Manor Independent School District



Bluebonnet Trail Elementary

2025-2026 Campus Improvement Plan

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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

Demographics

Summary

Bluebonnet Trail Elementary (BTE) is a Pre-K through 5th-grade campus located in the Harris Branch subdivision of northeast Austin. Established in 1994, BTE is one of nine elementary schools in Manor Independent School District and proudly serves a diverse student body of approximately 530 scholars at the start of the 2025–2026 school year.

Our campus community reflects a rich cultural and linguistic diversity. The student population is composed of 43% Hispanic, 30% African American, 13% Asian, 10% White, 4% Two or More Races, 0.4% American Indian, and 0.2% Pacific Islander. In addition to racial and ethnic diversity, BTE serves a wide range of student needs, with 68% of students identified as economically disadvantaged, 35% as Emergent Bilingual learners, and 15% receiving Special Education services.

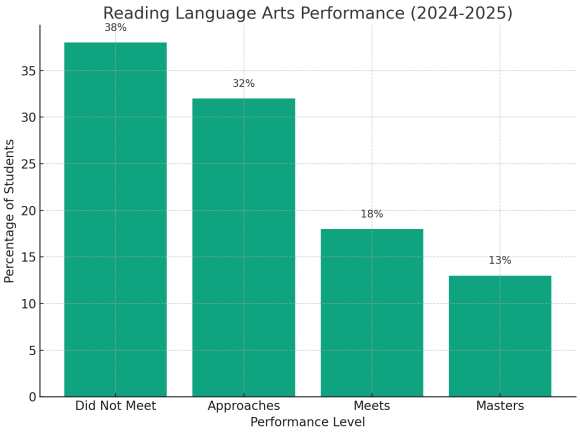
Bluebonnet Trail Elementary is committed to creating a safe, inclusive, and academically rigorous environment where all students are supported to grow and succeed.

Strengths

A key strength of Bluebonnet Trail Elementary is our deep commitment to cultural and linguistic diversity. As a Two-Way Dual Language campus serving families who speak over 23 different languages, BTE fosters an inclusive and globally minded community. Our staff, students, and families share a strong belief in the value of learning about different cultures, honoring diverse backgrounds, and promoting bilingualism and biliteracy. This collective mindset creates a welcoming environment where all languages and identities are seen as assets, enriching the educational experience for every student.

Student Learning

Summary



Reading/Language Arts (RLA) – Overall Performance (2024–2025)

Performance Level	Percentage	Number of Students *(out of 285)*
Did Not Meet	**38%**	~108 students
Approaches	**32%**	~91 students
Meets	**18%**	~51 students
Masters	**13%**	~36 students
Meets & Above	**31%**	**87 students**

Trend Analysis

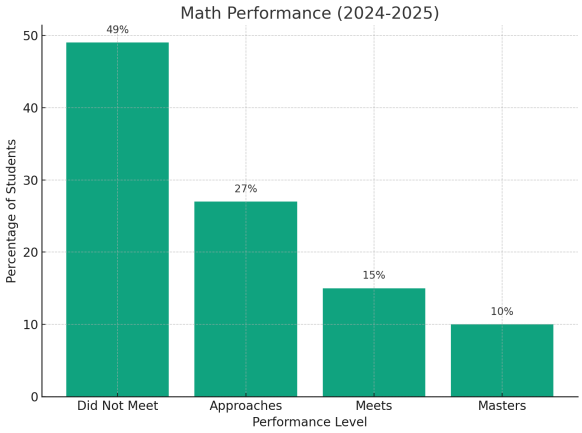
- **3rd grade performance** showed a significant decline in Meets and Masters, indicating **gaps in foundational literacy skills**.
- **4th and 5th grades** demonstrated modest improvements, but overall campus proficiency remains **below expectations**.
- A large proportion of students are in **Did Not Meet** and **Approaches**, signaling an urgent need for stronger early literacy intervention and aligned instructional practices.

Next Steps

1. **Strengthen Tier 1 Instruction**
    - Ensure all classrooms implement high-quality, standards-aligned reading instruction.
2. **Early Intervention & Acceleration**
    - Target 3rd grade foundational skills through small-group intervention, WIN time, and push-in support.
3. **Data-Driven PLC Planning**
    - Use performance data to drive collaborative PLC discussions, focusing on reteach plans and scaffolding strategies.
4. **Progress Monitoring**

- Implement consistent tracking of student growth to adjust instructional supports in real-time.

5. **Family & Community Engagement**
    - Share strategies and resources with families to support literacy development at home.



Math – Overall Performance (2024–2025)

Performance Level	Percentage	Number of Students *(out of 285)*
Did Not Meet	**49%**	~140 students
Approaches	**27%**	~77 students
Meets	**15%**	~43 students
Masters	**10%**	~29 students
Meets & Above	**25%**	**72 students**

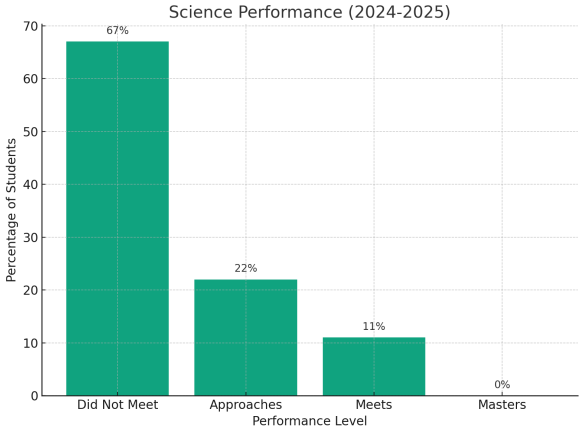
Trend Analysis

- Math performance is **significantly lower than RLA**, with nearly **half of students (49%)** not meeting grade-level expectations.
- **Meets and Masters combined** are at only **25%**, indicating students are struggling with problem-solving, multi-step reasoning, and number fluency.
- Historical STAAR trends suggest **gaps in numeracy and conceptual understanding** beginning in lower grades and compounding over time.
- Across 3rd, 4th, and 5th grades, performance remains inconsistent, signaling a need for a **campus-wide focus on math instruction**.

Next Steps

1. **Revamp Tier 1 Math Instruction**
    - Implement structured, high-quality math instruction emphasizing conceptual understanding and problem-solving.
2. **Small-Group Acceleration**
    - Prioritize targeted intervention for students in **Did Not Meet** and **Approaches** using WIN time and math labs.
3. **PLC Data Cycles**
    - Strengthen PLC structures to analyze item-level data, identify misconceptions, and design reteach plans aligned to TEKS rigor.
4. **Spiral Review & Fluency**
    - Integrate daily number talks, fact fluency practice, and spiral reviews to close foundational gaps.

5. **Professional Learning Focus**
    - Provide coaching and model lessons focused on differentiating instruction, using manipulatives, and supporting multilingual learners.



Science Performance (2024–2025) – Number of Students

Performance Level	Percentage	Number of Students
Did Not Meet	67%	191
Approaches	27%	77
Meets	11%	31
Masters	0%	0
Meets & Above	11%	31

Trend Analysis

- **High percentage of students not meeting standards**: 191 students (67%) did not meet expectations, signaling an urgent need for targeted instructional support.
- **Low mastery levels**: 0 students (0%) reached the Masters level, highlighting minimal advanced understanding.
- **Limited students meeting expectations**: Only 31 students (11%) are meeting or exceeding standards, showing overall achievement is low compared to RLA and Math.
- **Approaches category**: 77 students (27%) are close to meeting expectations, suggesting there is a foundation to build on with targeted interventions.

Next Steps

1. **Targeted Interventions**: Focus on the 191 students in “Did Not Meet” and the 77 students in “Approaches” with small group instruction, tutoring, or support sessions.
2. **Curriculum Alignment**: Review and adjust science curriculum and pacing to ensure alignment with state standards and address gaps in student knowledge.
3. **Professional Development**: Equip teachers with strategies for differentiating instruction, inquiry-based learning, and hands-on experiments to boost engagement and comprehension.
4. **Progress Monitoring**: Conduct frequent formative assessments to track growth for all 285 students and adjust instruction accordingly.
5. **Family Engagement**: Provide resources and guidance to families to support science learning at home, particularly for students struggling to meet expectations.

