

Manor Independent School District
Pioneer Crossing Elementary
2025-2026 Campus Improvement Plan



Mission Statement

Manor ISD will ensure the social, emotional, and academic development of every student through innovative opportunities.

District Strategic Plan Goals (5 year plan)

1. Be the district of choice in this Texas region based on student success.
2. Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference.
3. Serve internal and external customers in partnership to support the highest levels of student success
4. Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom.
5. Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success.

District Student Outcome Goals (2 year plan)

SOG #1 The percentage of third grade students in the district who meet or exceed Postsecondary Readiness Standard as measured by STAAR will increase from 34% to 46% by 2020-21.

SOG #2 The percentage of students in the district who are economically disadvantaged that meet or exceed the STAAR Grade Level Postsecondary Readiness Standard for all grades on two or more subjects will increase from 28% to 40% by 2020-21.

SOG#3 The percentage of graduates displaying college readiness in the district who earn at least 12 hours of Postsecondary Credit will increase from 10.7% to 21% by 2020-21.

Vision

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

Value Statement

Values:

Respect
Student success
Integrity
Responsibility
Accountability
Support

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pioneer Crossing Elementary is located in Manor ISD in Austin, Texas, and it serves students from grades Pre-Kindergarten to 5th Grade, predominantly from low- to middle-income families, with an average enrollment of 500 students every school year. Pioneer Crossing Elementary is a Title I school and currently has 511 students enrolled for the school year. Out of those 511 students, 230 students are in the Emergent Bilingual program(45%), 72 are in the SpEd program (14%), 368 students are Economically Disadvantaged (72%), 72 students are considered Gifted and Talented (14%), and 393 students are considered At-Risk (77%).PCE currently has 276 male students and 235 female students. As for our population, Pioneer Crossing Elementary consists of 174 or 34% Hispanic/Latino, 106 or 15% African American, 46 or 9% Asian, 51 or 10% White students, and 36 or 7% Multi-Racial students.

Pioneer Crossing has a Spanish bilingual one-way dual language class for Pre-Kindergarten through fourth grade.

PCE has two Communication Lifeskills classes as well as one inclusion/ resource teacher, and two Special Education inclusion aides.

PCE has a Gifted and Talented pullout class for 1st- 5th grades.

According to the latest TAPR report, it indicates that most teachers at Pioneer Crossing Elementary (37.9%) have between 1-5 years of experience in the classroom, 9.6% of teachers have 6-10 years of experience, and 28.7% of teachers have 11-20 years of experience. 78% of our staff have earned a Bachelor's degree and 18.8% have earned their Master's degree.

Demographics Strengths

Our student body represents a wide array of cultural backgrounds, which enriches the educational experience for everyone and fosters an inclusive environment. They offer different perspectives and experiences to our community. As a community, this impacts how we celebrate our cultural differences.

Dual Language Program: We offer a dual language program - one way bilingual for students in grades Pre-K through fourth. Students can pursue the academic strength of learning two languages, their native language of Spanish and English at the same time. Students are learning to read, write, listen, and speak in their native language as well as their new language of English. Students strengthen their voice and identity in both their first and second languages.

Gifted and Talented: PCE has 14% Gifted and Talented enrollment, where students are provided services weekly in a pullout class. Students participate in problem-based learning to acquire and build new skills that will benefit them in their future careers.

After School Programs: We are able to offer our students and community extended enrichment programs to provide homework assistance, physical activity, and nutrition guidance, along with nutritious meals.

It's our goal to leverage these demographic strengths to create an inclusive, supportive, and enriching educational environment. Celebrating and valuing the diversity within our PCE community can foster a sense of belonging and unity among students and staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teacher capacity is limited.

Root Cause: With 37.9% of teachers having 1-5 years of experience, there is a lack of knowledge in lesson internalization and data analysis.

Problem Statement 2 (Prioritized): Pioneer Crossing Elementary has 45% of Emergent Bilingual students, many who are newcomers.

Root Cause: Families coming from out of the country and settling in the Pioneer Crossing Community.

Problem Statement 3 (Prioritized): Over the past years, the demographics of the community have changed and the population of disadvantaged students has increased to 72% in 2024.

Root Cause: Pioneer Crossing is centrally located in Austin, TX. Many of our families are new to our country or transferring/moving to our area due to the cost of living in the Austin area.

Problem Statement 4 (Prioritized): Attendance was an average of 91.7% for the 2024-2025 School Year.

Root Cause: Students in the primary grade levels (PK-1st Grade) had the lowest overall attendance percentages compared to other grade levels as well as parental misconceptions of the importance of school attendance.

