

Manor Independent School District
Manor New Tech Middle School
2024-2025 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 Mission Statement

Collectively, as a community, Manor ISD provides equitable resources, a safe learning environment, and high-quality educational services for all scholars to successfully achieve and reach their full potential.

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 New Tech Middle School Vision Statement

Our vision is to empower scholars with a high quality and inclusive learning environment that provides them with the skills and knowledge necessary to navigate a modern, complex, and multicultural society.

Manor ISD Vision Statement

Manor ISD is the best district in Texas where we provide an equitable education for all scholars and graduate them ready to become leaders in our community.

Value Statement

#BeBoldBeBrilliant

The hashtag #BeBoldBeBrilliant typically carries an empowering message that encourages students to embrace confidence and fearlessness while also striving for excellence and showcasing their unique talents.

"Be Bold" encourages stepping out of your comfort zone, taking risks, and facing challenges head-on, while "Be Brilliant" emphasizes achieving greatness, using your intelligence, creativity, and skills to shine in everything you do.

Together, it's a call to action for students to be courageous and extraordinary in their own pursuits.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	8
Priority Problem Statements	18
Goals	19
Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.	19
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.	25
Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.	26
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.	27
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.	28

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff. 29

Policies, Procedures, and Requirements 33

Comprehensive Needs Assessment

Demographics

Demographics Summary

Manor New Tech Middle School is proud to be part of the New Tech Network, which fosters critical thinking through Problem/Project-Based Learning. At MNTMS, students develop grade-level skills by addressing real-world challenges through collaborative peer work that emphasizes innovation and critical thinking in a student-centered environment. Our diverse student body consists of 747 scholars, reflecting the inclusive and dynamic community we serve.

Gender Breakdown		
Males	52%	389
Females	48%	358
Total Students		747
Ethnicity Breakdown		
Hispanics	59.5%	486
African American	18%	135
White	6.5%	48
Asian	6%	46
Multi-Race	4%	30
American Indian	0.3%	2

Special Program	%	Enrolled Scholars
Economically Disadvantaged	61%	450
At-Risk	16%	121
Emergent Bilingual	28%	211
Dyslexia	8%	60
Gifted & Talented	25.5%	190
Special Education	10.7%	80
504	5.9%	44

The largest ethnic group in our student population is Hispanic, making up 59.5%, with 38.1% of those students classified as English Learners. Additionally, 61% of our students are Economically Disadvantaged, which will continue to be a key focus for the 2024-2025 school year.

The largest racial/ethnic group within our student population is Hispanic, comprising 65% (486 scholars), with 28% (211 scholars) identified as Emergent Bilinguals. Our second largest group is African American, representing 18% (135 scholars).

At MNTMS, 25.5% of our student population is enrolled in the Gifted and Talented program, which allows students to engage in the Texas Performance Standards Project. This project provides opportunities for students to synthesize learning, apply their knowledge to new situations, and demonstrate advanced, high-quality mastery of their skills. Throughout the year, scholars will collaborate to complete their projects, with the opportunity to showcase a selected project during our Project Exhibition near the end of the school year.

Demographics Strengths

MNTMS has a high student population of students with a race/ethnicity of Hispanic at 59.5% with 38.1% those scholars who are Language English Proficiency.

MNTMS has 25.5% (190 scholars) of the student population enrolled into the Gifted and Talented program which allows students to work on the Texas Performance Standards Project. The project provides students with opportunities to synthesize learning, apply knowledge to a novel situation, and provide an advanced, high-quality demonstration of the student's knowledge and skills. Scholars will verbally present their completed projects to their classmates or record their presentations to share their learning. MNTMS will highlight students' completed projects of their choice during our Project Exhibition during the second part of the school year.

Our second highest student population is African American at 18% (135 scholars). We support this student population along with the others through high quality instruction in classes and individualized support during advisory class centered around Reading, Math, Science and Social Studies.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During PLCs, teachers are not consistently analyzing student data by subgroups to identify achievement gaps to support continuous growth.

Root Cause: Lack of heightened focus on analyzing data by subgroups within professional learning communities.

