

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



Mission Statement

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

District Strategic Plan Goals

1. By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.
2. By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.
3. By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.
4. By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.
5. By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.
6. By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Vision

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

Value Statement

BTE Core Values:

Respect
Student Success
Integrity
Responsibility
Accountability
Support

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Comprehensive Needs Assessment

Revised/Approved: October 1, 2024

Demographics

Demographics Summary

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

2024 STAAR Reading Data:

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

2024 STAAR Math Data:

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

2024 STAAR Science Data:

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

Student Learning Strengths

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

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

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

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

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

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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





High Priority

HB3 Goal


Evaluation Data Sources: STAAR 2024


Interim Assessments

BTE Formative Assessments (ongoing progress monitoring)

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

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

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

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



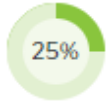

Evaluation Data Sources: Raawee, ADA attendance data, BTE attendance tracking charts

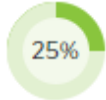





Strategy 1 Details	Reviews			
<p>Strategy 1: BTE Attendance Committee will have bi-weekly attendance meetings to review students with frequent tardies/ absences. Phone calls will be made by the teacher after 2 consecutive absences. Parent Liaison/Registrar will call families after 5 absences/tardies. Parent/Guardian meeting will be scheduled after 10 absences/tardies. A 45 day attendance plan will be initiated for any student with 10 absences and will be monitored by Attendance Committee.</p> <p>Strategy's Expected Result/Impact: BTE students will arrive to school on time and be present daily.</p> <p>Staff Responsible for Monitoring: Registrar, Assistant Principal, Manor Truancy Officer</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

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

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

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







Strategy 3 Details	Reviews			
<p>Strategy 3: All general education teachers and FAC teachers will facilitate daily Morning Meetings with students to focus on connections to social emotional learning, self-regulation, and making healthy choices.</p> <p>Strategy's Expected Result/Impact: Students will feel connected to their peers and BTE staff. Students will celebrate their identities and learn about the diverse cultures at BTE</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Counselor, Assistant Principal, Principal</p> <p>Title I: 2.6</p>	Formative			Summative
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Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

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

High Priority

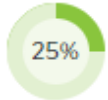





Evaluation Data Sources: Monthly Newsletters, Talking Points.

Strategy 1 Details	Reviews			
<p>Strategy 1: BTE will send out a weekly Ranger Report, update our website monthly, grade levels will send out monthly newsletters, we will use Talking Points and Facebook to communicate about events and important information and hold monthly Principal Coffees/Learning Walks.</p> <p>Strategy's Expected Result/Impact: We will increase awareness of 2 Way DL and IB programing, curriculum, school events and creating a strong school/community relationship.</p> <p>Staff Responsible for Monitoring: Teachers, Parent Liaison, CCR, Assistant,Principal, Principal</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: Smore License - Title I, Part A - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>25%</p>	 <p>50%</p>		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

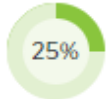





Evaluation Data Sources: Sign in sheets for events will serve as data to show percentages of parental involvement.

Strategy 1 Details	Reviews			
Strategy 1: Parent engagement will increase through monthly events including "Coffee's with the Principal," Pokemon Night," bimonthly Brighter Bites nutrition education program, Fall Festival, Grandparents Day, Veteran's Day Celebration, Military Family Breakfast, Literacy Night, Science Fair, Math Night, Multicultural Night, and 5th Grade IB Showcase.	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 4: By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.







Performance Objective 1: BTE will provide engaging and differentiated professional development to teachers at various levels of experience in order to increase teacher efficacy and promote teacher retention and well being.

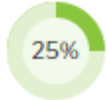








Evaluation Data Sources: Increased student performance.

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

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

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

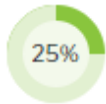





Strategy 1 Details	Reviews			
<p>Strategy 1: BTE will engage in quarterly planning days to plan and implement the IB curriculum framework with an emphasis on lines of inquiry, transdisciplinary themes, and connections to IB learner profile attributes</p> <p>Strategy's Expected Result/Impact: Increased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

Strategy 5 Details	Reviews			
<p>Strategy 5: BTE 5th graders will engage in IB PYP Showcase</p> <p>Strategy's Expected Result/Impact: Inquiry based learning showcase for students who have participated in IB programming from K-5.</p> <p>Funding Sources: Resources for supplies associated with showcase - Local Funds - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: The development of a curriculum for IB Spanish Language and Culture class to be offered for all students in grades K-5 through the specials rotation.</p> <p>Strategy's Expected Result/Impact: All K-5 students will receive instruction in Spanish through participation in BTE's IB program.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Contracted Services to develop Spanish curriculum - Title I, Part A - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

