

**Manor Independent School District
Presidential Meadows 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.

Diverse Paths to Success

Destination Manor

Vision

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

Core Values

Respect
Student Success
Integrity
Responsibility
Accountability
Support

Goal 1: Be the district of choice in the Texas Region based on student success

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

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

Goal 4: Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

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

Core Beliefs

At Presidential Meadows, *Together*, we will provide a rigorous, yet relevant, high-quality instructional program, producing well educated, balanced, collaborators who are technologically prepared for the 21st century and contribute to society in all aspects.

Our focus is on **Every EAGLE, Everyday!**

We **S**TRIVE for our best.

We **O**PERATE with pride.

We **A**GREE to be positive.

We **R**ESPECT ourselves, others, and our school.

We **SOAR!!!**

Table of Contents

Comprehensive Needs Assessment	6
Demographics	6
Student Academic Achievement	7
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Be a district of choice in this Texas Region based on student success	14
Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference	19
Goal 3: Serve internal and external customers in partnership to support the highest levels of student success	21
Goal 4: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.	22
Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success	24
Goal 6: Be a district of choice in this Texas Region based on student success	25
Goal 7: Serve internal and external customers in partnership to support the highest levels of student success	38
Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.	44
Goal 9: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success	58
Goal 10: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference	62
Comprehensive Support Strategies	65
State Compensatory	67
Budget for Presidential Meadows Elementary:	67
Title I Schoolwide Element Personnel	68

Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2018-2019 school year, Presidential Meadows Elementary served 521 students in grade Pre-Kindergarten through 5th grades. Just 10 years ago, Presidential Meadows Elementary opened with only 400 students and topped out at 950 students prior to the opening of a new campus. The student population is approximately 21% African American, 6% Anglo, 1% Asian, 1% Hawaiian Islander/Pacific, 70% Hispanic, Two or more 2%. Low socioeconomic status and At-Risk is approximately 78%. Student enrollment program is comprised of approximately 7% Special Education, 3% Gifted & Talented, 42% Bilingual Education, and 5% ESL Education. Our attendance rates had held steady over the prior 2 years. The attendance rate for Presidential Meadows Elementary was 96.8%, only 0.2% away from our goal of 97%. In 2016-2017, our campus enrollment leveled out having lost all Decker Elementary's Pre-Kindergarten program (including 3 and 4-year-olds), but assumed two additional Special Education programs with students from three other elementarys. Next year, with Lagos Elementary opening and losing three Special Education programs, in 2017-2018, our campus is projected to have approximately 490 students. As of the first week of school, we have enrolled 580 students. In 2016-2017, both Kindergarten and First-grade monolingual classes topped out at 27 students each, creating a strain on teachers and students. In order to meet 2017-2018 enrollment needs, we added one additional teacher to First and Second grade; however, Kindergarten has already exceeded the student-teacher ratio with 26 students in each monolingual class. Our population is unpredictably growing at the primary grade levels. We are unable to effectively manage and engage with families.

Student Academic Achievement

Student Academic Achievement Summary

The 2017 Texas Education Agency Accountability Rating for Presidential Meadows Elementary is Met Standard. The table below lists Presidential Meadows Elementary 2016-17 Performance in each Accountability Index as compared to TEA Target Scores, Manor ISD Performance, and State Performance.

TEA Performance Indexes	Target Score	Presidential Meadows Performance 2015-2016	Presidential Meadows Performance 2016-2017	Presidential Meadows Performance 2017-2018
Index 1 - Student Achievement	60	60	54	
Index 2 - Student Progress	30	38	37	
Index 3 - Closing Performance Gaps	28	29	28	
Index 4 - Post Secondary Readiness	12	21	26	

Subject	2014-2015	2015-2016	2016-2017
Math - 3rd	56	76	51
Math - 4th	58	56	59
Math - 5th	62	61	71
Reading - 3rd	40	64	60

Reading - 4th	39	47	55
Reading - 5th	70	62	67
Science	74	58	58
Writing	37	49	50

Continued and focused data analysis remains a fundamental process of Presidential Meadows Elementary. Texas Academic Performance Report (TAPR), State of Texas Assessment of Academic Readiness (STAAR) scores, Texas English Language Proficiency Assessment System (TELPAS) and Performance Based Monitoring Analysis System (PBMAS) are sources of data used by the campus to discern strengths and needs. Presidential Meadows Elementary conducts universal screeners for math and reading at a minimum of three times per year (BOY, MOY, EOY). Benchmark tests are administered in January for state-tested subjects. The benchmarks are formatted similar to the STAAR and aligned to the state test blueprints. Common Formative Assessments (CFAs) will be administered every 2-3 weeks, Common-based Assessments (CBAs) are administered at the end of each unit according to the Manor ISD Pacing Guides.

School Processes & Programs

School Processes & Programs Summary

PME will participate in major initiatives provided by the district: PLCs, Data Walks, etc. In addition, PME will implement Common Formative Assessments (CFAs) every 3 weeks. We've adopted the district model for ESL, which aligns with PME goals for the ELL students. The ESL model will be fully implemented.

Presidential Meadows will put in place incentives to retain 100% highly qualified teachers in all core subjects. All efforts, including bi-weekly professional development and weekly PLCs will train teachers thus improving the quality of instruction and increasing student achievement.

In 2016-2017, Presidential Meadows finished the year under budget. Overtime and substitute costs were well below budgeted amounts. Textbook inventory system was refined. Roles and responsibilities for administration, front office staff, and teachers were also refined and communicated.

At the end of 2016-2017 school year, 100% Presidential Meadows Elementary teachers maintained a website. Technology remains a top priority for Presidential Meadows as we recognize the need for students to practice 21st Century skills and become technology literate and fluent.

Perceptions

Perceptions Summary

All 2016 – 2017 Campus Climate Initiatives have been put in place. All stakeholders have made every effort to ensure the plan is successful. We are working to reestablish strong, yet positive, relationships between staff to staff, staff to students, students to students, and school to parents/community.

Presidential Meadows hosted 20+ parent involvement activities, both during school hours as well as in the evenings, with an estimated 150 to 400 attendees depending on the event. Presidential Meadows needs to increase the number of parent volunteers on campus.

Priority Problem Statements

Problem Statement 1: Large monolingual classes have contributed to over 75% of each grade level falling into Tiers 2 and 3 in the area of Reading.

Root Cause 1: Manor ISD has created multiple boundary changes based on new schools opening and rapidly growing/new neighborhoods (subdivisions).

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase our ethnic diversity among teachers and Leadership team, to become more aligned with our student body.

Root Cause 2: Lack of diverse applicants and/or leadership skill set (training) that parallel the ethnicity of our population.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

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: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

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: Be a district of choice in this Texas Region based on student success





Performance Objective 1: Presidential Meadows Elementary will reach high levels of student achievement through relevant and rigorous learning for all students. Seventy-five percent of all students will meet the state standard in all subjects.

