

Manor Independent School District



PIONEER CROSSING
ELEMENTARY SCHOOL

Pioneer Crossing Elementary

Accountability Rating: F

2026-2027 Campus Improvement Plan

Mission Statement

Pioneer Crossing Elementary School

Vision

Pioneer Crossing Elementary School Vision: Empowering Growth

Value Statement

Values:

Respect
Student success
Integrity
Responsibility
Accountability
Support

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	14
Data Documentation for CNA	17
Improvement Planning Data	18
Accountability Data	18
Student Data: Assessments	18
Student Data: Student Groups	19
Student Data: Behavior and Other Indicators	19
Employee Data	20
Parent/Community Data	20
Support Systems and Other Data	20
Goals	21
Goal 1 : By 2032, 95% of Manor ISD scholars will graduate prepared for college, ca...	22
Goal 2 : By 2032, Manor ISD will retain and support high-quality staff at all levels o...	40
Goal 3 : By 2032, provide transparent, consistent, and timely communication to all ...	44
Goal 4 : Through 2032, the district will implement a long-range facilities planning fr...	48
Goal 5 : The district will develop a comprehensive 5-year plan that is transparent a...	51
State Compensatory Education	53
Budget for Pioneer Crossing Elementary	54
Title I Summary	55
Title I Personnel	56
Committees	57
Campus Advisory Team	58
Members	58
Funding Summary	59
Title I, Part A	60
Policies, Procedures, and Requirements	61



Comprehensive Needs Assessment

Demographics

Summary

Pioneer Crossing Elementary is located in Manor ISD in Austin, Texas, and it serves students from grades Pre-Kindergarten to 5th Grade, predominantly from low- to middle-income families, with an average enrollment of 500 students every school year. Pioneer Crossing Elementary is a Title I school and ended the 2025-26 school year with 559 students enrolled. Out of those 559 students, 239 students are in the Emergent Bilingual program(43%), 100 students are in the Special Education program (18%), 413 students are Economically Disadvantaged (74%), 79 students are considered Gifted and Talented (14%), and 458 students are considered At-Risk (82%). PCE currently has 290 male students and 269 female students. As for our population, Pioneer Crossing Elementary consists of 196 or 35% Hispanic/Latino, 181 or 32% African American, 48 or 9% Asian, 53 or 9% White students, and 81 or 14% Multi-Racial students.

Pioneer Crossing has a Spanish bilingual one-way dual language class for Pre-Kindergarten through fourth grade.

PCE has two Communication Life Skills classes, two inclusion/resource teachers, and two Special Education inclusion aides.

PCE has a Gifted and Talented pullout class for 1st- 5th grades.

According to the latest TAPR report, it indicates that most teachers at Pioneer Crossing Elementary (37.9%) have between 1-5 years of experience in the classroom, 9.6% of teachers have 6-10 years of experience, and 28.7% of teachers have 11-20 years of experience. 78% of our staff have earned a Bachelor's degree and 18.8% have earned their Master's degree.

Strengths

Our student body represents a wide array of cultural backgrounds, which enriches the educational experience for everyone and fosters an inclusive environment. They offer different perspectives and experiences to our community. As a community, this impacts how we celebrate our cultural differences.

Dual Language Program: We offer a dual language program - one way bilingual for students in grades Pre-K through fourth. Students can pursue the academic strength of learning two languages, their native language of Spanish and English at the same time. Students are learning to read, write, listen, and speak in their native language as well as their new language of English. Students strengthen their voice and identity in both their first and second languages.

Gifted and Talented: PCE has 14% Gifted and Talented enrollment, where students are provided services weekly in a pullout class. Students participate in problem-based learning to acquire and build new skills that will benefit them in their future careers.

After School Programs: We are able to offer our students and community extended enrichment programs to provide homework assistance, physical activity, and nutrition guidance, along with nutritious meals.

It's our goal to leverage these demographic strengths to create an inclusive, supportive, and enriching educational environment. Celebrating and valuing the diversity within our PCE community can foster a sense of belonging and unity among students and staff.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ 37.9% of teachers have 1-5 years of experience.	Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.
2 Pioneer Crossing has 43% Emergent Bilingual students, many who are newcomers.	Families coming from out of the country and settling in the Pioneer Crossing community.
3 The demographics of the community have changed and the population of economically disadvantaged students has increased to 74% in 2025.	Pioneer Crossing is centrally located in Austin, TX. Many of our families are new to our country or transferring/moving to our area due to the cost of living in the Austin Area.

