

Manor Independent School District
Manor High School
2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: October 21, 2022

Demographics

Demographics Summary

Our mission is to empower students to access the world of opportunities by fostering Mustang Pride; Personal Responsibility In Developing Excellence.

Population Group	% Enrolled	Count
Economically Disadvantaged	82%	798
Asian	2%	21
Black/African American	23%	221
Hispanic/Latino	68%	665
Hawaiian/Pacific Island	0%	0
Two or More	2%	23
White	4%	44
Emergent Bilingual	45%	440
SPED	15%	143
504	8%	80

At-Risk 1,249 68.3% to

Mobility (2022-2023): Total Mobile Students 399, 19.8% to

Our EL population is rapidly increasing, and we have not been able to keep pace with appropriate interventions and staffing for them. In addition to this, there has been a decrease in availability of bilingual staff, and therefore we are struggling to serve this special population. The district has been intentional with staffing each campus with personnel to serve our special education population, however our students continue to have difficulties closing the gaps between our special education students and our general education students.

Demographics Strengths

Moving towards the Blended Learning model creates a positive and flexible learning environment for the diverse learning styles of our scholars. Students are learning to take personal responsibility for their learning and success.

1) House meetings create and foster a positive and inclusive school culture.

2) Blended Learning Model

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance and tardy rates are improving but there is still room for growth. **Root Cause:** Student and parent support need to be strengthened.

Student Learning

Student Learning Summary

Presentation:

ATTENDANCE

- The daily attendance rate for 2018-2019 was 91.17%. There was an increase in attendance in the 19-20 school year and a decrease during the 20-21 School year due to COVID 19
- 2019-2020 -93.28%
- 2020-2021 - 90.18%
- Interventions to promote high attendance rate:
 - Phone calls home by 1st and 5th period teachers - this has been a great initiative, however it needs to be implemented from the beginning of the school year with fidelity.
 - Tardy sweeps - great initiative and effective
 - Enrollment increased and ADA increased from

More students need to move from approaches to meets and move from meets to masters (STAAR 2021- 18% Masters on US History, 7% Biology, 1% Algebra, 3% Eng 1, and 3% Eng II

More students need to move from approaches to meets and from meets to masters in 2021 There was a 2% increase from approaches to meets in Eng II.

More students need to move from approaches to meets and from meets to masters in 2021 (STAAR 2021 - When looking at retesters, need to develop a plan of action with MHS for 9/10 students to focus on those leaving for 11th grade with 1 or more retested area to address. Need to reduce number of students retaking EOCs in all five categories in 11th and 12th grade with an emphasis on English I, English II and Biology, according to the data.

Student Learning Strengths

Campus Actions that Led to Strengths:

1. Support Teachers through the mentoring initiatives (StuderEd. Surveys, & teacher input), PLC skill & strategy specific planning sessions on-going, and one-to-one conferences (Data Action Plans)
2. Collective Responsibility to address the data while having a growth mind-set (ownership), high teacher initiative (higher level of teacher capacity & exp.)

3. Meeting with the teachers face-to-face providing instructional feedback

4. CBA Data, MOY Data Review, & Growth Plan Conferences

5. Coaching Cycle

6. Data Tracking

7. Admin Face to Face Feedback

8. Admin Instruction Monitoring Tools

9. Admin targeted professional development

10. AVID Implementation

11. MTSS

12. Before school/after school/Saturday school offerings were increased to weekly offerings. Parents and students were given test prep resources that were available for access and use at home. Purposeful PLC protocols were redesigned to focus on data analysis and consistent planning led to overall gains between the 2017 and 2019 school years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A majority of student groups are not performing at approaches grade level or above in STAAR assessments and District Benchmark assessments. **Root Cause:** Students have academic gaps, lack study skills and are not always prepared adequately for the rigor and expectations of high school.

Problem Statement 2 (Prioritized): Teachers need support in classroom management and building relationships with students. **Root Cause:** Inexperienced teachers, stagnant teaching styles, and lack of professional development in relevant relationship building techniques.

Problem Statement 3 (Prioritized): CTE program has constraints that don't meet the needs of our kids. **Root Cause:** CTE funding, personnel costs, transportation between facilities, and other issues.

Problem Statement 4 (Prioritized): There are not enough classrooms to accommodate our growth. **Root Cause:** Even with the opening of the new facility, every classroom is already filled to capacity and the community continues to grow.

