Manor Independent School District

2026-2027 District Improvement Plan

Board Approval Date:
October 26, 2026

Public Presentation Date:
October 26, 2026

Generated by Plan4Learning.com
October 29, 2026 at 12:25 PM

Mission Statement

Empower each student to excel every day.

Vision

Students graduate ready to lead the way in their community and the world.

Value Statement

Strength in Diversity, Power in Community

- Our diversity is our greatest asset. We build trust and partnership with families and community members, uniting everyone around the success of every student..

Safe, Supported, and Ready to Learn

- We cultivate nurturing environments where students, staff, and families are valued, mentally well, and empowered to grow at every stage of their learning journey.

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Comprehensive Needs Assessment

Demographics

Summary

Location:

Manor Independent School District, categorized as a suburban community district, covers 100 square miles and serves families in the Austin, Manor, and Elgin communities. The district is a blend of urban east Austin and rural Travis County, which features high-tech companies such as Samsung and Applied Materials to miles of undeveloped farmland. Manor ISD currently has two high schools, one alternative high school, three middle schools (one is an in-district charter school), and eight elementary schools. All of Manor ISD's elementary campuses receive Title I funding.

Students:

According to the TSDS PEIMS 2025 fall submission data, the student enrollment for Manor ISD was 9,873 students, 50.93% male and 49.07% female. About 5% of students are Asian, 21% Black, 64% Hispanic, 6% White and 3% identify as two or more ethnicities. Forty-six percent are identified as emergent bilingual, 45% immigrant, 73.79% economically disadvantaged, and 1.6% is military connected. Ten percent of of the student population receive Gifted and Talented services, 4.95% received dyslexia services, and 13% receive special education services. About 473 of the students were in the Pre-Kindergarten program and 81% of the total student enrollment meets at-risk criteria.

According to the Texas Education Agency 2025-2026 school year data, the most recent final CCMR outcome is for 2024–25 graduates: 90% were College, Career, or Military Ready. By group, the CCMR rate was 91% African American, 90% Hispanic, 95% White, 89% Asian, 89% multiracial, 90% special education and 91% economically disadvantaged. Student attendance was 90.5%, with chronic absenteeism at 32.4%, and approximately 18.6% of students experienced mobility.For advanced coursework, the latest TAPR reports 44.5% of students in grades 9–12 completing at least one advanced or dual-credit course in 2023–24. AP/IB participation among grades 11–12 was 20.2%, while 21.0% of AP/IB examinees met the qualifying exam criterion. Dual-credit attainment among 2025-2026 graduates was 20%, and 7% of graduates earned an associate degree.

Personnel:

In 2025-2026, teachers comprised 47% of MISD employees with 8.1 average years of experience. The breakdown is: 6+ years - 53.8%; 1-5 years - 35%; 1st year 11%. Of all employees, 23.9% are White, 44.6% are Hispanic, 19.9% are Black, and 11.66% identify as Other. The district employed approximately 634 teachers and had a 15.7-to-1 student-teacher ratio. Teacher retention improved to 78.1% for the 2024-2025 school year.

Strengths

The district has an even distribution of male and female students (51% male and 49% female) and the percentage of students receiving gifted and talented and special education services is proportionate to the total student

enrollment. The number of student in the PreK program increased year over year. The district has the opportunity to leverage the unique background experiences of its student body to maximize student learning to increase

their adaptability to and leadership of the community and world. Over 50 different languages are represented across our district, and the students and families bring their unique experiences with them to help us all learn and

grow together. The top six languages are Arabic, English, Nepali, Spanish, Swahili and

Vietnamese. Dual-credit attainment among 2023–24 graduates was 23.6%, and 10.8% of graduates earned an associate degree.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Campus leaders and MISD families are unaware of the link between effective family engagement and student achievement.	There is an absence of comprehensive and universal Tier I interventions at most campuses, and secondary campuses lack an evidence-based family engagement model
2 ★	Manor ISD experiences lower-than-desired family participation in educational workshops, volunteer opportunities, and committee involvement. This limits the district's ability to build strong family-school partnerships, which are essential for supporting student learning and fostering a collaborative school community.	Families are working and travelings to work, which results in limited access to structured, learning-connected engagement opportunities each month
3	Teen parents in Manor ISD face significant barriers to consistent school attendance and academic success due to challenges related to childcare responsibilities, limited access to parenting resources, and insufficient support systems. These challenges contribute to lower attendance rates, higher dropout rates, and decreased postsecondary readiness among this student population.	Teen parents in Manor ISD often lack access to reliable childcare and transportation; which negatively impacts learning, workforce opportunities, and resources.
4	Manor ISD continues to address aging facilities, infrastructure, and district assets that require ongoing maintenance, replacement, and modernization to ensure safe, efficient, and effective learning and operational environments.	Aging facilities and equipment, changing district needs, and inconsistent long-term asset replacement and capital planning have increased the need for proactive prioritization, project planning, and resource allocation across the district.
5	Manor ISD needs to strengthen bond planning and project management processes to ensure the efficient, transparent, and timely delivery of approved bond funded capital improvement projects.	Rapid district growth, aging facilities, and increasing infrastructure demands have increased the complexity of bond funded projects, creating a need for more consistent and centralized processes for planning, procurement, construction oversight, project communication, and financial reporting.

★ = Priority

Student Learning

Summary

2026 STAAR Data

State-mandated summative assessments - State of Texas Assessments of Academic Readiness (STAAR) tests - are given annually in reading and math at grades 3-8, science at grades 5 and 8, and social studies at eighth grade, and for five high school courses: Algebra I, Biology, English I, English II, and US History. Students taking Algebra I, Biology, English I, English II, and US History must pass these STAAR End of Course (EOC) tests in order to graduate. There are four performance levels for STAAR 3-8/EOC tests: Did Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level; any score at the Approaches GL level or better is considered "passing."

Here are descriptions of each performance level.

MISD STAAR 3-8 - 2025 and 2026

MISD EOC - 2025 and 2026

HB 3 Reading, Math, College-Career-Military Ready Goals

Under House Bill 3, passed in 2019, Texas public school districts are required to develop goals to improve literacy and math proficiency as well as college, career, and military readiness (CCMR). Districts must adopt five-year plans with specific, measurable goals.

To track Manor ISD's HB3 early literacy and math goals, the district utilizes third grade STAAR scores and data gathered by using diagnostic screener assessments given three times per year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) in both Reading Language Arts and Mathematics. In 2025-26, Amira Learning and i-station Lectura were used as the literacy screener for elementary RLA, and IXL was utilized as the elementary math screener.

Reading Screener Data: AMIRA Learning

Goal 1: The percentage of 3rd grade students who score Meets grade level or above on STAAR Reading will increase from 25% to 53% by June 2028.

Goal 1 Annual Targets: SY 23/24=25% SY 24/25=32%, SY25/26=39%, SY26/27=46%, SY27/28=53%

English (Amira) Reading Data % On or Above Grade Level		BOY 2025 - 2026	EOY 2025 - 2026
GPM 1.1	Kindergarten	30%	32%
GPM 1.2	1st Grade	15%	23%
GPM 1.3	2nd Grade	33%	35%
GPM 2.4	3rd Grade	34%	39%

English (Amira) Reading Data % On or Above Grade Level		BOY 2025 - 2026	EOY 2025 - 2026
Spanish (Lectura) Reading Data % On or Above Grade Level		BOY 2025 - 2026	EOY 2025 - 2026
GPM 1.1	Kindergarten	4%	20%
GPM 1.2	1st Grade	3%	18%
GPM 1.3	2nd Grade	9%	23%
GPM 2.4	3rd Grade	17%	21%

2025-2026 Math Screener Data (IXL)

Goal 2: The percentage of 3rd grade students that score Meets grade level or above on STAAR Mathematics will increase from 19% to 47% by June 2028.

Goal 2 Annual Targets: SY23/24=19%, SY24/25=26%, SY25/26=33%, SY26/26=40%, SY27/28=47%

IXL Math Data % On or Above Grade Level		BOY 2025 - 2026	EOY 2025 - 2026
GPM 2.1	Kindergarten	74%	83%
GPM 2.2	1st Grade	70%	77%
GPM 2.3	2nd Grade	64%	56%
GPM 2.4	3rd Grade	43%	58%

Class of 2025 CCMR Results [Note for Class of 2025: The data in the 24-25 doc is from the accountability data tables - the 2026 data in the same format, from the same source, will be available when accountability ratings come out in August. As of June 23, 2026, the data in the chart below is calculated in On Data Suite; not every data element from the accountability data table is available in ODS - blanks = not in ODS.]

HB3 Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 55% for the class of 2023 to 90% by the class of 2028.

Goal 3 Annual Targets: SY22/23=55%, SY23/24=65%, SY24/25=75%, SY25/26=80%, SY26/27=85%, SY27/28=90%

	2025 Annual Graduates Count Credit	Component Score
Total		
Total graduates	801	
Total credit for CCMR criteria	608	76%

	2025 Annual Graduates Count Credit	Percentage
College		
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both RLA and Mathematics	488	60%
Met TSI criteria in both RLA and Mathematics, excluding college prep courses		
TSI Criteria - Reading/Language Arts (RLA)		
Met TSI criteria for at least one indicator in RLA	573	70%
Met TSI criteria in RLA, excluding college prep courses		
Met TSI assessment criteria	358	44%
Met ACT criteria	8	1.0%
Met SAT criteria	244	30%
Earned credit for a college prep course	236	29%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	595	73%
Met TSI criteria in Mathematics, excluding college prep courses		
Met TSI assessment criteria	455	56%
Met ACT criteria	0	0%
Met SAT criteria	85	10%
Earned credit for a college prep course	205	25%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	94	11%
Dual Course Credits		
Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject	182	22%
Associate Degree		
Earned an associate degree by August 31 immediately following high school graduation	64	8%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	28	3%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma	51	6%
Career		
Industry-Based Certifications (IBC)		
Earned an IBC and received credit for an aligned level two or higher course		

	2025 Annual Graduates	
Earned at least one sunsetting IBC and did not meet any other CCMR criteria		
Earned only a sunsetting IBC and are not included due to IBC cap*		
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	17	2%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	12	1%
Military		
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces		

Strengths

Academic Strengths

- Districtwide, Reading Language Arts (RLA) scores in grades 3, 5, 7, and 8 showed gains from 2025 to 2026, as did mathematics scores in grades 5, 7, and 8. Some of the gains in Approaches Grade Level (GL) and Above were double-digit: 5th grade RLA was up 10%, and 7th and 8th were up 16% and 14%, respectively. Eighth grade math saw a gain of 15% at Approaches GL and above. Some of the gains in 8th grade RLA and Math are attributed to the reduction in middle school students taking EOC or above grade-level courses, but this shows that on-grade-level performance is trending in the right direction.
- Biology and US History remain the EOC subjects with the highest scores (though they dipped slightly: districtwide spring EOC performance at the Approaches GL and Above level was down 2% in Biology (from 77% to 75%) and down 1% (from 80% to 79%) in US History.

College, Career and Military Readiness Strengths

According to On Data Suite's A-F Student Achievement Domain Detail report (TEA data version) on June 23, 2026, 75.9% of the class of 2025 met at least one CCMR readiness standard. This is a significant increase over the 62% reported for the class of 2024 on the 2025 A-F CCMR data table. The biggest gains year over year were in the percentages meeting TSI criteria in RLA and in Math.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The majority of MISD students are not meeting grade level standards of mastery in math and reading in grades K-8.	Changes in leadership, lack of consistent adherence to an instructional model and inconsistent use of the HQIM.
2 ★	The percent of students receiving an industry based certification is about 9%.	High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.
3 ★	Manor ISD's last reported College, Career and Military Readiness accountability percentage is below state average.	Lack of consistent practices and planning to increase CCMR.
4 ★	The district needs a consistent, centralized system to identify, track, communicate, and monitor professional development requirements so that employees receive required training within established timelines and the district can verify completion.	Professional learning requirements are driven by ongoing changes in state and federal laws, regulations, district procedures, and instructional priorities. The district has not yet established a fully centralized and systematic process for translating these requirements into clearly defined training expectations, communicating them to staff, monitoring completion, and providing follow up support.
5 ★	Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.	Rapid technology expansion, increasing cybersecurity and compliance requirements, and growing operational demands have placed greater pressure on district resources, technical support, and coordinated technology planning.

6 ★

High school immunization compliance is not consistently maintained at 100%, increasing the risk of student exclusions and creating barriers to college and career readiness.

Inconsistent monitoring of immunization records. Delayed submission of updated immunization documentation by families. Limited awareness of state immunization requirements and deadlines. Limited access to convenient vaccination opportunities.

7 ★

Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.

Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

8

Manor ISD did not have enough special education and bilingual certified teachers to met the needs of students in the relative programs.

Shortage of bilingual and special education teachers.

9 ★

Manor ISD lacks a consistent, districtwide Social-Emotional Learning (SEL) curriculum to provide scholars with explicit, developmentally appropriate instruction in self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. This results in inconsistent SEL practices across campuses and limits the district's ability to systematically support positive stu

SEL instruction and resources have historically varied by campus, grade level, and staff capacity without a common districtwide framework, curriculum, or implementation expectations. As a result, campuses lack consistent instructional resources, common language, and aligned practices for intentionally developing scholars' social-emotional competencies.

★ = Priority

District Processes & Programs

Summary

Leadership & Decision-Making Processes

For the 2026-2027 school year, the district has a new organizational chart. The supervision and oversight of curriculum, instruction, assessment, counseling, CCMR, CTE and school operations was transferred from the Superintendent to the Deputy Superintendent. Leadership changes were made to the supervision of schools by grade levels-elementary and secondary. The Superintendent supervises finance, operations, special education and the police department. The district engaged in the strategic planning process for the 2027-2032 school years. The strategic plan is meant to be reflected in the district improvement plan to align the work and inform decision-making.

Teacher Recruiting and Retention

For the 2025-2026 school year, 85% of staff participated in a district wide staff climate survey. Eighty-five percent of respondents reported being satisfied with their jobs. Manor ISD has identified multiple factors that impact teacher recruiting, but more importantly, retention. Over the course of the last three years, common reasons teachers cite for leaving the district and/or transferring within the district have been compensation, climate, and culture. Surrounding school districts participate in the Teacher Incentive Allotment or other performance based compensation; Manor has not yet been designated as a TIA district which means teachers can work in other school districts and make more money. To address climate and culture, MISD implemented stay interviews and the Manor ISD Experience to help supervisors improve the climate and culture of their campuses and departments so they learn what employees need in order to stay with the district. For the 2025-2026 school year, the retention rate was 79.79% which is 21% increase over the past two school years. Manor ISD has worked to reduce teacher turnover rate.

Manor ISD has partnered with the Texas Association of School Boards (TASB) to update the district's compensation plan to become more competitive with surrounding school districts. While the district does not have performance based compensation, according to the TASB salary study, Manor ISD pays over 100% of the market rate for teachers with 5, 10, 15, and 20 years of experience. The District continues to make adjustments to pay grades and employee groups as the budget allows.

Manor ISD continues to provide pathways for individuals to obtain teacher certification for little to no cost to them, earn a bachelor's degree for free via the Hawkins grant with the partnership with Texas State University, partner with universities for student teachers to join MISD post-graduation, and continue to receive grants for new teacher mentoring through the Mentor Program Allotment.

Financial Systems

During 2025-2026 the district adopted a balanced budget by reducing operating expenditures by 15%, over the previous year. The planned reductions ranged from personnel costs, contracted services, general supplies district wide travel, and the consolidation of certain classrooms by increasing class size and transportation bus routes. This was also done without increasing the maintenance and operations property tax rate. While the largest percentage of budget cuts were in personnel, the district approved an increase to employee benefits, such the employer health insurance contribution from $471 to $508 and the employer-offered life insurance benefit from $10,000 to $20,000.

Moreover, the passing of HB2 during the summer of 2025, which increased local and state revenues

by a net $3.6 million, allowed the district to provide a salary increase to all instructional staff and a 1% increase to all support staff. Additionally, due to the low general operating reserves, the district passed another borrowing resolution during June 2026 in the amount of $30 million to support operations during the period of low revenue inflows between July and November. This short-term note is also projected to be paid off during the spring of 2026, prior to the note's expiration date to save the district in interest cost. Other anticipated sources of general operating revenue from land sales or property value appeals are not included in these projections, but when they are realized, they will help rebuild the general operating reserve and reduce the amount of short-term debt borrowing in the future. For 2026-27, the district anticipates property values to grow by 3 - 5% and ADA to remain at a steady growth.

To adopt a balanced or surplus budget, the district will not exceed the General Fund expenditure budget by more than the new revenue generated by these revenue assumptions. As it relates to the Chapter 49 state recapture, the district does not currently anticipate a recapture payment, unless property values grow significantly and ADA decreases or remains at a level that does not sustain the level of wealth per ADA. For future years, the district anticipates the need for short-term borrowing for operations, at diminished amounts, until the General Funds reserve is rebuilt to a sustainable four and a half (4.5) months.

Curriculum, Instruction, and Assessment

Manor ISD has established a coherent system for curriculum, instruction, and assessment designed to ensure students have access to high-quality, standards-aligned instruction across all grade levels and content areas. The district has identified and implemented high-quality instructional materials (HQIM) for coure courses and content areas, supported by supplemental curriculum and intervention resources to address identified student needs. The MISD Instructional Plans clearly define the light-leverage instructional strategies and practices expected in classrooms, including clear learning objectives, purpose for lesson openings, implementation of the curriculum with fidelity, active student engagement, checks for understanding, and timely reteach and intervention through small-group instruction. The district has also developed a systematic assessment process to monitor student progress and identify learning needs early. Beginning-, middle-, and end-of-year diagnostic assessments, along with district-based assessments throughout the year, provide multiple opportunities to to measure student understanding and progress towards grade-level standards. Assessment results are used by teachers and campus teams to identify students requiring additional support, adjust instruction, provide targeted intervention, and monitor the effectiveness of instructional responses. Together, these systems provide a consistent district-wide approach to ensuring thta curriculum, instruction, and assessment work together to accelerate student learning and improve outcomes.

Professional Development

Manor ISD has established a professional learning system designed to build staff capacity to implement high-quality instructional materials and deliver consistent, high-impact instruction. Professional learning has been provided to support the effective implementation of materials, including guidance on curriculum expectations, lesson internalization, instructional delivery, and the use of resources to support grade-level learning. The district will continue to provide targeted professional learning and implementation support based on identified needs and instructional priorities. Professional learning also emphasizes collaborative structures that strengthen teacher practice and improve student outcomes. Professional learning communities (PLCs) use common structures and protocols to support curriculum internalization, lesson rehearsal, analysis of student work, examination of assessment data, and planning for responsive instruction. In addition, the district provides ongoing learning opportunities focused on the highest-impact strategies identified in the Instructional Plans. This approach ensures that professional learning is connected to classroom practice, reinforced through collaborative planning and coaching, and responsive to student needs.

College, Career, and Military Readiness Program Summary

The 2016-2026 Regional Labor Market data for Central Texas suggests that Manor ISD provides programming in the areas of Health Science, Manufacturing, Business, and Skill Trades.

District Safety and Security

In the 2026-2027 academic year, the Manor ISD Police Department will continue implementing comprehensive safety measures to ensure a secure learning environment across all district campuses. Central to this effort is the adoption and thorough training of the Standard Response Protocols (SRP) developed by the I Love You Guys Foundation. These protocols, which cover critical emergency responses such as SECURE, LOCKDOWN, EVACUATE, SHELTER, and HOLD, will be continually ingrained in both staff and students through regular training sessions, drills, and clear communication. By focusing on a standardized approach to emergencies, Manor ISD will ensure that all stakeholders—students, staff, and administrators—are aware of their specific roles and actions required for each situation, minimizing confusion and ensuring quick, effective responses in crisis scenarios. Manor ISD will continue to ensure full compliance with the TEA requirements relative to safety and security.

Additionally, the Manor ISD Police Department has fulfill the requirements outlined in Texas House Bill 3 (HB 3), mandating police officers or armed security personnel on every campus by the start of the 2026-2027 school year. The department has deployed trained and certified police officers, ensuring that each school is equipped with immediate protective resources. These officers will not only be stationed at campuses but will also receive continuous professional development to enhance their capacity to respond to a variety of security threats, including active shooter situations, criminal activity, or breaches of campus safety. Manor ISD Police Department is continuing to collaborate closely with school administrators and district officials with the development of Emergency Operations Plans and Campus Safety Plans in accordance with TAC 103.1217.

These efforts will continue to support the necessary upgrades for security technologies, including improved surveillance systems, communication tools like the iNemsoft mass communication system, Silent Panic Alert Technology (Informacast Technology) and secured entry points at all campuses. The Manor ISD Police Department will also work closely with local law enforcement agencies, emergency management teams, and mental health professionals to ensure a holistic approach to safety, addressing not just physical threats but also the wellbeing of students and staff through proactive interventions and resources. In combination, these initiatives will create a well-prepared and responsive district, aligned with the highest safety standards, providing a secure and supportive environment for learning.

Communications

Manor ISD Communications will support clear, timely, and consistent communication with staff, families, and the community. This includes managing district and campus communications, the website, social media, mass notifications, digital flyer distribution, and campus two-way communication systems. These channels will help families stay informed, connect with their campuses, and access information that supports their students' education.

Additionally, the department will oversee media relations, crisis communications, and community engagement and outreach. Working closely with campus leaders and district departments, Communications will share accurate information, coordinate emergency messaging, and strengthen community connections. Brand management and storytelling will highlight student and staff achievements while maintaining a consistent district identity.

The department will also provide election communications, staff communications, training, and planning support for district initiatives and major events, including spring graduation. Together, these efforts will build trust through transparent communication and keep the Manor ISD community informed and engaged.

Strengths

For the 2025-2026 school year, the teacher retention rate was 79.79% which is 21% increase over the past two school years.

For the 2025-2026 school year, 85% of staff participated in a district wide staff climate survey.

Manor ISD pays over 100% of the market rate for teachers with 5, 10, 15, and 20 years of experience.

Manor ISD offers a wide variety of programs and pathways for student diversity of choice. These include a full K-12 New Technology pathway and several CTE programs of study.

One particular strength of Manor ISD is found in the equity of our Gifted Identification program. Manor ISD's gifted program continues to grow and strengthen.

Another particular strength of Manor ISD is how we are gradually expanding the Dual Language Two-Way Immersion program in our elementary schools.

Manor ISD CTE programs that were awarded shop or lab certifications in the past two years include: Cosmetology, Automotive, Welding, Construction and Veterinary Sciences. In addition, CTE Health Science, Arts/AV, Agriculture, Business, Early Learning and Culinary courses have expanded student certifications as well.

MISD CCMR results have been increasing after a drop to under 60%. Manor ISD is projecting a much higher CCMR percentage for the 2025-2026 school year after supports and interventions at its high school campuses and at the central office level were implemented after October of the 2025-2026 school year when the counseling and guidance and CTE departments were supervised by the deputy superintendent's office.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Students identified as experiencing homelessness are not receiving adequate wraparound services to support student academic achievement.	Campus leaders were unaware of students experiencing homelessness, their needs and rights.
2 ★	Staff hired under the Whole Child are leaving within a year of employment.	The starting salary for a District School Social worker is less than a new teacher salary.
3 ★	CTE Pathway requirements have been adjusted at the federal and state level to match high wage, high demand occupations; therefore, adjusting state pathways for student endorsement areas is required.	Global economic and job opportunities are rapidly changing.
4 ★	Special education students have not been monitored to ensure they complete the graduation plan.	No tracking of students through graduation and beyond.
5 ★	The 2025-2026 TEA Vulnerability Assessment identified six areas to improve upon. For the 2026-2027 SY, lead by Manor ISD Police Dept. all six areas were comprehensively improved. To ensure continued compliance, progress monitoring and system evaluations are being implement, tracked in TEA Sentinel Portal and enforced across all campuses. Continued ongoing training for staff is required.	The district was unaware of the legislative updates and mandates pertaining to school safety and security requirements. In addition TEA implemented several new rules where the Commissioner's opinions affected the new requirements. Information was no readily available or disseminated from the State and TEA to districts.

6 ★

Manor ISD currently needs to legally review, and install state- and federally mandated firearm prohibition signage at all campuses.

There have been new Legislation pertaining to signage verbiage prohibiting firearms on district property. This will be addressed with the addition to the language pertaining to PC 30.05 and PC 46.03.

7 ★

Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.

Rapid technology expansion, increasing cybersecurity and compliance requirements, and growing operational demands have placed greater pressure on district resources, technical support, and coordinated technology planning.

8 ★

High school immunization compliance is not consistently maintained at 100%, increasing the risk of student exclusions and creating barriers to college and career readiness.

Inconsistent monitoring of immunization records. Delayed submission of updated immunization documentation by families. Limited awareness of state immunization requirements and deadlines. Limited access to convenient vaccination opportunities.

9 ★

Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.

Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

10

Manor ISD did not have enough special education and bilingual certified teachers to met the needs of students in the relative programs.

Shortage of bilingual and special education teachers.

11

Manor ISD needs to strengthen athletic transportation and equipment replacement processes to ensure students have reliable access to athletic events, safe equipment, and competitive extracurricular opportunities.

Athletic transportation depends on a limited number of appropriately licensed drivers, while aging athletic equipment requires ongoing replacement and funding to maintain safe and effective programs.

12 ★

Manor ISD faces challenges in maintaining consistent technology asset management and lifecycle replacement practices, impacting the long-term reliability and sustainability of district technology resources.

Growing technology inventories and ongoing maintenance and replacement demands require more consistent lifecycle planning, resource allocation, and replacement coordination.

13 ★

Manor ISD needs to strengthen transportation recruitment and retention efforts to maintain a reliable and consistent level of bus service for students and district activities.

Competition for qualified school bus drivers, CDL requirements, and the demands of the position make it challenging to recruit and retain an adequate driver workforce to meet district transportation needs.

14

Manor ISD needs to strengthen facilities work-order processes and resource allocation to ensure timely maintenance, custodial, grounds, and general facility support across campuses.

The volume and variety of facility service requests, combined with available staffing and competing priorities, create a need for more consistent work-order prioritization, tracking, communication, and alignment of resources to campus needs.

15

Manor ISD needs to maintain and modernize emergency medical and safety equipment to ensure campuses are adequately prepared to respond to student and staff health emergencies.

Some emergency response equipment, including evacuation chairs and automated external defibrillators (AEDs), requires ongoing replacement and modernization to remain current, accessible, and ready for use during emergency situations.

16

Manor ISD needs to strengthen Food & Nutrition procurement and federal grant reporting processes to ensure timely, accurate, and compliant financial management of food service operations.

Food service procurement and grant reporting require coordination among multiple departments and timely submission of employee payroll information, creating a need for more consistent processes, communication, documentation, and monitoring to meet federal and district requirements.

17 ★

Manor ISD needs to increase stakeholder input and engagement in the budgeting and allocation of financial resources to align district financial goals with district wide and community's goals and expectations. Need to improve financial transparency and monitoring of budget spending. Need to build a long-term sustainable financial plan.

Lack of stakeholder input and engagement. Some disparity in the allocation of financial resources among instructional and extracurricular programs. Not sufficient transparency and communication of district financial information as it relates to spending and financial priorities. No existing long-term financial plan and minimal financial monitoring and oversight.

★ = Priority

Perceptions

Summary

Students

During the 2025-2026 strategic planning process, over 20 elementary, middle and high school students participated. Their feedback regarding hiring quality teachers, fairness among programs, and climate and culture were reflected in each conversation, the final strategic plan and during the board meeting presentation of the strategic plan. During the strategic planning process, the committee recommended and the board adopted a new mission, vision, values, and motto:

Core Values

Strength in Diversity, Power in Community

- Our diversity is our greatest asset. We build trust and partnership with families and community members, uniting everyone around the success of every student.

Safe, Supported, and Ready to Learn

- We cultivate nurturing environments where students, staff, and families are valued, mentally well, and empowered to grow at every stage of their learning journey.

Mission

Empower each student to excel every day.

Vision

Students graduate ready to lead the way in their community and the world.

Motto

Lead the way.

Students, Community & Staff: MISD Experience Survey Results

From July 2025 through June 2026, Manor ISD's Experience Survey reflected an overall positive perception of customer service across campuses and district departments. Respondents frequently reported being greeted, treated with kindness, dignity and respect, assisted by helpful and knowledgeable employees, and satisfied with their overall experiences. Open-ended feedback consistently identified friendly and responsive employees as a major organizational strength. At the same time, the survey identified opportunities to strengthen communication, consistency of customer service, staff professionalism and responsiveness, instructional and employee support, student behavior systems, transportation, class size, and equitable access to programs and resources. The results suggest that Manor ISD has established strong examples of excellent service throughout the organization, with the next opportunity being to make that level of service consistent across every campus, department, and interaction. Because participation was voluntary and responses were unevenly distributed across the reporting period, the findings should be interpreted as indicators of stakeholder experience and areas for follow-up rather than as statistically representative measures of the entire Manor ISD community.

Whole Child Department - the Manor ISD's Experience Survey Results: The Whole Child department works to remove barriers to student achievement. We support campus leaders by enhancing their family engagement initiatives, monitoring attendance and truancy, and by delivering and coordinating Tier II and Tier III interventions and community partnerships. Our feedback from families regarding

our work in 2025-2026 SY was:

- 88.4% agreed that we build positive parent relationships with families and campus partners
- 81.4% agreed that families receive from us strengthens their connection to mental health support/ resources
- 86.1% agreed that they are satisfied with the communication they receive from us.
- 96.6% said the school offered workshops to assist them with helping their child
- 100% said the information they received was in a format or language they could understand

Here is a summary of the comments left by families:

- Supportive Programming: Families appreciate a wide range of beneficial services, including the Boys and Girls Club, after-school programs, Brighter Bites food distribution, and workshops focused on academic and behavioral development.
- Effective Communication and Staff: Participants value the proactive communication from staff and the ease of accessing support, frequently highlighting the personalized assistance provided by specific liaisons and social workers.
- Family and Student Well-being: Programs are recognized for fostering family unity, providing mental health resources, and helping students learn to manage emotions, respect boundaries, and receive necessary individualized attention.
- Transition and Navigation: The department is credited with making school transitions smoother and ensuring parents are connected to the right resources to support their children's growth.

Staff

The TASB HR Services Division conducted a confidential survey of Manor ISD employees in February–March 2026 at the request of the district. The survey collected employee demographics and assessed a variety of areas including job satisfaction, working conditions, relationships, district leadership, and campus concerns. This year, the district added a customer service section of the survey for all departments in the district. HR Services developed survey questions in collaboration with Manor ISD administration. To allow year-to-year comparisons in districts who have administered the same survey in prior years, small additions to the previously developed standard survey were accommodated at district request. The district requested an addition of customer service questions for all departments in the district, and these were included in the survey this year for district administrators and professionals, campus administrators, and specific district clerical staff. A total of 1,060 employees participated in the survey, yielding a participation rate of 81%, above the participation rate of 79% in 2025. On average, relationship with coworkers had the highest percentage of positive responses (89%), and while district leadership had the lowest positive response rate (60%) followed by compensation and benefits (65%). Compared to 2025, most areas changed minimally. The most notable changes compared to 2025 results were decreases in district leadership (-4%) and curriculum and instruction (-5%).

