

Manor Independent School District



Manor New Tech Middle School

Accountability Rating: Not Rated

2026-2027 Campus Improvement Plan

Mission Statement

Manor New Tech Middle School Mission Statement

We empower confident, compassionate learners who embrace their identities and value the diversity around them. Through strong relationships and high expectations, we nurture growth, resilience, and academic excellence. Every student is supported to reach their full potential.

Manor ISD Mission Statement

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

District Strategic Plan Goals (5 year plan)

1. Be the district of choice in this Texas region based on student success.
2. Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference.
3. Serve internal and external customers in partnership to support the highest levels of student success
4. Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom.
5. Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success.

District Student Outcome Goals (2 year plan)

SOG #1 The percentage of third grade students in the district who meet or exceed Postsecondary Readiness Standard as measured by STAAR will increase from 34% to 46% by 2020-21.

SOG #2 The percentage of students in the district who are economically disadvantaged that meet or exceed the STAAR Grade Level Postsecondary Readiness Standard for all grades on two or more subjects will increase from 28% to 40% by 2020-21.

SOG#3 The percentage of graduates displaying college readiness in the district who earn at least 12 hours of Postsecondary Credit will increase from 10.7% to 21% by 2020-21.

Vision

Manor New Tech Middle School Vision Statement

We exist to empower students to take ownership of their learning, build personal responsibility, and grow through curiosity, resilience, and a growth mindset to reach their full potential.

Manor ISD Vision Statement

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

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Comprehensive Needs Assessment

Demographics

Summary

Manor New Tech Middle School serves 759 diverse scholars, with a student population that is 53% male and 47% female. Our scholars are 66.4% Hispanic, 16% African American, 7.1% Asian, 6.5% White, 3.7% Multi-Racial, and 0.3% American Indian. Our special populations include 78.1% At-Risk, 65.5% Economically Disadvantaged, 41.2% Emergent Bilingual, 11.3% Special Education, 6.7% Dyslexia, 6.9% Section 504, and 26.2% Gifted and Talented. These demographics highlight the importance of providing high-quality Tier 1 instruction, differentiated supports, language-rich learning opportunities, and appropriate intervention and enrichment to meet the diverse academic and social-emotional needs of all scholars.

Gender Breakdown			
Males	53%	399	
Females	47%	360	
Total Students		759	
Ethnicity Breakdown			
Hispanics	66.4%	504	
African American	16%	121	
White	6.5%	50	
Asian	7.1%	54	
Multi-Race	3.7%	28	
American Indian	0.3%	2	
Special Program		%	Enrolled Scholars
Economically Disadvantaged		65.5%	497
At-Risk		78.1%	593
Emergent Bilingual		41.2%	313
Dyslexia		6.7%	51
Gifted & Talented		26.2%	199
Special Education`		11.3%	86
504		6.9%	53

Strengths

Diverse Student Population

- The campus reflects a culturally and linguistically diverse learning community, with students representing multiple racial and ethnic backgrounds.
- Hispanic students comprise 66.4% of enrollment, followed by African American (16%), Asian (7.1%), White (6.5%), Multi-Race (3.7%), and American Indian (0.3%). This diversity provides opportunities for culturally responsive instruction and inclusive learning experiences.

Strong Project-Based Learning Model

- As a New Tech Network campus, students engage in authentic, real-world learning experiences that promote collaboration, communication, and critical thinking.
- The PBL model naturally supports student engagement and the development of future-ready skills.

High Gifted and Talented Participation

- 26.2% of students are identified as Gifted and Talented, providing opportunities for leadership, advanced coursework, peer mentoring, and academic enrichment.

Balanced Gender Representation

- Enrollment is relatively balanced with 53% male and 47% female, allowing equitable access to academic programs and extracurricular opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ With 78.1% of students identified as At-Risk, 41.2% as Emergent Bilingual, and 11.3% receiving Special Education services, instructional practices are not yet consistently differentiated to meet the diverse academic and language needs of all learners, contributing to gaps in equitable student outcomes.	Teachers need additional training, planning support, and consistent expectations for implementing differentiated instruction, language supports, interventions, and progress monitoring within Tier 1 instruction.

★ = Priority

Student Learning

Summary

Student achievement data reflects both areas of strength and opportunities for growth. Reading performance is strongest in 6th and 8th grades, with 71% and 73% of students reaching Approaches or above, while 7th grade Reading is lower at 52%. **Math remains a significant area of need**, particularly in 7th grade, where only 27% of students reached Approaches, 12% Meets, and 0% Masters. Science and Social Studies also demonstrate opportunities for growth, with 47% of students reaching Approaches in 8th grade Science and 43% in Social Studies. Significant achievement gaps are evident among Special Education and Emergent Bilingual students across multiple content areas. In contrast, students participating in Algebra I and Biology demonstrate strong academic performance, highlighting the importance of maintaining rigorous learning opportunities while strengthening Tier 1 instruction, intervention, and differentiated support for all learners.