Problem Statement 5 (Prioritized): There are not effective instructional materials available at the high school PreAP levels. **Root Cause:** Chosen materials have been found not to be rigorous and teachers have requested replacement resources.

School Processes & Programs

School Processes & Programs Summary

- We have identified students as GT. GT students have access to early college program and pre-AP/AP programs.
- ME: students are placed in CTE courses as a result of their endorsement pathway & interest.
- SCE: Sylvan Memeen Tutors-ELA interventionist and Algebra interventionist are all present on campus this school year to support our students
- ESL: Students are identified as ESL. TELPAS was administered to approximately 30 % of the total population. Lack of dictionaries available in the classroom for students to use and teacher PD on the SIOP/ Best Practices and Teacher of Record vacant mid-year are challenges. The lack of an ESL teacher for students new to the country was especially difficult for the students (staffing needs).
- Special Education: This year the Special Olympics program continued for a second year and the students have very much enjoyed participating in it. Life skills program needs improvement in the areas of staffing (need more staff), supplies, additional field trips in order to gain hands on experience (business partners) and/or community businesses. Inclusion support has improved, and became more consistent throughout the year.
- Fine Arts: Marching Band, Concert Band, Choir, Theatre, Dance, Orchestra and Visual Arts programs are developed and Athletics.
- Capturing Kids Heart, AVID, Restorative Practice, PBIS, Writing across the curriculum. These are current-wide campus initiatives and feedback received from the Campus Leadership Team (CAT). Additional effective PD needed in Literacy Across the Contents to include specific writing training.

School Processes & Programs Strengths

- - Tardy sweeps
 - Tardy sweeps were enforced. When done with fidelity over time, the out of location behaviors decreased. However, students soon realized that the system was easily manipulated.
 - Restorative Practices
 - Restorative practices have begun training teachers and staff to help resolve discipline concerns in a positive way.
 - Capturing Kids Hearts
 - Teachers were required to post CKH directives within their classroom, but some teachers have not 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, we have a two percent decrease in discipline referrals. You can track the data [here.?](#)

- Our fights decreased by 26 percent.

- According to skyward, we have a 17 percent decrease in controlled substance offenses. We had a 26 percent increase in referrals for code 21. Our out of location referrals decreased by 24 percent.

- We had a 23 percent decrease in DAEP placements, 10 percent decrease in ISS and a 12 percent increase in suspensions.

- Manor Early College High School (MECHS) has the following school processes that help students academics:
 - 1. MECHS RTI per grade level: teachers meet once a month to analyze student academics and behavior and discuss interventions for them.
 - 2. MECHS Pathways to College and Career classes: every Friday, MECHS students attend this class (instead of regular ACC classes) and work on their college assignments; MECHS teachers and students follow up on students' college progress (grades, lessons) and teachers provide tutoring in the areas that students might struggle.
 - 3. MECHS Mandatory Academic Tutoring: every week, MECHS students and principal provide tutorials for students who struggle in certain classes or need to catch up on missed work.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): An effective system needs to be established that addresses out of location offenses as well as the behavior that disrupts the learning environment.

Root Cause: Inconsistent policies regarding tardiness and out of location offenses. Tardy sweeps Tardy sweeps were enforced. When done with fidelity over time, the out of location behaviors decreased. However, students soon realized that the system was easily manipulated. Restorative Practices Restorative practices have begun training teachers and staff to help resolve discipline concerns in a positive way. Capturing Kids Hearts Teachers were required to post CKH directives within their classroom, but some teachers have not 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. Restroom passes allow students to roam the halls. A campus wide system of specific RR passes per period with positive reinforcements (extra credit on test, ability to use electronics one day, on campus movie night, etc.) can help teachers keep students in class and hold them accountable.

Problem Statement 2 (Prioritized): An effective system needs to be established to communicate student disciplinary action between parents and teachers. **Root Cause:** No system of communication established between teachers and administrators. Lack of communication is a problem in this area. Teachers are unaware of student consequences. Teachers are unaware of student placement in MAP, ISS, and OSS. Administrators are required to either send a letter home or give the letter to the parent for each placement. Often, parents are unaware of ISS placement. Current email addresses should be required for parent contact and to facilitate information sent to home. The number of repeat offenders shows that current disciplinary action is not effective.

