Manor Independent School District

Pioneer Crossing Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

Generated by Plan4Learning.com
October 27, 2026 at 03:04 PM

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Goal 1

By 2032, 95% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 1

☑ **HB3 Goal**

By June 2027, students enrolled in Grades 3-5 participating in the 2026 Spring STAAR Reading assessment perform will increase from 41% to 50% meets.

Evaluation Data Source: Campus Based Assessments, District Benchmarks, Exit Tickets, Formal/Informal Observations

Strategy 1

Implement High-Quality Instructional Materials (HQIM) with 100% fidelity using HMH Into Reading 2.0 to ensure all students receive rigorous, standards-aligned Tier I instruction.

Strategy's Expected Result/Impact: Increase in reading student achievement

Staff Responsible for Monitoring: Principal,Assistant Principal,Academic Interventionist,Teachers

Problem Statements: Demographics 1 - Demographics 1 - Student Achievement 4 - Student Learning 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 1

Funding Sources: instructional materials and assessments Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	January	March	June
Considerable Progress			

Strategy 2

Reading Language Art teachers will meet weekly for 45 minute PLCs to assist teachers in the implementation, internalization, and lesson delivery of HMH by reviewing the units, learning objectives, and best teaching practices to ensure meaningful Tier I instruction to all students and provide reading instruction that includes small groups during their literacy block.

Strategy's Expected Result/Impact: Students will meet grade level standards
Increase in student achievement in the area of reading

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Academic Interventionist, Classroom Teachers

Problem Statements: Demographics 1 - Demographics 1 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 1

Funding Sources: instructional materials, Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

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Strategy 3

Grade 3-5 teachers will participate in Professional Learning Communities (PLCs) twice monthly to conduct structured data analysis using Amira, HMH Benchmark Assessments, campus common assessments, and district benchmark assessment results to identify student strengths and gaps, monitor progress toward grade-level standards, and collaboratively plan targeted Tier I instruction, intervention, and enrichment to increase student achievement in reading.

Strategy's Expected Result/Impact: Increase Reading Achievement
Teachers identifying student's misconceptions in Learning
plan interventions/instruction for Tier 2 and Tier 3 students and enrichment for Tier 1 students

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Academic Interventionist, Classroom Teachers

Problem Statements: School Processes & Programs 3 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

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Strategy 4

PCE will provide an Instructional Coach to support all PK-5 classroom teachers through PLC+ and coaching cycles to ensure high-quality instruction, lesson planning, and data-driven decision making.

Strategy's Expected Result/Impact: Increase in Teacher capacity
Improved Tier 1 instruction
Increase in student achievement in all areal

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 1, 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1

Funding Sources: Professional Personnel Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	37.9% of teachers have 1-5 years of experience.	Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	37.9% of teachers have 1-5 years of experience.	Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
4	15% or less of students scored at the Masters Level in each STAAR assessment.	Teachers struggle to provide differentiation and enrichment opportunities for Gifted and Talented in the general education classroom.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	15% or less of students scored at the Masters Level in each STAAR assessment.	Teachers struggle to provide differentiation and enrichment opportunities for Gifted and Talented in the general education classroom.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Emergent Bilingual students performed 10% below all students on STAAR assessment.	A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.
3	Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.	Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes.Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.	Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes.Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

Performance Objective 1 Problem Statements Identifying School Context and Organization

	Problem Statement	Root Cause
1	Emergent Bilingual students performed 10% below all students on STAAR assessment.	A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.

Performance Objective 2 ☑ HB3 Goal

By May 2027, 70% of Pre-Kindergarten -2nd grade students will show growth on grade level district reading benchmark assessments.

Evaluation Data Source: Amira, Circle Assessments

Strategy 1

Implement High-Quality Instructional Materials (HQIM) with 100% fidelity using Bluebonnet Foundational Skills (K-2) to ensure all students receive rigorous, standards-aligned Tier I instruction.

Strategy's Expected Result/Impact: Develop Early Emergent Readers

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers

Problem Statements: Demographics 1 - Demographics 1 - Student Achievement 2 - Student Learning 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

October	January	March	June

Strategy 2

Students will read 2 stories weekly with 45 high quality minutes.