★ = Priority

Student Learning

Summary

2026 K-2 AMIRA Data

Kindergarten (64 students)	50% Approaches	28% Meets	6% Masters
1st grade (86 students)	66% Approaches	40% Meets	12% Masters
2nd grade (83 students)	59% Approaches	36% Meets	13% Masters

2026 STAAR 3rd -5th Grade Reading Data

3rd Grade Reading (64 students)	50% Approaches	28% Meets	6% Masters
4th Grade Reading (86 students)	66% Approaches	40% Meets	12% Masters
5th Grade Reading (83 students)	59% Approaches	36% Meets	13% Masters

2026 STAAR Math Data

3rd Grade Math (65 students)	49% Approaches	27% Meets	9% Masters
4th Grade Math (86 students)	39% Approaches	22% Meets	10% Masters
5th Grade Math (82 students)	29% Approaches	16% Meets	6% Masters

2026 STAAR Science Data

5th Grade Science (83 students)	25% Approaches	8% Meets	5% Masters
--	-----------------------	-----------------	-------------------

The 2025 Accountability Report Card, Pioneer Crossing Elementary received an Overall Score of 58.

Strengths

ELA

- In the 4th grade, 66% of students are at the Approaches level and 40% of students are at the Meets level, reflecting consistent performance.
- In 5th grade, 13% of students are at the master level, suggesting that our instructional strategies are effectively supporting higher-level comprehension skills.

MATH

- For 3rd-grade math, 49% of students are at the Approaches level and 27% at the Meets level, demonstrating a strong start in mathematical understanding.

Overall, the 2026 Accountability Report Card projects an Overall Score of 58 for Pioneer Crossing Elementary. While there is room for improvement, this score serves as a benchmark for us to continue enhancing our educational

strategies and support systems to ensure that all students achieve their full potential.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 30% of students scored meets on the STAAR assessment.	Lack of alignment to the curriculum and state assessment. Inconsistent use of data to drive instruction and limited academic interventions aligned to specific student needs.
2★ The scaled score for Domain 2A is a 56.	There is a need for an intensified, targeted instructional support, early interventions, and consistent progress monitoring to close student achievement gaps. Varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices.
3 9% of Emergent Bilingual learners scored Advanced High on the TELPAS assessment.	The need for greater structures and strategies in providing support and accommodations in content language acquisition for Emergent Bilingual students.
4★ 15% or less of students scored at the Masters Level in each STAAR assessment.	Teachers struggle to provide differentiation and enrichment opportunities for Gifted and Talented in the general education classroom.
5 15% of students who receive Special Education services scored Meets on the STAAR assessment.	Students need exposure to more rigorous, complex problems and texts that require students to think and communicate on higher levels.

★ = Priority

School Processes & Programs

Summary

Pioneer Crossing Elementary is committed to providing rigorous, standards-aligned instruction through effective curriculum implementation, collaborative planning, and data-driven decision-making.

Professional Learning Communities (PLCs) will serve as the foundation for continuous improvement. Grade-level teams will meet weekly to analyze formative and summative assessment data, review student work, identify learning gaps, and collaboratively plan standards-aligned lessons and targeted interventions. The Principal, Assistant Principal, and Instructional Coach will participate in PLCs to support data-driven decision making, monitor instructional practices, and build teacher capacity through coaching, feedback, and ongoing professional learning. Instructional walkthroughs and academic monitoring will be conducted regularly to ensure consistent implementation of high-quality Tier 1 instruction and to increase student engagement and achievement.

District-approved universal screeners, including Amira Reading and iXL, will be used to monitor student progress throughout the year. Screening and progress-monitoring data will be used to identify students requiring intervention or enrichment and to adjust flexible instructional groups based on individual student needs.

During the 2025-2026 school year, Pioneer Crossing Elementary adopted Bluebonnet Learning, a TEA-approved High-Quality Instructional Material (HQIM), for mathematics instruction for all grade levels K-5. Through ongoing professional learning, coaching, PLC support, and classroom implementation, teachers increased curriculum fidelity, purposeful scholar discourse, and engagement in grade-level mathematical thinking. The adoption of Bluebonnet Learning strengthened instructional consistency and provided scholars with increased access to rigorous, standards-aligned mathematics instruction.