Reading			
Subgroups	6th	7th	8th
All	Appr.- 71% Meets- 45% Masters-19%	Appr.- 52% Meets- 24% Masters- 3%	Appr.- 73% Meets- 38% Masters- 15%
White	Appr.- 86% Meets- 50% Masters- 21%	Appr.- 71% Meets- 41% Masters- 29%	Appr.- 94% Meets- 81% Masters- 69%
Hispanic	Appr.- 46% Meets- 27% Masters- 6%	Appr.- 63% Meets- 36% Masters- 18%	Appr.- 75% Meets- 47% Masters- 17%
African American	Appr.- 54% Meets- 35% Masters- 20%	Appr.- 74% Meets- 32% Masters- 18%	Appr.- 94% Meets- 60% Masters- 26%
Asian	Appr.- 78% Meets- 50% Masters- 28%	Appr.- 94% Meets- 72% Masters- 61%	Appr.- 78% Meets- 67% Masters- 33%
Two or More	Appr.- 100% Meets- 60% Masters- 20%	Appr.- 71% Meets- 14% Masters- 14%	Appr.- 100% Meets- 80% Masters- 27%
Economically Disadvantaged	Appr.- 47% Meets- 29%	Appr.- 63% Meets- 32%	Appr.- 76% Meets- 48%

	Masters- 10%	Masters- 16%	Masters- 19%
Emergent Bilingual	Appr.- 39% Meets- 20% Masters- 5%	Appr.- 56% Meets- 23% Masters- 10%	Appr.- 71% Meets- 36% Masters- 12%
Special Education	Appr.- 23% Meets- 7% Masters- 7%	Appr.-18% Meets- 9% Masters- 5%	Appr.- 52% Meets- 24% Masters- 10%

Math				
Subgroups	6th	7th	8th	Algebra I
All	Appr.- 51% Meets- 16% Masters- 5%	Appr.- 27% Meets- 12% Masters- 0%	Appr.- 51.2% Meets- 27.3% Masters- 6.5%	Appr.- 96% Meets- 78% Masters- 37%
White	Appr.- 86% Meets- 50% Masters- 21%	Appr.- 71% Meets- 41% Masters- 29%	Appr.- 61% Meets- 47.7% Masters- 14.7%	Appr.- 100% Meets- 80% Masters- 60%
Hispanic	Appr.- 46% Meets- 27% Masters- 6%	Appr.- 63% Meets- 36% Masters- 18%	Appr.- 48.6% Meets- 24.2% Masters- 4.4%	Appr.- 100% Meets- 76% Masters- 26%
African American	Appr.- 48% Meets- 13% Masters- 7%	Appr.- 42% Meets- 30% Masters- 0%	Appr.- 49.3% Meets- 16.4% Masters- 5%	Appr.- 87% Meets- 80% Masters- 27%
Asian	Appr.- 83% Meets-	N/A	Appr.- 89% Meets-	Appr.- 100%

	44% Masters- 28%		79% Masters- 32%	Meets- 91% Masters- 64%
Two or More	Appr.- 60% Meets- 20% Masters- 0%	Appr.- 29% Meets- 0% Masters- 0%	Appr.- 45% Meets- 18% Masters- 0%	N/A
Economically Disadvantaged	Appr.- 48% Meets- 14% Masters- 5%	Appr.- 25% Meets- 9% Masters- 0%	Appr.- 46% Meets- 25% Masters- 7%	Appr.- 94% Meets- 72% Masters- 25%
Emergent Bilingual	Appr.- 47% Meets- 13% Masters- 2%	Appr.- 19% Meets- 7% Masters- 0%	Appr.- 42% Meets- 20% Masters- 8%	Appr.- 100% Meets- 88% Masters- 24%
Special Education	Appr.- 24% Meets- 4% Masters- 0%	Appr.- 14% Meets- 3% Masters- 0%	Appr.- 34% Meets- 17% Masters- 0%	N/A

Social Studies	
Subgroups	8th
All	Appr.- 43% Meets- 18% Masters- 9%
White	Appr.- 75% Meets- 50% Masters- 44%
Hispanic	Appr.- 34% Meets- 14% Masters- 4%

African Am.	Appr.- 54% Meets- 23% Masters- 14%
Asian	Appr.- 54% Meets- 23% Masters- 14%
Two or More	Appr.- 54% Meets- 23% Masters- 14%
Economically Disadvantaged	Appr.- 56% Meets- 30% Masters- 17%
Emergent Bilingual	Appr.- 55% Meets- 26% Masters- 16%
Special Education	Appr.- 25% Meets- 8% Masters- 0%

Science		
Subgroups	8th	Biology
All	Appr.- 47% Meets- 17% Masters- 1%	Appr.- 100% Meets- 100% Masters- 74%
White	Appr.- 78% Meets- 44% Masters- 0%	Appr.- 100% Meets- 100% Masters- 100%
Hispanic	Appr.- 40% Meets- 13% Masters- 1%	Appr.- 100% Meets- 100% Masters- 75%
African American	Appr.- 54% Meets- 21% Masters-	Appr.- 100% Meets- 100% Masters- 57%

	4%	
Asian	N/A	N/A
Two or More	N/A	N/A
Economically Disadvantaged	Appr.- 53% Meets- 29% Masters- 5%	Appr.- 100% Meets- 88% Masters- 28%
Emergent Bilingual	Appr.- 50% Meets- 22% Masters- 2%	Appr.- 100% Meets- 80% Masters- 40%
Special Education	Appr.- 28% Meets- 17% Masters- 0%	N/A