Evaluation Data Source(s) 1: STAAR (June 2018)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Comprehensive Support Strategy</p> <p>1) Increase 3rd, 4th, and 5th, grade Reading STAAR Level II performance:</p> <p>All Students from 64% to 67% LEP from 58% to 61%, EcoDis from 58% to 61%</p> <p>Add resources to the Literacy Lab that specifically focus/support our high needs populations such as Bilingual/ESL and struggling readers.</p>	<p>Principal Assistant Principal Classroom Teachers Literacy Coach Academic Interventionists</p>	<p>Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.</p>				
<p>Funding Sources: Title III, Part A - 5000.00, Title I, Part A - 5000.00</p>						
<p>Comprehensive Support Strategy</p> <p>2) Increase 3rd, 4th, and 5th grade Math STAAR Level II performance:</p> <p>All Students from 50% to 53% LEP from 46% to 49% EcoDis from 45% to 48%</p>	<p>Principal Assistant Principal Classroom Teachers Literacy Coach Academic Interventionists</p>	<p>Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.</p>				

<p align="center">Comprehensive Support Strategy</p> <p>3) Increase 4th grade Writing STAAR Level II performance:</p> <p>All Students from 46% to 60% LEP from 43% to 53% EcoDis from 38% to 48%</p>	<p>Principal Assistant Principal Classroom Teachers Literacy Coach Academic Interventionists</p>	<p>Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.</p>				
<p align="center">Comprehensive Support Strategy</p> <p>4) Increase 5th, grade Science STAAR Level II performance:</p> <p>All Students from 58% to 65% LEP from % to % EcoDis from % to %</p>	<p>Principal Assistant Principal Classroom Teachers Literacy Coach Academic Interventionists</p>	<p>Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.</p>				
<p align="center">Comprehensive Support Strategy</p> <p>5) Presidential Meadows Elementary will implement, with fidelity, My Virtual Reading Coach (MVRC), ST Math, MyOn, Formative Loop, and other supplemental resources to support reading and math achievement. All resources will increase fluency (numeracy), vocabulary and comprehension.</p>	<p>Classroom Teachers Librarian Literacy Coach Academic Interventionists</p>	<p>MVRC results, DRA2 data, STAAR results, district benchmarks and CBA, district and campus walkthrough data</p>				
<p>Problem Statements: Demographics 1</p>						
<p>Funding Sources: Title I, Part A - 8000.00</p>						
<p align="center">Comprehensive Support Strategy</p> <p>6) Presidential Meadows Elementary teachers, staff, tutors, and push-in interventionists will support student achievement by developing targeted interventions to be utilized during 2nd-5th grade scheduled intervention period, before, during and/or after school tutoring.</p>	<p>Principal Assistant Principal Classroom Teachers Literacy Coach Academic Interventionists</p>	<p>Universal screeners and monthly progress monitoring systems including MVRC, DRA2, and Aimsweb.</p>				
<p>Problem Statements: Demographics 1</p>						
<p>Funding Sources: State Compensatory Education - 25058.00, Title I, Part A - 5000.00</p>						
<p align="center">Comprehensive Support Strategy</p> <p>7) Teachers and staff will collaboratively plan using DuFour as a guide to ensure student achievement and implement a systematic curriculum through the use of the district's curriculum system.</p>	<p>Principal Assistant Principal PLC Facilitator Literacy Coach</p>	<p>Weekly PLCs and professional development documents such as agendas, sign-in sheets, etc., and observations.</p>				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>						
<p align="center">Comprehensive Support Strategy</p> <p>8) Presidential Meadows Elementary will purchase and implement resources needed to support writing achievement in all grade levels to use during dedicated scheduled writing time for the Adopt-a-Veteran program.</p>	<p>Principal Assistant Principal 4th grade Classroom Teachers Literacy Coach</p>	<p>Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.</p>				

<p>Comprehensive Support Strategy</p> <p>9) Presidential Meadows Elementary will restock, maintain and implement Foss Kits in a dedicated Science Lab space to facilitate hands on learning while reinforcing the district's science curriculum for all students.</p>	<p>Principal Assistant Principal Classroom Teachers</p>	<p>Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 1: Large monolingual classes have contributed to over 75% of each grade level falling into Tiers 2 and 3 in the area of Reading. Root Cause 1: Manor ISD has created multiple boundary changes based on new schools opening and rapidly growing/new neighborhoods (subdivisions).</p>
<p>Staff Quality, Recruitment, and Retention</p>
<p>Problem Statement 1: There is a need to increase our ethnic diversity among teachers and Leadership team, to become more aligned with our student body. Root Cause 1: Lack of diverse applicants and/or leadership skill set (training) that parallel the ethnicity of our population.</p>


Goal 1: Be a district of choice in this Texas Region based on student success

Performance Objective 2: Presidential Meadows Elementary will increase attendance from 96.9% to 98% through relevant and rigorous learning for all students.


Evaluation Data Source(s) 2: Student attendance data will be monitored by PEIMS reports as well as districts reports. End of year reporting in Skyward Information System

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Presidential Meadows will establish an attendance policy, committee and system to monitor attendance weekly. The committee will monitor absences and tardies.	Assistant Principal Attendance Clerk Parent Liaison Counselor District Support Staff	Attendance data (daily, weekly, and after each grading period)				
2) Presidential Meadows will implement rewards for students who maintain excellent attendance such as, an attendANCE each semester, certificates every grading period, etc.	Assistant Principal Attendance Clerk Parent Liaison Counselor District Support Staff	Attendance data (daily, weekly, and after each grading period)				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: Be a district of choice in this Texas Region based on student success

Performance Objective 3: Presidential Meadows Elementary will improve the culture to promote teaching and learning for all students and educators by decreasing disciplinary incidences.

Evaluation Data Source(s) 3: Skyward student discipline data.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Presidential Meadows will establish a Catch a compliment incentive program in which students are rewarded for positive social interactions and behaviors when they are demonstrated.	Principal Assistant Principal PE Coach Counselor Foundations Committee	Decreased number of referrals and suspensions, both in school and out of school				
2) Presidential Meadows will continue to implement an Eagle Bucks Store program in which students can earn Eagle Bucks to purchase prizes for demonstrating positive behaviors that are directly correlated to the IB Learner Profile.	Principal Assistant Principal Counselor Foundations Committee	Decreased number of referrals and suspensions, both in school and out of school				
3) Presidential Meadows will continue to implement the Wise Choice Program in which students model IB Learner Profile behaviors and academic effort are rewarded with a Wise Choice event each nine weeks.	Principal Assistant Principal Counselor Foundations Committee	Decreased number of referrals and suspensions, both in school and out of school				



100% = Accomplished
 ➔ = Continue/Modify
 0% = 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: Presidential Meadows Elementary will reach high levels of student achievement by developing a rigorous and needs based professional development program for all teachers, administrators, and support staff.