Strengths

Identified Strengths-Math

1. **Strong Foundation in Grade-Level Math (Meets & Above)**
    - 72 students (25%) are meeting or exceeding grade-level expectations.
    - These students demonstrate proficiency in key mathematical concepts, problem-solving, and application skills.
2. **Potential for Growth (Approaches)**
    - 77 students (27%) are in the Approaches category, indicating that more than a quarter of students have partial mastery and are ready to progress with targeted support.
    - These students are already showing understanding of foundational concepts and can likely reach “Meets” with scaffolded instruction.
3. **Advanced Learners (Masters)**
    - 29 students (10%) demonstrate advanced math skills.
    - They are capable of higher-order problem-solving and can be used as peer mentors or for enrichment activities to deepen understanding and engagement.
4. **Engagement with Problem-Solving**
    - Students across the “Approaches” and “Meets” categories demonstrate the ability to reason mathematically and apply concepts in a variety of contexts.
    - Indicates readiness for hands-on learning, collaborative activities, and practical applications.
5. **Peer Learning Opportunities**
    - The mix of students in Meets and Masters provides opportunities for peer-to-peer learning and mentorship, strengthening understanding across the classroom.

Identified Strengths-Reading

1. **Strong Foundation in Reading (Meets & Above)**
    - 87 students (31%) are meeting or exceeding grade-level expectations.
    - These students demonstrate strong comprehension, vocabulary, and analytical skills.
2. **Advanced Readers (Masters)**
    - 36 students (13%) demonstrate advanced reading skills, including critical thinking, inference, and text analysis.
    - These students are ready for enrichment opportunities and can mentor peers in comprehension strategies.
3. **Growth Potential (Approaches)**
    - 91 students (32%) are approaching grade-level expectations.
    - These students show partial mastery of foundational reading skills and are ready to progress with targeted instruction.
4. **Engagement with Texts**
    - Students in the Approaches, Meets, and Masters categories demonstrate an ability to engage with texts meaningfully, showing curiosity and comprehension skills that can be built upon.
5. **Opportunities for Peer Learning**
    - Strong readers (Meets & Masters) can serve as peer mentors, helping students in the Approaches category develop stronger comprehension and critical thinking skills.

Identified Strengths Science

1. **Foundational Understanding (Approaches & Meets)**
    - 108 students (77 Approaches + 31 Meets) demonstrate some level of understanding of scientific concepts.
    - These students are close to grade-level expectations or already meeting them, indicating a base to build upon.
2. **Engagement and Curiosity**
    - Students in the “Approaches” category (27%) show potential for growth with scaffolded instruction, hands-on experiments, and inquiry-based learning.
    - Indicates a willingness to participate in learning and problem-solving activities.
3. **Readiness for Enrichment**
    - 31 students (11%) are meeting grade-level expectations, showing they can handle grade-level science content independently.
    - These students could benefit from enrichment activities to deepen their understanding and foster critical thinking.
4. **Potential for Peer Support**
    - Students in the Meets category could support peers in Approaches, creating opportunities for collaborative learning and reinforcing understanding for both groups.
5. **Hands-On and Inquiry-Based Strengths**
    - While mastery levels are low, the presence of students approaching and meeting standards suggests that experiential learning activities (labs, experiments, problem-solving tasks) are likely resonating and helping students grasp key concepts.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Problem Statement #2: Insufficient Growth in Reading for Students Approaching Grade Level Problem Statement: While 62% of students achieved Approaches Grade Level in Reading on the 2025 STAAR assessment, only 31% met or exceeded grade-level expectations,a decrease of 5 percentage points compared to the previous year. Nearly 38% of students did not meet minimum passing standards, indicating a wide	Inconsistent implementation of small group guided reading and lack of fidelity in progress monitoring systems have limited the campus's ability to accelerate growth for students at the Approaches level. Furthermore, the absence of a structured reading intervention block and limited use of universal screeners to adjust instruction in real time have slowed student progress toward Meets-level perform
2 ★	Problem Statement #1: Decline in Math Performance Across All Grades Problem Statement: From 2023 to 2025, the percentage of students meeting grade-level expectations in Math at Bluebonnet Trail Elementary dropped significantly across all grade levels, with a 25-point decline in 5th grade, 18-point decline in 3rd grade, and a 1-point decline in 4th grade. In 2025, only 24% of students met or exceed	A lack of targeted, data-driven intervention systems for students not meeting benchmarks, combined with inconsistent Tier 1 math instruction and reduced access to instructional coaching due to staffing shortages, has contributed to the significant performance decline. Additionally, ongoing teacher turnover has disrupted vertical alignment and professional learning focused on the rigor and coher.
3 ★	Increased student mobility has led to challenges in ensuring consistent academic growth, particularly for students entering classrooms mid-year, resulting in gaps in mastery of key standards.	Teachers lack consistent strategies for small-group instruction and mid-year intervention, making it difficult to accelerate learning for students who enter classrooms partway through the year.
4 ★	While weekly PLCs are scheduled, not all grade-level teams consistently use this time to analyze data, adjust instruction, or plan interventions aligned to student needs.	There is a lack of structured protocols, clear expectations, and targeted facilitation during PLC meetings, which has led to inconsistent implementation of the PLC process and missed opportunities to use the four essential questions to drive instruction.

★ = Priority

School Processes & Programs

Summary

BTE proudly offers a Two-Way Dual Language program, designed to support both Spanish-speaking Emergent Bilingual students and English-speaking students in becoming bilingual, biliterate, and bicultural. Our Pre-K classrooms follow the district's Pre-K curriculum, which emphasizes early literacy, numeracy, social-emotional learning, and school readiness skills.

Instructional Focus and Professional Learning

BTE is committed to building teacher capacity through collaborative planning, focused instruction, and professional learning. We implement a **Professional Learning Community (PLC)** model, with teams meeting every **Tuesday** to engage in data-driven planning aligned to the **four essential PLC questions**:

1. What do we want students to learn?
2. How will we know if they have learned it?
3. What will we do if they haven't learned it?
4. What will we do if they already know it?

PLC meetings are guided by teacher-specific agendas and include reviewing student work, analyzing formative data, adjusting instruction, and developing common assessments. This structure ensures that instruction is aligned, intentional, and responsive to student needs.

Student Support Systems and School Climate

To support a positive learning environment, BTE uses the **CHAMPS** framework as part of our schoolwide **PBIS** (Positive Behavior Interventions and Supports) approach. This year, we are deepening our commitment to consistent, campus-wide behavior systems. During the 2024–2025 school year, only 41% of staff felt that campus leadership provided clear behavioral expectations, 34% felt the Student Code of Conduct was enforced consistently, and only 48% reported feeling supported by administrators when managing discipline issues. These concerns are driving our renewed focus on structure, consistency, and follow-through in behavior systems with the new campus principal, assistant principal, and counselor.

BTE is also enhancing our student support services. While counseling was limited in the previous year, we now have a **new full-time counselor** and **social worker** on staff. Together, they will lead a comprehensive support system that includes **monthly guidance lessons**, **targeted small group counseling** (focusing on self-regulation, grief/loss, and friendship skills), and individualized support for students struggling with attendance, behavior, or mental health needs.

Communication and Family Engagement

Effective, consistent communication with families is a core priority at BTE. We utilize multiple platforms to ensure families stay informed and engaged, including:

- **Weekly SMORE newsletter** (also posted to our **Facebook** page), new for the 2025-2026 school year.
- **Peachjar** for flyers and campus announcements
- **ClassDojo**, launching this year schoolwide to strengthen parent-teacher connections and reinforce positive behavior

Additionally, teachers send **monthly classroom newsletters** with updates on learning goals and classroom activities.

Campus Culture, Enrichment, and Community Involvement

BTE offers a variety of programs to enrich student learning and build community. Our **PTA** supports events and leads our **campus garden program**, which is a source of pride for students and families. We also provide several extracurricular opportunities, including:

- **Robotics**
- **UIL Academic Competitions**
- **Math Pentathlon**
- **Garden Club**
- **Choir**
- **Tutoring programs**
- **Festivals/Carnival**

Strengths

One of Bluebonnet Trail Elementary's core strengths is the strong **collaborative planning culture** among teachers, which supports the design of **inquiry-based, student-centered lessons** that promote critical thinking, language development, and academic achievement. Through consistent **weekly PLCs beginning for the 2025-2026 school year** and structured planning sessions, staff will develop a shared instructional language and approach that fosters rigor and engagement across content areas with the support of the IC and principal.

Our **Two-Way Dual Language program** is also a key strength of our campus. Student performance data consistently shows that some of the highest levels of academic growth and proficiency occur within our dual language classrooms. This model not only supports bilingualism and biliteracy but also enhances cognitive development and cultural awareness for all students.

