

Manor Independent School District
Blake Manor Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Blake Manor Elementary Mission

BME is dedicated to educating the whole child through authentic experiences in order to become lifelong learners that celebrate diversity and inclusivity, while contributing to the larger community.

Vision

Blake Manor Elementary Vision

At Blake Manor Elementary we strive to become a New Tech Network school that creates a safe learning environment for our learning community:

- through the development of interpersonal and creative problem solving skills**
- by engaging in Project-Based Learning opportunities that prepare students to make positive impacts on the community around them**

- **by cultivating an inclusive environment where all students are celebrated and respected for their unique perspectives, native languages, and cultures**

Core Beliefs

Our staff is dedicated to the belief that each child will be provided opportunities to reach their full academic and social potential. In support of that belief, our staff is committed to doing the following:

- having high expectations for all of our learners
- providing a safe, caring and positive class atmosphere for all scholars
- implementing a rigorous core curriculum
- communicating with parents regularly regarding your child's progress

As a community focused on learning, we seek to develop the whole child and we believe children's emotional, social, academic and physical needs are equally great. We strive to create a culture where children are proud to be learners and understand the importance of review and reflection in the process of continual growth.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Blake Manor Elementary is dedicated to educating the whole child through authentic experiences in order to become lifelong learners that celebrate diversity and inclusivity, while contributing to the larger community.

Our staff is dedicated to the belief that each child will be provided opportunities to reach their full academic and social potential. In support of that belief, our staff is committed to doing the following:

- having high expectations for all of our learners
- providing a safe, caring and positive class atmosphere for all scholars
- implementing rigorous core curriculum
- communicating with parents regularly regarding your child's progress

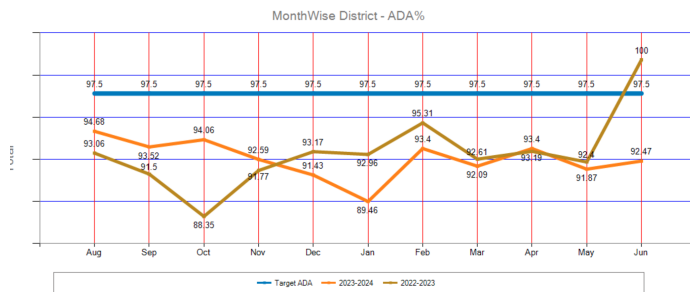
Blake Manor Elementary is a Title 1 campus that served K-6 scholars in the 2023-2024 school year. The upcoming 2024-2025 school year we will serve Pre-K- 5th grade scholars. All scholars have access to free breakfast and lunch daily. Our campus enrollment at the end of the 2023-2024 school year was 403 scholars which is an increase from beginning of the year when we started with 385 scholars. For the upcoming school year, we will be enrolling Pre-K as well as being directly impacted by the rezoning from Presidential Meadows to Blake Manor Elementary, which will increase our campus enrollment of 100+ more scholars.

Scholar enrollment at Blake Manor Elementary consists of the following demographic breakdown:

343 Hispanic (85%), 30 African American (7%), 17 White (4%), 9 Multi-Race (2%), 3 Asian (2%) which consists of 398 (98%) identified as At-Risk and 313 (78%) Economically Disadvantaged. Our largest demographics are our Hispanic and African American scholars. Scholars served through 504 (4%), Special Education (12%) and Gifted-Talented (19%) programs.

Our campus consists of 75% emergent bilingual that participate in our Dual Language 1-way classrooms and we anticipate that our total number of scholars served as well as those identified as emergent bilingual will continue to increase in the next school year.

Our attendance rate at the end of the year is 92% which is the same attendance rate as the 2022-2023 school year. Our attendance rate fluctuates around holiday breaks, early releases, during inclement weather and flu/cold season. Attendance is actively monitored throughout the year with the attendance committee and student support team.



Staff demographic breakdown:

Our campus staff consisted of 26 classroom and specials teachers, 3 Instructional Aides, 5 instructional support team (Instructional Coach, Literacy Coach, GT Teacher and 2 Interventionists). Out of the 26 classroom teachers, 4- Local Certification, 5- J1, 2- Long Term Substitutes, 4- First Year Teachers, and 11- 2+ years of experience. Our retention rate for the 2023-2024 school year is 88% with 5 resignations from classroom teachers and instructional support staff. We also had 2 positions eliminated for the 2024-2025 school year (Literacy Coach & Attendance Clerk).

Community Stakeholders:

Blake Manor Elementary has worked in collaboration with Assistance League of Austin, a community stakeholder that helped through opportunities such as Operation Wish List, Operation School Bell, Project Impact which sponsored campus, scholar, teachers, staff and community outreach with resources and supplies. We also host parent family engagement events, volunteer opportunities, assemblies, ceremonies, etc. to unify the school and home relationship.

