



Final Version

Manara Academy Board Goals 2020-2025

Board Approved 11/19/2020

Goal 1: Academic Performance - By 2024-2025, Manara will move their 2018 State Accountability rating to a minimum of an 85 State Accountability rating as measured on the Texas Academic Performance Report.

Objective 1: **Student Achievement** - 75% of Manara Students will achieve “Meets Standard” in STAAR Math and Reading subject areas at or above the State Average by 2024-2025, aligning Manara with the Top 10 Percent of Texas Charter Schools.

Objective 2: **Student Demographics** - Correctly identify and code all student demographics by the PEIMS Fall Submission for each year using a systematic process of collecting, assessing, and soliciting additional data from students and parents.

Objective 3: **Student Centered Learning** - Beginning in 2020-21, 100% of students for each STAAR tested subject will engage in the Student Learning Reporting (SLR) process as evidenced by goal setting for individual mastery. Each year thereafter, Manara will maintain 100% engagement in the SLR process.

Objective 4: **Teacher Learning Report** - Beginning in 2020-21, 100% of teachers for each STAAR tested subject will engage in the Teacher Learning Reporting (TLR) process as evidenced by TEKS/Lesson Planning Cycle making quarterly adjustments to their instructional plan. Each year thereafter, Manara will maintain 100% engagement in the TLR process.

Action Step	Start Date	Resources Needed	Progress Monitoring or Benchmark Measure	Evidence of Improvement
1. District Aligned Enrollment Processes a) Enrollment Teams at each	8/17/20	Registrar checklists to request needed documentation.	Lead registrar’s coordinated efforts w/PEIMS Coordinator and Director of Special Populations as new students	Completed enrollment team checklists and procedures. Digital form submissions and



<p>campus</p> <p>b) Accurate identification of student subpopulations in PEIMS</p> <p>c) Referrals to appropriate student support departments</p>		<p>Registrar Training</p> <p>Enrollment teams by campus to ensure compliant data and generate appropriate system supports.</p> <p>Jotforms (or similar) Digital form creation application.</p>	<p>enroll.</p> <p>Coding updates and annually updated parent forms indicating changes to status.</p> <p>Correct Identification in PEIMS of subpopulations (ESL, SPED, 504, Homeless/ Immigrant, Migratory, Ethnicity/Race)</p> <p>Digital forms and the ability to submit forms digitally.</p>	<p>spreadsheets.</p> <p>PEIMS Data Excel Spreadsheets (or similar) of updated data output.</p>
<p>2. MTSS - Intervention Support</p> <p>a) Develop MTSS Support Teams at each campus level</p> <p> i) Interventionist/s</p> <p> ii) Principal</p> <p> iii) MTSS Coordinator</p> <p> iv) Teacher</p> <p>b) Develop MTSS District Forms</p> <p> i) Documentation Platform</p> <p>c) District MTSS Coordinator Office at Irving Elementary (057844-101) for direct assistance</p>	<p>8/17/2020</p>	<p>Campus Data Processes.</p> <p>Regular Meeting time between MTSS District Coordinator and Campus Staff.</p> <p>Forms and Procedures for tracking and progress monitoring interventions.</p> <p>ESped or Similar</p>	<p>Bi-weekly meetings with grade level teachers for Tier III Students</p> <p>Monthly meetings/Check-ins by campus for Tier II Students</p> <p>Quarterly Reviews by campus for Tier 1 Students</p>	<p>MTSS Progress monitoring forms and documentation.</p> <p>Parent Meeting Agendas.</p> <p>Tracking and Data sheets.</p> <p>Student improvement on STAAR</p> <p>Reduction of classroom misbehavior</p> <p>Student growth on grade level intervention programs - Exact Path</p>
<p>3. Teacher Professional Development in Intervention</p>		<p>Staff Training in MTSS and MTSS Supports</p>	<p>PLC meetings</p>	<p>Improvement by teachers in the intervention strategies to best support</p>



