amended (the "Code"), the interest on which is not includable in the "gross income" of the holder for purposes of federal income taxation. In furtherance thereof, the District covenants as follows:

(a) to take any action to assure that no more than 10 percent of the proceeds of the Note or the projects financed therewith (less amounts deposited to a reserve fund, if any) are used for any "private business use", as defined in Section 141(b)(6) of the Code or, if more than 10 percent of the proceeds or the projects financed therewith are so used, such amounts, whether or not received by the District, with respect to such private business use, do not, under the terms of this Resolution or any underlying arrangement, directly or indirectly, secure or provide for the payment of more than 10 percent of the debt service on the Note, in contravention of Section 141(b)(2) of the Code;

(b) to take any action to assure that in the event that the "private business use" described in subsection (a) hereof exceeds 5 percent of the proceeds of the Note or the projects financed therewith (less amounts deposited into a reserve fund, if any) then the amount in excess of 5 percent is used for a "private business use" which is "related" and not "disproportionate", within the meaning of Section 141(b)(3) of the Code, to the governmental use;

(c) to take any action to assure that no amount which is greater than the lesser of \$5,000,000 or 5 percent of the proceeds of the Note (less amounts deposited into a reserve fund, if any) is directly or indirectly used to finance loans to persons, other than state or local governmental units, in contravention of Section 141(c) of the Code;

(d) to refrain from taking any action which would otherwise result in the Note being treated "private activity bonds" within the meaning of Section 141(b) of the Code;

(e) to refrain from taking any action that would result in the Note being "federally guaranteed" within the meaning of Section 149(b) of the Code;

(f) to refrain from using any proceeds of the Note, directly or indirectly, to acquire or to replace funds which were used directly or indirectly, to acquire investment property (as defined

in Section 148(b)(2) of the Code) which produces a materially higher yield over the term of the Note, other than investment property acquired with:

- (1) proceeds of the Note invested for a reasonable temporary period of three years or less or, in the case of a refunding bond for a period of thirty days or less until such proceeds are needed for the purpose for which the Note is issued,
- (2) amounts invested in a bona fide debt service fund, within the meaning of Section 1.148-1(b) of the Treasury Regulations, and
- (3) amounts deposited in any reasonably required reserve or replacement fund to the extent such amounts do not exceed 10 percent of the proceeds of the Note;

(g) to refrain from any action which would otherwise result in the proceeds of the Note not being allocated to working capital expenditures in excess of the available amounts (as defined in Reg. Section 1.148-6(d)(3)(iii)), including an amount of reasonable working capital reserve treated as unavailable. Such reasonable amount shall not exceed 5 percent of the actual working capital expenditures of the District in the fiscal year before the year in which the determination of available amounts is made. This process of allocation, known as the "proceeds-spent-last" method is intended to conform with the allocation method described at Reg. Section 1.148-6(d)(3)(i);

(h) to otherwise restrict the use of the proceeds of the Note or amounts treated as proceeds of the Note, as may be necessary, so that the Note does not otherwise contravene the requirements of Section 148 of the Code (relating to arbitrage) and, to the extent applicable, Section 149(d) of the Code (relating to advance refundings);

(i) to pay to the United States of America at least once during each five-year period (beginning on the date of the delivery of the Note) an amount that is at least equal to 90 percent of the "Excess Earnings", within the meaning of Section 148(f) of the Code and to pay the United States of America, not later than 60 days after the Note has been paid in full, 100 percent of the amount then required to be paid as a result of "Excess Earnings" under Section 148(f) of the Code; and

(j) to timely file the information required by Section 149(e) of the Code with the Secretary of the Treasury on Form 8038-G or such other form and in such place as the Secretary may prescribe.

In order to facilitate compliance with the above covenant (i), a "rebate fund" is hereby established by the District for the sole benefit of the United States of America, and such fund shall not be subject to the claim of any other person, including without limitations the Registered Owners of the Note. The Rebate Fund is established for the additional purpose of compliance with Section 148 of the Code.

