

**Manor Independent School District**  
**Blake Manor Elementary**  
**2022-2023 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

of continual growth.

# Table of Contents

- Comprehensive Needs Assessment 6
  - Needs Assessment Overview 6
  - Demographics 7
  - Student Learning 11
  - School Processes & Programs 14
  - Perceptions 20
- Priority Problem Statements 23
- Goals 24
  - 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. 25
  - 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. 35
  - Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners. 39
  - 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. 41
  - 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. 42
  - Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation. 43
- Title I Personnel 45

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Blake Manor Elementary added a new grade level to the campus - 6th grade. Therefore, this year we will continue to focus on expanding the 6th grade cohort from 31 scholars to 60 scholars.

**Our 3rd. grade cohort** consisted of 79 scholars. They were assessed in Math (79) and RLA (74) for the 2022 school year.

- **Math** scores were: Approaches 53.16% (42 scholars); Meets 25.32% (20 scholars); Masters 11.39% (9 scholars).
- **RLA** scores were: Approaches 72.97% (54 scholars); Meets 44.59% (33 scholars); Masters 17.57% (13 scholars).

**Our 4th grade cohort** consisted of 80 scholars. They were assessed in Math and RLA (both discipline with 80 scholars).

- **Math** scores were: Approaches 53.75% (43 scholars); Meets 20% (16 scholars); Masters 15% (12 scholars).
- **RLA** scores were: Approaches 75% (60 scholars); Meets 37.50% (30

scholars); Masters 18.75% (15 scholars).

**Our 5th grade cohort** consisted of 82 scholars. They were assessed in Math, RLA, and Science.

- **Math** scores were: Approaches 59.76% (49 scholars); Meets 32.93% (27 scholars); Masters 10.98% (9 scholars).
- **RLA** scores were: Approaches 68.29% (56 scholars); Meets 37.80% (31 scholars); Masters 18.29% (15 scholars).
- **Science** scores were: Approaches 58.02% (47 scholars); Meets 28.4% (23 scholars); Masters 6.17% (5 scholars).

**Our 6th grade cohort** consisted of 31 scholars. They were assessed in Math and RLA.

- **Math** scores were: Approaches 58.06% (18 scholars); Meets 19.35% (6 scholars); Masters 6.45% (2 scholars).
- **RLA** scores were: Approaches 58.06% (18 scholars); Meets 22.58% (7 scholars); Masters 6.45% (2 scholars).

## Demographics

### Demographics Summary

Blake Manor Elementary is a Title I campus, composed of 423 scholars in grades K-6. The scholar demographic in which we serve includes 79.6% Hispanic, 6.38% Caucasian, 9.69% African American, 4% Multi-Race, .23% Asian. Blake Manor has 169 female scholars and 168 male scholars. Within these demographics, 379 of the 423 (89%) of our scholar population is economically disadvantaged. Blake Manor Elementary has 392 (93%) scholars that are identified as being At-Risk, with 54 (13%) receiving Special Education Services and 15 (3.5%) receiving 504 services. In addition to those scholars who receive inclusion and resource support, we also have an enrichment program for our 43 (10%) Gifted and Talented scholars. BME serves our bilingual scholars through a Dual Language/Early Exit model with 246 of the scholars currently in bilingual classrooms and 22 scholars are in the monolingual classrooms as English Language Learners.

Blake Manor Elementary staff consists of 2 administrators, 3 office personnel (secretary, registrar and attendance clerk), 22 general education teachers, 4 specials teachers, 2 Special Education teachers, 1 Gifted and Talented teacher, 3 Instructional coaches, 1 Reading Interventionist, 1 Counselor, 1 parent



liaison, 1 librarian, 5 Instructional Aides, 1 campus nurse and district support staff (dyslexia, speech, OT, etc.)

Our stakeholders include, but are not limited to, BME faculty and staff, Parent Teacher Association (PTA), and Communities in Schools (CIS). At this time our PTA is inactive due to past safety protocols in place on campus. We plan to reach out to parents/staff/community to reinstate this important part of our school. The campus leadership team will continue to meet weekly throughout the school year to assess and update our campus improvement plan based on the needs of our students.