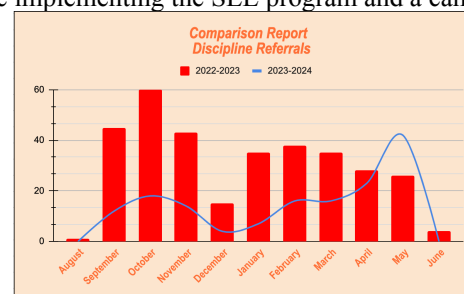
Manor ISD has a collaboration with Texas State for Teacher Residents to complete their student teaching on various elementary campuses and be eligible for recruitment to pursue a career with Manor ISD. BME had three teacher residents on our campus from the 2022-2023 & 2023-2024 school year and were recruited and hired on our campus.

Special Programs available to our scholars:

There are many opportunities for scholars to participate in special programs and extracurricular activities at BME. Programs offered include GT, UIL, Robotics, Coding Club, Chess Club, Future Librarians Club, Art Club, Leadership Club, Morning Announcement Crew, R.I.S.E-ADSY after school program.

Our campus has completed year 1 of the implementation of our campus social-emotional learning curriculum- 7 Mindsets. All scholars participate daily in this curriculum with their teacher and campus counselor to develop social-emotional skills. The counselor provides push-in guidance lessons, grade level assemblies after every Mindset, and small group or 1 to 1 guidance lessons/check-ins. The curriculum has components for scholars, educators and parents/families. Since implementing the SEL program and a campus focus around

culture, we have noticed behavior referrals decrease from 2022-2023 (330 incidents) to 2023-2024 (152 incidents).

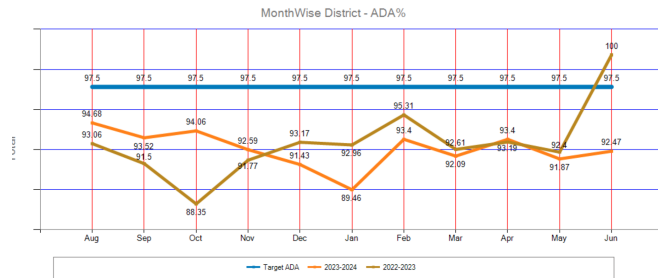


Demographics Strengths

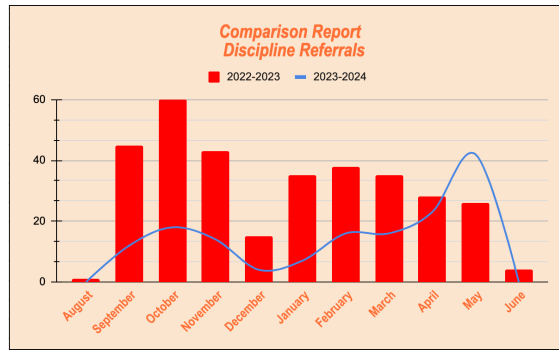
Social-emotional Learning Curriculum- 7 Mindsets:

Our campus focus on culture and bringing a social emotional learning curriculum to BME helped maintain scholar attendance, decreased behavior incidents as well as decreased the number of scholars in crisis while on campus.

Attendance Rate:



Behavior Referrals:



Retention:

Retention rate for the 2023-2024 school year is 88% with 5 resignations from classroom teachers and instructional support staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance for the 2023-2024 school year is a 92% **Root Cause:** Our attendance was impacted by the early release days built in the district calendar and parents not having options for childcare on early release days to justify children coming to school on those days.

Student Learning

Student Learning Summary

STAAR Reading 3rd -5th Results 2023 & 2024

	% DNM	%Appr	%Meet	%Mstr
2024	34%	36%	27%	3%
2023	46%	21%	23%	8%

STAAR Math 3rd-5th Results 2023 & 2024

	%DNM	%Appr	%Meet	%Mstr
2024	67%	16%	16%	0%
2023	37%	44%	13%	6%

STAAR Science 5th Results 2023 & 2024

	%DNM	%Appr	%Meet	%Mstr
2024	85%	11%	4%	0%
2023	49%	26%	12%	12%

Overall Accountability Scores 2018-2023

2018	2019	2021	2022	2022 W-IF	2023
82	87	NA*	87	88	56

The 2024 Accountability Report Card, Blake Manor Elementary received an Overall Score of 66

Based on the data and scores in each Domain (I, II, III) the campus strength is Domain III -Closing the gaps and the areas of need are Student Achievement and Relative Performance.

Student Learning Strengths

Based on the data and scores in each Domain (I, II, III) the campus strength is Domain III -Closing the gaps

2018	2019	2021	2022	2022 W-IF	2023	2024
79	85	NA*	75	86	51	72

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student achievement and relative performance are areas of need. **Root Cause:** Tier 1 instruction becomes a challenge when scholar learning needs within a given classroom are vast.

School Processes & Programs

School Processes & Programs Summary

The district has a Recruitment and Retention Coordinator that works closely with Human Capital, campus principals and community stakeholders to actively recruit throughout the school year as well as retain all high-quality staff. Campus principal is expected to attend job fairs throughout the year to actively recruit for the district as well as attend the district job fair in the Spring with a campus team. Our campus follows all district guidelines and best practices when hiring all potential candidates. We interview as a committee, debrief as a committee, as well as determine the candidates to recommend for hire. The district has a Mentor program available for all new teachers to the district in their 0-1 year of teaching. Campuses assign mentors to their new teachers at the beginning of the year.