Strategies and MTSS		<p>CHAMPS Training</p> <p>Intervention Strategies (PBIS and Academic Interventions)</p>	<p>Teacher Professional Development</p> <p>Regular review of Intervention Strategies</p>	<p>students as evidenced by T-Tess Evaluations and growth plans.</p> <p>Reduction in negative behaviors as evidenced by discipline referral data.</p> <p>Increase in student success as evidenced by increased state test results.</p>
4. Implement T-TESS as District Evaluation Process	10/01/2020	<p>Principal Training-Region 10</p> <ul style="list-style-type: none"> • Teacher Training • Evaluation Rubrics • T-TESS Walkthrough Form created in Strive in Eduphoria 	<p>T-TESS Training for Administrators</p> <p>T-TESS Training for Teachers</p> <ul style="list-style-type: none"> • Regular walkthroughs performed by Principals • Ongoing coaching and feedback 	<p>Data gathered through walkthroughs/observations & observable improvements in classroom instruction, student engagement and differentiation.</p> <p>Increased academic success evidenced by STAAR Test results and progress monitoring results.</p> <p>Increase in individual competency levels as evidenced by T-Tess Evaluation Rubrics.</p>
<p>5. Data Driven Instruction</p> <ul style="list-style-type: none"> (a) Teacher Learning Report (TLR)-Data Driven Instruction (b) Student Learning Report (SLR)-Data Driven Instruction (c) Institute 3rd Party system (Clever) for auto-transfer of student data from Student Information System (TxEIS) to all online Learning Management Systems (Google) 	10/19/2020	<p>Progress monitoring instrument for students & teachers (SLR & TLR) from Lead4ward.</p> <p>Clever (Education Single Sign On)</p> <p>Google Classroom/Schoology</p> <p>TxEIS Student Information System</p> <p>Eduphoria (Data</p>	<p>Completed TLR (Teacher Learning Report) which identifies all TEKS for a core content area (Math, ELAR, Science, and Social Studies).</p> <p>Minimum of three checkpoints for each class. Each checkpoint will indicate the date of the data for that checkpoint and the percentage/average for that class.</p> <p>Teachers will have a minimum</p>	<p>Improvement in the growth measure and achievement score for the STAAR/EOC (district-wide) will indicate a successful implementation of the TLR and SLR progress monitoring program.</p> <p>Improvement in TEKS coverage by content area.</p> <p>100% of information, curriculum, and data systems are automated for ease of access and control.</p> <p>100% of available student academic performance data loaded into a data</p>



<p>Classroom/Schoology), Curriculum Portals, and Data Disaggregation System (Eduphoria).</p>		<p>warehousing)</p>	<p>of three times that they will need to have all data updated in the TLR with the first checkup occurring at the end of the 2nd Quarter grading period.</p> <p>The results from the TLR will be shared with administration and drive instruction and PLC discussions throughout the year.</p> <p>Teachers will make any necessary instructional adjustments (interventions) in response to the data from the SLR.</p> <p>Students in grades 3-12 in STAAR/EOC tested subjects will track their mastery of the TEKS for that course with the SLR (Student Learning Report).</p> <p>Students will increase their accountability for their learning as they monitor their own learning.</p> <p>The SLR will be used as a communication tool for students, teachers, and parents to discuss student academic achievement.</p>	<p>warehousing system for progress monitoring and targeted interventions.</p> <p>Implement 100% use of an online Learning Management System.</p>
<p>6. Special Populations (a) All Learning Environments</p>	<p>8/17/2020</p>	<p>Texas Behavior Support Initiative</p>	<p>Attending PLC to provide needed support for teachers</p>	<p>Progress reports Meeting annual IEP goals</p>



<ul style="list-style-type: none"> (i) Remote Learning Learners (ii) Hybrid Learners (iii) InPerson Learners <p>(b) IEP and 504</p> <ul style="list-style-type: none"> (i) Goal Setting (ii) Transition/s (iii) Testing 		<p>Universal Design for Learning</p> <p>Interventions in Remote Learning-Math</p> <p>Interventions in Remote Learning-Reading</p>	<p>on how to follow students' accommodations and use differentiated instructions to meet the need of all the scholars</p>	<p>Meeting 504 goals Meeting criteria for proficiency levels and showing continuous improvement in social and academic language acquisition.</p> <p>ESL Student Performance and Linguistic Accommodations</p>
<p>7. EL Identification, Reclassification and Support</p>	<p>8/17/2020</p>	<p>District ESL Coordinator</p> <p>EL Interventionist at each campus</p>	<p>Staff</p>	<p>Quarterly progress monitoring using "Student's Progress and Linguistic Accommodations" form.</p> <p>STAAR results TELPAS Results</p>
<p>8. Balance Instructional Minutes through a rigorous schedule review</p>	<p>07/06/2020</p>	<p>Scheduling and PEIMS Expertise</p> <p>District and Campus Leadership Collaboration</p> <p>Re-alignment of District Priorities, setting Goals and Objectives</p> <p>Establish Observation and Feedback Cycles</p> <p>Scheduled time for PLC meetings during the school day</p>	<p>Ongoing cycles of review</p> <p>Increase daily Minutes of Reading and Math instruction.</p> <p>Comprehensive list of responsibilities for teachers and leaders, weekly calendars, meeting agendas/next steps.</p>	<p>New School Master Schedules</p> <p>Meeting Agendas and Calendars with work product documentation</p> <p>Established Instructional Goal Setting shared with community at large</p> <p>Parent and Student Surveys</p>