TELPAS/TELPAS Alternate Scores Breakdown for 6th Grade

Proficiency Rating	Composite		Reading Proficiency Rating		Writing Proficiency Rating		Speaking Proficiency Rating		Listening Proficiency Rating		Totals	
School Year	25	26	25	26	25	26	25	26	25	26	25	26
Beginning	4	3	10	15	12	22	20	28	4	2	50	70
Intermediate	44	64	36	45	42	49	59	49	38	33	219	240
Advanced	44	28	22	22	35	22	22	23	28	43	157	138
Advanced High	8	5	25	18	11	7	0	0	29	22	73	52

TELPAS/TELPAS Alternate Scores Breakdown for 7th Grade

Proficiency Rating	Composite		Reading Proficiency Rating		Writing Proficiency Rating		Speaking Proficiency Rating		Listening Proficiency Rating		Totals	
School Year	25	26	25	26	25	26	25	26	25	26	25	26
Beginning	0	8	7	13	7	13	11	32	1	2	26	68
Intermediate	32	40	17	26	33	32	59	48	23	30	164	176
Advanced	62	46	35	29	49	34	30	19	46	35	222	163
Advanced High	6	6	41	33	11	21	0	1	31	34	89	95

TELPAS/TELPAS Alternate Scores Breakdown for 8th Grade

Proficiency Rating	Composite		Reading Proficiency Rating		Writing Proficiency Rating		Speaking Proficiency Rating		Listening Proficiency Rating		Totals	
School Year	25	26	25	26	25	26	25	26	25	26	25	26
Beginning	0	3	1	5	1	8	11	26	1	0	14	42
Intermediate	39	31	32	18	61	54	66	30	20	19	218	152
Advanced	52	55	26	40	33	34	23	38	40	38	174	205

Advanced High	9	11	40	38	5	4	0	6	39	44	93	103
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Class	Student Enrollment
Algebra I	78
Biology	28

Strengths

Student Learning Strengths

Reading Strengths

- Strong Overall Performance in English I:
 - 95% Approaches, 76% Meets, 15% Masters – showing high success in high school-level coursework.
- White, Asian, and African American students in English I performed particularly well:
 - White: 86% Meets
 - Asian: 100% Approaches & Meets
 - African American: 96% Approaches, 74% Meets, 26% Masters
- Emergent Bilinguals in English I:
 - 90% Approaches and 69% Meets – strong performance at higher grade levels despite language learning needs.
- Notable Performance Among GT and High-Achieving Subgroups:
 - High Masters rates among White (42%), Asian (45%), and African American (21%) students in various grade levels.

Math Strengths

- Outstanding Algebra I Performance:
 - 97% Approaches, 79% Meets, 53% Masters – strong indicator of success in advanced math.
- 100% Approaches in Algebra I for key subgroups:
 - African American, Asian, White, Economically Disadvantaged, and Emergent Bilinguals – all scored 100% at Approaches.
- African American students in Algebra I:
 - 100% Approaches, 85% Meets, 77% Masters – exceptionally strong growth and achievement.
- Emergent Bilinguals in Algebra I:
 - 100% Approaches, 85% Meets, 52% Masters – indicates successful acceleration and language support.

Social Studies Strengths

- Subgroup Excellence in 8th Grade Social Studies:
 - White students: 86% Approaches, 57% Meets, 36% Masters
 - Two or More Races: 75% Approaches, 50% Meets, 50% Masters
 - African American students: 57% Approaches, 40% Meets
- Overall campus performance:
 - 56% Approaches and 32% Meets is a solid foundation for growth.

Science Strengths

- Biology (High School Course):

- 100% Approaches, 89% Meets, 29% Masters – high academic success in advanced science.
- Subgroup Performance in Biology:
 - Hispanic: 100% Approaches, 89% Meets
 - African American: 100% Approaches, 87% Meets
 - Economically Disadvantaged: 100% Approaches, 88% Meets
 - Emergent Bilinguals: 100% Approaches, 80% Meets, 40% Masters
 - White: 100% Approaches, 100% Meets, 67% Masters

TELPAS Strengths (Language Proficiency Growth)

- Growth in Intermediate to Advanced Proficiency across grades 6–8, especially in:
 - Speaking and Listening domains: Majority of EB students are at Advanced or Advanced High in speaking (especially in Grade 6 and 7).
 - Grade 7 and 8 students showed increased Advanced ratings compared to the previous year in several domains.
- Grade 6:
 - Reduction in “Beginning” and strong shift toward “Advanced” and “Advanced High.”
- Grade 8:
 - 67% of students scored at Advanced or Advanced High in composite scores in 2025.

General and Subgroup Strengths

- Economically Disadvantaged and Emergent Bilingual students perform well in high school courses (Algebra I and Biology), indicating:
 - Effective scaffolding, instructional strategies, and access to rigorous content.
- Special populations (EBs and SPED) showing positive trends in advanced coursework, especially when given access to higher-level instruction.