Student Learning

Student Learning Summary

Reading				
Subgroups	6th	7th	8th	English I
All	Appr.- 73% Meets- 45% Masters-19%	Appr.- 33% Meets- 10% Maters- 2%	Appr.-72% Meets- 42% Masters- 15%	Appr.- 89% Meets- 79% Masters- 20%
White	Appr.- 88% Meets- 63% Masters- 38%	N/A	Appr.- 81% Meets- 81% Masters- 31%	Appr.- 90% Meets- 80% Masters- 40%
Hispanic	Appr.- 67% Meets- 39% Masters- 14%	Appr.- 38% Meets- 13% Masters- 3%	Appr.- 68% Meets- 33% Masters- 11%	Appr.- 95% Meets- 83% Masters- 15%
African American	Appr.- 83% Meets- 53% Masters- 22%	Appr.- 19% Meets- 4% Masters- 0%	Appr.- 75% Meets- 42% Masters- 19%	Appr.- 76% Meets- 68% Masters- 19%
Asian	Appr.- 79% Meets- 64% Masters- 29%	N/A	N/A	N/A
Two or More	Appr.- 93% Meets- 57% Masters- 29%	N/A	Appr.- 80% Meets- 80% Masters- 10%	Appr.-90% Meets- 90% Masters- 40%

Reading				
Economically Disadvantaged	Appr.- 69% Meets- 36% Masters- 11%	Appr.- 31% Meets- 9% Masters- 1%	Appr.- 73% Meets- 40% Masters- 12%	Appr.- 87% Meets- 75% Masters- 16%
Emergent Bilingual	Appr.- 66% Meets- 33% Masters- 10%	Appr.- 28% Meets- 5% Masters- 0%	Appr.- 70% Meets- 34% Masters- 10%	Appr.- 100% Meets- 88% Masters- 14%
Special Education	Appr.- 42% Meets- 17% Masters- 4%	Appr.-17% Meets- 13% Masters- 0%	Appr.- 36% Meets- 21% Masters- 0%	N/A

Math				
Subgroups	6th	7th	8th	Algebra I
All	Appr.- 52% Meets- 16% Masters- 4%	Appr.- 17% Meets- 6% Masters- 1%	Appr.- 54% Meets- 19% Masters- 3%	Appr.- 96% Meets- 66% Masters- 33%
White	Appr.- 63% Meets- 44% Masters- 13%	Appr.- 43% Meets- 14% Masters- 0%	Appr.- 59% Meets- 29% Masters- 0%	Appr.- 100% Meets- 50% Masters- 50%
Hispanic	Appr.- 48% Meets- 11% Masters- 1%	Appr.- 16% Meets- 5% Masters- 0%	Appr.- 54% Meets- 18% Masters- 2%	Appr.- 96% Meets- 65% Masters- 26%

Math				
African American	Appr.- 53% Meets- 14% Masters- 6%	12% Meets- 2% Masters- 2%	Appr.- 46% Meets- 15% Masters- 4%	Appr.- 95% Meets- 59% Masters- 27%
Asian	Appr.- 71% Meets- 36% Masters- 14%	N/A	Appr.- 60% Meets- 40% Masters- 0%	N/A
Two or More	Appr.- 64% Meets- 21% Masters- 7%	N/A	Appr.- 75% Meets- 38% Masters- 13%	Appr.- 88% Meets- 88% Masters- 63%
Economically Disadvantaged	Appr.- 41% Meets- 10% Masters- 3%	Appr.- 15% Meets- 4% Masters- 0%	Appr.- 52% Meets- 15% Masters- 1%	Appr.- 94% Meets- 56% Masters- 29%
Emergent Bilingual	Appr.- 49% Meets- 9% Masters- 3%	Appr.- 13% Meets- 7% Masters- 0%	Appr.- 52% Meets- 18% Masters- 2%	Appr.- 98% Meets- 65% Masters- 25%
Special Education	Appr.- 25% Meets- 4% Masters- 0%	Appr.- 9% Meets- 0% Masters- 0%	Appr.- 23% Meets- 8% Masters- 0%	N/A

