

Manor Independent School District
Manor New Tech Middle School
2022-2023 Campus Improvement Plan



Mission Statement

Manor New Tech Middle School Mission Statement

Our learning community empowers scholars to build meaningful relationships and supports an innovative approach to academic, social, and emotional growth.

“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

We are Gladiator STRONG!

S- Socially responsible with empathetic relationships

T- Tech savvy digital citizens

R- Resilient and confident

O- Owners of our learning and opportunities

N- Networking scholars who innovate

G- Growing mindsets through curiosity

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Manor New Tech Middle school scholars must apply and be selected by a third-party lottery system to attend our campus. While at MNTMS, scholars conduct Project/Problem Based Learning using real world problems through collaborative peer work using critical thinking skills that is innovative and student-centered.

Demographics- Manor New Tech Middle School (MNTMS) serves 724 scholars.

	% Enrolled	Count
Asian	5.11%	37
Black/African American	21.27%	154
Hispanic/Latino	62.29%	451
White	6.63%	48
Hawaiian/Pacific Island	0.41%	3
Two or More	4.28%	31
At Risk	65.61%	475
LEP	43.78%	317
Immigrant	0.14%	1
Economic Disadvantage	67.40%	488
Military Connected	2.21%	16
Foster Care	0.41%	3
Dyslexia	4.56%	33
Gifted and Talented	25.41%	184
Special Education	6.35%	46
ESL	19.06%	138
Bilingual	3.18%	23
Females	51.80%	375
Males	48.20%	349

Staff Demographics

Teachers	Count/Average	Percentage
African American	3.9	9.50%
Hispanic	11.3	27.30%
White	24.1	58.30%
American Indian	0	0%
Asian	1	2.40%
Pacific Islander	0	0%
2 or More	1	2.40%
Males	15.9	38.50%
Females	25.4	61.50%

Demographics Strengths

We are part of the New Tech Network and have access to Project/Problem Based Learning supports through ongoing coaching for all staff at MNTMS. We work with our New Tech Network coach throughout the whole school year. With a growing population of Emergent Bilinguals, language acquisition is incorporated into the Reading Language Arts classes. The following list shows the different supports/programs that make our campus a success.

- Special Education, 504, ESL scholars receive support.
- Monthly training from District ESL Coordinator
- Fine Arts Scholars yield awards in district and state levels
- PBL Coordinator
- Athletic Scholars' Sports Programs
- New Tech training (ongoing)

Problem Statements Identifying Demographics Needs

Problem Statement 1: The majority of our scholars are Hispanic and receive translated communications from teachers and campus involving google translate of written messages.

Root Cause: Parent liaisons are not used on our campus. Spanish-speaking staff members willing to provide translation services, do not receive any training on how to be an effective translator.

Priority Problem Statements

Problem Statement 1: Although we performed well on the masters level in reading and math content areas, we are still not closing the gaps for all students.

Root Cause 1: Instructional focus on meeting the needs of learners is not targeted by each sub group

Problem Statement 1 Areas: Student Learning

Problem Statement 2: As evident in MOY data, CBA data, test questions, and teacher observations, scholars are not able to utilize the analyze skill so they can analyze information to connect and communicate ideas, all teachers are not consistently utilizing the gradual release instructional framework: I do, we do, you do, you do it alone correctly.

Root Cause 2: Teachers are jumping from "I do" to "You do it alone", skipping the "We do" (collaboration) & "You do it " (guided practice) phase of the Gradual Release Instructional Framework.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Parents would like to hear from all teachers concerning current classroom events on a monthly basis.

Root Cause 3: Not all teachers have created a school webpage on our website and/or send communication out to parents

Problem Statement 3 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 CCMR goals
- 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
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-P ESS 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
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results

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: Increase student growth indicator Domain 2A (Academic Growth) by at least fourteen percentage points at the end of the 2022 - 2023 school year.

High Priority

HB3 Goal

Evaluation Data Sources: Data Driven Instruction outcomes from Professional Learning Communities, Common Formative Assessment Report, District Benchmark Assessment Report, i-Ready data, Spring Benchmark Report, and STAAR End of the Year Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Through evidence based professional learning communities, teachers will use data driven instruction to drive daily lessons to grow all scholars in all core content areas.</p> <p>Strategy's Expected Result/Impact: Increased student growth indicator (Domain II, Part A, Raw Score) by at least five percentage points at the end of the 2022 - 2023 school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
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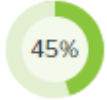




Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

Performance Objective 2: Increase student literacy progress indicator (meets and masters on Reading Language Arts) by at least five percentage points at the end of the 2022 - 2023 school year.

High Priority

HB3 Goal

Evaluation Data Sources: Data Driven Instruction outcomes from Professional Learning Communities, Common Formative Assessment Report, District Benchmark Assessment Report, i-Ready data, Spring Benchmark Report, and STAAR End of the Year Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement and utilize high quality instructional materials that promote all reading skills at the rigor of each grade level.</p> <p>Strategy's Expected Result/Impact: Using the resources and staff strategically to support instruction, scholars will receive the needed daily instruction to move from performance levels of approaches to meets and meets to masters.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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



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

Performance Objective 3: MNTMS will increase the student math progress indicator by at least ten percentage points by the end of 2022-2023 school year.

