

**Manor Independent School District**  
**Manor Elementary**  
**2018-2019 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.

Manor Elementary School educates all students by focusing on diversity, academic rigor, self-discipline and transformation into global citizens who respect differences among people.

# Vision

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

Manor Elementary School is committed to educating and inspiring all students in an innovative and global community.

## Core Beliefs

Our core beliefs are based upon the IB Learner Profile:

- C - Communicators
- O - Open-minded
- L - Leaders
- T - Thinkers
- S - Scholars

# Table of Contents

Comprehensive Needs Assessment .....	5
Demographics .....	5
Student Academic Achievement .....	6
School Processes & Programs .....	9
Perceptions .....	12
Priority Problem Statements .....	14
Comprehensive Needs Assessment Data Documentation .....	15
Goals .....	17
Goal 1: Objective 1: Manor Elementary will increase our student growth indicator (Domain II, Part A Raw Score) by at least five percentage points (from 81% to 86%) at the end of the 2018-19 school year. ....	17
Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference .....	21
Goal 3: Serve internal and external customers in partnership to support the highest levels of student success .....	27
Goal 4: Engage Students in a variety of individualised and flexible learning opportunities inside and outside the classroom. ....	31
Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success .....	35
Comprehensive Support Strategies .....	36
State Compensatory .....	37
Budget for Manor Elementary: .....	37

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Manor Elementary is the eldest elementary school within Manor ISD servicing grades PK-5 as a Title 1 campus. Although this improvement plan focuses on the 2018-2018 school year, the demographic data comes from information available in May 2016. Student enrollment at Manor Elementary has been impacted by the opening of two new elementary schools within the district. May enrollment data showed 475 students. The campus is predominantly comprised of two student groups, Hispanic and African American. The student population is 71.7% Hispanic, 19.7% African-American, .8% Asian/Pacific Islander, 6.7% Anglo, .9% two or more races and .2% Native American.

Manor ISD has a high mobility rate. Students transfer in and within the schools throughout the academic year. The student mobility rate for Manor Elementary is .3% above the state average of 16.5%. Attendance rates have fluctuated over the past few years. The students finished the year at 96.4% for attendance. The staff mirrors the population served. Currently 40% Hispanic, 31% Anglo, 27% African-American, 2% Asian, 89% female and 11% male.

### Demographics Strengths

One of the strengths reflected in our demographics is the number of male teachers we have on campus. Another strength of our demographics is that there are diverse teachers to meet the needs of our diverse student population.

# Student Academic Achievement

## Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2016 – 2017 year, Manor Elementary met these targets:

- Index 1 – Student Achievement. Manor Elementary Score: 69 (state target score = 60)
- Index 2 – Student Progress. Manor Elementary Score: 39 (state target = 32)
- Index 3 – Closing Performance Gaps. Manor Elementary Score: 42 (state target = 28)
- Index 4 – Post-Secondary Readiness. Manor Elementary Score: 42 (state target = 12)

These scores result in Manor Elementary receiving a 2017 Texas Accountability Met Standard rating. The campus also earned two Distinctions:

- Academic Achievement in Science
- Postsecondary Readiness

Although we are proud of our scores, we know there is much more work to be done. On the 2017 STAAR, the following scores for all grades show the percentage at the Approaches Standard or Above:

- Reading – 65%
- Math – 68%
- Writing – 40%
- Science – 75%

A deep analysis of the above scores by grade level and each student group reveals that we have shown some positive and negative growth when comparing

the 2016 and 2017 STAAR data. Among four different STAAR exams given at three grade levels, 10 different student groups were analyzed. Two groups show a decrease in scores between 2016 and 2017. Both groups have been analyzed by individual student score, teacher attendance, and district assessment data. Intervention strategies will be implemented to accelerate learning and close this gap.

While the campus has shown some growth, the amount of growth is not equal among student groups. Of particular interest to the campus is the variance between the highest and lowest scores among student groups in the following areas:

- 3<sup>rd</sup> grade Reading
- 4<sup>th</sup> grade Reading
- 4<sup>th</sup> grade Writing

## **Student Academic Achievement Strengths**

### Strengths

Manor Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievements strengths including:

- Earning Distinction in Academic Achievement in Science
- Earning Distinction for Post-Secondary Readiness on STAAR

### Needs

There will always be achievement needs until all student groups reach 100% mastery of the TEKS. From our data analysis we have identified the following as the most current student achievement needs. They are listed in priority order:

- 1 2017 STAAR data reveals that ELL students score significantly below all other student groups in 3<sup>rd</sup> and 4<sup>th</sup> grade Reading and Math. The root cause for this is the need for greater structures and strategies for providing support in the students' native language.
- 2 4<sup>th</sup> grade 2017 STAAR scores in writing are the lowest scores that the campus has had. Scores in the district are also low and the campus is well below

the state average.