Strengths

- Foundation for student learning through the implementation of a TEKS-aligned curriculum, collaborative Professional Learning Communities (PLCs), and the use of multiple assessment measures to monitor student progress.
- Opportunities for differentiated instruction, intervention, and enrichment based on student data.
- Successfully implemented Bluebonnet Learning, a TEA-approved High-Quality Instructional Material (HQIM), across mathematics classrooms.
- Increased fidelity of curriculum implementation through coaching, PLCs, lesson internalization, and observation feedback cycles.
- Strengthened purposeful scholar talk, mathematical discourse, and student engagement in mathematics instruction.
- Increased teacher capacity to facilitate rigorous, standards-aligned mathematical thinking and problem-solving.
- Improved consistency in mathematics instructional practices across grade levels.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Emergent Bilingual students performed 10% below all students on STAAR assessment.	A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.
2 Implementation of organizational and instructional systems, remains inconsistent, resulting in varying scholar experiences and academic outcomes.	The campus continues to build staff capacity while supporting educators with varying levels of experience and expertise, due to lack of consistency in execution of instructional systems, intervention practices, and specialized supports.
3★ Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.	Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes. Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.
4 Academic outcomes remain inconsistent among Special Education and Emergent Bilingual scholars, despite increased fidelity of implementation with Bluebonnet Learning.	Inconsistency in execution of rigorous Tier 1 instruction, student work analysis, differentiated supports, and intervention practices continues to impact scholar mastery of grade-level standards.

★ = Priority

Perceptions

Summary

Pioneer Crossing Elementary is committed to building strong partnerships with families and the community to support scholar achievement and campus success. The campus provides multiple opportunities for families to engage through communication platforms, campus events, academic activities, and opportunities for feedback. PCE utilizes tools such as ClassDojo, newsletters, social media, and campus events to keep families informed and connected.

The 2026 Employee Opinion Survey indicates that Pioneer Crossing Elementary has developed a positive organizational culture characterized by high levels of trust in campus leadership, strong working relationships among staff, and a commitment to student success. Employees overwhelmingly report positive relationships with their principal, indicating that leadership is approachable, respectful, supportive, and effective in communicating expectations. Staff also report positive collaboration among coworkers and confidence in campus safety.

While the overall climate is positive, survey responses indicate opportunities to improve workload balance, increase teacher involvement in instructional decision-making, strengthen support and resources for teachers serving special populations, expand access to instructional resources and technology, and provide more consistent employee recognition.

Strengths

- Campus leadership has established a culture of trust, accessibility, respect, and support. Employees have confidence in administrative leadership and report positive communication with their supervisor.
- Employees demonstrate strong organizational commitment and pride in the campus, contributing to a positive school culture.
- Collaborative relationships among staff are a significant organizational strength that supports campus improvement efforts.
- Teachers generally feel supported by administration in addressing student behavior.
- Family participation in campus events, celebrations, and engagement opportunities.
- Partnerships between families, staff, and community stakeholders.
- Consistent campus communication regarding school events, celebrations, and important updates.
- Positive family perceptions of school culture, climate, and overall school experience.
- Visibility and accessibility of campus leadership to families and community members

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 49% of employees perceive their workload as exceeding the expectations of their position.	Staffing demands, expanding responsibilities, and competing initiatives have increased employee workload and reduced available time for planning, collaboration, and instructional refinement.
2 Teachers perceive inconsistent access to resources that support instruction for special populations.	Current systems for allocating instructional resources, specialized materials, and targeted instructional support do not consistently meet the diverse needs of students receiving specialized services.
3 Some teachers report limited access to instructional technology and instructional resources.	Available instructional resources and technology have not consistently kept pace with instructional expectations and evolving student learning needs.
4★ 49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.	Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.
5 Employees perceive inconsistent accountability among staff members.	Campus systems for communicating, monitoring, and reinforcing expectations have not been implemented consistently across all employee groups.
6 Employees reported increasing demands associated with supporting students with specialized needs.	Growing instructional and behavioral needs of students have increased demands on staff without a corresponding increase in available support.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

The scaled score for Domain 2A is a 56.

There is a need for an intensified, targeted instructional support, early interventions, and consistent progress monitoring to close student achievement gaps. Varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices.

2
★

37.9% of teachers have 1-5 years of experience.

Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

3
★

Emergent Bilingual students performed 10% below all students on STAAR assessment.

A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.

4
★

Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.

Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes. Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

5
★

15% or less of students scored at the Masters Level in each STAAR assessment.