The District understands that the term "proceeds" includes "disposition proceeds" as defined in the Treasury Regulations and, in the case of refunding bonds, transfer proceeds (if any) and proceeds of the refunded Note expended prior to the date of issuance of the Note. It is the understanding of the District that the covenants contained herein are intended to assure compliance with the Code and any regulations or rulings promulgated by the US Department of the Treasury pursuant thereto. In the event that regulations or rulings are hereafter promulgated which modify

or expand provisions of the Code, as applicable to the Note, the District will not be required to comply with any covenant contained herein to the extent that such failure to comply, in the opinion of nationally recognized bond counsel, will not adversely affect the exemption from federal income taxation of interest on the Note under Section 103 of the Code. In the event that regulations or rulings are hereafter promulgated which impose additional requirements which are applicable to the Note, the District agrees to comply with the additional requirements to the extent necessary, in the opinion of nationally recognized bond counsel, to the preserve the exemption from federal income taxation of interest on the Note under Section 103 of the Code. In furtherance of such intention, the District hereby authorizes and directs the President of the Board of Trustees or his designee to execute any document, certificates or reports required by the Code and to make such elections, on behalf of the District, which may be permitted by the Code as are consistent with the purpose for the issuance of the Note.

Section 19. Sale; Purchaser; Investment Letter of Purchaser. The Note is hereby sold and shall be delivered to [] (the "Purchaser"), at a price of \$[].00 (representing the par amount of the Note and no accrued interest). The note purchase letter presented to the District in substantially the form attached hereto as Exhibit "C" (the "Note Purchase Letter") which price and terms contained therein are hereby found and determined to be the most advantageous reasonably obtained by the District, is hereby approved. The President, Superintendent of Schools and other appropriate officials of the District are hereby authorized and directed to execute such Note Purchase Letter on behalf of the District; and the President, Superintendent of Schools and all other officials, agents, and representatives of the District are hereby authorized to do any and all things necessary or desirable to satisfy the conditions set out herein and to provide for the issuance and delivery of the Note.

Section 20. Use of Note Proceeds. \$[] from the proceeds from the sale of the Note shall be deposited into a fund dedicated for the payment of the Project. Expenses (costs of issuance) in the amount of \$[] will also be paid from the proceeds of the Note. Any remaining Note proceeds and interest thereon, thereafter shall be deposited in the Interest and Sinking Fund and used for payment of the Note.

Section 21. No Recourse Against District Officials. No recourse shall be had for the payment of principal of or interest on the Note or for any claim based thereon or on this Resolution, against any official of the District or against any person executing the Note.

Section 22. Defeasance. Any Note and the interest thereon shall be deemed to be paid, retired, and no longer outstanding (a "Defeased Note") within the meaning of this Resolution when payment of the principal of such Note, plus interest thereon to the due date (whether such due date be set by reason of maturity, upon redemption, or otherwise), either (i) shall have been made or made in accordance with the terms thereof (including the giving of any required notice of redemption), or (ii) shall have been provided for on or before such due date by irrevocably depositing with or making available to the Paying Agent/Registrar for such payment (A) lawful money of the United States of America sufficient to provide for such payments, and/or (B) Governmental Obligations (defined below), which mature as to principal and interest in such amounts and at such times as will insure the availability, without reinvestment, of sufficient money to provide for such payment, and when proper arrangements have been made by the District with the Paying Agent/Registrar for the payment of its paying agency services until all Defeased Note shall have become due and payable. The term "Governmental Obligations" shall mean (i) direct

noncallable obligations of the United States, including obligations that are unconditionally guaranteed by, the United States of America; (ii) noncallable obligations of an agency or instrumentality of the United States, including obligations that are unconditionally guaranteed or insured by the agency or instrumentality and that, on the date the governing body of the issuer adopts or approves the proceedings authorizing the issuance of refunding bonds, are rated as to investment quality by a nationally recognized investment rating firm not less than "AAA" or its equivalent; (iii) noncallable obligations of a state or an agency or a county, municipality, or other political subdivision of a state that have been refunded and that, on the date the governing body of the issuer adopts or approves the proceedings authorizing the issuance of refunding bonds, are rated as to investment quality by a nationally recognized investment rating firm not less than "AAA" or its equivalent; or (iv) any other hereafter authorized securities or obligations that may be used to defease obligations such as the Note under applicable laws of the State of Texas. At such time as a Note shall be deemed to be a Defeased Note hereunder, as aforesaid, such Note and the interest thereon shall no longer be secured by, payable from, or entitled to the benefits of, the taxes herein levied and pledged as provided in this Resolution, and such principal and interest shall be payable from such money or Governmental Obligations.

Any money so deposited with the Paying Agent/Registrar may, at the written direction of the District, also be invested as hereinbefore set forth, and all income from such Governmental Obligations received by the Paying Agent/Registrar which is not required for the payment of the Note and interest thereon, with respect to which such money has been so deposited, shall be turned over to the District, or deposited as directed in writing by the District.