Overall, campus instructional support professional had the highest participation rate, and campus instructional support paraprofessional had the lowest participation rate (72%). There were two job satisfaction factors chosen by more than 60% of the survey respondents. Compensation and benefits was the factor considered most important by 69% of respondents, an increase of 1% compared to 2025. Closely following was the respectful treatment of employees at 61%, a 6% increase compared to 2025.One notable change was the importance of safe working conditions. There was a change from 43 to 47% for this factor, which was an increase of 4 percentage points, on average, from 2025. Overall, the top job satisfaction factors have remained the same over three years of survey results. The area of job satisfaction has remained mostly consistent over three years of survey results. Two notable decreases were seen this year. There was a 4% decrease in agreement that survey respondents would recommend the district as a good place to work, and a 5% decrease in how proud respondents were to work for the district. The strongest items in this area have remained mostly consistent over three years of survey results. Over 90% of respondents agreed they like the work they do, they understand what is expected of them in their job, and on most days, they feel good about what they’ve accomplished. Overall, MISD survey respondents seem to be satisfied working for MISD.

MISD survey respondents agreed that their work hours are reasonable and that they work in a safe working environment. Additionally, 79% of respondents agreed that they feel secure in their employment in the district. The two lowest scoring items were related to workload and the availability

of job-related supplies. Sixty-five (65%) percent of respondents agreed that their workload is appropriate for their position, which is a 6% decrease compared to 2025 survey results.

Comment analysis reflected these scores with several commentors mentioning that the district needs to hire additional employees to alleviate the workload in some departments and on some campuses and that the district needs to provide supplies instead of employees paying out of their own personal funds for needed supplies. Overall, this area decreased by an average of 1% over three years of survey results and has maintained an average of approximately 77% for those three years. MISD respondents viewed coworker relationships favorably, with at least 85% of respondents agreeing with each item in this area. Overall, this area changed minimally compared to 2025.

Overall, many of the survey respondents agree that the district leadership team acts in the best interests of students. However, there was less agreement with how district leaders valued MISD employees. Overall, this area showed an average decrease of 4% with all statements decreasing between 3 and 6% this year.

The only decrease was seen in the cleanliness and maintenance of campuses (-3%).

The area of curriculum and instruction showed an average decrease of 5% this year and all statements showed a decrease between 1 and 11%. Survey respondents felt strongly that they did not have a role in selecting instructional materials or making instructional decisions. Additionally, there was less agreement about having sufficient resources, materials, and time to collaborate with other teachers. Comment analysis reflected many of the feelings shown in the scores in this area. Teachers who responded to the survey felt the adoption of certain curriculum reduced their autonomy in the classroom, and several respondents noted how they did not have adequate resources and supplies without supplying what they need out of their own money.

Communications

Feedback collected through the district's post-bond community engagement survey identified three key opportunities to strengthen overall community perception:

- Transparency and Trust: Community members expressed a desire for greater transparency around district decisions, finances, projects and progress to help build trust and demonstrate accountability.
- Clear and Consistent Communication: Feedback showed a need for timely, easy-to-understand information across multiple communication channels, particularly social media, about district decisions and priorities.
- Community Engagement and Visibility: Respondents indicated a desire for more opportunities for two-way communication and greater visibility of district leaders at campuses, community events and other engagement opportunities.

Feedback collected through parent listening sessions in March 2025 identified three key opportunities to strengthen the parent experience and overall district perception:

- Consistent and Proactive Communication: Parents expressed a need for more consistent communication across campuses, teachers and departments, with important information shared early enough for families to plan and respond.
- Clear, Accessible and Relevant Information: Parents want communication that is simple, easy to understand and focused on the information that matters most to their student and day-to-day school experience.
- Stronger Campus-Level Connection: Parents emphasized the importance of accessible, informed staff who can answer questions, consistent campus processes, and communication that helps families feel connected to what is happening at their school.

Strengths

Staff

Overall, the campus environment was viewed as satisfactory by MISD survey respondents. This area increased, on average, by 1% this year with three of the four statements increasing between 3 and 4% this year. For student discipline, statements were shown only to teachers to ensure items were relevant to respondents. Overall, this area had an average score of 69%, the same as seen in the 2025 survey results. Over three years of data, there has been an overall improvement in this area, especially in how teachers receive assistance to resolve disciplinary issues within their classroom and how the campus is enforcing the code of conduct. Many of the survey respondents agreed that the district has structures in place to address student behaviors and that the campus principal sets standards for behaviors on campuses.

Students, Community & Staff: MISD Experience Survey Results

The number of surveys completed increased year over year. From July 2025 through June 2026, Manor ISD's Experience Survey reflected an overall positive perception of customer service across campuses and district departments. Respondents frequently reported being greeted, treated with kindness, dignity and respect, assisted by helpful and knowledgeable employees, and satisfied with their overall experiences.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students in Manor ISD face mental health challenges that negatively impact their emotional well-being and academic performance. Currently, access to timely and appropriate mental health services is limited or underutilized, leading to unaddressed needs and poorer outcomes.	Getting parent consent from parents is a huge roadblock. In addition, some campuses aren't having MTSS meetings to review student data to make referrals to our social workers and partners. Last, poor Tier I interventions and and teacher referral submission also impact the number of students getting help.
2 ★	Manor ISD is challenged by the perception that its schools are of lesser quality, largely due to concerns about academic performance and discipline.	A lack of awareness in the community of the successes in Manor ISD schools.
3 ★	Staff expressed concerns with leadership greater than 30% in some departments and campuses.	There has not been a systematic approach for developing leaders in Manor ISD.
4 ★	While the 2024-2025 TASB Employee Opinion Survey noted an overall positive employee experience (over 80%), 74% of survey respondents would recommend their campus or department as a good place to work.	Manor ISD Central Office leaders and Principals lack access to centralized pathways to build their capacity for leadership, growth, and management approaches to improve campus and department climate and culture.
5 ★	Despite the critical role that character, leadership, and life skills play in the development of student-athletes, Manor ISD currently lacks a standardized, district-wide character education program embedded within its athletic framework.	A need to implement a unified, impactful sports character education program to ensure that 100% of student-athletes receive structured, values-based instruction.

6 ★

Seventy-eight percent of survey respondents indicated they receive the training they need to do their jobs effectively.

Seventy-six percent of survey respondents indicated their supervisor provides them the support they need. Manor ISD's average years of experience for principals and assistant principals is lower than the State average.

7 ★

Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.

Rapid technology expansion, increasing cybersecurity and compliance requirements, and growing operational demands have placed greater pressure on district resources, technical support, and coordinated technology planning.

8

While the district continues to offer the climate survey to employees, many of the respondents feel they still do not have a way to express concerns clearly and safely to district leaders.

The survey is administered annually and there is not districtwide execution of the stay survey in which employees can share information and express concerns.

9 ★

Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.

Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

10

The district does not receive consistent feedback via the MISD Experience survey.

Staff turnover and inconsistent prompting of completing the survey by employees result in fewer than desired survey responses.

11

New and returning staff are experiencing a reduced sense of belonging, connection, confidence and preparedness which can negatively affect campus climate and overall job satisfaction.

There is an absence of a systematic orientation by departments or mentorship program (for non-teachers) in place to welcome and guide new or returning employees and reduce isolation.

12 Existing and incoming staff remain unaware of potential benefits, leaving a valuable tool for retention underutilized.

Manor ISD currently lacks a competitive and structured employee perks program, which hinders its ability to boost employee morale, leverage community partnerships, and offer meaningful cost and time savings to its staff.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students identified as experiencing homelessness are not receiving adequate wraparound services to support student academic achievement.	Campus leaders were unaware of students experiencing homelessness, their needs and rights.
2 ★	The percent of students receiving an industry based certification is about 9%.	High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.
3 ★	Despite the critical role that character, leadership, and life skills play in the development of student-athletes, Manor ISD currently lacks a standardized, district-wide character education program embedded within its athletic framework.	A need to implement a unified, impactful sports character education program to ensure that 100% of student-athletes receive structured, values-based instruction.
4 ★	The 2025-2026 TEA Vulnerability Assessment identified six areas to improve upon. For the 2026-2027 SY, lead by Manor ISD Police Dept. all six areas were comprehensively improved. To ensure continued compliance, progress monitoring and system evaluations are being implement, tracked in TEA Sentinel Portal and enforced across all campuses. Continued ongoing training for staff is required.	The district was unaware of the legislative updates and mandates pertaining to school safety and security requirements. In addition TEA implemented several new rules where the Commissioner's opinions affected the new requirements. Information was no readily available or disseminated from the State and TEA to districts.
5 ★	Manor ISD currently needs to legally review, and install state- and federally mandated firearm prohibition signage at all campuses.	There have been new Legislation pertaining to signage verbiage prohibiting firearms on district property. This will be addressed with the addition to the language pertaining to PC 30.05 and PC 46.03.

6

Students in Manor ISD face mental health challenges that negatively impact their emotional well-being and academic performance. Currently, access to timely and appropriate mental health services is limited or underutilized, leading to unaddressed needs and poorer outcomes.

Getting parent consent from parents is a huge roadblock. In addition, some campuses aren't having MTSS meetings to review student data to make referrals to our social workers and partners. Last, poor Tier I interventions and and teacher referral submission also impact the number of students getting help.

7

Manor ISD experiences lower-than-desired family participation in educational workshops, volunteer opportunities, and committee involvement. This limits the district's ability to build strong family-school partnerships, which are essential for supporting student learning and fostering a collaborative school community.

Families are working and travelings to work, which results in limited access to structured, learning-connected engagement opportunities each month

8

While the 2024-2025 TASB Employee Opinion Survey noted an overall positive employee experience (over 80%), 74% of survey respondents would recommend their campus or department as a good place to work.

Manor ISD Central Office leaders and Principals lack access to centralized pathways to build their capacity for leadership, growth, and management approaches to improve campus and department climate and culture.

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Seventy-eight percent of survey respondents indicated they receive the training they need to do their jobs effectively.

Seventy-six percent of survey respondents indicated their supervisor provides them the support they need. Manor ISD's average years of experience for principals and assistant principals is lower than the State average.

10

The majority of MISD students are not meeting grade level standards of mastery in math and reading in grades K-8.

Changes in leadership, lack of consistent adherence to an instructional model and inconsistent use of the HQIM.

11

Campus leaders and MISD families are unaware of the link between effective family engagement and student achievement.

There is an absence of comprehensive and universal Tier I interventions at most campuses, and secondary campuses lack an evidence-based family engagement model

12

Manor ISD's last reported College, Career and Military Readiness accountability percentage is below state average.

Lack of consistent practices and planning to increase CCMR.

13

The district needs a consistent, centralized system to identify, track, communicate, and monitor professional development requirements so that employees receive required training within established timelines and the district can verify completion.

Professional learning requirements are driven by ongoing changes in state and federal laws, regulations, district procedures, and instructional priorities. The district has not yet established a fully centralized and systematic process for translating these requirements into clearly defined training expectations, communicating them to staff, monitoring completion, and providing follow up support.

14

Staff hired under the Whole Child are leaving within a year of employment.

The starting salary for a District School Social worker is less than a new teacher salary.

15

CTE Pathway requirements have been adjusted at the federal and state level to match high wage, high demand occupations; therefore, adjusting state pathways for student endorsement areas is required.

Global economic and job opportunities are rapidly changing.

16

Special education students have not been monitored to ensure they complete the graduation plan.

No tracking of students through graduation and beyond.

17

Manor ISD is challenged by the perception that its schools are of lesser quality, largely due to concerns about academic performance and discipline.

A lack of awareness in the community of the successes in Manor ISD schools.

18

Staff expressed concerns with leadership greater than 30% in some departments and campuses.

There has not been a systematic approach for developing leaders in Manor ISD.

19

Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.

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Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

22

Current course choice sheets and advising practices are not consistently aligned with updated CTE endorsements, Programs of Study, and pathway sequences.These inconsistencies can lead to inaccurate student course selection, lower CTE pathway enrollment, fewer verified Pathway Completers, and reduced CCMR and industry-based certification outcomes. Collaboration between the CTE and Counseling Depar

Process and protocol inconsistency.

23

Special Education students are not receiving CCMR indicators.

Students who are receiving Special Education services are not meeting CCMR Indicators.

24 ★

Manor ISD lacks a consistent, districtwide Social-Emotional Learning (SEL) curriculum to provide scholars with explicit, developmentally appropriate instruction in self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. This results in inconsistent SEL practices across campuses and limits the district's ability to systematically support positive stu

SEL instruction and resources have historically varied by campus, grade level, and staff capacity without a common districtwide framework, curriculum, or implementation expectations. As a result, campuses lack consistent instructional resources, common language, and aligned practices for intentionally developing scholars' social-emotional competencies.

25 ★

The percentage of workforce desired IBCs passed does not match the percentage CTE Completers.

Students are not staying in sequence with their Programs of Study but are knowledgeable enough to take and pass the IBC.

26 ★

Manor ISD needs to strengthen transportation recruitment and retention efforts to maintain a reliable and consistent level of bus service for students and district activities.

Competition for qualified school bus drivers, CDL requirements, and the demands of the position make it challenging to recruit and retain an adequate driver workforce to meet district transportation needs.

27 ★

Manor ISD faces challenges in maintaining consistent technology asset management and lifecycle replacement practices, impacting the long-term reliability and sustainability of district technology resources.

Growing technology inventories and ongoing maintenance and replacement demands require more consistent lifecycle planning, resource allocation, and replacement coordination.

28 ★

Manor ISD needs to increase stakeholder input and engagement in the budgeting and allocation of financial resources to align district financial goals with district wide and community's goals and expectations. Need to improve financial transparency and monitoring of budget spending. Need to build a long-term sustainable financial plan.

Lack of stakeholder input and engagement. Some disparity in the allocation of financial resources among instructional and extracurricular programs. Not sufficient transparency and communication of district financial information as it relates to spending and financial priorities. No existing long-term financial plan and minimal financial monitoring and oversight.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Effective Schools Framework data**
- ☑ **Accountability Distinction Designations**
- ☑ **Alternative Education Accountability (AEA) data**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **STAAR released test questions**
- ☑ **STAAR Emergent Bilingual (EB) progress measure data**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

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**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **Pregnancy and related services data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Equity data**
- [x] **Teacher recruitment/retention rates and other data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

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** ☑ **HB3 Goal**

The percentage of students who read at or above grade level (Meets) as measured by STAAR in 3rd grade will be 39% in Spring 2026 and 53% by 2028.

Evaluation Data Source: STAAR, District-Based Assessments, Amira Diagnostic Assessments

Strategy 1

Teachers will utilize High-Quality Instructional Materials (HQIM) provided by the district for Tier 1 instruction in all K-5 classrooms.

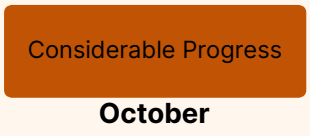
Strategy's Expected Result/Impact: All K-5 reading-language arts teachers will consistently implement the district-adopted High-Quality Instructional Materials (HQIM) as the primary Tier 1 resource to provide standards-aligned, grade-level instruction in reading and writing. Consistent implementation of the HQIM will increase instructional coherence across classrooms and ensure that students have access to rigorous, standards-aligned learning experiences.

Staff Responsible for Monitoring: Chiefs Schools Officers, Executive Director of Academics

Problem Statements: Student Learning 1, 4

Funding Sources: TIMA, $230,337.76

Formative Reviews



October	January	March	June

Strategy 2

Teachers in grades K - 3 will utilize supplemental High-Quality Instructional Materials (HQIM) that provides fully scripted, progressive, and direct instruction on foundational skills.

Strategy's Expected Result/Impact: All K-3 reading-language arts teachers will consistently implement the district-adopted supplemental High-Quality Instructional Materials for foundational skills instruction as part of daily Tier 1 instruction. Consistent use of the progressive, systematic, and explicit instructional approach will strengthen the delivery of foundational skills instruction and provide students with a coherent progression of skills aligned to grade-level expectations.

Staff Responsible for Monitoring: Chiefs of Schools, Executive Director of Academics

Problem Statements: Student Learning 1, 4

Funding Sources: TIMA, LASO 4, $3,500

Formative Reviews

Considerable Progress

October	January	March	June

Strategy 3

All new teachers and K-2 reading-language arts teachers will attend a full day of training from Region 13 on Research-Based Instructional Practice in Literacy/Biliteracy during the January staff development day.

Strategy's Expected Result/Impact: New teachers and K-2 reading-language arts teachers will apply research-based literacy and biliteracy instructional practices during lesson internalization, planning, and delivery. Consistent application of these practices will strengthen the quality and effectiveness of literacy instruction and support students' development of foundational reading skills and grade-level literacy outcomes.

Staff Responsible for Monitoring: Executive Director of Academics

Problem Statements: Student Learning 1

Funding Sources: TIMA, LASO 4, $7,000

Formative Reviews

No Progress

October	January	March	June

Strategy 4

Elementary and secondary students will utilize digital platforms that screen and provide adaptive literacy practice for scholars. Elementary students will utilize AMIRA learning suite, with training for teachers, campus leaders during Back-To-School professional development and ongoing throughout the first semester, as needed. Secondary students will utilize IXL.

Strategy's Expected Result/Impact: Students will demonstrate expected or exceeded growth from the BOY diagnostic to the EOY diagnostic. Student platform usage will reach 80% by the end of the school year.

Staff Responsible for Monitoring: Executive Director of Academics

Problem Statements: Student Learning 1

Funding Sources: TIMA, $153,000

Formative Reviews

Moderate Progress

October	January	March	June

Strategy 5

Ensure that 100% of Kindergarten through third-grade teachers participate in the HB3 Reading and Biliteracy Academies.

Strategy's Expected Result/Impact: All teachers will meet 90% of the module deadlines on time, aiming for a 90% completion rate of all training modules by the end of the cohort deadline.

Staff Responsible for Monitoring: Executive Director of Academics

Problem Statements: Student Learning 1, 4

Funding Sources: Local Funds, $136,000

Formative Reviews

October	January	March	June
Moderate Progress			

Strategy 6

Provide continuous professional development and training to support the implementation of Manor ISD's Dual Language programs through partnerships with ImmSchools and The New Teacher Project (TNTP) to develop culturally responsive bilingual programming and bi-literacy strategies for our dual language teachers and the campus leadership team.

Strategy's Expected Result/Impact: Increased Emergent Bilingual academic achievement by 30%.

Staff Responsible for Monitoring: Executive Director of Academics, Director for Multilingual Education

Problem Statements: Student Learning 1

Funding Sources: Title III, Part A, $100,000

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	

Strategy 7

Expand two-way dual language programs starting with the Prekindergarten and kindergarten student cohorts at 7 campuses which currently provide one-way dual language. Fidelity to the dual language model will provide students with the opportunity to participate in a program that is proven to have best academic outcomes in longevity studies. Campuses will actively recruit and support families of both Emergent Bilingual and non-Emergent Bilingual students to participate.

Strategy's Expected Result/Impact: Increase the number of students participating in dual language for both Emergent Bilingual and non-Emergent Bilingual students. Increase student academic achievement in bilingualism, biliteracy, and biculturalism as measured by Amira diagnostic assessments, classroom observations, and program persistence.

Staff Responsible for Monitoring: Director for Multilingual Education

Problem Statements: Student Learning 1

Funding Sources: Title III, Part A, $30,000

Formative Reviews

Considerable Progress

October **January** **March** **June**

Strategy 8

Provide Emergent Bilingual scholars with supplemental curriculum and Content-Based Language Instruction to increase language acquisition across the four language domains.

Strategy's Expected Result/Impact: Teachers will be better equipped to provide CBLI to Emergent Bilingual scholars, resulting in greater growth in TELPAS. All teachers will receive information or professional development on the CBLI framework and the new updated ELPS.

Staff Responsible for Monitoring: Director of Multilingual Education

Problem Statements: Student Learning 1

Funding Sources: Title III, Part A, $10,000

Formative Reviews

Considerable Progress

October **January** **March** **June**

Strategy 9

Provide literacy acceleration support to scholars through tutoring targeting schools with the highest need. Majority of tutoring will take place during the instructional day.

Strategy's Expected Result/Impact: 100% of scholars will demonstrate growth via their BOY, MOY, and EOY diagnostic screeners.

Staff Responsible for Monitoring: Chiefs Schools Officers

Problem Statements: Student Learning 1

Funding Sources: Tutoring (varies per campus) Title I, Part A, $350,000

Formative Reviews

Some Progress

October **January** **March** **June**

Strategy 10

All campuses will incorporate the MISD Instructional absolutes into daily instructional delivery to ensure students are mastering grade-level concepts and skills.

Strategy's Expected Result/Impact: 100% of teachers and leaders will receive training or information on the Instructional Absolutes. 80% of students will demonstrate growth from BOY to EOY on identified reading language arts diagnostic tools.

Staff Responsible for Monitoring: Chiefs Schools Officers

Problem Statements: Student Learning 1

Formative Reviews

October	January	March	June
Some Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The majority of MISD students are not meeting grade level standards of mastery in math and reading in grades K-8.	Changes in leadership, lack of consistent adherence to an instructional model and inconsistent use of the HQIM.
4	The district needs a consistent, centralized system to identify, track, communicate, and monitor professional development requirements so that employees receive required training within established timelines and the district can verify completion.	Professional learning requirements are driven by ongoing changes in state and federal laws, regulations, district procedures, and instructional priorities. The district has not yet established a fully centralized and systematic process for translating these requirements into clearly defined training expectations, communicating them to staff, monitoring completion, and providing follow up support.

Performance Objective 2 ☑ HB3 Goal

The percentage of students score at or above grade level (Meets) as measured by the Math STAAR in 3rd grade will be 33% in Spring 2026 and 47% by 2028.

Evaluation Data Source: STAAR, District-Based Assessments, IXL diagnostic screeners

Strategy 1

Utilize Bluebonnet Math Learning OER Resource (HQIM) in all K-8 and Algebra I math classrooms.

Partner with Region 13 through the LASO 4 grant to plan, train, monitor, and support continued implementation in year 2.

Strategy's Expected Result/Impact: Teachers will use instructional materials 80% of the time and 80% of scholars will demonstrate growth from BOY to EOY on identified math diagnostic tool. Training completion will be monitored by sign-in sheets and implementation of learning will be monitored through observations of lesson delivery and PLC meetings.

Staff Responsible for Monitoring: Chiefs Schools Officers, Executive Director of Academics

Problem Statements: Student Learning 1

Funding Sources: LASO 3 Grant funding, IMRA OER and SBOE funding sources TIMA, LASO 4, $278,914

Formative Reviews

October	January	March	June
Considerable Progress			

Strategy 2

All math teachers, grades K-8 and Algebra I will receive 2 days of professional development and training as an introduction to the materials for new teachers and a deepening of understanding for returning teachers.

Strategy's Expected Result/Impact:
90% of teachers will receive a two-day training during Back-To-School (BTS) on both resource implementation and Professional Learning Community (PLC) protocols. Training completion will be monitored by sign-in sheets and implementation of learning will be monitored through observations of lesson delivery and PLC meetings.

Staff Responsible for Monitoring: Executive Director of Academics

Problem Statements: Student Learning 1

Funding Sources: TIMA, LASO 4, $515,000

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	

Strategy 3

All campus leaders, including principals, assistant principals, and instructional coaches will receive 3 days of professional development and training on the LASO 4 LIFT Protocols for Professional Learning Communities (PLCs) and Observation & Feedback.

Strategy's Expected Result/Impact: Campus leaders will be prepared to lead, support and monitor the full implementation of PLCs with 4 essential protocols for unit internalization, lesson internalization, student work analysis, and lesson rehersonal. Campus leaders will have content specific and content agnostic protocols for monitoring instruction and providing coaching feedback to teachers.

Staff Responsible for Monitoring: Chiefs Schools Officers, Executive Director of Academics

Problem Statements: Student Learning 1

Funding Sources: TIMA, LASO 4, $515,000

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	

Strategy 4

All campuses will incorporate the MISD instructional absolutes into daily instructional delivery to ensure students are mastering grade-level concepts and skills.

Strategy's Expected Result/Impact: 100% of teachers and leaders will receive training or information on the Instructional Absolutes. 80% of students will demonstrate growth from BOY to EOY on identified mathematics diagnostic tool

Staff Responsible for Monitoring: Chiefs Schools Officers

Problem Statements: Student Learning 1

Formative Reviews

October	January	March	June
Some Progress			

Strategy 5

Students will utilize IXL digital platform to provide adaptive mathematics practice for scholars.

Strategy's Expected Result/Impact: Student platform usage (of at at least 80 minutes per week) will reach 80% by the end of the school year. 80% of scholars will demonstrate growth on state and local assessments.

Staff Responsible for Monitoring: Executive Director of Academics

Problem Statements: Student Learning 1

Funding Sources: TIMA, LASO 4, $142,037.5

Formative Reviews

October	January	March	June
Considerable Progress			

Strategy 6

Provide math acceleration support to scholars through tutoring targeting schools demonstrating highest need based on STAAR scores. Majority of tutoring will happen during the school day.

Strategy's Expected Result/Impact: 80% of scholars will demonstrate growth from BOY to EOY on identified math diagnostic tool.

Staff Responsible for Monitoring: Executive Director of Academics

Problem Statements: Student Learning 1

Funding Sources: Varies by campus Title I, Part A, $350,000

Formative Reviews

October	January	March	June
Some Progress			

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The majority of MISD students are not meeting grade level standards of mastery in math and reading in grades K-8.	Changes in leadership, lack of consistent adherence to an instructional model and inconsistent use of the HQIM.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

The percentage of graduates that meet the criteria for CCMR will increase from 48% to 90% by the class of 2028 - (Class of 2023 - 55%, Class of 2024 - 65%, Class of 2025 - 75%, Class of 2026 - 80%, Class of 2027 - 85%, Class of 2028 - 90%)

GPM 3.1 The percentage of graduates that meet TSIA 2 compliance in English and Math through the TSIA 2, SAT, ACT, or the English and Math College Prep Course will increase from 32% to 60% by the class of 2028.
GPM 3.1 Annual Targets: Class of 2024=40% (36%), Class of 2025=45%, Class of 2026=50%, Class of 2027=55%, Class of 2028=60%

Evaluation Data Source: College Prep ELA / Math: semester enrollment reports and semester grades
TSIA 2: student score reports per test

Strategy 1

Increase opportunities for high school students to participate in JROTC - style "Cadet Core" club. Expand Cadet Core opportunities from current site at Manor New Tech HS to offer the cadet core club to students at Manor High School Complex.

Strategy's Expected Result/Impact: Students are aware of how to join the military. Students are leaders on campus. Students may choose to enlist.

Staff Responsible for Monitoring: Director of Career and Technical Education and Innovative Programs

Problem Statements: Student Learning 3

Funding Sources: Stipend Local Funds,

Formative Reviews

Moderate Progress

October	January	March	June

Strategy 2

By 2026-27 SY, ensure robust instructional and testing technology support for CCMR, TSI, dual credit, and IBC initiatives.

Strategy's Expected Result/Impact: Increased reliability and uptime of devices, networks, and testing platforms supporting STAAR, TSI, SAT, ACT, and IBC assessments.

Improved teacher and student access to digital instructional tools for CCMR and literacy/numeracy growth.

Reduced technical disruptions during online assessments, ensuring accurate accountability data.

Enhanced coordination between Technology, CTE, and Curriculum teams to ensure technology readiness supports college and career readiness goals.

Staff Responsible for Monitoring: Director of Technology: Technology readiness.

Problem Statements: Student Learning 2, 3

Formative Reviews

Some Progress

October	January	March	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The percent of students receiving an industry based certification is about 9%.	High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.
3	Manor ISD's last reported College, Career and Military Readiness accountability percentage is below state average.	Lack of consistent practices and planning to increase CCMR.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

The percentage of graduates that meet the criteria for CCMR will increase from 48% to 90% by the class of 2028 - (Class of 2023 - 55%, Class of 2024 - 65%, Class of 2025 - 75%, Class of 2026 - 85%, Class of 2027 - 90%)

GPM 3.2 The percentage of graduates that meet the dual credit course indicator will increase from 34% to 55% by the class of 2028.
GPM 3.2 Annual Targets: Class of 2024=35% (22%), Class of 2025=35%, Class of 2026=40%, Class of 2027=45%, Class of 2028=55%

Evaluation Data Source: TAPR
Schoolinks
SKyward
On Data Suite

Strategy 1

The CTE Department and Department of Counseling, in strategic partnership with Austin Community College, and building with other entities to expand workforce-aligned dual credit offerings by integrating a minimum of one approved dual credit course within each CTE Program of Study by the end of the 27-28 school year.

Strategy's Expected Result/Impact: Increase in overall district CCMR score in the area of college readiness.
Increase in annual district HB3 state allocation (outcomes based funding.)

Staff Responsible for Monitoring: Director of Career and Technical Education and Innovative Programs

Problem Statements: Student Learning 3 - District Processes & Programs 3

Funding Sources: CCMR Funding Local Funds,

Formative Reviews

Moderate Progress

October	January	March	June

Strategy 2

Through one-on-one advising sessions with each student and the secondary counselor and campus leadership support, build student enrollment in academic dual credit courses with Austin Community College at the high school level.

Strategy's Expected Result/Impact: Increase in overall CCMR score in the area of college readiness. Increased student access to dual credit classes.

Staff Responsible for Monitoring: Director of Counseling and Guidance

Problem Statements: Demographics 1 - Student Learning 2

Funding Sources: Austin Community College Enrollment Fees & Costs Title I, Part A, $450,000

Formative Reviews

Moderate Progress

October	January	March	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Campus leaders and MISD families are unaware of the link between effective family engagement and student achievement.	There is an absence of comprehensive and universal Tier I interventions at most campuses, and secondary campuses lack an evidence-based family engagement model

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The percent of students receiving an industry based certification is about 9%.	High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.
3	Manor ISD's last reported College, Career and Military Readiness accountability percentage is below state average.	Lack of consistent practices and planning to increase CCMR.

Performance Objective 4 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
3	CTE Pathway requirements have been adjusted at the federal and state level to match high wage, high demand occupations; therefore, adjusting state pathways for student endorsement areas is required.	Global economic and job opportunities are rapidly changing.

Performance Objective 5 ☑ High Priority

By June 2027, increase the percentage of Manor ISD graduates earning College, Career, and Military Readiness (CCMR) distinction from 65% (Class of 2025) to at least 75% (Class of 2026), including increasing the percentage of graduates earning Industry-Based Certifications (IBCs) from 15% to 20%.