Evaluation Data Source(s) 1: Sign in sheets, agendas, and calendar including weekly trainings by grade level and content will serve as measure to monitor.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Presidential Meadows will provide opportunities for administrators, teachers and support staff to attend Region XIII training, professional development seminars and workshops to increase their knowledge and improve instruction.	Principal Assistant Principal PLC Facilitator Literacy Coach	Registrations, documented opportunities to share training with staff, weekly PLCs and professional development documents such as agendas, sign-in sheets, etc., and observations Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.				
2) Presidential Meadows will allocate funds and make available opportunities for in/out of state conferences and seminars for teaching faculty and administration.	Principal Assistant Principal PLC Facilitator Literacy Coach	Weekly PLCs and professional development documents such as agendas, sign-in sheets, etc., and observations Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.				
3) Presidential Meadows will conduct purposeful planning sessions, on every campus professional development day, and weekly, with all teachers and staff. Weekly, planning will be at least 3 planning periods long by team.	Principal Assistant Principal PLC Facilitator Literacy Coach	Weekly PLCs and professional development documents such as agendas, sign-in sheets, etc., and observations Measured by STAAR and other formal assessment such as CFAs, CBAs, and MOY.				
4) Campus leadership will select books focusing on best practice teaching and education and entire faculty will participate in a professional learning community book study.	Principal Assistant Principal Literacy Coach Librarian					

5) Presidential Meadows Elementary will establish a professional library for teacher and staff checkout and use that includes books, periodicals, and publications relevant to best practice, research based instructions, student culture and identity, and special needs students, including Gifted and Talented, Special Education, and English Language Learners.	Principal Assistant Principal Literacy Coach Librarian					
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 = 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: Presidential Meadows Elementary will reach high levels of student achievement through by engaging with families and community members.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Presidential Meadows Elementary will host fall and spring Literacy days for families. Books will be distributed to every student and family. Snacks will also be provided.	Parent Diversity Committee Literacy Coach Parent Liaison Principal Assistant Principal	MVRC results, DRA2 data, STAAR results, district benchmarks and CBA, district and campus walkthrough data				
2) Presidential Meadows Elementary will host at least 2 community events including Halloween Goes Healthy and Popcorn and a Movie that is free to attend.	Parent Diversity Committee Parent Liaison Principal Assistant Principal	Increased involvement including attendance to events and volunteers.				
3) Presidential meadows will hire a Parent Liaison to provide parent engagement activities, recruit parents for involvement, and support grant, campus & district initiatives.	Federal Programs Director Principal	Increased involvement including attendance to events and volunteers.				
Funding Sources: Title I, Part A - 30685.00						

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

Performance Objective 1: Presidential Meadows Elementary will reach high levels of student achievement by supplementing daily learning opportunities with relevant learning experiences inside and outside of the classroom.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Presidential Meadows will allot monies for each grade level to fund transportation (Manor buses) and/or fees for standards based, educational field trips.	Senior Administrator Team Leaders Principal	Documented field trip request and follow-up lesson plans				
Funding Sources: Title I, Part A - 6000.00						
2) Presidential Meadows will increase student participation in Chess, UIL Academic, and Robotics competitions by creating opportunities to practice during school hours.	UIL/Robotics Coaches UIL Coordinator Assistant Principal	Scheduled opportunities to showcase students, Master schedule outlining time during the day, and parent communication				


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

Performance Objective 2: Implement the International Baccalaureate (IB) Primary Years Programme (PYP) which aims to help students develop the skills, knowledge and attitudes they need to excel not only in their studies, but also in their personal growth.


Evaluation Data Source(s) 2: Sign in sheets, agendas, and calendar including trainings and planning days by grade level and content will serve as measure to monitor.

Summative Evaluation 2:

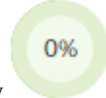
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Presidential Meadows will develop students academic, social and emotional well-being, focusing on international-mindedness and strong personal values by planning transdisciplinary themes that incorporate local and global issues into the curriculum.	Principal Assistant Principal PLC Facilitator IB Coordinator					
2) Presidential Meadows will purchase resources and materials to improve how students learn and how educators teach, using the principles and practice of PYP with a emphasis on inquiry-based learning to transform our school's community and culture.	Principal Assistant Principal PLC Facilitator IB Coordinator					




= 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: Presidential Meadows Elementary will reach high levels of student achievement by increasing all students access to technological devices.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Students will have access to technology resources, including access to iPads and Just Stands for learning and instruction in every classroom.	Principal Assistant Principal Librarian Classroom Teachers	Inventoried technology resources by classroom by teacher, lesson plans outlining usage, walkthroughs.				
Funding Sources: Title I, Part A - 31500.00						

Goal 6: Be a district of choice in this Texas Region based on student success

Performance Objective 1: By Spring 2017 all student groups will increase performance on each tested subject area by a minimum of 5% as measured by the state assessment

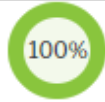
Evaluation Data Source(s) 1: STAAR Reading, Math, Science, Social Studies, English I EOC, English II EOC, Biology EOC, Algebra EOC, and History EOC Scores

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Increase teachers' assessment knowledge and understanding by collaborating with campus staff to review and revise CBAs.</p>	Curriculum and Instruction Department Coordinators	Documentation of CBA Review Meetings.				
Funding Sources: Local Funds - Instruction - 0.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Increase teachers' curriculum knowledge and understanding by collaborating with campus staff to review and revise YAGs and Manor Essential Standards.</p>	Curriculum and Instruction Department Coordinators	Documentation of YAG Review Meetings. MISD Essential Standards documented in Eduphoria.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Provide targeted to support to high-needs PLCs through-out the district.</p>	Director of C&I	Increased PLC performance as measured by DuFour Rubric				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Provide training and tools to teachers to implement research-based interventions for math and reading in grades 3-11th.</p>	Continuous Improvement Coordinator; Executive Director of Accountability & School Improvement; Dir. of C & I	Decrease in students identified as tier 3 by universal screeners by 10% from snapshot taken Sept 30th.				
Funding Sources: Title I, Part A - 0.00, Local Funds - Instruction - 0.00						