Until the Defeased Note shall have become due and payable, the Paying Agent/Registrar shall perform the services of Paying Agent/Registrar for such Defeased Note the same as if they had not been defeased, and the District shall make proper arrangements to provide and pay for such services as required by this Resolution.

Section 23. Resolution a Contract; Amendments. This Resolution shall constitute a contract with the Registered Owners from time to time, be binding on the District, and shall not be amended or repealed by the District so long as the Note remain Outstanding except as permitted in this Section. The District may, without the consent of or notice to any Registered Owners, from time to time and at any time, amend this Resolution in any manner not detrimental to the interests of the Registered Owners, including the curing of any ambiguity, inconsistency, or formal defect or omission herein. In addition, the District may, with the consent of Registered Owners who own in the aggregate 51% of the principal amount of the Note then Outstanding, amend, add to, or rescind any of the provisions of this Resolution; provided that, without the consent of all Registered Owners of Outstanding Note, no such amendment, addition, or rescission shall (i) extend the time or times of payment of the principal of and interest on the Note, reduce the principal amount thereof, or the rate of interest thereon, or in any other way modify the terms of payment of the principal of or interest on the Note, (ii) give any preference to the Note over any other Note, or (iii) reduce the aggregate principal amount of Note required to be held by Registered Owners for consent to any such amendment, addition, or rescission.

Section 24. Remedies of Registered Owners. In addition to all rights and remedies of any Registered Owner of the Note provided by the laws of the State of Texas, the District and the Board covenant and agree that in the event the District defaults in the payment of principal of or interest on the Note when due, or fails to make any payments required by this Resolution, the

Registered Owners of the Note shall be entitled to a writ of mandamus issued by a court of proper jurisdiction compelling and requiring the Board and other officers of the District to observe and perform any covenant, obligation or condition prescribed in this Resolution. No delay or omission by any Registered Owner to exercise any right or power accruing to him upon default shall impair any such right or power, or shall be construed to be a waiver of any such default or acquiescence therein, and every such right or power may be exercised from time to time and as often as may be deemed expedient. The specific remedies mentioned in this Resolution shall be available to the Registered Owners of the Note and shall be cumulative of all other existing remedies.

Section 25. Continuing Disclosure Undertaking. In connection with the sale of the Note, the District is not required to make, and does not make, any continuing disclosure undertaking pursuant to Rule 15c2-12(b) of the Securities and Exchange Commission under the Securities Exchange Act of 1934.

Section 26. Security for Funds. All deposits authorized or required by this Resolution shall be secured to the fullest extent required by law for the security of public funds.

Section 27. Investments.

(a) The District may invest the proceeds of the Note (including investment earnings thereon) as authorized by law; provided, however, that the District hereby covenants that the proceeds of the sale of the Note will be used as soon as practicable for the purposes for which the Note is issued.

(b) Amounts received from the investment of the proceeds of the Note may be used for the purposes for which the Note is issued or for deposit to the Interest and Sinking Fund.

(c) The Interest and Sinking Fund shall be invested in investments authorized by Chapter 2256, Texas Government Code, as amended, and in accordance with the District's investment policy, and shall be invested so that funds required to be expended from the Interest and Sinking Fund will be available at the proper time or times. Investments shall be sold, if necessary, to prevent an event of default with respect to principal and interest due on the Note.

Section 28. District Officers' Duties.

(a) The President, Vice President and Secretary of the Board are hereby instructed and directed to do any and all things necessary in reference to the operation of the District and to make money available for the payment of the Note in the manner provided by law.

(b) The President, Vice President and Secretary of the Board and other officers of the District are authorized to execute the Certificate to which this Resolution is attached on behalf of the Board and to do any and all things proper and necessary to carry out the intent hereof.

Section 29. Covenants. The District hereby covenants to utilize the net proceeds available from the issuance and delivery of the Note, after payment of costs of issuance related thereto, for the purpose of purposes set forth in Section 2 of this Resolution in accordance with terms and provisions of the Act and this Resolution.