Evaluation Data Source: Skyward Student Information System

Course completion (e.g., CTE coherent sequence)

Dual credit enrollment and performance

Military enlistment intent (where documented)
PEIMS (Public Education Information Management System) Data

Graduation cohorts

Student demographic and program participation data

Strategy 1

The CTE Department will collaborate with the Counseling Department to refine and align course choice sheets and processes so they accurately reflect current endorsement offerings, approved program-of-study updates, and pathway sequence changes. Through this partnership, we will streamline course selection processes, strengthen student advising, and ensure coherent pathway alignment, with the shared goal of increasing student enrollment in CTE programs of study and growing the number of verified Pathway Completers. These efforts will support improved completion rates, enhanced CCMR outcomes, and increased industry credential attainment across Manor ISD high schools.

Strategy's Expected Result/Impact: Increase in overall district CCMR score in the area of career readiness.
Increase in annual district HB3 state allocation (outcomes based funding.)
Increase in Perkins Funding allocation

Staff Responsible for Monitoring: Director of CTE and Innovation

Problem Statements: Student Achievement 2 - Student Learning 7 - District Processes & Programs 9 - Staff Quality, Recruitment, and Retention 1 - Perceptions 9 - Curriculum, Instruction, and Assessment 3 - Parent and Community Engagement 2

Formative Reviews

Moderate Progress

October	January	March	June

Strategy 2

The CTE Department will continue to expand approved Industry-Based Certification (IBC) testing options within each CTE Program of Study. The department will also develop and provide clear guidance documents and a structured campus testing plan, including timelines, participation expectations, and program monitoring protocols to ensure consistent student engagement and assessment fidelity. These efforts will support increased industry credential attainment, accurate Program of Study evaluation, and growth in verified Pathway Completers, strengthening CCMR outcomes across Manor ISD high schools.

Strategy's Expected Result/Impact: Increase in overall district CCMR score in the area of career readiness.
Increase in annual district HB3 state allocation (outcomes based funding.)
Increase in Perkins Funding allocation

Staff Responsible for Monitoring: Director of CTE and Innovation

Funding Sources: IBC testing curriculum and materials (exams, registrations, study guides) Title II, Part A,

Formative Reviews

Some Progress

October	January	March	June

Strategy 3

Monitor and maintain a centralized tracking system for students with IEPs to monitor and support their participation in course planning, transition planning, and postsecondary goal development, ensuring alignment with CCMR indicators. The system will be fully operational across all secondary campuses by the end of the 2026-2027 school year, with annual progress benchmarks established for student engagement, IEP transition compliance, and postsecondary readiness outcomes.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, all secondary campuses will monitor and maintain a centralized tracking system to monitor and support students with IEPs in course planning, transition planning, and postsecondary goal development. As a result, 100% of students with IEPs aged 14 and older will have compliant, individualized transition plans aligned to their postsecondary goals, and the percentage of students with IEPs meeting at least one College, Career, or Military Readiness (CCMR) indicator will increase annually, contributing to the district's overall CCMR target of 90% by the Class of 2028.

Staff Responsible for Monitoring: Executive Director of Special Programs

Problem Statements: Student Learning 3

Funding Sources: Local Funds,

Formative Reviews

Moderate Progress

October	January	March	June

Performance Objective 5 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Manor ISD's last reported College, Career and Military Readiness accountability percentage is below state average.	Lack of consistent practices and planning to increase CCMR.
7	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 5 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
9	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 5 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
9	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 5 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
3	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 5 Problem Statements Identifying Parent and Community Engagement

	Problem Statement	Root Cause
2	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 6 ☑ High Priority ☑ HB3 Goal

By June 2027, increase the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the Math STAAR 3-8 assessments to 22% by 2025 and 45% by 2028.

By June 2027, increase the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the Reading STAAR 3-8 assessments will increase to 30%

by 2025 and 55% by 2028.

Strategy 1 ☑ Results Driven Accountability

Provide collaborative professional learning for general education content teachers, inclusion teachers, and specialized classroom teachers focused on the development of compliant, measurable, and instructionally relevant PLAAFP statements within the IEP process.

Strategy's Expected Result/Impact: By May 2027, 100% of general education content teachers, inclusion teachers, and specialized classroom teachers will participate in the training, and at least 85% will demonstrate increased knowledge and application of PLAAFP requirements, as measured by pre- and post-assessments.

Staff Responsible for Monitoring: Executive Director of Special Programs

Problem Statements: Student Learning 1

Funding Sources: Professional Development provided by Special Education and Curriculum Depts Local Funds,

Formative Reviews

Moderate Progress

October	January	March	June

Strategy 2

By August 2027, implement a districtwide system for electronic IEP distribution, monthly folder checks, and quarterly classroom visits to ensure 95% of special education teachers and inclusion staff are implementing IEP accommodations and services with fidelity. Monitoring data will be used to provide targeted coaching and professional development, contributing to annual increases in STAAR reading and math performance for students served in special education, progressing toward the 2028 targets.

Strategy's Expected Result/Impact: Increased accountability in instruction and IEP monitoring.

Staff Responsible for Monitoring: Executive Director of Special Programs

Problem Statements: Student Learning 1

Formative Reviews

Moderate Progress

October	January	March	June

Strategy 3 ☑ Results Driven Accountability

By August 2027, 100% of Special Education teachers will receive training and ongoing support in the implementation of district-adopted High-Quality Instructional Materials (HQIM) for Mathematics and Reading to strengthen standards-aligned instruction and improve access and outcomes for students with disabilities.

Strategy's Expected Result/Impact: Increased knowledge of taught curriculum.

Staff Responsible for Monitoring: Principal and Campus Special Education Coordinator

Problem Statements: Student Learning 1

Funding Sources: Vendor training and ESC PD supports Local Funds, $4,500

Formative Reviews

Moderate Progress

October | January | March | June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The majority of MISD students are not meeting grade level standards of mastery in math and reading in grades K-8.	Changes in leadership, lack of consistent adherence to an instructional model and inconsistent use of the HQIM.

Performance Objective 7 ☑ HB3 Goal

Quality of academic and post secondary counseling will improve for 100% of students in grades 7-12.

Evaluation Data Source: Counseling logs, transcripts, course choice sheets

Strategy 1

Use the SchooLinks postsecondary platform in grades 7-12 to assist students in college, career exploration and post-secondary exploration. Campuses will monitor usage quarterly, with at least 90% of students logging in and completing assigned grade-level activities by the end of the school year.

Strategy's Expected Result/Impact: Data received from the platform will produce evidence of student utilization.

Staff Responsible for Monitoring: Director of Counseling & Guidance, School Counselors

Problem Statements: Student Achievement 2 - Student Learning 7 - District Processes & Programs 9 - Staff Quality, Recruitment, and Retention 1 - Perceptions 9 - Curriculum, Instruction, and Assessment 3 - Parent and Community Engagement 2

Funding Sources: SchooLinks Platform Career & Technical (Carl Perkins), $70,000

Formative Reviews

Some Progress

October January March June

Strategy 2

Conduct at least one face to face post-secondary planning meeting with every high school student during the 2026-2027 school year. Ensure parents are informed and participate in the pathway selection process.

Strategy's Expected Result/Impact: Increased graduation rates, CCMR rates, and post-secondary readiness.

Staff Responsible for Monitoring: Director of Counseling & Guidance, High School Counselors

Problem Statements: Demographics 1 - Student Achievement 2 - Student Learning 7 - District Processes & Programs 9 - Staff Quality, Recruitment, and Retention 1 - Perceptions 9 - Curriculum, Instruction, and Assessment 3 - Parent and Community Engagement 2

Funding Sources: School Counselors Title II, Part A,

Formative Reviews

Moderate Progress

October January March June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Campus leaders and MISD families are unaware of the link between effective family engagement and student achievement.	There is an absence of comprehensive and universal Tier I interventions at most campuses, and secondary campuses lack an evidence-based family engagement model

Performance Objective 7 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 7 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
9	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 7 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
9	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 7 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
3	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 7 Problem Statements Identifying Parent and Community Engagement

	Problem Statement	Root Cause
2	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 8 ☑ High Priority

100% of students in Manor ISD will receive character education during the 2026-2027 school year

Evaluation Data Source: Surveys

Strategy 1

Implement SEL Character Education on each campus.

Strategy's Expected Result/Impact: Teachers (grades PreK-12) across all campuses will deliver character education lessons monthly throughout the 2026-2027 school year.

Staff Responsible for Monitoring: Director of Counseling & Guidance, Principals, Teachers

Problem Statements: Student Achievement 6 - Student Learning 9 - Curriculum, Instruction, and Assessment 2

Formative Reviews

Moderate Progress

October	January	March	June

Strategy 2

By Spring of 2027, 100% of student-athletes in Manor ISD will receive sports character education through a comprehensive athletic department, district-wide initiative integrated into all athletic programs.

Strategy's Expected Result/Impact: 100% of student-athletes (grades 7-12) across all campuses will complete district provided character lessons each school year.

Staff Responsible for Monitoring: Athletic Director: Oversees program implementation, district alignment, and annual evaluation of material.

Problem Statements: Student Achievement 6 - Student Learning 9 - Curriculum, Instruction, and Assessment 2

Funding Sources: Curriculum Resources Title IV, Part A, $4,000

Formative Reviews

Some Progress

October	January	March	June

Strategy 3

By 2026-27 SY Strengthen district technology staffing and infrastructure to maintain compliance with federal and state digital safety mandates that support character education delivery.

Strategy's Expected Result/Impact: Full compliance with CIPA filtering and monitoring requirements for all student devices and internet access.

Sustained NIST-aligned cybersecurity framework to protect student data and instructional integrity.

Enhanced coordination between Technology and Curriculum teams to embed digital ethics, privacy, and security education into character lessons.

Staff Responsible for Monitoring: Director of Technology: Ensure compliance with all CIPA, FERPA, HB 3834, and NIST requirements.

Funding Sources: IT Infrastructure Engineer Local Funds, $114,000, IT Systems Administrator Local Funds, $93,000, Technology Staff and Student Device Refresh (Annual) Bond Funds (I&S), $1,500,000, IT Security Administrator Local Funds, $93,000

Formative Reviews

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Some Progress			

Performance Objective 8 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
6	Manor ISD lacks a consistent, districtwide Social-Emotional Learning (SEL) curriculum to provide scholars with explicit, developmentally appropriate instruction in self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. This results in inconsistent SEL practices across campuses and limits the district's ability to systematically support positive stu	SEL instruction and resources have historically varied by campus, grade level, and staff capacity without a common districtwide framework, curriculum, or implementation expectations. As a result, campuses lack consistent instructional resources, common language, and aligned practices for intentionally developing scholars' social-emotional competencies.

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
9	Manor ISD lacks a consistent, districtwide Social-Emotional Learning (SEL) curriculum to provide scholars with explicit, developmentally appropriate instruction in self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. This results in inconsistent SEL practices across campuses and limits the district's ability to systematically support positive stu	SEL instruction and resources have historically varied by campus, grade level, and staff capacity without a common districtwide framework, curriculum, or implementation expectations. As a result, campuses lack consistent instructional resources, common language, and aligned practices for intentionally developing scholars' social-emotional competencies.

Performance Objective 8 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
2	Manor ISD lacks a consistent, districtwide Social-Emotional Learning (SEL) curriculum to provide scholars with explicit, developmentally appropriate instruction in self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. This results in inconsistent SEL practices across campuses and limits the district's ability to systematically support positive stu	SEL instruction and resources have historically varied by campus, grade level, and staff capacity without a common districtwide framework, curriculum, or implementation expectations. As a result, campuses lack consistent instructional resources, common language, and aligned practices for intentionally developing scholars' social-emotional competencies.

Performance Objective 9

Increase student engagement and participation in STEM (Science, Technology, Engineering, and Mathematics) coursework and career pathways.

Evaluation Data Source: % of students enrolled in a MS or HS STEM Course
% of students enrolled in a STEM elective
% of students participating in Robotics and STEM extracurriculars
% of STEM Camp enrollment
STEM Career Interest Survey

Strategy 1

The district will incorporate Robotics into elementary, middle, and high school campuses extracurricular programs, ensuring vertically aligned enrichment that strengthens technical skills, teamwork, and problem-solving. Robotics experiences will also be embedded within CTE pathways to support pathway recruitment, talent pipeline development, competition participation, and long-term student readiness for advanced coursework and industry credential attainment across Manor ISD.

Strategy's Expected Result/Impact: % of students participating in STEM extracurricular activities and related pathways/coursework will increase 20% by 2029

Staff Responsible for Monitoring: Director of CTE and Innovation

Problem Statements: Student Learning 2

Formative Reviews

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Some Progress			

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The percent of students receiving an industry based certification is about 9%.	High school campuses have used CTE classes for electives versus pathways. Some certifications were sunsetted but still offered on the high school campuses.

Performance Objective 10 ☑ High Priority

Manor ISD will achieve and maintain 100% compliance with all state-required immunizations for high school students.

Evaluation Data Source: Skyward Vaccination Reports
TX DSHS State Immunization Report from 2025-26
Vaccination Clinic data
Audit of Secondary Nurse Clinic and communication data
Communication to parents for Vaccination clinics. - Google Form Sign up links.

Strategy 1

By implementing proactive monitoring, timely parent communication, targeted outreach, and access to immunization opportunities, ensuring students remain eligible to attend school and are prepared for college enrollment, career pathways, military service, and other postsecondary opportunities without immunization-related barriers.

Strategy's Expected Result/Impact: 100 % of graduating seniors meeting immunization requirements for college or postsecondary enrollment.

Staff Responsible for Monitoring: Director of Health and Wellness

Problem Statements: Student Achievement 3 - Student Learning 6 - District Processes & Programs 8 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1

Funding Sources: Staff for monitoring immunization records, parent outreach, and compliance tracking. Local Funds, $10,000, SHARS Funding to support eligible nursing services and program operations. Local Funds, $3,000

Formative Reviews

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Considerable Progress			

Performance Objective 10 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
3	High school immunization compliance is not consistently maintained at 100%, increasing the risk of student exclusions and creating barriers to college and career readiness.	Inconsistent monitoring of immunization records. Delayed submission of updated immunization documentation by families. Limited awareness of state immunization requirements and deadlines. Limited access to convenient vaccination opportunities.

Performance Objective 10 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	High school immunization compliance is not consistently maintained at 100%, increasing the risk of student exclusions and creating barriers to college and career readiness.	Inconsistent monitoring of immunization records. Delayed submission of updated immunization documentation by families. Limited awareness of state immunization requirements and deadlines. Limited access to convenient vaccination opportunities.

Performance Objective 10 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
8	High school immunization compliance is not consistently maintained at 100%, increasing the risk of student exclusions and creating barriers to college and career readiness.	Inconsistent monitoring of immunization records. Delayed submission of updated immunization documentation by families. Limited awareness of state immunization requirements and deadlines. Limited access to convenient vaccination opportunities.

Performance Objective 10 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	High school immunization compliance is not consistently maintained at 100%, increasing the risk of student exclusions and creating barriers to college and career readiness.	Inconsistent monitoring of immunization records. Delayed submission of updated immunization documentation by families. Limited awareness of state immunization requirements and deadlines. Limited access to convenient vaccination opportunities.

Performance Objective 10 Problem Statements Identifying Parent and Community Engagement

	Problem Statement	Root Cause
1	High school immunization compliance is not consistently maintained at 100%, increasing the risk of student exclusions and creating barriers to college and career readiness.	Inconsistent monitoring of immunization records. Delayed submission of updated immunization documentation by families. Limited awareness of state immunization requirements and deadlines. Limited access to convenient vaccination opportunities.

Performance Objective 11 ☑ High Priority

100% of Manor ISD campuses will complete all required master scheduling milestones--including staffing projections, facility allocations, course offerings, scholar advising, schedule audits, and final master schedule submission.

Evaluation Data Source: SchoolLinks, Skyward, Campus Internal Audits, Timelines and Benchmarks

Strategy 1

Develop and implement a standardized master scheduling process that includes common timelines, required milestones, advising protocols, staffing projections, facility planning, and schedule audit tools. District leaders will monitor progress through regular checkpoint meetings and provide targeted support to campuses to ensure consistent implementation and on-time completion.

Strategy's Expected Result/Impact: Increased consistency in master scheduling practices across all campuses.
Improved on-time completion of scheduling milestones.
More accurate course offerings, staffing allocations, and facility utilization.
Earlier identification and resolution of scheduling issues, reducing last-minute changes for scholars and staff.

Staff Responsible for Monitoring: Exec. Director of Fine Arts & Academic Support

Problem Statements: Student Achievement 2 - Student Learning 7 - District Processes & Programs 9 - Staff Quality, Recruitment, and Retention 1 - Perceptions 9 - Curriculum, Instruction, and Assessment 3 - Parent and Community Engagement 2

Funding Sources: SchoolLinks Local Funds,

Formative Reviews

October	January	March	June
Some Progress			

Performance Objective 11 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 11 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 11 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
9	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 11 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 11 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
9	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 11 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
3	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 11 Problem Statements Identifying Parent and Community Engagement

	Problem Statement	Root Cause
2	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 12

100% of Manor ISD students identified as experiencing homelessness will receive their required coordinated wraparound services in the 2026-2027 SY

Evaluation Data Source: McKinney-Vento Program Records
Track identified students, types of services provided (e.g., transportation, school supplies, housing referrals), and frequency of support.

Academic Performance Data
Monitor grades, standardized test scores, attendance, and promotion rates of students receiving wraparound services to assess impact on achievement. (Eduphoria monitoring groups, iStation/iReady data, STAAR/EOC data)

Student Support Case Management Logs
Use logs from social workers, counselors, and family support staff to document service delivery, referrals, and follow-up actions.

Strategy 1 ☑ Results Driven Accountability

Utilize a progress monitoring spreadsheet to track attendance, grades, and behavior concerns and routinely attend Multi-tiered Systems of Support (MTSS) Team meetings to increase

collaboration with campus leaders and ensure necessary accommodations are provided as well as ensure compliance with the McKinney-Vento Act.

Strategy's Expected Result/Impact: Improved academic outcomes (grades, course completion) for 100% of students experiencing homelessness due to timely identification and support.

Increased attendance rates and reduced chronic absenteeism among homeless students tracked through the monitoring spreadsheet.

Reduction in behavior incidents by addressing underlying challenges with wraparound supports.

Consistent coordination and communication between campus leaders, Student Support Teams, and district resources leading to quicker and more effective interventions.

Full compliance with the McKinney-Vento Act ensuring that homeless students' rights and needs are met.

Higher rates of access to mental health, academic, and basic needs services among homeless students.

Increased family and student engagement through coordinated outreach efforts.

Staff Responsible for Monitoring: Executive Director of Whole Child

Problem Statements: District Processes & Programs 1

Funding Sources: Title 1 Homeless Reservation Title I, Part A, $21,000

Formative Reviews

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Considerable Progress			

Strategy 2 ☑ Results Driven Accountability

Create an Eduphoria monitoring group for students coded as homeless to track testing performance and necessary testing accommodations.

Strategy's Expected Result/Impact: Accurate and timely tracking of academic testing performance for all students coded as homeless.

Increased compliance with testing accommodations required under state and federal guidelines (including McKinney-Vento).

Identification of gaps in academic performance that may be addressed through targeted interventions.

Improved academic outcomes on standardized tests due to proper accommodations and support.

Data-driven insights enabling campus and district staff to adjust instructional and support strategies for homeless students.

Enhanced collaboration among educators, testing coordinators, and support staff to ensure equitable assessment opportunities.

Increased awareness of homeless students' unique academic needs among campus staff.

Better documentation and reporting of testing data related to homeless students to guide continuous improvement.

Staff Responsible for Monitoring: Executive Director of Whole Child

Problem Statements: District Processes & Programs 1

Funding Sources: Title 1 Homeless Reservation Title I, Part A, $21,000

Formative Reviews

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Considerable Progress			

Performance Objective 12 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Students identified as experiencing homelessness are not receiving adequate wraparound services to support student academic achievement.	Campus leaders were unaware of students experiencing homelessness, their needs and rights.

Performance Objective 13

100% of identified teen parents in Manor ISD will receive access to daycare support and parenting resources--such as referrals, counseling, and parenting workshops--while receiving ongoing academic monitoring to support graduation and postsecondary readiness during the 2026-2027 SY.

Evaluation Data Source: Case Logs
Document services provided to each identified teen parent (e.g., daycare referrals, parenting classes, counseling) and track follow-up support.

Academic Progress Reports
Monitor grades, attendance, credit accumulation, and graduation progress to evaluate how support services impact academic outcomes.

Strategy 1 ☑ Results Driven Accountability

Implement a proactive attendance monitoring system specifically for identified teen parents, tracking attendance trends and triggering timely interventions--such as academic check-ins, counseling, or home visits--to address barriers related to childcare or parenting responsibilities and support consistent school participation.

Strategy's Expected Result/Impact: Increased attendance rates among identified teen parents, reducing chronic absenteeism by at least 20% by the end of the 2026 school year.

Improved academic performance and credit accumulation for teen parents through timely identification of attendance barriers and appropriate interventions.

Higher graduation rates for teen parents, with an increase of at least 15% by 2026.

Enhanced engagement of teen parents in school activities and support services, demonstrated by increased participation in counseling, parenting workshops, and academic check-ins.

Reduction in barriers related to childcare and parenting responsibilities, as evidenced by feedback and surveys from teen parents and staff.

Strengthened collaboration between school staff, families, and community resources to provide comprehensive support for teen parents.

Staff Responsible for Monitoring: Executive Director of Whole Child

Funding Sources: Local Local Funds, $500

Formative Reviews

No Progress

October	January	March	June

Strategy 2 ☑ Results Driven Accountability

Strengthen partnerships within Manor ISD and with local community organizations to deliver targeted support for pregnant and parenting teens, including access to child care assistance, mental health counseling, healthcare services, and parenting education.

Strategy's Expected Result/Impact: Increased number of partnerships established or strengthened between Manor ISD and local community organizations providing services for pregnant and parenting teens.

Expanded access to childcare assistance for 100% of identified teen parents by 2026, reducing childcare-related barriers to school attendance.

Improved mental health and well-being of pregnant and parenting teens, demonstrated by increased utilization of counseling and healthcare services.

Higher participation rates in parenting education programs, leading to improved parenting skills and confidence.

Enhanced coordination and communication between schools and community partners, resulting in more seamless referrals and support for teen parents.

Increased graduation and postsecondary readiness rates for pregnant and parenting teens as a result of comprehensive, wraparound support services.

Staff Responsible for Monitoring: Parent and Family Engagement Coordinator and Director, Health & Wellness

Funding Sources: Local Funds, $500

Formative Reviews

	October	January	March	June
Considerable Progress				

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

Performance Objective 1 ☑ High Priority

MISD's teacher retention rate will maintain a rate of 80% or better at the October snapshot dates. The retention rate will exclude international teachers who have completed their 5 years in the United States.

Evaluation Data Source: TAPR; MISD internal PEIMS & HR hand calculation based on Skyward data

Strategy 1

Manor ISD's compensation plan will continue to be competitive with surrounding districts and markets by 2027-2028 school year.

Strategy's Expected Result/Impact: Increased retention rate
Competitive compensation amongst surrounding districts
Attract high quality candidates

Staff Responsible for Monitoring: Executive Director of Human Resources

Problem Statements: Student Learning 5 - District Processes & Programs 2, 7 - Perceptions 3, 4, 7

Funding Sources: Local Funds, $3,000,000

Formative Reviews

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Strategy 2

Continue to improve the quality of relationships and customer experience for internal and external stakeholders across MISD campuses and departments, with an emphasis on leadership.

Strategy's Expected Result/Impact: Increased retention rate
Improved ratings year over year on climate survey
Improved stakeholder experiences with MISD staff

Staff Responsible for Monitoring: Human Resources Directors

Problem Statements: Student Achievement 2 - Student Learning 1, 4, 7 - District Processes & Programs 9 - Staff Quality, Recruitment, and Retention 1 - Perceptions 2, 3, 9 - Curriculum, Instruction, and Assessment 3 - Parent and Community Engagement 2

Funding Sources: MISD People Experience training materials; funding for professional development at up to 5 hours per employee for the 2026-2027 school year Local Funds, $25,000

Formative Reviews

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Strategy 3

Utilize virtual teachers to provide quality instruction for classes where there are teacher vacancies

Strategy's Expected Result/Impact: Students will have a consistent, quality certified teacher to facilitate learning until the vacancy is filled by an in-person candidate

Staff Responsible for Monitoring: Executive Director of Human Resources

Problem Statements: Perceptions 4

Funding Sources: Funding for virtual teacher Contracted Services Local Funds, 6299, $200,000

Formative Reviews

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Strategy 4

Increase the implementation of Opportunity Culture across the district for all schools by the 2028-2029 school year.

Strategy's Expected Result/Impact: Construct staffing and schedules to reach all students with excellent teachers and transform the teaching profession into a high-pay, high-impact career that attracts, retains, develops, and maximizes the influence of strong teaching talent.

Staff Responsible for Monitoring: District Level Opportunity Culture Team, Human Resources Directors, Chiefs of Schools, Executive Director of Academics

Problem Statements: Student Learning 1 - Perceptions 2

Funding Sources: Existing teacher vacancies Local Funds, $200,000

Formative Reviews

Moderate Progress

October	January	March	June

Strategy 5

Design and implement a process for TIA data submission and acceptance for fall 2026.

Strategy's Expected Result/Impact: Position Manor ISD to be competitive with surrounding school districts that offer performance based compensation for teachers.
Increase teacher retention.
Improve teacher quality and student learning.

Staff Responsible for Monitoring: Director of Student Affairs

Problem Statements: Perceptions 6

Formative Reviews

October	January	March	June
Accomplished	Accomplished	Accomplished	

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The majority of MISD students are not meeting grade level standards of mastery in math and reading in grades K-8.	Changes in leadership, lack of consistent adherence to an instructional model and inconsistent use of the HQIM.
4	The district needs a consistent, centralized system to identify, track, communicate, and monitor professional development requirements so that employees receive required training within established timelines and the district can verify completion.	Professional learning requirements are driven by ongoing changes in state and federal laws, regulations, district procedures, and instructional priorities. The district has not yet established a fully centralized and systematic process for translating these requirements into clearly defined training expectations, communicating them to staff, monitoring completion, and providing follow up support.

5	Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.	Rapid technology expansion, increasing cybersecurity and compliance requirements, and growing operational demands have placed greater pressure on district resources, technical support, and coordinated technology planning.
7	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Staff hired under the Whole Child are leaving within a year of employment.	The starting salary for a District School Social worker is less than a new teacher salary.
7	Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.	Rapid technology expansion, increasing cybersecurity and compliance requirements, and growing operational demands have placed greater pressure on district resources, technical support, and coordinated technology planning.
9	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

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

	Problem Statement	Root Cause
1	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Manor ISD is challenged by the perception that its schools are of lesser quality, largely due to concerns about academic performance and discipline.	A lack of awareness in the community of the successes in Manor ISD schools.
3	Staff expressed concerns with leadership greater than 30% in some departments and campuses.	There has not been a systematic approach for developing leaders in Manor ISD.
4	While the 2024-2025 TASB Employee Opinion Survey noted an overall positive employee experience (over 80%), 74% of survey respondents would recommend their campus or department as a good place to work.	Manor ISD Central Office leaders and Principals lack access to centralized pathways to build their capacity for leadership, growth, and management approaches to improve campus and department climate and culture.
6	Seventy-eight percent of survey respondents indicated they receive the training they need to do their jobs effectively.	Seventy-six percent of survey respondents indicated their supervisor provides them the support they need. Manor ISD's average years of experience for principals and assistant principals is lower than the State average.
7	Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.	Rapid technology expansion, increasing cybersecurity and compliance requirements, and growing operational demands have placed greater pressure on district resources, technical support, and coordinated technology planning.

9	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

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

	Problem Statement	Root Cause
3	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 1 Problem Statements Identifying Parent and Community Engagement

	Problem Statement	Root Cause
2	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 2

Manor ISD will provide ongoing professional development for staff in classroom management, positive culture, lesson mastery, and instructional leadership.

Strategy 1

Teachers who are new to the profession and/or new to Manor will participate in professional development before all teachers return for training. All math teachers and reading-language arts

teachers will receive training in High-Quality Instructional Materials (HQIM) and Professional Learning Community (PLC) protocols during Back-To-School training.

Strategy's Expected Result/Impact: All teachers will attend Back to School professional development with an attendance rate of 90% or higher for content-based sessions on curriculum.

Staff Responsible for Monitoring: Executive Director of Academics

Problem Statements: Student Learning 1

Formative Reviews

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Accomplished	Accomplished	Accomplished	

Strategy 2

100% of teachers will participate in monthly professional development at either the campus or district levels.

Strategy's Expected Result/Impact: All teachers will participate in required professional development as directed by their campus administration. Identified teachers in need of intensive support will attend additional monthly professional development with an attendance rate of 90% or higher as measured by attendance data.

Staff Responsible for Monitoring: Executive Director of Academics

Problem Statements: Student Learning 1

Formative Reviews

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Some Progress			

Strategy 3

Teachers with 2 years or less will be partnered with a mentor teacher, and both will participate in quarterly professional development. Mentor teachers will receive initial training on best practices for mentoring through a partnership with the University of Austin's Thrive initiative.

Strategy's Expected Result/Impact: Identified teachers and their mentors will attend monthly professional development with an attendance rate of 90% or higher as measured by attendance data.

Staff Responsible for Monitoring: Coordinator for Professional Development, Executive Director of Academics

Problem Statements: Perceptions 6

Funding Sources: Mentor Stipends Title II, Part A, $20,000

Formative Reviews

Some Progress

October | January | March | June

Strategy 4

Campus administrators will participate in ongoing professional development focused on Instructional Leadership through the LASO 4 LIFT grant. Leadership coaching from district personnel, consultants, and through region 13 including Texas Instructional Leadership will support building leadership capacity.

Strategy's Expected Result/Impact: Campus administrators will participate in ongoing professional development with an attendance rate of 90% or higher as measured by Principal Meeting and AP Meeting attendance data.
Expected result will be increased campus leadership capacity to coach teachers to ensure high quality instruction is occuring in every classroom.

Staff Responsible for Monitoring: Chiefs of Schools

Problem Statements: Student Learning 1, 4

Formative Reviews

Moderate Progress

October | January | March | June

Strategy 5

Instructional Coaches and Multi-Classroom Leaders (MCLs) will participate in ongoing professional development focused on effective teacher observations and coaching in alignment MISD instructional absolutes, Texas Effective Schools Framework and the Get Better Faster Coaching Rubric.

Strategy's Expected Result/Impact: Instructional coaches and MCLs will participate in ongoing professional development with an attendance rate of 90% or above as measured by ILT attendance data. Capacity of teachers to develop and deliver high quality instructional experiences will increase in the official observation repository.

Staff Responsible for Monitoring: Exeuctive Director of Academics

Problem Statements: Student Learning 1

Formative Reviews

Some Progress

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Strategy 6

Schools identified as high priority will receive additional support utilizing a comprehensive model developed and coordinated by the Manor ISD District Instructional Council, including but not limited to, the Academics, Academic Support, Special Programs, MTSS, and Information Technology departments.