Our district has a collaboration with Texas State teaching program that has given Manor ISD an opportunity to support, develop, and hire Teacher Residents from the local universities once graduated and certified. These Teacher Residents can apply, interview and be hired upon completion of all requirements of their institution and program. The 2023-2024 school year, BME hired all 3 of their Teacher Residents and in January they became classroom teachers. The 2024-2025 school year we will have 2 Teacher Residents from Texas State completing their student teaching at BME.

Our district also has a collaboration with organizations such as GeoVisions that assists in recruiting international teachers to pursue a career in the United States to teach in both monolingual-ESL classrooms and bilingual-Dual Language classrooms. Manor ISD currently has teachers from the Philippines, Spain and Columbia. In the 2023-2024 school year, BME had 2 teachers from Spain, 1 teacher from the Philippines, and 1 teacher from Columbia. The 2024-2025 school year, BME will have 4 teachers from Spain and 1 teacher from the Philippines.

Since the 2022 school year, Manor ISD has had the Local Certification program that offers opportunities for candidates that hold a bachelor's degree to pursue a local teacher certification. This process has helped fill our current vacancies with potential candidates seeking their local certification. The 2023-2024 school year, BME had 5 classroom teachers completing the local certification program. For the 2024-2025 school year, BME will have 4 classroom and specials teachers completing the local certification program.

All district employees are given the Manor ISD Employee Handbook at the time of hire and annually as the handbook is often updated every year. Handbook is accessible online and in print on campus. Blake Manor Elementary provides all staff a campus handbook and instructional playbook that aligns with the district policies, curriculum frameworks, as well as district and campus initiatives and procedures. The campus has streamlined all communication with a campus calendar and a weekly ongoing newsletter. Parents, families and community are given monthly calendars of events as well as having this accessible through all modes of communication (flyer, talking points, facebook, class dojo, etc).

All campus staff participate in district and campus professional learning throughout the year. New teacher hires return a week earlier than all staff to attend their own differentiated onboarding professional learning. There are beginning of the year professional learning opportunities, periodic district PL, campus coaching clinics, and campus professional learning that all staff can attend. Professional learning can be focused on campus-wide initiatives, differentiated by grade level or content specific, as well as individualized to support one or more teachers in a specific content, instructional practice, or specific area. K-2 classrooms are self-contained so all teachers teach all subjects. 3-5 classrooms are departmentalized unless student numbers don't allow for the necessary staff to stay departmentalized in which they become self-contained as needed. Staff are strategically placed in grade levels and content areas based on experience, skills, strengths, and interests. This school year we had several unfilled vacancies in the bilingual classrooms in which case we had long-term substitutes in those classrooms for the duration of the school year. All grade level teachers participate in PLC+ (Data/Intervention day; Reading; Math), coaching cycles(modeling, co-

teaching, planning, etc) with the Instructional Coach, coaching feedback cycles with admin(walkthrough feedback face-to-face), and professional learning as needed. Admin encourages staff to request to attend additional professional learning opportunities if they are interested in attending. They use a QR code with a google form to request additional professional learning outside of the district.

One process that BME has implemented this year within the PLC + model has been to introduce effective coaching clinics. Coaching clinics are lead by instructional leadership team as well as teacher leaders and campus staff. District level instructional support staff are also available to teachers/staff to support them and meet all of their instructional needs. District support staff provided professional learning, assistance with planning, data monitoring, tracking and next steps. When addressing the root cause of low performance or scholar achievement we look at all data (formal and informal), district assessments, campus assessments, checklists, exit-tickets, artifacts, state assessments, etc. We use this data to determine who learned, who didn't learn and how we will move learning forward. PLCs occur three times a week and on non-plc days, teachers have conference/planning time. In addition, our master schedule reflects a bell-to-bell model where instructional time in the classroom is protected.

All scholars are provided Tier 1 instruction, with opportunities for enrichment/acceleration. All scholars are provided intervention support through our HQIM programs-iStation & iReady. Scholars that need additional support are provided in class intervention in small groups or 1 to 1. The MTSS process is for all scholars and is used to track scholar progress throughout the year and to ensure that all scholars have equitable access to enrichment, acceleration and intervention. The MTSS process is a guide for teachers to use in ensuring that we are supporting all scholars. All scholars have a data folder to monitor assessment data, track progress, set and monitor goals, and collect writing samples. Teachers use formal and informal assessments to guide their instruction and can be used in addition to a documentation system to identify scholars that need additional support outside of the classroom through intervention or enrichment. BME has a campus bilingual reading interventionist as well as math interventionist.

The following systems we have in place to track student progress are:

BOY, MOY, EOY Benchmarks
Istation ISIP Monthly Progress Monitoring Reports/ Data tracking forms/ Strategic planning for intervention
DRA/EDL Monthly Progress Monitoring/ Data tracking forms/ Strategic planning for guided reading
End of unit module assessments for HMH
I-Ready BOY/ MOY/ EOY Benchmarks
MTSS/RTI monitoring meetings

The 2022-2023 & 2023-2024 school year our scholars were able to participate in the ADSY- RISE program that needed support in academic (reading/math). Scholars were selected based on data and scholar achievement. This program offered both academic and enrichment opportunities throughout the school year for scholars in the 1st, 2nd, 3rd & 4th grade scholars. The RISE program will not be returning for the 2024-2025 school year.