Targeted Support Strategy Critical Success Factors CSF 1 5) Increase the number and capacity of ESL certified teachers who serve ELLs through professional development and ESL TExES reimbursement.	Bilingual/ESL Director	Certified teachers are better equipped to serve ELLs.				
	Funding Sources: Local Funds - Instruction - 3000.00					
Critical Success Factors CSF 1 CSF 2 6) Provide instructional interventions to ELLs to advance language proficiency and improve reading comprehension for ELLs at Tiers I and II	Campus principals Bilingual/ESL Director	Decrease in students who do not meet standard on state assessments; Decrease in ELL students with 5+ years in the US scoring at beginning and intermediate levels on TELPAS; decrease in ELLs in tiers 2 and 3 by at MOY.				
	Funding Sources: Title III, Part A - 50000.00					
Critical Success Factors CSF 1 CSF 2 7) Support advanced writing analysis for Grades 6-10 by using PEG writing system	Coordinator for Secondary ELA, Exec. Director of Curriculum & Instruction	Increased usage statistics from PEG Writing				
Comprehensive Support Strategy 8) 70% of tier 3 readers in 3rd-5th grade will receive 15 hours or more of individualized reading intervention using a variety of resources and programs	Elementary ELA Coordinator Coordinator of Continuous Improvement	60% of tier 3 readers in 3rd through 5th will increase their reading level by 1 or more grade levels.				
	Funding Sources: Title I, Part A - 40000.00					
9) Developing science lab resources at the campuses to increase % of lab time used in instruction.	Science Coordinators	All labs rated at high level of C & I rubric on lab readiness.				
10) Providing ongoing professional development and resources to all teachers in content and curriculum.	Exec Director of School Improvement & Coordinators	PD Rosters				
11) Provide resources (materials of instruction and contract services) as well as ongoing professional development to teachers and assessment personnel on special education topics to enhance student support/individualization of instruction.	Special Education Coordinators, Assistant Director of Special Education, Director of Special Education	Attendance of special education staff at professional development. Inventory of purchased resources. Expenditures of budget on materials of instruction, contract services, and assessment materials. SPED teachers and SPED assessment personnel will be better equipped to serve SPED population. Assessment personnel will have needed support to reduce caseload to better serve students and campuses.				
	Funding Sources: IDEA-B Preschool - 10742.00, IDEA-B Formula Year 8 - 219341.00, Local Funds - Instruction - 16000.00					
12) Use reading intervention programs to target students with dyslexia	504 Coordinator	Increase the % of students with dyslexia making at least one year growth on universal screeners to 75%.				

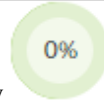
13) Increase rigor, relevance, and effective instructional practices by completing data walks using the McRel system, and analyzing the observation data to determine necessary professional development.	Executive Director of C&I	Increase the percent of observed instructional activities.				
14) Monitor and improve rigor, relevance, and student engagement via the data walk system	Assistant Superintendent	Increase the percentage of classrooms observations at the 3 highest levels of rigor.				



= Accomplished



= Continue/Modify



= No Progress







= Discontinue

Goal 6: Be a district of choice in this Texas Region based on student success

Performance Objective 2: 95% of students will read at or above grade by the end of 2nd grade

Evaluation Data Source(s) 2: Tejas Lee, TPRI

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide ongoing professional development, resources, and support with balanced literacy for teachers in grades K-2nd.</p>	Coordinator of Elementary ELA and Bilingual Education	100% of K-2 teachers will understand and implement balanced literacy framework.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Provide ongoing professional development, resources, and support for literacy coaches at all elementary campuses.</p>	Coordinator of Elementary ELA and Exec Directors of C & I and Assistant Superintendent for Academics	All elementary literacy coaches are fully trained in the Literacy Collaborative Approach to support teachers in the balanced literacy framework.				
Funding Sources: Title I, Part A - 23000.00						
3) Monthly running records to monitor the growth of all K-2 readers	K-2 Literacy Coaches, Elementary ELA Coordinator, Continuous Improvement Coordinator	All readers make growth along the Literacy Continuum.				
<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 6: Be a district of choice in this Texas Region based on student success

Performance Objective 3: Increase the 4 year graduation rate to 90%

Evaluation Data Source(s) 3: Graduation rate

Summative Evaluation 3:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Campus counselor to review student graduation plan and PGP with students.	Director of Counseling	By June 2018, 100% of high school students will have participated in a 1 on 1 conference				
2) Train all counselors on college and career awareness guidance.	Director of Counseling	Elementary and Middle School counselors will have four college and career awareness and exploration guidance lesson through out the school year. Scheduled guidance lessons and reports from career readiness program.				
3) Gear up will support parent and student information sessions and training as well as PD for staff.	Director of Counseling and Gear-up Coordinator	100% of seniors will have received counseling guidance on college readiness assessments, FAFSA, Apply Texas, and applying for scholarships. 75% ASPR Goals are met.				
Funding Sources: GEAR UP - 0.00						
4) By June 2018, all 8th grade students will have completed Personal Graduation Plans recorded in Skyward.	Director of counseling	Skyward data report				
5) By utilizing either local or grant funds, the district will provide extension academic activities (i.e. field trips), supplementary resources, tutoring support before, during and/or after-school to support student success.	Director of Counseling and Gear-up Coordinator	Increase graduation rate and improve post-secondary outcomes				
Funding Sources: GEAR UP - 0.00						
						

Goal 6: Be a district of choice in this Texas Region based on student success

Performance Objective 4: 100% of IR campuses will meet state accountability requirements

Evaluation Data Source(s) 4: 2018 Accountability Report

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Provide IR Campus leadership additional support by contracting with a Professional Service Provider.</p>	Executive Director of School Improvement and Professional Development	PSP contract; Targeted Improvement Plan				
Funding Sources: Local Funds - Instruction - 22000.00						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Provide ongoing support with services from Region 13 to meet the critical success factors.</p>	Executive Director of School Improvement and Professional Development	Training from Region 13 will ensure members of the Campus Leadership Team will provide effective leadership.				
Funding Sources: Title II, Part A - 6500.00						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 6: Be a district of choice in this Texas Region based on student success

Performance Objective 5: Provide ongoing professional development for teachers and administrators in grades EC-12 focusing on advanced academic strategies, leadership, data analysis, student outcomes, and more

Evaluation Data Source(s) 5: Higher Average AP scores and college readiness scores (SAT, TSI)

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide teachers with opportunities for AVID training	Coordinator of Advanced Academics (AVID)	Sign-in sheets or records documenting training				
Funding Sources: Local Funds - Instruction - 0.00						
2) Provide College Board Training to all AP teachers to ensure high levels of rigor.	Coordinator of Advanced Academics	100% of all teachers teaching AP course will be College Board Trained.				
3) Provide Leadership Academy for administrators through book studies, skill training, leadership development, cultural proficiency, and more.	Executive Director School Improvement and Accountability	SRER, Sign-in sheets, Agendas,				
Funding Sources: Title II, Part A - 0.00						
Critical Success Factors CSF 7	Coordinator for Advanced Academics	GT Certification levels of district teachers who teach GT students reaches 75% and 100% of administrators and counselors training.				
4) Create a system of training for teachers and administrators on gifted and talented issues.						
						

Goal 6: Be a district of choice in this Texas Region based on student success

Performance Objective 6: By June 2018, 85% of CTE students (CTE code 2 - participant in a coherent sequence) in the graduating class of 2018 will earn an endorsement by completing a coherent sequence of CTE courses.

Evaluation Data Source(s) 6: Graduate transcripts

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) CTE dept will work with Guidance counselors at high school campuses to audit class of 2018 course placements so that all CTE seniors will be placed in the appropriate courses to complete an endorsement.	Senior Guidance Counselors, Guidance Director, CTE Director	By December 2017, a report will be developed that indicates the on-track status of each CTE senior. All students will have a personalized graduation plan (PPG) on file.				
2) A review of on-track status will be conducted after fall semester grades are posted.	Senior Guidance Counselors, Guidance Director, CTE Director	At the start of the spring semester, a list of potential schedule changes will be developed for seniors at risk of not completing an endorsement.				
3) Student conferences will be conducted for seniors at risk of not completing an endorsement resulting in an intervention plan.	Senior Guidance Counselors, Guidance Director, CTE Director	A schedule of meetings to be held will be developed. Prior to meetings occurring, sample intervention plans will be developed to guide meetings.				
4) Intervention plans will be monitored by counselor and administrators.	Senior Guidance Counselors, Guidance Director, CTE Director	Every three weeks during the spring semester, intervention plans will be monitored and strategies adjusted as needed. A record of each meeting will be entered into Skyward.				