#### Demographics Strengths

This coming school year, our scholars will begin the school year with instruction. Our campus as of April 2022 was currently at 473 scholars. Typically, the average class size ranges from 16-22 scholars, with K-2 bilingual classrooms being on the higher end of that range. At this time, our class sizes range from 15-24 scholars.

Due to the increase in the number of face-to-face scholars in classrooms, we have seen an increase in behavioral issues as well. An area of concern in

2022-2023 school year will be behavior and improving our campus behavioral systems. BME as a campus has continued to work on improving our behavior systems, (documentation, referral process, communication with parents, and support) within the classroom. Our campus has worked to create a culture of responsiveness towards scholar social/emotional awareness. Scholars also participate in the positivity project daily and the counselor leads SEL lessons during classroom monthly visits. During the past school year BME has worked with Region 13 to have all staff trained in Restorative Practices.

The attendance rate as of May 2022 was 93.05%. Throughout the school year attendance was monitored closely by teachers, office personnel and our attendance committee. The attendance committee meets weekly to discuss recurring attendance issues. This committee determines which scholars needed to be on a contract, receive a home visit, and/or begin legal proceedings based on teacher input. Our campus has a truancy officer that works closely with the assistant principal to track and process attendance concerns. We have noticed a steady decrease in the number of scholars enrolled at BME this school year. We had 35 scholars withdraw during the 2021-2022 school year.

At the beginning of the 2021-2022 school year, our attendance concerns focused on the virtual scholars either not attending class or completing assignments to receive credit. Scholars were encouraged to return to school if they were not participating consistently in the virtual setting. This coming school year 2022-2023, our school will focus on increasing the attendance rate.

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

**Problem Statement 1:** Scholar enrollment is declining due to multiple factors. **Root Cause:** There are new charter schools in the immediate area; smaller class sizes at the charter schools; perceived lack of safety at the public schools.

## Student Learning

### Student Learning Summary

**Our 3rd. grade cohort** consisted of 79 scholars. They were assessed in Math (79) and RLA (74) for the 2022 school year.

- **Math** scores were: Approaches 53.16% (42 scholars); Meets 25.32% (20 scholars); Masters 11.39% (9 scholars).
- **RLA** scores were: Approaches 72.97% (54 scholars); Meets 44.59% (33 scholars); Masters 17.57% (13 scholars).

**Our 4th grade cohort** consisted of 80 scholars. They were assessed in Math and RLA (both discipline with 80 scholars).

- **Math** scores were: Approaches 53.75% (43 scholars); Meets 20% (16 scholars); Masters 15% (12 scholars).
- **RLA** scores were: Approaches 75% (60 scholars); Meets 37.5% (30 scholars); Masters 18.75% (15 scholars).

**Our 5th grade cohort** consisted of 82 scholars. They were assessed in Math, RLA, and Science.

- **Math** scores were: Approaches 59.76% (49 scholars); Meets 32.93% (27

scholars); Masters 10.98% (9 scholars).

- **RLA** scores were: Approaches 68.29% (56 scholars); Meets 37.8% (31 scholars); Masters 18.29% (15 scholars).
- **Science** scores were: Approaches 58.02% (47 scholars); Meets 28.4% (23 scholars); Masters 6.17% (5 scholars).

**Our 6th grade cohort** consisted of 31 scholars. They were assessed in Math. and RLA.

- **Math** scores were: Approaches 58.06% (18 scholars); Meets 19.35% (6 scholars); Masters 6.45% (2 scholars).
- **RLA** scores were: Approaches 58.06% (18 scholars); Meets 22.58% (7 scholars); Masters 6.45% (2 scholars).

#### Student Learning Strengths

Given the present circumstances, all our scholars have demonstrated resiliency and a growth mindset. Scholars continue to show academic achievement and as

we continue to transition back to campus we anticipate the acceleration of learning for all scholars.