Perceptions

Perceptions Summary

MHS is perceived as a school that has struggled over the years, but making huge positive gains forward academically. MHS is also considered by some as the “fall back school” for students that are not accepted at MECHS, NTHS, MSHS, or MEA. Student & Staff morale is lower for this reason. There is a higher focus & emphasis on testing; being that 4 out of the 5 STAAR EOC’s required of students are at the 9/10 level.

MHS is a transition campus, and working on developing the campus identity with the 9/10 split as promote a higher level of Mustang PRIDE! (Personal, Responsibility, In, Developing, Excellence)-

Perceptions Strengths

- 1) Diverse campus
- 2) unique model of split HS
- 3) Welcome to new ideas
- 4) student centered
- 5) Feedback from students who left the district and came back.

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): New students need to be provided information about systems (policies) and procedures, and services available at the campus. This is especially true for English Language Learners (ELL) and students receiving Special Education Services. **Root Cause:** No systems in place for new student orientation. Students are assigned to an office aide (student) who will walk them around campus and show them where their classes are located. No additional support is provided. Students need a "buddy" to feel at home, 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 perceives them as simply students and not student leaders.

Problem Statement 3 (Prioritized): Campus and Teacher communication with parents needs improvement in both quality and frequency. **Root Cause:** Inconsistent communication; waiting until there is problem to reach out.

Priority Problem Statements

Problem Statement 1: Campus and Teacher communication with parents needs improvement in both quality and frequency.

Root Cause 1: Inconsistent communication; waiting until there is problem to reach out.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: People perceive that we are not building leadership capacity of our young people.

Root Cause 2: Students haven't been engaged in activities outside of the regular classroom setting and perceives them as simply students and not student leaders.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: New students need to be provided information about systems (policies) and procedures, and services available at the campus. This is especially true for English Language Learners (ELL) and students receiving Special Education Services.

Root Cause 3: No systems in place for new student orientation. Students are assigned to an office aide (student) who will walk them around campus and show them where their classes are located. No additional support is provided. Students need a "buddy" to feel at home, however, the mobility rate affects both students new to the campus and those able to help them.

Problem Statement 3 Areas: Perceptions

Problem Statement 6: An effective system needs to be established to communicate student disciplinary action between parents and teachers.

Root Cause 6: No system of communication established between teachers and administrators. Lack of communication is a problem in this area. Teachers are unaware of student consequences. Teachers are unaware of student placement in MAP, ISS, and OSS. Administrators are required to either send a letter home or give the letter to the parent for each placement. Often, parents are unaware of ISS placement. Current email addresses should be required for parent contact and to facilitate information sent to home. The number of repeat offenders shows that current disciplinary action is not effective.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: An effective system needs to be established that addresses out of location offenses as well as the behavior that disrupts the learning environment.

Root Cause 7: Inconsistent policies regarding tardiness and out of location offenses. Tardy sweeps were enforced. When done with fidelity over time, the out of location behaviors decreased. However, students soon realized that the system was easily manipulated. Restorative Practices Restorative practices have begun training teachers and staff to help resolve discipline concerns in a positive way. Capturing Kids Hearts Teachers were required to post CKH directives within their classroom, but some teachers have not 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. Restroom passes allow students to roam the halls. A campus wide system of specific RR passes per period with positive reinforcements (extra credit on test, ability to use electronics one day, on campus movie night, etc.) can help teachers keep students in class and hold them accountable.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Attendance and tardy rates are improving but there is still room for growth.

Root Cause 8: Student and parent support need to be strengthened.

Problem Statement 8 Areas: Demographics

Problem Statement 9: A majority of student groups are not performing at approaches grade level or above in STAAR assessments and District Benchmark assessments.

Root Cause 9: Students have academic gaps, lack study skills and are not always prepared adequately for the rigor and expectations of high school.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: There are not enough classrooms to accommodate our growth.

Root Cause 10: Even with the opening of the new facility, every classroom is already filled to capacity and the community continues to grow.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Teachers need support in classroom management and building relationships with students.

Root Cause 11: Inexperienced teachers, stagnant teaching styles, and lack of professional develop in relevant relationship building techniques.

Problem Statement 11 Areas: Student Learning

Problem Statement 13: CTE program has constraints that don't meet the needs of our kids.