In addition, our **PTA** plays an important role in enriching the student experience. Their support has helped us offer valuable extracurricular opportunities such as **Robotics, UIL, Garden Club, Math Pentathlon, choir**, **Carnivals & Festivals**, as well as campus events that bring families and the community together. These partnerships and programs reflect the dedication of our staff and families to ensuring a well-rounded, supportive, and engaging learning environment for every student.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	During the 2024-2025 school year, only 34% of staff reported that the Student Code of Conduct was enforced consistently, indicating a lack of confidence in the schoolwide discipline system and leadership's support in managing student behavior.	The campus lacked a clearly defined and consistently implemented behavior framework, including aligned expectations, common language, and ongoing staff training and accountability, leading to fragmented enforcement across classrooms.
2 ★	While weekly PLCs are scheduled, not all grade-level teams consistently use this time to analyze data, adjust instruction, or plan interventions aligned to student needs.	There is a lack of structured protocols, clear expectations, and targeted facilitation during PLC meetings, which has led to inconsistent implementation of the PLC process and missed opportunities to use the four essential questions to drive instruction.
3 ★	Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events.	The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.
4 ★	Problem Statement #1: Decline in Math Performance Across All Grades Problem Statement: From 2023 to 2025, the percentage of students meeting grade-level expectations in Math at Bluebonnet Trail Elementary dropped significantly across all grade levels, with a 25-point decline in 5th grade, 18-point decline in 3rd grade, and a 1-point decline in 4th grade. In 2025, only 24% of students met or exceed	A lack of targeted, data-driven intervention systems for students not meeting benchmarks, combined with inconsistent Tier 1 math instruction and reduced access to instructional coaching due to staffing shortages, has contributed to the significant performance decline. Additionally, ongoing teacher turnover has disrupted vertical alignment and professional learning focused on the rigor and coher.
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6 ★	Increased student mobility has led to challenges in ensuring consistent academic growth, particularly for students entering classrooms mid-year, resulting in gaps in mastery of key standards.	Teachers lack consistent strategies for small-group instruction and mid-year intervention, making it difficult to accelerate learning for students who enter classrooms partway through the year.
7 ★	Staff survey data indicate a decline in school culture and climate at Bluebonnet Trail Elementary. Only 48% only a handful of staff felt they had received recognition or praise for their efforts, signaling concerns about morale, support, and professional satisfaction.	BTE has not yet engaged in a campus-wide process to co-create and communicate a unified vision of culture. Without a shared framework or explicitly defined core values, day-to-day decision-making and behavior expectations vary across teams and individuals.

★ = Priority

Perceptions

Summary

How Well Do We Conduct Business?

The 2024-2025 school year at Bluebonnet Trail Elementary (BTE) presented several challenges due to leadership transitions, staff turnover, and shifts in campus climate. These factors impacted staff morale, communication systems, and the overall consistency of campus operations.

Staff Experience and Feedback
Manor ISD conducted a staff survey in spring 2025 as part of the annual climate and culture review. Feedback from BTE staff highlighted opportunities for growth:

- 48% of staff indicated they would recommend BTE as a place to work.
- 54% of staff reported receiving recognition or praise for their work.
- Staff noted a desire for stronger support systems, clearer communication, and additional opportunities for recognition, belonging, and collaboration.

BTE experienced a 33% staff turnover rate, which created some instability in instructional delivery and campus-wide initiatives. While this presented challenges, it also provides an opportunity to strengthen retention strategies and enhance staff support moving forward.

Family and Community Engagement
Family engagement has long been a strength at BTE, and several positive partnerships continued throughout the year:

- PTA members actively supported enrichment programs and campus events.
- Community organizations, including the YMCA, Boys & Girls Club, and regional nonprofits, maintained consistent programming for scholars.
- Attendance at events such as Meet the Teacher and Curriculum Nights remained steady, though additional feedback and tracking could further enhance future engagement planning.

Student Voice and Belonging
While formal student surveys were not conducted, discipline data indicated increased social-emotional needs, peer conflict, and dysregulation, reflecting trends seen nationally. These insights underscore the importance of continued support for SEL initiatives and consistent counseling services.

Internal Communication and Recognition Systems
Staff feedback emphasized the need for more consistent communication, follow-through on initiatives, and opportunities for shared leadership. PLC structures will continue with a more strategic focus in the upcoming year, meeting weekly on Tuesdays in the PLC room to review and disaggregate data. This structured approach aims to strengthen collaboration, ensure consistency, and enhance instructional impact across the campus.

Strengths

1. Strong Staff Commitment and Purpose

- In initial one-on-one interviews, staff identified either love for students or love for colleagues as the thing they are most proud of, highlighting a shared commitment to the school's mission and culture of care.
- Staff also mentioned the love they have for this community.

2. Positive Staff Culture and Relationships

- Staff described their working environment as a **“family atmosphere”** grounded in **kindness, compassion, and support**.
- Strong interpersonal relationships contribute to **higher resilience and collaboration**, even in the face of challenges like leadership turnover or staffing changes.

3. Valuing Student Diversity

- Staff expressed pride in the **cultural and linguistic diversity** of the student body, embracing an additive mindset toward multilingualism and multiculturalism.
- This appreciation supports inclusive practices, culturally responsive teaching, and the development of global awareness within the school community.

4. Meaningful Parent and Community Engagement

- Staff voiced **appreciation for the role of families** in student success, noting that **parent engagement** contributes positively to the school’s climate and enhances learning opportunities.
- PTA participation and partnerships with community organizations such as the YMCA and the Boys & Girls Club continue to support enrichment, events, and student wellness.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Staff survey data indicate a decline in school culture and climate at Bluebonnet Trail Elementary. Only 48% only a handful of staff felt they had received recognition or praise for their efforts, signaling concerns about morale, support, and professional satisfaction.	BTE has not yet engaged in a campus-wide process to co-create and communicate a unified vision of culture. Without a shared framework or explicitly defined core values, day-to-day decision-making and behavior expectations vary across teams and individuals.
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Priority Problem Statements

	Problem Statement	Root Cause
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7 ★	While weekly PLCs are scheduled, not all grade-level teams consistently use this time to analyze data, adjust instruction, or plan interventions aligned to student needs.	There is a lack of structured protocols, clear expectations, and targeted facilitation during PLC meetings, which has led to inconsistent implementation of the PLC process and missed opportunities to use the four essential questions to drive instruction.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **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

☑ High Priority ☑ HB3 Goal

By May 2026, Bluebonnet Trail Elementary will increase its overall accountability score from 57 to at least 68 by improving performance in Domain 1 (Student Achievement) from 57 to 65, as measured by the May 2026 Texas Accountability Rating System.

Evaluation Data Source: STAAR May 2026
Interim Assessments
BTE Formative Assessments (ongoing progress monitoring)
AMIRA
IXL
TELPAS (Emergent Bilingual progress)
Professional Learning Communities
Attendance Rate

Strategy 1

☑ Additional Targeted Support Strategy

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.

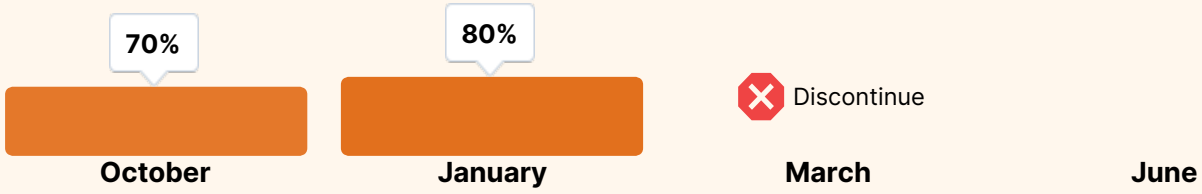
Strategy's Expected Result/Impact: Increased STAAR results, screener results, CFA results, and student engagement. We will monitor this strategy with MTSS meetings, data-driven PLCs, coaching cycles, and walkthroughs.