All classroom teachers and instructional support staff are required to complete T-TESS appraisals for evaluations. TTESS consists of goal-setting, formal observation, end of year goal reflection and summative conference. Each year teachers are given the opportunity to discuss their professional and personal goals as well as identify action plans to accomplish these goals. Administrators use this information to build on teachers' capacity to develop instructional leaders.

BME's Campus Leadership Team works together to develop a thorough campus improvement plan. The campus improvement plan is written to reflect the needs of our scholars and ensure that all decision making is scholar-centered as well as directly aligns with the campus mission and vision statements. The campus leadership team meets to complete formative reviews, summative review, and to make modifications as needed. Campus leadership evaluates and modifies the campus master schedule to ensure that each content area meets the required minutes of instruction. Social-Emotional Learning, Intervention and Guided Groups are integrated into the daily classroom master schedule.

School Processes & Programs Strengths

During the 2023-2024 school year, we implemented our PLC process across K-6 using the PLC+ framework. One process that BME has implemented this year within the PLC + model has been to introduce effective coaching clinics. Coaching clinics are lead by instructional leadership team as well as teacher leaders and campus staff. District level instructional support staff are also available to teachers/staff to support them and meet all of their instructional needs. District support staff provided professional learning, assistance with planning, data monitoring, tracking and next steps. When addressing the root cause of low performance or scholar achievement we look at all data (formal and informal), district assessments, campus assessments, checklists, exit-tickets, artifacts, state assessments, etc. We use this data to determine who learned, who didn't learn and how we will move learning forward.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: PLC+ framework is a new process for teachers and instructional support staff. **Root Cause:** The demographic and years of experience in our teaching staff means we have a vast spectrum of needs and professional learning to build capacity of our teachers and instructional support staff.

Perceptions

Perceptions Summary

In previous years, it was noted through surveys, feedback, and conversations that an area of need was our culture and climate. Post pandemic, it had been difficult to get parents and families back into the building for engagement activities/events. Our PTA was inactive for a few years, but the 2023-2024 school year, allowed us to reinstate our campus PTA. The parent liaison is one of our direct point of contacts for our families and helps keep the communication line open by keeping our campus class dojo account active as well as making phone calls and home visits as needed. Talking points is our district form of communication and BME parents use this as a means of communication with parents and staff. Our campus also celebrated our volunteers through monthly recognition and appreciation events.

During the 2023-2024 school year, our campus collaborated with Assistance League of Austin with the following programs, Operation Wish List and Project Impact. This organization helped to provide resources for classroom teachers, literacy resources for all of our scholars for math and reading, resources to increase parent engagement as well as resources to support campus and community wide efforts for family and community engagement, social emotional learning and academic achievement.

Based on previous culture and climate surveys, there was a need for a focus on positive school culture. This required us to focus on social-emotional learning of all (students, staff, parents), systems for behavior management and discipline, MTSS supports for both academics and behavior, building the home to school connection and improving staff morale (appreciation, recognition, morale boosting activities/events, etc). With all of these efforts to foster a safe, positive learning environment we were able to focus on the academics by building teacher capacity through professional learning, coaching and feedback cycles, in class Tier 1 instructional practices (Operational and Instructional Absolutes) and through our PLC+ and coaching clinics.

Perceptions Strengths

Based on previous culture and climate surveys, there was a need for a focus on positive school culture. This required us to focus on social-emotional learning of all (students, staff, parents), systems for behavior management and discipline, MTSS supports for both academics and behavior, building the home to school connection and improving staff morale (appreciation, recognition, morale boosting activities/events, etc). With all of these efforts to foster a safe, positive learning environment we were able to focus on the academics by building teacher capacity through professional learning, coaching and feedback cycles, in class Tier 1 instructional practices (Operational and Instructional Absolutes) and through our PLC+ and coaching clinics.

Problem Statements Identifying Perceptions Needs





Problem Statement 1: Post pandemic, we've had limited opportunities for authentic campus wide staff, family and community engagement events. **Root Cause:** The decrease of family and community participation in our campus engagement events.







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: By the end of the 2024 - 2025 school year, 80-85% of all PK- 5 scholars will perform on or above grade level on the district reading assessments and progress monitoring.