Section 30. Notice. Any notice, demand, direction, request or other instrument authorized or required by this Resolution to be given to or filed with the District or the Registrar shall be deemed to have been given only upon receipt. Any notice shall be sent by first class mail, postage prepaid, to the address specified below or, to such other address as may be designated in writing by the parties:

District: MANOR INDEPENDENT SCHOOL DISTRICT
10335 U.S. Highway 290E
Manor, Texas 78653
Attention: Superintendent of Schools

Registrar: [_____]

Section 31. Further Proceedings. The officers and employees of the District are hereby authorized, empowered and directed from time to time and at any time to do and perform all such acts and things and to execute, acknowledge and deliver in the name and under the corporate seal and on behalf of the District all such instruments, whether or not herein mentioned, as may be necessary or desirable in order to carry out the terms and provisions of this Resolution, the initial sale and delivery of the Note, the Paying Agent/Registrar Agreement, and the Note Purchase Letter. In addition, prior to the initial delivery of the Note, the President and Secretary of the Board, the Superintendent of Schools, and Bond Counsel are hereby authorized and directed to approve any technical changes or corrections to this Resolution or to any of the instruments authorized and approved by this Resolution necessary in order to correct any ambiguity or mistake or properly or more completely document the transactions contemplated and approved by this Resolution. In case any officer of the District whose signature shall appear on any certificate shall cease to be such officer before the delivery of such certificate, such signature shall nevertheless be valid and sufficient for all purposes the same as if such officer had remained in office until such delivery.

Section 32. Legal Holidays. If the date fixed for payment of the principal of or interest on the Note is a Saturday, Sunday, day on which the Registrar is authorized by law or executive order to remain closed or a legal holiday, then the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, day on which the Registrar is authorized to remain closed or legal holiday with same force and effect as if made on the original date payment was due and no interest shall accrue for the period from the date fixed for payment to the date of actual payment.

Section 33. Open Meeting. It is hereby officially found and determined that the meeting at which this Resolution was adopted was open to the public, and public notice of the time, place and purpose of said meeting was given, all as required by the Texas Open Meetings Act, Chapter 551, Texas Government Code, as amended.

Section 34. Effective Date. This Resolution shall be in full force and effect from and upon its adoption.

Section 35. Severability. If any section, paragraph, clause or provision of this Resolution shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

Section 36. Repealer. All orders, resolutions and ordinances, or parts thereof, inconsistent herewith are hereby repealed to the extent of such inconsistency.

[The remainder of this page is intentionally left blank.]

PASSED AND APPROVED this October 22, 2024.

President, Board of Trustees
Manor Independent School District

ATTEST:

Secretary, Board of Trustees
Manor Independent School District

(DISTRICT SEAL)

EXHIBIT "A"

Description of the Project

Payment of maintenance expenses including expenses relating to salaries of District employees and related costs.

EXHIBIT "B"

Paying Agent/Registrar and Agreement

(See Separate Tab of this Transcript)

EXHIBIT "C"

Note Purchase Letter

(See Separate Tab of this Transcript)



Maintenance Tax Notes, Series 2024 - Bid Summary

October 22, 2024

ESTRADA  **HINOJOSA**
INVESTMENT BANKERS

Dallas • Austin • Chicago • Denver • Houston • Miami • New York • Rio Grande Valley • San Antonio

Financing Team

Firm	Role
Manor ISD	Issuer
Estrada Hinojosa	Financial Advisor
Escamilla & Poneck, LLP	Bond Counsel
Regions Bank	Purchaser
Regions Bank	Paying Agent



Preliminary Timetable

OCTOBER, 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Key Financing Dates

Regular Meeting

US Holiday

Date		Event
October 10, 2024	(Thursday)	Private Placement Bid Sheet circulaed to potential bidders.
October 22, 2024	(Tuesday)	Bids Received. Bids presented to Board Members on regular meeting. Board awards bidder.
October 30, 2024	(Wednesday)	CLOSING Maintance Tax Notes



Private Placement Bid Summary

Bank	Rate	Debt Service*	Call	Paying Agent	Fees	Other
Frontier	5.95%	\$ 13,459,241	Callable Anytime	Yes, no fee	Not to exceed \$5,000	Non-revolving draw note; draw up to Max of \$13.1 million payable any time.
Frost	4.36%	\$ 13,363,242		Yes, no fee	\$1,710 MAC Fee; \$3,500 Bank Counsel Fee	
PNC	4.16%	\$ 13,351,167	Callable Anytime; Make Whole	Yes, no fee	\$1,710 MAC Fee; \$4,000 Bank Counsel Fee	
PNC	4.06%	\$ 13,454,573	Callable Anytime; Make Whole	Yes, no fee	\$1,710 MAC Fee; \$4,000 Bank Counsel Fee	Intest monthly or All P&I due on 6/30/25 or date of prepayment.
Regions	4.08%	\$ 13,343,871	Callable anytime	Yes, \$750 annually	\$1,710 MAC Fee ; \$3,500 Bank Counsel Fee	Payment due on the 28th of every month starting on January 28, 2025.
Wells Fargo	3.99%	\$ 13,340,903	Callable Anytime; Make Whole	Yes, no fee	\$1,710 MAC Fee; \$7,500 Bank Counsel Fee	



*Debt service calculated based on \$13.1 million par with interest through 6/30/2025 unless otherwise noted..