Staff Responsible for Monitoring: Instructional Coach, Classroom Teachers, Principal, Assistant Principal

Problem Statements: Student Learning 1, 2 - School Processes & Programs 4, 5

Funding Sources: Generation Genius Title I, Part A, $1,800, Interventions Title I, Part A, $1,000

Formative Reviews



Strategy 2

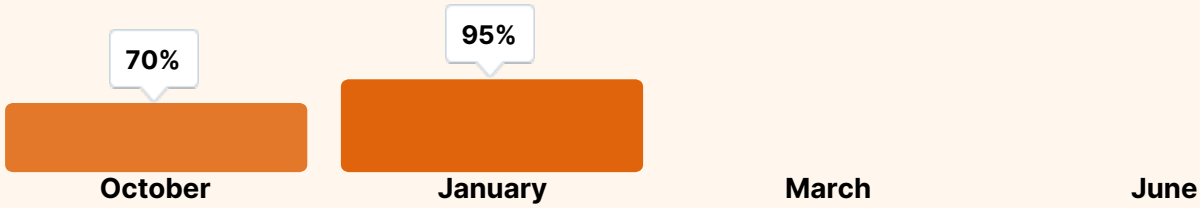
Leadership coaching, focused on classroom observations and feedback, will include bimonthly meetings and classroom walks with MGW Consulting Representative, Missy Wright, to increase capacity, instructional leadership, and teacher efficacy. This will be achieved through the use of the Get-Better-Faster Scope and Sequence and high-quality face-to-face feedback.

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.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 2, 4, 5

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Problem Statement #2: Insufficient Growth in Reading for Students Approaching Grade Level Problem Statement: While 62% of students achieved Approaches Grade Level in Reading on the 2025 STAAR assessment, only 31% met or exceeded grade-level expectations,a decrease of 5 percentage points compared to the previous year. Nearly 38% of students did not meet minimum passing standards, indicating a wide	Inconsistent implementation of small group guided reading and lack of fidelity in progress monitoring systems have limited the campus's ability to accelerate growth for students at the Approaches level. Furthermore, the absence of a structured reading intervention block and limited use of universal screeners to adjust instruction in real time have slowed student progress toward Meets-level perform
2	Problem Statement #1: Decline in Math Performance Across All Grades Problem Statement: From 2023 to 2025, the percentage of students meeting grade-level expectations in Math at Bluebonnet Trail Elementary dropped significantly across all grade levels, with a 25-point decline in 5th grade, 18-point decline in 3rd grade, and a 1-point decline in 4th grade. In 2025, only 24% of students met or exceed	A lack of targeted, data-driven intervention systems for students not meeting benchmarks, combined with inconsistent Tier 1 math instruction and reduced access to instructional coaching due to staffing shortages, has contributed to the significant performance decline. Additionally, ongoing teacher turnover has disrupted vertical alignment and professional learning focused on the rigor and coher.
4	While weekly PLCs are scheduled, not all grade-level teams consistently use this time to analyze data, adjust instruction, or plan interventions aligned to student needs.	There is a lack of structured protocols, clear expectations, and targeted facilitation during PLC meetings, which has led to inconsistent implementation of the PLC process and missed opportunities to use the four essential questions to drive instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	While weekly PLCs are scheduled, not all grade-level teams consistently use this time to analyze data, adjust instruction, or plan interventions aligned to student needs.	There is a lack of structured protocols, clear expectations, and targeted facilitation during PLC meetings, which has led to inconsistent implementation of the PLC process and missed opportunities to use the four essential questions to drive instruction.
4	Problem Statement #1: Decline in Math Performance Across All Grades Problem Statement: From 2023 to 2025, the percentage of students meeting grade-level expectations in Math at Bluebonnet Trail Elementary dropped significantly across all grade levels, with a 25-point decline in 5th grade, 18-point decline in 3rd grade, and a 1-point decline in 4th grade. In 2025, only 24% of students met or exceed	A lack of targeted, data-driven intervention systems for students not meeting benchmarks, combined with inconsistent Tier 1 math instruction and reduced access to instructional coaching due to staffing shortages, has contributed to the significant performance decline. Additionally, ongoing teacher turnover has disrupted vertical alignment and professional learning focused on the rigor and coher.
5	Problem Statement #2: Insufficient Growth in Reading for Students Approaching Grade Level Problem Statement: While 62% of students achieved Approaches Grade Level in Reading on the 2025 STAAR assessment, only 31% met or exceeded grade-level expectations,a decrease of 5 percentage points compared to the previous year. Nearly 38% of students did not meet minimum passing standards, indicating a wide	Inconsistent implementation of small group guided reading and lack of fidelity in progress monitoring systems have limited the campus's ability to accelerate growth for students at the Approaches level. Furthermore, the absence of a structured reading intervention block and limited use of universal screeners to adjust instruction in real time have slowed student progress toward Meets-level perform

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By May 2026, Bluebonnet Trail Elementary will increase its overall accountability score from Domain 2 (School Progress) from 57 to as measured by the 2026 Texas Accountability Rating System.

Evaluation Data Source: STAAR 2026
Interim Assessments
BTE Formative Assessments (ongoing progress monitoring)
AMIRA
IXL
TELPAS (Emergent Bilingual progress)
Professional Learning Communities
Attendance Rate

Strategy 1

Focused Strategies for Student Success Data-Driven Instruction & PLCs- Use assessments and weekly PLCs to identify student gaps and adjust instruction. Targeted Interventions- Provide small-group and Tier 2/3 support in reading and math based on student needs. Differentiation & Engagement- Support teachers in differentiating instruction for all learners and monitor attendance/engagement to address barriers early.

Strategy's Expected Result/Impact: Overall Domain 2 accountability score will increase from 57 to 68.

STAAR, interim, and formative assessment data will show measurable growth in student achievement across all grades and subjects.

PLC documentation will reflect regular data analysis and instructional adjustments.

AMIRA and IXL data will show improvement in individual student fluency, comprehension, and math skills.

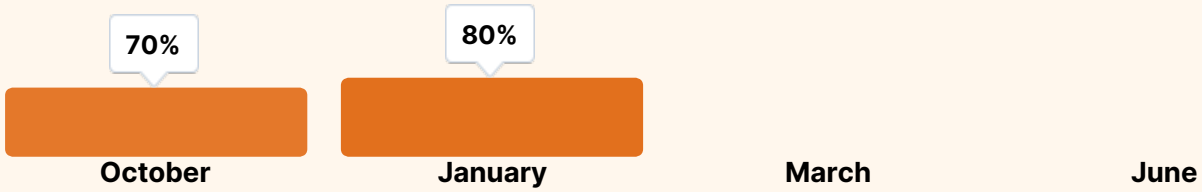
Attendance and engagement data will indicate fewer chronic absences and higher participation in instructional activities.

Staff Responsible for Monitoring: Instructional Coach, Classroom Teachers, Principal, Assistant Principal

Problem Statements: Student Learning 4 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	While weekly PLCs are scheduled, not all grade-level teams consistently use this time to analyze data, adjust instruction, or plan interventions aligned to student needs.	There is a lack of structured protocols, clear expectations, and targeted facilitation during PLC meetings, which has led to inconsistent implementation of the PLC process and missed opportunities to use the four essential questions to drive instruction.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	While weekly PLCs are scheduled, not all grade-level teams consistently use this time to analyze data, adjust instruction, or plan interventions aligned to student needs.	There is a lack of structured protocols, clear expectations, and targeted facilitation during PLC meetings, which has led to inconsistent implementation of the PLC process and missed opportunities to use the four essential questions to drive instruction.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By May 2026, Bluebonnet Trail Elementary will increase its overall accountability score from Domain 3 (Closing the Gaps) from 57 to 70, as measured by the 2026 Texas Accountability Rating System.

Evaluation Data Source: STAAR 2026
Interim Assessments
BTE Formative Assessments (ongoing progress monitoring)
AMIRA
IXL
TELPAS (Emergent Bilingual progress)
Professional Learning Communities
Attendance Rate

Strategy 1

Focused Strategies for Student Success Equity-Focused Instruction & Interventions- Differentiate instruction and provide targeted support for students below grade level, including Emergent Bilinguals and Special Education students. Data-Driven PLCs & Progress Monitoring- Use weekly PLCs and assessments (STAAR, AMIRA, IXL, TELPAS, formative/interim) to analyze student progress and adjust instruction/interventions. Family Engagement & Attendance- Communicate regularly with families about student progress and implement strategies to increase attendance and engagement.

Strategy's Expected Result/Impact: Domain 3 accountability score will increase from 57 to 70.

Achievement gaps for Emergent Bilinguals, Special Education, and economically disadvantaged students will narrow, as shown by STAAR, interim, AMIRA, IXL, and TELPAS data.

PLC documentation will show consistent planning, implementation, and follow-up of targeted interventions.

Attendance and engagement data will reflect improved participation for all students.