Root Cause 13: CTE funding, personnel costs, transportation between facilities, and other issues.

Problem Statement 13 Areas: Student Learning

Problem Statement 15: There are not effective instructional materials available at the high school PreAP levels.

Root Cause 15: Chosen materials have been found not to be rigorous and teachers have requested replacement resources.

Problem Statement 15 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Student Data: Assessments

- State and federally required assessment information
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

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
- Equity data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Strategic Plan: By the end of 2026 100% of ManoISD Scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals. MHS will increase its literacy progress indicator (meets and masters on English Language Arts, ELA) by at least seven percentage points (from 19% to 30%) at the end of the 2022-20223 school year.

Performance Objective 1: (MHS 20-21) By the end of the 2022-2023 year, we will have decreased the number of EOC retesters by 5%.

High Priority

Evaluation Data Sources: EOC

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: All Students who were unsuccessful on the previous attempts at EOC will attend after school and Saturday tutorials.</p> <p>Strategy's Expected Result/Impact: Students will pass by second administration</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction Instructional Coaches</p> <p>Funding Sources: salaries and curriculum and Sylvan - MHS SCE - 199 E 11 6117 00 XXX 24 155 - \$33,760</p>	Formative			Summative
	Oct	Jan	Mar	May
				→
Strategy 2 Details	Reviews			
<p>Strategy 2: All Students who were unsuccessful on the first attempt at EOC will attend after school and Saturday tutorials.</p> <p>Strategy's Expected Result/Impact: Students will pass on second administration</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction Instructional Coaches</p>	Formative			Summative
	Oct	Jan	Mar	May
				→
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				





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

Performance Objective 1: (MHS 20-21) We will retain 90% of our teachers and staff for the 22-23 school year.

High Priority

Evaluation Data Sources: Studer survey and staffing updates

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Focusing on staff relationships to foster a more positive climate and culture is one of our primary initiatives. We do this by acknowledging outstanding teachers and staff weekly, incorporating Hallway Learning Communities being intentional about staff incentives, expanding our leadership team and ongoing meetings with new teachers to cultivate support.</p> <p>Strategy's Expected Result/Impact: Staff will be more involved and invested in the MHS community and will help promote Mustang P.R.I.D.E-our mission.</p> <p>Staff Responsible for Monitoring: Campus administration Department leaders Committees</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 1: (MHS 22-23) We will incorporate at least 3 parent and community events in the 22-23 school year along with parent home visits from the admin team, teachers including parents as participants in Google classroom and sending out a weekly newsletter to MHS stakeholders.

High Priority

Evaluation Data Sources: Attendance/sign in sheets
Feedback and surveys, parent contact logs in skyward, attendance at school/community events.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will develop teams to plan and host events. We will communicate the opportunities and reach out to community partners to develop partnerships.</p> <p>Strategy's Expected Result/Impact: Increased student performance in class</p> <p>More positive relationships between staff and parents</p> <p>Staff Responsible for Monitoring: PTSA involvement Gear Up CIS Campus Admin</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: 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: (MHS 22-23) By the beginning of the 23-24 school year, 75% of students will have shown one year's growth academically on the STAAR EOC.

High Priority

Evaluation Data Sources: Assessment (Data driven culture)
Intervention
Teacher Professional Development

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Effective PLCs Teacher development Creating a data driven culture Intentional interventions (Tier I-III) RTI Process Strategy's Expected Result/Impact: Increased EOC scores Classroom engagement Creative learning opportunities Staff Responsible for Monitoring: Campus Administration Instructional Coaches Entire MHS staff District C & I Funding Sources: salaries - MHS SCE - 199 E 11 6117 00 XXX 24 155 - \$10,000	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 5: 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 6: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Campus Funding Summary

MSHS SCE -199 E 11 6117 00 XXX 24 155					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$35,900.00
+/- Difference					\$35,900.00
MHS SCE - 199 E 11 6117 00 XXX 24 155					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	salaries and curriculum and Sylvan		\$33,760.00
4	1	1	salaries		\$10,000.00
Sub-Total					\$43,760.00
Budgeted Fund Source Amount					\$65,200.00
+/- Difference					\$21,440.00
Grand Total Budgeted					\$101,100.00
Grand Total Spent					\$43,760.00
+/- Difference					\$57,340.00