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Manor Independent School District

Manor High School

2018-2019 Campus Improvement Plan

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Campus #227907001 November 8th, 2018. 5:14 PM

Mission Statement

Together, we will ensure the social, emotional, and academic development of every student so they will become successful, responsible citizens and quality contributors. Every Student. One Mission. Our Future.

Mission: Manor High School will create a community of responsible, empowered, global citizens and lifelong learners in a safe learning environment of mutual respect and trust that nurtures students-responsibility, embraces diversity, and instills respect through the provision of rigorous and technology rich curriculum. Every student will be engaged and challenged to learn, grow and accomplish academic, social and vocational goals for the future.

Vision

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

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Value Statement

Our commitment to you is to provide that opportunity to all. MHS invites and environment of collaboration and encourages parents to be involved in their child's academic, cultural and extra-curricular progress. Collectively working together on the mission and vision of the school will help to truly develop the success of the WAMM (We Are Manor Mustangs) Nation. There are basic expectations that must be set in place for the improvement of all involved.

Safety - everyone should expect and work towards a safe environment. This is the basis of providing and being able to educate.

Respect - everyone must be obligated toward the development of a mutually respectful environment Good Education - all students shall be afforded a sound, quality education that will help them to continue the progress after graduating from Manor.

Let us work together in improving the lives of the children we serve, in building better relationships with one another and in improving all programs at Manor High School.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2017-2018 school year, Manor High School had a total enrollment of 1829 students this is an increase from the 2016-2017 school year. As it pertains to the area of diversity:

Hispanic population: 67%

A total of 1,234 students African Americans population: 23% A total of 428 students White population: 6%

A total of 113 students Students who identify with two or more racial groups are at 2 percent of the school's population (34 total students).

Specific to grade level, information:

9th grade students total 547 10th grade students total 490 11th grade students total 435 12th grade students total 382 Total Number of Students 1854

Of the total number of students registered,

77.6% are classified as economically disadvantaged, 23.7% are identified as Limited English Proficient (LEP), and 11.5% are identified as in need of special education services,

Gifted and Talented enrollment stands at 7.1% with 132 students total.

Attendance statistics for Manor High School fell two points below the stat average finishing at 93.2%

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Demographics Strengths

Demographically speaking, the strengths of Manor High School lie in the school's ability to recruit students in specialized academic programs, such as Early College High School and dual credit, both offered in correlation with Austin Community College. Further, Manor High School has maintained competitive EOC scores in the area of Science and Social Studies.

The Gear UP program at Manor High also received recognition for their strong commitment to strengthen student performance in and outside of the classroom. Last year, the co-teaching/tutoring program utilizing stations/rotations and helped the junior class close the gap in ENG 1 & 2. Junior retesters saw a 5% increase in passing scores for those participating in this program. Manor High School has managed to maintain a significantly high graduation rate amongst in senior classes as well, over 90%.

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Student Achievement

Student Achievement Summary

EOC English I- Spring 2017----41%

EOC English II-Spring 2017----46%

EOC Biology-Spring 2017-----78%

EOC US History-Spring 2017---83%

EOC ALG 1 Spring 2017-----66%

BREAKDOWN

All Subjects

All students

African

Hispanic White

Special American

American

Indian

Asian Pacific

Two or

Islander

more races

Ed

Econ

ELL Disadv

Percent of Tests % Approaches Grade Level Standard

62% 59% 63% 69% 60% 56% 100% 73% 27% 61% 42%

Number of Tests # Approaches Grade Level Standard

1,785 439 1,215 73 3 22 1 32 117 1,362 292

Total Tests 2,888 749 1,944 106 5 39 1 44 439 2,244 700

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Econ

Disadv ELL

Percent of Tests % Approaches Grade Level Standard

Two

Reading

All students

African

Hispanic White American

Asian

Pacific

or

Special more

Ed

American

Indian

Islander

races

49% 46% 49% 58% 0% 48% 100% 67% 13% 47% 25%

Number of Tests # Approaches Grade Level Standard

720 177 484 32 0 10 1 16 28 542 94

Total Tests 1,475 387 985 55 2 21 1 24 224 1,146 374

Mathematics

American

Indian Asian Pacific

Islander

Two or more races

Econ

Disadv ELL

Percent of Tests % Approaches Grade Level Standard

All students

African

Special Ed

American

Hispanic White

66% 64% 67% 53% 100% 50% - 75% 38% 67% 54%

Number of Tests

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Approaches Grade Level Standard

325 84 222 9 1 3 - 6 38 263 76

Total Tests 493 131 330 17 1 6 - 8 100 394 142

Science

Two or more races

Econ

Disadv ELL

Percent of Tests % Approaches Grade Level Standard

All students

African

Pacific

Special

Islander

Ed

American

Hispanic White

American

Asian

Indian

78% 78% 78% 87% - 71% - 88% 42% 77% 62%

Number of Tests # Approaches Grade Level Standard

403 99 279 13 - 5 - 7 27 313 71

Total Tests 515 127 358 15 - 7 - 8 64 405 114

Social Studies

Two All students

African

American

Hispanic

White

American

Indian

Asian

Pacific

Islander

or more races

Special Ed

Econ

Disadv

ELL

Percent of Tests

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% Approaches Grade Level Standard

83% 76% 85% 100% 100% 80% - 75% 47% 82% 73%

Number of Tests # Approaches Grade Level Standard

337 79 230 19 2 4 - 3 24 244 51

Total Tests 405 104 271 19 2 5 - 4 51 299 70

Student Achievement Strengths

For the 2016-2017 school year, Manor High School has seen improvements in the areas of ALG 1 and Biology.