Student Learning

Student Learning Summary

2025 STAAR Reading Data

3rd Grade Reading (79 students)	62% Approaches	32% Meets	6% Masters
4th Grade Reading (94 students)	62% Approaches	27% Meets	6% Masters
5th Grade Reading (83 students)	46% Approaches	18% Meets	10% Masters

2025 STAAR Math Data

3rd Grade Math (79 students)	48% Approaches	24% Meets	9% Masters
4th Grade Math (93 students)	46% Approaches	18% Meets	8% Masters
5th Grade Math (83 students)	36% Approaches	16% Meets	8% Masters

2024 STAAR Math Data

5th Grade Science (83 students)	25% Approaches	8% Meets	5% Masters
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The 2025 Accountability Report Card, Pioneer Crossing Elementary received an Overall Score of 60.

Student Learning Strengths

ELA

- In the 3rd grade, a significant 62% of students are performing at the Approaches level, indicating a solid foundation in reading skills among our youngest learners.
- In the 4th grade, 62% of students are at the Approaches level, reflecting consistent performance.
- In 5th grade, 10% of students are at the master level, suggesting that our instructional strategies are effectively supporting higher-level comprehension skills.

MATH

- For 3rd-grade math, 48% of students are at the Approaches level, demonstrating a strong start in mathematical understanding.
- The 4th-grade math results show that 46% of students are at the Approaches level, indicating steady progress in mathematical skills.
- In 5th grade, 8% of the students are at the master level, shows that our focus on critical thinking and problem-solving is yielding positive outcomes.

SCIENCE

The 2025 STAAR data for 5th-grade science, although not as high as other subjects, provides a baseline from which we can build and improve, and it highlights the potential for growth in our science curriculum.

Overall, the 2025 Accountability Report Card projects an Overall Score of 59 for Pioneer Crossing Elementary. While there is room for improvement, this score reflects the dedication and hard work of our students and staff. It serves as a benchmark for us to continue enhancing our educational strategies and support systems to ensure that all students achieve their full potential.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Tier 1 Instruction in Reading and Math did not meet all instructional needs of students.

Root Cause: Teachers alignment to the district curriculum and state/district/campus assessment, as well as appropriately utilizing their acceleration time. Inconsistent use of data to drive instruction, and limited academic interventions aligned to specific student needs.

Problem Statement 2 (Prioritized): We are not closing the achievement gap in the areas of reading and math, 3rd - 5th grade

Root Cause: a need for intensified, targeted instructional support, early interventions, and consistent progress monitoring to accelerate student achievement, varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices

Problem Statement 3 (Prioritized): Emergent Bilingual Learners are making minimal growth in learning and developing their English Language Acquisition in the areas of Reading, Math, and Science.

Root Cause: The need for greater structures and strategies in providing support and accommodations in content language acquisition for EB students.

Problem Statement 4 (Prioritized): High-achieving students identified as GT are not experiencing growth in math, reading, and science.

Root Cause: Teachers struggle to provide differentiation and enrichment opportunities for GT students in the classroom across multiple subject areas.

Problem Statement 5 (Prioritized): Students who receive Special Education services are not making progress or growing in reading, math, and science.

Root Cause: Teachers need to expose students to more rigorous, complex problems and texts that require students to think and communicate on higher levels.

Problem Statement 6 (Prioritized): 5th grade students STAAR performance was not adequate for the Science STAAR--25% Approaches, 8% Meets, 5% Masters

Root Cause: Teachers need to build a strong level of Science knowledge in all grade levels.

School Processes & Programs

School Processes & Programs Summary

PCE follows all district guidelines and best practices when hiring potential candidates. We interview as a committee and debrief as a committee to determine the candidates to recommend for hire.

Manor ISD has had the Local Certification program that offers opportunities for candidates who hold a bachelor's degree to pursue a local/teacher certification, which has helped fill four classroom teacher vacancies. PK-2nd-grade classrooms are self-contained, so all teachers teach all subjects. 3rd-5th grade classrooms are departmentalized. Staff are placed in grade levels and content areas based on experience, skills, strengths, and interests. All teachers are supported by campus instructional coaches, campus administrators, team leaders, and a mentor if they are new to the profession.

PCE staff participate in district and campus professional learning throughout the year. Professional learning can be focused on campus-wide initiatives, differentiated by grade level or content-specific, as well as individualized to support teachers in a specific content or instructional practice. All grade level teachers participate in PLC+ (Reading, Math, Data), coaching cycles(modeling, co-teaching, planning, etc) with the Instructional Coach, coaching feedback cycles with admin(walkthrough and face-to-face feedback), and professional learning as needed.