Goal 6: Be a district of choice in this Texas Region based on student success


Performance Objective 7: By June 2018, Student attendance ADA will be Elementary 97% and Secondary 95%


Evaluation Data Source(s) 7: Weekly ADA District and Campus Reports


Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Campus Attendance Team will provide interventions to students who have excessive absences</p>	Campus Attendance Team	Improve student attendance by .25%				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Review attendance data to determine which campuses need support with attendance interventions and assist with providing incentives to increase student attendance.</p>	Campus Attendance Team Attendance/Dropout Prevention Team	Improve student attendance by .25%				

 = Accomplished

 = Continue/Modify

 = No Progress





 = Discontinue

Goal 6: Be a district of choice in this Texas Region based on student success

Performance Objective 8: By October 1, 2017 all staff and students will be trained in the Standard Response Protocol for emergencies.

Evaluation Data Source(s) 8: Drills conducted monthly, documented, and debriefed with next steps

Summative Evaluation 8:



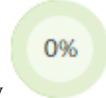

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 6</p> <p>1) posting and providing each campus and building with video and hard copies</p>	<p>Campus administration, teachers, students, central office staff</p>	<p>Student safety and awareness of how to respond in the event of an emergency</p>				
<p>Funding Sources: Local Funds - Instruction - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 6: Be a district of choice in this Texas Region based on student success

Performance Objective 9: Increase the Social and Emotional IQ of each student in Manor ISD by Jan. 2018.

Evaluation Data Source(s) 9: Campus climate surveys conducted with students and teachers. Discipline data and attendance percentage.

Summative Evaluation 9:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Implementing SEL within the classroom in various ways to reach different students.</p>	<p>Campus counselor, teachers, and administration. Executive Director of Student Services.</p>	<p>Students will communicate and collaborate better in the classroom and in common areas on the campus</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 6: Be a district of choice in this Texas Region based on student success

Performance Objective 10: By Jan 18 Level 2 discipline infractions will decrease by 10% across MISD

Evaluation Data Source(s) 10: Skyward reports of discipline

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 6</p> <p>1) Professional Development of Administrators, SEL implementation, PBIS implementation and evaluation of each area every two weeks</p>	Executive Director of SS and campus Admin	Decreased level two infractions on all campuses in MISD				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 6: Be a district of choice in this Texas Region based on student success

Performance Objective 11: The percentage of ELLs in grades 5-12 with 5+ years of experience or more scoring Beginning/Intermediate on TELPAS will decrease by 5 percentage points (from 13.8% to 8.8%).

Evaluation Data Source(s) 11: TELPAS Summary report; PBMAS

Summative Evaluation 11:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>1) Attend/provide professional development on bilingual, ESL, and sheltered instruction programming and strategies.</p>	Bilingual/ESL director	Decrease in # of students with 5+ years scoring beginning/intermediate on TELPAS.				
Funding Sources: Title III, Part A - 50000.00						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>2) Provide ELL summer school program for middle and high school students at beginning and intermediate levels of language proficiency in order to improve ELLs English acquisition and academic achievement in the content areas.</p>	Bilingual/ESL Director	Decrease in # of students with 5+ years scoring beginning/intermediate on TELPAS.				
Funding Sources: Title III, Part A - 12000.00						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>3) Improve Tier I instruction for ELLs using sheltered instruction methods through professional development and instructional coaching: provide sheltered instruction professional development, embed training in IFCs conducted in collaboration with C&I, target teachers of ELLs for instructional coaching support.</p>	Bilingual/ESL Director	Decrease in # of students with 5+ years scoring beginning/intermediate on TELPAS.				
Funding Sources: Title III, Part A - 20000.00						


Goal 7: Serve internal and external customers in partnership to support the highest levels of student success

Performance Objective 1: Increase community partnerships and communication by 5%.

Evaluation Data Source(s) 1: Number of districtwide partners; communication log

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) The Director of SFSS and Communications Department will continue to develop relationships and recruit partners to become actively involved in the district.	Communications Department Staff SFSS Director	A spreadsheet will be maintained of all partnerships and the services provided by each. A PIE program agenda will be created and a sign-in logs of participants will be maintained.				
2) The SFSS Department will host a PIE event in May 2018 to recognize partners.	Student and Family Support Services Director	Agenda, Sign-sheet				
3) Manor Collaborative meetings will be held on a monthly basis for school counselors, social workers, and non-profit partnership to promote healthy relationships and works to prevent dating and sexual violence among middle and high-school students.	Student and Family Support Services Director Director of Counseling and Guidance	Manor Collaborative agendas and grant summary; schedule of parent information meetings				
4) Coordinate with the Manor Collaborative grant partners to address bullying, teen dating violence, domestic violence and trauma-informed care concerns	Director of Counseling & Guidance with MISD professional school counselors	Sign-in sheets, PPTs, and Manor Collaborative grant summary reports				
5) Schedule meetings in regards to HB 5 requirements, including the creation of Personal Graduation Plans (PGPs) by all 8th graders	Director of Counseling & Guidance with secondary professional school counselors	Sign-in sheets, program agendas, and middle school PGP session appointment schedules				
6) Host Superintendent Stakeholder's Meeting four times a year.	Communications Director SFSS Director	Sign-in sheets, Presentations				
7) Host three Faith-Based Alliance Meetings three times a year.	SFSS Director	Agendas Minutes Sign-In Sheets				

8) During the 2017-18 school year, the Communcation's Department will increase stakeholder and community communications.	Communications Director Communications Coordinator	Partnership Spreadsheet				
						

Goal 7: Serve internal and external customers in partnership to support the highest levels of student success

Performance Objective 2: Increase family engagement activities and events for parents/families by 10%

