



*September 2026 CPM 3 &
Improvement Plans
Board Monitoring Report*



District 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.*

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

Goal 3: *By 2032, provide transparent, consistent, and timely communication to all in our educational community, while meeting their diverse needs.*

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.*

Goal 5: *The district will implement a 5 year plan that is transparent and demonstrates financial stewardship and efficiency.*



CPM-Constraint Progress Measure #3

Allow any school to be rated as an F (Based on TEA A-F Ratings) for more than one year without making progress on their overall numeric score

2025-2026-Turn Around Plans (TAP)-Decker Elementary School, Decker Middle School, and ShadowGlen Elementary School

2025-2026-Targeted Improvement Plan (TIP)-Blake Manor Elementary School, Bluebonnet Trail Elementary School, Manor High School and Pioneer Crossing Elementary School



Constraint Progress Measure #3 Status

-Allow any school to be rated as an F (Based on TEA A-F Ratings) for more than one year without making progress on their overall numeric score

Manor ISD Schools with an “F” rating in 2025	2025	2026	Constraint #3 Met?
Manor High School (TIP)	59-F	73-C	Yes
Manor Middle School (1882 Partnership)	56-F	73-C	Yes
*Shadow Glen Elementary School-3 years (TAP)	58-F	64-D	Yes
Decker Middle School- 3 years (TAP)	58-F	52-F	No
Bluebonnet Trail Elementary School-2 years(TAP)	57-F	53-F	No
Decker Elementary School-4 years (TAP)	59-F	59-F	No

*While the campus’ numerical score is a D, the campus is still rated Academically Unacceptable because two of the performance categories rated are in the F range and only an overall C rating breaks the cycle.

What The District Learned



- Experienced, consistent, strong leadership results in consistent implementation and progress monitoring of teaching and learning (**Culture, Academics & Achievement**)
- Consistent implementation of curriculum yields desired results (**Professional Learning Community meetings inclusive of Principals, Assistant Principals, Instructional Coaches, Department Chairs and Teachers**)
- Technical/operational practices need refinement relative to CCMR
- Campuses that more consistently implemented Bluebonnet Math expectations, engaged in lesson internalization, and used module assessment data demonstrated stronger evidence of instructional coherence (**PLCs & HQIMs**)
- Districtwide systems and processes regarding campus operations and instructional absolutes need to be established, implemented and monitored (**Culture**)
- We have dedicated staff who just need coaching, effectively and consistently apply the coaching and our districtwide systems aligned (**Culture, Academics & Growth**)

Where We Are Headed



2026-2027 School Year Focus

2-10-70-90

2%↑

INCREASE
ATTENDANCE



10%↓

DECREASE
CHRONIC
ABSENTEEISM



70%

EARN 70% OF
ALLOWABLE
GROWTH POINTS
ON STAAR



90%

ATTAIN AT LEAST
90% FOR CCMR



Lead the Way

Next Steps: 2026-2027 School Improvement Plan

2026–2027 SCHOOL IMPROVEMENT ANNUAL PRIORITIES

Aligning people, systems, and instruction to ensure every Manor ISD student excels. #ManorRISES



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INSTRUCTIONAL QUALITY	INSTRUCTIONAL LEADERSHIP	STUDENT ACHIEVEMENT
HQIM Implementation	Coaching for All	Grow Every Student
- Implement HQIM with fidelity across all classrooms. - Strengthen foundational math through daily computation and fluency practice. - Ensure strong K–2 foundational literacy through systematic phonics instruction. - Build reading fluency across grades K–8 through daily practice. - Every teacher will incorporate reading and writing into instruction.	- Implement high-impact PLCs focused on Internalization, Rehearsal, and Data Analysis. - Conduct daily instructional rounds to strengthen Tier I instruction. - Deliver differentiated observation and feedback through a tiered coaching model. - Build leadership capacity through targeted coaching and practice clinics.	- Maintain individual student data trackers. - Celebrate student growth and achievement. - Empower students to set goals, monitor progress, and reflect on their learning. - Analyze assessment data using a consistent district-wide protocol. - Use Data Walls to identify trends, monitor Domain 2A growth, and drive instructional decisions.
Guidance & Expectations		
Intellectual Prep Expectations Instructional Absolutes Enabling Systems	PLC Guidance & Protocols Instructional Rounds Protocol Coaching Guide	Data Trackers Data Analysis Protocol Domain 2A Playbook

THE FOUNDATION: CULTURE OF JOY, ACADEMIC EXCELLENCE & STRONG SYSTEMS

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INSTRUCTIONAL QUALITY

HQIM Implementation-Implement HQIM with fidelity across all classrooms.