ALG 1 saw a 10 percentage increase in level II for all students and a 5% increase in Level II for special education students. Biology increased its overall score.

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School Culture and Climate

School Culture and Climate Summary

After assessing the schools climate survey results, we were able to determine that most teachers found their relationships on campus to be effective with administration and students alike. Many of the teachers believed that all students can learn in spite of challenges related to socioeconomics, ethnicity, LEP status and disabilities.

Teachers are well aware of state educational standards related to STAAR/EOC testing. Results were mixed about the effectiveness of school wide and cross grade level meetings, professional development, demonstration lessons and peer coaching on understanding academic standards.

Many teachers also relayed that there is significant support on campus to address administrative support regarding academics/scholarship on campus. Further, teachers also reported that they receive significant assistance from their peers in the understanding and implementation of state level academic expectations.

Teachers are firm in their belief that both they and administration can effectively work together to help students achieve their maximum potential, a task teachers are strongly dedicated to bring into fruition. Some of the more anecdotal information on the survey addresses topic ranging from the appropriate use of IPADs, improving the tremendous turnover rate each school year on campus, increasing parental involvement and maintaining high expectations from administration.

However, the most critical area addressed in the survey is related to faculty and staff morale and how it can be improved to change the work environment in the future.

School Culture and Climate Strengths

The survey pointed out that the school's strengths are identified as a great sense of belonging, appreciation for dedicated teachers, strong instructional coach and administrative support. It also discussed the benefits of effective collaboration in regards to academics, the resiliency of MHS students, staff flexibility, the implementation of a strong technology program on campus.

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Manor High School has had an increase of new staff members over the last couple of years. This is due in part to the changing administrative staff and expectations throughout the district. The goal for the 2017-2018 school year is to retain the 33 new teachers hired by the campus. Below is the most current staff information:

Total Staff

Professional Staff-----122

Teachers-----97 Sped teachers -----15 Professional Support
-----10 Instructional coaches -----4 Campus administrators-----9

Total Minority Staff-----46 Teachers by Ethnicity and Sex

African American-----15 Hispanic-----25 White
-----65 American Indian Asian Pacific Islander Two or more races-----2

Male----- 57 Female-----65

Teachers by Highest Degree Held

No Degree-----13 Bachelors-----92 Masters
-----15 Doctorate -----2

Teachers by Years of Experience

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Beginning Teacher -----8 1-5 Years Experience-----17 6-10 Years
Experience-----45 11-20 Years Experience -----25 over 20 Years Experience-----2

Manor High school will work to retain and sustain experienced teachers through collaborative partnerships and mentoring programs at both the central and campus levels.

Staff Quality, Recruitment, and Retention Strengths

As the pendulum start to shift from inexperienced teachers to those with more experience, Manor High School will seek to utilize the knowledge sharing process so that new teachers can benefit from the knowledge possessed by older staff members. Leadership on campus will utilize the professional skill sets of veteran teachers to create professional developments, quality PLCs and collaborative partnerships to help nurture the growth and development of the staff as a whole.

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Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Manor High will focus on improving the academic expectations, rigor and performance of students and teachers on campus. Teachers will utilize district generated Pacing guides, scope and sequence, CFAs and CBAs to ensure that all students are reaching their fullest potential. Teachers will participate in professional developments, interactive PLCs, co-teach, and modeled lessons from mentors who will help guide MHS to success.

Curriculum, Instruction, and Assessment Strengths

Some areas that have proven to be beneficial for Manor High School is the quality of instructional support from coaches and coordinators for core subject areas. The collaboration and coordination from these individuals on universal screeners, benchmarks and curriculum guides have helped teachers implement their lessons and activities more effectively.

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Technology

Technology Summary

MHS Device Management Policies and Procedures 2017-2018:

Staff Technology Policies and Procedures

Device Management

Classroom Use

Student technology, including district devices, should remain in a non-distracting location such as face down on a desk or in a backpack. Devices should only be out and in use at teacher discretion. Casper Focus should be used at teacher discretion to focus devices. Non-compliant students should be dealt with per MHS discipline matrix. Device removal or additional restrictions are an option for administrators once a discipline referral has been completed.

Device Inventory

Student device inventory will be taken on a 6 week rotating schedule per department. Students not bringing devices during the assigned week will be reported to technology representative in a spreadsheet format (first.last#). Students with damaged devices will be instructed to submit a student work order at inventory time.

Instructional Integration

Staff Integration Expectations

Google Classroom

Google Classroom will be used to share daily agenda and resources with students electronically. Staff will invite department IC/head to each class as an instructor. Digital Formative Assessments

Staff will be expected to use digital formative assessment tools on a weekly basis. Assessments will be based on course TEKS or other standards if present. TEKS or standards should be labeled in title of activity and/or questions.

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Results for at least one assessment per week will be shared with IC/Department Chair/Evaluator for evidence of technology use and standards tracking.

Approved Applications and Use

Student devices will be limited to Self Service applications and web 2.0 tools. Student devices will not have access to the App Store to limit inappropriate downloads.