- 3 3<sup>rd</sup> and 4<sup>th</sup> grade 2017 STAAR scores in both reading and mathematics are significantly lower than the scores in grade 5 with the campus' ELL population. The root cause is that the PLC structure needs to be strengthened including additional time for professional development provided to teachers.
- 4 2017 STAAR data reveals that Special Education students score significantly below all other student groups in Math. The root cause is identified as a need for more specific accommodations that students use throughout the year in Math that promote rigor and are relevant.



# School Processes & Programs

## School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Manor Elementary is guided by the TEKS, District YAG, and campus based assessments. The analysis of state assessment data reveals that there are gaps between the state standards, written curriculum, and instruction taught. The pacing guide does not allow for student mastery of the content. The curriculum is aligned to the TEKS, ELPS, and CCRS as documented within the curriculum document. There is a lack of consistency with aligning instruction with the TEKS, ELPS, and CCRS. Assessments and classroom observations reveal that teachers are not implementing the district's curriculum with fidelity. The curriculum is both vertically and horizontally aligned; however, the implementation is lacking. Manor Elementary has an expectation that students will learn at high levels and engage in authentic work. Students are able to make connections with complex concepts in some contents but not across contents. MISD uses CBAs, Benchmarks, MVRC, TEMI, DRA, TTM, CPALS, and TPRI/TejasLe. Assessments are selected at the district level C&I department. We also have campus formative assessments created by the campus instructional coaches and grade level teams. Assessment data is used to inform future teaching practices.

All staff members at Manor Elementary hold high standards of themselves and high expectations for learning. All teachers will attend at least one professional development session on campus each month. The professional development will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus literacy coach, the campus academic interventionist, campus administrators, and outside professionals on an as needed basis. It is important to Manor Elementary to provide ongoing, very targeted, job-embedded professional learning.

At the end of the 2017 school year there was a major loss of staff. Manor Elementary lost one teacher due to retirement, eight teachers transferred to other campuses, 1 teacher was promoted to a district position, and six teachers resigned from the district. In addition Manor Elementary lost one paraprofessional to retirement, one transferred to another campus, and one resigned from the district.

Parents, teachers, and students at Manor Elementary take pride in their school and the school's reputation of success. The perception of Manor Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction.

To improve student achievement Manor Elementary will focus on the whole child through the implementation of campus wide expectations (PBIS); Social Emotional Learning (SEL) and student data notebooks. Teachers and campus administrators will meet every 4 weeks to discuss student data through Fantastic Four PLCs. Teachers are able to have a voice in decision making through the CAT, during faculty meetings, and during weekly team meetings. The leadership team consisting of administrators and teacher leaders creates and circulates duty rosters, supervision schedules and expectations.

## School Processes & Programs Strengths

Manor Elementary has identified the following strengths:

- Progress monitoring occurs at least weekly on the campus level and three times yearly on the district level.
- Campus wide student data notebooks to be implemented in the 17-18 school year.
- District has requested feedback on the pacing guides and scope and sequence for the 17-18 school year from each grade level prior to publication.

The following needs are listed in priority order:

- A comparison of the performance indicators for each grade level and an analysis of STAAR scores and the CBA data identify some gaps on instructional and student achievement. The root cause is a lack of consistently providing instruction at the correct level of rigor.
- Teachers state that the bilingual model practiced creates gaps in students' skills. The root cause is that many students need additional support in their native language and the campus needs additional PD to address this problem.

Data from the Spring 2017 Teacher and Staff Survey identifies the following strengths:

- Each grade level is staffed appropriately with certified teachers and para-professionals.
- Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing calendar.
- Manor Elementary staff values staff development opportunities and the opportunity to seek personal professional development outside of what the district requires.

The following needs are listed in priority order:

- Manor Elementary teachers' survey reveals a need for teacher planning as a vertical team. The root cause is that there is a disconnect between campus wide strategies used Pre-K -2 and 3 -5.
- The teacher survey reveals a need for time and collaboration outside of the regular PLC meetings in order to fully implement the PD strategies being learned. The root cause us that all teachers feel some insecurity about implementing the PD without follow-up discussions.

Manor Elementary is proud of the following strengths:

1. A master schedule and calendar that maximizes the amount of time spent on instruction and ensures that special program times are addressed.
2. Interruptions to the instructional day are kept to a minimum.

3. Safety drills are performed frequently and efficiently.

The following needs will be addressed during the 2017 – 2018 school year:

1. A more formal process to review data (Fantastic 4 PLCs)
2. Student data conferences through the use of student data notebooks.