Social Studies	
Subgroups	8th

Social Studies	
All	Appr.- 55% Meets- 29% Masters- 16%
White	Appr.- 67% Meets- 60% Masters- 47%
Hispanic	Appr.- 56% Meets- 24% Masters- 11%
African Am.	Appr.- 45% Meets- 26% Masters- 14%
Asian	N/A
Two or More	Appr.- 69% Meets- 46% Masters- 46%
Economically Disadvantaged	Appr.- 55% Meets- 26% Masters- 12%
Emergent Bilingual	Appr.- 58% Meets- 22% Masters- 10%

Social Studies	
Special Education	Appr.- 18% Meets- 18% Masters- 9%

Science		
Subgroups	8th	Biology
All	Appr.- 33% Meets- 9% Masters- 2%	Appr.- 100% Meets- 87% Masters- 32%
White	Appr.- 38% Meets- 13% Masters- 0%	Appr.- 100% Meets- 100% Masters- 71%
Hispanic	Appr.- 32% Meets- 9% Masters- 1%	Appr.- 100% Meets- 84% Masters- 26%
African American	Appr.- 28% Meets- 8% Masters- 3%	Appr.- 100% Meets- 86% Masters- 27%
Asian	N/A	N/A

Science		
Two or More	N/A	Appr.- 100% Meets- 90% Masters- 50%
Economically Disadvantaged	Appr.- 34% Meets- 9% Masters- 3%	Appr.- 100% Meets- 89% Masters- 27%
Emergent Bilingual	Appr.- 36% Meets- 7% Masters- 2%	Appr.- 100% Meets- 89% Masters- 17%
Special Education	Appr.- 10% Meets- 10% Masters- 0%	N/A

TELPAS/TELPAS Alternate Scores Breakdown for 6th Grade												
Proficiency Rating	Composite		Reading Proficiency Rating		Writing Proficiency Rating		Speaking Proficiency Rating		Listening Proficiency Rating		Totals	
School Year	23	24	23	24	23	24	23	24	23	24	23	24
Beginning	0	0	24	4	18	7	12	2	0	0	54	13

TELPAS/TELPAS Alternate Scores Breakdown for 6th Grade

Intermediate	66	0	60	31	87	40	45	40	21	23	279	160
Advanced	135	57	102	31	111	50	93	52	102	49	543	239
Advanced High	36	17	51	34	15	3	21	6	66	29	189	89

TELPAS/TELPAS Alternate Scores Breakdown for 7th Grade

Proficiency Rating	Composite		Reading Proficiency Rating		Writing Proficiency Rating		Speaking Proficiency Rating		Listening Proficiency Rating		Totals	
School Year	23	24	23	24	23	24	23	24	23	24	23	24
Beginning	0	0	9	7	9	3	12	6	0	0	30	15
Intermediate	57	33	48	34	111	40	138	50	36	27	390	184
Advanced	165	49	75	26	147	45	108	38	72	47	567	205
Advanced High	63	18	153	33	18	11	27	7	177	26	438	95

TELPAS/TELPAS Alternate Scores Breakdown for 8th Grade

Proficiency Rating	Composite		Reading Proficiency Rating		Writing Proficiency Rating		Speaking Proficiency Rating		Listening Proficiency Rating		Totals	
School Year	23	24	23	24	23	24	23	24	23	24	23	24
Beginning	0	0	0	1	9	3	12	6	0	1	21	11
Intermediate	63	23	63	22	138	49	96	69	39	7	399	170
Advanced	171	64	102	28	141	42	174	24	90	23	678	181
Advanced High	96	12	165	49	42	6	48	1	201	69	552	137

Class	Student Enrollment
English I	140
Algebra I	93
Spanish IV	9
Biology	91

The instructional framework of deeper learning is implemented through project- and problem-based approaches to assess the rigor of standards across all subject areas, including electives. Our school-wide learning outcomes empower students to communicate effectively with peers and take ownership of their learning process.