Amortization Schedule*

Date	Principal	Interest	Total Debt Service
1/28/2025	\$ 2,000,000	\$ 130,651	\$ 2,130,651
2/28/2025	2,220,000	7,548	2,227,548
3/28/2025	2,220,000	15,096	2,235,096
4/28/2025	2,220,000	22,644	2,242,644
5/28/2025	2,220,000	30,192	2,250,192
6/28/2025	2,220,000	37,740	2,257,740
Total	\$ 13,100,000	\$ 243,871	\$ 13,343,871



*Interest calculated based on Regions Bank's bid.

Sources and Uses

<u>Sources:</u>	Estimated Amount
Maintenance Tax Notes, Series 2024	\$ 13,100,000
Total Sources:	<u><u>\$ 13,100,000</u></u>

<u>Uses:</u>	Estimated Amount
Project Fund	\$ 13,000,000
Cost of Issuance*	100,000
Total Uses:	<u><u>\$ 13,100,000</u></u>

**Estimated, excess proceeds will remain with district.*



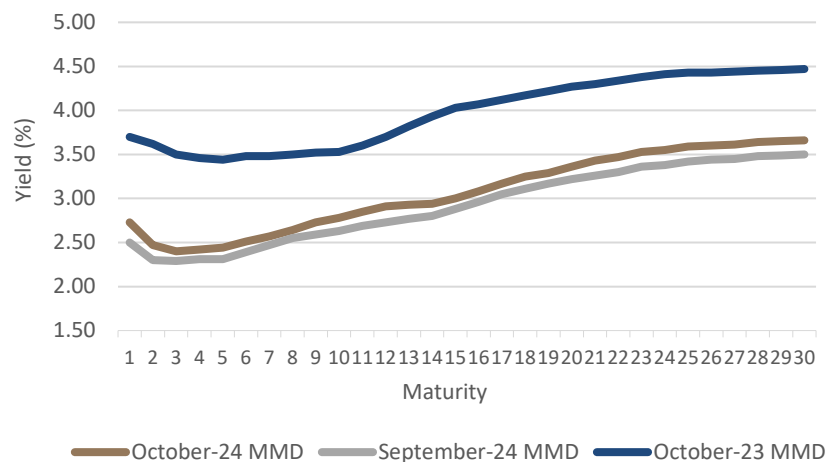
Market Commentary

Commentary for the week of October 21st

- This week's projected issuance calendar of \$13.8 billion is lower than last week's \$16.4 billion calendar. MMD saw bumps in the long end of the curve last week, while the 30-Year Treasury closed three basis points lower compared to the previous week. US economic data released this week includes the following: Leading Index, MBA Mortgage Applications, Existing Home Sales, Initial Jobless Claims, Continuing Claims, US Manufacturing PMI, US Services PMI, US Composite PMI, New Home Sales, and Consumer Sentiment.
- Estrada Hinojosa will participate as Financial Advisor on the following transactions: \$10.0 million Laguna Madre Water District, TX Unlimited Tax Bonds, Series 2024 (Private Placement) and on the \$2.7 million City of Hidalgo, TX Tax Notes, Series 2024.
- This week the primary calendar is comprised of \$11.5 billion in negotiated deals and \$2.1 billion in competitive deals. Texas municipal issuance is estimated to be \$1.6 billion in negotiated sales and \$517.7 million in competitive sales.