# Perceptions

## Perceptions Summary

One of the core beliefs of Manor Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the entire campus operates under what we call the COLTS creed. The campus motto is, “Cole Pride! We Stride!” Students are taught the values associated with the IB Learner profile. Students are taught the COLTS matrix, they practice, and then excellence with personal management and behavior is expected.

Teachers and other staff receive training on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible and that they make the best use of the intervention period. Additionally, teachers are taught to reflect on the purpose, appropriateness of both their classroom practices and instruction.

All staff members at Manor Elementary hold high standards of themselves and high expectations for learning. All teachers will attend at least one professional development session on campus each month. The professional development will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus literacy coach, the campus academic interventionist, campus administrators, and outside professionals on an as needed basis. It is important to Manor Elementary to provide ongoing, very targeted, job-embedded professional learning.

At the end of the 2017 school year there was a major loss of staff. Manor Elementary lost one teacher due to retirement, eight teachers transferred to other campuses, 1 teacher was promoted to a district position, and six teachers resigned from the district. In addition Manor Elementary lost one paraprofessional to retirement, one transferred to another campus, and one resigned from the district.

## Perceptions Strengths

### Strengths

Manor Elementary celebrates these strengths:

- Our student survey reveals that students feel the campus is safe.
- Teacher survey reveals that teachers enjoy an increased male presence on campus.

## Needs

The following needs are prioritized:

- The parent survey reveals that parents are concerned with the dismissal process of the school. The root cause is that student dismissal is not a smooth process and is timely.
- The teacher survey reveals that teachers are concerned with the high numbers of tardies and absences that some student have.

Data from the Spring 2017 Teacher and Staff Survey identifies the following strengths:

- Each grade level is staffed appropriately with certified teachers and para-professionals.
- Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing calendar.
- Manor Elementary staff values staff development opportunities and the opportunity to seek personal professional development outside of what the district requires.

The following needs are listed in priority order:

- Manor Elementary teachers' survey reveals a need for teacher planning as a vertical team. The root cause is that there is a disconnect between campus wide strategies used Pre-K -2 and 3 -5.
- The teacher survey reveals a need for time and collaboration outside of the regular PLC meetings in order to fully implement the PD strategies being learned. The root cause us that all teachers feel some insecurity about implementing the PD without follow-up discussions.

# 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
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

## 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



# Goals



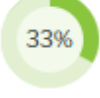


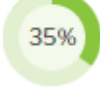

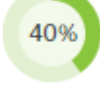
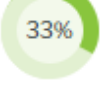

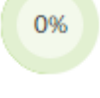
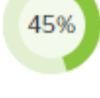
## Goal 1: Objective 1: Manor Elementary will increase our student growth indicator (Domain II, Part A Raw Score) by at least five percentage points (from 81% to 86%) at the end of the 2018-19 school year.







**Performance Objective 1:** Manor Elementary will attain high student achievement through meaningful and motivational experiences for all students. Eighty-five percent of all students will meet state standards in all subjects.

**Evaluation Data Source(s) 1:** STAAR data June 2019

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<b>Comprehensive Support Strategy</b> 1) Provide time for PLCs to address student achievement and instructional implications through teacher collaboration in extended planning sessions. Grade level PLCs will use data to evaluate effectiveness of the lessons they've taught based on student data, receive ongoing professional development and support to implement IB and strengthen their understanding of and documentation of tiered interventions.	Principal Assistant Principal K-2 Literacy Coach Academic Interventionist	Implementation can be measured by the sign in sheet, agendas, and PLC minutes.				
		Impact can be measured by the number of standards that were mastered based on 2018 EOY data and 2019 EOY data including CBAs, CFAs, and STAAR.				
<b>Funding Sources:</b> Title I, Part A - 5000.00						
2) Purchase and implement IPADs to increase technology application and integration in the classroom during Inquiry Based Learning.	Principal Assistant Principal Lit Coach Academic Interventionist	Implementation can be measured by administrator walk-through observations confirming that teachers are utilizing the converters.				
		The impact will be measured by a least a 10% increase in student use of classroom technology as compared to last year's data.				
<b>Funding Sources:</b> Title I, Part A - 5000.00						