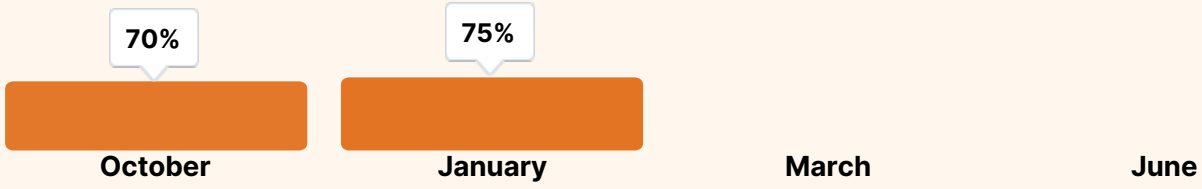
Formative assessment data will demonstrate growth for students previously below grade-level expectations.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher, Instructional Coach, Senior Administrative Associate, and Registrar

Problem Statements: Student Learning 1, 4 - School Processes & Programs 2, 5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Problem Statement #2: Insufficient Growth in Reading for Students Approaching Grade Level Problem Statement: While 62% of students achieved Approaches Grade Level in Reading on the 2025 STAAR assessment, only 31% met or exceeded grade-level expectations,a decrease of 5 percentage points compared to the previous year. Nearly 38% of students did not meet minimum passing standards, indicating a wide	Inconsistent implementation of small group guided reading and lack of fidelity in progress monitoring systems have limited the campus's ability to accelerate growth for students at the Approaches level. Furthermore, the absence of a structured reading intervention block and limited use of universal screeners to adjust instruction in real time have slowed student progress toward Meets-level perform
4	While weekly PLCs are scheduled, not all grade-level teams consistently use this time to analyze data, adjust instruction, or plan interventions aligned to student needs.	There is a lack of structured protocols, clear expectations, and targeted facilitation during PLC meetings, which has led to inconsistent implementation of the PLC process and missed opportunities to use the four essential questions to drive instruction.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	While weekly PLCs are scheduled, not all grade-level teams consistently use this time to analyze data, adjust instruction, or plan interventions aligned to student needs.	There is a lack of structured protocols, clear expectations, and targeted facilitation during PLC meetings, which has led to inconsistent implementation of the PLC process and missed opportunities to use the four essential questions to drive instruction.
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Performance Objective 4 ☑ High Priority

By May 2026, 100% of BTE students in PK-2 will demonstrate grade-level proficiency in reading and foundational literacy skills, ensuring they are on track for future college and career readiness, as measured by their reading levels and the Universal Screener AMIRA.

Evaluation Data Source: AMIRA Assessment Reports: Tracks student reading fluency, comprehension, and growth over time.

Reading Level Data: Teacher-recorded running records and benchmark assessments (e.g., guided reading levels, DRA, or Fountas & Pinnell levels).

PLC Documentation

Records of PLC meetings where teachers analyze reading data, plan interventions, and adjust instruction.

Progress Monitoring in PLCs: Ongoing review of student data to determine effectiveness of interventions and next steps.

Teacher Observations & Anecdotal Notes: Observations during guided reading and small-group instruction to validate assessment data.

Strategy 1

Targeted Small-Group Instruction: Implement guided reading and differentiated small-group instruction based on AMIRA and running record data. Progress Monitoring in PLCs: Conduct weekly PLC meetings to analyze reading data, plan interventions, and adjust instruction as needed. Formative Assessment Use: Use ongoing formative assessments (running records, benchmark assessments) to monitor student progress and inform instruction. Teacher Coaching & Support: Provide coaching and professional development to support effective literacy strategies and intervention practices. Family Engagement: Communicate student reading progress with families and provide resources or strategies to support reading at home.

Strategy's Expected Result/Impact: 100% of PK-2 students will reach grade-level proficiency in reading by May 2025.

AMIRA and reading level data will show measurable growth in fluency, comprehension, and foundational literacy skills.

PLC documentation will reflect regular use of data to plan and implement targeted interventions.

Teacher observations and anecdotal notes will confirm progress in guided reading, small-group instruction, and individualized support.

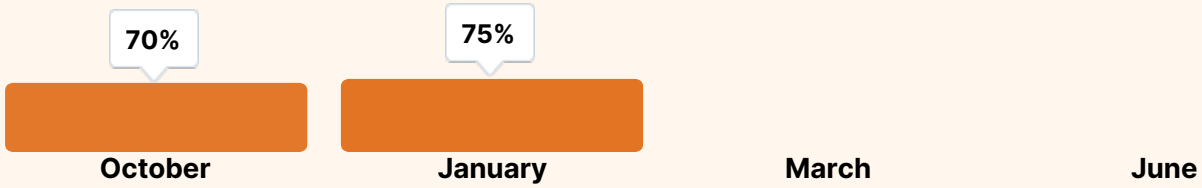
Families will be engaged in supporting literacy growth at home, as reflected in feedback or participation in reading initiatives.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers

Problem Statements: Student Learning 1, 4 - School Processes & Programs 2, 5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Problem Statement #2: Insufficient Growth in Reading for Students Approaching Grade Level Problem Statement: While 62% of students achieved Approaches Grade Level in Reading on the 2025 STAAR assessment, only 31% met or exceeded grade-level expectations,a decrease of 5 percentage points compared to the previous year. Nearly 38% of students did not meet minimum passing standards, indicating a wide	Inconsistent implementation of small group guided reading and lack of fidelity in progress monitoring systems have limited the campus's ability to accelerate growth for students at the Approaches level. Furthermore, the absence of a structured reading intervention block and limited use of universal screeners to adjust instruction in real time have slowed student progress toward Meets-level perform
4	While weekly PLCs are scheduled, not all grade-level teams consistently use this time to analyze data, adjust instruction, or plan interventions aligned to student needs.	There is a lack of structured protocols, clear expectations, and targeted facilitation during PLC meetings, which has led to inconsistent implementation of the PLC process and missed opportunities to use the four essential questions to drive instruction.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	While weekly PLCs are scheduled, not all grade-level teams consistently use this time to analyze data, adjust instruction, or plan interventions aligned to student needs.	There is a lack of structured protocols, clear expectations, and targeted facilitation during PLC meetings, which has led to inconsistent implementation of the PLC process and missed opportunities to use the four essential questions to drive instruction.
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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

☑ **High Priority**

By May 2026, Bluebonnet Trail Elementary will increase family engagement by ensuring that at least 100% of school-wide communications (SMORE Newsletter, campus updates, emergency notices, Facebook) are distributed in both English and Spanish within 48 hours of release, as measured by Smore analytics, ClassDojo reports, and campus communication logs.

Evaluation Data Source: Smore analytics: click-through/open rates

ClassDojo: family engagement

Parent and staff surveys: perceptions of communication

Attendance logs for events: evidence of impact

Strategy 1

BTE will send out a weekly SMORE Newsletter, update our website as needed, and grade levels will send newsletters. We will use Class Dojo and Facebook to communicate about events and important information.

Strategy's Expected Result/Impact: Families, staff, and community members will receive timely, accurate, and accessible information about school events, student progress, and important updates.

Engagement with newsletters, website updates, ClassDojo, and Facebook will increase, as measured by open rates, clicks, and participation in school events.

Families will report greater satisfaction and understanding of school communications in surveys or informal feedback.

Overall, the campus will maintain consistent and interactive communication channels, supporting stronger family and community engagement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Webmaster

Problem Statements: School Processes & Programs 3 - Perceptions 3

Funding Sources: Smore License Title I, Part A, $179

TEA Priorities: Improve low-performing schools

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events.	The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events.	The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

Performance Objective 2 ☑ High Priority

By December 2026, 100% of BTE staff will receive weekly communication through a consistent newsletter format, with at least 90% of staff reporting in the mid-year survey that communication is clear, timely, and accessible."

Evaluation Data Source: Smore analytics: click-through/open rates

ClassDojo: family engagement

Parent and staff surveys: perceptions of communication

Attendance logs for events: evidence of impact

Strategy 1

Weekly Newsletter: Send a consistent staff newsletter via Smore each week, highlighting

updates, reminders, and important information. Multi-Platform Communication: Reinforce key messages through ClassDojo, email, and other staff communication channels as needed. Feedback & Surveys: Collect staff feedback via mid-year and end-of-year surveys to evaluate clarity, timeliness, and accessibility of communications. Monitor Engagement: Track Smore analytics (open rates and click-throughs) and attendance at staff events to gauge effectiveness.

Strategy's Expected Result/Impact: 100% of staff will receive weekly newsletters consistently.

At least 90% of staff will report that communication is clear, timely, and accessible in mid-year surveys.

Smore analytics will reflect high engagement (opens and clicks) with newsletters.

Attendance logs and participation in staff events will demonstrate improved awareness and engagement with campus initiatives.