At the end of last school year Manor ISD Staff reviewed all of the improvement plans and identified the district needed to establish common instructional absolutes and that strong instructional systems must be accompanied by equally strong culture.

(26-27) Action Step-Implementation of The 6 Box Instructional Frame & Instructional Absolutes The 6-Box Instructional Frame is posted in every Manor ISD classroom. It includes the Standard of the Day, Learning Objective, Language Objective, Success Criteria, and Daily Agenda.

Instructional Absolutes-Instructional Absolutes are embedded throughout the lesson using HQIM and the District's Curriculum Resources (Do Now), (Lesson Implementation), (Student Engagement), (Checks for Understanding) and (Targeted Reteach & Small Group)

Note-Training regarding the Instructional Frame & Instructional Absolutes was facilitated to administrators and teachers in August prior to the beginning of the school year and will continue throughout the school year to strengthen implementation of HQIM.

The 6 Box Instructional Frame



Standard of Day

The student is expected to use context such as **definition**, analogy, and **examples to clarify the meaning of words**; (6.2B)

Learning Objective

The standard of the day in student written in student friendly language directly from the curriculum.

Language Objective

I can orally share the context clues I used to clarify meaning of words. (ELPS) aligned to listening, speaking, reading or writing

(50% of Manor ISD students are Emergent Bilingual)

Success Criteria

(use verbs of the standard)

I know I'm successful when I am able to

1. Use context clues to clarify the meaning of unfamiliar words in text
2. Use definitions to clarify the meaning of unfamiliar words in text

Exit Ticket

(STAAR aligned question stems)

1. What is the meaning of tradition as used in paragraph 2?
2. Which words from paragraph 3 help the reader understand the meaning of ?

Daily Agenda

MANOR HIGH SCHOOL INSTRUCTIONAL AGENDA		
★ ALL IN. ALL TOGETHER. ALL SCHOLARS. ★		
TIME	COMPONENT	FOCUS & DESCRIPTION
	Do-Now Warm Up / Activate Prior Knowledge	• Activate prior knowledge or revising/editing practice • Review the learning objective • Set the purpose for learning
	Core Instruction Instruction that builds understanding and skills to include I-Do, We-Do and You-Do as applicable. Using the district curriculum and resources.	• Teacher models thinking. • Think-aloud of strategies and skills. • Teacher Checks for Understanding. • Student Response Strategies with partner or group. • Collaborative Discussion and Shared Practice. • All students engage in meaningful practice. • Teacher circulates and checks for understanding.
 8-10 MINUTES	Exit Ticket Independent Practice & Reflection	• Complete exit ticket • Share insights and celebrate progress • Gauge student mastery for reteach and data-driven small group
	Small Group Instruction/ Intervention Data Driven	• If students mastered the Exit Ticket: ✓ Celebrate them! ✓ Students work independently, with a partner or in groups using district resources such as IXL or the curriculum. • If students are struggling: ✓ They move to small group intervention with the teacher.
★ #LeadTheyWay ★		

Manor I.S.D. 6 Box Instructional Frame



GLADIATOR ZONE

STANDARD OF THE DAY

- 8.1A – Demonstrate safe practices as described in Texas Education Agency-approved safety standards during classroom and outdoor investigations.
- 8.1B – Identify potential safety hazards and make informed decisions to minimize risks.
- 8.1C – Use appropriate tools and equipment to collect and record data.
- 8.1D – Use mathematical calculations to collect, organize, and evaluate quantitative data.
- 8.1E – Develop and communicate explanations supported by data and evidence.