Evaluation Data Source(s) 2: Family Engagement Calendar, agendas, sign-in sheets

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) The Family Engagement Liaison will provide parent education instructions and promote classes through website, fliers, emails to parents.	Federal Programs Director Family Engagement Coordinator Gear Up Liaison	Sign-in sheets, evaluations and agendas				
2) Supplies will be purchased for parenting events and classes, all of which align with the programs offered.	SFSS Director, Family Engagement Liaison	Skyward Reports				
Funding Sources: Title I, Part A - 0.00, Local Funds - Instruction - 0.00						
3) Increase the number of parents to participate on the District Advisory Council; a minimum of 3 parents and 2 community members to participate on the District Advisory Team.	Family Engagement Coordinator SFSS Coordinator	Names of identified parents who participate Sign-in Sheets				
4) The Family Engagement Liaison will provide a training in the fall for all volunteer contacts and will provide individual trainings to those who didn't attend the fall training.	District Family Engagement Coordinator	Raptor Volunteer Data Volunteer contact training logs and volunteer contact questionnaire feedback from the Family Engagement Liaison.				
Ensure that all thirteen Campus Volunteer Contacts are trained on Volunteer Procedures, Customer Service and the use of Raptor.	Federal Programs Director	Training Sign-in sheets and Materials				
Funding Sources: Title I, Part A - 13675.00						
5) Family Engagement Liaison and Advocacy Outreach will provide ESL classes throughout the school year.	Family Engagement Liaison Advocacy Outreach SFSS Coordinator	Sign-in sheets				
Funding Sources: Title I, Part A - 8500.00						
6) The Family Engagement Liaison will communicate with principals regarding this requirement every six weeks - Beginning in November 2016	Student & Family Support Services; Family Engagement Liaison	Sign-in sheet documenting meeting with principal				

7) Hire Parent Liaison(s) and recruit social work interns to provide parent engagement activities, recruit parents for involvement, and support grant, campus & district initiatives @ MISD	Federal Programs Director	special revenue personnel form event calendars UT Intern Paperwork				
	Funding Sources: GEAR UP - 12000.00, Title I, Part A - 6000.00, Pre-K HQ - 30000.00					
8) Improve Campus Culture by developing PTA.	Family Engagement Coordinator PTA Representative Principal	100% of schools will develop and implement PTA on their campus.				
9) Engage parents of students with disabilities by advertising and inviting them to the disability awareness topic/trainings	SPED Director	Logs of parent participation in SPED Parent Engagement meetings				
	Funding Sources: Local Funds - Instruction - 700.00					

Goal 7: Serve internal and external customers in partnership to support the highest levels of student success

Performance Objective 3: Communities in Schools will increase the number of case managed students from the previous year who improved academics, behavior and or attendance from the previous year.

Evaluation Data Source(s) 3: TEA required data report; End of Year Report

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Federal funds will be allocated towards funding of salaries for elementary CIS staff.	Assistant Superintendent - Overseeing Federal Programs SFSS Director	Title I Funds				
Funding Sources: Title I, Part A - 78000.00						
2) Communities in Schools will provide an end of year report measuring the effectiveness of its programming at five campuses (DMS, MMS, MHS, OME, DES) in June 2017.	SFSS Director	Communities in Schools Report Memorandum of Understanding				


Goal 7: Serve internal and external customers in partnership to support the highest levels of student success

Performance Objective 4: Ascertain the current level of utilization of technology in classrooms to address higher order thinking skills and propose steps to increase such usage.


Evaluation Data Source(s) 4: Surveys and data from walkthrough reports

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Administer the STaR Chart survey to classroom teachers.	iTeach Division	Summary data per campus and district				
2) Conduct walkthroughs of classrooms to ascertain technology integration levels.	CTO, Assistant Technology Director and iTeach Division	Summary data per campus and district.				
3) Review summary data internally and create campus and district professional development proposals to the office of School Improvement & Professional Development.	CTO, Assistant Technology Director and iTeach Division	Campus and District professional development plans are developed to address the integration of technology to increase rigor in the instructional setting.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 1: Create partnerships that will give students with disabilities work related skills as they transition from high school.

Evaluation Data Source(s) 1: Number of new partnerships

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Field Special Olympics teams and compete in at least three events	Special Education Director	Three events completed by students.				
Funding Sources: IDEA-B Formula Year 8 - 3000.00, Local Funds - Instruction - 2000.00						
2) Find new post-secondary job opportunities for transition programs.	Special Education Director	New partnerships established.				

Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 2: Create a MISD GT Plan that promotes differentiated instruction, engages the community, and provides opportunities for students to extend their learning.

Evaluation Data Source(s) 2: A Board approved plan and evidence of implementation.

Summative Evaluation 2:

Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 3: Provide additional curriculum for teachers to support revised Pre-K Guidelines and center objectives in all Pre-K 4 classrooms.

Evaluation Data Source(s) 3: Teachers lesson plans will reflect additional curriculum being used as well as center objectives posted

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Teachers will attend training regarding implementation of new curriculum and use of former curriculum as a supplement.	Early Childhood Director	Lesson plans and learning will be aligned to the new Pre-K guidelines				
Funding Sources: Pre-K HQ - 0.00						

Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 4: Teachers will use new Pre-K guidelines books and center posters to align planning and teaching.

Evaluation Data Source(s) 4: Lesson plans will reflect usage of Pre-K guideline books and center set up will reflect objectives on center signs.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Teachers will attend training regarding the usage of new Pre-K Guidelines books and Center objectives.	Early Childhood Director	Lesson plans will show the Guideline changes and student outcomes will be reflected in assessments				
Funding Sources: Pre-K HQ - 2500.00						

Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 5: Teachers will use Heggerty Phonological books to support Pre-K-2nd grade Literacy focus.

Evaluation Data Source(s) 5: All Pre-K teachers will reflect use of Heggerty book in lesson plans

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Teachers will attend a training that shows them how to align the use of Heggerty book in the lesson plans.	Early Childhood Director	Teachers will use Heggerty PA book in planning and in daily routine				
Funding Sources: Pre-K HQ - 3500.00						
2) Provide all Pre-K teachers with Heggerty PA books for references. Allow teachers to attend training to help with integration of Heggerty in the lessons.	Early Childhood Director	All teachers will receive the Heggerty PA book.				
Funding Sources: Pre-K HQ - 1000.00						

Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 6: Teachers will increase math and numeracy learning in the Pre-K classrooms. This will include more math materials and support in learning how to use the materials.

Evaluation Data Source(s) 6: Teachers attend training to support the math and numeracy implementation.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Teachers will attend a training that will support their math learning.	Early Childhood Director	75% of the Pre-K students will show movement towards "making acceptable progress" on C-PALLS Assessment.				
Funding Sources: Pre-K HQ - 30000.00						
2) Teachers will receive more math materials to use in teaching and in math centers	Early Childhood Director	Teachers will have more math resources to use in Math centers. Children will show interest in math centers thus increasing math results. 75% of students will move to "making acceptable progress" in C-PALLS by the EOY reporting.				


Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 7: By December, 2017, 100% of CTE Career Clusters will have established membership in a Career & Technical Student Organization (CTSO) aligned to CTE curriculum.


Evaluation Data Source(s) 7: CTSO membership data

Summative Evaluation 7:

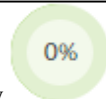
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Create student membership policies and procedures	CTE Director	By Sept 2017, the CTE student/parent handbook and the CTE Faculty handbook will include all CTSO policies and procedures.				
2) CTSO promotional materials will be produced and made available	CTE Director	By October 2017, promotional materials associated with each CTSO will be available online, with teachers, and with all guidance staff.				
3) Activity accounts will be established for each CTSO and will operate under the direction of the CTE department according to established policies and procedures. Training for CTE advisors		By October 2017, the CTE dept and the Business office will have established new budget accounts.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 8: Build our social media following by 10 percent.

