Manor Independent School District

Manor New Tech High School

Accountability Rating: B

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 29, 2026 at 10:47 AM

Mission Statement

Mission: To empower our scholars by using education as a means for acquiring the knowledge and skills to overcome systemic issues in our society that create iniquity and lead to opportunity gaps.

Vision

Vision: One day we will no longer ask ourselves whether we have done all we can to prepare our scholars as we send them out into the real world, but rather, we will wonder whether the world is ready for the change that our scholars will bring about as they venture forth.

Value Statement

New Tech Culture: We, as the MNTHS Family, will build and sustain an accepting, safe, unique, respectful and inclusive learning community where each person is valued.

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Comprehensive Needs Assessment

Demographics

Summary

Manor New Tech High School is a 9th through 12th grade P-TECH High School (Pathways In Technology Early College High School) with a projected enrollment of 775 students. The enrollment by ethnicity of the student population in the 2025-2026 school year was reported to be 64% Hispanic, 20% African American, 5% White, 5% Asian, .2% Pacific Islander, and 5% Two or more races. Our scholars are served by special programs as follows: 63.46% are Economically disadvantaged, 38% are Emergent Bilinguals, 8% are served through Special Education, 6.6% are served through Dyslexia, and 82.55% are considered At-Risk. There are 44 teachers and 34 of them will be returning this year with four new teaching positions, 5 administrative support staff, 5 custodians, 8 cafeteria workers 2 counselors and 3 administrators. Manor Independent School District is a rapidly growing, diverse district that encompasses approximately 100 square miles and serves Austin, Manor, and Elgin, Texas, and MNTHS accepts scholars in-district and out-of-district through a blind lottery and this school year we will be at capacity for enrollment. Our school has a STEAM focused curriculum and uses Project-Based Learning and Problem-Based Learning as our primary modes of instruction.

Strengths

Our increase in student population shows an interest in STEM, PBL, and the New Tech culture, as well as the addition of new Fine Arts and Athletics programs. Student population was 373 in the 15-16 school year and we are currently projected to be at capacity for the 26-27 school year with an enrollment of 775 we also currently have close to 200 scholars on our waitlist for the freshmen class. Our student population closely reflects district population in areas such as race/ethnicity, at-risk, and economically disadvantaged. We also have comparatively strong staff retention.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Manor New Technology High School is experiencing enrollment and program demand that exceeds current campus capacity, with enrollment increasing from 373 students in 2015-16 to a projected 775 students in 2026-27, the campus reaching enrollment capacity, and nearly 200 scholars currently on the freshman waitlist.	MNTHS has not yet established a systematic, long-range process for analyzing enrollment and program growth, evaluating space utilization, and translating projected capacity needs into campus facilities and building-use plans.

★ = Priority

Student Learning

Summary

Subj	# Tests	All Students App	All Students Meets	All Students Masters	Afr Amer # Tests	Afr Amer App	Afr Amer Meets	Afr Amer Masters	Hispanic # Tests	Hispanic App	Hispanic Meets	Hispanic Masters	White # Tests	White App	White Meets	White Masters	Asian # Tests	2+ # Tests	High Focus # Tests	High Focus App	High Focus Meets	High Focus Masters	Emer Bil # Tests	EcD # Tests	SPED # Tests
E1	189	66%	28%	1%	48	56%	27%	0%	124	69%	25%	2%	9	78%	67%	0%	5	3	155	63%	23%	0%	76	134	35
E2	220	75%	48%	7%	51	76%	49%	6%	140	74%	44%	6%	12	67%	50%	8%	9	8	162	69%	40%	3%	90	141	19
ALL	409	71%	39%	4%	99	67%	38%	3%	264	72%	35%	4%	21	71%	57%	5%	14	11	317	66%	32%	2%	166	275	54
A1	243	70%	16%	2%	48	67%	10%	0%	162	70%	14%	3%	14	71%	21%	0%	12	5	181	65%	13%	1%	70	131	32
BIO	193	89%	38%	6%	41	85%	29%	2%	129	93%	40%	5%	5	100%	100%	20%	5	4	143	91%	35%	3%	68	126	25
USH	187	97%	68%	30%	36	100%	69%	28%	117	95%	64%	26%	10	100%	70%	60%	11	11	136	96%	62%	25%	83	119	11