<p><b>Comprehensive Support Strategy</b></p> <p>3) Manor Elementary will use research-based instructional strategies such as graphic organizers, data driven small group instruction (Tiered intervention), Sheltered English Instruction and Inquiry Based Learning.</p>	<p>Principal Assistant Principal IB Coordinator/Academic Interventionist</p>	<p>Implementation can be measured by review of teacher lesson plans and data compiled during Data Walkthroughs and POI Unit Planner documents confirming that teachers are implementing these practices with fidelity.</p> <p>Impact can be measured with CBA and CFA data in Reading, Math, Writing, and Science showing that achievement gaps are closing and student groups are on track to show increases between administrations of at least 5 points before STAAR is administered.</p>				
<p><b>Funding Sources:</b> Title I, Part A - 2000.00</p>						
<p><b>Comprehensive Support Strategy</b></p> <p>4) Mathematics - (1) Attain or exceed 80% on STAAR; (2) Address achievement of existing subgroups as measured by STAAR; (3) Address non state tested grades as measured by district assessments.</p>	<p>Principal Assistant Principal K-2 Literacy Coach Academic Interventionist</p>	<p>Impact can be measured by student assessment results</p>				
<p><b>Funding Sources:</b> Title I, Part A - 4000.00, Title III, Part A - 1000.00</p>						
<p><b>Comprehensive Support Strategy</b></p> <p>5) Reading - (1) Attain or exceed 80% on STAAR; (2) Address achievement of existing subgroups as measured by STAAR; (3) Address non state tested grades as measured by district assessments.</p>	<p>Principal Assistant Principal K-2 Literacy Coach Academic Interventionist</p>	<p>Impact can be measured by student assessment results.</p>				
<p><b>Funding Sources:</b> Title I, Part A - 4000.00, Title III, Part A - 1000.00</p>						
<p><b>Comprehensive Support Strategy</b></p> <p>6) Writing - (1) Attain or exceed 70% on STAAR; (2) Address achievement of existing subgroups as measured by STAAR; (3) Address non state tested grades as measured by district assessments.</p>	<p>Principal Assistant Principal K-2 Literacy Coach Academic Interventionist</p>	<p>Impact can be measured by student assessment results</p>				
<p><b>Funding Sources:</b> Title I, Part A - 4000.00</p>						
<p>7) Science - (1) Attain or exceed 75% on STAAR; (2) Address achievement of existing subgroups as measured by STAAR; (3) Address non state tested grades as measured by district assessments.</p>	<p>Principal Assistant Principal K-2 Literacy Coach Academic Interventionist</p>	<p>Impact can be measured by student assessment results</p>				
<p><b>Funding Sources:</b> Title I, Part A - 4000.00</p>						
<p>8) Implement an end of year celebration to recognize students who have had honor roll all year, outstanding academic achievement, and demonstrated the COLTS Creed all year long.</p>	<p>Principal Assistant Principal Counselor Registrar Attendance Clerk</p>	<p>Implementation can be measured by the number of students receiving awards at the EOY.</p> <p>Impact will be measured by the increased number of standards mastered on EOY exams and also STAAR scores of at least 85% in all student groups.</p>				
<p><b>Funding Sources:</b> Title I, Part A - 3000.00</p>						

<p>9) Provide extended learning opportunities for students through Saturday Academies and after school tutoring to address student academic needs based on needs identified in student performance data.</p>	<p>Principal Assistant Principal Literacy Coach Teachers</p>	<p>Students will remediate in areas of weaknesses and going increases will be seen in CFA and CBA assessments.</p> <p>Greater number of student will be moved to a lower Tiered based on their reading levels as measured through progress monitoring tools</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

**Goal 1:** Objective 1: Manor Elementary will increase our student growth indicator (Domain II, Part A Raw Score) by at least five percentage points (from 81% to 86%) at the end of the 2018-19 school year.

**Performance Objective 2:** Manor Elementary will attain high student attendance through motivational experiences for all students. Students will feel safe in their school environment and want to come to school. Student attendance will increase from 96.4% to 98%.

**Evaluation Data Source(s) 2:** The Weekly District Herding Mustang Report  
Campus Weekly Attendance Meetings  
End of Year District Attendance Data

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Implement an incentives program where students with perfect attendance each nine weeks are recognized.	Principal Assistant Principal Attendance Associate	Weekly Attendance Data				
2) Organize an incentive program in which students with perfect attendance for the semester are recognized.	Principal Assistant Principal Attendance Associate	Attendance Data				
3) Organize an end of year celebration to recognize students with outstanding attendance (fewer than 2 absences or 0 tardies) as well as perfect attendance (neither tardy nor absent).	Principal Assistant Principal Attendance Associate	Attendance Data				
<b>Funding Sources:</b> Title I, Part A - 2000.00						
4) Safety - (1) Have monthly drills to ensure student safety on campus; (2) Purchase a system of communication; (3) Address student safety as it relates to student academic success; (4) partner with Manor PD for student safety sessions.	Principal Assistant Principal Counselor	Implementation can be measured by the number of students who feel safe at school according to the Studer Survey. Impact will be measured by the increased number of standards mastered on EOY exams and also STAAR scores of at least 85% in all student groups.				
<b>Funding Sources:</b> Title I, Part A - 3000.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

# Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

**Performance Objective 1:** Manor Elementary will recruit, train, and retain highly qualified administrators, teachers, and paraprofessionals. Manor Elementary will be staffed at 100% each academic year.