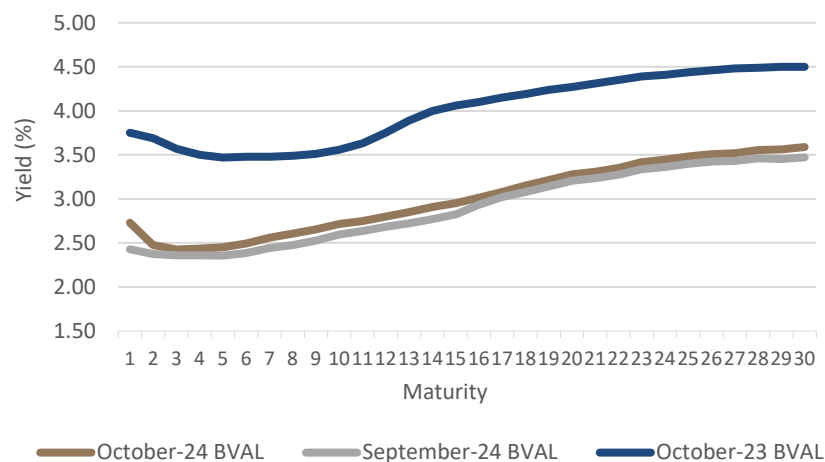
Historical MMD Yield Curve

(As of October 18, 2024) ⁽¹⁾



Historical BVAL Yield Curve

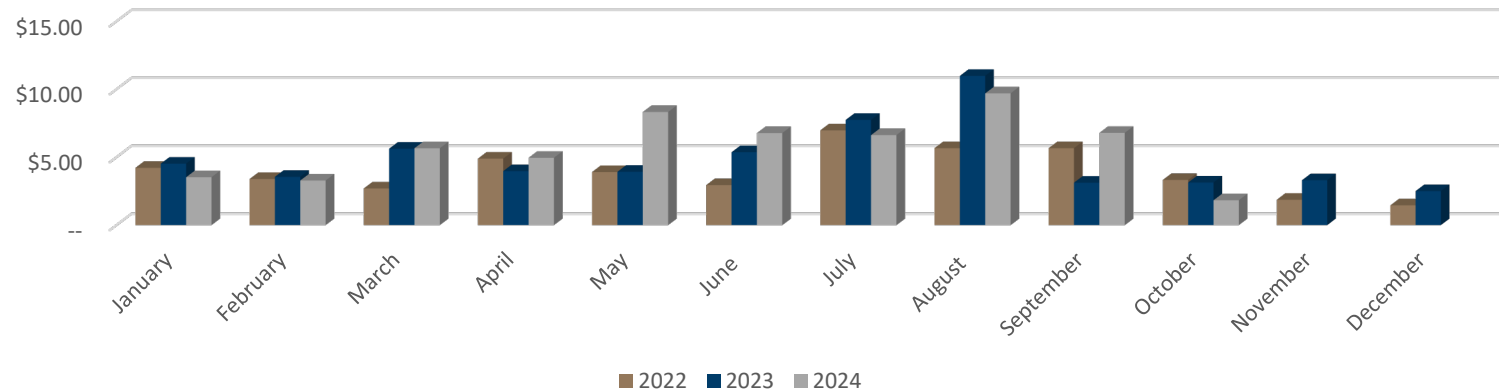
(As of October 18, 2024) ⁽²⁾



(1) TM3
(2) Bloomberg

Texas Muni Market Dynamics

Texas New Issuance Volume
(in Billions) ⁽¹⁾



■ 2022 ■ 2023 ■ 2024

	Monday October 21	Tuesday October 22	Wednesday October 23	Thursday October 24	Friday October 25
Economic Calendar ⁽¹⁾	➤ Leading Index	➤ Richmond Fed Manufact. Index	➤ MBA Mortgage Applications ➤ Existing Home Sales	➤ Chicago Fed Nat Activity Index ➤ Initial Job Claims ➤ Continuing Claims ➤ S&P Global US Manu. PMI ➤ S&P Global US Services PMI ➤ S&P Global US Composite PMI ➤ New Home Sales	➤ U. of Mich. Sentiment
Texas Top 10 Negotiated ⁽¹⁾⁽²⁾	➤ Mansfield ISD Ref (TX)— 40.950 ➤ Harris CTR for Mental Rev (TX)— 23.995 ➤ City of Hidalgo (TX)— 2.700	➤ Comal ISD Ref (TX)— 394.410 ➤ Tomball ISD Ref (TX)— 181.465 ➤ Richardson ISD Ref (TX)— 45.57 ➤ Manor ISD (TX)— 13.100	➤ Katy ISD Red (TX)— 215.085 ➤ Lamar Consol ISD A Ref (TX)— 190.990 ➤ Laguna Madre Water Dist (TX)— 10.000	➤ Conroe ISD Ref (TX)— 129.490 ➤ Community ISD Ref (TX)— 14.685	