Goal 2: Develop and Recruit High Quality Teachers - Improve teacher qualifications and teacher retention over the next 5 years.

Objective 1: **All students will be taught by teachers who have obtained Intern, Probationary, Emergency, or Standard Certificates.**

Objective 2: **All teachers will obtain ESL and GT certification within their first year of employment.**

Objective 3: **Develop a competitive Compensation Package by June 2021.**

Objective 4: **Develop and implement a District Teacher Incentive Allotment (TIA) TEA approved plan - Cohort D by Spring of 2023.**

Action Step	Start Date	Resources Needed	Progress Monitoring or Benchmark Measure	Evidence of Improvement
1. Teacher Mentoring Program	8/17/20	A form was created and email was sent to teachers and principals	Teacher Mentoring Survey Results	Survey submission by 100% of teachers having taught 5 or fewer years with the district.
2. Provide ESL/GT Training Opportunities	8/17/20	Gifted and Talented - District Webpage TEA Gifted Talented Page Region 10 Gifted and Talented Resource Page Manara Academy ESL Parent District Page	Track Staff Certification through HR Professional Development Attendance	Teacher certificate for the 30hrs Gifted and Talented training through Region 10 Teacher GT Certification by 05/30/2021



		Region 10: Sheltered Training.		
3. Regular HR Review of Teacher Certification	07/01/2020	HR Reports Campus Principal Reviews	Spreadsheets Tracking Staff Certification HR Tracking of Staff Submission/s of Certification Progress	Increase in percentages of teachers certified in field Teachers documentation of certification pursuit/efforts Communications/documentation to teachers regarding certification
4. Review Salary Scales for Teachers	08/01/2020	Competitive Salary Research, Board Support/Approval	Salary Scale	Board Approved Salary Scale for Teachers
5. Compliance Training/s	08/15/2020	Region X Regis.	Compliance Training Certificates Provided to HR by All Staff	Annual Required Compliance Training Courses <ul style="list-style-type: none"> • Anaphylaxis and Severe Allergic Reactions • Bloodborne Pathogens • Bullying Prevention • Child Abuse • Concussions • 20-21 Covid 19 • Diabetes • FERPA • Illegal Steroid Use • 504 • Sexual Harassment • Substance Abuse • Suicide Prevention • Teen Dating Violence • Educators' Code of Ethics • Understanding Copyright Law • Use of Restraints • Use of Timeouts



6. T-TESS and T-P ESS Evaluation	10/01/2020	<p>Principal Training-Region 10 Teacher Training in T-TESS</p> <p>Evaluation Rubrics</p> <p>T-TESS Walkthrough Form created in Strive in Eduphoria</p> <p>P-P ESS Training for Principals</p>	<p>T-TESS Training for Administrators</p> <p>T-TESS Training for Teachers</p> <p>Regular walkthroughs performed by Principals</p> <p>Ongoing coaching and feedback cycle</p> <p>Teacher/Principal Goal Setting and Evaluation Forms</p> <p>P-P ESS Training for Principals</p>	<p>Data gathered through walkthroughs/observations, observable improvements in classroom instruction</p> <p>Observable school improvements, survey results</p> <p>Increased academic success evidenced by STAAR Test results.</p>
7. Teacher Incentive Allotment (TIA) Cohort D	10/01/2020	T-Tess Implementation		<p>Filing Submissions to TEA and TEA Approved TIA District Plan</p> <p>Accountability Process</p>



Goal 3a: English Language Learner Fluency - By 2024-2025, the EL program Exit rate will increase by 10% annually, starting 2020-21, based on TELPAS results and LPAC reclassification processes.