Application Request

Teachers may request for an app to be added to student Self Service. Teachers will go through their department instructional coach (IC) and/or Department Head. Requests will then be emailed to the campus iTeach representative (david.park@manorisd.net). Free apps, with approval, will be added within two business days (barring unforeseen delays). Paid apps with approval will require at least ten business days and a CSV of student usernames (first.last#) who will receive the app. Device Limitations

Student devices will not be allowed to access the following tools or applications (list subject to change at any time):

VPN (virtual private networks) Flash enabled applications (not supported on any iOS device) YouTube app (students may use browser) Downloaded Apps with Profiles/Certificates (apps that are downloaded from websites other than Self Service) FaceTime/Messenger iOS apps iOS App Store (all apps in Self Service)

Purposeful Use

District iPad integration should be curriculum focused with approved applications and tools. District devices are tools for instructional engagement and student exposure to 21st century tools and should not be used as game consoles or incentives. For curriculum integration and application training please contact your instructional coach and/or iTeach representative.

Technology Issues

Any device or network malfunctions should be reported immediately via Eduphoria Technology Workorder. Application issues such as third-party errors or interface changes are not the responsibility of Manor ISD. Use of personal devices is voluntary at all times and MHS is not responsible for any damage, charges or theft as a result of use.

Student Privacy

Digital Footprint Any service that a student uses or is placed on adds to the student's digital footprint that will be with them forever.

Use best judgement when

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using applications, especially ones that collect visual and audible media. Always accompany digital use with conversations about online privacy and digital footprint.

In District Services

Intranet services such as Skyward, Eduphoria and Outlook contain detailed information about students and staff. Close out applications when not in use and lock devices that are not within reach. Do not share any information on a student with anyone other than Manor ISD staff that has immediate contact with student or the student's immediate parent/guardian as listed in Skyward.

Third Party Services

Per FERPA regulations student privacy should be protected at all times when using third party applications and services. Never use identifiable information such as birthdates, social security numbers, or addresses on third party services.

Google Apps for Education (Drive, Docs, etc.) is an approved third party service and may contain information such as full names and grades.

Instructional Tools for Student-Centered Learning and Authoring:

Student Authoring Tools:

Student authoring tools allow students to display learning through digital creation tools. Students can utilize free apps on devices to demonstrate learning and comprehension while displaying creativity. Examples of Instructional Tools are:

Movie Creation- Lego Movie Maker, iMovie Presentation Slides- Google Slides, Keynote Word Processing- Google Docs, Pages Notes/Brainstorming- Notability, Popplet, Doceri Whiteboard

Blended Learning Resources:

Blended Learning involves student access to digital instructional resources as part of the learning process. This strategy allows students access to tutorials and instruction on an individual need basis both in and outside of the classroom. Examples of Blended Learning Resources are:

Curriculum- Duolingo, Khan Academy, Math/SS eBooks Distribution- Google Classroom, Nearpod Reference- Google, YouTube Vocabulary- Quizlet Skills- Desmos

Students and teachers can now use online, real-time applications to collaborate and communicate. While paid versions, such as Blackboard, have been in use for years at the higher ed level MHS teachers are now utilizing similar platforms to push the conversation out of the classroom and on to all-inclusive, engaging apps. Examples of online collaborative tools are:

Question/Comment- Google Classroom, Today's Meet, Google Docs Social Media- YouTube, Twitter Communication- Gmail/Outlook, Remind Video Conference- Zoom, Nepris

MHS Digital Formative Assessment Policies 2017-2018

Staff Expectations

1. Staff will be expected to use digital formative assessment tools on a weekly basis. 2. Assessments will be based on course TEKS or other standards if present. TEKS or standards should be labeled in title of activity and/or questions. 3. Results for at least one assessment per week will be shared with IC/Department Chair/Evaluator for evidence of technology use and standards tracking.

Digital Formative Assessment Tools

The following is a list of successful digital formative assessment tools used at MHS:

Quizizz Socrative Kahoot Nearpod Google Classroom- Question Feature Edmodo- Quiz Feature Skyward Gradebook Formative

Technology Strengths

Some of the strengths of the technology plan at Manor high school includes the itech support team assigned to campus to ensure that teachers and students have the ability to implement devices with fidelity. There are also professional development opportunities for teachers to increase their knowledge and skills in specific apps and activities to enhance instruction.

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Comprehensive Needs Assessment Data Documentation

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

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Goals

Goal 1: Create instructional improvement systems for the district in all areas to support academic achievement for all students.

Performance Objective 1: Increase ELA I and ELA II performance of all student by 10%.

EOC English I-----41% to 51% EOC English II----46% to 56%

Evaluation Data Source(s) 1: These goals will be assessed by the results of the State of Texas Assessment for Academic Readiness.

Summative Evaluation 1:

Strategy Description Title I Monitor Strategy's Expected Result/Impact

Reviews Formative Summative Oct Jan Mar May System Safeguard Strategy 1) Establish and implement a structured RTI system of interventions designed to support and assist the Special Education population, ESL population in coordination with other students needing support that will address specific needs for all student populations.

In class interventions following the Heart of Texas Writing Project will be implemented. This involves writers' workshops and one- on-one conferencing concerning student writing within the parameters of state guidelines.

Principal, Instructional Coaches, Assistant Principal of Department, Academic Dean and ELA teachers

Increased passing rates on STAAR EOC tests and re- tests

Increase in weak objectives and TEKS based on results from CBA's and CFA's

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System Safeguard Strategy 2) Implementation of weekly collaborative professional learning communities.