Scholars are provided Tier 1 instruction through our HQIM-Amira and iXL, with opportunities for enrichment/acceleration. Scholars who need additional support are provided with intervention in small groups with the classroom teacher or academic interventionist. The MTSS process is used to track scholar progress throughout the year and to ensure that all scholars have equitable access to enrichment, acceleration, and intervention.

School Processes & Programs Strengths

This year, we improved our PLC+ process using an agenda with a focus on lesson internalization. District support staff provided professional learning and assistance with planning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Internalization of lessons to meet the academics/social skills of students, practicing instructing curriculum, and aligning to STAAR

Root Cause: The years of experience in our teaching staff create a variety of needs to build the apacity of our teachers and instructional support staff.

Problem Statement 2 (Prioritized): While PLCs meet weekly, there is a need for collaborating in the analysis of data more frequently and using the results of the data to inform instruction.

Root Cause: The instructional culture needs to be improved.

Perceptions

Perceptions Summary

At PCE, we believe that creating a positive and trusting relationship with our parents, students, and community is an important component of our students' academic and social success. Parents are notified of events and updates monthly through our school newsletter and marquee. In addition, parents are notified through our mass communication system, Talking Points, when information must be communicated immediately. Teachers communicate with parents through a weekly grade-level newsletter and formal parent conferences during the fall and spring semesters. This year, Manor ISD sent out a TASB Survey to all staff. Based on the overall results of the TASB Survey there are three areas of growth.

- Area 1: Curriculum, Instructional Resources, & Equity-Low access to instructional materials, technology, and support for special populations.
- Area 2: Workload & Job Satisfaction-Teachers report high workload and concerns about hours, affecting morale and job satisfaction.
- Area 3: Teacher Voice in Decision-Making-Staff desire more meaningful involvement in instructional decisions and professional learning.

Perceptions Strengths

Based on the overall results of the TASB Survey, the following were PCE's top school climate topics under the categories of Relationships and Culture, Leadership and Supervision, and Student Discipline.

Highest Indicators by Staff:

- 80% **trust their supervisor**, and 83% **like working for them**.
- 88% feel **respected by the principal**
- 93% **like the people they work with**.
- 93% feel **loyal to their immediate team**.
- 90% say **their team works well together**.
- 93% agree the **principal provides behavioral leadership**.
- 89% agree the **code of conduct is fair and consistent**.
- 89% feel they receive **appropriate help with discipline**.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers do not feel they have sufficient access to materials and technology for special populations.

Root Cause: Gaps need to be evaluated in technology, tools, and supports--especially for special populations.

Problem Statement 2 (Prioritized): Despite having various parent outreach activities, participation by parents was minimal; Aside from parent-teacher conferences, the highest level of parent participation is at celebratory events (such as performances and award ceremonies) compared to informative, instructional, and academic events.

Root Cause: Parents work late jobs and cannot attend after-school events, some parents do not speak English, and volunteer sign ups are not advertised/encouraged enough.

Priority Problem Statements

Problem Statement 1: Teacher capacity is limited.

Root Cause 1: With 37.9% of teachers having 1-5 years of experience, there is a lack of knowledge in lesson internalization and data analysis.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Pioneer Crossing Elementary has 45% of Emergent Bilingual students, many who are newcomers.

Root Cause 2: Families coming from out of the country and settling in the Pioneer Crossing Community.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Attendance was an average of 91.7% for the 2024-2025 School Year.

Root Cause 3: Students in the primary grade levels (PK-1st Grade) had the lowest overall attendance percentages compared to other grade levels as well as parental misconceptions of the importance of school attendance.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Over the past years, the demographics of the community have changed and the population of disadvantaged students has increased to 72% in 2024.

Root Cause 4: Pioneer Crossing is centrally located in Austin, TX. Many of our families are new to our country or transferring/moving to our area due to the cost of living in the Austin area.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Tier 1 Instruction in Reading and Math did not meet all instructional needs of students.

Root Cause 5: Teachers alignment to the district curriculum and state/district/campus assessment, as well as appropriately utilizing their acceleration time. Inconsistent use of data to drive instruction, and limited academic interventions aligned to specific student needs.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: We are not closing the achievement gap in the areas of reading and math, 3rd - 5th grade

Root Cause 6: a need for intensified, targeted instructional support, early interventions, and consistent progress monitoring to accelerate student achievement, varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Emergent Bilingual Learners are making minimal growth in learning and developing their English Language Acquisition in the areas of Reading, Math, and Science.