Strategy's Expected Result/Impact: students in Tier II and II will decrease in Amira Benchmarks and Circle Assessments

Staff Responsible for Monitoring: Principal/AP/IC/Teachers

Problem Statements: Student Achievement 2 - Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	37.9% of teachers have 1-5 years of experience.	Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	37.9% of teachers have 1-5 years of experience.	Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	The scaled score for Domain 2A is a 56.	There is a need for an intensified, targeted instructional support, early interventions, and consistent progress monitoring to close student achievement gaps. Varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The scaled score for Domain 2A is a 56.	There is a need for an intensified, targeted instructional support, early interventions, and consistent progress monitoring to close student achievement gaps. Varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices.

Performance Objective 3 ☑ HB3 Goal

By June 2027, students enrolled in Grades 3-5 participating in the 2026 Spring STAAR Science assessment will increase from 14% to 25% meets.

Evaluation Data Source: Campus Based Assessments, District Benchmarks, Exit Tickets, Formal/Informal Observations

Strategy 1

Implement High-Quality Instructional Materials (HQIM) with 100% fidelity using Discovery Ed to ensure all students receive rigorous, standards-aligned Tier I instruction.

Strategy's Expected Result/Impact: Increase in science student achievement

Staff Responsible for Monitoring: Principal,Assistant Principal,Academic Interventionist,Teachers

Problem Statements: Demographics 1 - Demographics 1 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 1

Funding Sources: instructional materials and assessments Title I, Part A,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Some Progress			

Strategy 2

Science teachers will meet weekly for 45 minute PLCs to assist teachers in the implementation, internalization, and lesson delivery of Discovery Ed by reviewing the units,

learning objectives, and best teaching practices to ensure meaningful Tier I instruction to all students and provide reading instruction that includes small groups during their literacy block.

Strategy's Expected Result/Impact: Students will meet grade level standards
Increase in student achievement in the area of science

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Academic Interventionist, Classroom Teachers

Problem Statements: School Processes & Programs 1 - School Context and Organization 1

Funding Sources: instructional materials, Title I, Part A,

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

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Strategy 3

Grade 3-5 teachers will participate in Professional Learning Communities (PLCs) twice monthly to conduct structured data analysis using Discovery Ed Assessments, campus common assessments, and district benchmark assessment results to identify student strengths and gaps, monitor progress toward grade-level standards, and collaboratively plan targeted Tier I instruction, intervention, and enrichment to increase student achievement in reading.

Strategy's Expected Result/Impact: Increase Science Achievement
Teachers identifying student's misconceptions in Learning
plan interventions/instruction for Tier 2 and Tier 3 students and enrichment for Tier 1 students

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Academic Interventionist, Classroom Teachers

Problem Statements: School Processes & Programs 1 - School Context and Organization 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

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Strategy 4

PCE will provide an Instructional Coach to support all PK-5 classroom teachers through PLC+ and coaching cycles to ensure high-quality instruction, lesson planning, and data-driven decision making.

Strategy's Expected Result/Impact: Increase in Teacher capacity
Improved Tier 1 instruction
Increase in student achievement in all areal

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Demographics 1 - School Processes & Programs 1, 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1

Funding Sources: Professional Personnel Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	37.9% of teachers have 1-5 years of experience.	Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	37.9% of teachers have 1-5 years of experience.	Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Emergent Bilingual students performed 10% below all students on STAAR assessment.	A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.
3	Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.	Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes.Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.	Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes.Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

Performance Objective 3 Problem Statements Identifying School Context and Organization

	Problem Statement	Root Cause
1	Emergent Bilingual students performed 10% below all students on STAAR assessment.	A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.

Performance Objective 4 ☑ HB3 Goal

By June 2027, students enrolled in Grades 3-5 participating in the 2026 Spring STAAR Math assessment will increase from 24% to 35% meets.