PLCs will focus on analyzing assessment items for backwards planning and disaggregate data to spiral back in through lessons and small group instruction

System Safeguard Strategy 3) Embed professional development focused on reading and writing across the curriculum in Professional Learning Communities with the help of central coordinators.

There will also be a focus on improving reading comprehension through MVRC (My Virtual Reading Coach) that will be used as a universal screener and monitoring tool for teachers.

Teachers will utilize this tool 20-30 mins per day

System Safeguard Strategy 4) Teachers will plan and implement technology into the classroom.

Staff will use Google Classroom or some form of learning management system and Google Drive.

System Safeguard Strategy 5) Professional development focusing on best practices, ELL strategies, PBIS, AVID, data disaggregation, technology integration and data driven instruction will be embedded into Professional learning communities

Academic Dean, Instructional Coaches, Content Leads, Teachers, A.P. over ELA

Principal, Academic Dean, Instructional Coaches and ELA teachers

Principal, Academic Dean, technology team, classroom teachers and instructional coaches

Principal, Academic Dean, Technology Specialists, Instructional Coaches, Content Lead Teachers, department heads and coordinators from central administration

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Minutes of PLC meetings.

Improvement of assessment scores.

Common assessment data forms

Increased passing rates on assessments and STAAR EOC tests and re-tests

Improved scores and reading comprehension on MVRC

Monitoring through universal screener assessment three times per year

Weekly exit tickets utilizing a digital app or website such as Socrative demonstrating the strategy in the classroom.

Decrease in the achievement gap on district CBA's and district benchmarks between Limited English Proficient students and regular education students by less than a 10% gap

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System Safeguard Strategy 6) ELA After school tutorial services, EOC camps as well as push in tutorial with small groups will be used to help students prepare for upcoming STAAR exam.

Teachers will complete a progress-monitoring sheet for each student for the week. It will cover: SE/objective for the week or day, Quantitative assessment

data, Attendance and Anecdotal Strategies that will be used include: Socratic, Kahoot, Daily assessments, OER/SAR, Quiz, Projects, Think-pair-share, Exit tickets and Graphic organizers

= Accomplished

= Continue/Modify

Funding Sources: State Compensatory Education - \$24,400.00

Principal, Academic Dean, Technology Specialists, Instructional Coaches, Content Lead Teachers

= Considerable

Students in the push in and the after school tutorial intervention program will show a steady increase in formative and summative assessments based on the ongoing monitoring forms posted by teachers and will show a 10% increase in STAAR scores by the end of the 2017-2018 school year.

= Some Progress

= No Progress

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Goal 1: Create instructional improvement systems for the district in all areas to support academic achievement for all students.

Performance Objective 2: Increase Mathematics Level II performance of all students by 10%.

EOC ALG 1-----66% to 76%

Evaluation Data Source(s) 2: These goals will be assessed by the results of the State of Texas Assessment for Academic Readiness.

Summative Evaluation 2:

Strategy Description Title I Monitor Strategy's Expected Result/Impact

Reviews Formative Summative Oct Jan Mar May System Safeguard Strategy 1) Establish and implement a structured RTI system the is designed to support and assist the Special Education population, ESL population in coordination with other students needing support.

Sheltered classes will be formed for ESL and inclusion classes with facilitated instruction will be created for the special education population.

STAAR Camps will be provided for students needing additional support to prepare for the STAAR EOC.

Principal, Intervention Specialist, Academic Dean, instructional coaches and math teachers

Increased passing rates on STAAR EOC tests and re- tests.

Increase in weak objectives and TEKS based on results from CBA's and CFA's

System Safeguard Strategy 2) Continue Professional Learning Communities as well as common planning periods for all content teams.

PLCs will focus on analyzing assessment items for backwards planning and disaggregate data to spiral back in through lessons and small group instruction.

System Safeguard Strategy 3) Professional development focusing on best practices, ELL strategies, PBIS, small group instructional strategies, data disaggregation, technology integration, sped accomodations and data driven instruction will be embedded into Professional learning communities

Principal, Academic Dean, Instructional Coaches, Content Leads, Teachers

Principal, Academic Dean, Instructional Coaches, Content Leads, Teachers

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Horizontally aligned curriculum.

Minutes of PLC meetings.

Improvement of assessment scores.

Common assessment data forms.

Decrease in the achievement gap on benchmarks between Limited English Proficient students, Special Education Students and Regular Education studentsby less then a 10% gap

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System Safeguard Strategy 4) Teachers will plan and implement technology into the classroom.

Staff will use Google Classroom or some form of learning management system and Google Drive

System Safeguard Strategy 5) ALG I Interventionist- will provide push in tutorial service for classroom teachers to assist with small group and targeted instruction. The purpose is to improve STAAR scores for the 9th grade ALG 1 students by 10% based on the CIP. Interventionist will help the classroom teacher prepare at-risk students to pass the STAAR exam. Teachers will complete progress-monitoring sheets with input from interventionist for each student for the week to monitor their progress and growth. Strategies that will be used include: Socratic, Kahoot, Daily assessments, OER/SAR, Quiz, Projects, Think-pair-share, Exit tickets and Graphic organizers

= Accomplished

= Continue/Modify

Funding Sources: State Compensatory Education - \$26,220.00

Principal, Academic Dean, Instructional Coaches, Department heads, math teachers

Principal, Academic Dean, Instructional Coaches, Department heads and Math teachers

= Considerable

Weekly data checks from the Socratic web site and teachers demonstrating the strategy in the classroom.