NOTE: The first three days are primarily class-room-launch activities. The safety TEKS become especially relevant during the laboratory safety portion.

LEARNING OBJECTIVE

- I am learning about my Science teacher, my classmates, and the goals and expectations that will help me succeed in 8th Grade Science.

LANGUAGE OBJECTIVE

- I will communicate my goals, interests, and ideas with my classmates using complete sentences and respectful listening skills.

SUCCESS CRITERIA

- I can introduce myself, share a personal goal, and identify important expectations for our Science classroom.

EXIT TICKET

"One Thing to Take With Me"
Before you leave the Science Lab...
Imagine you have a Science Backpack that you will carry with you all year.
What is ONE important thing from today's class that you would put in your backpack?
It could be:
• Something you learned about your teacher
• Something you learned about a classmate
• An expectation you think is important
• A goal you want to remember
• Something that made you excited about Science
Finish this sentence:
"One thing I am taking with me from today is _____ because _____"

AGENDA

Activities:
1. Do Now:
"Mission: My Best Year Yet!"
Imagine your 8th Grade Science year is a mission to space. ✨
Before the rocket launches, NASA asks you to enter ONE goal you want to accomplish this year.
What is your "Mission Goal" for this school year?
It can be about:
• Your grades or learning
• Becoming better at something
• Overcoming a challenge
• Making new friends or being a better teammate
• Preparing for your future
• Becoming a better version of yourself
2. CLASSWORK – "Meet Your Science Teacher & Your Science Squad"
Part A: Meet Your Teacher
Part B: "Pass the Science Ball"
Students sit in their study groups. The teacher passes off a ball to a student. Whoever has the ball gets to introduce themselves.

Instructional Frame

Standard of the Day

Why Science Safety Matters

I can explain why safety practices are necessary during science investigations.

TEKS: 8.1A, 8.1C, 8.1E, 6.3B, 6.3C, 6.5A

Learning Objective

I am learning to explain why safety practices are necessary during science investigations.

Language Objective

I will explain why safety practices are necessary during science investigations.

Success Criteria

I know I'm successful when I can:
explain why safety practices are necessary during science investigations.

Exit Ticket

Explain why scientists must follow safety procedures during an investigation.
Give one example of a safety practice that helps prevent an accident.

Agenda

RISE ACADEMY INSTRUCTIONAL FRAME

STANDARD OF THE DAY

TEKS A.1E & A.1G:
Create and use representations to communicate mathematical ideas, and explain and justify mathematical reasoning using precise mathematical language.

LEARNING OBJECTIVE

I can analyze and compare graphs, identify their characteristics, and sort them into groups based on similarities and differences.

LANGUAGE OBJECTIVE

I can use mathematical vocabulary to explain why graphs belong in the same or different groups.

SUCCESS CRITERIA

- I can identify important characteristics of a graph.
- I can compare and contrast different graphs.
- I can sort graphs into logical groups.
- I can justify my grouping using mathematical reasoning.

EXIT TICKET

Choose two graphs from today's lesson.
1. Identify one characteristic they have in common.
2. Identify one way they are different.
3. Explain how you could use these characteristics to group the graphs.

AGENDA

1. Warm-Up
2. Getting Started
3. Activity 2.1
4. Compare & Contrast / Class Discussion
5. Exit Ticket

Manor I.S.D. 6 Box Instructional Frame



INSTRUCTIONAL FRAME

MATH 8

STANDARD OF THE DAY

- 8.10A Generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane.
- 8.10B Differentiate between transformations that preserve congruence and those that do not.

LEARNING OBJECTIVE

- I am learning to describe how translations, reflections, and rotations affect the orientation and congruence of two-dimensional shapes on a coordinate plane.
- I am learning to differentiate between transformations that preserve congruence and transformations that do not preserve congruence.

LANGUAGE OBJECTIVE

- I will be able to use mathematical vocabulary such as translation, reflection, rotation, orientation, congruent, and transformation to compare and explain the effects of different transformations.

SUCCESS CRITERIA

- I can model transformations on a plane, including translations, reflections, and rotations.
- I can describe single rigid motions that map a figure onto a congruent figure.