Evaluation Data Source: Campus Based Assessments, District Benchmarks, iXL, Bluebonnet Exit Tickets, Formal/Informal Observations

Strategy 1

Math teachers will meet weekly for 45 minute PLCs to assist teachers in the implementation, internalization, and lesson delivery of Bluebonnet Math by reviewing the units, learning objectives, and best teaching practices to ensure meaningful Tier I instruction to all students and provide math instruction that includes small groups during their math block.

Strategy's Expected Result/Impact: Students will meet grade level standards
Increase in student achievement in the area of math

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Academic Interventionist, Classroom Teachers

Problem Statements: Demographics 1 - Demographics 1 - Student Achievement 2, 4 - Student Learning 2, 4 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Moderate Progress

October	January	March	June

Strategy 2

Grade 3-5 teachers will participate in Professional Learning Communities (PLCs) twice monthly to conduct structured data analysis using Bluebonnet Assessments and district benchmark assessment results to identify student strengths and gaps, monitor progress toward grade-level standards, and collaboratively plan targeted Tier I instruction, intervention, and enrichment to increase student achievement in reading.

Strategy's Expected Result/Impact: Increase Math Achievement
Teachers identifying student's misconceptions in Learning

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Academic Interventionist, Classroom Teachers

Problem Statements: School Processes & Programs 1 - School Context and Organization 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

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Strategy 3

Implement High-Quality Instructional Materials (HQIM) with 100% fidelity using Bluebonnet Math to ensure all students receive rigorous, standards-aligned Tier I instruction.

Strategy's Expected Result/Impact: Increase in math student achievement

Staff Responsible for Monitoring: Principal,Assistant Principal,Academic Interventionist,Teachers

Problem Statements: Demographics 1 - Demographics 1 - School Processes & Programs 3 - Curriculum, Instruction, and Assessment 1

Funding Sources: instructional materials and assessments Title I, Part A,

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Moderate Progress

October	January	March	June

Strategy 4

PCE will provide an Instructional Coach to support all PK-5 classroom teachers through PLC+ and coaching cycles to ensure high-quality instruction, lesson planning, and data-driven decision making.

Strategy's Expected Result/Impact: Increase in Teacher capacity
Improved Tier 1 instruction
Increase in student achievement in all areal

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 1, 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1

Funding Sources: Professional Personnel Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Moderate Progress

October	January	March	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	37.9% of teachers have 1-5 years of experience.	Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	37.9% of teachers have 1-5 years of experience.	Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 4 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	The scaled score for Domain 2A is a 56.	There is a need for an intensified, targeted instructional support, early interventions, and consistent progress monitoring to close student achievement gaps. Varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices.
4	15% or less of students scored at the Masters Level in each STAAR assessment.	Teachers struggle to provide differentiation and enrichment opportunities for Gifted and Talented in the general education classroom.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The scaled score for Domain 2A is a 56.	There is a need for an intensified, targeted instructional support, early interventions, and consistent progress monitoring to close student achievement gaps. Varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices.
4	15% or less of students scored at the Masters Level in each STAAR assessment.	Teachers struggle to provide differentiation and enrichment opportunities for Gifted and Talented in the general education classroom.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Emergent Bilingual students performed 10% below all students on STAAR assessment.	A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.
3	Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.	Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes.Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.	Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes.Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

Performance Objective 4 Problem Statements Identifying School Context and Organization

	Problem Statement	Root Cause
1	Emergent Bilingual students performed 10% below all students on STAAR assessment.	A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.

Performance Objective 5 ☑ HB3 Goal

By May 2027, 70% of Pre-Kindergarten -2nd grade students will show growth on grade level math district benchmark assessments.

Evaluation Data Source: iXL, Circle Assessments

Strategy 1

Teachers will monitor student usage on iXL with completion of at least two skills per week.

Strategy's Expected Result/Impact: students in Tier II and II will decrease in iXL Benchmarks and Circle Assessments

Staff Responsible for Monitoring: Principal/AP/IC/Teachers

Problem Statements: Student Achievement 2 - Student Learning 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Some Progress			

Performance Objective 5 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	The scaled score for Domain 2A is a 56.	There is a need for an intensified, targeted instructional support, early interventions, and consistent progress monitoring to close student achievement gaps. Varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The scaled score for Domain 2A is a 56.	There is a need for an intensified, targeted instructional support, early interventions, and consistent progress monitoring to close student achievement gaps. Varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices.