Strategy's Expected Result/Impact: The development of teachers on highest priority campuses will be accelerated and improved through this just-in-time PD and support, resulting in improved student outcomes.

Staff Responsible for Monitoring: Superintendent

Problem Statements: Student Learning 1

Funding Sources: Title II, Part A,

Formative Reviews

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Strategy 7

Leadership will identify resources to address teacher needs as it relates to well-being, campus climate and culture.

Strategy's Expected Result/Impact: Staff feels supported by leadership/the organization
Staff has resources available to promote employee well-being
Increased retention rates

Staff Responsible for Monitoring: Cabinet

Problem Statements: Perceptions 3, 4

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The majority of MISD students are not meeting grade level standards of mastery in math and reading in grades K-8.	Changes in leadership, lack of consistent adherence to an instructional model and inconsistent use of the HQIM.

4	The district needs a consistent, centralized system to identify, track, communicate, and monitor professional development requirements so that employees receive required training within established timelines and the district can verify completion.	Professional learning requirements are driven by ongoing changes in state and federal laws, regulations, district procedures, and instructional priorities. The district has not yet established a fully centralized and systematic process for translating these requirements into clearly defined training expectations, communicating them to staff, monitoring completion, and providing follow up support.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Staff expressed concerns with leadership greater than 30% in some departments and campuses.	There has not been a systematic approach for developing leaders in Manor ISD.
4	While the 2024-2025 TASB Employee Opinion Survey noted an overall positive employee experience (over 80%), 74% of survey respondents would recommend their campus or department as a good place to work.	Manor ISD Central Office leaders and Principals lack access to centralized pathways to build their capacity for leadership, growth, and management approaches to improve campus and department climate and culture.
6	Seventy-eight percent of survey respondents indicated they receive the training they need to do their jobs effectively.	Seventy-six percent of survey respondents indicated their supervisor provides them the support they need. Manor ISD's average years of experience for principals and assistant principals is lower than the State average.

Performance Objective 3 ☑ High Priority

By 2026, Manor ISD will hire qualified Special Education staff and retain at least 75% annually, increasing retention to 90% by 2028 through targeted recruitment, professional development, and support strategies.

Evaluation Data Source: Staff Exit Surveys or Interviews
Collect qualitative data on why Special Education staff leave the district, helping inform retention strategies.

Professional Development Participation Records
Monitor attendance and completion of training or support programs to assess how professional growth opportunities may influence retention.

Strategy 1 ☑ Results Driven Accountability

By the end of each school year, collaborate with Human Resources to recruit and hire highly qualified Special Education, Dyslexia, and 504 staff, ensuring 100% of new hires are trained in evidence-based instructional strategies to improve student outcomes.

Strategy's Expected Result/Impact: An increased number of highly qualified Special Education, Dyslexia, and 504 staff who are proficient in evidence-based strategies, leading to improved instructional quality and better academic outcomes for students receiving these services.

Staff Responsible for Monitoring: Executive Director of Special Programs

Problem Statements: Student Learning 1

Funding Sources: Local Funds,

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Some Progress			

Strategy 2 ☑ Results Driven Accountability

Use resources from TEA Learn and TX SPED Support to provide training for Educational Assistants and Associates that can be implemented and applied in the classroom immediately following training.

Strategy's Expected Result/Impact: Improvement in in classroom management and student behavior; build capacity and skills of Educational Assistants and Associates

Staff Responsible for Monitoring: Executive Director of Special Programs

Formative Reviews

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Some Progress			

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The majority of MISD students are not meeting grade level standards of mastery in math and reading in grades K-8.	Changes in leadership, lack of consistent adherence to an instructional model and inconsistent use of the HQIM.

Performance Objective 4 ☑ High Priority

By the end of the 2026-20267 school year, Manor ISD will improve staff satisfaction, retention, and overall productivity by ensuring all employees receive timely, high-quality technology support and by increasing system reliability to enhance daily efficiency and instructional effectiveness.

Evaluation Data Source: Incident IQ Work Order System and Work Order Surveys.

Strategy 1

Add technology FTEs to improve support capacity, staff onboarding, and professional-development technology assistance.
This includes providing consistent help-desk coverage, technology onboarding for new hires, and proactive maintenance that ensures teachers and staff have reliable tools to perform effectively and confidently.

Strategy's Expected Result/Impact: Reduced help-desk/ticket response times and increased staff satisfaction with technology support.

Improved onboarding experience for new employees with timely device deployment and account setup.

Increased teacher confidence and efficiency using instructional and administrative systems.

Enhanced staff retention through reliable technology environments that reduce daily frustrations.

Strengthened alignment between Human Resources, Technology, and Instructional Services for continuous employee support.

Staff Responsible for Monitoring: Director of Technology

Problem Statements: Student Learning 5 - District Processes & Programs 7 - Perceptions 7

Funding Sources: IT Security Administrator Local Funds, , Technology Staff and Student Device Refresh (Annual) Local Funds, , IT Infrastructure Engineer Local Funds, , Campus Technology Associate (CTE) - TIER 1 Support on Campus Local Funds, , IT Systems Administrator Local Funds,

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.	Rapid technology expansion, increasing cybersecurity and compliance requirements, and growing operational demands have placed greater pressure on district resources, technical support, and coordinated technology planning.

Performance Objective 4 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
7	Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.	Rapid technology expansion, increasing cybersecurity and compliance requirements, and growing operational demands have placed greater pressure on district resources, technical support, and coordinated technology planning.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
7	Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.	Rapid technology expansion, increasing cybersecurity and compliance requirements, and growing operational demands have placed greater pressure on district resources, technical support, and coordinated technology planning.

Performance Objective 5

By June 2027, 100% of campuses will conduct and document all required emergency drills and exercises in accordance with Texas Education Code and Texas School Safety Center requirements, achieving a minimum compliance rate of 100%.

Evaluation Data Source: Evaluation will be based on Texas School Safety Center requirements and Texas Education Code compliance data, including campus drill logs, after-action reports, and documentation submitted through the TEA Sentinel Portal depository, verifying 100% completion and submission of all required emergency drills and exercises.

Strategy 1

Implement a districtwide emergency preparedness monitoring system that provides standardized drill procedures, staff training, documentation, and monthly compliance reviews to ensure every campus completes and records 100% of required emergency drills and exercises by June 2027.

Strategy's Expected Result/Impact: By June 2027, all campuses will achieve 100% compliance with required emergency drills and exercises, strengthening campus safety, emergency preparedness, and adherence to state school safety requirements.

Staff Responsible for Monitoring: Lt. James Huffty

Problem Statements: District Processes & Programs 5

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Performance Objective 5 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
5	The 2025-2026 TEA Vulnerability Assessment identified six areas to improve upon. For the 2026-2027 SY, lead by Manor ISD Police Dept. all six areas were comprehensively improved. To ensure continued compliance, progress monitoring and system evaluations are being implement, tracked in TEA Sentinel Portal and enforced across all campuses. Continued ongoing training for staff is required.	The district was unaware of the legislative updates and mandates pertaining to school safety and security requirements. In addition TEA implemented several new rules where the Commissioner's opinions affected the new requirements. Information was no readily available or disseminated from the State and TEA to districts.

Performance Objective 6 ☑ High Priority

By June 2027, 100% of employees and substitute staff will complete required annual school safety training, including emergency response procedures, threat reporting, and crisis response protocols.

Evaluation Data Source: Employee and substitute staff safety training completion will be monitored through district Learning Management System (LMS) training records, Human Resources compliance reports, and documented completion of required annual safety modules, including emergency response procedures, threat reporting protocols, and crisis response training, with verification showing 100% completion by June 2027.

Strategy 1

Implement a districtwide annual school safety training program with required completion tracking, regular progress monitoring, and targeted follow-up to ensure all employees and substitute staff complete training on emergency response, threat reporting, and crisis response protocols by June 2027.

Strategy's Expected Result/Impact: By June 2027, all employees and substitute staff will be equipped with the knowledge and skills to effectively implement district safety protocols, resulting in consistent emergency preparedness, timely threat identification and reporting, coordinated crisis response, and a safer learning and working environment for all students, staff, and visitors. Achieving 100% annual training completion will strengthen compliance with state and district safety requirements while fostering a culture of shared responsibility for school safety.

Staff Responsible for Monitoring: Lt. James Huffty

Problem Statements: District Processes & Programs 5

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Performance Objective 6 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
5	The 2025-2026 TEA Vulnerability Assessment identified six areas to improve upon. For the 2026-2027 SY, lead by Manor ISD Police Dept. all six areas were comprehensively improved. To ensure continued compliance, progress monitoring and system evaluations are being implement, tracked in TEA Sentinel Portal and enforced across all campuses. Continued ongoing training for staff is required.	The district was unaware of the legislative updates and mandates pertaining to school safety and security requirements. In addition TEA implemented several new rules where the Commissioner's opinions affected the new requirements. Information was no readily available or disseminated from the State and TEA to districts.

Performance Objective 7 ☑ High Priority

By June 2027, Manor ISD will implement a continuous improvement process that includes quarterly safety assessments, threat assessments, and data reviews to identify risks and implement corrective actions, resulting in improved campus safety outcomes and sustained compliance.

Evaluation Data Source: Progress will be measured through quarterly safety assessment reports, documented threat assessment records, corrective action tracking logs, and data review summaries demonstrating timely identification of risks, implementation of mitigation strategies, and evidence of sustained compliance across all campuses.

Strategy 1

Implement a districtwide continuous improvement cycle that conducts quarterly safety, threat, and data reviews to identify risks, monitor corrective actions, and ensure sustained campus safety and compliance by June 2027.

Strategy's Expected Result/Impact: By June 2027, Manor ISD will strengthen campus safety through a continuous improvement process that proactively identifies and addresses risks, resulting in safer learning environments and sustained compliance with safety requirements.

Staff Responsible for Monitoring: Lt. James Huffty

Problem Statements: District Processes & Programs 5

Formative Reviews

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Performance Objective 7 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
5	The 2025-2026 TEA Vulnerability Assessment identified six areas to improve upon. For the 2026-2027 SY, lead by Manor ISD Police Dept. all six areas were comprehensively improved. To ensure continued compliance, progress monitoring and system evaluations are being implement, tracked in TEA Sentinel Portal and enforced across all campuses. Continued ongoing training for staff is required.	The district was unaware of the legislative updates and mandates pertaining to school safety and security requirements. In addition TEA implemented several new rules where the Commissioner's opinions affected the new requirements. Information was no readily available or disseminated from the State and TEA to districts.

Performance Objective 8 ☑ High Priority

By June 2027, Manor ISD will implement and maintain a standardized safety monitoring system to track compliance, identify risks, and ensure timely resolution of safety-related findings across all campuses.

Evaluation Data Source: District safety audit reports, campus safety inspection logs, drill documentation records, emergency operations plans (EOPs), incident and corrective action tracking system reports, compliance monitoring dashboards, TEA/state safety compliance reports, and documentation of corrective action closures and resolution timelines.

Strategy 1

Deploy a centralized safety monitoring and compliance system to standardize audits, track findings, and manage corrective actions across all campuses.

Strategy's Expected Result/Impact: Improved accountability and consistency in safety compliance, faster resolution of identified risks, enhanced visibility of campus-level safety conditions, and full alignment with federal, state, and local school safety requirements.

Staff Responsible for Monitoring: Lt. James Hufty

Problem Statements: District Processes & Programs 5

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Performance Objective 8 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
5	The 2025-2026 TEA Vulnerability Assessment identified six areas to improve upon. For the 2026-2027 SY, lead by Manor ISD Police Dept. all six areas were comprehensively improved. To ensure continued compliance, progress monitoring and system evaluations are being implement, tracked in TEA Sentinel Portal and enforced across all campuses. Continued ongoing training for staff is required.	The district was unaware of the legislative updates and mandates pertaining to school safety and security requirements. In addition TEA implemented several new rules where the Commissioner's opinions affected the new requirements. Information was no readily available or disseminated from the State and TEA to districts.

Performance Objective 9 ☑ High Priority

By October 2026, Manor ISD will launch a structured peer support program, or new hire buddy system, the Manor Connection, that integrates 100% of new hires to the district to aide in a reduction of early year resignations and an increase in connection and confidence with district processes and procedures.

Evaluation Data Source: Pre and Post surveys of 2026-2027 new hires to the district, mentor list, mentor touch-point logs, end of the year evaluation of the program.

Strategy 1 ☑ Talent Plan

Identify and survey the entering 2026-2027 new to district staff to determine their perception of the hiring process, district processes and their current mentorship status.

Strategy's Expected Result/Impact: New staff to the district will identify employee needs that can be better supported during the hiring process.

Staff Responsible for Monitoring: Human Resources Directors, HRIS Coordinator

Formative Reviews

No Progress

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Strategy 2

Create a connection point between the role of the People Experience Ambassadors and the Mentorship program to assist with connecting mentors and mentees.

Strategy's Expected Result/Impact: Developing and implementing mentoring, training and on-going support for new staff, while allowing leadership opportunities for veteran staff.

Staff Responsible for Monitoring: Human Resources Directors, People Experience Ambassadors, District curriculum staff responsible for mentoring

Formative Reviews

No Progress

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Strategy 3

Develop a guide for mentor-mentee touchpoints as well as district contacts and accessible information.

Strategy's Expected Result/Impact: Staff will be supported and connected with veteran staff within the district and have information resources readily available.

Staff Responsible for Monitoring: HR Directors, HRIS Coordinator

Formative Reviews

No Progress

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Performance Objective 10

Develop a robust employee perks program for additional benefits for Manor ISD employees.

Evaluation Data Source: Active list of district employee perks, list of local businesses with perks offered for educators listed, survey of staff interest, research of surrounding district perks, participation from the education foundations, communication plan of perks, active website

Strategy 1

Review existing Manor ISD business partnerships. Develop a business partnerships tracker and an implementation plan for communication of district perks.

Strategy's Expected Result/Impact: Resources of employee perks will be provided, communicated and utilized by district employees.

Formative Reviews

No Progress

October	January	March	June

Goal 3

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

Performance Objective 1

Increase the reliability and effectiveness of district communications received by families and staff by maintaining at least a 90% successful delivery rate across district email, text, and voice communication channels by the end of the 2026-27 school year.

Evaluation Data Source: Apptegy delivery reports, sample sets

Strategy 1

Conduct a quarterly data assessment of district mass communication delivery, including email, text, voice, app, and website communication performance.

Strategy's Expected Result/Impact: By reviewing mass communication delivery quarterly, Manor ISD will identify gaps and improve confidence that families and staff receive timely, accessible information.

Staff Responsible for Monitoring: Executive Director of Communications

Formative Reviews

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Considerable Progress			

Strategy 2

Create and review small representative samples of staff and family recipients each quarter to verify that communications are being received, delivered to accurate contact information, and accessible in preferred languages.

Strategy's Expected Result/Impact: By reviewing quarterly samples of staff and family recipients, Manor ISD will verify that communications reach the intended audience and are accessible in families' preferred languages.

Staff Responsible for Monitoring: Executive Director of Communications

Formative Reviews

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Some Progress			

Strategy 3

Use quarterly findings to identify delivery gaps, update contact information processes, and implement targeted follow-up communication plans.

Strategy's Expected Result/Impact: By using quarterly findings to address delivery gaps, Manor ISD will improve contact information accuracy and strengthen follow-up communication with families and staff.

Staff Responsible for Monitoring: Executive Director of Communications

Formative Reviews

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Some Progress			

Performance Objective 2

Improve the public image and reputation of Manor ISD by publishing at least 20 district stories annually that highlight student, staff, campus, and district achievements and progress.

Evaluation Data Source: Web Analytics

Strategy 1

Develop and implement an annual district storytelling plan that highlights student growth, staff excellence, academic opportunities, safety efforts, community partnerships, and district progress.

Strategy's Expected Result/Impact: By implementing an annual storytelling plan, Manor ISD will consistently highlight district successes and strengthen community awareness of student, staff, campus, and district progress.

Staff Responsible for Monitoring: Executive Director of Communications

Formative Reviews

October	January	March	June
Some Progress			

Strategy 2

Publish at two district stories per month across the district website and social media platforms that reflect the strengths, achievements, and impact of Manor ISD.

Strategy's Expected Result/Impact: By publishing at least two district stories each month, Manor ISD will increase visibility of its strengths, achievements, and impact across the community.

Staff Responsible for Monitoring: Executive Director of Communications

Formative Reviews

Some Progress

October | January | March | June

Strategy 3

Conduct routine audits of district online information, including website content, calendars, contact information, and search engine results, to ensure the public can easily find accurate and current information.

Strategy's Expected Result/Impact: By routinely auditing district online information, Manor ISD will improve public access to accurate, current, and easy-to-find information.

Staff Responsible for Monitoring: Executive Director of Communications

Formative Reviews

Some Progress

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Strategy 4

By August 2027, Manor ISD will grow The Manor MOSAIC (Multicultural Opportunities for Student Artistic Innovation and Creativity) Program from four elementary campuses to all elementary campuses.

Strategy's Expected Result/Impact: The goal is to foster cultural appreciation, student and family engagement, and community involvement through fine arts.

Staff Responsible for Monitoring: Executive Director of Fine Arts & Academic Support

Problem Statements: Student Achievement 2 - Student Learning 1, 7 - District Processes & Programs 9 - Staff Quality, Recruitment, and Retention 1 - Perceptions 9 - Curriculum, Instruction, and Assessment 3 - Parent and Community Engagement 2

Formative Reviews

Some Progress

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Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The majority of MISD students are not meeting grade level standards of mastery in math and reading in grades K-8.	Changes in leadership, lack of consistent adherence to an instructional model and inconsistent use of the HQIM.
7	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
9	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

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

	Problem Statement	Root Cause
1	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
9	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

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

	Problem Statement	Root Cause
3	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 2 Problem Statements Identifying Parent and Community Engagement

	Problem Statement	Root Cause
2	Current Master Scheduling timelines and systems of support are not completed early enough in the school year for adequate planning, staffing, advising and auditing.	Inconsistent monitoring of timelines at the campus level by district administration Inconsistent practices from one district campus to another Delayed staffing decisions impacting course sections and availability Confusion surrounding available facilities for course usage Lack of effective school advising protocol

Performance Objective 3

Increase consistency and improve the quality of communication practices across campuses and departments.

Strategy 1

Develop and implement a written district communication framework that outlines expectations for internal communication, family communication, emergency communication, and social media.

Strategy's Expected Result/Impact: By implementing a district communication framework, Manor ISD will create clearer expectations and more consistent communication practices across campuses and departments.

Staff Responsible for Monitoring: Executive Director of Communications

Formative Reviews

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Some Progress			

Strategy 2

Designate a primary communication representative for every campus and department.

Strategy's Expected Result/Impact: By designating a primary communication representative for every campus and department, Manor ISD will strengthen coordination, accountability, and consistency in communication practices.

Staff Responsible for Monitoring: Executive Director of Communications

Formative Reviews

Moderate Progress

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Strategy 3

Provide required annual training for principals, campus communication representatives, and on district communication expectations, tools, templates, and procedures.

Strategy's Expected Result/Impact: By providing annual communication training, Manor ISD will improve staff understanding of district expectations, tools, templates, and procedures.

Formative Reviews

Some Progress

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Strategy 4

Create standardized templates for family letters, emergency updates, event notices, social media posts, and website content.

Strategy's Expected Result/Impact: By creating standardized communication templates, Manor ISD will improve clarity, consistency, and efficiency in messages shared with families, staff, and the community.

Formative Reviews

Some Progress

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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

Implement 100% of student safety, mental wellness, and guidance curriculum.

Evaluation Data Source: Trainings, Professional Development

Strategy 1

Support Campus-Based Teams as a part of the Safe and Supportive Schools Program Team that will meet to review students identified to be at risk. [TEC 37.115 (f)(1)(a)]

Strategy's Expected Result/Impact: Identification of students in need of additional support services for emotional and academic sucess

Staff Responsible for Monitoring: Director of Student Affairs

Formative Reviews

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Moderate Progress			

Performance Objective 2 ☑ High Priority

Manor ISD will provide increased opportunities for physical activity during the school day through increased participation in structured physical education, recess, and extracurricular activities.

Evaluation Data Source: Campus Walkthroughs
Feedback from campus PE teachers

Strategy 1 ☑ Talent Plan

Evaluate the PE classes at all campuses for types of activities offered to students to increase physical activity and participation.

Strategy's Expected Result/Impact: Enhancing physical activity during the school day supports students' physical health, improves focus, and promotes overall well-being aligned with district wellness policies.

Staff Responsible for Monitoring: Health & Wellness Director
PE Teacher
Campus Nurse

Funding Sources: sub coverage for PE teacher to meet with director to discuss new activities Local Funds, $1,000

Formative Reviews

No Progress

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Performance Objective 3 ☑ High Priority

Manor ISD will strengthen student safety by implementing a comprehensive, districtwide approach to prevention, reporting, and intervention that ensures 100% of campuses consistently follow district safety protocols, provide timely responses to student safety concerns, and foster safe, supportive learning environments.

Evaluation Data Source: Meeting agendas that include professional development on anti-bullying training. Documentation of anti-bullying compliance video training.

Strategy 1

Manor ISD will Conduct District anti-bullying training and policy review with all campus leaders, staff, and students. Tex. Educ. Code SS 37.0832(c)

Strategy's Expected Result/Impact: Increased knowledge of what bullying is and how to prevent or stop it will reduce the number of bullying incidents.

Staff Responsible for Monitoring: Director of Student Affairs

Formative Reviews

Some Progress

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Performance Objective 4 ☑ High Priority

By the end of the 2026-2027 academic year, Manor ISD will continue to maintain, monitor, and enhance existing security camera and access control systems across all campuses while initiating phased upgrades at elementary campuses as funding becomes available. These efforts will ensure comprehensive coverage, dynamic access control, enhanced real-time monitoring, and timely response to security incidents.

Evaluation Data Source: Evaluation data sources will include MISD Safety and Security Tracker, Statement of Work (SOW) documents, and bond budget reports to assess and measure the completion and effectiveness of the security camera upgrade projects.

Strategy 1

For the 2026-27 school year, strengthen the Technology Department's capacity to maintain, monitor, and support the district's critical safety systems, including video surveillance, access

control, panic-button systems, and InformaCast emergency notifications. Technology staff will ensure system reliability, timely incident response, continuous monitoring, accurate data management for state reporting, and operational readiness to support monthly safety drills, the School Safety and Preparedness Assessment Team (SPAT) process, and compliance with Alyssa's Law and other applicable safety requirements.

Strategy's Expected Result/Impact: 100% uptime and functionality of campus safety systems during emergency drills and real incidents.

Improved compliance documentation and response coordination with the MISD Police Department.

Reduced downtime for access control and alert systems due to faster technical response and preventive maintenance.

Enhanced safety visibility and accountability across all campuses.

Increased confidence from state auditors, staff, and parents regarding MISD's readiness and safety technology management.

Staff Responsible for Monitoring: Director of Technology

Problem Statements: Student Learning 5 - District Processes & Programs 5, 7, 12 - Perceptions 7

Formative Reviews

Moderate Progress

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.	Rapid technology expansion, increasing cybersecurity and compliance requirements, and growing operational demands have placed greater pressure on district resources, technical support, and coordinated technology planning.

Performance Objective 4 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
5	The 2025-2026 TEA Vulnerability Assessment identified six areas to improve upon. For the 2026-2027 SY, lead by Manor ISD Police Dept. all six areas were comprehensively improved. To ensure continued compliance, progress monitoring and system evaluations are being implement, tracked in TEA Sentinel Portal and enforced across all campuses. Continued ongoing training for staff is required.	The district was unaware of the legislative updates and mandates pertaining to school safety and security requirements. In addition TEA implemented several new rules where the Commissioner's opinions affected the new requirements. Information was no readily available or disseminated from the State and TEA to districts.
7	Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.	Rapid technology expansion, increasing cybersecurity and compliance requirements, and growing operational demands have placed greater pressure on district resources, technical support, and coordinated technology planning.
12	Manor ISD faces challenges in maintaining consistent technology asset management and lifecycle replacement practices, impacting the long-term reliability and sustainability of district technology resources.	Growing technology inventories and ongoing maintenance and replacement demands require more consistent lifecycle planning, resource allocation, and replacement coordination.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
7	Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.	Rapid technology expansion, increasing cybersecurity and compliance requirements, and growing operational demands have placed greater pressure on district resources, technical support, and coordinated technology planning.

Performance Objective 5

By the end of the 2026-2027 school year, Manor ISD will create and use a long-range planning framework that incorporates community feedback, aligns with the district's goals, and identifies key areas for growth. Manor ISD will develop a prioritized list of facility needs and coordinate services to support a future bond initiative, ensuring that investments effectively address the district's priorities.

Evaluation Data Source: Evaluation will focus on the development of a prioritized list of facility needs and the identification of action steps to coordinate professional services in support of the next bond cycle initiative. Progress will be measured through documentation of these priorities, plans for service coordination, and updates demonstrating alignment with district goals.

Strategy 1

Manor ISD will develop a prioritized list of facility needs by applying clear criteria such as urgency, potential impact, cost-effectiveness, and alignment with district goals. Once priorities are established, the district will coordinate with financial advisors, bond consultants, legal experts, and communications teams to prepare for a future bond initiative.

Strategy's Expected Result/Impact: By prioritizing facility needs and coordinating a well-planned bond initiative, Manor ISD will secure targeted investments that address critical infrastructure challenges and support sustainable district growth and life cycle maintenance. This strategy will build strong community support, ensuring resources are effectively aligned with district goals to enhance learning environments and student success.

Staff Responsible for Monitoring: Chief Operations Officer

Problem Statements: Student Learning 5 - District Processes & Programs 5, 7 - Perceptions 2, 7

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Considerable Progress			

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.	Rapid technology expansion, increasing cybersecurity and compliance requirements, and growing operational demands have placed greater pressure on district resources, technical support, and coordinated technology planning.

Performance Objective 5 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
5	The 2025-2026 TEA Vulnerability Assessment identified six areas to improve upon. For the 2026-2027 SY, lead by Manor ISD Police Dept. all six areas were comprehensively improved. To ensure continued compliance, progress monitoring and system evaluations are being implement, tracked in TEA Sentinel Portal and enforced across all campuses. Continued ongoing training for staff is required.	The district was unaware of the legislative updates and mandates pertaining to school safety and security requirements. In addition TEA implemented several new rules where the Commissioner's opinions affected the new requirements. Information was no readily available or disseminated from the State and TEA to districts.
7	Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.	Rapid technology expansion, increasing cybersecurity and compliance requirements, and growing operational demands have placed greater pressure on district resources, technical support, and coordinated technology planning.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Manor ISD is challenged by the perception that its schools are of lesser quality, largely due to concerns about academic performance and discipline.	A lack of awareness in the community of the successes in Manor ISD schools.
7	Manor ISD's increasing reliance on technology for instruction, safety, communication, and daily operations creates challenges in maintaining reliable, secure, and equitable technology services across all campuses and departments.	Rapid technology expansion, increasing cybersecurity and compliance requirements, and growing operational demands have placed greater pressure on district resources, technical support, and coordinated technology planning.

Performance Objective 6 ☑ High Priority

By June 2027, 100% of district campuses and facilities will meet all federal, state, and local school safety compliance requirements, as evidenced by successful completion of all required audits, inspections, and corrective action plans.

Evaluation Data Source: TEA and TxSSC audit reports, Sentinel compliance documentation, internal safety inspection reports, corrective action logs, Emergency Operations Plan documentation, and district safety

committee records demonstrating 100% compliance with all applicable school safety requirements.

Strategy 1

Implement a districtwide safety compliance system with routine audits, inspections, and corrective action tracking to ensure all campuses meet federal, state, and local safety requirements.

Strategy's Expected Result/Impact: Improved campus safety and consistency across all facilities, with increased compliance to federal, state, and local requirements, timely resolution of identified safety issues, and reduced risk through continuous monitoring and corrective action completion.

Staff Responsible for Monitoring: Lieutenant James Huffty

Problem Statements: District Processes & Programs 5

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Performance Objective 6 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
5	The 2025-2026 TEA Vulnerability Assessment identified six areas to improve upon. For the 2026-2027 SY, lead by Manor ISD Police Dept. all six areas were comprehensively improved. To ensure continued compliance, progress monitoring and system evaluations are being implement, tracked in TEA Sentinel Portal and enforced across all campuses. Continued ongoing training for staff is required.	The district was unaware of the legislative updates and mandates pertaining to school safety and security requirements. In addition TEA implemented several new rules where the Commissioner's opinions affected the new requirements. Information was no readily available or disseminated from the State and TEA to districts.

Performance Objective 7 ☑ High Priority

By June 2027, all district facilities will maintain operational physical security measures, including access control systems, door security protocols, surveillance systems, and visitor management procedures, with corrective actions completed within established timelines.

Evaluation Data Source: TEA School Safety and Security Audit reports, Texas School Safety Center (TxSSC) compliance documentation, district physical security inspection reports, access control and surveillance system maintenance logs, visitor management system records, door security and campus sweep reports, and corrective action tracking documentation demonstrating timely resolution of identified deficiencies across all district facilities.

Strategy 1

Implement a comprehensive districtwide physical security management program that standardizes security practices, conducts routine facility assessments, leverages preventative maintenance and monitoring systems, and establishes a continuous improvement process to ensure all campuses maintain compliant and fully operational physical security measures.

Strategy's Expected Result/Impact: By June 2027, all district facilities will provide a safe and secure learning and working environment by consistently maintaining fully operational physical security measures. Timely completion of corrective actions will reduce security vulnerabilities, strengthen compliance with district safety standards, improve emergency preparedness, and enhance the confidence of students, staff, families, and visitors in the district's ability to protect its campuses.

Staff Responsible for Monitoring: Lt. James Huffty

Problem Statements: District Processes & Programs 5, 6

Formative Reviews

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Performance Objective 7 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
5	The 2025-2026 TEA Vulnerability Assessment identified six areas to improve upon. For the 2026-2027 SY, lead by Manor ISD Police Dept. all six areas were comprehensively improved. To ensure continued compliance, progress monitoring and system evaluations are being implement, tracked in TEA Sentinel Portal and enforced across all campuses. Continued ongoing training for staff is required.	The district was unaware of the legislative updates and mandates pertaining to school safety and security requirements. In addition TEA implemented several new rules where the Commissioner's opinions affected the new requirements. Information was no readily available or disseminated from the State and TEA to districts.
6	Manor ISD currently needs to legally review, and install state- and federally mandated firearm prohibition signage at all campuses.	There have been new Legislation pertaining to signage verbiage prohibiting firearms on district property. This will be addressed with the addition to the language pertaining to PC 30.05 and PC 46.03.

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**

By June 2027, the district will implement a transparent five-year financial planning process that promotes fiscal stewardship, equitable decision-making, and long-range financial sustainability through meaningful stakeholder engagement and clear financial communication.