However, the academic achievement in math remains a challenge.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** The lack of math achievement in 3-6. **Root Cause:** Lack of math fluency K-6.

### **Personnel-Policy & Procedures:**

The recruiting has been limited to District job postings and based on campus vacancies. Our interview process includes a committee of administrators, instructional coaches, and grade-level teachers. Any new hires are selected by the committee majority. First-year teachers are assigned a campus mentor to guide and support them as they transition into their role as classroom teacher.

### **Professional Practices:**

Our campus encourages teachers to pursue continuing education opportunities. Each year teachers are given the opportunity to discuss their professional and personal goals and identify action plans to accomplish these goals. Administrators use this information to build on teachers' capacity to develop instructional leaders. District hosts monthly professional learning based on District and campus needs.

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 and aligns with the campus mission statement. The campus leadership team meets to complete formative reviews, summative review, and to make modifications as needed.

Scholars at Blake Manor Elementary are provided opportunities to get involved in programs to promote school improvement as well as academic organizations. BME has a robotics program that is open to 4th and 5th-grade scholars. Scholars learn how to program and code a competition robot to perform various commands. At the end of the year, scholars compete at the district robotics expo. This year we were unable to participate in the UIL academic competition and were named District Champ in the robotics expo. We look forward to participate fully in all other extracurricular campus-based clubs such as: art, choir, chess, counselor teams, sports, etc.

The AIM program allows scholars that have been identified as Gifted and Talented to participate in extension projects in a pull-out classroom setting.

This year, the Communities in Schools program is a continued collaboration that has been a great success on our campus. CIS works alongside the school counselor to address the social-emotional needs of our scholars. Communities



in Schools currently provides services to 70 scholars and families on campus.

## **Procedures:**

Manor ISD provides teachers with an extensive list of resources to utilize for the purpose of planning engaging and effective lessons. Teachers participate in unit mapping in all content areas and they provide input for the scope and sequence. Teachers meet weekly during PLC's to discuss lesson planning, data and reflect and reteach (intervention for students not demonstrating mastery).

Our technology status includes: K-6 classrooms are 1 to 1 student ipads. Teachers also have teacher ipads and are able to utilize classroom technology at their own discretion to meet the needs of their scholars. The learning management system for K-2 scholars is Seesaw and 3-5 scholars will go back to Google classroom.

Campus leadership evaluates and modifies the campus master schedule to ensure that each content area meets the required minutes of instruction. Intervention and guided groups are integrated into the daily classroom schedule. PLC's occur 3 times a week and on non-plc days, teachers have 55 minutes of planning time. In addition, this coming school year

2022-2023 will have 30 minutes extra in order to add to the effective planning time already in place. Our school operates on a bell-to-bell model where instructional time in the classroom is protected.

Blake Manor's campus-wide behavior management system is CHAMPS. Additionally, we try to follow PBIS protocols for behavior intervention. These practices are used in order to minimize the amount of time scholars are out of the classroom due to behavioral concerns. Our documentation referral process and the district discipline matrix are utilized to track recurring behaviors per scholar. Our campus counselor intervenes, tracks and supports all bullying and crisis concerns. Communities in Schools also provides support to our scholars.

All scholars are provided Tier I instruction, with opportunities for acceleration. Scholars that need additional support are provided in class intervention in small-groups or 1 to 1. The RTI process is used to track scholar progress and as a documentation system for supports provided. Teachers use formal and informal assessment data to guide their instruction to meet the needs of all scholars. This information is also used to identify scholars in need of intervention or enrichment opportunities.

Blake Manor Elementary has identified the following strengths:

1. A strong RtI process
2. Planning in PLCs
3. The ability to interpret and use common assessment data to inform our instructional practices and decisions.

## Curriculum, Instruction, and Assessment Needs

The following needs are listed in priority order:

- A comparison of the performance indicators for each grade level standard and an analysis of STAAR scores and CBAs identify some gaps in instruction and student achievement, especially in math. The root cause is a lack of consistently providing instruction at the correct level of rigor.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers are using Teacher Clarity at the level of compliance rather than authentic integration with the lesson planning. **Root Cause:** We are the at the

beginning stages of utilizing Teacher Clarity. Teachers need to define and develop learning progressions in each lesson.