Performance Objective 6

100% of students will have the opportunity to participate in extracurricular activities, field trips, leadership clubs, events and/or programs designed to incorporate college options and elicit interest in future careers.

Evaluation Data Source: Campus events
Campus programs

Strategy 1

All students will participate in one field trip per semester.

Strategy's Expected Result/Impact: Improve academic performance, boost engagement, and build social skills by connecting classroom lessons to real-world experiences

Staff Responsible for Monitoring: Principal, Team Lead, Senior Admin

Problem Statements: School Processes & Programs 1, 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

	October	January	March	June
Some Progress				

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Emergent Bilingual students performed 10% below all students on STAAR assessment.	A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.
3	Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.	Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes.Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

Performance Objective 6 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.	Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes.Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

Performance Objective 6 Problem Statements Identifying School Context and Organization

	Problem Statement	Root Cause
1	Emergent Bilingual students performed 10% below all students on STAAR assessment.	A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.

Goal 2 By 2032, Manor ISD will retain and support high-quality staff at all levels of the organization.

Performance Objective 1

Increase teacher retention to 95% by conducting staff satisfaction surveys 2 times a year to assess professional growth opportunities and workplace environment.

Evaluation Data Source: stay interviews, EOY check-in survey

Strategy 1

Conduct Stay Interview by January 2027 and EOY check-in survey by June 2027 for all staff.

Strategy's Expected Result/Impact: retention of staff, areas of growth for leadership

Staff Responsible for Monitoring: Principal and Assistant Principal

Problem Statements: Staff Quality, Recruitment, and Retention 1 - Perceptions 4

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

No Progress

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Strategy 2

Professional learning sessions for staff will be provided in a variety of areas including classroom management, routines, and procedures, designing TEKS-aligned, engaging lessons, and providing personalized instruction to diverse learners.

Strategy's Expected Result/Impact: Student Academics will Increase
Teacher content knowledge will become stronger

Staff Responsible for Monitoring: Principal, Assistant Principal, IC

Problem Statements: Demographics 1 - Demographics 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	37.9% of teachers have 1-5 years of experience.	Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	37.9% of teachers have 1-5 years of experience.	Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.	Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.	Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Performance Objective 2

Implement observation and feedback protocol using Get Better Faster to increase teacher efficacy.

Evaluation Data Source: Walkthrough reports, heat map

Strategy 1

Weekly Campus PLC practices and Get Better Faster coaching sessions with Instructional Coach and Director of School Improvement.

Strategy's Expected Result/Impact: Rigorous Tier 1 instruction, increased student engagement

Staff Responsible for Monitoring: Principal, AP, IC, LC

Problem Statements: Demographics 1 - Demographics 1 - School Processes & Programs 1, 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Moderate Progress

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	37.9% of teachers have 1-5 years of experience.	Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	37.9% of teachers have 1-5 years of experience.	Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Emergent Bilingual students performed 10% below all students on STAAR assessment.	A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.
3	Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.	Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes.Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.	Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes.Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

Performance Objective 2 Problem Statements Identifying School Context and Organization

	Problem Statement	Root Cause
1	Emergent Bilingual students performed 10% below all students on STAAR assessment.	A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.

Goal 3

By 2032, provide transparent, consistent, and timely communication to all in our educational community, while meeting their diverse needs.

Performance Objective 1

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

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

Strategy 1

Host family engagement events and assemblies at least once every nine weeks to promote and encourage community involvement and school collaboration. Events can include Meet the Teacher, Open House, Academic Nights- Literacy, Math, and Science, Gifted and Talented Family Meeting, and Coffee with the Principal.

Strategy's Expected Result/Impact: Increase parent participation
Increase student attendance
Increase parent volunteering
Positive Parent Perceptions of School and Family Communication

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Problem Statements: School Processes & Programs 1, 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

October	January	March	June
Some Progress			

Strategy 2

PCE teachers will communicate weekly with parents through a grade-level newsletter on ClassDojo.