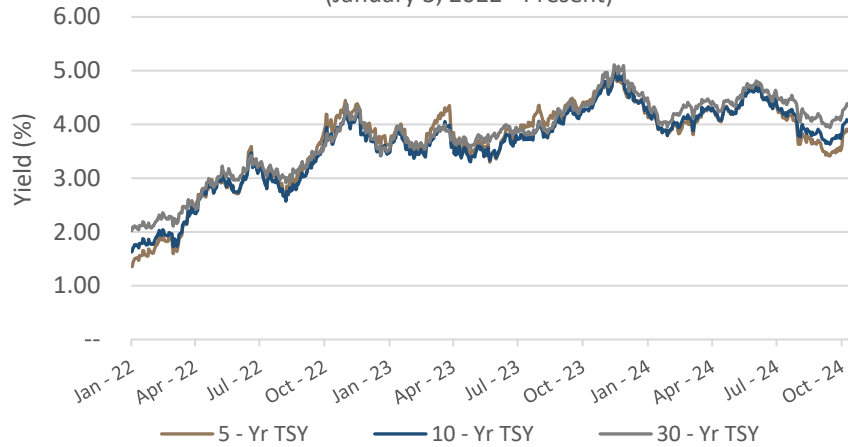


(1) Bloomberg
(2) Par Amount in Millions

Market Snapshot

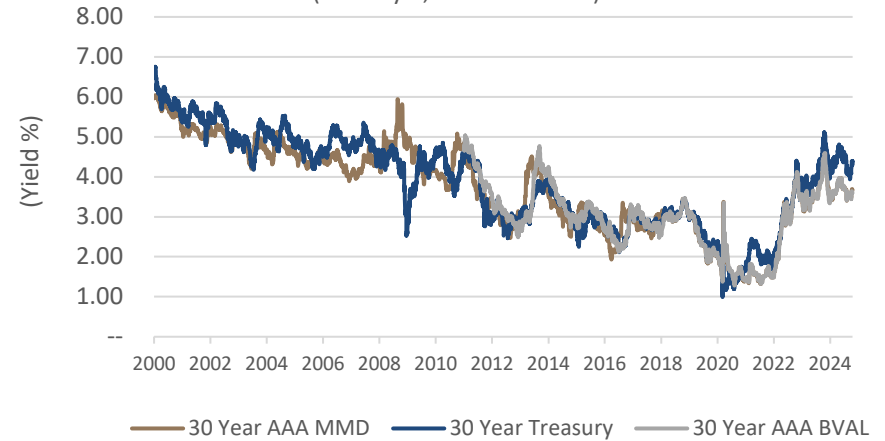
U.S. Treasury Rates

(January 3, 2022 - Present) ⁽¹⁾



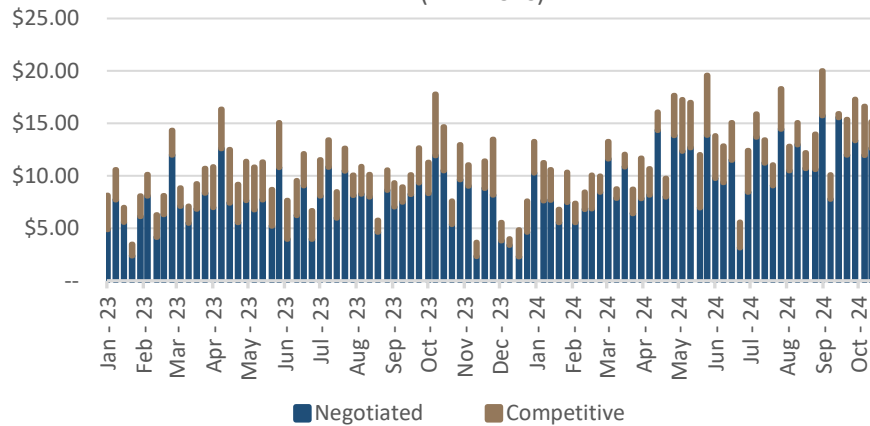
30 Year MMD/TSY/BVAL Overview

(January 3, 2000 - Present) ^{(1) (2)}



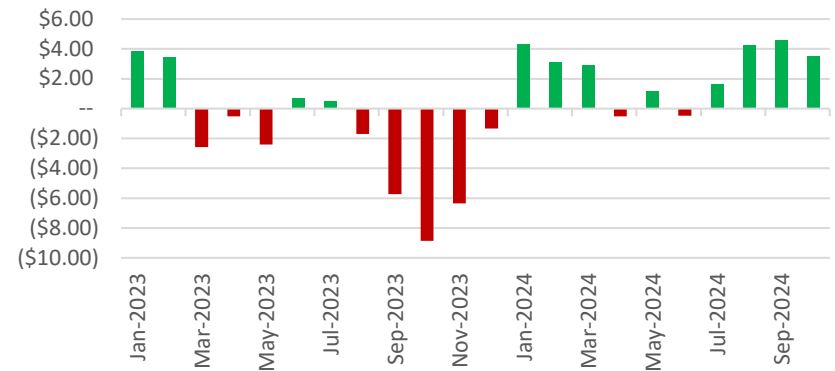
30 Day Visible Supply

(in Billions) ⁽²⁾



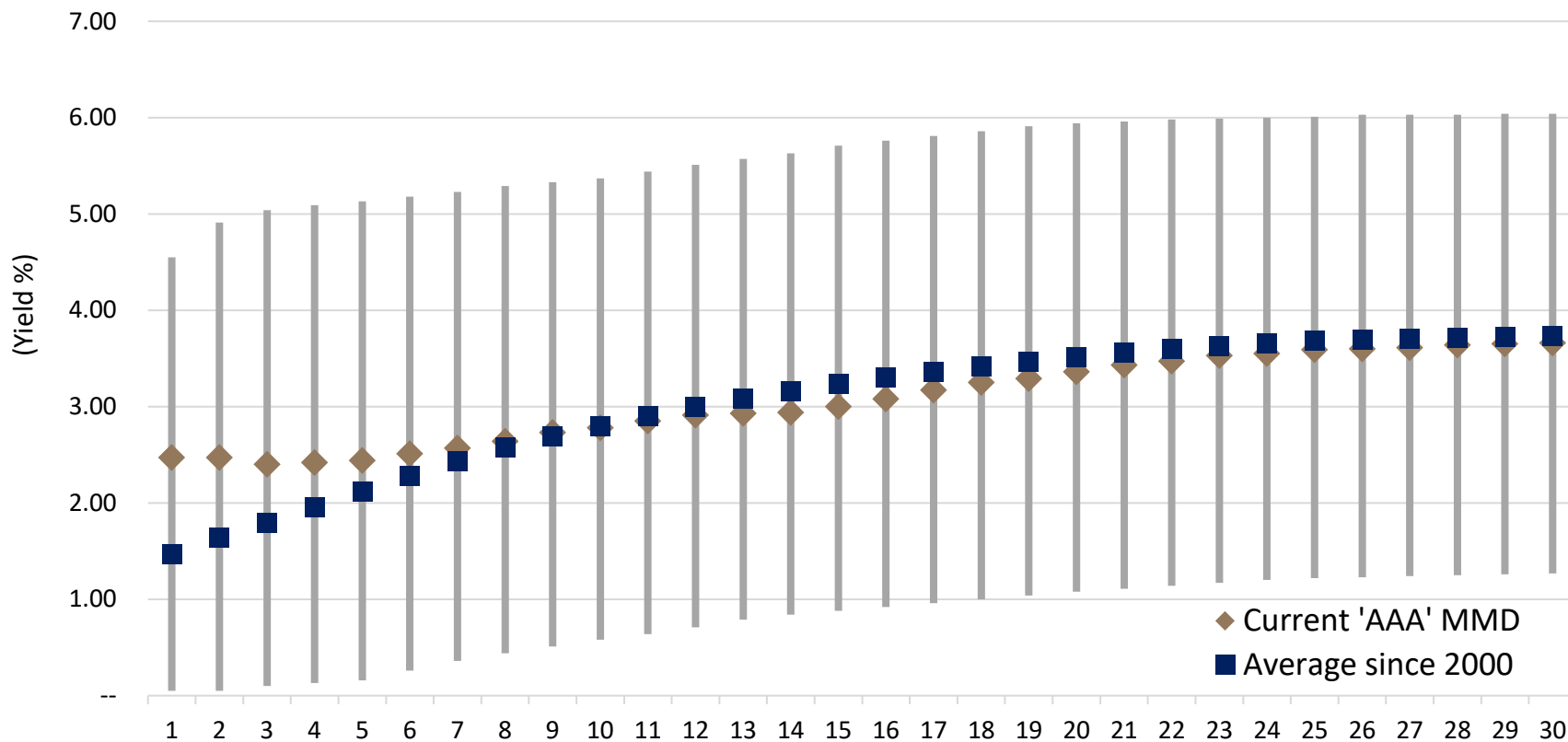
ICI Municipal Bond Weekly Cash Inflows

(In Billions) ⁽¹⁾



(1) Bloomberg
(2) Bond Buyer

'AAA' MMD HISTORY SINCE 2000 ⁽¹⁾



Maturity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
% of time above current MMD	26%	27%	32%	35%	39%	40%	41%	43%	45%	47%	48%	49%	52%	54%	55%	55%	54%	54%	54%	54%	53%	54%	54%	54%	54%	54%	54%	54%	54%	54%



(1) TM3 – Data as of October 18th

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