Strengths

Preliminary STAAR End-of-Course assessment data demonstrate several significant academic strengths across Manor New Technology High School. Students continue to perform at high levels in Biology (89% Approaches) and U.S. History (97% Approaches), with particularly strong Meets and Masters performance in U.S. History (68% Meets, 30% Masters). Student achievement remains strong across major demographic groups, particularly among Hispanic students, who performed at or above campus averages in Biology and U.S. History, and African American students, who achieved 100% Approaches in U.S. History. Additionally, student growth within the English program is evident through improved performance from English I to English II, where Approaches increased from 66% to 75%, Meets increased from 28% to 48%, and Masters increased from 1% to 7%. Collectively, these results suggest effective instructional practices, strong vertical alignment, and a sustained commitment to high-quality teaching and learning across multiple content areas.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	MNTHS scholars demonstrate a significant early-high-school achievement gap in literacy and mathematics, with 39% reaching Meets and 4% reaching Masters in English I and 16% reaching Meets and 2% reaching Masters in Algebra I, compared with 48% Meets and 7% Masters in English II, 38% Meets and 6% Masters in Biology, and 68% Meets and 30% Masters in U.S. History.	MNTHS has not yet consistently implemented campus-wide practices for early identification of incoming scholars' prerequisite learning gaps, collaborative analysis of formative assessment data, and targeted acceleration and reteaching during the ninth-grade year.

★ = Priority

School Processes & Programs

Summary

Our mission statement focuses on empowering scholars to help them close opportunity the gaps. As a New Tech Network school we help our scholars grow using our five school-wide learning outcomes. Our classes incorporate modern technology, community, critical thinking, with interdisciplinary instruction in a student-centered project-based environment. As a designated P-TECH academy, most of our elective course offerings are focused on our graduation pathways in STEM: Engineering, Computer Science, Digital Media and Biomedical Sciences.

Strengths

Our learning outcomes allow students to present their knowledge in various mediums. Our students become adept in public speaking, audio-video production, multi-media presentations, and written compositions. New Tech students learn to advocate for themselves and clearly express their point of view.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	MNTHS instructional staff demonstrate inconsistent implementation of campus grading procedures and academic expectations, as identified through campus-level review of grading practices and faculty feedback.	MNTHS has not yet established a consistent campus-wide cycle for communicating, calibrating, monitoring, and reinforcing grading procedures and academic expectations across instructional staff and departments.

★ = Priority

Perceptions

Summary

How do students and staff describe the school and learning environment?

Employee perception data indicates that Manor New Technology High School maintains a highly positive, relationship-centered learning environment built on meaningful connections between staff and scholars. Across both the district climate survey and the Stay Interviews, the overwhelming majority of employees identified students as the primary reason they enjoy coming to work each day. Staff consistently described finding fulfillment in building relationships with scholars, witnessing student growth, inspiring curiosity, and making a meaningful difference in students' lives. Many employees specifically referenced the school's culture, Project-Based Learning philosophy, and collaborative atmosphere as distinguishing characteristics that make New Tech a unique place to work.

Quantitative survey data reinforce these perceptions. Ninety-eight percent of respondents reported that they like the work they do, while 93% indicated they feel good about what they accomplish on most days. Eighty-two percent stated they would recommend Manor New Technology High School as a good place to work. Employees also reported exceptionally strong relationships with colleagues. 95% of staff reported that they like the people they work with, 91% reported they can depend on coworkers, and 95% expressed loyalty to their immediate work team. Collectively, these findings suggest that the campus has cultivated a culture characterized by strong relationships, collaboration, and a shared commitment to student success.

While employees overwhelmingly described the learning environment positively, several also expressed concern that maintaining the school's distinctive identity will require continued attention. Veteran staff emphasized the importance of preserving New Tech's innovative culture, maintaining high academic expectations, and resisting pressures to adopt practices that diminish the unique mission and instructional philosophy of the campus.