High Priority

HB3 Goal

Evaluation Data Sources: Data Driven Instruction outcomes from Professional Learning Communities, Common Formative Assessment Report, District Benchmark Assessment Report, i-Ready data, Spring Benchmark Report, and STAAR End of the Year Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Using Instructional and Operational Absolutes from the district, teachers will conduct structured professional learning communities that involve data driven instruction which will address math interventions during advisory classes that is focused on skills based on students' needs.</p> <p>Strategy's Expected Result/Impact: Using the resources, staff and professional learning for teachers to support math instruction, scholars will receive daily instruction based on weekly review of math formative assessments through Professional Learning Communities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: Serve internal and external customers in partnership to support the highest levels of student success. By the end of 2022-2023 school year, we will have supported the development of an active, involved, and engaged Parent Teacher Association (PTA).

High Priority

HB3 Goal

Evaluation Data Sources: System to recruit teacher and parent standard membership, Parent Teacher Association meeting agendas/minutes and attendance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct regular PTA meetings throughout the school year to support parental involvement.</p> <p>Strategy's Expected Result/Impact: By increasing parent involvement and engagement, staff members and parents can work together to support the academic, social and emotional growth of all scholars.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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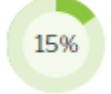





Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

Performance Objective 1: Create engagement opportunities for parents/guardians/community members to be a part of the learning community.

High Priority

HB3 Goal

Evaluation Data Sources: Engagement agendas, leadership meeting agendas/minutes

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ways and opportunities for parents/guardians/community members to be involved within the school community.</p> <p>Strategy's Expected Result/Impact: By including all stakeholders into the school community, students will grow academically, socially and emotionally as a collective effort.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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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: Provide accelerated education for all scholars by the end of the school year 2022 - 2023.

High Priority

HB3 Goal

Evaluation Data Sources: Lesson Design Plans, Teacher Observations, Advisory lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Through data driven instruction and professional learning communities, teachers will be able to monitor and adjust instruction based on the needs of the scholars.</p> <p>Strategy's Expected Result/Impact: If scholars receive accelerated instruction, teachers can address achievement gaps with scholars along with progressing scholars at their instructional levels to meet their needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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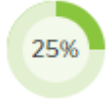





Goal 4: By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

Performance Objective 2: Implement school-wide Project/Problem Based Learning through all contents

High Priority

HB3 Goal

Evaluation Data Sources: Lesson plan design, New Tech Network rubrics, Professional Learning Communities, continuous professional development

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will develop and implement projects that provide high student engagement that have outcomes centered around rubrics.</p> <p>Strategy's Expected Result/Impact: Through continuous strategic professional learning communities, Project/ Problem-Based learning will provide scholars with real-world applications to solve problems through teamwork and collaboration.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
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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: Provide a school wide safety plan that includes methods for addressing prevention for violence, behavior, and bullying by the end of the school year 2022 - 2023

High Priority

HB3 Goal

Evaluation Data Sources: Safety Committee Meeting agendas/minutes, attendance logs, evidence of a safety plan with goals and strategies, review of office referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct safety meetings periodically throughout the school year after establishing a safety committee.</p> <p>Strategy's Expected Result/Impact: By taking preventative measures with safety, scholars will be able to focus on learning and growing academically being in a safe environment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Safety Committee Members, School Resource Officer</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 1: Implement strategies for recruiting highly effective teachers by the end of the school year 2022-2023.

High Priority

HB3 Goal

Evaluation Data Sources: Outcomes from the participation with job fairs both online and in person and Indeed

Strategy 1 Details	Reviews			
<p>Strategy 1: Participate with job fairs both online and in person, recruiting highly effective teachers through a created vetting process.</p> <p>Strategy's Expected Result/Impact: Recruitment of highly effective teachers</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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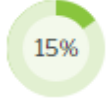







Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 2: Revise and refine professional learning communities with teachers and administrators to continuously focus on improving student achievement by the end of the 2022-2023 school year

High Priority

HB3 Goal

Evaluation Data Sources: Culture building projects, New Tech Network professional learning implementation, Lesson plans, Professional Learning Community agendas and staff attendance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement culture building projects for students, staff, teachers to support the start and ongoing process of a positive school culture.</p> <p>Strategy's Expected Result/Impact: Continued growth as a New Tech Campus relative to culture for students, staff, and teachers; professional learning and growth for all teachers and administrators</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, and teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will attend New Tech Network professional learning, implement strategies with scholars and share what they have learned with their fellow teachers.</p> <p>Strategy's Expected Result/Impact: Through professional learning, teachers will support the continuous growth of their teaching and learning of instruction for scholars.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, and teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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