Evaluation Data Source(s) 8: Facebook likes and Twitter followers


Summative Evaluation 8:

Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 9: Enhance classroom materials to support quality learning.

Evaluation Data Source(s) 9: Pre-K teachers will have high quality materials in the classrooms, such as behavior charts, classroom management materials and best practice materials to support the classroom

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Teachers will attend training that will offer them support for creating high quality materials	Early Childhood Director	More high quality anchor charts, behavior charts, and materials that are created and displayed in the classrooms.				
Funding Sources: Pre-K HQ - 1550.00						
2) Teachers will be able to produce high quality instruction materials to be used in the classroom	Early Childhood Director					
Funding Sources: Pre-K HQ - 20000.00						
3) Purchase of high quality printers for teachers to use for the reproduction of materials	Early Childhood Director	Teachers will use printers that are supplied to them to make and print anchor charts and teaching materials for lessons.				
Funding Sources: Pre-K HQ - 1000.00						
						

Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 10: Ensure directors follow 100% of the Coordinated School Health requirements.

Evaluation Data Source(s) 10: SHAC Report, Health Services Data, Physical Education Reports

Summative Evaluation 10:

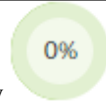
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide Pregnancy Related Services Support Services to 100% of students who qualify, which includes case management and Compensatory Education Home Instruction.	Student and Family Support Services Director PRS Liaison	Homebound Instruction Attendance Form Case Management Logs in Skyward Pregnancy Related Services Homebound Checklist				
2) Provide House Bill 984 Unlicensed Diabetic Care Assistance trainings to identified staff at all the campuses.	Health Services Coordinator	State Health Department				
3) Ensure all Physical Education Teachers received CATCH Professional Development Training.	Physical Education Lead	Agendas Sign In Sheets				
4) Ensure that 97% of students are in compliance with their immunizations.	Health Services Coordinator Campus Nurse	Annual Immunization Report				
5) Ensure all students in grades 3-12 be assessed once annually through the FitnessGram.	Executive Director of Curriculum and Instruction Physical Education Lead	Fitness Gram Data				
6) Facilitate four School Health Advisory Council Meetings a year.	SFSS Director Food Services Director Health Services Director	Minutes Agenda				
7) Provide nutritional education and promote healthy living.	Texas A&M Agrilife Extension Program Parent Liaisons	Sign In sheets				
8) Create time in elementary master schedules to ensure enough PE Minutes	Principals & Executive Director of C & I	All master schedules reflect correct minutes.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 11: Identify, enroll and assess families at 15 campuses, who meet the McKinney-Education Definition and provide required services.

Evaluation Data Source(s) 11:

Summative Evaluation 11:



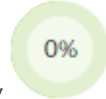

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Homeless Education staff will purchase needed supplies to meet the basic and educational needs of students.	Homeless Education Liaison and Assistant SFSS Coordinator	Expenditure Reports				
2) Homeless Education staff and SFSS staff will attend trainings, conferences, that lead to successful outcomes of the homeless education program.	Homeless Education Liaison SFSS Coordinator	Agendas Expenditure Reports				
Funding Sources: McKinney Vento (TEHCY) - 3830.00						
3) Identified homeless students will receive free lunch, basic needs, academic and social-emotional support.	Homeless Education Liaison SFSS Coordinator	Skyward Data Reports				
Funding Sources: McKinney Vento (TEHCY) - 9170.00						
4) Homeless Education assistant will receive travel reimbursement for making home visits and other work related travel.	SFSS Director	Travel business documentation				

Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 12: 90% of dual language teachers will implement teaching for biliteracy on dual language campuses.

Evaluation Data Source(s) 12: Lesson plans, walkthroughs, professional development surveys, monthly dual language PLCs

Summative Evaluation 12:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) Continue implementation of Manor ISD dual language initiative: provide professional development on dual language and biliteracy; utilize Title III funds to increase the quantity and quality of Spanish language resources, culturally responsive, and linguistically accommodated texts for Bilingual classrooms.</p>	Bilingual Director	Multilingual programming for Manor ISD				
<p>Funding Sources: Title III, Part A - 25000.00</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 13: All Pre-K children will be able to learn in an environment that promotes their health and safety including outside.

Evaluation Data Source(s) 13: Teachers will plan outside lessons.

Summative Evaluation 13:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) The Child Development Center and Pre-K Center will acquire a cover for the outside play area. This will allow children the opportunity to have lessons outside.	Early Childhood Director	Teachers will have an objective for outside play in their lesson plans or posted outside.				

Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 14: Pre-K students will receive real world experience opportunities.

Evaluation Data Source(s) 14: Students will attend field trips events and other items that are community based.

Summative Evaluation 14:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Students will be taken on field trips to have real world experiences that relate to their learning.	Early Childhood Director	Students will attend field trips that connect to their learning. Children will have language experiences that cover their field trips. This will be done in the form of Language experience stories, class books, journal writing, etc.				

Goal 8: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 15: The percentage of students in grades 9-12 who earn an industry certification will increase from 10.2% to 15%.

Evaluation Data Source(s) 15: Certification attainment data will be entered into Skyward

Summative Evaluation 15:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Teachers will work to develop course scope & sequences and assessments aligned to industry certification.	CTE Director CTE Coordinator	By December 2017, pacing guides, six-weeks tests, semester exams, and final exams will be developed for each course.				
2) Professional development focused on vertical alignment and assessment writing will be provided for all CTE teachers	CTE Director CTE Coordinator	Nov 1 & Dec 13 PD agendas and objectives will demonstrate a focus on curriculum, resources, and assessments aligned to industry certifications.				
3) Course scope & sequences will be aligned to identified industry readiness standards.	CTE Director CTE Coordinator	By December 2017, Scope & Sequence docs, Industry Readiness Standards, and assessments will be created for all programs of study.				
4) Course outcomes will be evaluated to realign curriculum and student support as needed. Student interventions will be designed based on assessment data analysis.	CTE Director CTE Coordinator Campus Administration	Starting in the spring semester, every six weeks, teachers will track student industry certification readiness based on assessment data. Reteach plans will be submitted to campus administration.				
5) Skyward will be used to enter certification attainment data.	CTE Director CTE Coordinator Data Director	By June 2018, certification attainment data will be entered into Skyward.				
						

Goal 9: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

Performance Objective 1: Students and teachers will be provided technology materials that will supplement learning in the classroom and centers.

Evaluation Data Source(s) 1: Teachers will include technology usage in their lesson planning. Teachers will have reproducible materials displayed in the classrooms.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Teachers will attend training to emphasize technology and reproducible materials for the classroom.	Early Childhood Director	All classrooms will use technology in classrooms				
Funding Sources: Pre-K HQ - 37000.00						
2) Teachers will attend training to support technology use in their classroom	Early Childhood Director	Teachers will be able to utilize technology in their centers and to reproduce materials				
Funding Sources: Pre-K HQ - 0.00						

Goal 9: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

Performance Objective 2: Teachers will authentically assess students using electronic portfolios.