Do our students and staff feel safe and have a sense of belonging? Do our teachers feel they are supported in student discipline?

Survey data indicate that employees generally feel physically safe and emotionally connected to the campus community, while identifying student behavior systems as the most significant opportunity for organizational improvement.

Eighty-six percent of respondents agreed they work in a safe environment, and qualitative feedback consistently reflected a strong sense of belonging among staff. Employees frequently described New Tech as a family, praised the positive relationships they have with colleagues and scholars, and expressed appreciation for a campus culture grounded in respect, trust, and collaboration.

Despite these positive perceptions, concerns regarding student discipline emerged consistently throughout both data sources. Although 79% of staff agreed that the principal provides leadership in establishing behavioral standards and 82% reported receiving administrative assistance with student discipline, only 59% agreed that the Student Code of Conduct is enforced consistently and fairly. Stay Interview responses provide important context for this discrepancy. Employees repeatedly requested greater consistency in behavioral expectations, more predictable consequences for student misconduct, stronger administrative follow-through, and improved enforcement of campus policies such as personal electronic device expectations.

Several staff members also described specific incidents that affected their perception of safety, including delayed responses during behavioral emergencies, concerns regarding hallway supervision, and uncertainty regarding who to contact during urgent situations. Others expressed concerns regarding repeat disruptive behaviors, inconsistent responses to student misconduct, and the emotional impact of challenging student interactions. These responses suggest that while employees trust campus leadership, increasing consistency in behavioral systems and emergency response procedures would further strengthen perceptions of safety and support.

Do our teachers want to teach at the school? What causes staff turnover?

Employee responses demonstrate a high degree of commitment to Manor New Technology High School and indicate that campus leadership is a significant factor in staff retention.

83% of employees reported they would recommend the campus as a good place to work, and qualitative responses consistently identified the students, campus culture, supportive leadership, and meaningful professional relationships as the primary reasons employees choose to remain at the school. Numerous respondents explicitly stated that the principal is one of the primary reasons they continue working at Manor New Technology High School, with several indicating they would seriously reconsider their employment if campus leadership changed.

Importantly, employees clearly differentiated between campus-level experiences and broader district or systemic challenges. When asked about times they had considered leaving, respondents most frequently cited compensation, workload, district decisions, commuting distance, limited opportunities for advancement, and broader challenges facing public education. Few employees attributed their thoughts of leaving to campus leadership. Instead, many expressed appreciation for leadership that buffers external challenges through advocacy, empathy, and professional support.

The data suggest that future retention efforts should focus on addressing workload, providing opportunities for professional growth, maintaining New Tech's unique culture, and advocating for improved compensation and staffing resources where possible.

Do our teachers feel supported in their daily work, both by administration and by each other?

This area represents one of the strongest findings across all collected data.

Employees overwhelmingly perceive campus leadership as supportive, approachable, and trustworthy. Ninety-five percent reported that the principal treats them with respect, 94% indicated they trust their supervisor, 93% stated they enjoy working for their supervisor, and 98% reported they can communicate openly and honestly with campus leadership. Additionally, 98% reported that supervisors allow them to make decisions within their professional responsibilities, demonstrating a culture characterized by autonomy rather than micromanagement.

Qualitative responses reinforce these findings. Employees repeatedly described the principal as empathetic, authentic, caring, supportive, and willing to listen. Many specifically expressed appreciation for being trusted as professionals, supported during personal challenges, and encouraged to exercise professional judgment. Several employees described the principal as "the best boss" they have worked for and emphasized that they feel genuinely valued as individuals rather than simply employees.

Support from colleagues also emerged as a significant organizational strength. Employees consistently highlighted strong departmental collaboration, meaningful friendships among coworkers, and a culture in which colleagues support one another professionally and personally. Together, these findings indicate that relational trust represents one of the greatest organizational assets of the campus.

How are we mentoring new teachers and struggling teachers? Is our process working?