Summary

These strengths indicate that MNTMS is effectively accelerating learning for:

- High-achieving students
- Emergent Bilinguals and Economically Disadvantaged scholars in advanced courses
- Subgroups demonstrating strong gains in TELPAS and STAAR

These areas of success can inform:

- Expansion of access to advanced coursework
- Increased support for early acceleration
- Continued investment in PBL aligned with rigorous standards
- Strengthened instructional practices that support language development across content areas

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Student achievement is inconsistent across content areas and student groups. Math represents the greatest area of need, with only 27% of 7th-grade students reaching Approaches, 12% reaching Meets, and 0% reaching Masters, while achievement gaps are also evident for Emergent Bilingual and Special Education students across multiple tested content areas.	Tier 1 instruction, intervention, and progress-monitoring systems have not been implemented with consistent rigor and fidelity across grade levels and content areas, resulting in inconsistent opportunities for students to receive timely, differentiated support based on their academic needs.

★ = Priority

School Processes & Programs

Summary

Manor New Tech Middle School utilizes campus-wide systems focused on positive school culture, high-quality instruction, collaboration, and student success. Key processes include consistent behavior expectations, PLCs, instructional coaching, professional learning, staff communication, and data-driven decision-making. Moving forward, the campus will prioritize consistent implementation of expectations and instructional practices, effective communication, and continuous monitoring of campus systems to improve student outcomes.

Focus Area	What We Are Doing	Why It Matters
Positive Learning Environment	Implement consistent campus-wide behavior expectations, provide ongoing staff training, and regularly review our practices.	Consistent expectations create a safe, respectful environment where students can focus on learning.
High-Quality Teaching	Protect teacher planning time, provide professional learning, and encourage collaboration through PLCs and instructional coaching.	Well-supported teachers are better equipped to meet the academic and social-emotional needs of every student.
Communication & Collaboration	Improve communication with staff, provide regular updates, and create opportunities for feedback and shared decision-making.	Clear communication helps ensure consistency across the campus and strengthens support for students.
Campus Culture	Continue building strong relationships with students, staff, and families through visible leadership, recognition, and collaboration.	Positive relationships foster a welcoming school environment where students and staff feel valued and supported.
Continuous Improvement	Regularly review campus data and stakeholder feedback to monitor progress and refine our practices.	Using data to guide decisions helps us continuously improve student outcomes and campus effectiveness.

Our Strengths	Our Priorities
Positive school culture	Consistent behavior expectations
Supportive, visible leadership	High-quality professional learning
Strong relationships	Clear communication
Collaborative teachers	Ongoing review of campus systems
Commitment to student success	Continuous improvement

Strengths

- **Strong, positive campus culture** focused on relationships and student success.
- **Collaborative PLC structures** that provide opportunities for teachers to plan and analyze student data.
- **Instructional coaching and professional learning** are available to support teacher growth and strengthen instruction.
- **Advanced academic opportunities**, including Algebra I and Biology, demonstrate strong student outcomes.
- **Commitment to continuous improvement** through the review of student data and stakeholder feedback.
- **Strong emphasis on communication and collaboration** among staff, students, and families.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Campus processes and programs are not consistently implemented and monitored across classrooms and grade levels, contributing to variation in instructional practices and student outcomes. For example, Reading performance ranges from 52% Approaches in 7th grade to 73% in 8th grade, while Math ranges from 27% Approaches in 7th grade to 51% in 6th and 8th grades.	Campus systems have lacked clearly defined expectations, consistent monitoring, and structured follow-up to ensure instructional, behavioral, and student-support processes are implemented consistently across the campus.

★ = Priority

Perceptions

Summary

Summary:

- Survey results indicate a gap between the perceived effectiveness of discipline and structure and the actual experiences of students and staff.
- Inconsistencies exist in how student behavior consequences are enforced across the campus.
- Safety concerns persist in specific areas, as reported by students and staff.
- There is a need for increased administrative visibility and presence throughout the school day.
- While staff report strong peer support, systematic mentoring and targeted support for new and struggling teachers remains a need.
- Most students feel supported, though some express concerns about safety in certain parts of the building.
- Parent engagement is largely centered around celebratory events, with limited involvement in academic or strategic initiatives.
- Communication of the school's vision, mission, and expectations is not consistently or transparently reinforced across the school year.

Survey Finding	Strength or Need	Priority
Staff report strong peer support	Strength	Maintain collaborative culture
Most students feel supported by adults	Strength	Continue relationship-building efforts
Inconsistent discipline implementation	Need	Standardize behavior expectations and accountability
Safety concerns in specific campus areas	Need	Increase supervision and monitoring
Limited administrative visibility	Need	Increase administrator presence and proactive support
Limited mentoring for new and struggling teachers	Need	Develop a structured mentoring and coaching program
Parent engagement focused primarily on celebrations	Need	Expand family involvement in academics and decision-making
Vision, mission, and expectations are not consistently communicated	Need	Implement a consistent communication plan for all stakeholders

Data/ Evidence	Findings	Implications
Staff survey results	Staff report strong peer support and collaboration among colleagues.	Collaborative relationships provide a positive professional culture and support continuous improvement.
Staff survey results	Teachers value working together through collaboration and shared problem-solving.	Collaboration serves as a foundation for improving instructional practices and student achievement.
Staff survey results	Staff identified a need for stronger mentoring and targeted instructional support for new and developing teachers.	Current support systems do not consistently meet the needs of teachers at different experience levels.
Staff survey results	Mentoring and coaching practices vary across the campus.	Inconsistent implementation may affect teacher growth, confidence, instructional effectiveness, and retention.