Evaluation Data Source: Progress toward this objective will be evaluated through annual reviews of the district's five-year financial plan, adopted budgets and budget amendments, multi-year financial forecasts, Board of Trustees budget workshop presentations, financial reports, community and stakeholder engagement records, public communication materials, and stakeholder feedback. Additional evidence will include documentation of cost-saving initiatives, revenue enhancement efforts, and annual updates demonstrating alignment between financial planning, district priorities, and equitable access to programs and services.

Strategy 1

Develop, implement, and annually update a comprehensive five-year financial plan that aligns district priorities, student needs, and equitable access to educational opportunities while ensuring long-term financial sustainability.

Strategy's Expected Result/Impact: Implementation of a comprehensive five-year financial plan will strengthen the district's ability to make proactive, data-informed financial decisions that align with strategic priorities, student needs, and long-term operational goals. The planning process will improve fiscal stewardship by identifying future financial opportunities and challenges, promoting equitable investments across the district, and ensuring sustainable use of district resources.

Staff Responsible for Monitoring: Chief Financial Officer and Executive Director of Business and Finance

Problem Statements: District Processes & Programs 17 - District Context and Organization 1

Formative Reviews

October	January	March	June

Strategy 2

Increase transparency and stakeholder engagement by providing accessible financial information and meaningful opportunities for students, staff, families, and community members to participate in budget and long-range financial planning.

Strategy's Expected Result/Impact: Providing accessible financial information and meaningful opportunities for stakeholder engagement will increase transparency, strengthen public trust, and improve understanding of the district's budget development and long-range financial planning processes. Feedback from students, staff, families, and community members will help inform financial priorities and support collaborative decision-making that reflects the needs and values of the Manor ISD community.

Staff Responsible for Monitoring: Chief Financial Officer and Executive Director of Business and Finance

Problem Statements: District Processes & Programs 17 - District Context and Organization 1

Formative Reviews

October	January	March	June

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
17	Manor ISD needs to increase stakeholder input and engagement in the budgeting and allocation of financial resources to align district financial goals with district wide and community's goals and expectations. Need to improve financial transparency and monitoring of budget spending. Need to build a long-term sustainable financial plan.	Lack of stakeholder input and engagement. Some disparity in the allocation of financial resources among instructional and extracurricular programs. Not sufficient transparency and communication of district financial information as it relates to spending and financial priorities. No existing long-term financial plan and minimal financial monitoring and oversight.

Performance Objective 1 Problem Statements Identifying District Context and Organization

	Problem Statement	Root Cause
1	Manor ISD needs to increase stakeholder input and engagement in the budgeting and allocation of financial resources to align district financial goals with district wide and community's goals and expectations. Need to improve financial transparency and monitoring of budget spending. Need to build a long-term sustainable financial plan.	Lack of stakeholder input and engagement. Some disparity in the allocation of financial resources among instructional and extracurricular programs. Not sufficient transparency and communication of district financial information as it relates to spending and financial priorities. No existing long-term financial plan and minimal financial monitoring and oversight.

Performance Objective 2 ☑ High Priority

By June 2027, the district will implement equitable and data-informed resource allocation practices that

maximize operational efficiency, support student success, and ensure responsible stewardship of district resources.

Evaluation Data Source: Progress toward this objective will be evaluated using annual budget documents, resource allocation analyses, financial and expenditure reports, enrollment and demographic data, campus and departmental funding reviews, program evaluation results, operational performance metrics, and student outcome data. Additional evidence will include annual assessments of resource allocation practices, efficiency measures, long-term capital and replacement planning, and documentation demonstrating that financial decisions support equitable access to programs, services, and learning environments while maintaining fiscal stewardship.

Strategy 1

Develop and implement a resource allocation framework that uses student, program, enrollment, and operational data to equitably distribute financial resources in alignment with district priorities.

Strategy's Expected Result/Impact: Implementing a data-informed resource allocation framework will improve the equitable distribution of financial resources by aligning investments with student needs, enrollment trends, operational priorities, and district goals. This process will promote consistency in budgeting decisions, maximize the impact of available resources, and ensure funding decisions support equitable access to programs and services across the district.

Staff Responsible for Monitoring: Chief Financial Officer and Executive Director of Business and Finance

Problem Statements: District Processes & Programs 17 - District Context and Organization 1

Formative Reviews

October	January	March	June

Strategy 2

Monitor, evaluate, and refine resource allocation practices annually to improve operational efficiency, fiscal accountability, and equitable access to programs, services, and learning environments.

Strategy's Expected Result/Impact: Establishing an annual process to monitor and evaluate resource allocation practices will strengthen fiscal accountability, improve operational efficiency, and support continuous improvement in financial decision-making. Regular evaluation of funding decisions and program investments will help ensure district resources are used effectively, respond to changing student and operational needs, and sustain equitable access to high-quality educational opportunities while maintaining long-term financial health.

Staff Responsible for Monitoring: Executive Director of Business and Finance

Problem Statements: District Processes & Programs 17 - District Context and Organization 1

Formative Reviews

October	January	March	June

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
17	Manor ISD needs to increase stakeholder input and engagement in the budgeting and allocation of financial resources to align district financial goals with district wide and community's goals and expectations. Need to improve financial transparency and monitoring of budget spending. Need to build a long-term sustainable financial plan.	Lack of stakeholder input and engagement. Some disparity in the allocation of financial resources among instructional and extracurricular programs. Not sufficient transparency and communication of district financial information as it relates to spending and financial priorities. No existing long-term financial plan and minimal financial monitoring and oversight.

Performance Objective 2 Problem Statements Identifying District Context and Organization

	Problem Statement	Root Cause
1	Manor ISD needs to increase stakeholder input and engagement in the budgeting and allocation of financial resources to align district financial goals with district wide and community's goals and expectations. Need to improve financial transparency and monitoring of budget spending. Need to build a long-term sustainable financial plan.	Lack of stakeholder input and engagement. Some disparity in the allocation of financial resources among instructional and extracurricular programs. Not sufficient transparency and communication of district financial information as it relates to spending and financial priorities. No existing long-term financial plan and minimal financial monitoring and oversight.

Performance Objective 3 ☑ High Priority

By 2028, Manor ISD will reach or exceed 92% ADA

Evaluation Data Source: Annual ADA Report from PEIMS

Strategy 1

Re-engagement specialists and Social Workers will attend campus MTSS and Attendance meetings and coach, advise, and make recommendations to campus staff based on the progress of their Tier I interventions, to improve attendance

Strategy's Expected Result/Impact: Attendance will increase at our high schools

Staff Responsible for Monitoring: Executive Director of Whole Child

Problem Statements: Demographics 1, 2 - District Processes & Programs 1, 2 - Perceptions 1

Formative Reviews

October	January	March	June
Accomplished	Discontinue	Discontinue	Accomplished

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Campus leaders and MISD families are unaware of the link between effective family engagement and student achievement.	There is an absence of comprehensive and universal Tier I interventions at most campuses, and secondary campuses lack an evidence-based family engagement model
2	Manor ISD experiences lower-than-desired family participation in educational workshops, volunteer opportunities, and committee involvement. This limits the district's ability to build strong family-school partnerships, which are essential for supporting student learning and fostering a collaborative school community.	Families are working and travelings to work, which results in limited access to structured, learning-connected engagement opportunities each month

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Students identified as experiencing homelessness are not receiving adequate wraparound services to support student academic achievement.	Campus leaders were unaware of students experiencing homelessness, their needs and rights.
2	Staff hired under the Whole Child are leaving within a year of employment.	The starting salary for a District School Social worker is less than a new teacher salary.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students in Manor ISD face mental health challenges that negatively impact their emotional well-being and academic performance. Currently, access to timely and appropriate mental health services is limited or underutilized, leading to unaddressed needs and poorer outcomes.	Getting parent consent from parents is a huge roadblock. In addition, some campuses aren't having MTSS meetings to review student data to make referrals to our social workers and partners. Last, poor Tier I interventions and and teacher referral submission also impact the number of students getting help.

Goal Tables

RDA Strategies

Goal	Objective	Strategy	Description
1	6	1	Provide collaborative professional learning for general education content teachers, inclusion teachers, and specialized classroom teachers focused on the development of compliant, measurable, and instructionally relevant PLAAFP statements within the IEP process.
1	6	3	By August 2027, 100% of Special Education teachers will receive training and ongoing support in the implementation of district-adopted High-Quality Instructional Materials (HQIM) for Mathematics and Reading to strengthen standards-aligned instruction and improve access and outcomes for students with disabilities.
1	12	1	Utilize a progress monitoring spreadsheet to track attendance, grades, and behavior concerns and routinely attend Multi-tiered Systems of Support (MTSS) Team meetings to increase collaboration with campus leaders and ensure necessary accommodations are provided as well as ensure compliance with the McKinney-Vento Act.
1	12	2	Create an Eduphoria monitoring group for students coded as homeless to track testing performance and necessary testing accommodations.
1	13	1	Implement a proactive attendance monitoring system specifically for identified teen parents, tracking attendance trends and triggering timely interventions--such as academic check-ins, counseling, or home visits--to address barriers related to childcare or parenting responsibilities and support consistent school participation.
1	13	2	Strengthen partnerships within Manor ISD and with local community organizations to deliver targeted support for pregnant and parenting teens, including access to child care assistance, mental health counseling, healthcare services, and parenting education.
2	3	1	By the end of each school year, collaborate with Human Resources to recruit and hire highly qualified Special Education, Dyslexia, and 504 staff, ensuring 100% of new hires are trained in evidence-based instructional strategies to improve student outcomes.
2	3	2	Use resources from TEA Learn and TX SPED Support to provide training for Educational Assistants and Associates that can be implemented and applied in the classroom immediately following training.

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $10,841,515.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

According to Finance, HB 2 changes this process and funds will be updated.

Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Manor ISD monitors students' progress in meeting the TEKS by strategically using assessment protocols including Spring STAAR, 2 STAAR interim assessments (reading - fall/math/reading -spring) as well as ISIP (reading) and IXL(math) screeners three times per year augmented by on-demand diagnostics for each child and daily digital practice tailored to the student's proficiency level.

1.2 Identifying students who may be at risk for academic failure;

Students are identified in a number of ways: utilizing the 13 criteria for identifying students who are at-risk, Spring STAAR data analyzed by grade level, student sub-groups, and individual performance.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Through our schoolwide programs, students receive targeted and additional assistance through small group instruction during tier one, small group and individual interventions during a designated, daily intervention time, based on the concepts and skills needing additional focus. Additionally, Tutors are brought into our elementary schools during the school day to push into classes and support additional small groups and individual students. Our elementary schools are supported by interventionists and dyslexia teachers as well.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Manor ISD identifies instructional strategies needed to strengthen our academic programs through a robust classroom observation and coaching system grounded in Bambrick-Santoyo's Leverage Leadership 2.0 and the Get-Better-Faster observational protocol. 2 of our principals at Turnaround campuses are participating in the Texas Instructional Leadership academies focused on building instructional leadership capacity. Manor ISD has also been awarded LASO Strong Foundations Implementation grant funding to implement Bluebonnet Math fully from Kindergarten through Algebra, with a comprehensive transition plan coordinating support for teachers in partnerhsip with Region 13. A Strong Foundations Planning Grant was also awarded and is being implemented to develop a strong language arts/reading philosophical framework to guide our reading instruction and curriculum selections moving forward.

Descriptor 2: Teacher Quality

Manor ISD strictly adheres to the state's teacher evaluation system - TTESS to formally identify and address teacher experience and needed growth areas. Additionally, aligned to the Texas Effective School's Framework Lever 5, Manor ISD is implementing a robust system of classroom observations and coaching feedback for teachers throughout the year. Monthly leadership meetings focus on growing the capacity of principals, assistant principals and instructional coaches to become discerning classroom observers, focused on research based instructional strategies and providing feedback on a teacher's strengths and a targeted area for improvement that is bite-sized, digestible and can be enacted immediately by the teacher. During the staffing process that occurred prior to the start of school, HR and CSO worked in concert to strategically rotate experienced teachers into vacancies and needed areas across the district.

Descriptor 3: School Improvement and Support Activities

School support and Improvement activities are managed through the Chief Schools Officer department in coordination with other departments through an inter-departmental "instructional Council." In close partnership with Region 13, accountability is closely monitored. School improvement requirements are identified as soon as they become available (August 2025). Each campus with a school improvement requirement beyond the Campus Improvement Plan, such as the Turnaround Plan, Targeted Improvement Plan, or Local Improvement Plan, has a timeline developed with important improvement plan development milestones and deadlines. A process for stakeholder involvement and input is executed based on specific guidance from TEA, including notifications to families of accountability rating in September, community meetings in the last week of September, a public hearing where required, and board consideration and approval.

Descriptor 4: Measure of Poverty

The district uses poverty criteria from OnData Suite to select school attendance areas under Section 1113, in compliance with Section 1112(b)(4). Data is collected from the October snapshot and includes when, where, and how the poverty information is gathered. The district also ensures equitable services for private nonprofit schools (PNPs), with consultation meetings held each spring in April/May to share processes and requirements. The process for calculating campus allocations is clearly defined, with assurances that the per-pupil amount is multiplied by the number of low-income students based on the economically disadvantaged percentage, not by total campus enrollment, to ensure accurate and equitable distribution of Title I Part A funds.

Descriptor 5: Nature of Programs

1. Implementation of instructional coaches at each of our elementary schools

2. Funding for parent liaisons at each of our elementary campuses.

3. Tutoring programs primarily during the school day and after-school.

Descriptor 6: Services to Homeless Children and Youth

Manor ISD provides homeless children and youth support in enrollment, attendance, and academic success by referring students to wraparound services (mental, medical, dental, housing, financial, and social services) and assisting families in navigating enrollment applications/forms. The homeless liaison keeps close partnerships with local community programs and organizations so that homeless students in the district can be referred and supported. The LEA set aside $25,000 to support Mckinney-Vento students, based on funding requirements, needs assessment, and number of children identified. The program works to remove barriers to students accessing education, like clothing, food, and transportation. The homeless liaison along with district social workers, counselors, and parent liaisons provide students identified as

McKinney-Vento with basic needs assistance and case management. McKinney-Vento Progress Monitoring Spreadsheet

Descriptor 7: Parent and Family Engagement Strategy

All Title I campuses provide parents with a parent compact and parent involvement policy. In addition, each campus has a parent liaison to provide opportunities for families to engage in the school and with the school in the community.

Descriptor 8: Early Childhood Education Programs and Transition Plans

n/a

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

n/a

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

Manor ISD has a CCMR team that works to ensure students are aware of their high school options. Each year we host a showcase for students and parents that highlights pathways to college, career, or military. Manor ISD has build a K-12 CCMR scope and sequence and will be working towards districtwide implementation over the next 2-years.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Manor ISD has regularly scheduled meetings with Austin Community College. We are working with them to increase early college access and dual/concurrent enrollment opportunities. In addition, we are working to add more articulated CTE courses and dual credit CTE courses. We used data from school counselors and BEABLE. Beable is a digital software system that helps students learn about themselves, their strengths, and career interests. Their patented software helps them find careers based on their career and personality.

Descriptor 11: Discipline Disproportionality

Title I funding was not utilized for this purpose. Local funding has been utilized to support positive student behaviors in multiple ways: creation of a position entitled, "Director of Student Affairs", the creation and maintenance of an in-district alternative school placement setting, and MISD's Whole Child Department. The Director of Student Affairs trains

campus staff members about disciplinary law, procedures, anti-bullying programs, and general behavior management practices. The Whole Child Department supports character education programs designed to support students to make smart, healthy choices.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

At this time we are using a digital curriculum provided by ICEV, a nationally recognized curriculum provider. All campus teachers follow the district instructional absolutes.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Manor ISD works with capital area workforce solutions and Boys and girls club. Both partners work to create opportunities for students to have internships or practicum experiences.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

n/a

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Title I funding not utilized to augment library funding. Each of our campuses have stocked and curated book selections from a wide variety of genres.

Title I Personnel

Name	Position	Program	FTE
AMBRIA CRAY	INSTRUCTIONAL COACH	Title I Part A	1
BREANE HARRISON	INSTRUCTIONAL COACH	Title I Part A	1
CARISSA RANEY	PARENT LIAISON	Title I Part A	1

Name	Position	Program	FTE
ENEIDA JOHNSON	PARENT LIAISON	Title I Part A	1
ERNESTA STEELE	PARENT LIAISON	Title I Part A	1
JOANY BENITEZ PIEDRA	PARENT LIAISON	Title I Part A	1
JOHANA ARELLANO-BANDA	PARENT LIAISON	Title I Part A	1
JUANITA PAZ	INSTRUCTIONAL COACH	Title I Part A	1
KEREN HERNANDEZ VALDES	PARENT LIAISON	Title I Part A	1
LUZ DIAZ	PARENT LIAISON	Title I Part A	1
MICHELLE GOMEZ	INSTRUCTIONAL COACH	Title I Part A	1
ORTENSIA MENDEZ	INSTRUCTIONAL COACH	Title I Part A	1
PALMIRA MERCADO	PARENT LIAISON	Title I Part A	1
SELENA CASTILLO	INSTRUCTIONAL COACH	Title I Part A	1
SILVIA RODRIGUEZ	PARENT LIAISON	Title I Part A	1
TIFFANY BERRY	INSTRUCTIONAL COACH	Title I Part A	1
Vacant	District Social Worker	Title I Part A	1
VACANT	INSTRUCTIONAL COACH	Title I Part A	1

Plan Notes

Plan Notes

On June 15, 2026, the Manor ISD Board of Trustees approved the 2027-2032 District Strategic Plan presented by students, community members, and staff. The 2026-2027 school year District and Campus Improvement Plans will

reflect goals, objectives and strategies outlined in the strategic plan.

Of importance to note, the 2025-2026 Improvement Plan took into consideration massive budget cuts due to the Texas Legislature not fully funding public schools as required by law. For the 2025-2026 school year, at least 200

FTEs were eliminated. The district operated with lean resources and some campuses experienced larger class sizes than historically for Manor ISD; however, classroom sizes were still within the traditional sizes for school districts.

Committees

Committees

District Advisory Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
April 28, 2027 @ 6:00 PM	MISD Boardroom	--	--
March 10, 2027 @ 6:00 PM	MISD Boardroom	--	--
November 4, 2026 @ 6:00 PM	MISD Boardroom	--	--
August 24, 2026 @ 6:00 PM	MISD Boardroom	--	--

Members

First Name	Last Name	Position	Committee Role
Carlesa	Dixon	Athletic Director	District Staff
Brook	Park	Specialist	District Staff
Elizabeth	Cox	Teacher	Classroom Teacher
Maria	Plazola	Teacher	Classroom Teacher
Kayden	Crosby	Campus Staff	Non-Teaching Professional
Clayton	Mills	Teacher	Classroom Teacher
Porschea	Stallion	Office Staff	Campus Staff
Andrea	Chambers-Brown	Teacher	Classroom Teacher
Claudia	Jesus	Teacher	Classroom Teacher
Juanita	Paz	Instructional Coach	Non-Teaching Professional
Laura	Oberski	Teachers	Classroom Teacher
Miranda	Barlow	Teacher	Classroom Teacher
Elia	Reyes	Teacher	Classroom Teacher
Briana	Gomez	Community Member	Business Owner
Katrina	Bays	Teacher	Classroom Teacher
Felix	Diano	Teacher	Classroom Teacher
Selena	Castillo	Teacher/Parent	Classroom Teacher
DonnaKae	Caracut	Teacher	Classroom Teacher
Yakeida	Murphy	Teacher	Classroom Teacher
McArthur	Murphy	Teacher	Classroom Teacher
Devorah	Drawford	Parent	Parent

First Name	Last Name	Position	Committee Role
Elisheba	Moore	Non-Teacher	Campus Staff
Alexus	Keen	Teacher	Classroom Teacher
Robert	Sormani	Superintendent of Schools	Manor ISD District Staff
Michele	Poenisch	Teacher	Classroom Teacher
Erica	Rodriguez	Teacher	Classroom Teacher
Domonique	Peters	Teacher	Classroom Teacher
Kristen	White	Teacher	Classroom Teacher
Christie	Hardi	Teacher	Classroom Teacher
Janet	Ward	Counselor	Non-Teaching Professional
Ernesta	Steel	Parent	Parent
Tomeika	Austin	Parent	Parent
Vicente	Colunga	Parent	Parent
Rachel	Pettite	Librarian	Non-Teaching Professional
Hanan	Mohamed	Teacher	Classroom Teacher

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

Bond Funds (I&S)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	8	3	Technology Staff and Student Device Refresh (Annual)	--	$1,500,000.00
				Sub-Total	$1,500,000.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	**-$1,499,999.00**

Career & Technical (Carl Perkins)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	SchooLinks Platform	--	$70,000.00
				Sub-Total	$70,000.00
				Budgeted Fund Source Amount	$92,266.00
				+/- Difference	**$22,266.00**

IDEA-B Formula

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,680,736.00
				+/- Difference	**$1,680,736.00**

IDEA-B Preschool

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$16,384.00
				+/- Difference	**$16,384.00**

Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		--	$136,000.00
1	3	1	Stipend	--	$0.00

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	CCMR Funding	--	$0.00
1	5	3		--	$0.00
1	6	1	Professional Development provided by Special Education and Curriculum Depts	--	$0.00
1	6	3	Vendor training and ESC PD supports	--	$4,500.00
1	8	3	IT Infrastructure Engineer	--	$114,000.00
1	8	3	IT Systems Administrator	--	$93,000.00
1	8	3	IT Security Administrator	--	$93,000.00
1	10	1	Staff for monitoring immunization records, parent outreach, and compliance tracking.	--	$10,000.00
1	10	1	SHARS Funding to support eligible nursing services and program operations.	--	$3,000.00
1	11	1	SchoolLinks	--	$0.00
1	13	1	Local	--	$500.00
1	13	2		--	$500.00
2	1	1		--	$3,000,000.00
2	1	2	MISD People Experience training materials; funding for professional development at up to 5 hours per employee for the 2026-2027 school year	--	$25,000.00
2	1	3	Funding for virtual teacher Contracted Services	6299	$200,000.00
2	1	4	Existing teacher vacancies	--	$200,000.00
2	3	1		--	$0.00
2	4	1	IT Security Administrator	--	$0.00
2	4	1	Technology Staff and Student Device Refresh (Annual)	--	$0.00
2	4	1	IT Infrastructure Engineer	--	$0.00
2	4	1	Campus Technology Associate (CTE) - TIER 1 Support on Campus	--	$0.00
2	4	1	IT Systems Administrator	--	$0.00
4	2	1	sub coverage for PE teacher to meet with director to discuss new activities	--	$1,000.00
				Sub-Total	$3,880,500.00
				Budgeted Fund Source Amount	$23,034,162.00
				+/- Difference	**$19,153,662.00**

McKinney Vento (TEHCY)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$30,392.00
				+/- Difference	**$30,392.00**

Safe Cycle 2

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$16,331.79
				+/- Difference	**$16,331.79**

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Tutoring (varies per campus)	--	$350,000.00
1	2	6	Varies by campus	--	$350,000.00
1	4	2	Austin Community College Enrollment Fees & Costs	--	$450,000.00
1	12	1	Title 1 Homeless Reservation	--	$21,000.00
1	12	2	Title 1 Homeless Reservation	--	$21,000.00
				Sub-Total	$1,192,000.00
				Budgeted Fund Source Amount	$1,670,093.00
				+/- Difference	**$478,093.00**

Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	IBC testing curriculum and materials (exams, registrations, study guides)	--	$0.00
1	7	2	School Counselors	--	$0.00
2	2	3	Mentor Stipends	--	$20,000.00
2	2	6		--	$0.00
				Sub-Total	$20,000.00
				Budgeted Fund Source Amount	$314,952.00
				+/- Difference	**$294,952.00**

Title III, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6		--	$100,000.00
1	1	7		--	$30,000.00
1	1	8		--	$10,000.00
				Sub-Total	$140,000.00
				Budgeted Fund Source Amount	$424,325.00
				+/- Difference	**$284,325.00**

Title IV, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2	Curriculum Resources	--	$4,000.00
				Sub-Total	$4,000.00
				Budgeted Fund Source Amount	$110,000.00
				+/- Difference	**$106,000.00**

TIMA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$230,337.76
1	1	2		LASO 4	$3,500.00
1	1	3		LASO 4	$7,000.00
1	1	4		--	$153,000.00
1	2	1	LASO 3 Grant funding, IMRA OER and SBOE funding sources	LASO 4	$278,914.00
1	2	2		LASO 4	$515,000.00
1	2	3		LASO 4	$515,000.00
1	2	5		LASO 4	$142,037.50
				Sub-Total	$1,844,789.26
				Budgeted Fund Source Amount	$1,931,617.31
				+/- Difference	**$86,828.05**

TITLE III, PART A-IMMIGRANT

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$40,921.00
				+/- Difference	**$40,921.00**

Truancy Prevention Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$121,807.00
				+/- Difference	**$121,807.00**

LEADERSHIP AND INSTRUCTIONAL FOUNDATIONS FOR TEXAS

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$752,354.00
				+/- Difference	**$752,354.00**

LEADERSHIP AND INSTRUCTIONAL FOUNDATIONS FOR TEXAS

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$338,646.00
				+/- Difference	**$338,646.00**

SI CURRICULUM AND INSTRUCTION SUPPORT GRANT

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$200,000.00
				+/- Difference	**$200,000.00**

LIFT ADD-ON:SCHOOL IMPROVEMENT PLC SUPPORT

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$840,000.00
				+/- Difference	**$840,000.00**

SBOE-Approved Instructional Materials Entitlement

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,380,292.57
				+/- Difference	**$1,380,292.57**

State-Developed Open Education Resource

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$375,180.00
				+/- Difference	**$375,180.00**

Samsung Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$75,000.00
				+/- Difference	**$75,000.00**

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

SUBCHAPTER C. LAW AND ORDER

Sec. 37.081. SCHOOL DISTRICT PEACE OFFICERS, SCHOOL RESOURCE OFFICERS, AND SECURITY PERSONNEL. (a) The board of trustees of any school district may employ security personnel, enter into a memorandum of understanding with a local law enforcement agency for the provision of school resource officers, and commission peace officers to carry out this subchapter. If a board of trustees authorizes a person employed as security personnel to carry a weapon, the person must be a commissioned peace officer. The jurisdiction of a peace officer, a school resource officer, or security personnel under this section shall be determined by the board of trustees and may include all territory in the boundaries of the school district and all property outside the boundaries of the district that is owned, leased, or rented by or otherwise under the control of the school district and the board of trustees that employ the peace officer or security personnel or that enter into a memorandum of understanding for the provision of a school resource officer.

(b) In a peace officer's jurisdiction, a peace officer commissioned under this section:

(1) has the powers, privileges, and immunities of peace officers;

(2) may enforce all laws, including municipal ordinances, county ordinances, and state laws;

(3) may, in accordance with Chapter 52, Family Code, or Article 45.058, Code of Criminal Procedure, take a child into custody; and

(4) may dispose of cases in accordance with Section 52.03 or 52.031, Family Code.

(c) A school district peace officer may provide assistance to another law enforcement agency. A school district may contract with a political subdivision for the jurisdiction of a school district peace officer to include all territory in the jurisdiction of the political subdivision.

(d) The board of trustees of the school district shall determine the law enforcement duties of peace officers, school resource officers, and security personnel. The duties must be included in:

(1) the district improvement plan under Section 11.252;

(2) the student code of conduct adopted under Section 37.001;

(3) any memorandum of understanding providing for a school resource officer; and

(4) any other campus or district document describing the role of peace officers, school resource officers, or security personnel in the district.

(d-1) A school district peace officer, a school resource officer, and security personnel shall perform law enforcement duties for the school district that must include protecting:

(1) the safety and welfare of any person in the jurisdiction of the peace officer, resource officer, or security personnel; and

(2) the property of the school district.

(d-2) A school district may not assign or require as duties of a school district peace officer, a school resource officer, or security personnel:

(1) routine student discipline or school administrative tasks; or

(2) contact with students unrelated to the law enforcement duties of the peace officer, resource officer, or security personnel.

(d-3) This section does not prohibit a school district peace officer, a school resource officer, or security personnel from informal contact with a student unrelated to:

(1) the assigned duties of the officer or security personnel; or

(2) an incident involving student behavior or law enforcement.

(d-4) In determining the law enforcement duties under Subsection (d), the board of trustees of the school district shall coordinate with district campus behavior coordinators and other district employees to ensure that school district peace officers, school resource officers, and security personnel are tasked only with duties related to law enforcement intervention and not tasked with behavioral or administrative duties better addressed by other district employees.

(e) The board of trustees of the district shall determine the scope of the on-duty and off-duty law enforcement activities of school district peace officers. A school district must authorize in writing any off-duty law enforcement activities performed by a school district peace officer.

(f) The chief of police of the school district police department shall be accountable to the superintendent and shall report to the superintendent. School district police officers shall be supervised by the chief of police of the school district or the chief of police's designee and shall be licensed by the Texas Commission on Law Enforcement.

(g) A school district police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into a memorandum of understanding that outlines reasonable communication and coordination efforts between the department and the agencies.

(h) A peace officer assigned to duty and commissioned under this section shall take and file the oath required of peace officers and shall execute and file a bond in the sum of $1,000, payable to the board of trustees, with two or more sureties, conditioned that the peace officer will fairly, impartially, and faithfully perform all the duties that may be required of the peace officer by law. The bond may be sued on in the name of any person injured until the whole amount of the bond is recovered. Any peace officer commissioned under this section must meet all minimum standards for peace officers established by the Texas Commission on Law Enforcement.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2013, 83rd Leg., R.S., Ch. 93 (S.B. 686), Sec. 2.11, eff. May 18, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 1407 (S.B. 393), Sec. 9, eff. September 1, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 1409 (S.B. 1114), Sec. 4, eff. September 1, 2013.

Acts 2019, 86th Leg., R.S., Ch. 402 (S.B. 1707), Sec. 2, eff. June 2, 2019.

Acts 2019, 86th Leg., R.S., Ch. 402 (S.B. 1707), Sec. 3, eff. June 2, 2019.

Manor Independent School District
10335 US Highway 290 East, Manor, Texas 78653
(512) 278-4000 | www.ManorISD.net

More information about Manor ISD's anti-bullying resources can be found at the link below:

https://www.manorisd.net/site/Default.aspx?PageID=1333

Manor Independent School District



Student Code of Conduct

2025-2026

This Student Code of Conduct provides information regarding expectations for student behavior and consequences for misconduct. Please read and review the information in the Student Code of Conduct with your student so that you have a clear understanding of its content. Once you and your student have reviewed the Student Code of Conduct, please sign and date receipt. Your signature, in the manner required by the school district, acknowledges your understanding and agreement to the terms listed below.