Goal 3b: Foreign Language Learner Fluency - By 2024-2025, 80% of Foreign Language Learners that have been with Manara for 5 or more consecutive years in the same language strand will be fluent in two languages when they graduate as measured by the district fluency tools.

Objective 1 (Goal 3a): **Each year, 70% of limited English proficiency students will demonstrate an increase in English proficiency evidenced by a 100% passing rate in ELAR, Math, Science, and Social Studies/Social Sciences.**

Objective 2 (Goal 3a): **Annually decrease the ELL vs. non-ELL performance gap by 3% in each STAAR tested subject area.**

Objective 3 (Goal 3a): **100% District Teaching Staff will become ESL Certified by December 31, 2020.**

Objective 4 (Goal 3b): **Identify and implement a comprehensive district curriculum for all foreign language curricular offerings that is aligned within language content areas by 2020-2021 school year.**

Objective 5 (Goal 3b): **Increase foreign language project learning and international community communication opportunities for students within Manara Language curricular offerings, during and after school.**

Objective 6 (Goal 3b): **Identify a foreign language fluency measure in reading, writing and speaking for all elective foreign language district offerings by the 2021-2022 school year.**

Action Step	Start Date	Resources Needed	Progress Monitoring or Benchmark Measure	Evidence of Improvement
1. District will develop a comprehensive fluency measure for language (Speaking, Reading, Writing).(Goal	01/31/2020	Comparative Fluency Resources/Meas	ACTFL Fluency Measures (LinguaFolio)	Student Fluency Measures and Progress Monitoring



3a/3b)		ures TELPAS	LanguageNut Fluency Assessments DuoLingo Fluency Assessments	TELPAS Results Reading, Writing and Speaking Assessments
2. Instructional materials will include resources intentionally designed to meet the needs of English Language Learners. <i>(Goal 3a)</i>	06/30/2020	ELPs, LIAG, Best Practices and Staff Professional Development	TELPAS, LPAC, Progress Monitoring Benchmark of STAAR Interim Assessments and Exact Path	Data from progress monitoring Instructional materials implemented with fidelity Instructional materials specifically designed resources with accommodations to support ESL students
3. District will identify a comprehensive foreign language curriculum in all areas of language elective offerings. <i>(Goal 3b)</i>	06/30/2020	Various foreign language curriculums (Digital and Print) for review by FL Curricular Teams	Curriculum strengths/weakness comparative review rubric/s	Identification of Curriculum Curriculum Implementation with students Digital Access to Curriculum for online/remote learners
4. Develop local language policy high school graduation requirements. <i>(Goal 3b)</i>	2021-2022 School Year	Comparative Language Policy Resources-TEA FL guidelines	Provide fluency measures at the beginning and end of student's school career. Verify students are meeting FLcredit requirements for graduation (i.e. at least two years of a FL, recommended that students take 4 years of FL in high school.	% of students who are fluent in at least two languages increases each year from present until 2024-25, when 80% is expected.
5. All District teachers will become ESL Certified. <i>(Goal 3a/b)</i>	12/31/2020	Region 10 Training TEA Modules District PD TEA ESL Preparation Region 10 Test Preparation	Certification Spreadsheets/HR, Updated copies of Teacher Certification Records	100% of the teachers certified by 12/31/2020 Currently 16 staff members are ESL certified - An increase in the number of certified staff will be evidentiary.



		Course 154 TEST Preparation Manual		
6a. Maintain and develop a progress monitoring process for student growth measures. (Goal 3a/3b)	01/31/2020	Digital library Text to speech Technology training for parents NCELA EL Toolkit	A “Student Progress and Linguistic Accommodation” form was created and emailed to teachers to be filled out on a quarterly basis. This form has the purpose of tracking student’s English Proficiency progress throughout the year. It is based on the respective teachers’ observations.	Show growth by: Passing teachers’ made test/Benchmarks “Student Progress and Linguistic Accommodation form”analysis should show students growth by at least one proficiency level each year. TELPAS data will determine the percentage of students with growth.
7. Offer additional FL extra-curricular activities for students; clubs, international organizations, field studies. (Goal 3b)	2022-2025 School Year	One World Club World Affairs Challenge World Affairs Council	Student Memberships in extra-curricular international organizations Student Activities resulting from membership in foreign language clubs Community participation	Student Survey Results Community Participation and sign-in logs Visible School Community Foreign language Events



Goal 4: Social Emotional Learning - By 2024-2025, as indicated through district comprehensive SEL needs assessments, parent and student surveys and SEL Implementation, become recognized as a Promising Practice School for Character Education, by the State and National District of Character Organization.