As we work diligently to close the achievement gap, we recognize the need to focus on our incoming 8th-grade students, with particular attention to the Hispanic student population. Data from the 2023-2024 school year indicates that we are above the state math performance average of 28% Approaches, 24% Meets, and 17% Masters compared to our campus averages of 51% Approaches, 21% Meets, and 7% Masters. Specifically, in math, our student performance in the Meets and Masters categories are as follows: 18% Meets and 5% Masters for Hispanic students, 18% Meets and 7% Masters for African American students, and 16% Meets and 5% Masters for Economically Disadvantaged students.

To achieve our goal of improving student academic performance on the STAAR, we will continue to focus on strengthening our professional learning communities by utilizing the Leverage Leadership 2.0 and PLC+ frameworks, as well as teacher modeling and coaching.

MNTMS now offers after-school tutoring for all core subjects, with our Academic Interventionist providing targeted interventions for students in specific demographics and those who have not passed the STAAR for two consecutive years. Along with our regular data analysis during PLCs, we will dedicate three full days to analyzing data to monitor student progress and guide our instructional decisions to support continued academic growth.

Student Learning Strengths

Student Learning Strengths

- **100% of students passed Biology I**
- **96% of students passed Algebra I**
- **89% of the students passed English I**
- **6th & 8th STAAR Reading had a 72% or higher passing rate overall**
- **6th & 8th STAAR Reading had a 67% or higher passing rate overall for our largest ethnicity which**

is Hispanic students

- **6th & 8th STAAR Math had a 52% or higher passing rate overall**
- **6th & 8th STAAR Math had a 48% or higher passing rate overall for our largest ethnicity which is Hispanic students**
- **For TELPAS, no students for our campus scored in the Beginning level for the overall composite score**
- **On our 6th Grade RLA STAAR, 66% of Emergent Bilinguals performed at Approaches or higher.**
- **On TELPAS, 56% of our Emergent Bilinguals performed at Advanced and 14% at Advanced High.**

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Strategic professional learning and consistent face-to-face feedback with teachers did not occur throughout the entire school year **Root Cause:** Professional learning was not consistently planned and presented to staff as a whole group or individualized to content areas.

Priority Problem Statements

Problem Statement 1: The number of discipline referrals for "horseplay" and "out of location" for students were the highest for all referral types.

Root Cause 1: The campus did not have a school-wide system to teach and model expectations for how students conduct themselves with students to students and students and teachers.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Strategic professional learning and consistent face-to-face feedback with teachers did not occur throughout the entire school year

Root Cause 2: Professional learning was not consistently planned and presented to staff as a whole group or individualized to content areas.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: During PLCs, teachers are not consistently analyzing student data by subgroups to identify achievement gaps to support continuous growth.

Root Cause 3: Lack of heightened focus on analyzing data by subgroups within professional learning communities.

Problem Statement 3 Areas: Demographics






Goals

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 1: By the end of the 24/25 school year, overall Math scores will increase from 21% to 31% in the Meets performance level for STAAR.

High Priority

Evaluation Data Sources: Common Formative Assessments, Summative assessments, Interim assessments, STAAR End of Year Report, Agile Mind Benchmark Reports, i-Ready data






Strategy 1 Details	Reviews			
Strategy 1: Through evidence-based professional learning communities, teachers will use data driven instruction and instructional strategies to drive daily lessons to grow all scholars in the math content area. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I Staff Responsible for Monitoring: Principal, assistant principals, department chairs, interventionist, teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 2: By the end of the 24/25 school year, overall Reading scores will increase from 41% to 51% in the Meets performance category for STAAR.

High Priority

Evaluation Data Sources: Common Formative assessments, Unit assessments, Interim assessments, STAAR End of Year Report, i-Ready data, data analysis through Aware







Strategy 1 Details	Reviews			
Strategy 1: Through evidence-based professional learning communities, teachers will use data driven instruction and instructional strategies to drive daily lessons to grow all scholars in the reading content area. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
	 20%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 3: By the end of the 24/25 school year, overall Math scores will increase from 18% to 28% for Hispanics in the Meets performance level for STAAR.