I have read and understand the Manor Independent School District's Student Code of Conduct for the 2025-2026 school year. I understand that _____ (student name) will be held accountable for the behavior expectations and disciplinary consequences outlined in the Student Code of Conduct. I understand that the Student Code of Conduct governs all behavior at school, at school-sponsored and school-related activities, during online or other remote instruction, during school-related travel, or while traveling in a vehicle owned or operated by the District. I also understand the Student Code of Conduct governs some designated behaviors occurring within 300 feet of school property, some designated behaviors occurring completely off-campus, including certain electronic communications and postings, conduct that threatens the safety of other students or staff members, and any school-related misconduct, regardless of time or location. I understand that a referral for criminal prosecution is possible for certain violations of the law.

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General Overview

Purpose

The Board of Trustees adopted this Student Code of Conduct (SCC) to promote a safe, secure, and optimal learning environment for all students. Inside you will find information regarding:

- The District-wide discipline management plan,
- A description of prohibited conduct,
- The disciplinary options, methods, and consequences for preventing and addressing student misconduct, and
- The process the District will follow when administering disciplinary consequences.

If there is a conflict between the SCC and the Student Handbook, the terms of the SCC will control. If there is a conflict between the SCC and local District policy, the more recently adopted item will control.

Additional Rules

Students may be subject to campus, classroom, transportation, extracurricular, and/or organization rules in addition to those found in the SCC. Students may face consequences under these additional rules as well as possible disciplinary action under the SCC. Further, to the extent a student engages in misconduct that is not specifically addressed in the SCC, the student may still be disciplined if the misconduct threatens students or staff or disrupts or interferes with the educational process, learning environment, or school safety.

General Standards of Student Conduct

In order to promote a positive educational experience for all students, the District expects students to adhere to seven basic standards of conduct: (1) exercise self-control, self-respect, and self-discipline, (2) demonstrate a positive attitude, (3) respect the rights and feelings of others, (4) respect school property and the property of others, (5) support the learning process, (6) adhere to rules, and (7) promote a safe environment that does not threaten school safety. Because of significant variations in student conduct, it is not always possible for the SCC to address each and every act of student misbehavior. To that end, the District retains discretion to address student misconduct that is inconsistent with these seven standards even though the conduct may not be specifically included in the SCC.

Notice of Disciplinary Action

Teachers and administrators strive to notify parents/guardians of student conduct concerns as they occur. If a student is placed in in-school or out-of-school suspension, placed in a disciplinary alternative education program, expelled from school, assigned to a juvenile justice alternative education program, or taken into custody by a law enforcement officer, the campus behavior coordinator will promptly contact the parent/guardian by phone or in person and will also make a good faith effort to provide the student with written notice of the disciplinary action to be delivered to the parent/guardian on the same day the consequence is assigned or recommended. If the parent/guardian is not reached by phone or in person by 5:00 p.m. on the first business day after the disciplinary consequence is assigned or recommended, written notice will be sent to the parent's/guardian's last known address. Another campus administrator may provide notice of disciplinary action if the campus behavior coordinator is not able or available to provide notice. Failure to send any notice within this time period or as noted elsewhere in the SCC does not preclude imposing a discipline consequence. A school district that receives a bomb threat or terroristic threat relating to a campus or other district facility at which students are present shall provide notification of the threat as soon as possible to the parent(s), guardian(s), or other person(s) standing in parental relation to each student who is assigned to the campus or who regularly uses the facility.

Anti-Discrimination

The District does not discriminate against students on the basis of race, sex, national origin, disability, religion, age, color, or ethnicity when enforcing the provisions of the SCC.

Discipline of Students with Special Needs

This Code of Conduct applies to all students. However, when enforcing its Code of Conduct, the District will comply with federal and state laws pertaining to students with disabilities. For more information about those specific procedures, please contact Rick Bean, Executive Director of Special Programs

Discipline Appeals

Appeals of disciplinary measures should be directed to the student's teacher or campus administrator, as described in local District policies FNG, FOC, or FOD as appropriate. Depending on the disciplinary consequence assigned, different complaint procedures may apply. A copy of the appropriate policy is available at the campus or central administration office or online at https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1150&code=FNG#localTabContent Please note that the email address and dedicated phone number of the campus behavior coordinator or campus administrator responsible for student discipline is listed on the campus homepage. Timelines for filing appeals stated in the policy will be enforced. Disciplinary consequences will not be delayed or deferred pending the outcome of an appeal.

The Board of Trustees, through adoption of the Student Code of Conduct, has determined that an appeal of an in-school suspension, out-of-school suspension, or DAEP placement decision shall end at their appointed designee. Through the adoption of this Student Code of Conduct, the Board has designated the Chief Schools Officer as the Board's designee for this purpose.

Effect of Student Withdrawal

Withdrawal from school after a student has been accused of a violation of the SCC will not prevent the District from investigating the alleged violation and, if it is determined that a violation did occur, assessing the appropriate disciplinary consequence and enforcing that consequence should the student re-enroll in the District, and/or forwarding any order of a disciplinary consequence to a future school in which a student enrolls.

Scope of the District's Disciplinary Authority

General Authority

In addition to the disciplinary authority established for certain types of offenses as described within the SCC, the District has general disciplinary authority over a student at the following times:

- At any time during the school day.
- While traveling on District owned or operated transportation or during school-related travel.
- While attending any school-sponsored or school-related activity, regardless of time or location.
- As provided in extracurricular or organization handbooks, by-laws, constitutions, or other guidelines.
- During lunch periods, including those in which a student leaves the campus.
- While on school property.
- For any school-related misconduct, regardless of time or location.
- During online or other types of remote instruction.
- Other off campus conduct as authorized and defined by Chapter 37 of the Texas Education Code, including cyberbullying.
- For certain offenses against other students and school employees, regardless of time or location.

- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line.
- For certain criminal offenses, regardless of time or location
- If the student is a registered sex offender.
- Conduct that threatens the safety of other students or staff members, regardless of the location

Searches

A student's clothing, personal property, electronic equipment, or method of transportation may be searched when there is reasonable cause to believe the search will reveal articles or materials prohibited by the District or other violations of school rules. School property used by the student, such as lockers, desks, or school-owned electronic equipment, may be searched when deemed necessary by the campus administration. Students are responsible for ensuring that any personal property, method of transportation, or school property used by the student does not contain prohibited items. Students may be disciplined for possession of prohibited items discovered during a search. For more information about searches, please review the District's Student Handbook and policy FNF (Local).

Criminal Conduct

School administrators will report crimes as required by law and may contact local law enforcement regarding suspected criminal activity. Certain acts of misconduct may constitute criminal offenses in addition to violations of the SCC. Because school discipline is independent of criminal proceedings, disciplinary consequences will not be postponed pending the outcome of any criminal proceeding or affected by the outcome of any criminal proceeding.

Finally, as the District expects its students to adhere to certain standards of conduct, the District also expects that parents of our students and other visitors will comply with similar standards of conduct and civility expected of our students. Accordingly, a school administrator, resource officer, or school district peace officer may refuse to allow a person to enter or may eject a person from any property under the control of the school district if the person refuses to leave peaceably upon request, and 1) the person poses a substantial risk of harm to themselves or others, or 2) is behaving in a way that is inappropriate for a school setting. A person behaving inappropriately for a school setting may be removed if, prior to the person being removed from District property, 1) the school employee issued a verbal warning that the behavior was inappropriate and could lead to the person's removal of the individual and 2) the person persisted in the behavior. Any person removed from District property may appeal such removal under Board policy FNG (Local) or (GF) (Local) and shall be permitted to address the Board in person within 90 days of filing the initial complaint, unless the complaint is resolved before the Board considers it.

Discipline Considerations & Techniques

Discipline Considerations

Using their professional judgment, campus behavior coordinators or other appropriate administrators will consider a variety of factors when administering disciplinary consequences and determining the duration of the consequence, including but not limited to:

- the degree of severity and risk of danger.
- the effect of the misconduct.
- the age and grade level of the student.
- legal requirements.
- the frequency of the misconduct.

- the student's demeanor.

- the possibility of disruption of the school environment.

- whether the conduct was motivated by antisemitism **(see definitions)**

When deciding to order a student to out-of-school suspension, DAEP placement, expulsion, or placement in JJAEP the District will consider, in addition to the factors above: (1) self-defense **(see definitions)**, (2) the student's intent **(see definitions)** or lack of intent at the time of the misconduct, (3) the student's disciplinary history, (4) a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct to the extent required by state and federal law, (5) a student's status in the conservatorship of the Department of Family and Protective Services and (6) a student's status as homeless. These factors will be taken into consideration regardless of whether it is a discretionary or mandatory disciplinary consequence.

A student who, upon investigation, is found to be subject to bullying **(see definitions)** will not be disciplined on the basis of using reasonable self-defense **(see definitions)** in response to the bullying, as determined by the campus administration.

The District will also establish a "threat assessment and safe and supportive school team" to serve at each campus of the district and will adopt policies and procedures for the teams. The team is responsible for developing and implementing the safe and supportive school program, as well as conducting threat assessments. These will include assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior, gathering and analyzing data to determine the level of risk and appropriate intervention (including referring a student for mental health assessment and implementing an escalation procedure, if appropriate based on the team's assessment), and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

Before a team may conduct a threat assessment of a student, the team must notify the parent of or person standing in parental relation to the student of the assessment. In conducting the assessment, the team shall provide an opportunity for the parent or person to: (1) participate in the assessment, either in person or remotely; and (2) submit to the team information regarding the student. After completing a threat assessment of a student, the team shall provide to the parent of or person standing in parental relation to the student the team's findings and conclusions regarding the student.

Finally, security personnel are important members of the District safety team. State law requires that the job duties of the peace officers, school resource officers and security personnel be listed in the District Student Code of Conduct. See job duties listed below:

Training and ability to subdue offenders, including the use of firearms, non-lethal weapons, and handcuffs. Exhibit a high level of personal integrity and display high ethical standards. Operate a computer to develop databases and do word processing. Actively monitor the interior and exterior of the campus for unauthorized persons. Instruct in classroom setting (IE, traffic stop education, bullying, dating violence). Respond to calls for service, which may include theft, criminal mischief, disturbances, or other disorders on school district sites. Conduct initial and follow-up investigations (or assist with the same). Assist in developing and implementing school safety programs. Promote crime prevention and traffic safety programs. Stay informed of and comply with state, district, and campus policies that affect schools, including daily attendance, punctuality, and confidentiality. Assist other local law enforcement and fire agencies, as required or requested. Assist the school administration with investigating alleged criminal violations committed by students, as requested. Regularly confer with teachers, counselors, campus administrators, and other staff to identify problems and/or suspected criminal behavior. Maintain contact with and act as a liaison to local law enforcement agencies. Compile, maintain,

and file all physical and computerized reports, records, and other documents required, including records of all cases investigated and reports required by law. Comply with all district routines and regulations. Maintain a positive and effective relationship with supervisors, colleagues, students, and parents. Provide traffic control at athletic events, school closings/openings, or as otherwise required. Provide escorts or accompany students, parents, or district staff, as needed. Work effectively and efficiently as part of a team. Follow safety and security procedures. Other duties as assigned.

Discipline Management Techniques

Discipline is designed to correct student behavior and encourage students to comply with school rules. The District may use any one or a combination of the following strategies or techniques to manage student behavior, prevent or intervene in discipline problems, or address violations of the SCC or campus or classroom rules:

- Verbal correction.
- Seating changes.
- Parent conferences.
- Removal from the classroom.
- Sending the student to the office or other area.
- Transfer to a different classroom or campus.
- Assignment to an alternate setting.
- Behavior modification contracts or improvement plans.
- Separation or “stay away” agreements or orders.
- Assignment of school-related tasks, services, or duties.
- Confiscation of items.
- School probation.
- Restitution or restoration.
- Revocation of interdistrict transfer, as permitted by state law or local DOI Plan, if applicable
- Calming-down time.
- Lunch detention.
- After-school detention.
- Restorative practices
- Demerits or rewards.
- Positive behavior interventions.
- Mediation.

- Peer mentoring.
- Training in conflict management, social skills, managing emotions, and impulse control.
- Loss or restriction of privileges, including participation or membership in co-curricular or extracurricular activities, seeking or holding honorary positions, or speaking at school activities.
- Suspension from participation in UIL or district extracurricular activities.
- Revocation of transportation privileges.
- Counseling.
- Detention
- Consequences identified in co-curricular or extracurricular codes of conduct, constitutions, by-laws, or other guidelines.
- In-school suspension.
- Out-of-school suspension.
- Disciplinary Alternative Education Program (DAEP).
- Expulsion.
- Other methods and consequences as stated in the SCC.

State law includes a list of prohibited "aversive" disciplinary techniques, defined as those "intended to reduce the likelihood of a behavior reoccurring by intentionally inflicting on a student significant physical or emotional discomfort or pain". While school districts may still utilize corporal punishment or legally permissible restraints, all other techniques listed in state law and below are explicitly prohibited and will not be utilized.

The term "aversive technique" includes a technique or intervention that:

- (1) is designed to or likely to cause physical pain, other than corporal punishment administered in accordance with state law
- (2) is designed to or likely to cause physical pain through the use of electric shock or any procedure that involves the use of pressure points or joint locks
- (3) involves the directed release of a noxious, toxic, or otherwise unpleasant spray, mist, or substance near the student's face
- (4) denies adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility
- (5) ridicules or demeans the student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse
- (6) employs a device, material, or object that simultaneously immobilizes all four extremities,

including any procedure that results in such immobilization known as prone or supine floor restraint

- (7) impairs the student's breathing, including any procedure that involves:
- (a) applying pressure to the student's torso or neck; or
- (b) obstructing the student's airway, including placing an object in, on, or over the student's mouth or nose or placing a bag, cover, or mask over the student's face
- (8) restricts the student's circulation
- (9) secures the student to a stationary object while the student is in a sitting or standing position
- (10) inhibits, reduces, or hinders the student's ability to communicate
- (11) involves the use of a chemical restraint
- (12) constitutes a use of timeout that precludes the student from being able to be involved in and progress appropriately in the required curriculum and, if applicable, toward the annual goals included in the student's individualized education program, including isolating the student by the use of physical barriers; or
- (13) deprives the student of the use of one or more of the student's senses, unless the technique is executed in a manner that:
- (a) does not cause the student discomfort or pain; or
- (b) complies with the student's individualized education program or behavior intervention plan

General Types of Prohibited Conduct

Misconduct Involving Others

Misconduct identified in the list of prohibited behaviors below will result in the assignment of one or more "Discipline Management Techniques" if the behavior is committed at school, a school-sponsored or school-related activity, during school-related travel, while traveling on District owned or operated transportation, or when the District has "Disciplinary Authority" as described previously in the SCC.

- Horseplay, roughhousing, and other playful behavior that, though not intended to harm, presents a reasonable risk of harm, threatens the safety of others, or actually causes injury to others.
- Fighting **(see definitions)** or scuffling that may or may not result in physical pain, illness, or any impairment of a physical condition.
- Hitting, pushing, or attempting to hurt another student in any way
- Engaging in conduct that can or does cause bodily injury **(see definitions)**.
- Forcing an unwilling person to act or not act or obtaining money or another object of value from an unwilling person through duress, threats, force, extortion, coercion, or blackmail.
- Subjecting a student or District employee, official, or volunteer to physical harm, confinement

or restraint.

- Bullying **(see definitions)**.

- Cyberbullying **(see definitions)**, including conduct that interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

- Name-calling, ethnic or racial slurs, making racial comments to another student or employee, or derogatory statements that school employees reasonably believe could substantially disrupt the school environment or incite violence.

- Adding any substance, whether harmful or not, without permission to any food or beverages belonging to, in the possession of, or meant to be consumed by another student or District employee, official, or volunteer.

- Engaging in harassment **(see definitions)** toward another student or a District employee, official, or volunteer, including harassment based on race, color, religion, national origin, disability, sex, gender, or age.

- Engaging in sexual harassment **(see definitions)** or sexual abuse.

- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older created by using A.I. without the student's consent.

- Invasive visual recording **(see definitions)**.

- Inappropriate verbal (oral or written), physical, or sexual contact toward another student or a District employee, official, or volunteer, regardless of whether it is consensual.

- Touching one's own private body parts in a sexual manner.

- Consensual hugging, touching, or other displays of affection that interfere with, detract from, or disrupt the school environment.

- Engaging in physical, sexual, verbal, or emotional abuse as a means to harm, threaten, intimidate, or control another person in a current or past dating relationship.

- Engaging in oral or written threats to cause harm or bodily injury **(see definitions)** to another student, a District employee, official, or volunteer, or school property, including threats made on or off campus, using the Internet or other technology resources, including messaging apps, postings, or any kind of social media.

- Engaging in oral or written threats of any kind of violence, violent acts, or harm to another student or staff member, whether or not such threats are meant to be taken seriously.

- Preparing a hit list **(see definitions)**.

- Wrongfully obtaining and using another person’s identifying information or personal data without permission.

- Hazing **(see definitions)**.

Possessing, Using, Giving, Selling, Buying, or Offering to Sell or Buy Prohibited Items

- Retaliating against a student for (1) reporting either a violation of the SCC or bullying, or (2) participating in an investigation of a violation of the SCC or bullying.
- Matches or a lighter.
- Tobacco products.
- Electronic cigarettes **(see definitions)**, electronic vaping devices, personal vaporizers, electronic nicotine delivery systems or paraphernalia, including but not limited to Juul and Juul pods, vials, cartridges, or "pens" with liquid or any other types of material for use in such devices
- Using Artificial Intelligence (A.I.) in any way that harms other students, disrupts school operations, or otherwise violates provisions of this code of conduct or the District's Acceptable Use Policy
- Fireworks or any other pyrotechnic device.
- Smoke or stink bombs.
- Laser pointers (unauthorized use).
- Pepper spray or other small chemical dispenser sold commercially for personal protection.
- "Look-alike" drugs or items attempted to be passed off as drugs, including non-prescription drugs, medications, or herbal or dietary supplements except as permitted by District policy.
- Prescription drugs except as permitted by District policy.
- Less than a useable amount of stems, seeds, or other pieces of marijuana.
- Paraphernalia **(see definitions)** related to any prohibited substance, including, but not limited to, marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage.
- Designer drugs, synthetic marijuana, synthetic cannabinoids (such as K2 or spice), stimulants (such as bath salts), or analogs of any drug in any form, regardless of whether currently scheduled or classified as an illegal drug under state or federal law and regardless of whether the substance is legally sold or marketed as "herbal incense," "potpourri," "bath salts," or "not for human consumption.".
- Razor blades, box cutters, or chains.
- Knives with a blade 5 ½ inches or less.
- Hand instrument designed to cut or stab another by being thrown; including, but not limited to, a dirk, stiletto, dagger, poniard, bowie knife, sword, or spear.
- Fake or "look-alike" weapons.
- Deadly weapons **(see definitions)**.

- Poisons, caustic acids, or other materials that may be toxic to the human body.
- BB gun, air gun, or stun gun.
- Ammunition, shells, bullets, or gunpowder.
- Clubs, knuckles, firearm silencers, or similar dangerous weapons.
- Material that is sexually-oriented, pornographic, obscene, or reveals a person's private body parts, including material created by A.I.
- Material, including published or electronic items, that promotes or encourages illegal behavior or could threaten school safety.
- Articles not generally considered to be weapons when the administrator determines that a danger exists or when used in a way that threatens or inflicts bodily injury to another.
- Electronic games, iPads, MP3 players, stereo head sets, ear pods, air pods, or any other electronic equipment for other than approved use
- Using, displaying, or having in operational mode a cellular telephone or telecommunications device **(see definitions)** at school during the school day, including using a cellular telephone to film other students and/or District employees.

Misuse of Property

- Stealing from others, including the District.
- Committing or assisting in a robbery, theft, or burglary that is not punishable as a felony.
- Damaging, destroying, or vandalizing property owned by others or the District.
- Committing criminal mischief with damage in an amount less than $2500.
- Marking District property such as textbooks, lockers, furniture, or equipment with graffiti, tagging, or by other means.
- Attempting to start or starting a fire on or in any property owned, used, or controlled by a student, the District, or District employees, officials, or volunteers that does not rise to the level of arson or criminal mischief.

Safety / Disruption

- Threatening to use or exhibit a firearm.
- Discharging a fire extinguisher, pulling a fire alarm, calling 911, tampering with an Automated External Defibrillator, or causing the sprinkler system to activate when there is no smoke, fire, danger, or emergency.
- Making or participating in false statements, hoaxes, or jokes regarding threats to other students and/or school safety.
- Making threats regarding school safety or harm to students and/or employees, regardless of intent.
- Engaging in misbehavior, actions, or demonstrations that substantially disrupt or materially interfere with school activities or that give school officials reasonable cause to believe that such conduct will substantially disrupt the school program, endanger others, or incite violence.

- Throwing objects that can cause bodily injury or property damage.

- Making false accusations or providing false statements concerning wrongful, unlawful, inappropriate, or illegal conduct alleged to have been committed by another student or District employee, official, or volunteer.

Technology

- Sending, possessing, or posting electronic messages, videos, audio recordings, or images that are abusive, obscene, sexually oriented, harassing, threatening, intimidating, illegal, or that cause a material or substantial disruption at school, including cyberbullying **(see definitions)**.

- Using any device or technology to copy or capture an image or the content of any District materials (such as tests or exams) without permission of a teacher or administrator.

- Making, participating in the making of, transmitting to another via an electronic device, or posting to the Internet a digital video, audio recording, or image of an actual or simulated act that involves a crime or conduct prohibited by the Code of Conduct.

- Using any device or technology to record the voice or image of another in any way that disrupts the educational environment, invades the privacy of others, or without the prior consent of the individual being recorded.

- Using any device or technology to record the voice or image of another to take, disseminate, transfer, circulate, exhibit, present, or share audio, images, video, or photos that reveal private parts of the body that are normally covered by clothing.

- Using the name, persona, or image of a student, District employee, or volunteer to create a web page or social media account or post one or more messages on a website or social media account without the other person's consent for purposes of harassing, intimidating, embarrassing, or threatening another.

- Using email, websites, social media, messaging apps, or electronic devices to engage in or encourage illegal conduct, violations of the SCC, or to threaten school safety.

- Attempting to or successfully accessing or circumventing passwords or other security-related information of the District, officials, volunteers, employees, or other students by any means.

- Attempting to or successfully altering, destroying, interrupting, intercepting, or disabling District technology equipment, District data, the data of other users of the District's computer system, or other networks connected to the District's system, including uploading or creating computer viruses, worms, or other harmful material.

- Copying, downloading, reproducing, distributing, retransmitting, redisplaying, or modifying items from the District's website or social media accounts

- Using A.I. in any way that harms other students, disrupts school operations, or otherwise violates provisions of this code of conduct or the District's Acceptable Use Policy.

- Using Artificial Intelligence on any kind on any school assignment or assessment, unless explicitly authorized by the instructor of the class

- Engaging in any of the above forms of technological misconduct outside of school when such conduct causes a material or substantial disruption at school as determined by school officials or when such conduct is school-related and/or falls under the jurisdiction of the school, as described at the beginning of this SCC

- NOTE: Students will not be disciplined for technological misconduct related to possessing items described above so long as the student (1) did not contribute to creation of the item in any way, (2) possessed it only after receiving the item unsolicited from another, (3) either promptly destroyed the item or reported it to a school employee as soon as possible, and (4) did not show, provide a copy, forward, or re-post the item to anyone other than law enforcement, a school employee, or the student's parent/guardian.

Failure to Follow Rules

- Violating dress and grooming criteria.
- Being insubordinate or otherwise failing to comply with lawful directives given by school personnel.
- Attempting to or successfully evading, avoiding, or delaying questioning by a District employee or providing inaccurate information when questioned about possible violations of the SCC.
- Failing to provide proper identification upon request of a District employee.
- Attempting to violate or assisting, encouraging, promoting, or attempting to assist another student in violating the Code of Conduct or help conceal any violation.
- Failing to immediately report to a school employee knowledge of a device, object, substance, or event that could cause harm to self or others.
- Unexcused tardiness to class.
- Skipping school or class without the District's or parent/guardian's permission.
- Leaving class, the campus, or school events without permission.
- Enticing or preventing another student from attending school, class, or a school activity the student is required to attend.
- Violating rules for conduct on school owned or operated transportation.
- Violating rules for operating or parking a motor vehicle on school property.
- Violating policies or rules for computer use, Internet access, technology, or other electronic communications or imaging devices.
- Violating the District's medications policy regarding prescription and over-the-counter drugs.
- Academic dishonesty, including cheating, copying the work of another, plagiarism, use of A.I. to complete assignments, or unauthorized collaboration with another person in preparing an assignment.
- Failure to comply with guidelines applicable to student speakers who are speaking at school-sponsored or school-related events.
- Failure to ensure that personal property, mode of transportation, or school property used by the student does not contain prohibited items.
- Violating other campus or classroom rules for behavior or district policies.

Other Misconduct

- Using profanity, vulgar language, or obscene gestures.
- Loitering in unauthorized areas.
- Falsifying, altering, forging, or destroying school records, passes, other school-related documents, or documents presented to District employees.
- Gambling or betting money or other things of value.
- Inappropriate exposure of a student's private body parts which are ordinarily covered by clothing, including through such acts as mooning, streaking, or flashing.
- Taking one or more steps toward violating the SCC even if the student fails to complete the intended misconduct.

Removal from District Transportation

Reasons for Removal

Appropriate student behavior is essential to the safe operation of District transportation. Students must comply with the expectations of the SCC while using District transportation. In addition to compliance with the SCC, students are expected to comply with the following transportation rules:

- Follow the driver's rules for food or beverages
- Enter and exit transportation in an orderly manner at the designated stop
- Do not extend any body part, clothing, or other article outside of the transportation
- Remain seated in designated seats facing forward
- Keep hands, feet, other body parts, or objects to yourself
- Keep aisles clear of books, bags, instruments, feet, or other obstructions
- Refrain from making loud or distracting noises
- Comply with lawful directives issued by the driver
- Do not obstruct the driver's view
- Do not throw objects inside the transportation or out of the windows or doors
- Follow the driver's rules for food or beverages
- Do not mark, deface, destruct, or tamper with seats, windows, emergency doors, or other equipment
- Do not extend any body part, clothing, or other article outside of the transportation
- Keep hands, feet, other body parts, or objects to yourself
- Refrain from making loud or distracting noises

- Do not obstruct the driver's view
- Do not throw objects inside the transportation or out of the windows or doors
- Do not mark, deface, destruct, or tamper with seats, windows, emergency doors, or other equipment

Procedure for Removal

A driver of District owned or operated transportation may send a student to the administrator's office to maintain discipline during transport to or from school or a school-sponsored or school-related activity, to enforce the transportation rules, or when the student engages in behavior that violates the SCC. The administrator may use one or more discipline management techniques to address the behavior, which may include temporarily suspending or permanently revoking school transportation privileges.

The student will be informed of the reason for suspension or revocation of transportation privileges and will be given the opportunity to respond before the administrator's decision is final. Suspension of transportation privileges does not excuse a student from attending school. It is the responsibility of the parent/guardian and/or student to make alternate transportation arrangements to and from school.

Removal from Classroom by Teacher

Ordinary Teacher Removal

A teacher may send a student to the campus behavior coordinator's office to maintain discipline in the classroom or when the student engages in behavior that violates the SCC. For these informal removals, the behavior coordinator will use one or more discipline management techniques to address and improve the student's behavior before returning the student to the classroom. If the student's behavior does not improve, the behavior coordinator will employ other discipline techniques or progressive interventions to improve the student's conduct.

Formal Teacher Removal

A teacher may remove a student from class when:

- The student repeatedly interferes with the teacher’s communication or student learning
- The student demonstrates behavior that is unruly, disruptive or abusive toward the teacher, another adult, or another student
- The student engages in conduct that constitutes bullying as defined by law

A teacher may remove a student from class based on a single incident of behavior described above. A teacher may document any conduct by a student that does not conform to the Student Code of Conduct and may submit that documentation to the principal. A teacher must remove a student from class if the student engages in conduct that requires or permits DAEP placement or expulsion under the Texas Education Code, in which case the procedures for DAEP placement or expulsion will apply.

Placement During Removal

When a teacher utilizes a formal removal of the student from the classroom, the administrator may place the student in: (1) another appropriate classroom, (2) in-school suspension, (3) out-of-school suspension, or (4) DAEP.

Procedures for Teacher Removal

No later than three school days after a teacher has formally removed a student from class, an administrator will schedule a conference with the campus behavior coordinator or other administrator, the student's parent/guardian, the student, and the teacher. At the conference, the student will be provided an explanation of the basis for removal and be given an opportunity to respond, the teacher must also be given an opportunity to participate, and a return to class plan must be discussed. After the conference, the campus behavior coordinator or designee will

render a discipline decision and inform the student and parent/guardian of the consequences.

A student who is sent to the campus behavior coordinator's or other administrator's office through an ordinary or a formal teacher removal from class is not considered to have been removed from the classroom for the purposes of reporting data through the Public Education Information Management System (PEIMS) or other similar reports required by state or federal law.

Return to the Classroom

The principal may not return the student to the teacher's class without the teacher's written consent unless the Placement Review Committee determines that such placement is the best or only alternative available, a conference is held within three school days of the removal in which the teacher has been provided an opportunity to participate, and a return to class plan has been prepared for that student. The return to class plan must be created before or during the conference and discussed at the conference. At the conference, the principal or other appropriate administrator must notify the student and parent of the right to appeal the removal. The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities.

A student may appeal the student's removal from class under this section to the placement review committee or to the campus's threat assessment and safe and supportive school team established in accordance with state law, as determined by board policy.

If the teacher removed the student from class because the student engaged in assault resulting in bodily injury, aggravated assault, sexual assault, or aggravated sexual assault against the teacher, the student may not be returned to the teacher's class without the teacher's consent.

In-School Suspension (ISS)

Reasons for ISS

Students may be placed in ISS for any misconduct listed in any category of the SCC. ISS assignments are not subject to any time limit.

A student who possesses or uses an e-cigarette **(see definitions)** and who is not placed in a disciplinary alternative education program for the first-time offense, must be placed in in-school suspension for a period of at least 10 school days.

Procedure for ISS

The student will be informed of the reason for placement in ISS and be given an opportunity to respond. While in ISS the student will complete assignments from his or her teacher, and the campus administrator may place restrictions on the student's participation in school-sponsored or school-related activities.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date the ISS placement begins in order to evaluate the educational progress of the student and to determine if continued ISS is appropriate. If the principal or other appropriate administrator determines that continued ISS is appropriate, he or she shall document the determination.

Notice for ISS

On the day the consequence is assigned, the campus behavior coordinator or other appropriate administrator will contact the parent/guardian by phone or in person and will also make a good faith effort to provide the student with written notice of the disciplinary action to be delivered to the parent/guardian that same day. If the parent/guardian is not reached by phone or in person by 5:00 p.m. on that day, written notice will be sent to the parent's/guardian's last known address, via mail or electronically. Failure to send any notice within this time period or as noted elsewhere in the SCC does not preclude imposing the ISS discipline consequence.