Students in the push in and after school tutorial intervention program will show a steady increase in formative and summative assessments based on the ongoing monitoring forms posted by teachers and will also show a 10% increase in STAAR scores by the end of the 2017-2018 school year.

= Some Progress

= No Progress

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Goal 1: Create instructional improvement systems for the district in all areas to support academic achievement for all students.

Performance Objective 3: 45% of Biology EOC testers will score at least 61% on the exam.

Evaluation Data Source(s) 3: These goals will be assessed by the results of the State of Texas Assessment for Academic Readiness.

Summative Evaluation 3:

Strategy Description Title I Monitor Strategy's Expected Result/Impact

Reviews Formative Summative Oct Jan Mar May System Safeguard Strategy 1) Establish and implement a structured RTI system the is designed to support and assist the Special Education population, ESL population in coordination with other students needing support.

Sheltered classes will be formed for ESL and inclusion classes with facilitated instruction will be created for the special education population. STAAR Camps will be provided for students needing additional support to prepare for the STAAR EOC.

Principal, Academic Dean, Instructional coaches, department heads, science teachers

Increased passing rates on STAAR EOC tests and re- tests.

Increase in weak objectives and TEKS based on results from CBA's and CFA's

System Safeguard Strategy 2) Professional development focusing on best practices, ELL strategies, PBIS, small group instructional strategies, data disaggregation, technology integration, sped accomodations and data driven instruction will be embedded into Professional learning communities

Principal, Academic Dean, Instructional coaches, department heads, science teachers and district coordinators

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Decrease in the achievement gap on district benchmarks between Limited English Proficient students, Special Education students and Regular Education students by less then a 10% gap

= Discontinue

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System Safeguard Strategy 3) Continue Professional Learning Communities as well as common planning periods for all content teams.

PLCs will focus on analyzing assessment items for backwards planning and disaggregate data to spiral back in through lessons and small group instruction

System Safeguard Strategy 4) Teachers will plan and implement technology into the classroom.

Staff will use Google Classroom or some form of learning management system and Google Drive

System Safeguard Strategy 5) The 10th Grade BIO Interventionist will provide push in interventions and after school tutorial service to assist with small group and targeted instruction.

The purpose is to improve BIO STAAR scores for 10th grade students by 7% based on the CIP. Interventionist will help the classroom teacher prepare at-risk students to pass the STAAR exam.

Teachers will complete progress-monitoring sheets with input from interventionist for each student for the week to monitor their progress and growth. This reports will include: SE/objective, Quantitative assessment data, Attendance and Anecdotal notes Strategies that will be used include: Socrative, Kahoot, Daily assessments, OER/SAR, Quiz, Projects, Think-pair-share, Exit tickets and Graphic organizers

= Accomplished

= Continue/Modify

Funding Sources: State Compensatory Education - \$9,750.00

Principal, Academic Dean, Instructional Coaches, Content Leads, Teachers

Principal, Academic Dean, Technology Specialists, instructional coaches, department leads

Principal, Academic Dean, Instructional coaches, department heads and BIO teachers

= Considerable

Decrease in the achievement gap on benchmarks between Limited English Proficient students, Special Education Students and Regular Education students.

Weekly data checks from the Socrative web site and teachers demonstrating the strategy in the classroom.

Biology students will receive in the push in and after school intervention support and will show a steady increase in formative and summative assessments based on the ongoing monitoring forms posted by teachers and will also show a 7% increase in STAAR scores by the end of the 2017-2018 school year.

= Some Progress

= No Progress

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Goal 1: Create instructional improvement systems for the district in all areas to support academic achievement for all students.

Performance Objective 4: Increase Social Studies Level II performance of all students by 4%.

EOC US History----83% to 87%

Evaluation Data Source(s) 4: These goals will be assessed by the results of the State of Texas Assessment for Academic Readiness.

Summative Evaluation 4:

Strategy Description Title I Monitor Strategy's Expected Result/Impact

Reviews Formative Summative Oct Jan Mar May System Safeguard Strategy 1) Establish and implement a structured RTI system that is designed to support and assist the Special Education population, ESL population in coordination with other students needing support.

Inclusion classes with facilitated instruction will be created for the special education population. STAAR Camps will be provided for students needing additional support to prepare for the STAAR EOC.

Principal, Academic Dean, Instructional Coaches, department heads, social studies teachers

Increased passing rates on STAAR EOC tests and retests

Increase in weak objectives and TEKS based on results from CBA's and CFA's

System Safeguard Strategy 2) Professional development focusing on best practices, ELL strategies, PBIS, small group instruction strategies, data disaggregation, technology integration and data driven instruction will be embedded into Professional learning communities.

Principal, Academic Dean, Instructional Coaches, department heads, social studies teachers

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Decrease the achievement gap on district benchmarks between Limited English Proficient students, Special Education students and Regular Education students by less than a 10% gap.

= Discontinue

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System Safeguard Strategy 3) Continue Professional Learning Communities as well as common planning periods for all content teams.

PLCs will focus on analyzing assessment items for backwards planning and disaggregate data to spiral back in through lessons and small group instruction

The department will also focus on cross curricular teaching with the ELA departments with a intense focus on ELL student needs.

System Safeguard Strategy 4) The 11th Grade U.S History Interventionist will provide push in tutorial service for classroom teachers to assist with small group and targeted instruction.