Strengths

Strength	Supporting Evidence
Collaborative Professional Culture	Staff consistently report strong peer support, teamwork, and collaboration that contribute to a positive work environment and continuous improvement.
Positive Student-Adult Relationships	Most students report feeling supported by caring adults, demonstrating a culture built on positive relationships and student-centered support.
Commitment to Student Success	Staff value collaboration, shared problem-solving, and continuous improvement to enhance teaching and learning.
Strong Foundation for Improvement	Survey participation identified clear areas of strength and opportunities for growth, reflecting a culture that values reflection and continuous improvement.

Strength Statement

One of the campus's greatest strengths is its positive and supportive school culture. Staff consistently describe a collaborative professional environment where colleagues work together to solve problems, improve instruction, and support one another. Likewise, most students report having positive relationships with caring adults who encourage and support their success. These strong relationships foster trust, promote student engagement, and create a solid foundation for continuous improvement. By building on these strengths, the campus is well positioned to strengthen school-wide systems, expand family partnerships, and ensure consistent implementation of practices that support high levels of achievement and a safe, welcoming learning environment for all students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1★	Stakeholder survey results indicate inconsistencies in discipline implementation, campus safety, administrative visibility, and support for new and developing teachers, resulting in varied experiences among students and staff despite overall positive relationships and strong peer support.	Campus-wide expectations and systems for behavior, supervision, communication, and staff support have not been consistently defined, communicated, implemented, and monitored throughout the school year.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

With 78.1% of students identified as At-Risk, 41.2% as Emergent Bilingual, and 11.3% receiving Special Education services, instructional practices are not yet consistently differentiated to meet the diverse academic and language needs of all learners, contributing to gaps in equitable student outcomes.

Teachers need additional training, planning support, and consistent expectations for implementing differentiated instruction, language supports, interventions, and progress monitoring within Tier 1 instruction.

2★

Student achievement is inconsistent across content areas and student groups. Math represents the greatest area of need, with only 27% of 7th-grade students reaching Approaches, 12% reaching Meets, and 0% reaching Masters, while achievement gaps are also evident for Emergent Bilingual and Special Education students across multiple tested content areas.

Tier 1 instruction, intervention, and progress-monitoring systems have not been implemented with consistent rigor and fidelity across grade levels and content areas, resulting in inconsistent opportunities for students to receive timely, differentiated support based on their academic needs.

3★

Campus processes and programs are not consistently implemented and monitored across classrooms and grade levels, contributing to variation in instructional practices and student outcomes. For example, Reading performance ranges from 52% Approaches in 7th grade to 73% in 8th grade, while Math ranges from 27% Approaches in 7th grade to 51% in 6th and 8th grades.

Campus systems have lacked clearly defined expectations, consistent monitoring, and structured follow-up to ensure instructional, behavioral, and student-support processes are implemented consistently across the campus.

4★

Stakeholder survey results indicate inconsistencies in discipline implementation, campus safety, administrative visibility, and support for new and developing teachers, resulting in varied experiences among students and staff despite overall positive relationships and strong peer support.

Campus-wide expectations and systems for behavior, supervision, communication, and staff support have not been consistently defined, communicated, implemented, and monitored throughout the school year.

★ = 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
- ☒ Campus goals

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Local Accountability Systems (LAS) 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 Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ Student failure and/or retention rates
- ☒ Intervention data

Student Data: Student Groups

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

- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ T-TESS data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Parent and community partnership data

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Budgets/entitlements and expenditures data
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



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

By the end of the 2026-2027 school year, overall Reading scores will increase from 45% to 52% in the Meets performance category for STAAR.

Evaluation Data Source: STAAR Reading assessment results

District benchmark assessment data

Common formative assessment (CFA) results

iReady Growth Reading data

Curriculum-based assessment data

TEKS mastery reports

PLC agendas, data analysis protocols, and meeting minutes

Student work samples

Lesson plans aligned to grade-level TEKS

Classroom walkthrough and instructional observation data

Intervention rosters and progress-monitoring data

Reading progress monitoring reports from iReady

Student goal-setting and data tracking documents

Strategy 1

During weekly PLCs, teachers will analyze student reading data, including performance by student groups, to identify learning gaps, plan targeted instructional responses, and monitor progress toward STAAR Meets performance.

Strategy's Expected Result/Impact: Teachers will consistently analyze Reading achievement data by student subgroup during weekly PLC meetings to identify trends, achievement gaps, and instructional priorities.

PLC teams will use data to develop and implement targeted instructional strategies and interventions for Emergent Bilingual students, students with disabilities, economically disadvantaged students, and other identified student groups.

Achievement gaps among student subgroups will decrease as a result of data-driven instructional planning and targeted supports.

Teachers will adjust Tier I instruction based on formative and benchmark assessment data to improve mastery of grade-level Reading TEKS.