Although the survey did not directly evaluate formal mentoring structures, employee responses provide insight into the culture of professional support at MNTHS.

Staff consistently described leadership as accessible and willing to provide guidance, encouragement, and individualized support. Employees expressed appreciation for instructional feedback, opportunities to collaborate, and professional autonomy. Many also requested expanded opportunities for mentoring, teacher leadership, observation of exemplary instructional practices, and collaborative planning across departments.

Quantitative data indicate opportunities for growth in professional learning systems. While 77% of teachers reported receiving feedback that helps improve instruction, only 44% agreed that professional development consistently provides useful knowledge and skills. Employees also identified the need for additional collaboration, curriculum planning support, classroom management strategies, and opportunities to teach within their areas of expertise.

These findings suggest that while informal support structures are strong, opportunities exist to strengthen systematic mentoring, professional learning, and staff capacity.

What strategies do we have in place to address student behaviors and bullying?

Employee perceptions suggest that current behavioral systems provide a strong foundation but would benefit from greater consistency and proactive implementation.

Staff recommended increasing consistency in the enforcement of behavioral expectations across classrooms and administrative teams, strengthening freshman orientation and ongoing instruction regarding campus expectations, increasing visibility of administrators and behavior support personnel during the instructional day, and ensuring timely responses to classroom emergencies.

Several respondents also suggested expanding restorative and preventive supports, improving communication regarding disciplinary decisions, and increasing collaboration among administrators, counselors, and teachers to address recurring behavioral concerns. Employees consistently emphasized that improving consistency, rather than increasing punitive consequences, would have the greatest positive impact on campus climate.

How does our school communicate with families, staff, and stakeholders? Is it effective?

Employees generally view campus communication positively while identifying opportunities to improve consistency and transparency.

Seventy-five percent of staff reported receiving the information they need from campus leadership, and qualitative feedback frequently praised the principal's openness and accessibility. However, employees also requested earlier communication regarding staffing decisions, schedules, enrollment projections, and campus initiatives. Several respondents recommended distributing important documents through multiple communication platforms, including email in addition to messaging applications, to improve accessibility.

One of the most consistent recommendations involved strengthening feedback loops. Employees expressed appreciation for opportunities to provide input through surveys and discussions but indicated they would benefit from periodic updates describing how staff feedback informed campus decisions. Closing these communication loops would reinforce trust while increasing transparency and shared ownership of continuous improvement.

How do we engage stakeholders in our vision, mission, goals, strategies, and values?

Employee responses suggest strong alignment with the campus mission and organizational values.

Staff consistently described their work in terms of serving scholars, building meaningful relationships, promoting student growth, and preparing students for future success. Many specifically referenced New Tech's unique culture, commitment to Project-Based Learning, and emphasis on authentic learning experiences as reasons they remain committed to the campus.

Employees also demonstrated a willingness to actively participate in continuous improvement by providing thoughtful, detailed recommendations throughout the Stay Interview process. Their responses reflected a shared commitment to maintaining the school's culture while improving behavioral systems, communication, safety, academic recognition, and organizational consistency. These findings indicate that employees are highly invested in both the mission of the campus and its long-term success.

Overall Summary

Taken together, the qualitative Stay Interview responses and quantitative climate survey results present a remarkably consistent picture of the campus. Organizational trust is exceptionally high, particularly in the areas of principal leadership, professional autonomy, collegial relationships, and commitment to students. Employees view Manor New Technology High School as a mission-driven, relationship-centered campus where they are respected, trusted, and empowered to serve students.

The data also identify clear priorities for continuous improvement. Rather than indicating deficiencies in leadership, employees consistently pointed to organizational systems that would benefit from refinement, including more consistent implementation of student behavior expectations, enhanced safety response procedures, stronger communication feedback loops, expanded professional learning opportunities, improved instructional resources, and greater recognition of academic excellence. The consistency of these findings across multiple measures provides strong evidence that the campus possesses a solid cultural foundation upon which to build future improvement efforts while preserving the distinctive identity that staff overwhelmingly

value.