Teachers struggle to provide differentiation and enrichment opportunities for Gifted and Talented in the general education classroom.

6
★

49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.

Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.



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
- ☒ HB3 Reading and math goals for PreK-3
- ☒ 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
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)

Student Data: Assessments

- ☒ STAAR 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

- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS
- ☒ 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
- ☒ Male / Female performance, progress, 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
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data



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 HB3 Goal

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

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

Strategy 1

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

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 2

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

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 3

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

Strategy's Expected Result/Impact: Increase Reading Achievement

Teachers identifying student's misconceptions in Learning
plan interventions/instruction for Tier 2 and Tier 3 students and enrichment for Tier 1 students

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 4

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

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

Staff Responsible for Monitoring: Principal

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

Funding Sources: Professional Personnel Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

October January March June

Performance Objective 1 Problem Statements Identifying Demographics

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

Performance Objective 1 Problem Statements Identifying Demographics

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

Performance Objective 1 Problem Statements Identifying Student Achievement

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

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

15% or less of students scored at the Masters Level in each STAAR assessment.

Teachers struggle to provide differentiation and enrichment opportunities for Gifted and Talented in the general education classroom.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Emergent Bilingual students performed 10% below all students on STAAR assessment.

A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.

3

Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.

Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes. Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

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

Problem Statement

Root Cause

1

Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.

Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes. Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

Performance Objective 1 Problem Statements Identifying School Context and Organization

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

Performance Objective 2 HB3 Goal

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

Evaluation Data Source: Amira, Circle Assessments

Strategy 1

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

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

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

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

OctoberJanuaryMarchJune

Strategy 2

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

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

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

Problem Statements: Student Achievement 2 - Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

37.9% of teachers have 1-5 years of experience.

Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

37.9% of teachers have 1-5 years of experience.

Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

The scaled score for Domain 2A is a 56.

There is a need for an intensified, targeted instructional support, early interventions, and consistent progress monitoring to close student achievement gaps.
Varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

The scaled score for Domain 2A is a 56.

There is a need for an intensified, targeted instructional support, early interventions, and consistent progress monitoring to close student achievement gaps.
Varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices.

Performance Objective 3 HB3 Goal

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

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

Strategy 1

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

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

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

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

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 2

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

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

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

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

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

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

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October January March June

Strategy 3

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

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

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

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

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October January March June

Strategy 4

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

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

Staff Responsible for Monitoring: Principal

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

Funding Sources: Professional Personnel Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Performance Objective 3 Problem Statements Identifying Demographics

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

Performance Objective 3 Problem Statements Identifying Demographics

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

Performance Objective 3 Problem Statements Identifying School Processes & Programs

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

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

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

Performance Objective 3 Problem Statements Identifying School Context and Organization

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

Performance Objective 4 HB3 Goal

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

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

Strategy 1

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

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

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

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

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	June
---------	---------	-------	------

Strategy 2

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

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

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

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

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 3

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

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

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

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

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 4

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

Strategy's Expected Result/Impact: Increase in Teacher capacity

Improved Tier 1 instruction

Increase in student achievement in all areas

Staff Responsible for Monitoring: Principal

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

Funding Sources: Professional Personnel Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

37.9% of teachers have 1-5 years of experience.

Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

37.9% of teachers have 1-5 years of experience.

Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

The scaled score for Domain 2A is a 56.

There is a need for an intensified, targeted instructional support, early interventions, and consistent progress monitoring to close student achievement gaps.
Varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices.

4

15% or less of students scored at the Masters Level in each STAAR assessment.

Teachers struggle to provide differentiation and enrichment opportunities for Gifted and Talented in the general education classroom.

Performance Objective 4 Problem Statements Identifying Student Learning

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

Performance Objective 4 Problem Statements Identifying School Processes & Programs

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

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

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

Performance Objective 4 Problem Statements Identifying School Context and Organization

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

Performance Objective 5 HB3 Goal

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

Evaluation Data Source: iXL, Circle Assessments

Strategy 1

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

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

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

Problem Statements: Student Achievement 2 - Student Learning 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Performance Objective 5 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

The scaled score for Domain 2A is a 56.

There is a need for an intensified, targeted instructional support, early interventions, and consistent progress monitoring to close student achievement gaps.
Varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices.

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

The scaled score for Domain 2A is a 56.

There is a need for an intensified, targeted instructional support, early interventions, and consistent progress monitoring to close student achievement gaps.
Varying teacher experience levels impacting instructional delivery, pacing, and the effectiveness of reteach and enrichment practices.