Evaluation Data Sources: District assessments
 Progress monitoring programs
 DRA/EDL
 Data Checklists
 Writing samples

Strategy 1 Details	Reviews			
<p>Strategy 1: All PK-5 teachers will use High Quality Instructional Materials (HQIM) for lessons, instruction, guided reading, small groups, interventions and all literacy components.</p> <p>Strategy's Expected Result/Impact: By using HQIMs for all literacy instruction, scholars will receive high quality instruction and support available.</p> <p>Staff Responsible for Monitoring: District Coordinators, Administration, Literacy Coach, Instructional Coach, Interventionists, teachers and support staff</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All PK-5 teachers will implement operational and instructional absolutes into their daily processes and procedures.</p> <p>Strategy's Expected Result/Impact: Instructional and operational absolutes will maximize the learning that takes place in the classroom and campus-wide for all scholars.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Administration, Instructional support staff, district support staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				



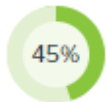

Strategy 3 Details	Reviews			
<p>Strategy 3: All PK-5 teachers will plan, implement, document and maintain daily fluency routines, guided reading groups, small group instruction/intervention and district HQIM-intervention supports.</p> <p>Strategy's Expected Result/Impact: Set daily times will ensure scholars are receiving the instruction and support needed</p> <p>Staff Responsible for Monitoring: Administration, Literacy Coach, Instructional Coach, Interventionists, and Classroom teachers</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: All instructional staff will be responsible for adhering to the district MTSS framework for all scholars.</p> <p>Strategy's Expected Result/Impact: The MTSS program is a system of support that ensures we provide all Tier 1, 2 and 3 scholars with the necessary interventions and enrichment to reach their fullest potential.</p> <p>Staff Responsible for Monitoring: MTSS Committee, Administration, Interventionists, Literacy and Instructional Coaches, Teachers</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: All PK-5 teachers will be expected to maintain a Data Folder for each scholar that includes goal setting, reflections, writing samples, reading assessment data, math assessment data, etc.</p> <p>Strategy's Expected Result/Impact: Scholars participate and become accountable for their learning.</p> <p>Staff Responsible for Monitoring: Classroom teachers and students</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				







Strategy 6 Details	Reviews			
<p>Strategy 6: PLCs will take place for PK-5 grade level teams on a weekly basis with the campus instructional team and admin.</p> <p>Strategy's Expected Result/Impact: PLCs will provide the opportunity for teachers to lesson plan, disaggregate data, develop, reflect and reteach plans, intervention plans, and collaborate with their peers to develop their instructional capacity.</p> <p>Staff Responsible for Monitoring: Administration, Literacy Coach, Instructional Coach, Teachers, additional support staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: BME will provide a Bilingual Reading Interventionist to support emergent bilingual scholars through push-in and pull out intervention services.</p> <p>Strategy's Expected Result/Impact: The interventionist will provide reading intervention support to our emergent bilingual scholars reading below grade level .</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
Strategy 8 Details	Reviews			
<p>Strategy 8: BME will provide an Instructional Coach to support all PK-5 classroom teachers through PLC+, coaching cycles, coaching clinics to ensure high-quality instruction, lesson planning and data-driven decision making happening at all grade levels.</p> <p>Strategy's Expected Result/Impact: The instructional Coach will support all classroom teachers to ensure high-quality instruction, lesson planning, and data-driven decision-making.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Personnel - Title I, Part A</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 2: By the end of the 2024-2025 school year, 80-85% of all PK-5 scholars will perform on or above grade level on the district math assessments and progress monitoring.

Evaluation Data Sources: District assessments
 Progress monitoring programs
 Data Checklists

Strategy 1 Details	Reviews			
<p>Strategy 1: All PK-5 teachers will use High Quality Instructional Materials (HQIM) for all math instruction, tasks, small groups, guided math and classroom intervention.</p> <p>Strategy's Expected Result/Impact: By using HQIMs for all math instruction, scholars will receive high quality instruction and support available.</p> <p>Staff Responsible for Monitoring: District Coordinators, Administration, Literacy Coach, Instructional Coach, Interventionists, teachers and support staff</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All PK-5 teachers will implement operational and instructional absolutes into their daily processes and procedures.</p> <p>Strategy's Expected Result/Impact: Instructional and operational absolutes will maximize the learning that takes place in the classroom and campus-wide for all scholars.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Administration, Instructional support staff, district support staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: All PK-5 teachers will implement and maintain daily fluency routines, guided math groups, small group instruction/intervention and district HQIM-intervention supports.</p> <p>Strategy's Expected Result/Impact: Set daily times will ensure scholars are receiving the instruction and support needed</p> <p>Staff Responsible for Monitoring: Administration, Literacy Coach, Instructional Coach, Interventionists, and Classroom teachers</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: All instructional staff will be responsible for adhering to the district MTSS framework for all scholars.</p> <p>Strategy's Expected Result/Impact: The MTSS program is a system of support that ensures we provide all Tier 1, 2 and 3 scholars with the necessary interventions and enrichment to reach their fullest potential.</p> <p>Staff Responsible for Monitoring: MTSS Committee, Administration, Interventionists, Literacy and Instructional Coaches, Teachers</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: All PK-5 teachers will be expected to maintain a Data Folder for each scholar that includes goal setting, reflections, writing samples, reading assessment data, math assessment data, etc.</p> <p>Strategy's Expected Result/Impact: Scholars participate and become accountable for their learning.</p> <p>Staff Responsible for Monitoring: Classroom teachers and students</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: PLCs will take place for PK-5 grade level teams on a weekly basis with the campus instructional team and admin.</p> <p>Strategy's Expected Result/Impact: PLCs will provide the opportunity for teachers to lesson plan, disaggregate data, develop, reflect and reteach plans, intervention plans, and collaborate with their peers to develop their instructional capacity.</p> <p>Staff Responsible for Monitoring: Administration, Literacy Coach, Instructional Coach, Teachers, additional support staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: BME will provide a Math Interventionist for all scholars to support with push-in or pull-out intervention services.</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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











Performance Objective 3: 3rd-5th grade scholars will increase their Reading & Math STAAR performance percentage by 5% (meets category).