Strengths

Employee perception data indicates that Manor New Technology High School has a strong, relationship-centered culture built on trust, collaboration, and a shared commitment to student success. Staff consistently identified meaningful relationships with scholars, supportive colleagues, and positive campus culture as the primary reasons they enjoy coming to work each day. These perceptions are supported by the TASB Climate Survey, in which 98% of respondents reported they like the work they do, 93% feel good about what they accomplish on most days, and 82% would recommend the campus as a good place to work. Collaboration and collegial relationships are also significant strengths, with 95% of staff reporting they like the people they work with, 91% indicating they can depend on their coworkers, and 95% expressing loyalty to their immediate team. Campus leadership is one of the greatest assets, as 95% of employees reported that the principal treats them with respect, 94% trust their supervisor, 93% enjoy working for their supervisor, 94% feel they can communicate openly and honestly with their supervisor, and 98% believe they are empowered to make decisions within their scope of responsibility. Stay Interview responses further reinforced these findings, describing campus leadership as supportive, approachable, and empathetic, with many employees citing these qualities as a primary reason they remain committed to Manor New Technology High School despite broader challenges facing public education.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	MNTHS staff report strong confidence in campus leadership but identify inconsistencies in student discipline, communication, and organizational processes, with 59% agreeing that the Student Code of Conduct is enforced consistently and fairly and 75% reporting that they receive the information they need from campus leadership.	MNTHS has not yet consistently codified, communicated, monitored, and reinforced standardized campus procedures for student behavior, organizational processes, and staff communication, resulting in variation in implementation and follow-through across the campus.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	MNTHS scholars demonstrate a significant early-high-school achievement gap in literacy and mathematics, with 39% reaching Meets and 4% reaching Masters in English I and 16% reaching Meets and 2% reaching Masters in Algebra I, compared with 48% Meets and 7% Masters in English II, 38% Meets and 6% Masters in Biology, and 68% Meets and 30% Masters in U.S. History.	MNTHS has not yet consistently implemented campus-wide practices for early identification of incoming scholars' prerequisite learning gaps, collaborative analysis of formative assessment data, and targeted acceleration and reteaching during the ninth-grade year.
2 ★	Manor New Technology High School is experiencing enrollment and program demand that exceeds current campus capacity, with enrollment increasing from 373 students in 2015-16 to a projected 775 students in 2026-27, the campus reaching enrollment capacity, and nearly 200 scholars currently on the freshman waitlist.	MNTHS has not yet established a systematic, long-range process for analyzing enrollment and program growth, evaluating space utilization, and translating projected capacity needs into campus facilities and building-use plans.
3 ★	MNTHS instructional staff demonstrate inconsistent implementation of campus grading procedures and academic expectations, as identified through campus-level review of grading practices and faculty feedback.	MNTHS has not yet established a consistent campus-wide cycle for communicating, calibrating, monitoring, and reinforcing grading procedures and academic expectations across instructional staff and departments.
4 ★	MNTHS staff report strong confidence in campus leadership but identify inconsistencies in student discipline, communication, and organizational processes, with 59% agreeing that the Student Code of Conduct is enforced consistently and fairly and 75% reporting that they receive the information they need from campus leadership.	MNTHS has not yet consistently codified, communicated, monitored, and reinforced standardized campus procedures for student behavior, organizational processes, and staff communication, resulting in variation in implementation and follow-through across the campus.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**

Employee Data

- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**

Goals

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

☑ **High Priority**

MNTHS will increase the percentage of scholars performing at Meets Grade Level or above in mathematics from 16% in 2026 to at 38%, with targeted acceleration efforts focused on economically disadvantaged scholars, High Focus scholars, and students demonstrating identified prerequisite learning gaps.

Evaluation Data Source: Previous STAAR scores, Formative Assessments, PLCs

Strategy 1

Strengthen consistent implementation of HQIM in mathematics through collaborative planning and calibration focused on prerequisite skills, grade-level TEKS, and high-leverage instructional practices that accelerate scholars from identified learning gaps toward Meets Grade Level performance.