## Perceptions

### Perceptions Summary

BME will continue to work as a Project Based Learning (PBL) campus. The campus staff, teachers and students will continue to work in collaboration with the District's PBL coordinator to ensure that our instructional practices reflect new PBL practices. The campus leadership team has attended numerous coaching calls, workshops and brainstorming sessions to ensure that this collaboration and implementation is a success. Teachers will continue to attend PBL workshops and planning sessions with district PBL coordinator. Through this past year of learning, it was determined that a leadership cohort of teachers would best support our campus as we change to fully implement our PBL work. In addition to the development of our PBL Ambassadors leadership cohort, it was within these experiences that as a campus we reflected on who we are and where we are going. As we venture into this work, it was important that our mission and vision reflected the work that we are doing, where we currently are, where we are going and how we will get there. Last year an Educator Survey as well as a Student Survey was sent out to gain an accurate picture of our campus culture. The survey results determined that an area of need that we have worked on addressing has been the culture and climate of our campus.

We will continue to focus and continue to develop the positive culture that was established this past year.

Due to the pandemic and the necessary safety protocols, we were unable to sustain the amount of parental involvement that we had in previous years. It became extremely important for our campus to maintain those relationships with families as well as the students that remained virtual for the duration of the school year. Our PTA is currently inactive, but in the 2022-2023 school year we will work towards reinstating this organization. The parent liaison is one of our direct points of contact for our families and helps keep the communication line open by keeping our Campus dojo up to date as well as making phone calls and posting to our website. Talking Points has been added as part of our communication with BME's parents. Campus events will also continue to expand in the 2022-2023 school year.

#### Perceptions Strengths

During the 2022-2023 school year we will resume with the work of our PBL Ambassadors. This teacher leadership cohort helped create a sense of connectedness to our mission and vision and the work of implementing practices that solidify our learning expectations. The opportunity to be leaders

on our campus gave the teachers a sense of confidence in their abilities to plan including deeper learning experiences and a direct influence on the improvement of our culture within their classrooms and campus-wide.

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

**Problem Statement 1:** Scholars continue to struggle to build a sense of community and to feel safe after the isolation of the past two years. **Root Cause:** The COVID 19 global pandemic required virtual learning, mask wearing, and social distancing which created a strong sense of isolation and trauma for most of our scholars. Scholars need to adjust to a community of learners and PBL in the classroom will facilitate this adjustment by addressing the following additional learning outcomes: agency, collaboration, written/oral communication.





# 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:** In 5th grade RLA, BME will increase its literacy progress indicator by at least five percentage points (Meets from 38% to 43 %) (Masters from 18% to 23%) at the end of the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** BOY, MOY, EOY  
STAAR 2023

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Focusing on sub pop to include EB, African Americans. We will select relevant and rigorous materials that will be high interest for this specific sub pop in order to make skills relevant and deepen understanding of the grade level TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will be more interested in the information being taught and thus be able to more easily retain the information.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BME K-6 teachers will fully integrate Reading and Writing using resources through collaborative planning. Teacher will support scholars through small group instruction, and in school intervention time that will be reflected in the Master Schedule</p> <p><b>Strategy's Expected Result/Impact:</b> K-6 literacy progress will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches Literacy Coach</p> <p><b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				











Strategy 3 Details	Reviews			
<b>Strategy 3:</b> K-6 teachers will implement and maintain daily guided reading in all classrooms. <b>Strategy's Expected Result/Impact:</b> Lesson Plans Data Walks <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Coaches Literacy Coach	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> K-6 teachers will implement and maintain the campus reading fluency program. <b>Strategy's Expected Result/Impact:</b> 1,000 word fluency protocol to enhance fluency which will lead to improving reading. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coaches Literacy Coach	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> BME will provide a 3-6 grade Instructional Coach to support classroom teachers to provide quality instruction. <b>Strategy's Expected Result/Impact:</b> Lesson plans <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 1:** By 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:** In 4th grade BME will increase its literacy progress indicator (meets and masters on ) by at least five percentage points (Meets from 37% to 42%) (Masters from 19% to 24%) at the end of the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** BOY, MOY, EOY  
STAAR 2023