EXIT TICKET

Complete the table.

Transformation	What happens to the object?	Preserves the size and shape?	Preserves orientation?
1.) Translation			
2.) Reflection			
3.) Rotation			

AGENDA

- Bellwork #2
 - Translation
- Activity 2: Reflections on the Plane
 - Activity 2.2 (Pages 20-22)
- Exit Ticket #2
 - Summarizing the lesson (Completing the Table)

ALGEBRA 1

STANDARD OF THE DAY

- A.3C Graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems.
- A.7A Graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry.
- A.9D Graph exponential functions that model growth and decay and identify key features, including y-intercept and asymptotes, in mathematical and real-world problems.

LEARNING OBJECTIVE

- I am learning to identify independent and dependent quantities, choose a reasonable scale, and interpret and match graphs to real-world scenarios.

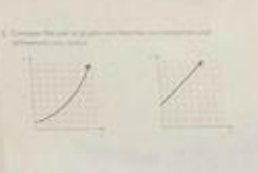
LANGUAGE OBJECTIVE

- I will be able to use mathematical vocabulary to describe, compare, and explain the key characteristics of a graph and how they relate to a given scenario.

SUCCESS CRITERIA

- I can identify independent and dependent quantities for a scenario, use a reasonable scale, identify key characteristics of a graph, and match a graph with an appropriate scenario.

EXIT TICKET



AGENDA

- Bellwork #2
 - Lesson 1 Assignment Number 1, a & b, Page 17
- Activity 2: Comparing and Contrasting Graphs
 - Activity 2.2 (Pages 20-22)
- Exit Ticket #2
 - Lesson 1 Assignment Number 2, Page 18

INSTRUCTIONAL QUALITY

HQIM Implementation-Implement HQIM with fidelity across all classrooms.

(2026-27) New System In Action: Power Walk “Inspect What We Expect”

We’ve introduced the daily “Inspect What We Expect” Power Walk to increase principal and assistant principal visibility and identify teacher readiness needs as early as possible each instructional day.

Principals and Assistant Principals:

- Walk every hallway, every day.
- Observe systems for student culture and routines
- Peek into each classroom to greet teachers and students while checking for:
 - Correct date posted on the board.
 - 6-Box Instructional Frame completed and ready for the day

Why:

The Power Walk creates a proactive leadership routine to ensure classrooms are instructionally ready before teaching and learning begin. ***The expectation is simple: what we expect instructionally, we inspect consistently and coach in the moment.***