High Priority

Evaluation Data Sources: Common Formative Assessments, Summative assessments, Interim assessments, STAAR End of Year Report, Agile Mind Benchmark Reports, i-Ready data







Strategy 1 Details	Reviews			
Strategy 1: Through strategic grouping, teachers and campus interventionist will provide targeted instruction for our Hispanic population to focus on individualized skills for each student within math instruction. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Through four summative assessments through the 24/25 school year, MNTMS will use a deep analysis process that allows for teachers to analyze data for all Hispanic students. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 4: By the end of the 24/25 school year, overall Reading scores will increase from 41% to 51% for Hispanics in the Meets performance category for STAAR.

High Priority







Evaluation Data Sources: Common Formative assessments, Benchmarks, Interim assessments, STAAR End of Year Report, Agile Mind Benchmark Reports, i-Ready data

Strategy 1 Details	Reviews			
Strategy 1: Through strategic grouping, teachers and interventionists will provide targeted instruction for our Hispanic population to focus on individualized skills for each student within reading instruction. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Through four summative assessments through the 24/25 school year, MNTMS will use a deep analysis process that allows for teachers to analyze data for all Hispanic students. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 5: By the end of the 24/25 school year, overall Math scores will increase from 6% to 16% in the Meets performance level for STAAR for African Americans.

Evaluation Data Sources: STAAR Data







Strategy 1 Details	Reviews			
Strategy 1: Through strategic grouping, teachers and campus interventionist will provide targeted instruction for our African American population to focus on individualized skills for each student within math instruction. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Through four summative assessments through the 24/25 school year, MNTMS will use a deep analysis process that allows for teachers to analyze data for all African American students. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 6: By the end of the 24/25 school year, overall Reading scores will increase from 19% to 29% in the Meets performance level for STAAR for African American students.

High Priority






Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Through strategic grouping, teachers and interventionist will provide targeted instruction for our African American population to focus on individualized skills for each student within reading instruction. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Through six unit assessments through the 24/25 school year, MNTMS will use a deep analysis process that allows for teachers to analyze data for all African American students. Strategy's Expected Result/Impact: Growth in student achievement for STAAR Domain I and/or Student Growth Domain 2 Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: By the end of the 24/25 school year, MNTMS will offer more opportunities for our community to directly engage in-person or virtually with the community in both English and Spanish.

High Priority
HB3 Goal
Evaluation Data Sources: Parent surveys, attendance for campus events, analytics from Gladiator Gazette.


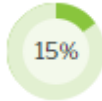




Strategy 1 Details		Reviews			
Strategy 1: Campus leaders will engage in two opportunities in-person (Fall, Spring) to share the mission and vision with the parent community to help collaboratively improve the overall campus experience. Strategy's Expected Result/Impact: Enhanced campus and student culture as reflected in the survey results. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, CIS, Department Chairs, Interventionist, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

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: By the end of the 24/25 school year, MNTMS will connect with local community members within the Manor community to build partnerships that increase engagement between the campus and families.

HB3 Goal






Evaluation Data Sources: Parent and student surveys

Strategy 1 Details		Reviews			
Strategy 1: Through community partnerships with American Youth Harvest Foundation and the Manor Youth Commission, students will engage in weekly mentor-mentee meetings and monthly leadership meetings respectively. Also, our student leaders will meet monthly with our Campus Leadership Team to share feedback to enhance campus systems. Strategy's Expected Result/Impact: Enhanced campus and student culture as reflected in survey results. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, CIS, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: School counselors will have a standard time on the staff meeting agenda to deliver professional learning on self-care. These will also be strategies that teachers can use in the classroom for their own students. Strategy's Expected Result/Impact: Staff and student surveys, increase student engagement Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, CIS, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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: By the end of the 24/25 school year, MNTMS will strategically focus on social and emotional health through our Multi-Tiered Support System to improve the whole child.






High Priority
Evaluation Data Sources: New Tech Network, student surveys

Strategy 1 Details	Reviews			
Strategy 1: Teachers implement social and emotional lessons posted by the school counselor every Wednesday during advisory. Additionally, the school counselor will push into classes once a month to deliver guidance lessons geared towards students' needs. Strategy's Expected Result/Impact: Enhanced campus and student culture as reflected in survey results. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, CIS, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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: By the end of the 24/25 school year, our MNTMS Campus Beautification team will help ensure a well maintained campus by completing a quarterly customer service/beautification/safety checklist.