Strategy's Expected Result/Impact: Increase parent participation
Increase student attendance
Increase parent volunteering
Positive Parent Perceptions of School and Family Communication

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Problem Statements: School Processes & Programs 1, 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

PCE Teachers will host parent conferences in the fall and spring semesters to discuss students' academic and social-emotional standing, goal setting, and celebrate progress/ growth.

Strategy's Expected Result/Impact: positive impact on academic and social-emotional success

Staff Responsible for Monitoring: Principals, Teachers

Problem Statements: School Processes & Programs 1, 3 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

Moderate Progress

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Emergent Bilingual students performed 10% below all students on STAAR assessment.	A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.

3	Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.	Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes.Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.	Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes.Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

Performance Objective 1 Problem Statements Identifying School Context and Organization

	Problem Statement	Root Cause
1	Emergent Bilingual students performed 10% below all students on STAAR assessment.	A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.

Performance Objective 2

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

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

Strategy 1

Parent liaison will monitor and maintain the community partnerships including Coffee with the Principal, Fall Festival, Grandparents Day, Literacy Night, and Math Night.

Strategy's Expected Result/Impact: Collaborative community partnerships will support our campus and bring opportunities to PCE families, staff, and scholars.

Staff Responsible for Monitoring: Campus administration, Parent Liaison

Problem Statements: Staff Quality, Recruitment, and Retention 1 - Perceptions 4

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

	October	January	March	June
Some Progress				

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.	Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.	Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Goal 4

Through 2032, the district will implement a long-range facilities planning framework that incorporates community input and promotes sustainable growth while ensuring facilities are functional and safe.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Update and purchase supplies as needed to ensure that all facilities are maintained, sustained, and accessible to all campus stakeholders.

Evaluation Data Source: Campus Needs Assessment, Teacher Surveys

Strategy 1

Campus Needs and Assessment and Teacher Surveys will be used to assess what supplies are needed on the campus.

Strategy's Expected Result/Impact: Campus needs assessment and teacher/staff surveys will help to determine the supplies needed and the effectiveness of these purchases.

Staff Responsible for Monitoring: Principal

Problem Statements: Staff Quality, Recruitment, and Retention 1 - Perceptions 4

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

October	January	March	June
Some Progress			

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.	Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.	Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Performance Objective 2

Maintain compliance by completing 100% of all required safety drills and implement corrective actions for all identified safety hazards and maintenance issues.

Strategy 1

Training for Stand Response Protocols and Informacast for all staff.

Strategy's Expected Result/Impact: Designated staff will be able to use equipment to ensure that all scholars, teachers and campus staff are safe during the school day and communicate to stakeholders various information.

Staff Responsible for Monitoring: Front office staff and Principal

Problem Statements: Staff Quality, Recruitment, and Retention 1 - Perceptions 4

Title I: 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Some Progress			

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.	Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.	Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Goal 5

The district will develop a comprehensive 5-year plan that is transparent and demonstrates financial stewardship and efficiency.

Performance Objective 1

☑ **High Priority**

Improve school attendance by the end of the 2025-26 school year from 93.66% to 95.25%.

Evaluation Data Source: RAAWEE, ADA attendance data, committee meetings, communication logs

Strategy 1

Attendance Committee will have weekly attendance meetings to review students with frequent absences. Phone calls will be made by the classroom teacher after three consecutive absences. Attendance Clerk will call families after five absences. A parent meeting will be scheduled after ten absences. A 45-day attendance plan will be initiated for any student with ten absences and will be monitored by the Attendance Committee.

Strategy's Expected Result/Impact: Attendance will increase 3% from previous year.

Staff Responsible for Monitoring: Principal, Attendance Committee, teachers

Problem Statements: School Processes & Programs 1 - School Context and Organization 1

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

	October	January	March	June
Moderate Progress				

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Emergent Bilingual students performed 10% below all students on STAAR assessment.	A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.

Performance Objective 1 Problem Statements Identifying School Context and Organization

	Problem Statement	Root Cause
1	Emergent Bilingual students performed 10% below all students on STAAR assessment.	A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.