The purpose is to improve STAAR scores for the 11th grade U.S History students by 4% based on the CIP.

Interventionist will help the classroom teacher prepare at-risk students to pass the STAAR exam. Teachers will complete progress- monitoring sheets with input from interventionist for each student for the week to monitor their progress and growth while supporting literacy development through the curriculum. This reports will include: SE/objective, Quantitative assessment data, Attendance and Anecdotal notes Strategies that will be used include: Socratic, Kahoot, Daily assessments, OER/SAR, Quiz, Projects, Think-pair-share, Exit tickets, DBQ's and Graphic organizers

= Accomplished

= Continue/Modify

Funding Sources: State Compensatory Education - \$15,900.00

Principal, Academic Dean, Instructional Coaches, Content Leads, Teachers

Principal, Academic Dean, Instructional Coaches, Department heads and social studies teachers

= Considerable

Decrease in the achievement gap on benchmarks between Limited English Proficient students, Special Education Students and Regular Education students.

U.S. History students in the push in and extended day intervention program will show a steady increase in formative and summative assessments based on the ongoing monitoring forms posted by teachers and will also show a 4% increase in STAAR scores by the end of the 2017-2018 school year.

= Some Progress

= No Progress

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Goal 1: Create instructional improvement systems for the district in all areas to support academic achievement for all students.

Performance Objective 5: Teachers will facilitate ACC Distance Learning courses as a part of expanding dual credit courses and creating more dynamic learning environments at MHS.

Evaluation Data Source(s) 5: Courses include dual credit Humanities 1301, Government 2305, and History 1301.

Courses will be assessed through MHS Staff, ACC professors, ACC Blackboard usage.

Summative Evaluation 5:

Goal 2: Improve the culture of Manor ISD to promote teaching and learning for all students and educators in a dynamic learning environment.

Performance Objective 1: Decrease the number of out of location referrals by 40% by consistent and full implementation of tardy sweep procedures by all staff members by the end of the first semester. Decrease the number of out of location referrals by 60% total by consistent and full implementation of tardy sweep procedures by all staff members by the end of the academic school year.

Evaluation Data Source(s) 1: End of the year summary report from Manor ISD

Summative Evaluation 1:

Strategy Description Title I Monitor Strategy's Expected Result/Impact

Reviews Formative Summative Oct Jan Mar May 1) 1) Continue implementation of Positive Behavior Interventions and Support. Continue with Tier II behavior interventions.

PBIS Team, teachers, administrators

Discipline referrals will decrease based on the end of the year discipline report

2) 2) Continue professional development on PBIS implementation. Identify student and teacher incentives and start the implementation process of restorative justice with clear objectives and processes.

3) 3) All teachers will participate in professional development on bullying, conflict resolution and social emotional learning

PBIS Team, teachers, administrators

Administrators, Counselors, PBIS Team, all MHS staff members

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Decrease in discipline referrals based on discipline report from Manor ISD

Sign in sheets from training sessions both in-house and online (certificates from the online training serve as further proof). Utilizing the referral form specific to bullying. 3-1 ratio conversation expectation

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= Discontinue

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4) 4) Seeing that all referrals have been given a consequence

= Accomplished

= Continue/Modify

Administrators, Counselors, PBIS Team, all MHS staff members

= Considerable

Sign in sheets from training sessions both in-house and online (certificates from the online training serve as further proof). Utilizing the referral form specific to bullying. 3-1 ratio conversation expectation

= Some Progress

= No Progress

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= Discontinue

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Goal 2: Improve the culture of Manor ISD to promote teaching and learning for all students and educators in a dynamic learning environment.

Performance Objective 2: 100% of teachers will use some form of a learning management system in their classroom to meet campus wide technology requirements (to push campus use of Google Classroom).

Evaluation Data Source(s) 2: End of the year summary report from Manor ISD

Summative Evaluation 2:

Strategy Description Title I Monitor Strategy's Expected Result/Impact

Reviews Formative Summative Oct Jan Mar May 1) 1) Student and Teacher lead technology integration PD for staff during PLCs

Principal, Technology Specialist

Increase the implementation of varying Technology strategies and APPS in the classroom

2) 2) Teachers attending Technology PD in the Summer

3) 3) All teachers have web sites that are updated frequently

= Accomplished

= Continue/Modify

Technology Specialist Increase in the number of teachers attending Technology PD

in the summer. Sign in sheets, PD documentation in Eduphoria

Principal, Web Master, Technology Specialists

= Considerable

Updated teacher web sites.

= Some Progress

= No Progress

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= Discontinue

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Goal 2: Improve the culture of Manor ISD to promote teaching and learning for all students and educators in a dynamic learning environment.

Performance Objective 3: 20% increase in the number of parents participating and attending school events.

Evaluation Data Source(s) 3: PTSA / FFA / Gear Up / Booster Club Participation Report

Summative Evaluation 3:

Strategy Description Title I Monitor Strategy's Expected Result/Impact

Reviews Formative Summative Oct Jan Mar May 1) 1) Beginning of the year grade level parent meetings, Gear UP parent seminars, Open House, PTO meetings, Wintery Mix, Spring Fest, McDonald's Night, updated web site

Principal, Web master, teachers

Increase in parental attendance at School events. (Use of sign in sheets)

2) 2) Use many different social media outlets to improve communication about school events

= Accomplished

= Continue/Modify

Principal, Technology Specialists, Administrative Team, Teachers

= Considerable

Increase the use of Twitter posts, Facebook posts, Increase the number of followers

= Some Progress

= No Progress

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= Discontinue

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Goal 2: Improve the culture of Manor ISD to promote teaching and learning for all students and educators in a dynamic learning environment.