INSTRUCTIONAL LEADERSHIP

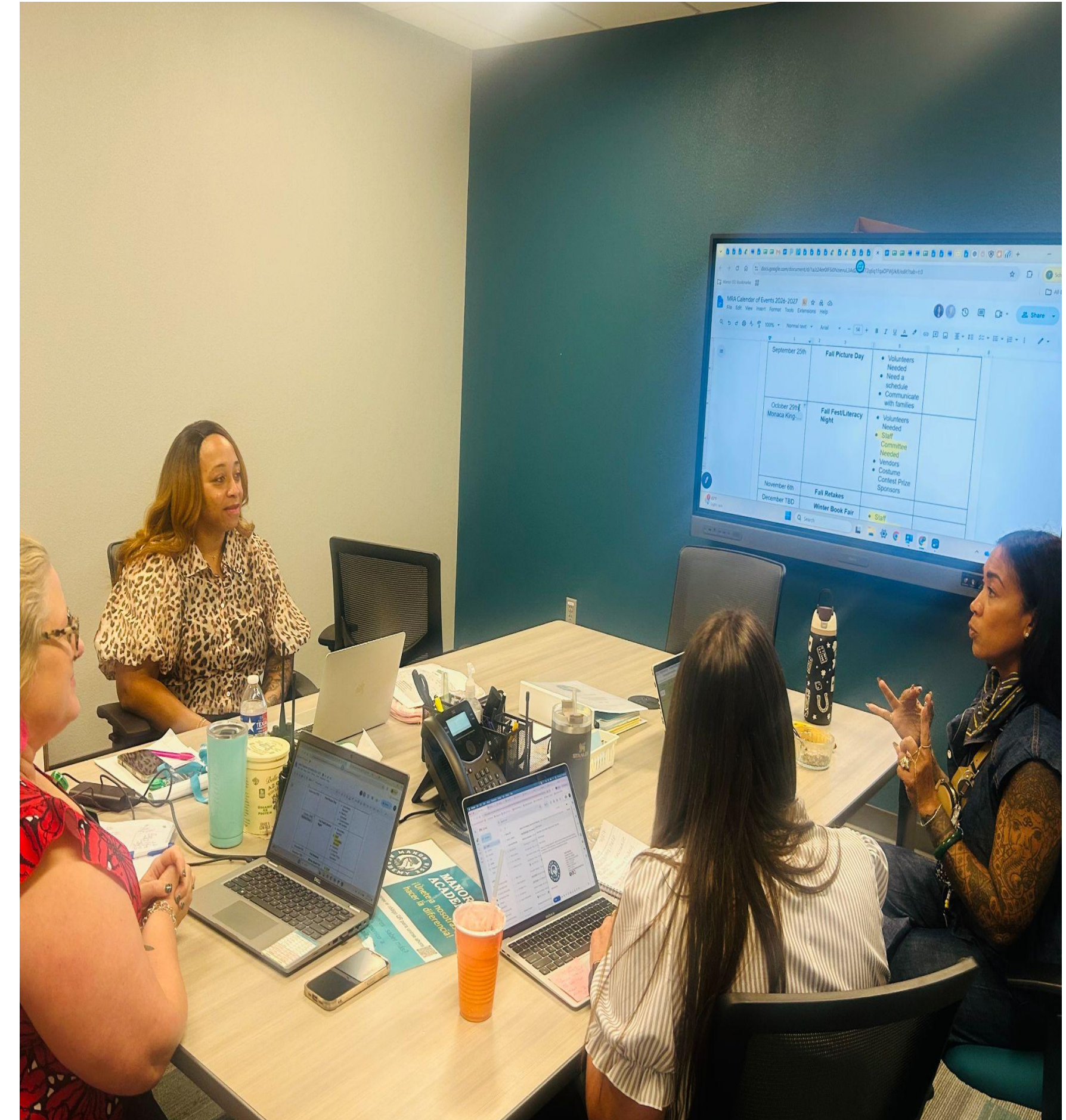
Coaching for All

Manor ISD staff reviewed District Improvement Plans and identified strengthening Professional Learning Community (PLC) expectations and coaching for all is necessary to grow leaders and teachers which ultimately leads to student growth.