Strategy's Expected Result/Impact: Better prepare scholars for college-level coursework.

Staff Responsible for Monitoring: Administrators, Mathematics teachers

Problem Statements: Student Learning 1

Formative Reviews

October	January	March	June
Considerable Progress			

Strategy 2

Strengthen mathematics teacher practice through coaching cycles focused on formative assessment, analysis of student work, targeted reteaching, and differentiation for economically disadvantaged, High Focus, and other scholars with identified prerequisite gaps.

Strategy's Expected Result/Impact: Better prepare scholars for college-level coursework.

Staff Responsible for Monitoring: Administrators, Mathematics teachers

Problem Statements: Student Learning 1

Formative Reviews

Considerable Progress

October January March June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	MNTHS scholars demonstrate a significant early-high-school achievement gap in literacy and mathematics, with 39% reaching Meets and 4% reaching Masters in English I and 16% reaching Meets and 2% reaching Masters in Algebra I, compared with 48% Meets and 7% Masters in English II, 38% Meets and 6% Masters in Biology, and 68% Meets and 30% Masters in U.S. History.	MNTHS has not yet consistently implemented campus-wide practices for early identification of incoming scholars' prerequisite learning gaps, collaborative analysis of formative assessment data, and targeted acceleration and reteaching during the ninth-grade year.

Performance Objective 2 ☑ High Priority

MNTHS will increase the percentage of scholars performing at Meets Grade Level or above in Reading/ Language Arts from 40% in 2026 to at least 46%, with targeted acceleration efforts focused on ninth-grade scholars and students demonstrating identified literacy gaps.

Evaluation Data Source: Previous STAAR scores, Formative Assessments, PLCs

Strategy 1

Strengthen consistent implementation of HQIM in Reading/Language Arts through collaborative planning and calibration focused on grade-level standards, literacy prerequisite skills, and opportunities for scholars to engage with increasingly complex texts and demonstrate grade-level thinking.

Strategy's Expected Result/Impact: Better prepare scholars for college level coursework.

Staff Responsible for Monitoring: Administrators, English teachers

Problem Statements: Student Learning 1

Formative Reviews

Considerable Progress

October January March June

Strategy 2

Strengthen Reading/Language Arts teacher practice through coaching cycles focused on formative assessment, analysis of student work, targeted literacy instruction, and responsive

reteaching to accelerate ninth-grade scholars and students with identified literacy gaps.

Strategy's Expected Result/Impact: Better prepare scholars for college level coursework.

Staff Responsible for Monitoring: Administrators, English teachers

Problem Statements: Student Learning 1

Formative Reviews

	October	January	March	June
Considerable Progress				

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	MNTHS scholars demonstrate a significant early-high-school achievement gap in literacy and mathematics, with 39% reaching Meets and 4% reaching Masters in English I and 16% reaching Meets and 2% reaching Masters in Algebra I, compared with 48% Meets and 7% Masters in English II, 38% Meets and 6% Masters in Biology, and 68% Meets and 30% Masters in U.S. History.	MNTHS has not yet consistently implemented campus-wide practices for early identification of incoming scholars' prerequisite learning gaps, collaborative analysis of formative assessment data, and targeted acceleration and reteaching during the ninth-grade year.

Performance Objective 3 ☑ High Priority

MNTHS will increase Average Daily Attendance from 92.9% to at least 95.5% by implementing consistent attendance monitoring, early identification of attendance concerns, and targeted interventions for scholars with emerging or persistent attendance gaps.

Evaluation Data Source: Skyward, RaaWee

Strategy 1

Strengthen campus-wide attendance practices through consistent monitoring, early identification of emerging attendance patterns, and coordinated adult responses that address barriers before absences become chronic.

Strategy's Expected Result/Impact: Reduce chronic absenteeism.

Staff Responsible for Monitoring: Assistant Principals, Attendance Associate, Reengagement Specialist

Problem Statements: Perceptions 1

Formative Reviews

Moderate Progress

October	January	March	June

Strategy 2

Strengthen teachers' use of attendance data and relationship-centered outreach to identify scholars at risk for chronic absenteeism, communicate concerns with families, and connect scholars to timely campus supports.