Overall, staff will report a more informed, connected, and collaborative campus environment.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers,

Problem Statements: School Processes & Programs 3 - Perceptions 3

TEA Priorities: Improve low-performing schools

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events.	The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events.	The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

Performance Objective 3 ☑ High Priority

By May 2026, 100% of BTE families will receive timely and accessible updates about campus events, assessments, and academic opportunities through Class Dojo and SMORE as measured by survey data.

Evaluation Data Source: Smore analytics: click-through/open rates

ClassDojo: family engagement

Parent and staff surveys: perceptions of communication

Attendance logs for events: evidence of impact

Strategy 1

Weekly Smore Newsletter: Share a weekly Smore newsletter highlighting upcoming events, academic opportunities, assessment dates, and campus news. ClassDojo for Family Engagement: Use ClassDojo to send reminders, quick updates, and announcements directly to families in their preferred language. Multi-Platform Communication: Post essential updates on the BTE website and Facebook page to ensure accessibility for all families. Family Feedback Collection: Conduct family surveys twice a year to evaluate clarity, timeliness, and effectiveness of communication. Monitor Engagement: Track Smore analytics, ClassDojo engagement data, and attendance at campus events to measure communication reach and impact.

Strategy's Expected Result/Impact: 100% of families will consistently receive weekly Smore newsletters and timely ClassDojo updates.

At least 90% of families will report in surveys that communication is clear, timely, and accessible.

Smore analytics will show increased open rates and click-through engagement compared to the beginning of the year.

ClassDojo metrics will reflect higher family interaction rates, such as viewed messages and responses.

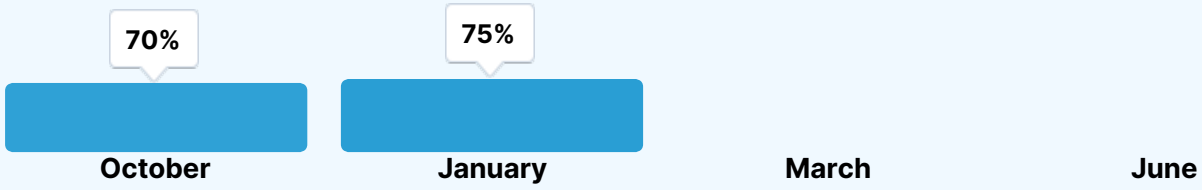
Attendance logs will show increased family participation in campus events, workshops, and academic programs.

Staff Responsible for Monitoring: Campus Administrators Grade-Level Team Leads & Teachers, Parent Liaison

Problem Statements: School Processes & Programs 3 - Perceptions 3

TEA Priorities: Improve low-performing schools

Formative Reviews



Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events.	The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events.	The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

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

☑ **High Priority**

By the end of the 2025-2026 school year, Bluebonnet Trail Elementary will host multiple community engagement events designed to promote partnerships with families and the broader community. These events will include activities such as 'Coffee with the Principal,' Fall Festival, Grandparents Day, Veteran's Day Celebration, Military Family Breakfast, Literacy Night, Science Fair, Music Concert, Field Day, Math Night, two community nights, Pokemon Night, PTA Plant-Garden Sale, Bohoo Yahoo Room, Donuts with Grown Ups, School Dances, and Multicultural Night. Participation will be monitored through attendance logs, event surveys, and sign-in sheets to ensure ongoing family and community involvement.

Evaluation Data Source: Event Attendance Logs

Track the number of participants at each event.

Sign-In Sheets

Post-Event Surveys

Short surveys for families, staff, and community partners to provide feedback.

Family & Community Partnership Records

Teacher & Staff Feedback

Collect feedback from teachers/staff involved in hosting events.

Identify strengths and areas for improvement for future events.

Annual Family Engagement Survey

Survey families about their overall perception of school communication and engagement opportunities.

Helps assess whether events are meeting community needs.

Strategy 1

Parent engagement will increase through events such as Fall Festival, Grandparents Day, Veteran's Day Celebration, Military Family Breakfast, Literacy Night, Science Fair, Math Night, and Multicultural Night.

Strategy's Expected Result/Impact: Parent participation will increase by at least 15% compared to the previous school year, based on attendance logs.

90% of surveyed families will report feeling more connected to the school and informed about student learning opportunities.

Families will express increased satisfaction with school events, as reflected in post-event feedback and annual parent surveys.

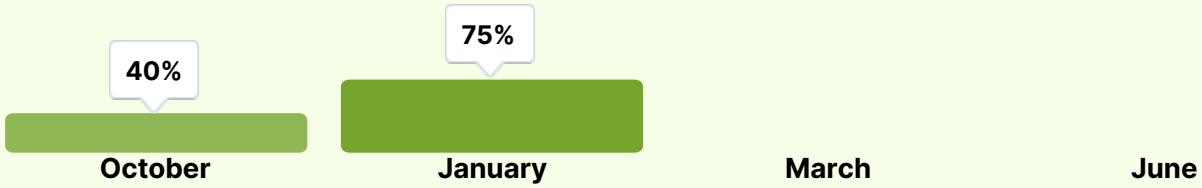
Events will result in stronger community partnerships and more volunteer involvement on campus.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Instructional Coach.

Problem Statements: School Processes & Programs 3 - Perceptions 3

TEA Priorities: Improve low-performing schools

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events.	The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Family engagement and communication efforts have not reached all families effectively, particularly those who speak a language other than English or who are less connected to digital platforms, limiting opportunities for partnership and participation in school events.	The campus has relied on multiple communication platforms without a unified strategy, leading to inconsistent messaging and barriers for families with limited access to technology, literacy, or language support.

Goal 4

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

Performance Objective 1 ☑ High Priority

By May 2026, Bluebonnet Trail Elementary will ensure that 100% of teachers have equitable access to standards-aligned instructional materials, manipulatives, and technology tools necessary to implement TEKS-based instruction.

Evaluation Data Source: Teacher Resource Inventory Audit - semester checks of instructional materials and technology availability in each classroom.

Teacher Feedback Surveys - measure satisfaction with access to resources and identify gaps.

Lesson Plan Reviews - confirm that resources are being used effectively to support instruction.

Classroom Walkthroughs - monitor the implementation of materials, technology, and instructional strategies in real time.

PLC Documentation - review how teams are planning lessons, sharing resources, and collaborating to address student needs.

Strategy 1

BTE will provide bimonthly professional learning sessions for all staff (pioritizing 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.

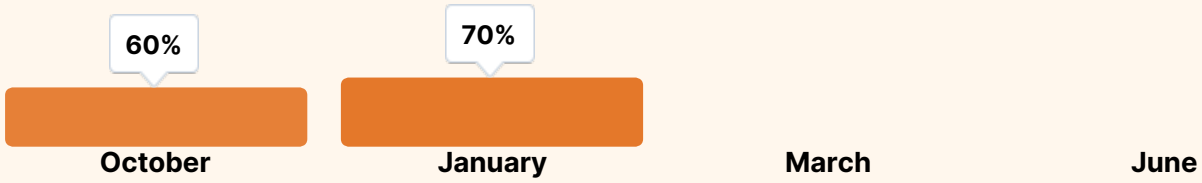
Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 2, 4, 5

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Problem Statement #2: Insufficient Growth in Reading for Students Approaching Grade Level Problem Statement: While 62% of students achieved Approaches Grade Level in Reading on the 2025 STAAR assessment, only 31% met or exceeded grade-level expectations,a decrease of 5 percentage points compared to the previous year. Nearly 38% of students did not meet minimum passing standards, indicating a wide	Inconsistent implementation of small group guided reading and lack of fidelity in progress monitoring systems have limited the campus's ability to accelerate growth for students at the Approaches level. Furthermore, the absence of a structured reading intervention block and limited use of universal screeners to adjust instruction in real time have slowed student progress toward Meets-level perform
2	Problem Statement #1: Decline in Math Performance Across All Grades Problem Statement: From 2023 to 2025, the percentage of students meeting grade-level expectations in Math at Bluebonnet Trail Elementary dropped significantly across all grade levels, with a 25-point decline in 5th grade, 18-point decline in 3rd grade, and a 1-point decline in 4th grade. In 2025, only 24% of students met or exceed	A lack of targeted, data-driven intervention systems for students not meeting benchmarks, combined with inconsistent Tier 1 math instruction and reduced access to instructional coaching due to staffing shortages, has contributed to the significant performance decline. Additionally, ongoing teacher turnover has disrupted vertical alignment and professional learning focused on the rigor and coher.
4	While weekly PLCs are scheduled, not all grade-level teams consistently use this time to analyze data, adjust instruction, or plan interventions aligned to student needs.	There is a lack of structured protocols, clear expectations, and targeted facilitation during PLC meetings, which has led to inconsistent implementation of the PLC process and missed opportunities to use the four essential questions to drive instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	While weekly PLCs are scheduled, not all grade-level teams consistently use this time to analyze data, adjust instruction, or plan interventions aligned to student needs.	There is a lack of structured protocols, clear expectations, and targeted facilitation during PLC meetings, which has led to inconsistent implementation of the PLC process and missed opportunities to use the four essential questions to drive instruction.
	Problem Statement #1: Decline in Math	A lack of targeted, data-driven