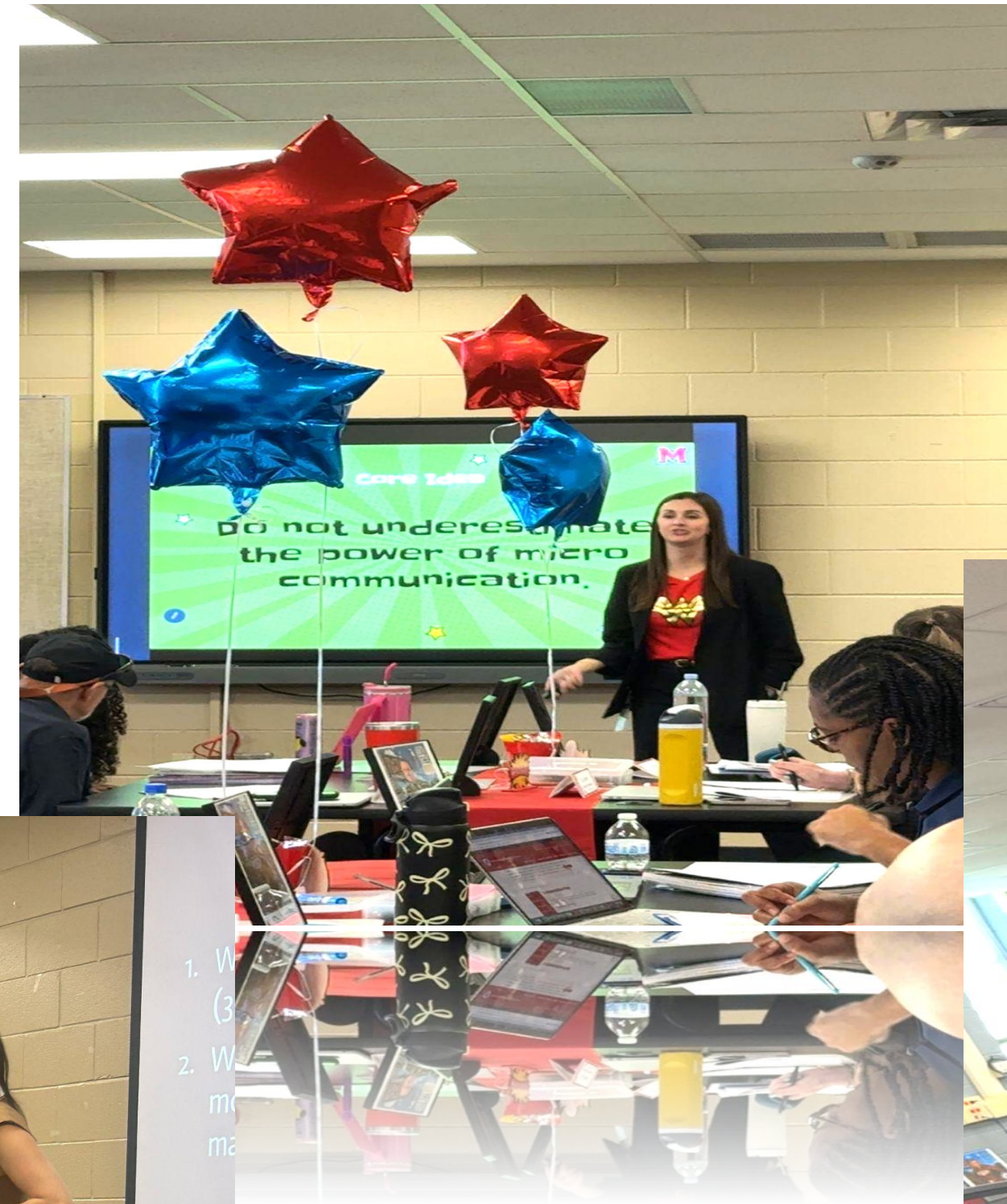
(26-27) Action Step: PLC and Coaching for All

- Implement high-impact PLCs focused on Internalization, Rehearsal, and Data Analysis lead by administrators and instructional coaches.
- Conduct daily instructional rounds to strengthen Tier I instruction.
- Deliver differentiated observation and feedback through a tiered coaching model.
- CSO's facilitate instructional rounds side by side with administrators.
- CSO's facilitate professional development to principals and assistant principals. Administrators turn the session around to their teachers.