Student performance on district benchmark assessments and common formative assessments will demonstrate continuous growth throughout the school year, leading to an increase from 45% to 52% Meets Grade Level on the 2027 STAAR Reading assessment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Teachers

Problem Statements: Student Learning 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Strengthen Tier 1 Reading instruction through consistent implementation of high-quality instructional materials, standards-aligned instruction, and research-based literacy strategies, with instructional feedback and support provided through walkthroughs and coaching.

Strategy's Expected Result/Impact: Teachers will consistently analyze Reading achievement data by student subgroup during weekly PLC meetings to identify trends, achievement gaps, and instructional priorities.
PLC teams will use data to develop and implement targeted instructional strategies and interventions for Emergent Bilingual students, students with disabilities, economically disadvantaged students, and other identified student groups.
Achievement gaps among student subgroups will decrease as a result of data-driven instructional planning and targeted supports.
Teachers will adjust Tier I instruction based on formative and benchmark assessment data to improve mastery of grade-level Reading TEKS.
Student performance on district benchmark assessments and common formative assessments will demonstrate continuous growth throughout the school year, leading to an increase from 45% to 52% Meets Grade Level on the 2027 STAAR Reading assessment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Teachers

Problem Statements: Student Learning 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student achievement is inconsistent across content areas and student groups. Math represents the greatest area of need, with only 27% of 7th-grade students reaching Approaches, 12% reaching Meets, and 0% reaching Masters, while achievement gaps are also evident for Emergent Bilingual and Special Education students across multiple tested content areas.

Tier 1 instruction, intervention, and progress-monitoring systems have not been implemented with consistent rigor and fidelity across grade levels and content areas, resulting in inconsistent opportunities for students to receive timely, differentiated support based on their academic needs.

Performance Objective 2 High Priority

By the end of the 2026-2027 school year, overall Math scores will increase from 16% to 21% in the Meets performance category for STAAR.

Evaluation Data Source: STAAR Mathematics results (Overall and student subgroup performance)

District benchmark assessment data

Common Formative Assessment (CFA) results

TEKS mastery reports

iReady Growth Mathematics data

Progress monitoring/intervention data (MTSS)

Student work samples and performance tasks

PLC data analysis documents and meeting minutes

Classroom walkthrough and instructional observation data

Lesson plan reviews aligned to grade-level TEKS

Unit assessment results

Curriculum-based assessment data

Student data trackers/data notebooks

Intervention rosters and tutoring attendance records

State Interim Assessment results

Strategy 1

During weekly PLCs, teachers will analyze student math data, including performance by student groups, to identify learning gaps, plan targeted instructional responses, and monitor progress toward STAAR Meets performance.

Strategy's Expected Result/Impact: Teachers will use weekly PLC data analysis to identify achievement gaps and adjust instruction for identified student groups.

Targeted instructional strategies and interventions will improve student mastery of grade-level Mathematics TEKS.

Student performance on district benchmarks and common formative assessments will demonstrate continuous growth throughout the school year.

Achievement gaps among student subgroups will decrease through data-driven instructional planning and intervention.

Overall Mathematics performance will increase from 16% to 21% at the Meets Grade Level standard on the 2027 STAAR Mathematics assessment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Teachers

Problem Statements: Student Learning 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Strengthen Tier 1 Math instruction through consistent implementation of Bluebonnet Learning, standards-aligned instructional practices, and appropriate scaffolds, with implementation monitored and supported through walkthroughs, PLCs, coaching, and actionable feedback.

Strategy's Expected Result/Impact: Teachers will use weekly PLC data analysis to identify achievement gaps and adjust instruction for identified student groups. Targeted instructional strategies and interventions will improve student mastery of grade-level Mathematics TEKS.

Student performance on district benchmarks and common formative assessments will demonstrate continuous growth throughout the school year.

Achievement gaps among student subgroups will decrease through data-driven instructional planning and intervention.

Overall Mathematics performance will increase from 16% to 21% at the Meets Grade Level standard on the 2027 STAAR Mathematics assessment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Teachers

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student achievement is inconsistent across content areas and student groups. Math represents the greatest area of need, with only 27% of 7th-grade students reaching Approaches, 12% reaching Meets, and 0% reaching Masters, while achievement gaps are also evident for Emergent Bilingual and Special Education students across multiple tested content areas.

Tier 1 instruction, intervention, and progress-monitoring systems have not been implemented with consistent rigor and fidelity across grade levels and content areas, resulting in inconsistent opportunities for students to receive timely, differentiated support based on their academic needs.

Performance Objective 3 High Priority

By the end of the 2026-2027 school year, Manor New Tech Middle School will increase the student attendance rate from 94.4% to 96.4%, as measured by campus attendance data.

Evaluation Data Source: Teacher self-assessments on data-driven instructional practices (pre/post)
Peer observation forms and feedback documentation
Instructional coaching logs and observation notes
PLC agendas, minutes, and data analysis protocols
Lesson plans that demonstrate instructional adjustments based on student data
Common Formative Assessment (CFA) data analysis documents
District benchmark data review protocols
Student data trackers or data notebooks
Classroom walkthrough and instructional observation data
Teacher action plans
Professional development attendance and implementation logs
Student work samples demonstrating instructional adjustments
TEKS mastery reports
Intervention plans and progress-monitoring documentation
T-TESS observation and appraisal evidence (Domain 1: Planning and Domain 2: Instruction)

Strategy 1

Implement a consistent attendance monitoring system to identify students with emerging attendance concerns, provide timely parent/guardian communication, and develop targeted interventions and supports to address barriers to regular attendance.