Evaluation Data Sources: BOY, MOY, EOY- district assessments
DBAs/Interim I & II
CFAs
STAAR (Rdg)

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

Performance Objective 4: All BME stakeholders will implement and participate in the campus-wide implementation of the social-emotional curriculum: 7 mindsets.









Evaluation Data Sources: 7 mindsets dashboard (implementation progress reports)
 observational/walkthrough data
 coaching feedback/input
 student surveys/input

Strategy 1 Details	Reviews			
<p>Strategy 1: All PK-5 teachers will allocate time in their daily schedule for social-emotional learning meetings, practices, and/or activities using 7 mindsets (curriculum).</p> <p>Strategy's Expected Result/Impact: Implementing social emotional learning into the daily routine will help to develop a positive classroom culture, provide scholars with a safe learning environment, support to meet the needs of the scholars and will minimize the disruptions and behavior concerns.</p> <p>Staff Responsible for Monitoring: Administration team Counselor Teachers Campus Support Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The counselor will visit all PK-5 classrooms for push-in guidance lessons, grade level assemblies to implement the SEL curriculum, and celebrate our scholars and staff.</p> <p>Strategy's Expected Result/Impact: Implementing the social emotional learning campus-wide will help to ensure that we have a safe and positive school culture.</p> <p>Staff Responsible for Monitoring: Administration team Counselor Campus Support Staff</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>				

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

Performance Objective 5: The campus attendance rate will increase from 92% to 94% or higher at the end of the 2024-2025 school year.









Evaluation Data Sources: Daily attendance, committee meetings, RAAWEEK management system, communication logs, attendance documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: BME attendance committee will meet bi-monthly to discuss our attendance reports to date, interventions, supports provided to our chronically absent scholars and determine next steps.</p> <p>Strategy's Expected Result/Impact: Our attendance committee will help to provide support to our families, educate families regarding attendance/truancy, and help to promote why attendance matters to our scholars, families and community.</p> <p>Staff Responsible for Monitoring: Admin Attendance Committee Truancy Department</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: BME attendance committee will track, monitor and celebrate attendance through grade level assemblies, certificates, and incentives.</p> <p>Strategy's Expected Result/Impact: Attendance will be consistently monitored and celebrated which will help everyone to understand the importance and why attendance matters.</p> <p>Staff Responsible for Monitoring: Admin Attendance Committee Attendance Clerk</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>				


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


Performance Objective 6: 100% of students will have the opportunity to participate in an event or program designed to incorporate college options and elicit interest in future careers.

Evaluation Data Sources: Campus events
Campus programs

Strategy 1 Details	Reviews			
<p>Strategy 1: 4th and 5th grade students will have the opportunity to join the Robotics Club and compete at the annual Robotics Expo.</p> <p>Strategy's Expected Result/Impact: Robotics Club will participate in STEM challenges and engaging in physical and digital creations where they develop their skills of coding. Students will participate in the district Robotics Competition.</p> <p>Staff Responsible for Monitoring: Robotics Coaches, Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 2nd-5th grade students will have the opportunity to participate in UIL activities after school and the annual district competition.</p> <p>Strategy's Expected Result/Impact: Expose students (2nd-5th grade) to a variety of problem solving and enrichment activities.</p> <p>Staff Responsible for Monitoring: UIL Coordinator, Coaches, Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: 5th grade students will have the opportunity to apply, interview, and participate in the campus leadership club.</p> <p>Strategy's Expected Result/Impact: Increased student leadership opportunities</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: BME Counselor will be responsible for organizing and planning a campus career day for all PK-5 students.</p> <p>Strategy's Expected Result/Impact: Expose students to a variety of career options in various fields.</p> <p>Staff Responsible for Monitoring: Counselor Director of Counseling Admin</p>	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

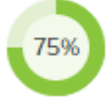







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Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: BME will communicate with all stakeholders in a variety of ways to promote transparency as well as parent/community involvement.

High Priority

Evaluation Data Sources: communication artifacts, input surveys, feedback from all stakeholders.