4	Performance Across All Grades Problem Statement: From 2023 to 2025, the percentage of students meeting grade-level expectations in Math at Bluebonnet Trail Elementary dropped significantly across all grade levels, with a 25-point decline in 5th grade, 18-point decline in 3rd grade, and a 1-point decline in 4th grade. In 2025, only 24% of students met or exceed	intervention systems for students not meeting benchmarks, combined with inconsistent Tier 1 math instruction and reduced access to instructional coaching due to staffing shortages, has contributed to the significant performance decline. Additionally, ongoing teacher turnover has disrupted vertical alignment and professional learning focused on the rigor and coher.
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Performance Objective 2 ☑ High Priority

By May 2026, 100% of BTE staff will participate in targeted professional development and support programs to ensure equitable capacity building.

Evaluation Data Source: PD Attendance Records - track staff participation in coaching, PLCs, and training sessions.

Coaching Logs - document individualized support provided to teachers.

Classroom Walkthroughs - observe the application of PD strategies and instructional practices.

PLC Documentation & Meeting Notes - ensure ongoing collaboration, data analysis, and instructional adjustments aligned with PD.

Strategy 1

BTE will engage in weekly Professional Learning Communities (PLCs) to collaboratively plan a curriculum framework, with an emphasis on developing lines of inquiry, cross-curricular connections, and student-centered learning experiences, and two-day-long teacher-led conferences with the campus principal .

Strategy's Expected Result/Impact: By May 2025, 100% of grade-level teams will demonstrate improved instructional planning and delivery as evidenced by:

PLC meeting agendas, notes, and action plans.

Increased student performance on BTE formative assessments and interim assessments.

Alignment of lesson plans with grade-level standards and learning objectives.

Teacher survey feedback showing increased confidence in planning effective instruction.

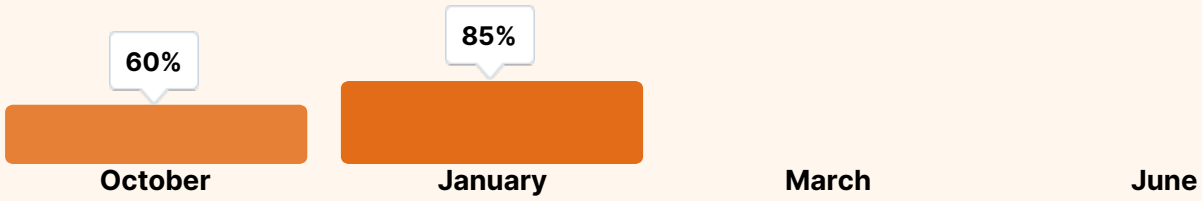
Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Instructional Coach

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 2, 4, 5, 6

Funding Sources: Money to cover subs teacher led conversations with principal Local Funds, $3,000

TEA Priorities: Improve low-performing schools

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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	or exceed	learning focused on the rigor and coher.
3	Increased student mobility has led to challenges in ensuring consistent academic growth, particularly for students entering classrooms mid-year, resulting in gaps in mastery of key standards.	Teachers lack consistent strategies for small-group instruction and mid-year intervention, making it difficult to accelerate learning for students who enter classrooms partway through the year.
4	While weekly PLCs are scheduled, not all grade-level teams consistently use this time to analyze data, adjust instruction, or plan interventions aligned to student needs.	There is a lack of structured protocols, clear expectations, and targeted facilitation during PLC meetings, which has led to inconsistent implementation of the PLC process and missed opportunities to use the four essential questions to drive instruction.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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	minimum passing standards, indicating a wide	perform
6	Increased student mobility has led to challenges in ensuring consistent academic growth, particularly for students entering classrooms mid-year, resulting in gaps in mastery of key standards.	Teachers lack consistent strategies for small-group instruction and mid-year intervention, making it difficult to accelerate learning for students who enter classrooms partway through the year.

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

☑ **High Priority**

By May 2026, Bluebonnet Trail Elementary will ensure that 100% of campus facilities are safe, well-maintained, environmentally sustainable, and accessible to the community, as measured by quarterly safety and maintenance audits, completion of work orders, and campus walkthrough inspections conducted by administrators and facilities staff.

Evaluation Data Source: Quarterly Safety & Maintenance Audits - identify needed repairs, safety hazards, or accessibility improvements.

Timely Work Order Completion - ensure all identified issues are addressed within 30 days of reporting.

Administrator Walkthroughs - document campus cleanliness, ensure doors are locked, safety protocols, and functionality of facilities.

Community Accessibility Tracking - maintain records of community events and ensure spaces are available and accessible for public use.

Strategy 1

Administrative Leadership will conduct AM and PM door checks and building walkthroughs.

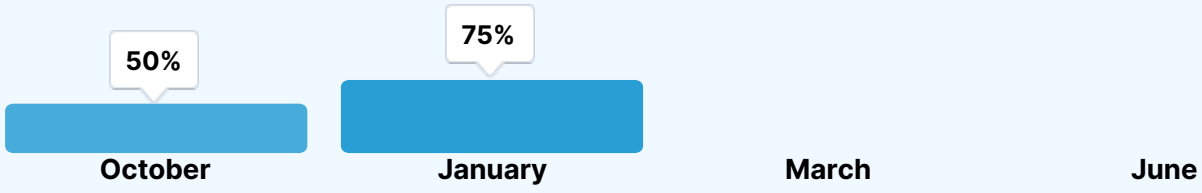
Strategy's Expected Result/Impact: 100% compliance with safety walkthroughs.

Staff Responsible for Monitoring: Assistant Principal, Principal, School Resource Officer.

Problem Statements: School Processes & Programs 1, 7 - Perceptions 1, 2

TEA Priorities: Improve low-performing schools

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	During the 2024-2025 school year, only 34% of staff reported that the Student Code of Conduct was enforced consistently, indicating a lack of confidence in the schoolwide discipline system and leadership's support in managing student behavior.	The campus lacked a clearly defined and consistently implemented behavior framework, including aligned expectations, common language, and ongoing staff training and accountability, leading to fragmented enforcement across classrooms.
7	Staff survey data indicate a decline in school culture and climate at Bluebonnet Trail Elementary. Only 48% only a handful of staff felt they had received recognition or praise for their efforts, signaling concerns about morale, support, and professional satisfaction.	BTE has not yet engaged in a campus-wide process to co-create and communicate a unified vision of culture. Without a shared framework or explicitly defined core values, day-to-day decision-making and behavior expectations vary across teams and individuals.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff survey data indicate a decline in school culture and climate at Bluebonnet Trail Elementary. Only 48% only a handful of staff felt they had received recognition or praise for their efforts, signaling concerns about morale, support, and professional satisfaction.	BTE has not yet engaged in a campus-wide process to co-create and communicate a unified vision of culture. Without a shared framework or explicitly defined core values, day-to-day decision-making and behavior expectations vary across teams and individuals.
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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

☑ **High Priority**

By May 2026, Bluebonnet Trail Elementary will ensure that 100% of teacher vacancies are filled with highly qualified candidates by leveraging targeted recruitment strategies, including attending job fairs, collaborating with teacher preparation programs, and utilizing district hiring platforms, as measured by HR staffing reports and time-to-fill data.

Evaluation Data Source: HR Staffing Reports - track teacher hires, qualifications, and vacancy fill rates.

Time-to-Fill Data - measure how quickly positions are filled.

Recruitment Activity Logs - document participation in job fairs, partnerships with teacher prep programs, and online recruitment efforts.

New Hire Onboarding Feedback - survey new hires about the recruitment and onboarding experience.

Strategy 1

BTE will offer mentoring for all local certified and first year teachers.