Objective 1: **Adopt District SEL Framework Aligned with District Mission and Core Values by 2021-2022.**

Objective 2: **Adopt SEL Metrics and Learning Goals by 2021-2022.**

Objective 3: **Build Awareness, Commitment and Ownership around SEL Practices ongoing through 2020-2025.**

Action Step	Start Date	Resources Needed	Progress Monitoring or Benchmark Measure	Evidence of Improvement
1. Adopt Comprehensive SEL Framework	2021-2022	SEL Standards Committee to review SEL standards & frameworks and draft Framework aligned to district vision & goals	School culture assessment and stakeholder survey results	Parent/Staff/Stakeholder survey results; compare before and after establishment of SEL Framework
2. Develop Culturally Receptive Teaching Practices	01/16/2020	Literature reflective of many points of view and culturally unbiased Media Center Curriculum that is unbiased	Formation of a Racial Equity Community Changes in conversations, school activities, updated and diverse literature	Meeting Agendas Teacher Training in Culturally Responsiveness Community forums Diverse Literature IB Implementation



<p>3. Service Learning Component</p>		<p>Funding to support IB CAS experiences</p> <p>ManageBac to use in tracking of CAS (and all other IB relevant documentation)</p>	<p>Middle School students must complete 20 hours of service learning prior to entering high school.</p> <p>For IB HS students: Students submit CAS experience reflections throughout 18 month duration of program</p> <p>For non-IB HS students: Students must complete 60 hours of service learning prior to graduating high school.</p>	<p>Track student service learning hours to ensure that all students are meeting service learning benchmarks. Students should submit documentation once they complete various experiences so that we can accurately assess students' progress in meeting their service learning goals/ connect with students who need support in meeting their goals.</p>
<p>4. Implement Comprehensive 4. PBIS System</p>		<ul style="list-style-type: none"> • Classroom Management PD for Staff • Restorative Justice Training Practices • District PBIS System 		
<p>5. Parent and Community Involvement</p>		<p>Parent Training in how to support students in engaging in their learning and personal growth.</p> <p>Parent Training related to academics and college-readiness</p> <p>Frequent informal opportunities for check-ins with families to discuss important SEL topics</p> <p>Community meetings/events/zooms to discuss important SEL topics</p>	<p>Parent surveys related to understanding the implementation of SEL at Manara- assess parent understanding and provide further training in areas of need</p>	<p>Pre/post parent surveys related to SEL learning knowledge- compare results of each survey to assess effectiveness of parent education related to SEL</p>



Goal 5: Financial Performance - By FY2025, Manara will obtain an S&P investment grade rating of at least BBB-.

Objective 1: **Achieve Cash Days on Hand (CDOH) of 45 days by end of FY2021, 60 days by end of FY2022, and 90 days by end of FY2023.**

Objective 2: **Achieve Debt Service Coverage Ratio (DSCR) of 1.1x by FY2021, 1.2x by FY2022, and 1.2x+ beyond FY2023.**

Objective 3: **Achieve Long-Term Liability to Total Asset Ratio <70% by end of FY2021, <65% by end of FY2022, and <60% by end of FY2023.**

Action Step	Start Date	Resources Needed	Progress Monitoring or Benchmark Measure	Evidence of Improvement
1. Maintain Surplus on a monthly basis.	July 1, 2020	Monitor ADA, Expense Control	Monthly Income Statement	Cash surplus
2. Seek a Line of Credit	July 1, 2020	Positive relations with bankers, improved ADA, and operational outlook	Reach out to multiple banks and report to board	Sharing results from bank proposal, and progress over time
3. Leverage Real Estate Assets	July 1, 2020	Real Estate Services, Board Action	Property Search, Buyers	Actively searching for a new campus to reduce operating expenses.
4. Buyout Leased Property	July 1, 2021	Real Estate Services, Board Action	Initiate discussion on interest in July 2021. Start negotiation on terms. Investigate non-bond financing for short-term, bond financing for long-term.	Purchase or Lease to purchase property by July 2022.
5. Achieve Academic Performance Measures	July 1, 2020	HQ Teacher and Leaders; Board Support; Community Involvement	A-F Academic Accountability Rating; Interim Assessment Performance; Growing Wait List	TAPR Report; Goal Setting, Achievement, and Accountability