Strategy 1 Details	Reviews			
<p>Strategy 1: BME will ensure that all modes of communication outlets stay up to date on an ongoing basis for the parents and the community.</p> <p>Strategy's Expected Result/Impact: Communication will be provided to the parents and community on an ongoing basis which will improve the school to home relationship.</p> <p>Staff Responsible for Monitoring: Campus administration Parent liaison Campus staff</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: BME parents and families will be given a monthly calendar with all campus reminders, events and assemblies.</p> <p>Strategy's Expected Result/Impact: Communication will be provided to the parents and the community in advance so that campus engagement events have a higher participation and will continue to improve the school to home relationship.</p> <p>Staff Responsible for Monitoring: Campus administration Parent liaison</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: BME will host a minimum of 4 family engagement events and assemblies throughout the year to promote and encourage community involvement and school collaboration.</p> <p>Strategy's Expected Result/Impact: Family engagement events will strengthen the relationship between home and school and get more parent involvement on campus.</p> <p>Staff Responsible for Monitoring: Campus administration Campus committees All staff</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: BME parents and families will be invited to participate in parent conferences once a semester with scholars and teachers (minimum 2 times) throughout the year(each semester) to discuss their academic and social-emotional standing, goal setting and celebrate progress/growth.</p> <p>Strategy's Expected Result/Impact: Involving the parents and families in their child's learning has a positive impact on academic and social-emotional success. This will also provide opportunities to celebrate as a campus and community.</p> <p>Staff Responsible for Monitoring: Administration Teachers Scholars BME stakeholders</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 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: BME will recruit volunteers and community partnerships to participate and assist on the campus in a variety of ways.

High Priority







Evaluation Data Sources: Inviting volunteers to be a part of the school community will improve the culture and strengthen the school to home and school to community relationships.







Strategy 1 Details	Reviews			
<p>Strategy 1: BME will provide a volunteer space for on campus support and volunteer staff.</p> <p>Strategy's Expected Result/Impact: Inviting volunteers in and providing them a private workspace will give them the opportunity to volunteer outside of the classroom environment, which will increase volunteer hours/community involvement.</p> <p>Staff Responsible for Monitoring: Campus administration Parent Liaison</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: BME will participate in the Brighter Bites collaboration that will distribute fresh fruits and vegetables to all participants during the duration of the collaboration.</p> <p>Strategy's Expected Result/Impact: Nutritional and educational value by having this collaboration for all participants.</p> <p>Staff Responsible for Monitoring: Parent Liaison Campus administration</p>	Formative			Summative
	Oct	Jan	Mar	June
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 2: BME will provide a parent liaison to support families, scholars and community through family engagement activities/events and support services.

Evaluation Data Sources: Parent Liaison will provide a minimum of 3 classes a month, collaborate with campus committees to plan family engagement activities/events and support families with resources and services.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent liaison will monitor and maintain the community partnerships in collaboration with the Whole Child Department.</p> <p>Strategy's Expected Result/Impact: Collaborative community partnerships will support our campus and bring opportunities to BME families, staff and scholars.</p> <p>Staff Responsible for Monitoring: Parent Liaison Campus administration</p> <p>Funding Sources: Parent Liaison - Title I, Part A</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: BME PTA members and Parent Liaison will promote and encourage parents, families, and staff to join campus PTA.</p> <p>Strategy's Expected Result/Impact: Improving community involvement from all BME stakeholders will improve the campus culture and strengthen the school to home and school to community relationships.</p> <p>Staff Responsible for Monitoring: Parent Liaison PTA officers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: BME Parent Liaison will collaborate with the PTA to implement both campus led and PTA led parent involvement activities throughout the year.</p> <p>Strategy's Expected Result/Impact: Flyers Website postings Sign in sheets</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Parent Liaison</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 4 Details	Reviews			
<p>Strategy 4: Parent liaison will track campus volunteer hours and recognize/celebrate our volunteers on a monthly basis.</p> <p>Strategy's Expected Result/Impact: Taking the time to recognize and celebrate our volunteers through "volunteers of the month" will encourage parental involvement and continue to strengthen the relationship between home and school.</p> <p>Staff Responsible for Monitoring: Campus administration Parent liaison</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>				

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

Performance Objective 1: Allocate resources with a relentless focus on scholar academic achievement.

High Priority

Evaluation Data Sources: campus needs assessment
campus staff input/feedback
surveys








Strategy 1 Details	Reviews			
<p>Strategy 1: Tutoring services will be provided to scholars 2nd-5th graders that are significantly below grade level as determined by district assessments (Reading and Math).</p> <p>Strategy's Expected Result/Impact: Academic growth/progress</p> <p>Staff Responsible for Monitoring: Admin Teachers IC/LCs</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<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 1: BME will ensure that campus facilities are safe, maintained, sustainable and accessible to all, including the community.

High Priority

Evaluation Data Sources: P.A. system feedback, work orders, installation, etc.

Strategy 1 Details	Reviews			
<p>Strategy 1: BME will conduct security perimeter checks of the exterior doors and gates to ensure that they are closed and secure at all times.</p> <p>Strategy's Expected Result/Impact: Safety checks will ensure that all scholars, teachers and campus staff are safe during the school day and during after school activities, clubs, etc.</p> <p>Staff Responsible for Monitoring: Administration Facilities Campus Staff</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: BME will post the necessary signage on all exterior doors and perimeter gates on campus.</p> <p>Strategy's Expected Result/Impact: All campus staff and scholars will actively monitor that all signage is present and updated as necessary.</p> <p>Staff Responsible for Monitoring: Administration Facilities Campus Staff</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: BME will meet on a weekly basis with the campus assigned Police Officer for the required Safety Meeting throughout the school year.</p> <p>Strategy's Expected Result/Impact: Safety Meetings will be an opportunity to discuss any concerns, identify safety items needed to be addressed, and ensure that our campus is safe 100% of the time.</p> <p>Staff Responsible for Monitoring: Manor ISD assigned police officer; Manor ISD PD Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 4 Details	Reviews			
<p>Strategy 4: BME will update and purchase supplies as needed to ensure that all facilities are maintained, sustained and accessible to all campus stakeholders.</p> <p>Strategy's Expected Result/Impact: Campus needs assessment and teacher/staff surveys will help to determine the supplies needed and the effectiveness of these purchases.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 363 663 407">  No Progress </div> <div data-bbox="768 363 982 407">  Accomplished </div> <div data-bbox="1083 363 1335 407">  Continue/Modify </div> <div data-bbox="1440 363 1629 407">  Discontinue </div> </div>				