Evaluation Data Source(s) 2: Teachers will collect entries for each child authentically.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Teachers will attend training for RSK!	Early Childhood Director	Teachers will use RSK as an assessment and as a report card.				
Funding Sources: Pre-K HQ - 7500.00						
						

Goal 9: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

Performance Objective 3: Be a district where all fine arts programs are competing in Local and UIL sponsored contest/competitions

Evaluation Data Source(s) 3: Teachers will attend state conferences in Music, Dance, Theatre, and Art to be eligible to register students for local/state UIL contest and competitions.
 Programs going to contest will receive ratings of Acceptable and above this year.

Summative Evaluation 3:


Goal 9: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

Performance Objective 4: Create a comprehensive refresh cycle for technology end-users devices.


Evaluation Data Source(s) 4: Published cycle

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Compile all relevant technology end-user inventory data from district systems.	CTO, assistant director of technology.	A listing of known end-user equipment is produced.				
2) Based on technology end-user inventory data, produce a four-year refresh cycle.	CTO, assistant director of technology.	The refresh cycle is published and budgeted accordingly each year.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 9: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

Performance Objective 5: Be a district where we provide a fiscal prudence in every department.

Evaluation Data Source(s) 5: Department/Campus budget reviews

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Professional development, continuous training, for federal program staff in order to stay aware of changing laws/procedures and best practices. (Ex. TASBO or ACET)	Federal & State Programs Director					
Funding Sources: Title I, Part A - 0.00, Local Funds - Instruction - 0.00						
2) Provide annual training and training manual to campus leadership and district directors to work to decrease budget errors and increase program efficiency. (beginning after March 2017)	Federal & State Programs Director					
3) Provide equipment necessary to accomplish program goals and activities.	Federal & State Programs Director					
Funding Sources: Title I, Part A - 0.00, Local Funds - Instruction - 0.00						

Goal 10: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Performance Objective 1: Human Resources will improve internal and external customer service satisfaction.

Evaluation Data Source(s) 1: Customer Service Kiosks minimum of 95% satisfaction rate.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Respond to employees' concerns within 24-48 hours.	Executive Director of Human Resources Director of Human Resources	Customer service reports from kiosk				

Goal 10: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Performance Objective 2: Through training, support, and use of the new digital employee management system and streamlining the "on-boarding" procedure, HR will increasing the speed and proficiency of the employee hiring process.

Evaluation Data Source(s) 2: Greater than 90% customer satisfaction on an end of the year survey.
Customer Service Kiosks positive reports greater than 95%

Summative Evaluation 2:

Goal 10: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Performance Objective 3: Human Resources will create a system that includes campus rounds to continually recognize employee contributions above and beyond the call of duty.

Evaluation Data Source(s) 3: New program, "Caught being awesome" annual employee recognition baseline Fall Semester and Spring Semester count and multiple winner recognition meal to be held in the Spring.

Summative Evaluation 3:

Goal 10: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Performance Objective 4: Increase novice teacher retention from _ to _ by providing 50 hours of additional direct support to novice teacher

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Identify and train mentor teachers for novice teachers	New Teacher Development Committee, Executive Director of C& I					
2) Coordinate new teacher academy for novice teachers	New Teacher Development Committee, Executive Director of C&I					

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Increase 3rd, 4th, and 5th, grade Reading STAAR Level II performance: All Students from 64% to 67% LEP from 58% to 61%, EcoDis from 58% to 61% Add resources to the Literacy Lab that specifically focus/support our high needs populations such as Bilingual/ESL and struggling readers.
1	1	2	Increase 3rd, 4th, and 5th grade Math STAAR Level II performance: All Students from 50% to 53% LEP from 46% to 49% EcoDis from 45% to 48%
1	1	3	Increase 4th grade Writing STAAR Level II performance: All Students from 46% to 60% LEP from 43% to 53% EcoDis from 38% to 48%
1	1	4	Increase 5th, grade Science STAAR Level II performance: All Students from 58% to 65% LEP from % to % EcoDis from % to %
1	1	5	Presidential Meadows Elementary will implement, with fidelity, My Virtual Reading Coach (MVRC), ST Math, MyOn, Formative Loop, and other supplemental resources to support reading and math achievement. All resources will increase fluency (numeracy), vocabulary and comprehension.
1	1	6	Presidential Meadows Elementary teachers, staff, tutors, and push-in interventionists will support student achievement by developing targeted interventions to be utilized during 2nd-5th grade scheduled intervention period, before, during and/or after school tutoring.
1	1	7	Teachers and staff will collaboratively plan using DuFour as a guide to ensure student achievement and implement a systematic curriculum through the use of the district's curriculum system.
1	1	8	Presidential Meadows Elementary will purchase and implement resources needed to support writing achievement in all grade levels to use during dedicated scheduled writing time for the Adopt-a-Veteran program.
1	1	9	Presidential Meadows Elementary will restock, maintain and implement Foss Kits in a dedicated Science Lab space to facilitate hands on learning while reinforcing the district's science curriculum for all students.
6	1	1	Increase teachers' assessment knowledge and understanding by collaborating with campus staff to review and revise CBAs.
6	1	3	Provide targeted to support to high-needs PLCs through-out the district.
6	1	4	Provide training and tools to teachers to implement research-based interventions for math and reading in grades 3-11th.
6	1	8	70% of tier 3 readers in 3rd-5th grade will receive 15 hours or more of individualized reading intervention using a variety of resources and programs
6	2	1	Provide ongoing professional development, resources, and support with balanced literacy for teachers in grades K-2nd.
6	4	1	Provide IR Campus leadership additional support by contracting with a Professional Service Provider.

Goal	Objective	Strategy	Description
6	4	2	Provide ongoing support with services from Region 13 to meet the critical success factors.
6	11	1	Attend/provide professional development on bilingual, ESL, and sheltered instruction programming and strategies.
6	11	2	Provide ELL summer school program for middle and high school students at beginning and intermediate levels of language proficiency in order to improve ELLs English acquisition and academic achievement in the content areas.
6	11	3	Improve Tier I instruction for ELLs using sheltered instruction methods through professional development and instructional coaching: provide sheltered instruction professional development, embed training in IFCs conducted in collaboration with C&I, target teachers of ELLs for instructional coaching support.
8	12	1	Continue implementation of Manor ISD dual language initiative: provide professional development on dual language and biliteracy; utilize Title III funds to increase the quantity and quality of Spanish language resources, culturally responsive, and linguistically accommodated texts for Bilingual classrooms.

State Compensatory

Budget for Presidential Meadows Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$14,720.00
6100 Subtotal:		\$14,720.00
6300 Supplies and Services		
6329	6329 Reading Materials	\$1,280.00
6399	6399 General Supplies	\$2,000.00
6300 Subtotal:		\$3,280.00

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lisa Baker	Instructional Coach	Title I Part A	1.0