Root Cause 7: The need for greater structures and strategies in providing support and accommodations in content language acquisition for EB students.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: High-achieving students identified as GT are not experiencing growth in math, reading, and science.

Root Cause 8: Teachers struggle to provide differentiation and enrichment opportunities for GT students in the classroom across multiple subject areas.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students who receive Special Education services are not making progress or growing in reading, math, and science.

Root Cause 9: Teachers need to expose students to more rigorous, complex problems and texts that require students to think and communicate on higher levels.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: 5th grade students STAAR performance was not adequate for the Science STAAR--25% Approaches, 8% Meets, 5% Masters

Root Cause 10: Teachers need to build a strong level of Science knowledge in all grade levels.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Internalization of lessons to meet the academics/social skills of students, practicing instructing curriculum, and aligning to STAAR

Root Cause 11: The years of experience in our teaching staff create a variety of needs to build the apacity of our teachers and instructional support staff.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: While PLCs meet weekly, there is a need for collaborating in the analysis of data more frequently and using the results of the data to inform instruction.

Root Cause 12: The instructional culture needs to be improved.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Teachers do not feel they have sufficient access to materials and technology for special populations.

Root Cause 13: Gaps need to be evaluated in technology, tools, and supports--especially for special populations.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Despite having various parent outreach activities, participation by parents was minimal; Aside from parent-teacher conferences, the highest level of parent participation is at celebratory events (such as performances and award ceremonies) compared to informative, instructional, and academic events.

Root Cause 14: Parents work late jobs and cannot attend after-school events, some parents do not speak English, and volunteer sign ups are not advertised/encouraged enough.

Problem Statement 14 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

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 June 2026, students enrolled in Grades 3-5 participating in the 2026 Spring STAAR Reading assessment will increase performance by 10% at the Approaches and Meets performance levels.

By June 2026, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 10% at the Masters level on the 2026 Spring STAAR Reading assessment.

HB3 Goal

Evaluation Data Sources: Campus Based Assessments, District Benchmarks, STAAR Assessment Data 2025
Campus Data Collection- Amira, Exit Tickets, Formal/Informal Observations

Strategy 1 Details	Reviews			
Strategy 1: Reading Language Art teachers will implement the 30-minute Accelerated Instruction (intervention) time 2x per week, to provide small group intervention to support Tier 2 and Tier 3 students to increase achievement Strategy's Expected Result/Impact: students in Tier II and II will increase in reading 3-5 students will increase in Meets and Master to meet campus goals Staff Responsible for Monitoring: Principal,Assistant Principal,Academic Interventionist,Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 5 Funding Sources: instructional materials and assessments - Title I, Part A	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Reading Language Art teachers will meet weekly for 45 minute PLCs to assist teachers in the implementation, internalization, and lesson delivery of HMH by reviewing the units, learning objectives, and best teaching practices to ensure meaningful Tier I instruction to all students and provide reading instruction that includes small groups during their literacy block. Strategy's Expected Result/Impact: Students will meet grade level standards Increase in student achievement in the area of reading Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Academic Interventionist, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 Funding Sources: instructional materials, - Title I, Part A	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers in K-5th grade will meet in PLC to complete data dig using formative assessment reports from Amira, Benchmarks, and Campus Assessments. Teachers will use the data to identify the Reading TEKS, student's misconceptions, Reading Best Practices, and will plan interventions/instruction for Tier 2 and Tier 3 students and enrichment for Tier 1 students. Strategy's Expected Result/Impact: Increase Reading Achievement Teachers identifying student's misconceptions in Learning Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Academic Interventionist, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: PCE will provide an Instructional Coach to support all PK-5 classroom teachers through PLC+ and coaching cycles to ensure high-quality instruction, lesson planning, and data-driven decision making. Strategy's Expected Result/Impact: Increase in Teacher capacity Improved Tier 1 instruction Increase in student achievement in all areal Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Professional Personnel - Title I, Part A	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teacher capacity is limited. Root Cause: With 37.9% of teachers having 1-5 years of experience, there is a lack of knowledge in lesson internalization and data analysis.
Problem Statement 2: Pioneer Crossing Elementary has 45% of Emergent Bilingual students, many who are newcomers. Root Cause: Families coming from out of the country and settling in the Pioneer Crossing Community.
Problem Statement 3: Over the past years, the demographics of the community have changed and the population of disadvantaged students has increased to 72% in 2024. Root Cause: Pioneer Crossing is centrally located in Austin, TX. Many of our families are new to our country or transferring/moving to our area due to the cost of living in the Austin area.
Student Learning
Problem Statement 1: Tier 1 Instruction in Reading and Math did not meet all instructional needs of students. Root Cause: Teachers alignment to the district curriculum and state/district/campus assessment, as well as appropriately utilizing their acceleration time. Inconsistent use of data to drive instruction, and limited academic interventions aligned to specific student needs.
Problem Statement 2: We are not closing the achievement gap in the areas of reading and math, 3rd - 5th grade Root Cause: a need for intensified, targeted instructional support, early interventions, and consistent progress monitoring to accelerate student achievement, varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices
Problem Statement 3: Emergent Bilingual Learners are making minimal growth in learning and developing their English Language Acquisition in the areas of Reading, Math, and Science. Root Cause: The need for greater structures and strategies in providing support and accommodations in content language acquisition for EB students.