Strategy's Expected Result/Impact: Reduce chronic absenteeism.

Staff Responsible for Monitoring: Assistant Principals, Attendance Associate, Reengagement Specialist, Teachers

Problem Statements: Perceptions 1

Formative Reviews

Some Progress

October	January	March	June

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	MNTHS staff report strong confidence in campus leadership but identify inconsistencies in student discipline, communication, and organizational processes, with 59% agreeing that the Student Code of Conduct is enforced consistently and fairly and 75% reporting that they receive the information they need from campus leadership.	MNTHS has not yet consistently codified, communicated, monitored, and reinforced standardized campus procedures for student behavior, organizational processes, and staff communication, resulting in variation in implementation and follow-through across the campus.

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

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

MNTHS will increase teacher retention from 90% to at least 93% by strengthening consistent campus systems for communication, professional support, academic expectations, and organizational processes.

Evaluation Data Source: Teacher mentoring logs & assignments, PLC agendas & minutes, and Staff Meeting Agendas

Strategy 1

Strengthen teacher capacity and consistency through sustained HQIM implementation and collaborative planning structures that provide teachers with clear academic expectations, aligned instructional resources, and shared practices for supporting student growth.

Strategy's Expected Result/Impact: Improve classroom and schoolwide procedures.

Staff Responsible for Monitoring: Administrators & Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Formative Reviews

October	January	March	June
Considerable Progress			

Strategy 2

Strengthen a differentiated coaching and professional support system that provides teachers with timely feedback, job-embedded learning, mentoring, and leadership opportunities aligned to individual professional needs and student growth priorities.

Strategy's Expected Result/Impact: Improve classroom and schoolwide procedures.

Staff Responsible for Monitoring: Administrators & Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Formative Reviews

October	January	March	June
Some Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	MNTHS scholars demonstrate a significant early-high-school achievement gap in literacy and mathematics, with 39% reaching Meets and 4% reaching Masters in English I and 16% reaching Meets and 2% reaching Masters in Algebra I, compared with 48% Meets and 7% Masters in English II, 38% Meets and 6% Masters in Biology, and 68% Meets and 30% Masters in U.S. History.	MNTHS has not yet consistently implemented campus-wide practices for early identification of incoming scholars' prerequisite learning gaps, collaborative analysis of formative assessment data, and targeted acceleration and reteaching during the ninth-grade year.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	MNTHS instructional staff demonstrate inconsistent implementation of campus grading procedures and academic expectations, as identified through campus-level review of grading practices and faculty feedback.	MNTHS has not yet established a consistent campus-wide cycle for communicating, calibrating, monitoring, and reinforcing grading procedures and academic expectations across instructional staff and departments.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	MNTHS staff report strong confidence in campus leadership but identify inconsistencies in student discipline, communication, and organizational processes, with 59% agreeing that the Student Code of Conduct is enforced consistently and fairly and 75% reporting that they receive the information they need from campus leadership.	MNTHS has not yet consistently codified, communicated, monitored, and reinforced standardized campus procedures for student behavior, organizational processes, and staff communication, resulting in variation in implementation and follow-through across the campus.

Goal 3

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

Performance Objective 1

MNTHS will increase the percentage of families and staff who report receiving timely and accurate campus communication to at least 90%, supported by accurate contact information and communication preferences.

Evaluation Data Source: Apptegy Messaging Reports, Band App, SportsYou, ClassDojo, Enrollment/Registration Reports

Strategy 1

Establish a consistent, centralized communication system through Apptegy that standardizes audience identification, communication preferences, messaging channels, and timely dissemination of campus information to improve the accuracy and consistency of communication.

Strategy's Expected Result/Impact: Improve communication issues amongst staff and families.

Staff Responsible for Monitoring: Administrators, Teachers, Front Office Staff

Problem Statements: School Processes & Programs 1 - Perceptions 1

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	

Strategy 2

Strengthen staff communication practices through coaching and feedback focused on message accuracy, audience-specific communication, timely follow-through, and consistent use of established campus communication protocols.