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will select relevant and rigorous materials that will be high interest for this specific sub pop in order to make skills relevant and deepen understanding of the grade level TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more interested in the information being taught and thus be able to more easily retain the information.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Instructional Coach</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BME K-6 teachers will implement and maintain daily guided reading in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic progress: BOY MOY EOY STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional coaches Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** By 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:** In 3rd grade BME will increase its literacy progress indicator by at least five percentage points (Meets from 45% to 50 %) (Masters from 18% to 23%) at the end of the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** BOY, MOY, EOY  
STAAR 2023









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Focusing on our African American sub pop and our EB sub pop, we will select relevant and rigorous materials that will be high interest for this specific sub pop in order to make skills relevant and deepen understanding of the grade level TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more interested in the information being taught and thus be able to more easily retain the information.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach</p>	Formative			Summative
	Oct	Jan	Mar	May
				
 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 4:** In 5th grade BME will increase its math progress indicator in 5th. grade (meets and masters in math by at least five percentage points (Meets from 33% to 38 %) Masters from 11% to 16%) at the end of the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** STAAR 2023









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BME math grade 5 instructional practices will implement PbRL and ADM projects every 9-weeks to foster active real-world application of content TEKS and rigorously relevant problem for all scholars.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in math progress</p> <p>BOY MOY EOY STAAR 2023</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Math/science Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BME math 5th grade instructional practices will implement daily guided math rotations (via small group instruction, cooperative learning stations, and prescribed individual practice) to facilitate a consistent student-centric and dynamic learning experience for maximizing the development of fundamental core content mathematical reasoning, critical thinking, and problem solving.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in math scores:</p> <p>BOY MOY EOY STAAR 2023</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Instructional math/science coach</p> <p><b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** In 4th grade BME will increase its math progress indicator in 4th. grade (meets and masters in math by at least five percentage points (Meets from 20% to 25 %) Masters from 15% to 20%) at the end of the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** STAAR 2023









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BME math 4th grade instructional practices will implement daily guided math rotations (via small group instruction, cooperative learning stations, and prescribed individual practice) to facilitate a consistent student-centric and dynamic learning experience for maximizing the development of fundamental core content mathematical reasoning, critical thinking, and problem solving.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in math scores: BOY MOY EOY STAAR 2023</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Instructional math/science coach</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BME will implement Instructional math practices to include student centered content intervention daily during in-school intervention time (based on critical foundational skill development), content enrichment daily (based on expanding current skill content), and determined by student and or class need; to continue to close as many base gaps in mathematical foundations and enhance critical and problem solving skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in math scores: BOY MOY EOY STAAR 2023</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Instructional math/science coach</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** In 3rd grade BME will increase its math progress indicator (meets and masters in math by at least five percentage points (Meets from 25% to 30 %) Masters from 11% to 17%) at the end of the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** STAAR 2023

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BME will implement Instructional math practices to include student centered content intervention daily during in-school intervention. time (based on critical foundational skill development), content enrichment daily (based on expanding current skill content), and determined by student and or class need; to continue to close as many base gaps in mathematical foundations and enhance critical and problem solving skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in math scores:            BOY            MOY            EOY            STAAR 2023</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Principal            Assistant Principal            Instructional math/science coach</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BME math across grade levels K-6 instructional practices will implement consistent fluency building (via daily Formative Loop practice; weekly iReady Math Lessons) to close and bridge base gaps in numeracy.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in math scores:            BOY            MOY            EOY            STAAR 2023</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Principal            Assistant Principal            Instructional math/science coach</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** BME 5th grade will increase its science progress indicator (meets and masters in math by at least five percentage points (Meets from 28% to 33 %) Masters from 6% to 11%) at the end of the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** BOY