Student Learning

Problem Statement 5: Students who receive Special Education services are not making progress or growing in reading, math, and science. **Root Cause:** Teachers need to expose students to more rigorous, complex problems and texts that require students to think and communicate on higher levels.

School Processes & Programs

Problem Statement 1: Internalization of lessons to meet the academics/social skills of students, practicing instructing curriculum, and aligning to STAAR **Root Cause:** The years of experience in our teaching staff create a variety of needs to build the capacity of our teachers and instructional support staff.

Problem Statement 2: While PLCs meet weekly, there is a need for collaborating in the analysis of data more frequently and using the results of the data to inform instruction.
Root Cause: The instructional culture needs to be improved.

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 Spring 2026, 80% of Pre-Kindergarten -2nd grade students will perform on grade level on district reading assessments.

HB3 Goal

Evaluation Data Sources: Amira, District Assessments, Circle Assessments, Exit Tickets, Formal/Informal Observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize the HQIM to deliver Tier 1 instruction in reading to develop phonological awareness, letter-sound correspondence, and Early Writing. Strategy's Expected Result/Impact: Develop Early Emergent Readers Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: PK-2nd-grade teachers will implement the 30-minute Accelerated Instruction (intervention) time 2x per week, to provide small group intervention to support Tier 2 and Tier 3 students to increase achievement Strategy's Expected Result/Impact: students in Tier II and II will decrease in Amira Benchmarks and Circle Assessments Staff Responsible for Monitoring: Principal/AP/IC/Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: PCE K-2 teachers will utilize the HMH Structured Literacy Lessons 5 days/week. Strategy's Expected Result/Impact: students in Tier II and II will decrease in Amira Benchmarks and Circle Assessments Staff Responsible for Monitoring: Principal, AP, IC, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Over the past years, the demographics of the community have changed and the population of disadvantaged students has increased to 72% in 2024. Root Cause: Pioneer Crossing is centrally located in Austin, TX. Many of our families are new to our country or transferring/moving to our area due to the cost of living in the Austin area.
Student Learning
Problem Statement 1: Tier 1 Instruction in Reading and Math did not meet all instructional needs of students. Root Cause: Teachers alignment to the district curriculum and state/district/campus assessment, as well as appropriately utilizing their acceleration time. Inconsistent use of data to drive instruction, and limited academic interventions aligned to specific student needs. Problem Statement 2: We are not closing the achievement gap in the areas of reading and math, 3rd - 5th grade Root Cause: a need for intensified, targeted instructional support, early interventions, and consistent progress monitoring to accelerate student achievement, varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices

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: By June 2026, students enrolled in Grade 5 participating in the 2026 Spring STAAR Science Assessment will increase performance by 10% at the Approaches and Meets performance level.

By June 2026, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 10% at the Masters performance level on the 2026 Spring STAAR Science Assessment.

HB3 Goal

Evaluation Data Sources: Campus Based Assessments, District Benchmarks, STAAR Assessment Data 2025
Campus Data Collection- Exit Tickets, Formal/Informal Observations