Strategy's Expected Result/Impact: Improve communication issues amongst staff and families.

Staff Responsible for Monitoring: Administrators, Teachers, Front Office Staff

Problem Statements: School Processes & Programs 1 - Perceptions 1

Formative Reviews

Moderate Progress

October	January	March	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	MNTHS instructional staff demonstrate inconsistent implementation of campus grading procedures and academic expectations, as identified through campus-level review of grading practices and faculty feedback.	MNTHS has not yet established a consistent campus-wide cycle for communicating, calibrating, monitoring, and reinforcing grading procedures and academic expectations across instructional staff and departments.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	MNTHS staff report strong confidence in campus leadership but identify inconsistencies in student discipline, communication, and organizational processes, with 59% agreeing that the Student Code of Conduct is enforced consistently and fairly and 75% reporting that they receive the information they need from campus leadership.	MNTHS has not yet consistently codified, communicated, monitored, and reinforced standardized campus procedures for student behavior, organizational processes, and staff communication, resulting in variation in implementation and follow-through across the campus.

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

MNTHS will complete 100% of required Standard Response Protocol drills according to the campus safety drill schedule, with each drill documented and followed by a review of implementation and identified corrective actions.

Evaluation Data Source: Safety Meeting agenda notes, After Action Reviews

Strategy 1

Strengthen staff execution of emergency response procedures through observation, feedback, and after-action review of drills to identify and correct gaps in adult response practices.

Strategy's Expected Result/Impact: Improve campus safety.

Staff Responsible for Monitoring: Administrators, Campus Officer, Safety Officer, Nurse

Problem Statements: Demographics 1

Formative Reviews

October	January	March	June
Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Manor New Technology High School is experiencing enrollment and program demand that exceeds current campus capacity, with enrollment increasing from 373 students in 2015-16 to a projected 775 students in 2026-27, the campus reaching enrollment capacity, and nearly 200 scholars currently on the freshman waitlist.	MNTHS has not yet established a systematic, long-range process for analyzing enrollment and program growth, evaluating space utilization, and translating projected capacity needs into campus facilities and building-use plans.

Goal 5

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

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Affairs	10/20/2026	Dr. Tamey Williams-Hill	10/13/2026
Child Abuse and Neglect	Executive Director of Human Resources	10/9/2026	Dr. Tamey Williams-Hill	10/13/2026
Coordinated Health Program	Lead PE Teacher	10/20/2026	Kendra Doyle	10/20/2026
Dyslexia Treatment Program	Executive Director of Special Education	9/2/2025	Dr. Christopher Harvey	9/2/2025
Dropout Prevention	Executive Director of Whole Child	8/25/2026	Christopher Harvey	8/25/2026
Title I, Part C Migrant	Director of Multilingual Education	10/20/2026	Ricardo Venegas	10/20/2026
Pregnancy Related Services	Executive Director of Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Post-Secondary Preparedness	Director of Counseling	10/19/2026	Nita Fields	10/19/2026
Recruiting Teachers and Paraprofessionals	HRIS and Certification Specialist - Coordinator	10/21/2026	Tamey Williams-Hill	10/22/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Student Welfare: Discipline/Conflict/ Violence Management	Director of Student Affairs	10/20/2026	Malaki Hawkins	6/26/2025
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	10/20/2026	Dr. Malaki Hawkins	10/20/2026
Technology Integration	Director of Technology	--	David Gonzalez	10/19/2026
Head Start Assurance	Director of Early Childhood	10/20/2026	Stacy Signaigo	10/20/2026
McKinney-Vento and Foster Care Assurance	Executive Director of Whole Child	9/3/2025	Dr. Christopher Harvey	1/5/2026
Assurances	Director of Federal Programs, Director of Student Affairs, Chief Schools Officer	9/3/2025	Ricardo Venegas	10/19/2026
Trauma and Grief Informed Practices	Executive Director of Whole Child	8/25/2026	Christopher Harvey	8/25/2026