MOY

EOY

STAAR 2023

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BME 5th grade science instructional practices will implement ADI and PbRL projects to foster active real-world application of content TEKS and rigorously relevant problem solving for all scholars.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in science progress</p> <p>BOY MOY EOY STAAR 2023</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Math/science Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BME science instructional practices across K-3 will implement daily guided science rotations (interactive group instruction, cooperative learning stations/minilabs, and prescribed individual practice to facilitate a consistently student-centric and dynamic learning experience for maximizing the development of fundamental core content scientific reasoning, critical thinking, and problem solving.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in science progress</p> <p>BOY MOY EOY STAAR 2023</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Math/science Instructional Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 8:** BME will allocate resources with a focus to accelerate instruction based on academic priorities for scholars

**High Priority**

**Evaluation Data Sources:** BOY

MOY

EOY STAAR 2023







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ELA and Math interventionists will provide support through scheduled accelerated instructions and after school tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Significant academic growth in ELA and Math</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Academic coaches literacy coach</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**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 9:** BME will allocate resources with a focus on reading to accelerate instruction based on academic priorities for K-2 scholars using Reading A-Z.







**Evaluation Data Sources:** K-2 uses Reading A-Z for guided reading and interventions. The focus will be on reading level improvement.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> K-2 teachers will implement Reading A-Z to improve reading and enhance reading instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve reading.</p> <p><b>Staff Responsible for Monitoring:</b> K-2 Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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 10:** BME will allocate resources with a focus on the whole learning experience to accelerate instruction based on academic priorities for K-2 scholars.

**Evaluation Data Sources:** Seesaw is a simple way for teachers and students to record and share what's happening in the classroom. Seesaw gives students a place to document their learning, be creative and learn how to use technology. Each student gets their own journal and will add things to it, like photos, videos, drawings, or notes.







Strategy 1 Details	Reviews			
Strategy 1: BME is utilizing after school tutoring resources to accelerate instruction for Grades 1-3 scholars.	Formative			Summative
	Oct	Jan	Mar	May
	 25%	 75%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** 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, i.e., sign in sheets, Blackboard phone blast and emails, etc.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BME will establish a consistent form of communication between administration and staff on a regular basis to establish universal process, and effective dialogue between all members of the BME staff. BME will use Talking Points in order to communicate efficiently throughout with parents the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear understanding of expectations for all.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:** BME will engage scholars in a variety of individualized and flexible learning opportunities inside and outside the classroom.

**Evaluation Data Sources:** Teacher surveys  
 Student Climate Surveys  
 Campus referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All BME staff will work collaboratively to continue to strengthen, improve, and align the Positive Behavioral Interventions and Support System with the needs of our scholars and campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Restorative Practices</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:** Engage BME scholars in a variety of individualized and flexible learning opportunities inside and outside the classroom.





**High Priority**

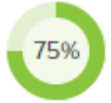





**Evaluation Data Sources:** Teacher surveys

Student climate surveys

RTI data

Campus referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BME will continue to improve systematic protocols in the Multi Tiered Systems of Support(MTSS) during 2022-2023 school year for handling students with behavior difficulties . Continue to expand the PBIS process (one branch of MTSS) for identifying and intervening Tier 2 and Tier 3 behaviors to include bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> PBIS committee PBIS tracking form</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal PBIS committee Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BME will continue to improve systematic protocols in the Multi Tiered Systems of Support (MTSS) during 2022-2023 school year for handling scholars with learning difficulties. RTI (one branch of MTSS) protocols will be implemented faithfully using research-based academic interventions for struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> Clarity of the RTI protocols Improve, strengthen, and align RTI process</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional coaches Literacy Coach Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> BME will continue to improve systematic protocols in the Multi Tiered Systems of Support(MTSS) during 2022-2023 school year for handling students with behavior difficulties . Continue to expand the PBIS process (one branch of MTSS) for identifying and intervening Tier 2 and Tier 3 behaviors to include bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> PBIS committee PBIS tracking form</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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