Strategy's Expected Result/Impact: Improved early identification and intervention for students with attendance concerns, resulting in fewer absences and an increase in the overall campus attendance rate from 94.4% to 96.4%.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Teachers

Problem Statements: School Processes & Programs 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Strengthen student connectedness and engagement through positive recognition, relationship-building practices, and campus-wide attendance incentives that encourage and celebrate regular attendance.

Strategy's Expected Result/Impact: Improved early identification and intervention for students with attendance concerns, resulting in fewer absences and an increase in the overall campus attendance rate from 94.4% to 96.4%.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Teachers

Problem Statements: Perceptions 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Campus processes and programs are not consistently implemented and monitored across classrooms and grade levels, contributing to variation in instructional practices and student outcomes. For example, Reading performance ranges from 52% Approaches in 7th grade to 73% in 8th grade, while Math ranges from 27% Approaches in 7th grade to 51% in 6th and 8th grades.

Campus systems have lacked clearly defined expectations, consistent monitoring, and structured follow-up to ensure instructional, behavioral, and student-support processes are implemented consistently across the campus.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Stakeholder survey results indicate inconsistencies in discipline implementation, campus safety, administrative visibility, and support for new and developing teachers, resulting in varied experiences among students and staff despite overall positive relationships and strong peer support.

Campus-wide expectations and systems for behavior, supervision, communication, and staff support have not been consistently defined, communicated, implemented, and monitored throughout the school year.

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

Performance Objective 1 High Priority

By June 2027, Manor New Tech Middle School will increase teacher retention from 77% to 82% through targeted professional support, coaching, recognition, and opportunities for staff collaboration and feedback.

Evaluation Data Source: Individual coaching logs and coaching cycle documentation

Coaching schedules and participation records

Classroom walkthrough and observation data

T-TESS observation and appraisal documentation

Teacher goal-setting and reflection forms

Professional development attendance records

Lesson plans and Bullseye data demonstrating implementation of coaching feedback

PLC agendas and meeting minutes

Student work samples and formative assessment data

Teacher feedback surveys regarding the coaching process

Campus instructional walkthrough trends

Student achievement and progress monitoring data (common assessments, benchmarks, etc.)

Strategy 1

Conduct a minimum of three individualized coaching sessions for each core content teacher throughout the school year, tailored to identified content-area and professional growth needs.

Strategy's Expected Result/Impact: 100% of core content teachers will participate in a minimum of three individualized coaching sessions during the 2026-2027 school year.

Teachers will demonstrate increased implementation of evidence-based instructional strategies and effective classroom management practices as observed through classroom walkthroughs and coaching cycles.

Teachers will use coaching feedback to refine instructional planning, increase student engagement, and improve classroom practices.

Collaboration between teachers and instructional leaders will strengthen professional growth and continuous improvement.

Increased consistency in Tier I instructional practices will contribute to improved student learning outcomes.

Staff Responsible for Monitoring: Principal, Principals and Department Chairs

Problem Statements: Perceptions 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Provide consistent opportunities for staff collaboration, feedback, and recognition through structured team meetings, staff input opportunities, and celebrations of individual and collective successes to strengthen staff connectedness, morale, and campus culture.

Strategy's Expected Result/Impact: Teachers will implement actionable coaching feedback to strengthen instructional planning and classroom practice.
Walkthrough data will show increased evidence of engaging all students and internalized lesson plans as identified in the Leverage Leadership Waterfall documents
Instructional practices will become more consistent across core content classrooms through ongoing coaching and feedback.
Students will experience more engaging, rigorous, and effective instruction that supports improved academic outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Teachers

Problem Statements: Perceptions 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Stakeholder survey results indicate inconsistencies in discipline implementation, campus safety, administrative visibility, and support for new and developing teachers, resulting in varied experiences among students and staff despite overall positive relationships and strong peer support.	Campus-wide expectations and systems for behavior, supervision, communication, and staff support have not been consistently defined, communicated, implemented, and monitored throughout the school year.

Goal 3

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

Performance Objective 1 High Priority

By June 2027, Manor New Tech Middle School will strengthen family and community engagement by providing consistent, timely, and accessible communication regarding academics, student expectations, campus events, and opportunities for involvement.

- Evaluation Data Source:** Parent and family event sign-in sheets
Academic engagement night attendance logs
Event agendas and presentation materials
Bilingual event flyers, invitations, and communication logs
Parent and family feedback surveys
Campus event calendar
Photographs and documentation of engagement activities
Campus Improvement Team (CIT) meeting minutes reviewing family engagement data
Finalsite log of communication
Family engagement participation reports
Annual stakeholder survey results (family engagement items)

Strategy 1

Implement a comprehensive family engagement program that provides meaningful opportunities to increase families' capacity to support student learning. The campus will host bilingual academic engagement opportunities each semester focused on curriculum expectations, Schoolwide Learning Outcomes, student achievement, and strategies families can use at home.