High Priority
HB3 Goal
Evaluation Data Sources: Checklists



Strategy 1 Details		Reviews			
Strategy 1: The Campus and Student Leadership Teams will conduct monthly walkthroughs around the inside and outside of the campus using the service/beautification/safety checklist to assess and improve the overall campus culture. Strategy's Expected Result/Impact: Improvement in campus culture and safety Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Department chairs, Teachers, Students TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					






Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.

Performance Objective 1: By the end of the 24/25 school year, all core content teachers will receive at least one six-weeks coaching cycle to support professional growth in their areas.

High Priority

Evaluation Data Sources: Instructional walkthroughs utilizing the following resources- Bullseye, lesson plans, formative and summative assessments

Strategy 1 Details		Reviews			
Strategy 1: Using the waterfall document from Leverage Leadership, administrators will coach teachers face-to-face through actionable steps provided from their instructional walkthroughs to improve overall instruction for each student by "engaging all students" within the management trajectory and "internalizing lesson plans" within the rigor trajectory. Strategy's Expected Result/Impact: Improvement with overall instruction to include student outcomes with weekly assessments and student data. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Interventionist, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: By the end of the 24/25 school year, the administrative team will participate in bi-monthly meetings and classroom walkthroughs with the MGW Consulting Representative, Missy Wright, to enhance instructional leadership and teacher capacity. Strategy's Expected Result/Impact: -Strengthen instructional practices of teachers across the campus -Application of feedback to administrators will improve the overall leadership capacity Staff Responsible for Monitoring: Principal and Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
					



Strategy 3 Details	Reviews			
Strategy 3: By the end of the 24/25 school year, the administrative team will conduct 375 walkthroughs to include 225 face-to-face coaching sessions with content teachers. Strategy's Expected Result/Impact: -Strengthen instructional practices across the campus -Consistent feedback following each face-to-face will help support teacher growth Staff Responsible for Monitoring: Principal and Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff.

Performance Objective 2: By the end of the 24/25 school year, the principal and one assistant principal will participate in the Region 13 Leadership Collaborative Network.

High Priority

Evaluation Data Sources: T-PESS rubric

Strategy 1 Details	Reviews			
Strategy 1: Using the knowledge and tools gained from the Leadership Collaborative, both the principal and assistant principal will provide training to the extended leadership team. Strategy's Expected Result/Impact: Improve the overall effectiveness of the Campus Leadership Team through newly learned skills that can be applied to their professional learning communities Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Principal and assistant principal will attend seven in-person sessions, including three joint and four role-specific meetings, to enhance leadership practices. Strategy's Expected Result/Impact: Enhance instructional leadership of administrators Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Principal and assistant principal will complete three one-on-one coaching sessions to apply leadership strategies to improve decision-making on their campuses. Strategy's Expected Result/Impact: Enhance instructional leadership of administrators Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
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Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Nikkida Butler	10/9/2024	Dr. Christopher Harvey	10/10/2024
Child Abuse and Neglect	Human Resources	10/7/2024	Dr. Christopher Harvey	10/7/2024
Coordinated Health Program	Kenneth Young	10/10/2024	Dr. Christopher Harvey	10/20/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Support Officer	1/28/2025	Dr. Christopher Harvey	10/7/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/13/2024	Dr. Christopher Harvey	10/7/2024
Disciplinary Alternative Education Program (DAEP)	Anastasia Mirelez	1/6/2025	Dr. Christopher Harvey	10/10/2024
Dropout Prevention	Director of Truancy	12/13/2024	Dr. Christopher Harvey	10/10/2024
Post-Secondary Preparedness	Director of Counseling	10/9/2024	Dr. Christopher Harvey	10/10/2024
Recruiting Teachers and Paraprofessionals	Stephanie Elliott	12/13/2024	Tamey Williams-Hill	10/22/2024
Technology Integration	Director of Technology	10/22/2024	David Gonzalez	10/22/2024