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







Evaluation Data Sources: Manor safety walks

Strategy 1 Details	Reviews			
Strategy 1: Administrative Leadership will conduct AM and PM door checks and building walkthroughs. Strategy's Expected Result/Impact: 100% compliance with safety walkthroughs. Staff Responsible for Monitoring: Assistant Principal, Principal, School Resource Officer.	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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



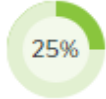





High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to submit work orders and advocate for the facilities department to repair damages to our 30 year old campus including: termite damage on pillars in 200 wing, holes in sheetrock in 200 wing and adult bathroom in 100 wing, ceiling tile and mold repair in 400 wing, door stops on all external doors, AC drainage pipe outside of door 16, grass being cut on a more regular basis to alleviate snakes and wasps, signage and fence around the track in the back of the school to prevent strangers from accessing campus property school hours, new skid tape in the entrance of the school, sidewalk repair to make sidewalks ADA compliant, repair potholes in the driveway, removal of scary portable in the back of the school, gardening and maintenance for front of school. repair of grab bars in adult bathroom in 300 wing to make campus more accessible, repair of ramp outside of 200 wing for ADA compliance.</p> <p>Strategy's Expected Result/Impact: Increased safety and satisfaction for students, staff., and families</p> <p>Staff Responsible for Monitoring: Principal and Executive Assistant</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: BTE will continue to search for High Quality teachers to staff vacancies and support a new teacher mentor program to promote staff recruitment and retention.

Evaluation Data Sources: Vacancies will be staff and class size ratios will be in compliance of state recommendation 1:21 for K-4 and 1:25 for 5th grade to promote improved academic performance and teacher retention.

Strategy 1 Details	Reviews			
<p>Strategy 1: Current vacancies at the following grade levels will be staffed: Kindergarten, Pre Kindergarten Bilingual, 5th Grade Bilingual, 3-5 Academic Interventionist. Spanish Language and Culture Liaison will be staffed. We will continue to advocate for additional staffing for Kinder and 2nd grade to relieve high class sizes, promote teacher retention, and increase student performance.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention and student performance</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: BTE will offer mentoring for all local certified and first year teachers.</p> <p>Strategy's Expected Result/Impact: We will develop strong teachers and increase student achievement.</p> <p>Staff Responsible for Monitoring: BTE Mentors, Instructional Coaches, Principal, Assistant Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Bluebonnet Trail Elementary

Total SCE Funds: \$16,017.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Callista Janosky	Instructional Coach	ELA	1
Vacant	Parent Liaison	Family Engagement	1

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Generation Genius		\$1,800.00
1	1	1	Interventions		\$1,000.00
1	3	2	SEL Resources		\$3,000.00
2	1	1	Smore License		\$3,000.00
4	2	4	IBO dues and Texas IB membership dues		\$9,500.00
4	2	6	Contracted Services to develop Spanish curriculum		\$3,000.00
Sub-Total					\$21,300.00
Budgeted Fund Source Amount					\$22,470.72
+/- Difference					\$1,170.72
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Money to cover subs for planning days		\$3,000.00
4	2	2	Yearly access to Toddle 360 Pro Software for 2024-25		\$8,300.00
4	2	3	Payment for Texas IB Institute Professional Development		\$6,000.00
4	2	5	Resources for supplies associated with showcase		\$500.00
Sub-Total					\$17,800.00
Budgeted Fund Source Amount					\$69,435.27
+/- Difference					\$51,635.27
Grand Total Budgeted					\$91,905.99
Grand Total Spent					\$39,100.00
+/- Difference					\$52,805.99

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Nikkida Butler	10/9/2024	Dr. Christopher Harvey	10/10/2024
Child Abuse and Neglect	Human Resources	10/7/2024	Dr. Christopher Harvey	10/7/2024
Coordinated Health Program	Kenneth Young	10/10/2024	Dr. Christopher Harvey	10/20/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Support Officer	1/28/2025	Dr. Christopher Harvey	10/7/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/13/2024	Dr. Christopher Harvey	10/7/2024
Disciplinary Alternative Education Program (DAEP)	Anastasia Mirelez	1/6/2025	Dr. Christopher Harvey	10/10/2024
Dropout Prevention	Director of Truancy	12/13/2024	Dr. Christopher Harvey	10/10/2024
Post-Secondary Preparedness	Director of Counseling	10/9/2024	Dr. Christopher Harvey	10/10/2024
Recruiting Teachers and Paraprofessionals	Stephanie Elliott	12/13/2024	Tamey Williams-Hill	10/22/2024
Technology Integration	Director of Technology	10/22/2024	David Gonzalez	10/22/2024