Out-of-School Suspension (OSS)

Reasons for OSS

Students may be suspended from school for any misconduct listed in any category of the SCC.

Procedure for OSS

The student will be informed of the reason for out-of-school suspension and be given an opportunity to respond before the administrator's decision is final. While the student is suspended, the administrator may place restrictions on the student's participation in school-sponsored or school-related activities. Students may be suspended for a maximum of three school days at a time.

Notice for OSS

On the day the consequence is assigned, the campus behavior coordinator or other appropriate administrator will contact the parent/guardian by phone or in person and will also make a good faith effort to provide the student with written notice of the disciplinary action to be delivered to the parent/guardian that same day. If the parent/guardian is not reached by phone or in person by 5:00 p.m. on that day, written notice will be sent to the parent's/guardian's last known address, via mail or electronically. Failure to send any notice within this time period or as noted elsewhere in the SCC does not preclude imposing the OSS consequence.

Upon receiving a written request from a student's parent or guardian, the principal or other appropriate administrator may, at his or her sole discretion, reassign a student placed in out-of-school suspension to ISS if the student's parent or guardian demonstrates through supporting information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. If the administrator decides on ISS instead, the alternative placement may be used only in extenuating circumstances and may not be used as a routine replacement for out-of-school suspension. The school district shall maintain documentation of each such reassignment, including the parent's request, the reason for the parent's unavailability, and all supporting information and documentation.

Assignments During ISS and OSS

The student will be required to complete all class assignments, homework, tests, and other academic work covered during the suspension. The student will have the opportunity to receive full credit for completed academic work when submitted in a timely manner and in accordance with the teacher or administrator's instructions. The student will be provided during the period of suspension, whether in-school or out-of-school, an alternative means of receiving all course work provided in the classes in the foundation curriculum that the student misses as a result of the suspension, including at least one option for receiving the course work that does not require the use of the Internet.

The District will provide a student placed in ISS with appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program and continue to have an opportunity to progress in the general curriculum.

Grade Level and Other Restrictions on Suspension

A student who is in second grade or younger cannot receive an out-of-school suspension unless, while at school or at a school-sponsored activity, the student engages in conduct that contains the elements of an offense related to weapons, engages in conduct that threatens the immediate health and safety of other students in the classroom, engages in documented conduct that results in repeated or significant disruption to the classroom, or engages in selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

A student who is homeless, as that term is defined in federal law for homeless children and youth, cannot receive an out-of-school suspension, unless the student engages in conduct that contains the elements of an offense related to weapons, engages in conduct that threatens the immediate health and safety of other students in the classroom, engages in documented conduct that results in reapeated or significant disruption to the classroom, or engages in selling, giving, or delivering to another person or possessing, using, or being under the influence

of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

Disciplinary Alternative Education Program (DAEP)

Reasons for Mandatory DAEP Placement

School-Related. Subject to the requirements of Texas Education Code, Section 37.009 (a), a student must be placed in DAEP for any of the following misconduct if committed while on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Engages in conduct punishable as a felony.
- Commits an assault **(see definitions)** resulting in bodily injury **(see definitions)** against another.
- Sells, gives, delivers, possesses, uses, or is under the influence of a controlled substance **(see definitions)** or a dangerous drug **(see definitions)**, in any amount not punishable as a felony.
- Sells, gives, or delivers to another person an e-cigarette **(see definitions)**.
- Sells, gives, delivers, possesses, uses, is under the influence of an alcoholic beverage or commits a serious act or offense while under the influence of an alcoholic beverage.
- Possesses, uses, sells, gives, or delivers to another person an e-cigarette **(see definitions)**.
- Possesses or uses an e-cigarette **(see definitions)** other than a first-time offense.
- Engages in an offense relating to abusable volatile chemicals **(see definitions)**.
- Engages in conduct that contains the elements of the offense of harassment under specific provisions of the Texas Penal Code **(see definitions)**, against an employee of the school district.
- Engages in public lewdness **(see definitions)**.
- Engages in indecent exposure **(see definitions)**.
- Possesses, other than on his or her person, or uses a firearm **(see definitions)** as defined by state law. Note: Possession of a firearm as defined by federal law is an expellable offense.
- Possesses, other than on his or her person, or uses a knife with a blade over 5½".
- Engages in expellable conduct if the student is between six and nine years of age.
- Engages in a federal firearm offense if the student is six years of age or younger.

Off-Campus. A student must be placed in DAEP for engaging in a Title 5 **(see definitions)** felony offense, aggravated robbery, deadly conduct, disorderly conduct involving a firearm, or unlawfully carrying weapons as defined by the Penal Code **(see definitions)** while off-campus and not in attendance at a school-sponsored or school-related activity if:

- The student receives deferred prosecution,
- A court or jury finds the student engaged in delinquent conduct, or

- The Superintendent or Superintendent's designee has a reasonable belief that the student has engaged in conduct defined as either a Title 5 felony offense or aggravated robbery (as defined in the Penal Code).

Regardless of Location. A student must be placed in DAEP if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- Issues a false alarm or report **(see definitions)** or a terroristic threat **(see definitions)** involving a public school.
- Engages in the criminal offense of harassment as defined by law **(see definitions)** against any school employee or volunteer.
- Engages in the criminal offense of retaliation as defined by law **(see definitions)** against any school employee or volunteer.
- Is a registered sex offender **(see definitions)** under court supervision, probation, community supervision, or parole.

Students who are: (1) convicted of continuous sexual abuse of a young child or children; or (2) convicted, receive deferred adjudication or deferred prosecution, been found to have engaged in delinquent conduct or conduct in need of supervision, or been placed on probation for either sexual assault or aggravated sexual assault against another student assigned to the same campus at the time the offense occurred will be placed in DAEP (or JJAEP as appropriate) on the request of the victim's parents if the victim student does not wish to transfer, and there is only one campus serving that grade level. Placement in this circumstance may be for any length of time considered necessary.

Reasons for Discretionary DAEP Placement

School-Related. A student may be placed in DAEP for any of the following misconduct if committed while on school property, or while attending a school-sponsored or school-related activity on or off school property:

Possessing or using an e-cigarette **(see definitions)** for a first-time offense

- Committing any offense included in the list of "General Types of Prohibited Misconduct" in this SCC.
- Engaging in persistent **(see definitions)** misbehavior that violates this SCC.
- Engaging in criminal mischief if the damage is less than $2500.
- Engaging in conduct that contains the elements of the offense of disruptive activities as defined by law **(see definitions)**
- Engaging in conduct that contains the elements of the offense of disruption of classes as defined by law **(see definitions)** unless the student is younger than 12 years of age at the time of the offense.

Off-Campus. A student may be placed in DAEP for engaging in the following misconduct while off-campus and not in attendance at a school-sponsored or school-related activity:

- The administrator has a reasonable belief that the student engaged in conduct punishable as a felony (other than aggravated robbery or a Title 5 felony), and the student's continued presence in the regular classroom is a threat to the safety of others or is detrimental to the educational process.

- Off-campus conduct for which DAEP placement is required by state law when the administrator does not learn of the conduct until more than a year passes after the conduct occurred.

Regardless of Location. A student may be placed in DAEP if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- A student who is a registered sex offender **(see definitions)** and who is not under any form of court supervision may be placed in DAEP at the discretion of the District. A student who is a registered sex offender and who is not under any form of court supervision, may be placed in regular classes if the student is not a threat to the safety of others, is not detrimental to the educational process, and if such placement is not contrary to the best interests of the District's students.

- Engages in bullying **(see definitions)** that encourages a student to commit or attempt to commit suicide.

- Incites violence against a student through group bullying.

- Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

- Is involved with a public school fraternity, sorority, secret society, or gang **(see definitions)**, including participating as a member or pledge, or soliciting another person to become a member or pledge.

- Is involved in criminal street gang activity (see definition).

Emergency DAEP Placement

An administrator may order an emergency DAEP placement if the student has been so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the class, the learning of other students, or the operation of a school-related or a school-sponsored activity. The reason for emergency placement must also be a reason for which DAEP placement could be ordered on a non-emergency basis. At the time of the emergency placement, the student will be told the reason for the action.

No later than the tenth day after the date of emergency DAEP placement, the student will be given a conference as required for regular placement in DAEP; see below.

Procedure for DAEP Placement

Conference. No later than three school days after the student is removed from class, a campus administrator will schedule a conference with the campus behavior coordinator or other appropriate administrator, the student's parent/guardian, and the student. At the conference, the administrator will explain the allegations against the student, inform the student of the basis for the proposed DAEP placement, and give the student an opportunity to explain his or her version of the incident. The District may conduct the conference and make a discipline decision regardless of whether the student or the student's parent/guardian attends if the District made reasonable attempts to have them attend.

On placement of a student in a disciplinary alternative education program, the school district shall provide information to the student's parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student under the Texas Education Code, Section 29.004.

If during the term of DAEP placement the student engages in additional misconduct, additional conferences may be conducted and additional discipline may be imposed.

Interim Placement. Until a placement conference can be held, the student may be placed in another appropriate classroom, in- school suspension, or out-of-school suspension. The student may not be returned to the regular classroom pending the placement conference.

DAEP Placement Order. If the outcome of the conference is to place the student in DAEP, the campus behavior coordinator or designee will issue a DAEP placement order. If the length of placement differs from the guidelines included in the SCC, the DAEP placement order will give notice of the inconsistency.

A copy of the DAEP placement order will be sent to the student and the student's parent/guardian. For those students placed in DAEP for a reason identified in the Texas Education Code, the District will also send the juvenile court a copy of the DAEP placement order no later than the second business day after the placement conference. A copy of the DAEP placement order will be included with any records sent to a school where the student seeks to enroll. The enrolling school district has discretion to enforce the DAEP placement order.

Length of DAEP Placement

The length of a student's placement in DAEP will be determined on a case-by-case basis using the criteria identified in the "Discipline Considerations" section of this SCC. All DAEP placements will result in placement for up to 60 school days.

If the DAEP is at capacity at the time a DAEP placement decision is made for a student who engaged in conduct related to marijuana, a vape, alcohol, or an abusable chemical, the student shall be:

- (1) placed in in-school suspension; and
- (2) if a position becomes available in the DAEP program before the expiration of the placement period, transferred back to the DAEP for the remainder of the placement order.

If the DAEP is at capacity at the time a DAEP decision is made for a student who engaged in conduct described under Section 37.007 that constitutes violent conduct, as defined by commissioner rule or administrator discretion in the absence of commissioner rule, a student who has been placed in the program for conduct related to marijuana, a vape, alcohol, or an abusable chemical:

- (1) may be removed from the DAEP and placed in in-school suspension to make space in the DAEP available for the student who engaged in violent conduct; and
- (2) if removed from the DAEP for this reason, shall be returned to the DAEP if space becomes available prior to the end of the placement period.

Successful completion of school days will be determined at the discretion of the District. The length of DAEP placement may not exceed one year unless, after review, the District determines that the student is a threat to the safety of other students or District employees.

Students placed in DAEP at the end of one school year may be required to complete the assigned term at the beginning of the next school year. For DAEP placement to extend beyond the end of the school year, the administrator must determine that: (1) the student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or (2) the student engaged in serious or persistent misbehavior that violates the SCC. For purposes of this paragraph only, "serious or persistent misbehavior" means any misconduct identified as being punishable with placement in DAEP or expulsion or three or more violations of the SCC or repeated occurrences of the same violation.

If the DAEP placement extends beyond 60 days or the end of the next grading period, whichever is sooner, the student or the student's parent/guardian may participate in a proceeding before

the Board or Board's designee as provided in policy FNG (LOCAL). Any decision of the Board is final and may not be appealed.

Particular Rules for Registered Sex Offenders

The general SCC rules for DAEP placement apply to registered student sex offenders **(see definitions)** except as modified in this section.

Placement. Registered sex offenders will be placed in a Juvenile Justice Alternative Education Program (JJAEP) in lieu of DAEP if: (1) ordered to attend JJAEP by a court, or (2) if permitted by agreement between the District and the JJAEP.

Length of Placement. Registered sex offenders under court supervision will be placed in DAEP for a minimum of of one semester. Registered sex offenders who are not under any form of court supervision but who are assigned to DAEP must serve a length of placement to be determined by the Campus Behavior Coordinator or other appropriate administrator.

Transfers. Registered sex offenders under court supervision that transfer into the District will be required to complete the DAEP assignment assessed by the previous school district, but will receive credit for any time already spent in DAEP.

Registered sex offenders who are not under court supervision that transfer into the District will be required to complete the DAEP assignment assessed by the previous school district, but will receive credit for any time already spent in DAEP.

Periodic Review for Registered Sex Offenders. At the end of the first semester of DAEP placement, a review committee will determine by majority vote and recommend to the appropriate administrator whether the student should remain in DAEP or be returned to the regular classroom. The appropriate administrator will follow the committee's decision to return the student to the regular classroom unless the student's presence in the regular classroom is a threat to the safety of others, is detrimental to the educational process, or is not in the best interests of the District's students. Conversely, the appropriate administrator will follow the committee's decision to continue the student's placement in DAEP unless the student's presence in the regular classroom is not a threat to the safety of others, is not detrimental to the educational process, or is not contrary to the best interests of the District's students

If the student remains in DAEP, the review committee will re-consider the student's placement before the beginning of the next school year.

Appeals for Registered Sex Offenders. DAEP placement may be appealed as described in District policy FNG or FOC. However, the appeal is limited to the factual question of whether the student is required to register as a sex offender under the law. A decision of the District's Board of Trustees is final and may not be appealed.

Other DAEP Issues

Grade Levels. Elementary students in kindergarten through grade 5 will not be placed in DAEP with secondary students in grade 6 through grade 12.

No Participation in Extracurricular Activities While in DAEP. Students placed in DAEP for any mandatory or discretionary reasons are not allowed to attend or participate in school-sponsored or school-related extracurricular or co-curricular activities during the period of DAEP placement. This restriction applies until the student fulfills the DAEP assignment at this or another school district.

Impact on Graduation. For graduating seniors who are in DAEP during the last week of school, the DAEP placement will continue through the last instructional day. The student will be allowed to participate in commencement exercises and related graduation activities unless otherwise specified in the DAEP placement order.

Transportation. The District will provide transportation to and from DAEP. This transportation privilege may be revoked if the student does not follow the transportation rules, refuses to cooperate with the driver or other District personnel involved in providing transportation or violates any provision of the SCC during transport.

Periodic Review. The District will review a student's DAEP placement and academic status every 120 calendar days. In the case of a high school student, the student's progress toward graduation will be reviewed and a graduation plan will be established. At the review, the student or the parent/guardian will have an opportunity to present reasons for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Coursework Opportunity. Students placed in DAEP will have an opportunity to complete coursework required for graduation, at no cost to the student, before the beginning of the next school year.

Transition from DAEP. As soon as practicable after the DAEP administrator determines the date a student will be released from the program, the administrator will provide written notice of the date to the student's parent/guardian and to the administrator of the campus to which the student will return. The DAEP will also provide the campus administrator an assessment of the student's academic growth while attending the alternative education program and the results of any assessment instruments administered to the student. Not later than five instructional days after the date of release from the DAEP, the campus administrator will coordinate the student's transition to a regular classroom, which must include assistance and recommendations from school counselors, school district peace officers, school resource officers, licensed clinical social workers, campus behavior coordinators, classroom teachers who are or may be responsible for implementing the student's personalized transition plan, and any other appropriate school district personnel.

Transition Plan. Each student must be provided a personalized transition plan developed by the campus administrator. The transition plan must include recommendations for the best educational placement of the student and the provision of information to the student's parent or person standing in parental relationship to the student about the process to request a full individual and initial evaluation of the student for purposes of special education services under Texas Education Code, Section 29.004. The transition plan may include recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals; recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity; and a regular review of the student's progress toward the student's academic or career goals. If practicable, the campus administrator or designee will meet with the student's parent/guardian to coordinate plans for the student's transition.

Effect of Student Withdrawal. When a student withdraws from school before a DAEP placement order is completed, the District may complete the proceedings and issue a DAEP placement order. If the student re-enrolls in the District during the same or subsequent school year, the District may enforce the DAEP placement order at that time, minus any portion of the placement that was served by the student during enrollment in another district.

If the administrator does not issue a DAEP placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a DAEP placement order.

Student Transfers. Students assigned to DAEP in another Texas district, a Texas open-enrollment charter school, or an out-of-state school district at the time of enrollment into the District will be placed into the District's DAEP to complete the term of their DAEP placement. In order to continue an out-of-state DAEP placement, the basis for the DAEP placement must also be a

reason for DAEP placement in the enrolling district. If the out-of-state DAEP placement period exceeds one year, the District will reduce the period of placement so that the total placement does not exceed one year unless the District determines that the student is a threat to the safety of others or extended placement is in the best interests of the student.

Summer School. Students in DAEP during summer programs will be served alongside other students not assigned to DAEP.

Summer Activities. Students whose DAEP placement continues past the end of the school year and into the next school year will not be permitted to participate in school-related activities occurring during summer months, including team camps, clinics, practices, and workouts.

Criminal Proceedings. The review and appeal process described below is limited to retaliation or off-campus misconduct. It does not apply if the student was placed in DAEP as required by law for conduct occurring on or within 300 feet of school property, at a school-sponsored or school-related activity, or for a false alarm or report or terroristic threat involving a public school.

If the District receives notice that prosecution of a student's case was refused and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated or a court or jury found the student not guilty or that the student did not engage in delinquent conduct or conduct indicating a need for supervision and dismissed the student's case with prejudice, the District will review the student's DAEP placement and will schedule a review with the student's parent/guardian no later than the third day after receiving notice. The student will not be returned to the regular classroom before the review. After reviewing the notice and receiving information from the student's parent/guardian, the administrator may only continue the student's DAEP placement if the administration has reason to believe the student's presence in the regular classroom threatens the safety of others.

The administrator's decision may be appealed to the Board. In the event of an appeal, at the next scheduled meeting the Board will: (1) review the notice, (2) hear statements from the student, the student's parent/guardian, and the administrator, and (3) confirm or reverse the decision of the administrator.

If the Board confirms the decision of the administrator, the student and the student's parent/guardian have the right to appeal to the Commissioner of Education. The student may not be returned to the regular classroom while the appeal is pending.

Policy for Parental Involvement in School Disciplinary Placements

The principal, campus behavior coordinator, or other appropriate administrator shall notify the parent or legal guardian of a student who has been placed in DAEP or expelled of the parent's right to request that a behavioral agreement be developed, specifying the responsibilities of the parent and student. If such a behavioral agreement is developed and the student and the parent comply with the terms of the agreement, the campus will offer a reduction in the period of the disciplinary placement imposed on the student. If the period of a disciplinary placement is reduced as a result of the agreement, such agreement does not entitle the student to a different disciplinary placement. Any reduction in the period of a disciplinary placement is at the sole discretion of the principal, campus behavior coordinator, or other appropriate administrator and may be revoked or amended at any time if the student or the parent fails to comply with the terms of the behavioral agreement. A behavioral agreement developed under this policy must include, in writing, the specific reduction in the period of the student's disciplinary placement with which the student will be credited if the student and the parent comply with the terms of the behavioral agreement. When developing a behavioral agreement, the school district shall consider the model behavioral agreement created by the Texas Commissioner of Education.

Expulsion

Reasons for Mandatory Expulsion

A student must be expelled for any of the following misconduct, regardless of whether the conduct occurs on or off school property:

- Engages in conduct that contains the elements of unlawfully carrying weapons under the Penal Code **(see definitions)** or the elements of carrying prohibited weapons under the Penal Code **(see definitions)**.

- Possesses or uses a handgun on or about his or her person **(see definitions)**.

- Engages in conduct that contains the elements of exhibiting, using, or threatening to exhibit or use a firearm under the Penal Code **(see definitions)**.

*Firearm note: So long as the firearm is not brought on school property, a student will not be expelled solely for using, exhibiting, or possessing a firearm at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or while participating in a shooting sports educational activity sponsored or supported by the Texas Parks and Wildlife Department or an organization working with the department.

- Possesses or uses a location restricted knife, on or about his person.

- Possesses, manufactures, transports, repairs, or sells one of the following prohibited weapons: an explosive weapon, machine gun, short-barrel firearm, armor-piercing ammunition, chemical dispensing device, zip gun, improvised explosive device, or tire deflation device **(see definitions)**.

- Engages in the following misconduct as defined in the Texas Penal Code: (1) aggravated assault, (2) sexual assault, (3) aggravated sexual assault, (4) arson, (5) murder, (6) capital murder, (7) criminal attempt to commit murder or capital murder, (8) indecency with a child, (9) kidnapping, (10) aggravated kidnapping, (11) burglary, (12) robbery, (13) aggravated robbery, (14) manslaughter, (15) criminally negligent homicide, or (16) continuous sexual abuse of a young child or children.

- Sells, gives, delivers, possesses, uses, or is under the influence of a controlled substance **(see definitions)** or a dangerous drug **(see definitions)**, if the behavior is punishable as a felony.

- Engages in conduct that contains the elements of assault under Section 22.01(a)(1), Penal Code **(see definitions)**, against a school district employee or volunteer.

- Retaliates **(see definitions)** against a school employee or volunteer by committing a state-mandated expellable offense.

Reasons for Discretionary Expulsion

While in DAEP. A student may be expelled for engaging in documented serious misbehavior as defined by law **(see definitions)** while the student is placed in DAEP and on the DAEP site/campus despite documented behavioral interventions.

School-Related. A student may be expelled for any of the following offenses that occur on school property, within 300 feet of school property as measured from any point on the District's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Sells, gives, delivers, possesses, uses, or is under the influence of a controlled substanceor a dangerous drug, if the conduct is not punishable as a felony.

- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana **(see definitions)** or tetrahydrocannabinol **(see definitions)**.

- Sells, gives, delivers, possesses, uses, or is under the influence of an alcoholic beverage or commits a serious act or offense while under the influence of an alcoholic beverage.

- Engages in misconduct that contains the elements of an offense relating to abusable volatile chemicals **(see definitions)**.

- Engages in deadly conduct **(see definitions)**.

Three Hundred Feet. Additionally, a student may be expelled for any of the following offenses that occur within 300 feet of school property as measured from any point on the District's real property boundary line:

- Possesses a firearm, as defined by federal law **(see definitions)**.

* Firearm note: So long as the firearm is not brought on school property, a student will not be expelled solely for using, exhibiting, or possessing a firearm at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or while participating in or preparing for a shooting sports educational activity sponsored or supported by the Texas Parks and Wildlife Department or an organization working with the Department.

Regardless of Location. A student may be expelled if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- Engages in felony criminal mischief.

- Engages in breach of computer security by accessing a computer, computer network or computer system owned by or operated on behalf of a school district without consent and knowingly alters, damages, or deletes school district property or information or breaches any other computer, computer network, or computer system.

- Engages in bullying **(see definitions)** that encourages a student to commit or attempt to commit suicide.

- Incites violence against a student through group bullying.

- Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

- Commits a state-mandated expellable offense on the school property of another Texas school district or while attending a school-sponsored or school-related activity of another Texas school district.

- Issues a false alarm or report **(see definitions)** or a terroristic threat **(see definitions)** involving a public school.

Title 5 Felonies Regardless of Location. In addition to the expellable conduct listed above, a student may also be expelled and placed in Juvenile Justice Alternative Education Program if the student:

- is arrested for a Title 5 felony offense **(see definitions)**,

- is charged with engaging in a Title 5 felony offense,
- receives deferred adjudication or deferred prosecution for a Title 5 felony offense or aggravated robbery,
- is on probation for a Title 5 felony offense or aggravated robbery,
- is found by a court or jury to have engaged in delinquent conduct for a Title 5 felony offense or aggravated robbery,
- has been referred to a juvenile court for delinquent conduct based on a Title 5 felony offense or aggravated robbery, or
- was convicted of a Title 5 felony offense or aggravated robbery;

A student may be expelled to an alternative setting for the offenses listed above when the appropriate administrator determines the student's presence in the regular classroom either threatens the safety of other students or teachers, is detrimental to the educational process, or is not in the best interests of the District's students.

In this circumstance, expulsion to an alternative setting may be ordered regardless of: (1) the date on which the conduct occurred, (2) the location at which the conduct occurred, (3) whether the student was enrolled in the District at the time the conduct occurred, or (4) whether the student successfully completed any court disposition requirements regarding the conduct.

A student may be subject to an expulsion under this circumstance until: (1) the student graduates from high school, (2) the charges are dismissed or reduced to a misdemeanor, (3) the student completes the term of the placement, or (4) the District assigns the student to another program. The student will be entitled to the same periodic review afforded to other students in alternate settings. An expulsion ordered in this case is final and may not be appealed beyond the Board of Trustees.

Emergency Expulsion

An administrator may order the immediate expulsion of a student if the administrator reasonably believes the emergency expulsion is necessary to protect persons or property from imminent harm. The reason for the emergency expulsion must also be a reason for which expulsion could be ordered on a non-emergency basis. At the time of the emergency expulsion, the student will be told the reason for the action. No later than the tenth day after the date of emergency expulsion, the student will be given a hearing as required for a regular expulsion; see below.

Procedure for Expulsion

Hearing. Students alleged to have committed an expellable offense will receive a hearing before the Chief Schools Officer within a reasonable time following the alleged misconduct. The student's parent/guardian will be informed of the basis for the proposed expulsion and will be invited in writing to attend the hearing. After making an effort to inform the student and parent/guardian of the hearing, the District may hold the hearing regardless of whether the student or the student's parent/guardian attends. At the hearing, the student is entitled to:

- Representation by an adult, including the student's parent/guardian, who can provide guidance to the student and who is not an employee of the District; and
- An opportunity to testify and to review and present evidence and witnesses in the student's defense.

Additional proceedings may be conducted and additional discipline may be imposed if the student engages in additional misconduct while the student is already expelled.

Interim Placement. Until an expulsion hearing can be held, the student may be placed in another appropriate classroom, in-school suspension, out-of-school suspension, or DAEP.

Expulsion Order. If the outcome of the expulsion hearing is that the student will be expelled, the appropriate administrator will issue an expulsion order and provide a copy to the student and the student's parent/guardian. If the duration of the expulsion differs from the guidelines in the SCC, the expulsion order will give notice of the inconsistency.

The District will send a copy of the expulsion order to the juvenile court no later than the second business day after the expulsion hearing. A copy of the expulsion order will be included with any records sent to a school where the student seeks to enroll. The enrolling school district has discretion to enforce the expulsion order.

Length of Expulsion

The duration of the expulsion will be determined on a case-by-case basis using the criteria identified in the "Discipline Considerations" section of this SCC. Both mandatory and discretionary expulsions will result in expulsion for up to 150 school days.

School days counted towards completion of the expulsion term will be determined at the discretion of the District. Students who bring a firearm (as defined by federal law) to school will be expelled from the regular classroom for at least one calendar year except as modified by the administrator on a case-by-case basis.

An expulsion will not exceed one calendar year unless, after review, the District determines that: (1) the student is a threat to the safety of other students or to District employees; or (2) extended expulsion is in the best interest of the student.

Students expelled at the end of one school year may be required to complete the term of their expulsion at the beginning of the next school year.

Other Expulsion Issues

Academic Impact. Students will not receive academic credit for work missed during the period of expulsion unless the student is enrolled in a Juvenile Justice Alternative Education Program (JJAEP) or other District-approved program or as necessary to provide a free appropriate public education under IDEA.

Participation in Activities. Expelled students are prohibited from being on school grounds or attending or participating in school-sponsored or school-related activities while expelled.

Age Restrictions. Students under the age of ten who engage in expellable behavior will not be expelled, but will be placed in DAEP.

Effect of Student Withdrawal. If a student withdraws from the District before the expulsion hearing is conducted, the District may proceed with conducting the hearing after sending written notice to the parent/guardian and student. If the student re-enrolls during the same or subsequent school year the District may enforce the expulsion order at that time; students will be credited for any expulsion period that was served by the student while enrolled in another district.

If the administrator does not issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue an expulsion order.

Student Transfers. The District will continue the expulsion of students expelled from either another Texas school district or from an out-of-state school district for behavior that is also a reason for expulsion in the enrolling district, until the term of expulsion has been served. If the out-of-state expulsion exceeds one year, the District will reduce the period of the expulsion so that the total expulsion does not exceed one year unless the District determines that the student is a threat to the safety of others or extended placement is in the best interest of the

student.

Expulsion Appeals

An expelled student may appeal the expulsion decision to the Board of Trustees as provided by policy. The student or student's parent/guardian must submit a written appeal to the Superintendent within 10 days after receipt of the expulsion order or decision. The Superintendent will give the student or the student's parent/guardian written notice of the date, time, and location of the meeting at which the Board will review the decision. Consequences will not be delayed pending the outcome of the appeal.

Virtual Expulsion Program

The principal or other appropriate administrator may place a student who has been expelled under Texas Education Code, Sections 37.007 or 37.0081 into a virtual expulsion program established by the district and provide virtual instruction and instructional materials for remote learning to the student only if:

(1) the school district is located in a county that operates a JJAEP program or the school district contracts with the juvenile board of another county for the provision of a JJAEP, and the JJAEP rejects admission of the student or returns the student before the expiration of the discipline assignment; or

(2) the school district is not located in a county that operates a JJAEP and does not contract with the juvenile board of another county for the provision of a JJAEP.

If the principal or other appropriate administrator places a student in a virtual expulsion program under this section, the District shall ensure that the student has suitable computer equipment and Internet access and provide the computer equipment and Internet access if necessary.

A school district must ensure that, to the extent practicable in a virtual setting, the district's virtual expulsion program complies with the requirements for a DAEP under Section 37.008.

The principal or other appropriate administrator shall review the placement of a student in a virtual expulsion program under this section at least once every 45 school days after the date the placement begins, in order to determine if continued placement in the program is appropriate. The review must consider whether a position for the grade level in which the student is enrolled has become available in an in-person setting. If the principal or other appropriate administrator determines that such a position has become available, the school district shall plan for the student's transition to an in-person setting as soon as practicable. If the principal or other appropriate administrator determines that continued placement is appropriate, the principal or other appropriate administrator shall document the determination.

A student placed in a virtual expulsion program shall be counted toward the District's average daily attendance for purposes of receipt of state funds under the Foundation School Program if the District can confirm the student's daily attendance in the virtual expulsion program.

A school district may not require a teacher who provides virtual instruction to students in a virtual expulsion program to provide virtual instruction and in-class instruction for a course during the same class period. A teacher may not provide instruction for a virtual expulsion program course unless the teacher has completed a professional development course on virtual instruction. The District shall take attendance for students placed in a virtual expulsion program in accordance with rules adopted by the Commissioner.

ABUSABLE VOLATILE CHEMICALS: Those substances as defined in Texas Health and Safety Code § 485.001.

ALCOHOLIC BEVERAGE: Those substances as defined in Texas Alcoholic Beverage Code § 1.04.

ANTI-SEMITISM: A certain perception of Jews that may be expressed as hatred toward Jews, including rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities.