Manor I.S.D. Principals & Assistant Principal Leading PLCs In Action



Manor I.S.D. CSO's Facilitating Principal Training



STUDENT ACHIEVEMENT

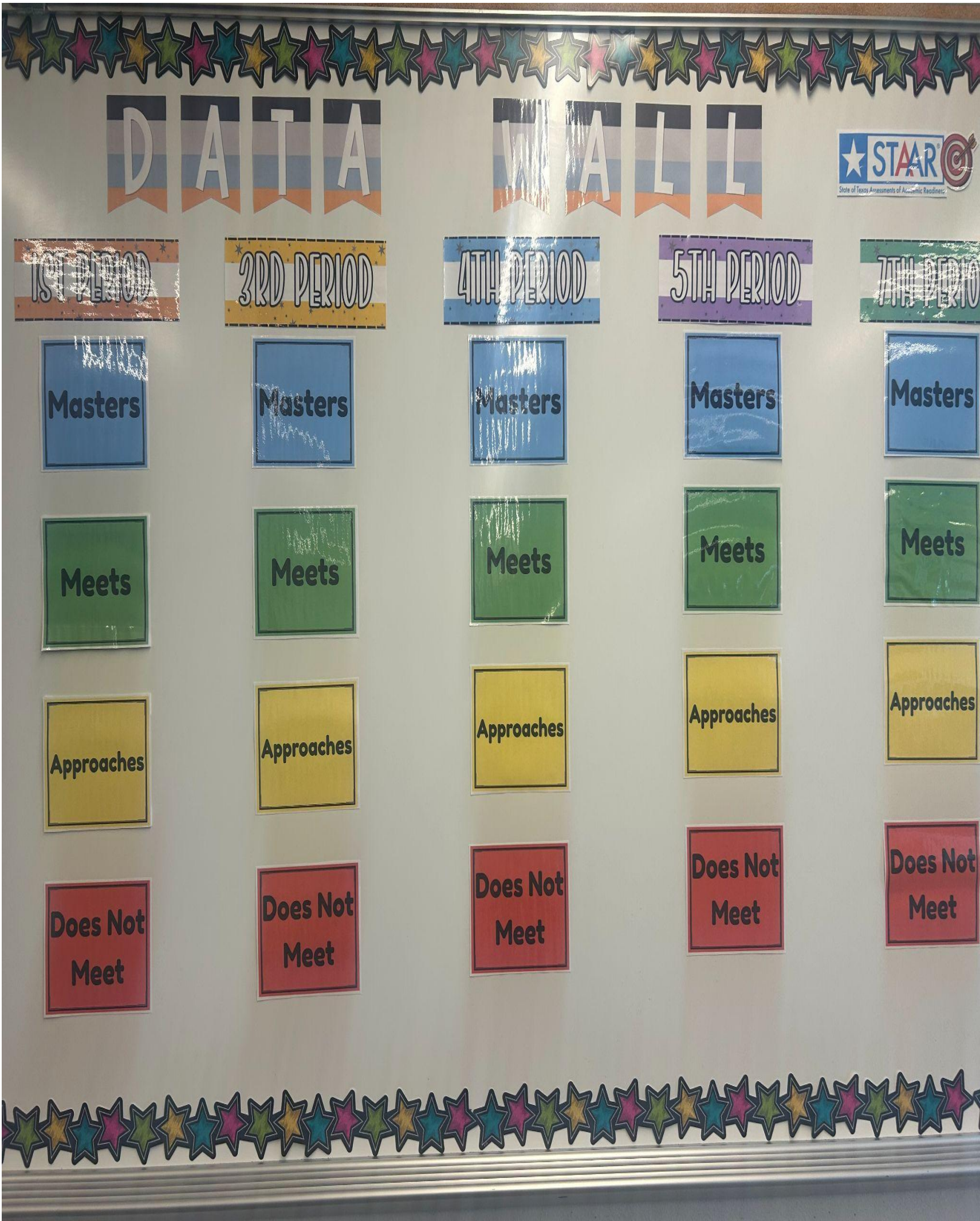
Grow Every Student

In review of last year’s District Improvement Plans, Manor ISD staff identified that District-Based Assessments (DBAs) were not fully implemented during the 2025–26 school year. Principals communicated that Student STAAR Goals were not provided until February 2026 two months prior to the state assessment.