Strategy's Expected Result/Impact: Parent and family attendance at academic engagement nights will increase by 10% over the previous school year.
Families will gain increased knowledge and resources to support student learning at home.
School-family partnerships will strengthen through consistent bilingual academic engagement opportunities.
Stakeholder feedback will be used to improve future family engagement activities and support student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Teachers, and PTSA

Problem Statements: Demographics 1

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

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Implement a consistent campus-wide communication system to provide families with timely information regarding academic expectations, student progress, campus events, safety procedures, and available resources through multiple accessible communication methods and languages based on family needs.

Strategy's Expected Result/Impact: Families will receive more consistent, timely, and accessible information, resulting in increased awareness of campus expectations, resources, and opportunities to support student success.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Teachers, and PTSA

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

With 78.1% of students identified as At-Risk, 41.2% as Emergent Bilingual, and 11.3% receiving Special Education services, instructional practices are not yet consistently differentiated to meet the diverse academic and language needs of all learners, contributing to gaps in equitable student outcomes.

Teachers need additional training, planning support, and consistent expectations for implementing differentiated instruction, language supports, interventions, and progress monitoring within Tier 1 instruction.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Stakeholder survey results indicate inconsistencies in discipline implementation, campus safety, administrative visibility, and support for new and developing teachers, resulting in varied experiences among students and staff despite overall positive relationships and strong peer support.

Campus-wide expectations and systems for behavior, supervision, communication, and staff support have not been consistently defined, communicated, implemented, and monitored throughout the school year.

Goal 4

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

Performance Objective 1 High Priority HB3 Goal

By June 2027, Manor New Tech Middle School will strengthen campus safety by consistently implementing required safety drills, reviewing emergency protocols with staff and students, and addressing identified safety concerns in a timely manner.

Evaluation Data Source: Administer annual stakeholder surveys.
Conduct quarterly campus safety and facility walkthroughs.
Review survey and walkthrough data with the Campus Improvement Team.
Submit annual facility priorities to the district.
Communicate completed improvements to stakeholders.

Strategy 1

Implement a systematic process for gathering stakeholder feedback and conducting campus facility and safety reviews to identify, prioritize, communicate, and address safety and facility needs that support a safe and functional learning environment.

Strategy's Expected Result/Impact: Safety and facility concerns will be identified, communicated, and addressed more consistently and efficiently, contributing to a safer and more functional learning environment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Teachers, and Senior Administrative Assistant

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Stakeholder survey results indicate inconsistencies in discipline implementation, campus safety, administrative visibility, and support for new and developing teachers, resulting in varied experiences among students and staff despite overall positive relationships and strong peer support.

Campus-wide expectations and systems for behavior, supervision, communication, and staff support have not been consistently defined, communicated, implemented, and monitored throughout the school year.

Goal 5

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

Performance Objective 1

By May 2027, Manor New Tech Middle School will align financial decisions and resource allocations with identified campus needs and Campus Improvement Plan priorities through budget reviews, stakeholder input, and ongoing monitoring of resource effectiveness.

Evaluation Data Source: Campus budget documents
Campus Improvement Team meeting agendas and minutes
Comprehensive Needs Assessment (CNA)
Campus Improvement Plan (CIP)
Budget review and monitoring reports
Stakeholder meeting documentation
Expenditure reports aligned to CIP priorities
Annual campus budget presentation or stakeholder communication

Strategy 1

Implement a collaborative campus budgeting process that uses student achievement data, stakeholder feedback, and the Comprehensive Needs Assessment to align resource allocation with Campus Improvement Plan priorities and ensure responsible stewardship of campus funds.

Strategy's Expected Result/Impact: Campus financial decisions and resource allocations will align with identified needs and Campus Improvement Plan priorities.
Stakeholder input will be incorporated into the annual campus budgeting process through the Campus Improvement Team.
Budget reviews will support efficient and transparent use of campus resources.
Campus resources will be strategically allocated to improve student achievement, strengthen instructional programs, and support campus improvement initiatives.

Staff Responsible for Monitoring: Principal
Assistant Principals
Campus Improvement Team (CIT)
Campus Leadership Team
Department Chairs
Senior Administrative Assistant (Bookkeeper)
Chief Financial Officer (District Support)

Problem Statements: School Processes & Programs 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Campus processes and programs are not consistently implemented and monitored across classrooms and grade levels, contributing to variation in instructional practices and student outcomes. For example, Reading performance ranges from 52% Approaches in 7th grade to 73% in 8th grade, while Math ranges from 27% Approaches in 7th grade to 51% in 6th and 8th grades.

Campus systems have lacked clearly defined expectations, consistent monitoring, and structured follow-up to ensure instructional, behavioral, and student-support processes are implemented consistently across the campus.



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
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
Pregnancy Related Services	Executive Director of Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Recruiting Teachers and Paraprofessionals	HRIS and Certification Specialist - Coordinator	7/7/2025	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	10/22/2024	Malaki Hawkins	6/26/2025
McKinney-Vento and Foster Care Assurance	Executive Director of Whole Child	9/3/2025	Dr. Christopher Harvey	1/5/2026
Trauma and Grief Informed Practices	Executive Director of Whole Child	8/25/2026	Christopher Harvey	8/25/2026