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

Performance Objective 1: BME PK-5 teachers and campus support staff will participate in professional learning throughout the school year to ensure that they are prepared and equipped to effectively support all of our scholars.

High Priority

Evaluation Data Sources: Goal-setting through T-TESS, observation/walkthrough data, coaching one on one feedback, and scholar achievement/performance as well as needs of the campus.





Strategy 1 Details	Reviews			
<p>Strategy 1: BME teachers and campus staff will participate in professional learning(campus) throughout the school year for cultural awareness, SEL, behavior supports, equity to support all of our scholars and specific to our scholars of color (Hispanic and African American sub-pops).</p> <p>Strategy's Expected Result/Impact: Professional learning will support teachers as they implement best practices and support our scholars.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Instructional support staff (campus/district)</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: BME teachers will participate in professional learning(district & campus) throughout the school year to support our Emergent Bilingual scholars in our Dual Language 1 way and ESL bilingual programs provided on the campus.</p> <p>Strategy's Expected Result/Impact: Professional learning will support teachers as they implement best practices for our emergent bilingual scholars.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Campus support staff District support staff</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<p>Strategy 3: BME teachers will participate in district professional learning throughout the school year to support our Gifted and Talented scholars and apply best practices through differentiated instruction.</p> <p>Strategy's Expected Result/Impact: All teachers will be expected to be GT certified (30 or 6 hour training) and maintain their certification (6 hour continuous education).</p> <p>Staff Responsible for Monitoring: Administration GT Coordinator/GT Lead Teacher Teachers Instructional coach</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: PK-5 teachers will receive professional learning(district & campus) in literacy and math based on grade level and individual needs.</p> <p>Strategy's Expected Result/Impact: Professional learning will build the capacity of our PK-5 teachers and high quality instruction and best practices will be present in our PK-5 classrooms.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Interventionists Teachers District coordinators/support staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Region 13 - Title I, Part A</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>				

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

Performance Objective 2: 100% of BME campus staff will lead and participate in campus committees during the school year to plan and support all campus initiatives, events and morale.

Evaluation Data Sources: Campus Committee sign-ups, meeting agendas, and meeting minutes







Strategy 1 Details	Reviews			
<p>Strategy 1: BME will allocate resources with a focus on campus needs and the campus improvement plan to ensure that resources support instruction, social-emotional learning, positive school culture and recruit/retention of highly effective staff.</p> <p>Strategy's Expected Result/Impact: The allocated resources will support our campus efforts to meet the campus needs.</p> <p>Staff Responsible for Monitoring: Administration All campus staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus staff are expected to participate in the campus improvement plan process throughout the school year.</p> <p>Strategy's Expected Result/Impact: The campus stakeholders will participate, understand and advocate/support the campus through all actions/strategies in the campus improvement plan.</p> <p>Staff Responsible for Monitoring: Administration Campus staff Campus stakeholders</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Leadership Team (CLT) meetings will be scheduled throughout the year to assess and discuss an ongoing cycle of improvement for targeted social-emotional and academic success at BME.</p> <p>Strategy's Expected Result/Impact: Increased positive dialogue Meeting agenda Meeting minutes</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal CLT members</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: BME will provide monthly opportunities and activities for boosting staff morale that positively impacts the campus culture and staff morale.</p> <p>Strategy's Expected Result/Impact: BME campus staff will participate in opportunities and activities to build and boost staff morale.</p> <p>Staff Responsible for Monitoring: Administration Campus Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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>				

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

Performance Objective 3: First year teachers will be assigned a mentor on campus to support them through their first year with Manor ISD.

Evaluation Data Sources: District new-teacher mentor program
Campus mentor initiative

Strategy 1 Details	Reviews			
<p>Strategy 1: New teachers will be identified and will be expected to participate in the district mentor program for the 2024-2025 school year.</p> <p>Strategy's Expected Result/Impact: New teachers will be supported and retention will improve.</p> <p>Staff Responsible for Monitoring: District mentor program Administration Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Professional Personnel		\$0.00
3	2	1	Parent Liaison		\$0.00
6	1	4	Region 13		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$132,600.00
+/- Difference					\$132,600.00
Grand Total Budgeted					\$132,600.00
Grand Total Spent					\$0.00
+/- Difference					\$132,600.00

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	Risk Management Coordinator	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	HRIS and Certification Specialist	12/13/2024	Tamey Williams-Hill	10/22/2024
Technology Integration	Director of Technology	10/22/2024	David Gonzalez	10/22/2024