**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 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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BME will communicate with staff, students and parents about attendance expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent contact logs, website postings, weekly attendance meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Attendance Clerk Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BME will conduct at least 3 Family Engagement events. These events will either be virtual or in person.</p> <p><b>Strategy's Expected Result/Impact:</b> Flyers Website Sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Parent Liaison, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> BME Parent Liaison will collaborate with the PTA to implement both campus led and PTA led parent involvement activities throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Flyers Website postings Sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Parent Liaison</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> BME PTA members and Parent Liaison will promote and encourage staff members to join campus PTA. <b>Strategy's Expected Result/Impact:</b> Promote transparency with parents/community Parent sign in logs <b>Staff Responsible for Monitoring:</b> Parent Liaison	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> BME staff will continue to have processes to track and follow up on excessive tardy, absences, and excused absence notes through weekly attendance committee meetings. <b>Strategy's Expected Result/Impact:</b> 1% Increase in attendance from 96% to 97% Attendance meetings minutes Attendance reports to parents Staff/parent contact log in Skyward <b>Staff Responsible for Monitoring:</b> Assistant principal Attendance Clerk Truancy and Dropout Prevention Officer	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> BME will reward positive attendance efforts through grade level and class level attendance competition and incentives. <b>Strategy's Expected Result/Impact:</b> Written competition norms Incentives Log of winning grade level and class Attendance reports <b>Staff Responsible for Monitoring:</b> Assistant Principal Team Leads	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				











**Goal 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 efficiency based on priorities of scholar success. BME will update existing equipment and technology on campus.

**High Priority**

**Evaluation Data Sources:** Technology inventory







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to improve, replace, upgrade, and maintain quality technology for teachers and scholars.  <b>Strategy's Expected Result/Impact:</b> Increase scholar/technology ratio in an effort to implement the use of academic resources in the classrooms effectively.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BME teachers will continue to implement Project Based Learning within their classrooms and implement the PBL projects with fidelity at least with 2 projects; one in the fall and one in the spring.  <b>Strategy's Expected Result/Impact:</b> Scholars will demonstrate their knowledge and understanding of PBL Model apply it in their learning.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      PBL coordinator                      Instructional Coaches                      Literacy coach                      Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**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:** Update the P.A. system at BME, AC, and marquee in front of the school. Complete the security doors in the front office.

**High Priority**

**Evaluation Data Sources:** Any alarm system will be heard. Exit and re-entry from drills will become more efficient. Marquee - communication with all stakeholders will become more effective.

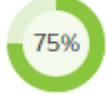






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> BME will upgrade intercampus communication devices and other aging technology as needed. <b>Strategy's Expected Result/Impact:</b> Technology inventory <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				











**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:** Select effective and "fun" PD in order to engage staff. Training staff on Google platform to develop lesson plans, etc.

**High Priority**

**Evaluation Data Sources:** Teacher feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide monthly opportunities for boosting staff morale that positively impact the school's culture.</p> <p><b>Strategy's Expected Result/Impact:</b> PD agenda/sign in teacher feedback</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Literacy Coach Instructional coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BME teachers will participate in PD that will enhance teacher effectiveness and focus - Teacher Clarity, Quality Questioning, Learning Progressions.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher professional growth will reflect an increase of 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Coaches Literacy Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> BME will continue to generate a weekly e-meeting (email) to communicate information to staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Establish a consistent form of communication to staff to continue to cement transparency, and effective dialogue between all members of the BME community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus Leadership Team (CLT) meetings will be scheduled throughout the year to assess and discuss an ongoing cycle of improvement for targeted success at BME</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive dialogue Meeting agenda Meeting minutes</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CLT members</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> BME will allocate resources with a relentless focus on efficiency and effectiveness to ensure 100% of staff are GT trained in order to provide scholars differentiated learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> New teachers attend 30 hours of foundational GT training Continuous 6 hour training for existing staff</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional coaches Literacy Coach Principal Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide teachers with 30 minutes daily for planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have more time at work to finish work to be done, so that they do not need to spend time outside of work doing it.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
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