**Evaluation Data Source(s) 1:** MISD HR records will be used to evaluate this objective.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<b>Comprehensive Support Strategy</b> 1) Purchase reading and instructional materials for all staff to address students' needs. Materials will be geared toward closing the achievement gap between all student groups	Principal Assistant Principal	Implementation can be measured by student data reports.  Impact can be measured with CBA and CFA data in all content areas showing that achievement gaps are closing and student groups are on track to show increases between administrations of at least 5 points before STAAR is administered.				
			<b>Funding Sources:</b> Title I, Part A - 2000.00			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Participate in the MISD, Region XIII, and other partnering agencies job fairs, recruiting events, and administrative professional development.	Principal Assistant Principal	Manor Elementary will be fully staffed prior to the first day of classes.				
			<b>Funding Sources:</b> Title I, Part A - 2000.00			
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue						

**Goal 2:** Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

**Performance Objective 2:** Manor Elementary will attain 90% retention of staff by providing educational and motivational experiences.

**Evaluation Data Source(s) 2:** The number of resignations at the end of the year as well as MISD Human Resources data will be used to evaluate this objective.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Encourage staff to maintain and increase attendance by providing recognition.	Principal Assistant Principal	At least 90% of staff will be in attendance 95% of the academic year.				
2) Provide monthly opportunities for team building and boosting staff morale that positively impact the school's culture.	Principal Assistant Principal	Review of the CNA would show an increase in morale as compared to the CNA in the previous year.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

**Goal 2:** Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

**Performance Objective 3:** Manor Elementary will implement a job-embedded professional learning system aligned with curricular, instructional, and assessment needs; provides consistent support, development, coaching/mentoring, and peer learning opportunities; and allocate regular time for whole group and individual staff development and learning activities. By the end of May 2019, Manor Elementary will have 100% participation in weekly PLCs to include Data Review PLCs, International Baccalaureate PLC planning sessions, and Response to Intervention/Intervention focused PLCs.

**Evaluation Data Source(s) 3:** Agendas, meeting minutes, and sign in sheets will be used to evaluate objective.

**Summative Evaluation 3:**

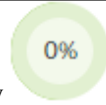
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) PLCs will be organized and provided for teachers and administrators; professional development sessions through Region XIII and other educational agencies will be presented to target audiences on an ongoing basis.	Principal Assistant Principal	Documentation of providing staff with choice in professional development will lead to an 80% increase in student engagement and learning as compared to last year's assessment data.				
<b>Funding Sources:</b> Title I, Part A - 3000.00						
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7 2) The campus leadership team at Manor Elementary will attend professional development through training and conferences, such as IB and model schools, to increase rigor and relevance and student achievement. The content and training at these conferences is specific to the needs of the campus.	Principal Assistant Principal IB Coordinator Executive Director assigned to Manor Elementary	Documentation of leadership trainings will lead to an 80% increase in student engagement and learning as compared to last year's assessment data. In addition, there will be a 50% increase in academic rigor in teacher's classrooms as documented by data walks.				
<b>Funding Sources:</b> Title I, Part A - 10000.00						
3) Manor Elementary Teachers will receive training on designing effective assessments and design tightly aligned Common Formative Assessments that address MISD Safety Standards/TEKS and IB Units of Inquiry.	Principal Assistant Principal IB Coordinator Teachers Literacy Coach	Common Formative Assessments will be used to address learning gaps in intervention groups in order to remediate and accelerate their learning performance. Performance on CFAs will improve over time.				
<b>Funding Sources:</b> Title I, Part A - 2250.00						
<b>Comprehensive Support Strategy</b> 4) Manor Elementary 3rd-5th teachers will participate in collaborative planning sessions with district level content area specialists and other MISD teachers to formulate Unit Maps that align teaching practices and resources to the MISD TEKS Safety Standards. These unit maps will be used to fomulate connections to IB POIs during PLC meetings.	Principal IB Coordinator Grade Level Leaders Teachres	Unit Maps and lesson plans will reflect tight alignment with MISD Safety Standards resulting in improvement in student outcomes on CFAs and CBAs. Unit Maps will strengthen the rigor of instruction in all classrooms as measured in Campus Data Walks.				
<b>Funding Sources:</b> Title I, Part A - 1000.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue



**Goal 2:** Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

**Performance Objective 4:** Manor Elementary will implement a system for consistent support and follow-up that includes feedback from a master teacher or member of the leadership team for all staff members to support formulation and implementation of IB Units of Inquiry that are aligned with TEKS.