Strategy 1 Details	Reviews			
Strategy 1: PCE Teachers will follow the TEA grade level guidelines on the amount of Hands-On Science for students by integrating more science experiments in each grade level. Strategy's Expected Result/Impact: Students will have a deeper grasp of scientific principles through active, experiential learning. Engaging in regular experiments allows students to see real-world applications of the concepts they are studying. Staff Responsible for Monitoring: Teacher, Instructional Coach, Principal, Assistant Principal ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 6	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Science lesson plan development will include teaching vocabulary in context with diagrams and tables in order to raise student achievement. Strategy's Expected Result/Impact: Students will have a deeper grasp of scientific principles through comprehensive instruction including vocabulary, diagrams and tables. Staff Responsible for Monitoring: Teacher, Instructional Coach, Principal ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 6	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Teacher capacity is limited. Root Cause: With 37.9% of teachers having 1-5 years of experience, there is a lack of knowledge in lesson internalization and data analysis. Problem Statement 2: Pioneer Crossing Elementary has 45% of Emergent Bilingual students, many who are newcomers. Root Cause: Families coming from out of the country and settling in the Pioneer Crossing Community. Problem Statement 3: Over the past years, the demographics of the community have changed and the population of disadvantaged students has increased to 72% in 2024. Root Cause: Pioneer Crossing is centrally located in Austin, TX. Many of our families are new to our country or transferring/moving to our area due to the cost of living in the Austin area.
Student Learning
Problem Statement 1: Tier 1 Instruction in Reading and Math did not meet all instructional needs of students. Root Cause: Teachers alignment to the district curriculum and state/district/campus assessment, as well as appropriately utilizing their acceleration time. Inconsistent use of data to drive instruction, and limited academic interventions aligned to specific student needs. Problem Statement 6: 5th grade students STAAR performance was not adequate for the Science STAAR--25% Approaches, 8% Meets, 5% Masters Root Cause: Teachers need to build a strong level of Science knowledge in all grade levels.

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: By June 2026, students enrolled in Grade 5 participating in the 2026 Spring STAAR Math Assessment will increase performance by 10% at the Approaches and Meets performance level.

By June 2026, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 10% at the Masters performance level on the 2026 Spring STAAR Math Assessment.

HB3 Goal

Evaluation Data Sources: Campus Based Assessments, District Benchmarks, STAAR Assessment Data 2025
Campus Data Collection- iXL, Exit Tickets, Formal/Informal Observations

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will implement the 30-minute Accelerated Instruction (intervention) time 2x per week, to provide small group intervention to support Tier 2 and Tier 3 students to increase achievement Strategy's Expected Result/Impact: students in Tier II and II will increase in math 3-5 students will increase in Meets and Master to meet campus goals Staff Responsible for Monitoring: Principal,Assistant Principal,Academic Interventionist,Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Math teachers will meet weekly for 45 minute PLCs to assist teachers in the implementation, internalization, and lesson delivery of Bluebonnet Math by reviewing the units, learning objectives, and best teaching practices to ensure meaningful Tier I instruction to all students and provide math instruction that includes small groups during their math block. Strategy's Expected Result/Impact: Students will meet grade level standards Increase in student achievement in the area of reading Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Academic Interventionist, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers in K-5th grade will meet in PLC to complete data dig using formative assessment reports from iXL, Bluebonnet Math, and Campus Assessments. Teachers will use the data to identify the Math TEKS, student's misconceptions, Math Best Practices, and will plan interventions/instruction for Tier 2 and Tier 3 students and enrichment for Tier 1 students. Strategy's Expected Result/Impact: Increase Math Achievement Teachers identifying student's misconceptions in Learning Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Academic Interventionist, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Teacher capacity is limited. Root Cause: With 37.9% of teachers having 1-5 years of experience, there is a lack of knowledge in lesson internalization and data analysis.

Demographics

Problem Statement 2: Pioneer Crossing Elementary has 45% of Emergent Bilingual students, many who are newcomers. **Root Cause:** Families coming from out of the country and settling in the Pioneer Crossing Community.

Problem Statement 3: Over the past years, the demographics of the community have changed and the population of disadvantaged students has increased to 72% in 2024. **Root Cause:** Pioneer Crossing is centrally located in Austin, TX. Many of our families are new to our country or transferring/moving to our area due to the cost of living in the Austin area.

Student Learning

Problem Statement 1: Tier 1 Instruction in Reading and Math did not meet all instructional needs of students. **Root Cause:** Teachers alignment to the district curriculum and state/district/campus assessment, as well as appropriately utilizing their acceleration time. Inconsistent use of data to drive instruction, and limited academic interventions aligned to specific student needs.

Problem Statement 2: We are not closing the achievement gap in the areas of reading and math, 3rd - 5th grade **Root Cause:** a need for intensified, targeted instructional support, early interventions, and consistent progress monitoring to accelerate student achievement, varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices

School Processes & Programs

Problem Statement 1: Internalization of lessons to meet the academics/social skills of students, practicing instructing curriculum, and aligning to STAAR **Root Cause:** The years of experience in our teaching staff create a variety of needs to build the apacity of our teachers and instructional support staff.

Problem Statement 2: While PLCs meet weekly, there is a need for collaborating in the analysis of data more frequently and using the results of the data to inform instruction. **Root Cause:** The instructional culture needs to be improved.