Performance Objective 4: Continue the Community In Schools Outreach Program for students by maintaining the required 120 students needed for service on the Manor High School campus.

Evaluation Data Source(s) 4: End of the year report from CIS

Summative Evaluation 4:

Strategy Description Title I Monitor Strategy's Expected Result/Impact

Reviews Formative Summative Oct Jan Mar May 1) 1) Students will utilize CIS services to help improve social and emotional behavior to increase academic achievement in the classroom.

Principal, counselors, CIS team, teachers as needed

Data disaggregated through the CIS program shows improvement with students who attend counseling with the CIS team

2) 2) Professional Development process for teachers and publicize better for CIS

= Accomplished

= Continue/Modify

Principal, counselors, CIS team, teachers as needed

= Considerable

Data disaggregated through the CIS program shows improvement with students who attend counseling with the CIS team

= Some Progress

= No Progress

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= Discontinue

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Goal 2: Improve the culture of Manor ISD to promote teaching and learning for all students and educators in a dynamic learning environment.

Performance Objective 5: MHS will increase positive public relations through various community outreach activities: fall and spring community service projects, student presentation of MECHS celebrations at MISD board meetings, MECHS parent workshops, Recycling.

Evaluation Data Source(s) 5: Sign in sheets and documentation form MECHS parent workshops, Parent sign-ins, meeting presentations, participation survey

Summative Evaluation 5:

Strategy Description Title I Monitor Strategy's Expected Result/Impact

Reviews Formative Summative Oct Jan Mar May 1) 1) Leaders will communicate with parents, community members, and stakeholders about the initiatives and activities associated with the program.

Principal, Assistant Principal over ECHS and Counselors

Sign in sheets and documentation form MECHS parent workshops, Parent sign-ins, meeting presentations, participation survey uploaded into Crate 1.

= Accomplished

= Continue/Modify

= Considerable

= Some Progress

= No Progress

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= Discontinue

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Goal 3: Implement effective communication strategies throughout the campus and community by 5% (from current measured status).

Performance Objective 1: Administration and Faculty will collaborate to increase the different avenues to communicate with students, parents and community through, newsletters (ex. "PTO Blast") and campus newspaper, e-mails, phone calls, online technology and social media (ex. Google Classroom, Skyward, Twitter) and handouts to be sent home.

Evaluation Data Source(s) 1: Campus Rep / Web Design

Summative Evaluation 1:

Strategy Description Title I Monitor Strategy's Expected Result/Impact

Reviews Formative Summative Oct Jan Mar May 1) 1) Staff development on the development of teacher web site.

Web Master, Administrators, Technology Instructional Coaches

Evidence of teacher web sites on the MHS website.

2) 2) Web Site updated on a monthly basis or as events occur

3) 3) Updated Calendar on Web Site as events are planned

4) 4) PTSA News Blast by e-mail

5) 5) MHS and Principal twitter news feed and MHS Facebook account will be used for communication of upcoming events and positive feedback of what is going on in classrooms, after school events, school organizations.

= Accomplished

= Continue/Modify

9 Parent Liaison, Principal

Web Master, Principal Updated web site during weekly web site check by the principal

Web Master, Principal Updated web site calendar check by principal

Instructional Technologist, Web Master, Principal

= Considerable

Monthly PTSA News Blast increase of parents using email system for communication

Increase of postings on Twitter accounts and Facebook.

= Some Progress

= No Progress

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System Safeguard Strategies

Goal Objective Strategy Description

1 1 1

Establish and implement a structured RTI system of interventions designed to support and assist the Special Education population, ESL population in coordination with other students needing support that will address specific needs for all student populations. In class interventions following the Heart of Texas Writing Project will be implemented. This involves writers' workshops and one-on-one conferencing concerning student writing within the parameters of state guidelines.

1 1 2

Implementation of weekly collaborative professional learning communities. PLCs will focus on analyzing assessment items for backwards planning and disaggregate data to spiral back in through lessons and small group instruction

1 1 3

Embed professional development focused on reading and writing across the curriculum in Professional Learning Communities with the help of central coordinators. There will also be a focus on improving reading comprehension through MVRC (My Virtual Reading Coach) that will be used as a universal screener and monitoring tool for teachers. Teachers will utilize this tool 20-30 mins per day

1 1 4

Teachers will plan and implement technology into the classroom. Staff will use Google Classroom or some form of learning management system and Google Drive.

1 1 5

Professional development focusing on best practices, ELL strategies, PBIS, AVID, data disaggregation, technology integration and data driven instruction will be embedded into Professional learning communities

1 1 6

ELA After school tutorial services, EOC camps as well as push in tutorial with small groups will be used to help students prepare for upcoming STAAR exam. Teachers will complete a progress-monitoring sheet for each student for the week. It will cover:

SE/objective for the week or day, Quantitative assessment data, Attendance and Anecdotal Strategies that will be used include: Socrative, Kahoot, Daily assessments, OER/SAR, Quiz, Projects, Think-pair-share, Exit tickets and Graphic organizers

1 2 1

Establish and implement a structured RTI system the is designed to support and assist the Special Education population, ESL population in coordination with other students needing support. Sheltered classes will be formed for ESL and inclusion classes with facilitated instruction will be created for the special education population. STAAR Camps will be provided for students needing additional support to prepare for the STAAR EOC.