**Evaluation Data Source(s) 4:** The MES Instructional Leader Success Scorecard as well as the MES Observation and Feedback Monitoring form will be used to evaluate this objective.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<b>Comprehensive Support Strategy</b> 1) Learning walks will be implemented to ensure that best practices are being used across contents and grade levels.		Documentation of data collected from learning walks will be reviewed at the end of the year and compared to assessment data to measure lesson implementation effectiveness.				
2) Teachers will participate in extended planning sessions and professional development where they will reflect on implemented POIs, formulate and/or revise POIs to be implemented, and assure alignment with MISD Safety Standards, IB/MES Learner Profile Traits.	Principal IB Coordinator Teachers	POIs Planning Documents will reflect alignment with TEKS and IB requirements. Lesson Plans will reflect addressing of Points of Inquiry and alignment with appropriate TEKS. Unit assessment and CFAs will demonstrate steps towards mastery of taught objectives.				
<b>Funding Sources:</b> Title I, Part A - 4000.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 2:** Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

**Performance Objective 5:** Administrators at Manor Elementary School will use multiple data sets including teacher evaluations, surveys, and student learning data to inform a formal retention and improvement process that creates opportunities for growth, development, and additional leadership roles.

**Evaluation Data Source(s) 5:** EmPower ED online data system, the Instructional Leader Success Card as well as the MES Observation and Feedback Monitoring form will be used to evaluate this objective.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<b>Comprehensive Support Strategy</b> 1) Administrators will do documented walk throughs to ensure Time on Task.	Principal Assistant Principal	At the end of the year the number of walkthroughs will have a positive correlation to student academic success as measured by CBA data.				
	Principal Assistant Principal Academic Interventionist	At the end of the year Formative Loop will have increased student EOY CBA data and STAAR data 15%.				
<b>Funding Sources:</b> State Compensatory Education - 1100.00						
3) Manor Elementary will implement a system to track student literacy data that creates opportunities for growth and development.	Principal Assistant Principal Literacy Coach	At the end of the year literacy data will indicate an increase in student STAAR scores of at least 15%. In addition 75% of students will be reading on or above grade level according to EOY DRA data.				
	<b>Funding Sources:</b> State Compensatory Education - 500.00					
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue						

# Goal 3: Serve internal and external customers in partnership to support the highest levels of student success

**Performance Objective 1:** Manor Elementary will build capacity for parental involvement to increase student academic performance to 85% in all core subjects.

**Evaluation Data Source(s) 1:** Title 1 Crate Data submissions  
Agendas and Sign-in Sheets from parent meetings/nights

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<b>Comprehensive Support Strategy</b> 1) Manor Elementary will provide reading materials and training to include guest speakers to help parents work with their children to improve achievement at least 3 times a year.	Principal Assistant Principal Parent Liaison	Documentation of providing training to parents. At least 50% of parents will have attended at least one training session.				
	<b>Funding Sources:</b> Title I, Part A - 2000.00					
2) Coffee with the Counselor will be implemented monthly for parents to meet and discuss student social emotional needs.	Principal Counselor Parent Liaison	Documentation of providing session to parents. At least 50% of parents will have attended at least one session.				
3) Pastries with the Principal will be implemented monthly for parents to be involved in the decision making process for students.	Principal Parent Liaison	Documentation of providing sessions to parents. At least 50% of parents will have attended at least one session				
4) Continue to increase membership in the Parent Teacher Association that will allow parents to have a voice in addressing issues that are important on the local and state level and build leadership within the group.	Principal Assistant Principal	Documentation of partnering with Texas PTAt. At least 50% of parents will join PTA as well as 100% of staff.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

**Goal 3:** Serve internal and external customers in partnership to support the highest levels of student success

**Performance Objective 2:** Manor Elementary will establish at least 3 positive and productive partnerships with our community to facilitate the success of all students by May 2018.

**Evaluation Data Source(s) 2:** Letters of commitment from our partners will be used to evaluate this objective.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Partner with local businesses and agencies for a Career Fair at least one time yearly.	Principal Assistant Principal Family Liaison Counselor	Documentation of partnerships. At least 50% of partners will participate in the career fair.				
2) Partner with the middle school and high school to host events that engage the community at large.	Principal Assistant Principal Family Liaison Counselor	Documentation of partnerships. At least 50% of partners will participate in community events.				
3) Partner with local non-profit groups to increase in-kind donations to the school to support high needs students.	Principal Assistant Principal Parent Liaison Counselor	Documentation of partnerships. In-kind donations.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 3:** Serve internal and external customers in partnership to support the highest levels of student success

**Performance Objective 3:** Manor Elementary will ensure that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals. Fifty percent of MES stakeholders will attend MES Information sessions.