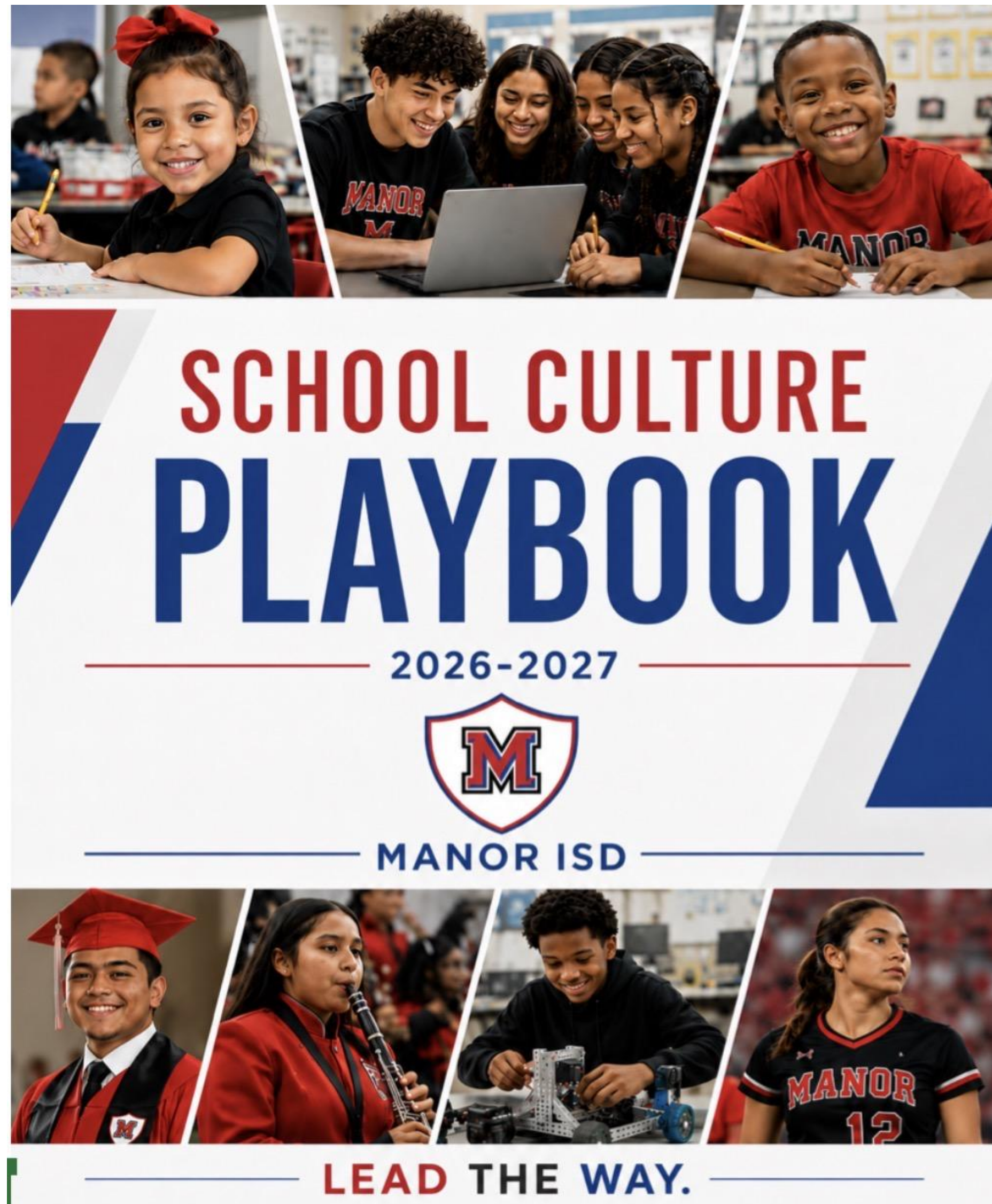
(2026-27) Action Step: STAAR Goals, District-Based Assessments & Data Monitoring

- CSO’s in conjunction with the Curriculum Department have created a year long Assessment Calendar inclusive of three District Based Assessments (aligned to the state standards) and two Mock STAAR Assessments in December & February.
- Principals received State Accountability Training and Student STAAR Goals during the September Principals Meeting. Students will monitor their assessment progress using their Goal Setting Form and take ownership of reaching their goal. They’ll be celebrated for reaching their goal.
- Parents will receive a letter identifying their child’s individual STAAR Goal during Elementary Parent Conferences (9/21) and Secondary Academic Night (9/28). Parents are encouraged to read or with their child daily. They will also receive their child’s performance results following each DBA and STAAR Simulation.

Manor I.S.D. Campus & Classroom Data Walls



The Foundation-Student Culture



(2026-27) Action Step-Student Culture Playbook

Principals received training in August 2026 on The Student Culture Playbook. Teachers received training in August 2026 regarding the components of the playbook and expectations. It was an immersive experience living the learning from a student, teacher and parent lens.

(2026-27) Inspect What We Expect

Student Culture Observations of campus systems, routines, behavior and procedures. CSO's and District Leadership provide feedback and coaching in the moment.

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