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: All PCE staff will actively support and participate in the campus-wide implementation of the Positivity Project social-emotional learning curriculum.

Evaluation Data Sources: implementation progress reports, observational/walkthrough data, coaching feedback/input, student surveys/input, teacher climate and culture surveys, student achievement data, discipline referral data

Strategy 1 Details	Reviews			
Strategy 1: PCE students will be taught expected behaviors to ensure that students are adhering to campus norms. The PBIS committee and Counselor will ensure that incentives to reinforce positive behaviors occur once a nine weeks to provide opportunities for success and celebration. Strategy's Expected Result/Impact: Increase in desired behaviors, decrease in undesired behaviors Staff Responsible for Monitoring: All staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The counselor will provide bi-monthly counseling lessons to K-5 grade scholars to focus on self-esteem, friendship, self-regulation, and mental health strategies. Strategy's Expected Result/Impact: Increase in attendance rates, improved Student Culture Surveys, decrease in discipline referrals. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: PCE will Improve school attendance for all students by the end of the 2025-26 school year from 92% to 95%.

Evaluation Data Sources: Raawee, ADA attendance data, committee meetings, communication logs

Strategy 1 Details	Reviews			
Strategy 1: The Attendance Committee will have weekly attendance meetings to review students with frequent absences. Phone calls will be made by the teacher after three consecutive absences. Attendance Clerk will call families after five absences. A parent meeting will be scheduled after ten absences. A 45-day attendance plan will be initiated for any student with ten absences and will be monitored by the Attendance Committee. Strategy's Expected Result/Impact: Attendance will increase 3% from previous year. Increase Student Achievement Staff Responsible for Monitoring: Principal, Attendance Committee, teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students can earn school/classroom extrinsic rewards and incentives Strategy's Expected Result/Impact: Attendance will increase 3% from previous year. Increase Student Achievement Staff Responsible for Monitoring: Principal, Attendance Committee, teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 4	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 4: Attendance was an average of 91.7% for the 2024-2025 School Year. **Root Cause:** Students in the primary grade levels (PK-1st Grade) had the lowest overall attendance percentages compared to other grade levels as well as parental misconceptions of the importance of school attendance.

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: PCE will communicate with all stakeholders through the Campus website, ClassDojo, and Facebook to promote transparency and parent/community involvement.

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

Strategy 1 Details	Reviews			
Strategy 1: Host family engagement events and assemblies at least once every nine weeks to promote and encourage community involvement and school collaboration. Events can include Meet the Teacher, Open House, Academic Nights-Literacy, Math, and Science, Gifted and Talented Family Meeting, and Coffee with the Principal. Strategy's Expected Result/Impact: Increase parent participation Increase student attendance Increase parent volunteering Positive Parent Perceptions of School and Family Communication Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: PCE teachers will communicate weekly with parents through a grade-level newsletter on ClassDojo. Strategy's Expected Result/Impact: Increase parent participation Increase student attendance Increase parent volunteering Positive Parent Perceptions of School and Family Communication Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: PCE Teachers will host parent conferences in the fall and spring semesters to discuss students' academic and social-emotional standing, goal setting, and celebrate progress/growth. Strategy's Expected Result/Impact: positive impact on academic and social-emotional success Staff Responsible for Monitoring: Principals, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Despite having various parent outreach activities, participation by parents was minimal; Aside from parent-teacher conferences, the highest level of parent participation is at celebratory events (such as performances and award ceremonies) compared to informative, instructional, and academic events. Root Cause: Parents work late jobs and cannot attend after-school events, some parents do not speak English, and volunteer sign ups are not advertised/encouraged enough.

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: Provide a parent liaison to support families, scholars, and the community through family engagement activities/events and support services.

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

Strategy 1 Details	Reviews			
Strategy 1: Parent liaison will monitor and maintain the community partnerships including Breakfast with the Principal, monthly Brighter Bites nutrition education program, Fall Festival, Grandparents Day, Literacy Night, and Math Night. Strategy's Expected Result/Impact: Collaborative community partnerships will support our campus and bring opportunities to PCE families, staff, and scholars. Staff Responsible for Monitoring: Campus administration, Parent Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: PCE will provide professional development to teachers at various levels of experience to increase teacher efficacy and promote teacher retention.