**Evaluation Data Source(s) 3:** Title 1 Parent meeting  
 CAT agendas and sign in sheets  
 Notices sent home to parents  
 Coffee with the Principal sign in sheets

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Manor Elementary School will host two community meetings to discuss campus goals and progress toward achieving those goals.	Principal Assistant Principal Parent Liaison	Documentation of meetings. At least 25% of stakeholders will attend each meeting as documented by sign-in sheets.				
= Accomplished                       = Continue/Modify                       = No Progress                       = Discontinue						

**Goal 3:** Serve internal and external customers in partnership to support the highest levels of student success

**Performance Objective 4:** Manor Elementary will implement and utilize a system of open communication that provides for the timely, responsible sharing of information within the school community and provides information in multiple ways through different media to ensure communication with all members of the community. One Hundred percent of MES events will be publicized on the campus website and other social media sites; 75% will be posted on the district website and other social media outlets.

**Evaluation Data Source(s) 4:** 24 weekly social media postings by the Campus Communications Representative  
 Notices sent home to parents

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Manor Elementary School will begin to update its campus website and other social media platforms in July so that parents can plan ahead.	Principal Campus Webmaster Assistant Principal Parent Liaison	The webmaster will update the webpage at least twice monthly and send at least 24 tweets per month. Documentation can be obtained from the campus presence on social media.				
= Accomplished                      = Continue/Modify                      = No Progress                      = Discontinue						



# Goal 4: Engage Students in a variety of individualised and flexible learning opportunities inside and outside the classroom.

**Performance Objective 1:** Manor Elementary will combine instruction, innovations in technology, and field experiences to produce better results in student outcomes. Eighty-five percent of students will meet grade level standard on STAAR in all content areas.

**Evaluation Data Source(s) 1:** 2018 STAAR data

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Manor Elementary will provide innovative community learning experiences through study trips aligned with IB Points of Inquiry to all grade levels.	Principal Assistant Principal Teachers	Students will make connections of community learning experiences with classroom learning as evidenced in student reflection statements and end of unit assessments.  Documentation of implementation will be provided in the PLC process. At least 50% of students will perform at the meets level on CBAs and STAAR.				
			<b>Funding Sources:</b> Title I, Part A - 5000.00			
2) Manor Elementary will hire an educational assistant to assist students with the inquiry process and provide to differentiated intervention in and outside of the classroom setting.  Manor Elementary will hire temporary Academic interventionists to assist students in the inquiry process in the classroom setting.	Principal Assistant Principal	Implementation can be measured by student data.  Documentation will include the timesheets submitted for pay to the Federal Grants Program staff for approval. 50% of students will show growth in scores from the BOY testing to STARR in grades 3 - 5 and district level assessments and DRA in grades K - 2.				
			<b>Funding Sources:</b> State Compensatory Education - 8000.00			
3) Manor Elementary will participate in ongoing professional development to ensure rigorous instruction is provided for students.	Principal Assistant Principal Teachers					
			<b>Funding Sources:</b> Title I, Part A - 10000.00			

4) Manor Elementary will purchase Ipads and other technology to enrich the campus based literacy program	Principal Assistant Principal Literacy Coach Teachers	Implementation will include the research and creation of TEKS driven lesson plans that provide technology integration.  Documentation of the implementation will be measured by student growth from BOY to EOY campus data. At least 85% of students will approach the STAAR standards in 3 -5 grades and in K-2 students will grow two DRA levels.				
<b>Funding Sources:</b> Title I, Part A - 3000.00						

 = Accomplished     
  = Continue/Modify     
  = No Progress     
  = Discontinue


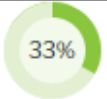
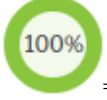





**Goal 4:** Engage Students in a variety of individualised and flexible learning opportunities inside and outside the classroom.

**Performance Objective 2:** Manor Elementary school will initiate incentives that promote increased use of digital programs such as myOn, Aimsweb, and other digital resources. Eighty-five percent of students will access technology on a bi-weekly basis.