ARMOR-PIERCING AMMUNITION: Handgun ammunition that is designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers or other firearms.

ASSAULT: For student discipline purposes, intentionally, knowingly, or recklessly causing bodily injury to another.

BODILY INJURY: Physical pain, illness, or impairment of a physical condition.

BULLYING: A single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves written or verbal expression, including electronic communication, or physical conduct that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property or on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity, and that: (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (4) infringes on the rights of the victim at school, including cyberbullying (see definition below). See District policy FFI for additional information regarding bullying.

CARRYING PROHIBITED WEAPONS: Intentionally or knowingly possessing, manufacturing, transporting, repairing, or selling prohibited weapons, as defined by law.

CHEMICAL DISPENSING DEVICE: A device other than a small chemical dispenser sold commercially for personal protection, that is designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on an individual.

CLUB: An instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

CONTROLLED SUBSTANCE: A substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

CRIMINAL STREET GANG: Three or more persons having a common identifying sign or symbol or an identifiable leadership which continuously or regularly associate in the commission of criminal activities.

CYBERBULLYING: Bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet based or electronic communication tool and that occurs off school property or outside of a school-sponsored or school-related activity, if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

DANGEROUS DRUG: Substances as defined in Chapter 483 of the Texas Health and Safety Code, specifically a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act.

DEADLY CONDUCT: Recklessly engaging in conduct that places another in imminent danger of serious bodily injury or by knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

DEADLY WEAPON: A firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious bodily injury or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury.

DISORDERLY CONDUCT INVOLVING A FIREARM: Discharging a firearm in a public place other than a public road or a sport shooting range or displaying a firearm or other deadly weapon in a public place in a manner calculated to alarm others.

DISRUPTION OF CLASSES: Intentionally disrupting the conduct of classes within 500 feet of school property, alone or in concert with others. Disrupting the conduct of classes or other school activities includes: (A) emitting noise of an intensity that prevents or hinders classroom instruction; (B) enticing or attempting to entice a student away from a class or other school activity that the student is required to attend; (C) preventing or attempting to prevent a student from attending a class or other school activity that the student is required to attend; and (D) entering a classroom without the consent of either the principal or the teacher and, through either acts of misconduct or the use of loud or profane language, disrupting class activities.

DISRUPTIVE ACTIVITY: Intentionally engaging in disruptive activity on the campus or property of any private or public school, alone or in concert with others. Disruptive activity is defined as: (1) obstructing or restraining the passage of persons in an exit, entrance, or hallway of a building without the authorization of the administration of the school; (2) seizing control of a building or portion of a building to interfere with an administrative, educational, research, or other authorized activity; (3) preventing or attempting to prevent by force or violence or the threat of force or violence a lawful assembly authorized by the school administration so that a person attempting to participate in the assembly is unable to participate due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur; (4) disrupting by force or violence or the threat of force or violence a lawful assembly in progress; (5) obstructing or restraining the passage of a person at an exit or entrance to the campus or property or preventing or attempting to prevent by force or violence or by threats of force or violence the ingress or egress of a person to or from the property or campus without the authorization of the administration of the school.

E-CIGARETTE: "E-cigarette" means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term does not include a prescription medical device unrelated to the cessation of smoking. The term includes 1) a device described by the statute regardless of whether the device is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description, and 2) any component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

EXPLOSIVE WEAPON: Any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror. It includes a device designed, made or adapted for delivery or shooting an explosive weapon.

FALSE ALARM OR REPORT: Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that is known to be false or baseless and that would ordinarily: (1) cause action by an official or volunteer agency organized to deal with emergencies; (2) place a person in fear of imminent serious bodily injury; or (3) prevent or interrupt the occupation of a building, room, place of assembly, publicly accessible place, or mode of conveyance such as an automobile.

FIGHTING: Two or more persons engaged in any mutual violent or physically aggressive contact toward each other such as scuffling, pushing, shoving, or hitting.

FIREARM (Federal law): (1) Any weapon, including a starter gun, that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm weapon; or (4) any destructive device, such as any explosive, incendiary or poison gas bomb, grenade, missile, rocket, or mine.

FIREARM (State law): Any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.

FIREARM SILENCER: Any device designed, made, or adapted to muffle the report of a firearm.

GANG: An organization, combination, or association of persons composed wholly or in part of students that: (1) seeks to perpetuate itself by taking in additional members on the basis of the decision of the membership rather than on the free choice of the individual, or (2) that engages in illegal and/or violent activities. In identifying gangs and associated gang attire, signs, or symbols, the District will consult with law enforcement authorities.

GRAFFITI: Making marks of any kind on the tangible property of another without the effective consent of the owner.

HANDGUN: Any firearm designed, made, or adapted to be fired with one hand.

HARASSMENT (as defined by Board Policy and federal law): Threatening to cause harm or bodily injury to another, engaging in intimidating conduct, causing physical damage to the property of another, subjecting another to physical confinement or restraint, maliciously taking any action that substantially harms another's physical or emotional health or safety, or other conduct prohibited by District policy FFH or DIA that is so severe, persistent, or pervasive that it has the purpose or effect of substantially or unreasonably interfering with a student's performance; creates an intimidating, threatening, hostile, or offensive educational environment; affects a student's ability to participate in or benefit from an educational program or activity; or otherwise adversely affects the student's educational opportunities. (See also definition of Sexual Harassment, below.)

HARASSMENT (as defined by the Penal Code): Actions against a school employee with intent to harass, annoy, alarm, abuse, torment, or embarrass, whereby the student initiates the communication and makes a makes a comment, request, suggestion, or proposal that is obscene; threatens, in a manner reasonably likely to alarm the employee receiving the threat, to inflict bodily injury on the employee or to commit a felony against the employee, a member of the employee's family or household, or the employee's property; conveys, in a manner reasonably likely to alarm the employee receiving the report, a false report, which is known by

the student to be false, that another person has suffered death or serious bodily injury; sends repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend an employee of the District; or publishes on an Internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern.

HAZING: Any act, occurring on or off the campus, by one person alone or acting with others, directed against a student, for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization, if the act constitutes any type of physical brutality, involves sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other similar activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student, or involves the consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance, including in amounts that would lead a reasonable person to believe the student is intoxicated. Hazing includes soliciting, encouraging, directing, aiding, or attempting to aid another student in engaging in hazing, as well as having firsthand knowledge of the planning or occurrence of a specific student hazing incident without reporting the incident to a school administrator, a peace officer, or a law enforcement agency. Consent to or acquiescence in the hazing activity does not excuse the student of responsibility for the misconduct.

HIT LIST: List of people targeted to be harmed using a firearm, knife, or any other object to be used with intent to cause bodily harm.

IMPROVISED EXPLOSIVE DEVICE: A completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components. The term does not include unassembled components that can be legally purchased and possessed without a license, permit, or other governmental approval; or an exploding target that is used for firearms practice, sold in kit form, and contains the components of a binary explosive.

INDECENT EXPOSURE: Those acts defined in Texas Penal Code § 21.08 as an offense that occurs when a person exposes his or her anus or any part of his or her genitals with intent to arouse or gratify the sexual desire of any person and is reckless about whether another is present who will be offended or alarmed by the act.

INTENT: The design, resolve, determination, or state of mind with which a person acts, ordinarily proven through inferences drawn from the act and/or circumstances surrounding the act. Intent includes the conscious objective or desire to engage in the conduct or cause the result, an awareness that the conduct is reasonably certain to cause the result, or disregard of a substantial and justifiable risk when there is an awareness that the circumstances exist, or the result will occur. The fact that a student may not have been motivated by a desire to violate the SCC does not preclude imposing a disciplinary consequence so long as the student intended to engage in the underlying conduct that violated the SCC.

INTIMATE VISUAL MATERIAL: Visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

INVASIVE VISUAL RECORDING: A person commits an offense if, without the other person's consent and with intent to invade the privacy of the other person, the person: (1) photographs or by videotape or other electronic means records, broadcasts, or transmits a visual image of an intimate area of another person if the other person has a reasonable expectation that the intimate area is not subject to public view; (2) photographs or by videotape or other electronic means records, broadcasts, or transmits a visual image of another in a bathroom or changing room; or (3) knowing the character and content of the photograph, recording, broadcast, or

transmission, promotes a photograph, recording, broadcast, or transmission described above.

KNIFE: A bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing, including a switchblade.

KNUCKLES: Any instrument consisting of finger rings or guards made of a hard substance that is designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

LOCATION-RESTRICTED KNIFE: A knife with a blade over 5 ½ inches.

MACHINE GUN: Any firearm capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

MARIJUANA: The plant Cannabis sativa L., whether growing or not, the seeds of that plant, and every compound, manufacture, salt, derivative, mixture, or preparation of that plant or its seeds.

ON OR ABOUT HIS OR HER PERSON: Within the student's control and within arm's reach.

PARAPHERNALIA: Any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage into the human body, including but not limited to roach clips, rolling papers, needles, baggies with residue, razor blades, or pipes.

PERSISTENT: Three or more violations of the SCC or repeated occurrences of the same violation.

POSSESSION : To have in or on: (1) a student's person or in the student's personal property, such as the student's clothing, purse, or backpack; (2) in any conveyance used by the student for transportation to or from school or school-related activities, such as an automobile, truck, motorcycle, or bicycle; or (3) any other school property used by the student, such as a locker or desk.

POSSESSION OR PROMOTION OF LEWD VISUAL MATERIAL DEPICTING A CHILD: Possessing, accessing, or promoting, lewd visual material depicting a child, as further defined by Texas Penal Code § 43.25 and punishable as a felony.

PROHIBITED WEAPONS: A prohibited weapon includes the following items: armor-piercing ammunition, chemical dispensing device, explosive weapon, machine gun, short-barrel firearm, zip gun, improvised explosive device or tire deflation device as further defined in Texas Penal Code § 46.05.

PUBLIC LEWDNESS: Those acts defined in Texas Penal Code § 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

REASONABLE BELIEF: A determination that misconduct occurred made by the administrator using all available factual and legal information, including information furnished under Article 15.27 of the Code of Criminal Procedure.

RETALIATE: Harming or threatening to harm another: (1) on account of their service as a District employee or volunteer, (2) to prevent or delay another's service to the District, or (3) because the person intends to report a crime, including posting the residence address or telephone number of the employee on a publicly accessible website with intent to threaten harm or cause harm to the employee or the employee's family or household.

SELF-DEFENSE: To claim self-defense, the student must (1) be without fault in provoking the encounter and not act as the aggressor, and (2) use the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense. Interactions prior to the encounter will also be considered.

SERIOUS MISBEHAVIOR: To engage in (1) deliberate violent behavior that poses a direct threat to the health or safety of others, (2) extortion to gain money or other property by force or threat, (3) coercion, meaning to threaten to either commit an offense; inflict bodily harm; accuse a person of any offense; expose a person to hatred, contempt, or ridicule; or to harm the credit of any person, (4) public lewdness as defined in Texas Penal Code § 21.07, (5) indecent exposure as defined in Texas Penal Code § 21.08, (6) criminal mischief as defined in Texas Penal Code § 28.03, (7) personal hazing as defined in Texas Education Code § 37.152, or (8) harassment of a student or District employee as defined in Teas Penal Code § 42.07(a)(1).

SEX OFFENDER: A student required to register as a sex offender under Chapter 62 of the Code of Criminal Procedure for an offense committed on or after September 1, 2007. The term does not include a student who: (1) is no longer required to register as a sex offender under Chapter 62, (2) is exempt from registering as a sex offender under Chapter 62, or (3) receives an early termination of the obligation to register as a sex offender under Chapter 62.

SEXUAL HARASSMENT: Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, or conduct on the basis of sex prohibited by District policy FFH or FNC, when it is so severe, persistent, pervasive, and objectively offensive that it has the purpose or effect of effectively denying a person equal access to an educational program or activity. Conduct that meets the definitions of sexual assault, dating violence, domestic violence or stalking under federal law.

SHORT-BARREL FIREARM: A rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun if, as altered, has an overall length of less than 26 inches.

SWITCHBLADE KNIFE: Any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or other device located on the handle or opens or releases a blade from the handle or sheath by the force of gravity or centrifugal force. It does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife (also known as one-handed openers or assisted openers).

TELECOMMUNICATIONS DEVICE: Any type of device that: (1) emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor, or (2) permits the recording, transmission, and/or receipt of messages, voices, images, or information in any format or media, electronic or otherwise. It does not include an amateur radio under control of someone with an amateur radio license.

TERRORISTIC THREAT: Threats to commit any offense involving violence to any person or property with intent to: (1) cause a reaction by an official or volunteer agency organized to deal with emergencies; (2) place any person in fear of imminent serious bodily injury; (3) prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place; (4) cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service; (5) place the public or a substantial group of the public in fear of serious bodily injury; or (6) influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the District).

TETRAHYDROCANNABINOL (THC): The primary psychoactive component of the cannabis plant. A THC concentration of .3% or greater is prohibited in Texas.

TIRE DEFLATION DEVICE: A device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

TITLE 5 FELONY OFFENSES: Offenses against the person that, depending on the circumstances, may include murder; capital murder; manslaughter; criminally negligent homicide; unlawful restraint; kidnapping; aggravated kidnapping; trafficking of persons; unlawful transport; assault; aggravated assault; sexual assault; aggravated sexual assault; improper relationship between educator and student; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; invasive visual recording; sexual coercion; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment by a person in a correctional facility; continuous sexual abuse of a young child or children; bestiality; voyeurism; disclosure or promotion of intimate visual material; and tampering with a consumer product.

UNDER THE INFLUENCE: When in the employee's professional judgment, the student does not have the normal use of mental or physical faculties likely attributable to the student's use of a prohibited substance. Such impairment may be evidenced by the symptoms typically associated with drug or alcohol use or other abnormal or erratic behavior or by the student's admission. The student need not be legally intoxicated.

UNLAWFULLY CARRYING A WEAPON: Intentionally, knowingly, or recklessly carrying a handgun, in plain view, on or about his or her person, not on the person's own premises or inside of or directly en route to a motor vehicle or watercraft that is owned by the person or under the person's control or the person is engaged in criminal activity.

USE: With respect to substances, voluntarily injecting, ingesting, inhaling, or otherwise introducing a prohibited substance into the body. With respect to objects or devices, putting into action or service or carrying out an action or purpose with the object or device.

ZIP GUN: A device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
    d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
   a. Interfere with a student's educational opportunities; or
   b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: Minimum Standards for Bullying Prevention[1] are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

[1] TEA Minimum Standards for Bullying Prevention: https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Assurances-DRAFT

The District Improvement Plan (DIP) serves as the LEA plan required for ESSA purposes. **Manor ISD ensures all children receive a high-quality education and works to close any achievement gaps and provides assurances that the District will:**

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children.
    - Manor ISD is a non-Project district that does not receive migrant funds. The district collaborates with Region XIII to assist with the following:
        - Implementation in compliance with all applicable statutory and regulatory provisions pertaining to the Migrant Education Program.
        - Consistency with the basic objectives of Title I, Part C, and as described in the Instructions to the Consolidated Application for Federal Funding.
        - Records that TEA may request and use to verify correctness and accuracy of information submitted.
        - Improvement of the effectiveness of the migrant program to enable all migratory children to meet the same challenging State academic standards that all Texas children are expected to meet.
2. Provide services to eligible children attending private schools and timely and meaningful consultation with private school officials.
    - The Curriculum, Instruction & Assessment Department in Manor ISD manages all Private Nonprofit processes related to ESSA program funds.
    - The Title I Coordinator serves as the PNP liaison throughout the year and ensures that PNPs who meet the eligibility requirements are allocated required funds for Title I, II, III, and IV. Additionally, the PNP liaison advertises annually to identified PNPs as well as openly through various media outlets to ensure all eligible PNPs have access to engage in the consultation process.
    - Manor ISD complies with all assurances related to Private Nonprofit entities and engages in timely and meaningful consultation with appropriate private school officials through the designated district PNP liaison. Identified children enrolled in designated PNPs gain the benefit of the ESSA funds on an equitable basis, individually or in combination, as requested by the officials to best meet the needs of such children.
3. Participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and math in grades 4 and 8.
    - The National Assessment of Educational Progress (NAEP) provides important information about student achievement and learning experiences in various subjects. Campuses are notified in July of NAEP selections. TEA communicates directly with campuses and includes the District Testing Coordinator on correspondences. TEA and NAEP select the testing dates, with testing occurring in early spring. The District and selected campuses do not receive any MISD specific data from the assessments.
4. Coordinate and integrate services with other services for students in foster care, English learners, children with disabilities, migratory children, and homeless children and youths to increase program effectiveness, eliminate duplication, and

reduce fragmentation.

- The MISD Curriculum, Instruction, & Assessment Department collaborates with the departments of Special Education, Multilingual Programs, Career and Technical Education, Gifted and Talented, Early Childhood, and others to establish a process to

ensure that our students have access to comparable educational services. The district already has processes in place to ensure enrollment in the school nutrition program and to coordinate with Title I, Part A educational programs and support services for qualifying students. Transportation is also provided to homeless and foster care students so they can continue to attend their school of origin. There is ongoing implementation of support and intervention activities for identified students in special populations to ensure student progress.
    - The district Comprehensive Needs Assessment and District Improvement Planning processes also involve representatives from the CIA Department along with all departments in the district in order to ensure collaboration across programs when identifying needs and establishing strategies for improvement annually.
    - All legally required stakeholders are involved in planning for the annual submission of the ESSA application through participation in the District Advisory Team (DAT).
5. Collaborate with State or local child welfare agencies.
    - MISD has designated an appropriate staff person as the district's foster care liaison to perform duties as evidenced by identification on the district and ESC websites. The district foster care liaison collaborates with the State and local child welfare agencies to ensure enrollment and withdrawal of students in foster care. MISD has established a process to ensure that transportation services to foster care students from their school of origin are provided in a timely manner care liaison has a process to track, monitor and review school of origin transportation services. The foster care liaison regularly collaborates with DFPS case workers as part of ongoing efforts led by the State & Federal Programs Department to support best-interest decision making for foster care students.
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements.
    - The Title I Coordinator is responsible for ensuring campuses are verifying and collecting all certificates for every professional and paraprofessional. The School Compliance Representative for each campus uploads each certificate into the Title I Crate. The Title I Coordinator is responsible for verifying that the certificates are uploaded into the Title I Crate.
7. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents Right to Know.
    - The designated MISD Parent and Family Engagement Coordinator is responsible for ensuring MISD Title I campuses are regularly sending home the Parent Rights to Know letter. The Parent and Family Engagement Coordinator collaborates with campus Parent Educators and provides a sample Parents Right to Know letter in Title I Crate (made available for each Title I campus). Additionally, the Parent Family Engagement Coordinator verifies the letter has been sent and reviews uploaded evidence in the Title I Crate for each Title I campus on a monthly basis.
8. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency.

- Each designated MISD Title I campus holds a Title I parent night on at least 2 separate times including at least once in the fall and once in the spring semester. State and Federal Programs Department provides a template for Title I Night explaining testing transparency requirements. In the template, the testing page is left blank and each school enters their campus testing plan. Additionally, the template contains the PowerPoint, Agenda, and sign-in sheets. These items once completed are uploaded into the Title I Crate by the Parent Educator at each Title I campus. The Parent and Family Engagement Coordinator verifies/approves the uploaded information in the Title I Crate for each Title I school.

9. Implement an effective means of outreach to parents of English learners and all parents of students enrolled in schools receiving Title I, Part A funds.
   - Manor ISD has established procedures for translation and interpretation of key communications into languages other than English. Title I, Part A campuses also develop a written procedure for translation and interpretation services and file that written procedure on campus letterhead in the Title I Crate annually. A separate addendum to the District Improvement Plan is reviewed and revised annually to provide written documentation of the translation and interpretation processes. In addition to the written processes, campuses can check out headsets that can be used for interpretation services at campus parent and family engagement events.
   - The district reserves an amount over 1% of the Tile I, Part A district allocation to be used for parent and family engagement activities.

Title I Plan Development/ESSA Application

In alignment with the Comprehensive Needs Assessment (CNA) and the District Improvement Plan (DIP), the AAC Department gathered input from a wide variety of sources including assessments, parent and staff surveys, and from the members of the Title I Parent Advisory Committees in place at all of our MISD Title I campuses as well as all other required stakeholder groups. After engaging in meaningful consultation with the required stakeholders in February through early June, the AAC Department collaborated with Business & Finance (ESSA), Human Resources (Title I), Teaching & Learning (Title I), Organizational Development Division (Title II), Multilingual Programs Department (Title III), and Social Emotional Learning Division (Title IV) to develop the ESSA plan and complete the ESSA application for 2023-24 which was submitted prior to the end of June 2023.

Data collections took place all year long, but beginning in late February the following actions took place to begin the meaningful consultation required to develop the Title I, Part A plan used to completed the 2023-24 ESSA application in June of 2023:

- Revision of the questions for the spring 2023 Title I parent survey
- Training of Parent Educators assigned to each Title I campus on the process to be used for the required Title I Parent Advisory Committee (TPAC) meetings; stakeholders included: campus personnel determined by the school to carry out the plan, administrators, LEA staff, and specialized instructional support personnel
- Presentation about Title I and Survey to gather stakeholder input related to how Title I funds should be spent in April to the DPAC (District Planning & Advisory Committee) that included the following stakeholders: parents, other members of the community,

teachers, other school

leaders, paraprofessionals, administrators, the LEA, and specialized instructional support personnel
- Title I principal whole group meeting in April including TPAC overview; stakeholders included: principals, administrators, the LEA, and specialized instructional support personnel
- Parent survey launched in April including Title I specific questions for parents of students enrolled at a Title I campus
- District level administrators including all Coordinators and above in the AAC Department who assigned to each Title I CPAC (Campus Planning & Advisory Committee) participated in campus CNA and CIP development for 2023-24 in May and/or June
- Title I campuses held TPAC meetings to discuss 2023-24 planning and gather input; submission of documentation to the AAC Department via Title I Crate completed in May; stakeholders included: parents, other members of the community, teachers, principals, other school leaders, paraprofessionals, administrators, the LEA, specialized instructional support personnel, other school staff, students at secondary campuses, and others determined by the schools such as members of the campus instructional leadership teams
- Title I individual principal meetings in April and May to gather specific feedback about Title I
  budget needs based on their initial Campus CNA's
- Development and submission of Title I campus CNA and CIP's in May and June
- Student VOICES meeting to gather input about 23-24 Title I planning in June; stakeholders included: secondary students, administrators, the LEA, and specialized instructional support personnel

Title I, Part A Guidelines Overview

Purpose

The intent and purpose of Title I, Part A funds is to provide all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Local education agencies (LEAs) may apply for Title I, Part A funding through the ESSA Consolidated Federal Grant Application that is available on the eGrants system through the Texas Education Agency.

In Manor ISD, the State and Federal Programs team leads Title I, Part A grant management and compliance monitoring in collaboration with Business and Finance, Purchasing, Academic Affairs, and School Leadership.

Allocations

Funds distributed to individual LEAs are determined based on statutory formulas. Several factors affect LEA eligibility for the funding, including Census updates, hold-harmless amounts, and set asides for state activities, state-level administration, and charter school funding. Funding is determined for Title I-A through the following data sources:

- Most current Census Bureau's school district poverty and population estimates based on school

district geographic boundaries
- State per-pupil expenditures
- Updated caseload data for children in locally operated institutions for neglected and delinquent children, foster homes, and families above poverty that receive assistance under the TANF program

Use of Funds

According to statute, the District must use Federal funds received under this grant program only to **supplement** the funds that are available from State and local sources for the education of students participating in programs assisted under this part, and must **not supplant** such funds. In addition, there is a statutory requirement that the District in which the child resides is responsible for providing eligible children enrolled in private schools the opportunity to receive services or benefits under Title I, Part A. The District must reserve funds to provide any eligible private school student with comparable services, regardless of the location of the private school the student chooses to attend.

The requirements for using Title I, Part A funds use within the District include:

- Funds are for use at designated Title I, Part A campuses.
- Districts must have a valid Supplement Not Supplant methodology for allocating State and local funds to campuses, or Statement of Exemption.
- Any Title I, Part A funds that are reserved at the District level must be used for activities that meet the intent and purpose of Title I, Part A, as well as items comply with the requirements listed below:
    - LEAs should ensure that activities and/or resources are:
        - Identified in the Comprehensive Needs Assessments;
        - Included in the Campus Improvement Plan;
        - The plan addresses how the activity/resource identified will be evaluated; and
        - The plan addresses how the needs of students at risk of not meeting State Standards are being met.
    - Be reasonable;
    - Be necessary to carry out the intent and purpose of the Title I, Part A program;
    - Be allocable; and
    - Be allowable under Title I, Part A
- The District assures that the expenditure(s) meet all EDGAR requirements.
- The District assures that all district policies and procedures were followed.

Campus Eligibility

Eligibility is determined by the campus's low-income percentage which is reported in the ESSA Consolidated Application. Districts must choose from allowable poverty measures to determine campus eligibility. In Manor ISD, the Business and Finance Department uses the percentage of students eligible for free or reduced lunch under the National School Lunch Act officially reported annually for the month of February.

Once those percentages are determined by campus. The District is required to use that same poverty measure to:

- Identify eligible school attendance areas
- Determine the ranking of each area
- Determine Title I allocations to campuses

Schoolwide Program

In Manor ISD, all eligible Title I campuses are designated for the schoolwide program. For this type of
designation, Title I funds are used to upgrade the campus's entire education program. All students on a

schoolwide campus are considered Title I students and may therefore receive Title I services. This is a comprehensive use of Title I funds rather than the more limited uses allowable under the Targeted Assistance Eligibility.

TEA's ESSA schoolwide program requirements include three key elements:

- Element 1: Comprehensive Needs Assessment
- Element 2: Campus Improvement Plan
- Element 3: Program Evaluation

Campuses operating a schoolwide program must conduct a comprehensive needs assessment (CNA) of the entire school. It must be a thorough process that includes the identification of areas of strength, areas of need, and a prioritization of needs based on a variety of data sources. A brief description of the CNA process used by the campus should be included in the Campus Improvement Plan (CIP), along with a list of people (with roles identified) and a summary of the identified strengths, needs, and priorities.

Eligible schools must develop a comprehensive improvement plan with the involvement of parents, members of the community, individuals who carry out the plan, and specialized instructional support personnel, students at secondary schools, and other individuals determined by the District or school. The plan should be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the State academic standards.

The final element is program evaluation, which allows campuses and the district to determine if funds have been used in such a way that have positively impacted student achievement.

Finally, parent and family engagement is also required in all ESSA programs. Title I, Part A requires outreach to all parents and family members served by the Title I schoolwide program, and campuses must implement programs, activities, and procedures for the involvement of parents and family members.

Evaluation of Title I Funds

Development of goals and evaluation of progress on previous year's goals for the use of Title I funds is included as part of the process as the District administration engages in the annual CNA and support campuses as they engage in the needs assessment and improvement planning processes.

Overall, the evaluation of successful use and implementation of resources, staffing, and programs purchased with Title I funds is very program specific. Each campus engages in an annual evaluation of the impact of their use of funds as part of their CNA and CIP development processes.

Because of the nature of how the funds are designed to supplement the foundational school program and because there are a wide variety of supplemental resources used at each campus, it is difficult to correlate Title I funds as the sole cause of student growth or lack thereof.

At the district level, the administration collects data to evaluate areas of growth at Title I campuses with the following data sources:

- Title I parent survey

- Title I Inspire Academy summer program student attendance and assessment data
- Student achievement data including Ren 360 and STAAR
- Parent Educator data related to engagement in parenting classes
- Teacher turnover rates
- Grant compliance and evaluation data at the campus level
    - Campus submission of data related to Title I purchased programs including such things as student achievement data generated by software programs and usage reports
    - Internal compliance validation measures

Title I Staffing

The Title I staffing package prioritizes campus positions for intervention and instructional coaching as the vast majority of Title I staffing funds are allocated to these two categories of staff. In addition, there are some other campus positions and stipends funded out of Title I that support other identified needs in the campus improvement plans such as coaching through master teacher stipends, behavior and instructional planning through guidance facilitator, behavior aide, and campus administrator positions.

The District level staffing allocation prioritizes parent and family engagement through the assignment of one Parent Educator position at every Title I campus. The final staffing allocation is used for the administration of the grant through administrative positions.

Assurances

McKinney-Vento communicates with all departments across the district to ensure services and support are in place for students, including Special Programs, Attendance/Truancy, Curriculum and Instruction, and Migrant and Bilingual Programs.

The procedures to maintain transportation services for McKinney-Vento and Foster Care are as follows:

> The McKinney-Vento and Foster Care Liaison and McKinney-Vento Assistant submit requests to the Transportation Department by entering a request on the McKinney-Vento Transportation Request Spreadsheet (See attached). Once a request is submitted, McKinney-Vento staff email the McKinney-Vento Router, Routing & Data Management Supervisor, and Route Specialist and they arrange a route within 5-10 business days. The Transportation Department sends out the route details via email and McKinney-Vento staff take care of notifying the families.

Transportation requests are submitted if it is in the best interest of the student to remain in their school of origin. Best interest should be determined by the parent/guardian/caregiver, McKinney-Vento and Foster Care Liaison, school administration, and any other Manor ISD staff providing services to students. Best interest of the child should consider their academic, behavior, attendance, social-emotional, and housing needs. Best interest of a child can be re-evaluated throughout the school year.

McKinney-Vento Master Tracking Spreadsheet
Foster Care Master Tracking Spreadsheet
McKinney-Vento Transportation Request Spreadsheet
McKinney-Vento Transportation Request Agreement

Statutory Required Assurances:

For LEAs using Title I, Part A funds to provide early childhood education services to low income children, ensure that services comply with performance standards of the Head Start Act (Section 1112(c)(7)

Manor ISD does fully comply with the educational standards outlined in the Head Start Program Performance Standards (HSPPS), which are found in 45 C.F.R. Part 1302 Subpart C.

- **Curriculum and Learning Environments:** Manor ISD uses an evidence -based curriculum called, Three Cheers for Pre-K by Savvas. They promote and create positive learning environments through hands-on learning centers.
- **Teacher-Child Interactions:** Manor ISD ensures effective and engaging interactions between teachers and children on a daily basis and especially during transitions, routines and at meal time.
- **Family Engagement:** Manor ISD always encourages campuses to include the family and provide many family engagement activities that support the whole child and their families. Manor ISD also provides its own Family Engagement Plan that is posted on our Early Childhood website: https://resources.finalsite.net/images/v1730409362/manorisdnet/s7j0uqf3izet09wlgtl4/24-25ManorISDFamilyEngagementPlandocx.pdf

Helpful links to the Head Start standards 1302(C)

- https://headstart.gov/policy/45-cfr-chap-xiii/1302-subpart-c-education-child-development-program-services

Helpful links to the Head Start standards

- https://headstart.gov/sites/default/files/pdf/performance-standards-final.pdf