Evaluation Data Sources: Student Academics will Increase
Teacher content knowledge will become stronger

Strategy 1 Details		Reviews			
Strategy 1: PCE will provide professional learning sessions for staff (prioritizing local certified staff and first-year teachers). These professional development support sessions will support new and novice teachers in a variety of areas including classroom management, routines, and procedures, designing TEKS-aligned, engaging lessons, providing personalized instruction to diverse learners, and supporting teachers in completing their certification requirements. Strategy's Expected Result/Impact: Student Academics will Increase Teacher content knowledge will become stronger Staff Responsible for Monitoring: Principal, Assistant Principal, IC TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teacher capacity is limited. Root Cause: With 37.9% of teachers having 1-5 years of experience, there is a lack of knowledge in lesson internalization and data analysis.
Student Learning
Problem Statement 1: Tier 1 Instruction in Reading and Math did not meet all instructional needs of students. Root Cause: Teachers alignment to the district curriculum and state/district/campus assessment, as well as appropriately utilizing their acceleration time. Inconsistent use of data to drive instruction, and limited academic interventions aligned to specific student needs.

Student Learning

Problem Statement 2: We are not closing the achievement gap in the areas of reading and math, 3rd - 5th grade **Root Cause:** a need for intensified, targeted instructional support, early interventions, and consistent progress monitoring to accelerate student achievement, varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices

School Processes & Programs

Problem Statement 1: Internalization of lessons to meet the academics/social skills of students, practicing instructing curriculum, and aligning to STAAR **Root Cause:** The years of experience in our teaching staff create a variety of needs to build the capacity of our teachers and instructional support staff.

Perceptions

Problem Statement 1: Teachers do not feel they have sufficient access to materials and technology for special populations. **Root Cause:** Gaps need to be evaluated in technology, tools, and supports--especially for special populations.

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: Complete 100% of all required safety drills and implement corrective actions for all identified safety hazards and maintenance issues.

Strategy 1 Details	Reviews			
Strategy 1: Training for alarm system and marquee for designated staff. Strategy's Expected Result/Impact: Designated staff will be able to use equipment to ensure that all scholars, teachers and campus staff are safe during the school day and communicate to stakeholders various information. Staff Responsible for Monitoring: Front office staff and Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Update and purchase supplies as needed to ensure that all facilities are maintained, sustained, and accessible to all campus stakeholders. 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. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Promote teacher retention by developing and implementing a campus-based mentorship program for new staff members and conduct staff satisfaction surveys 2 times a year to assess professional growth opportunities and workplace environment.

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with opportunities for PBL training. Strategy's Expected Result/Impact: Fully trained PBL teachers that will facilitate students that are capable of working as a team and planning. Staff Responsible for Monitoring: Teachers, Principal, IC/LC TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development training to administrators and teachers on a needed basis to ensure high levels of rigor and student outcomes. Strategy's Expected Result/Impact: Teachers will be trained to grow our students to be academically successful as whole children. Staff Responsible for Monitoring: Teachers, Principal, AP, IC/LC	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide Leadership opportunities for administrators through book studies, skill training, leadership development, cultural proficiency, and more. Strategy's Expected Result/Impact: Principal with a growth mindset, life long learner, and leader. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Leadership coaching focused on classroom observations and feedback to increase the capacity of instructional leadership and teacher efficacy by utilizing the Get-Better-Faster Scope and Sequence and high-quality face-to-face feedback.

Evaluation Data Sources: Increased leadership capacity of administrators and increased teacher performance through observation and feedback loops and high-quality face-to-face feedback.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students will be provided with instructional materials and technology as needed. Strategy's Expected Result/Impact: Teachers and students will be able to engage in teaching and learning for student success. Staff Responsible for Monitoring: Principal, AP, IC, LC	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Pioneer Crossing Elementary

Total SCE Funds: \$12,236.60

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Hire a part-time interventionist to support scholars (3rd-6th grade) based on STAAR data.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nicole Willis	Instructional Coach	ELA	1.0
Vacant	Parent Liaison	Family Engagement	1.0

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	instructional materials and assessments		\$0.00
1	1	2	instructional materials,		\$0.00
1	1	4	Professional Personnel		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,330.00
+/- Difference					\$6,330.00
Grand Total Budgeted					\$6,330.00
Grand Total Spent					\$0.00
+/- Difference					\$6,330.00

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
Dropout Prevention	Director of Truancy	12/13/2024	Dr. Christopher Harvey	10/10/2024
Disciplinary Alternative Education Program (DAEP)	Anastasia Mirelez	1/6/2025	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
Student Welfare: Discipline/Conflict/Violence Management	Dr. Malaki Hawkins	10/22/2024	Malaki Hawkins	6/26/2025
Technology Integration	Director of Technology	10/22/2024	David Gonzalez	10/22/2024