**Evaluation Data Source(s) 2:** Data usage from each program will be tracked and compared at MOY and EOY

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>1) Continue the implementation of digital programs as delineated by MISD in order to raise reading performance for each individualized student.</p> <p>Continue the implementation of digital programs such as Reflex MATH in order to raise mathematics performance for each individualized student.</p>	<p>Principal Assistant Principal Literacy Coach Academic Interventionist</p>	<p>Implementation can be measured by MyOn and Reflex Math Student data reports and student data notebook entries confirming that teachers are implementing MyOn and Reflex with fidelity.</p> <p>Impact can be measured with CBA and CFA data in Reading and Math showing that achievement gaps are closing and student groups are on track to show increases between administrations of at least 5 points before STAAR is administered.</p>				
<p><b>Funding Sources:</b> Title I, Part A - 3000.00</p>						
<p>2) Begin the implementation of AIMSWEB in order to raise academic performance for each individualized student.</p>	<p>Principal Assistant Principal Literacy Coach Academic Interventionist</p>	<p>Implementation can be measured by Aimsweb Student data reports and student data notebook entries confirming that teachers are implementing Aimsweb programs with fidelity.</p> <p>Impact can be measured with CBA and CFA data in Reading showing that achievement gaps are closing and student groups are on track to show increases between administrations of at least 5 points before STAAR is administered.</p>				
<p>  = Accomplished              = Continue/Modify              = No Progress              = Discontinue         </p>						

**Goal 4:** Engage Students in a variety of individualised and flexible learning opportunities inside and outside the classroom.

**Performance Objective 3:** Manor Elementary will implement the International Baccalaureate Primary Years Program components.

**Evaluation Data Source(s) 3:** Points of Inquiry Unit Planners

PLC IB Meeting Agendas and Minutes

Class Displays of IB components

Staff, student and parent surveys

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Manor Elementary School will provide all stakeholders the opportunity to create Manoropoly., a game in which local businesses promote themselves and Manor Elementary.	Assistant Principal Counselor Parent Liaison	Implementation will be measured by the completed project and acceptance in phase 2 of IB authorization.  At least 90% of Manor businesses will be represented on the Manoropoly board.				
2) Manor Elementary School will create classrooms that foster students' SEL and build community.	Principal Assistant Principal Teachers	Implementation will be measured by the number of discipline referrals from BOY to MOY and MOY to EOY as entered into Skyward.  Discipline referrals wii decrease at least 50% during each time period.				
<b>Funding Sources:</b> Title I, Part A - 6000.00						
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						

# Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

**Performance Objective 1:** Manor Elementary will implement a system where input from a school leadership team, that includes parent and community membership, is included in budget decisions. One hundred percent of all decisions will be presented to and approved with input.

**Evaluation Data Source(s) 1:** CAT Sign in-sheets and agendas  
 PTA Meeting Sign-in sheets and agendas  
 Faculty Meeting Sign-in sheets and agendas

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) The Manor Elementary Campus Advisory Team will meet once a month to monitor program implementation and budget decisions.	Principal CAT members	Documentation of implementation will be monitored by sign-in sheets. Implementation will lead to increased budget making decisions by stakeholders as monitored by the CNA and CIP.				
= Accomplished                       = Continue/Modify                       = No Progress                       = Discontinue						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide time for PLCs to address student achievement and instructional implications through teacher collaboration in extended planning sessions. Grade level PLCs will use data to evaluate effectiveness of the lessons they've taught based on student data, receive ongoing professional development and support to implement IB and strengthen their understanding of and documentation of tiered interventions.
1	1	3	Manor Elementary will use research-based instructional strategies such as graphic organizers, data driven small group instruction (Tiered intervention), Sheltered English Instruction and Inquiry Based Learning.
1	1	4	Mathematics - (1) Attain or exceed 80% on STAAR; (2) Address achievement of existing subgroups as measured by STAAR; (3) Address non state tested grades as measured by district assessments.
1	1	5	Reading - (1) Attain or exceed 80% on STAAR; (2) Address achievement of existing subgroups as measured by STAAR; (3) Address non state tested grades as measured by district assessments.
1	1	6	Writing - (1) Attain or exceed 70% on STAAR; (2) Address achievement of existing subgroups as measured by STAAR; (3) Address non state tested grades as measured by district assessments.
2	1	1	Purchase reading and instructional materials for all staff to address students' needs. Materials will be geared toward closing the achievement gap between all student groups
2	3	4	Manor Elementary 3rd-5th teachers will participate in collaborative planning sessions with district level content area specialists and other MISD teachers to formulate Unit Maps that align teaching practices and resources to the MISD TEKS Safety Standards. These unit maps will be used to fomulate connections to IB POIs during PLC meetings.
2	4	1	Learning walks will be implemented to ensure that best practices are being used across contents and grade levels.
2	5	1	Administrators will do documented walk throughs to ensure Time on Task.
3	1	1	Manor Elementary will provide reading materials and training to include guest speakers to help parents work with their children to improve achievement at least 3 times a year.

# State Compensatory

## Budget for Manor Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 11 6117 00 101 0 24 151	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$8,000.00
	<b>6100 Subtotal:</b>	<b>\$8,000.00</b>