1 2 2

Continue Professional Learning Communities as well as common planning periods for all content teams. PLCs will focus on analyzing assessment items for backwards planning and disaggregate data to spiral back in through lessons and small group instruction.

1 2 3

Professional development focusing on best practices, ELL strategies, PBIS, small group instructional strategies, data disaggregation, technology integration, sped accomodations and data driven instruction will be embedded into Professional learning communities

1 2 4

Teachers will plan and implement technology into the classroom. Staff will use Google Classroom or some form of learning management system and Google Drive

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Goal Objective Strategy Description

1 2 5

ALG I Interventionist- will provide push in tutorial service for classroom teachers to assist with small group and targeted instruction. The purpose is to improve STAAR scores for the 9th grade ALG 1 students by 10% based on the CIP. Interventionist will help the classroom teacher prepare at-risk students to pass the STAAR exam. Teachers will complete progress-monitoring sheets with input from interventionist for each student for the week to monitor their progress and growth. Strategies that will be used include: Socratic, Kahoot, Daily assessments, OER/SAR, Quiz, Projects, Think-pair-share, Exit tickets and Graphic organizers

1 3 1

Establish and implement a structured RTI system the is designed to support and assist the Special Education population, ESL population in coordination with other students needing support. Sheltered classes will be formed for ESL and inclusion classes with facilitated instruction will be created for the special education population. STAAR Camps will be provided for students needing additional support to prepare for the STAAR EOC.

1 3 2

Professional development focusing on best practices, ELL strategies, PBIS, small group instructional strategies, data disaggregation, technology integration, sped accomodations and data driven instruction will be embedded into Professional learning communities

1 3 3

Continue Professional Learning Communities as well as common planning periods for all content teams. PLCs will focus on analyzing assessment items for backwards planning and disaggregate data to spiral back in through lessons and small group instruction

1 3 4

Teachers will plan and implement technology into the classroom. Staff will use Google Classroom or some form of learning management system and Google Drive

1 3 5

The 10th Grade BIO Interventionist will provide push in intervention as and after school tutorial service to assist with small group and targeted instruction. The purpose is to improve BIO STAAR scores for 10th grade students by 7% based on the CIP. Interventionist

will help the classroom teacher prepare at-risk students to pass the STAAR exam. Teachers will complete progress-monitoring sheets with input from interventionist for each student for the week to monitor their progress and growth. This reports will include: SE/objective, Quantitative assessment data, Attendance and Anecdotal notes Strategies that will be used include: Socratic, Kahoot, Daily assessments, OER/SAR, Quiz, Projects, Think-pair-share, Exit tickets and Graphic organizers

1 4 1

Establish and implement a structured RTI system that is designed to support and assist the Special Education population, ESL population in coordination with other students needing support. Inclusion classes with facilitated instruction will be created for the special education population. STAAR Camps will be provided for students needing additional support to prepare for the STAAR EOC.

1 4 2

Professional development focusing on best practices, ELL strategies, PBIS, small group instruction strategies, data disaggregation, technology integration and data driven instruction will be embedded into Professional learning communities.

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Goal Objective Strategy Description

1 4 3

Continue Professional Learning Communities as well as common planning periods for all content teams. PLCs will focus on analyzing assessment items for backwards planning and disaggregate data to spiral back in through lessons and small group instruction. The department will also focus on cross curricular teaching with the ELA departments with a intense focus on ELL student needs.

1 4 4

The 11th Grade U.S History Interventionist will provide push in tutorial service for classroom teachers to assist with small group and targeted instruction. The purpose is to improve STAAR scores for the 11th grade U.S History students by 4% based on the CIP. Interventionist will help the classroom teacher prepare at-risk students to pass the STAAR exam. Teachers will complete progress-monitoring sheets with input from interventionist for each student for the week to monitor their progress and growth while supporting literacy development through the curriculum. This reports will include: SE/objective, Quantitative assessment data, Attendance and Anecdotal notes. Strategies that will be used include: Socratic, Kahoot, Daily assessments, OER/SAR, Quiz, Projects, Think-pair-share, Exit tickets, DBQ's and Graphic organizers.

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Campus Advisory Team

Committee Role Name Position Administrator Jerry Statos Academic Dean Administrator Jon Bailey Principal Administrator Terri Osborne Associate Principal Administrator Debbie Aceves Manor Senior High School Principal Classroom Teacher Chris Friede Social Studies Teacher Classroom Teacher Samantha Kanzler English Language Arts Teacher Classroom Teacher Bianca Viel Mathematics Teacher Classroom Teacher Molly Dugger Theater Arts Teacher Classroom Teacher Kathy Morris Science Teacher Classroom Teacher Mindy Martin Languages Other Than English Teacher Classroom Teacher Kathy Blankenship Career Technical Education Teacher Community In Schools Krista Dusek Campus Program Director

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Campus Funding Summary

State Compensatory Education

Goal Objective Strategy Resources Needed Account Code Amount

1 1 6 \$24,400.00 1 2 5 \$26,220.00 1 3 5 \$9,750.00 1 4 4 \$15,900.00 Sub-Total \$76,270.00 Grand Total \$76,270.00

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