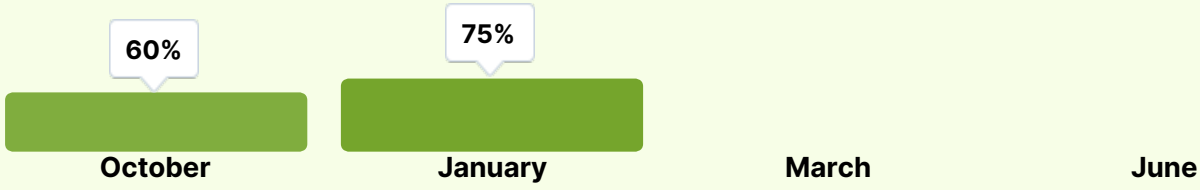
Strategy's Expected Result/Impact: We will develop strong teachers and increase student achievement.

Staff Responsible for Monitoring: BTE Mentors, Instructional Coaches, Principal, Assistant Principal

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 2, 4, 5, 6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
Problem Statement #2: Insufficient Growth in Reading for Students	Inconsistent implementation of small group guided reading and lack of fidelity

1	Approaching Grade Level Problem Statement: While 62% of students achieved Approaches Grade Level in Reading on the 2025 STAAR assessment, only 31% met or exceeded grade-level expectations,a decrease of 5 percentage points compared to the previous year. Nearly 38% of students did not meet minimum passing standards, indicating a wide	in progress monitoring systems have limited the campus's ability to accelerate growth for students at the Approaches level. Furthermore, the absence of a structured reading intervention block and limited use of universal screeners to adjust instruction in real time have slowed student progress toward Meets-level perform
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3	Increased student mobility has led to challenges in ensuring consistent academic growth, particularly for students entering classrooms mid-year, resulting in gaps in mastery of key standards.	Teachers lack consistent strategies for small-group instruction and mid-year intervention, making it difficult to accelerate learning for students who enter classrooms partway through the year.
4	While weekly PLCs are scheduled, not all grade-level teams consistently use this time to analyze data, adjust instruction, or plan interventions aligned to student needs.	There is a lack of structured protocols, clear expectations, and targeted facilitation during PLC meetings, which has led to inconsistent implementation of the PLC process and missed opportunities to use the four essential questions to drive instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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Performance Objective 2 ☑ High Priority

By May 2026, Bluebonnet Trail Elementary will ensure that 100% of staff have access to leadership and innovation opportunities, including leading PLCs, participating in committees, and piloting instructional initiatives.

Evaluation Data Source: Leadership assignment records

PLC documentation-Agendas

Staff feedback surveys

Strategy 1

Provide opportunities for all staff to engage in leadership and innovation by rotating PLC facilitators, inviting staff to serve on campus and district committees, and piloting instructional initiatives that support teaching and learning. Create clear systems for sharing leadership roles and recognizing contributions.

Strategy's Expected Result/Impact: By May 2025, 100% of BTE staff will have access to at least one leadership or innovation opportunity. At least 85% of staff will report in the end-of-year survey that they feel empowered to contribute to decision-making and instructional innovation.

Staff Responsible for Monitoring: Principal - Oversees leadership systems and ensures equitable opportunities

Assistant Principal(s) - Supports implementation and monitors participation

Instructional Coaches - Facilitates leadership development and provides coaching

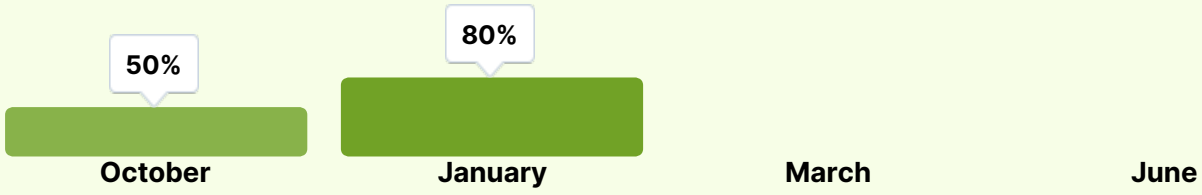
Grade-Level Team Leaders - Supports rotation of leadership roles and mentoring

All Teachers - Actively participate in leadership opportunities

Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 2, 4, 5

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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Performance Objective 3 ☑ High Priority

By 2026, BTE will attract, develop, and retain highly-effective staff through an environment of equitable

opportunity, growth, and innovation.

Evaluation Data Source: End of the Year: Retention Data

Agenda Meetings: Opportunities for Growth: meeting monthly with campus administrators for learning.

Strategy 1

Recognition & Discipline Support: Implement a "Discipline Champions" program to recognize staff who consistently model positive behavior supports and effective classroom management. Reduce behaviors by implementing Champs and working with campus MTSS Team. Provide regular recognition for instructional contributions and campus leadership through newsletters, shout-outs, and awards. Communication & Collaboration- Establish clear, consistent communication channels for updates, instructional guidance, and campus initiatives. Professional Growth & Retention Offer targeted professional development, coaching, and mentorship programs for all staff. Conduct stay/exit interviews to identify retention challenges and inform strategies. Staff Wellbeing & Engagement- Monitor engagement and satisfaction through surveys and participation data.

Strategy's Expected Result/Impact: Higher Staff Satisfaction - Increased positive survey responses on recognition, support, and engagement.

Improved Retention - Reduction in staff turnover.

Effective Recognition & Behavior Support - High participation in "Discipline Champions" and consistent positive behavior practices.

Stronger Collaboration - High attendance in PLCs and collaborative planning sessions; staff report improved communication.

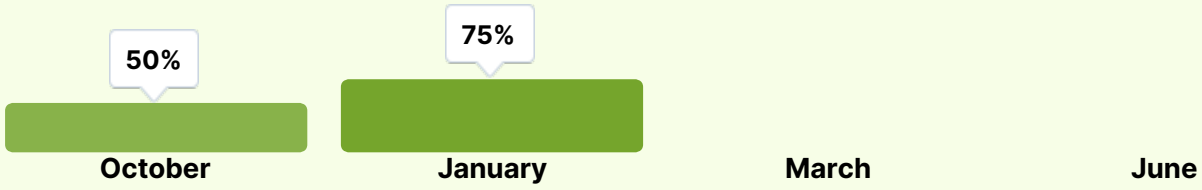
Professional Growth & Wellbeing - Completion of targeted PD, mentorship participation, and improved staff wellbeing and engagement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers, Counselors.

Problem Statements: Student Learning 3 - School Processes & Programs 1, 6 - Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Increased student mobility has led to challenges in ensuring consistent academic growth, particularly for students entering classrooms mid-year, resulting in gaps in mastery of key standards.	Teachers lack consistent strategies for small-group instruction and mid-year intervention, making it difficult to accelerate learning for students who enter classrooms partway through the year.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	During the 2024-2025 school year, only 34% of staff reported that the Student Code of Conduct was enforced consistently, indicating a lack of confidence in the schoolwide discipline system and leadership's support in managing student behavior.	The campus lacked a clearly defined and consistently implemented behavior framework, including aligned expectations, common language, and ongoing staff training and accountability, leading to fragmented enforcement across classrooms.
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Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
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Goal Tables

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	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.

State Compensatory Education

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

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Michelle Gomez	Instructional Coach	ELA	1
Vacant	Parent Liaison	Family Engagement	1

Funding Summary

Funding Summary

Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Money to cover subs teacher led conversations with principal	--	$3,000.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$69,435.27
				+/- Difference	**$66,435.27**

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Generation Genius	--	$1,800.00
1	1	1	Interventions	--	$1,000.00
2	1	1	Smore License	--	$179.00
				Sub-Total	$2,979.00
				Budgeted Fund Source Amount	$10,675.00
				+/- Difference	**$7,696.00**

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Dyslexia Treatment Program	Executive Director of Special Education	9/2/2025	Dr. Christopher Harvey	9/2/2025
Pregnancy Related Services	Whole Child Coordinator & Director of Health & Wellness	9/2/2025	Dr. Christopher Harvey	9/2/2025
Post-Secondary Preparedness	Director of Counseling	9/2/2025	Dr. Christopher Harvey	9/2/2025
Recruiting Teachers and Paraprofessionals	HRIS and Certification Specialist - Coordinator	7/7/2025	Tamey Williams-Hill	10/22/2024
Student Welfare: Crisis Intervention Programs and Training	Directors of Counseling & Guidance and Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Student Welfare: Discipline/Conflict/ Violence Management	Director of Student Affairs	10/22/2024	Malaki Hawkins	6/26/2025
McKinney-Vento and Foster Care Assurance	McKinney-Vento and Foster Care Liaison and McKinney-Vento Assistant	9/3/2025	Dr. Christopher Harvey	1/5/2026