Performance Objective 6

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

Evaluation Data Source: Campus events
Campus programs

Strategy 1

All students will participate in one field trip per semester.

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

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

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

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

January

March

June

Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Emergent Bilingual students performed 10% below all students on STAAR assessment.

A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.

3

Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.

Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes. Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

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

Problem Statement

Root Cause

1

Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.

Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes. Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

Performance Objective 6 Problem Statements Identifying School Context and Organization

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

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

Performance Objective 1

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

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

Strategy 1

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

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

Staff Responsible for Monitoring: Principal and Assistant Principal

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

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

October

January

March

June

Strategy 2

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

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

Staff Responsible for Monitoring: Principal, Assistant Principal, IC

Problem Statements: Demographics 1 - Demographics 1

Title I: 2.5.2

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

37.9% of teachers have 1-5 years of experience.

Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

37.9% of teachers have 1-5 years of experience.

Teacher capacity is limited. There is a lack of knowledge in lesson internalization and data analysis.

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

Problem Statement

Root Cause

1

49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.

Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.

Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Performance Objective 2

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

Strategy 1

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

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

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

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

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

OctoberJanuaryMarchJune

Performance Objective 2 Problem Statements Identifying Demographics

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

Performance Objective 2 Problem Statements Identifying Demographics

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

Performance Objective 2 Problem Statements Identifying School Processes & Programs

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

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

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

Performance Objective 2 Problem Statements Identifying School Context and Organization

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

Goal 3

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

Performance Objective 1

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

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

Strategy 1

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

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

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

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

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

January

March

June

Strategy 2

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

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

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

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

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

OctoberJanuaryMarchJune

Strategy 3

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

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

Staff Responsible for Monitoring: Principals, Teachers

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

OctoberJanuaryMarchJune

Performance Objective 1 Problem Statements Identifying School Processes & Programs

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

3

Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.

Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes. Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

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

Problem Statement

Root Cause

1

Grade 3-5 students performed at 30% Meets Grade Level on the 2026 STAAR assessment.

Tier 1 instruction, intervention systems, and data-driven practices need to be strengthened to improve student achievement outcomes. Variability in instructional practices, data analysis, and intervention systems has impacted consistent student growth.

Performance Objective 1 Problem Statements Identifying School Context and Organization

Problem Statement

Root Cause

1

Emergent Bilingual students performed 10% below all students on STAAR assessment.

A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.

Performance Objective 2

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

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

Strategy 1

Parent liaison will monitor and maintain the community partnerships including Breakfast with the Principal, monthly Brighter Bites nutrition education program, Fall Festival, Grandparents Day, Literacy Night, and Math Night.

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

Staff Responsible for Monitoring: Campus administration, Parent Liaison

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

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

January

March

June

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

Problem Statement

Root Cause

1

49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.

Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.

Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Goal 4

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

Performance Objective 1 High Priority HB3 Goal

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

Evaluation Data Source: Campus Needs Assessment, Teacher Surveys

Strategy 1

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

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

Staff Responsible for Monitoring: Principal

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

Title I: 2.5.2

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

October

January

March

June

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

Problem Statement

Root Cause

1

49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.

Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
449% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.	Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Performance Objective 2

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

Strategy 1

Training for Stand Response Protocols and Informacast for all staff.

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

Staff Responsible for Monitoring: Front office staff and Principal

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

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June
---------	---------	-------	------

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

Problem Statement	Root Cause
149% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.	Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

49% of employees report staffing shortages and increased workload, impact their ability to effectively meet student needs.

Current staffing allocations and increasing student needs have expanded employee responsibilities beyond available campus capacity.

Goal 5

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

Performance Objective 1 High Priority

Improve school attendance by the end of the 2025-26 school year from 92% to 94%.

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

Strategy 1

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

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

Staff Responsible for Monitoring: Principal, Attendance Committee, teachers

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

Title I: 2.5.3

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

January

March

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Emergent Bilingual students performed 10% below all students on STAAR assessment.

A greater consistency is needed to improve instructional effectiveness, staff engagement, and student outcomes. Opportunities also exist to strengthen accountability, shared leadership, and the use of data to ensure all systems are implemented with fidelity and produce measurable results.

Performance Objective 1 Problem Statements Identifying School Context and Organization

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



State Compensatory Education

State Compensatory

Budget for Pioneer Crossing Elementary

Total SCE Funds: \$12,236.60

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

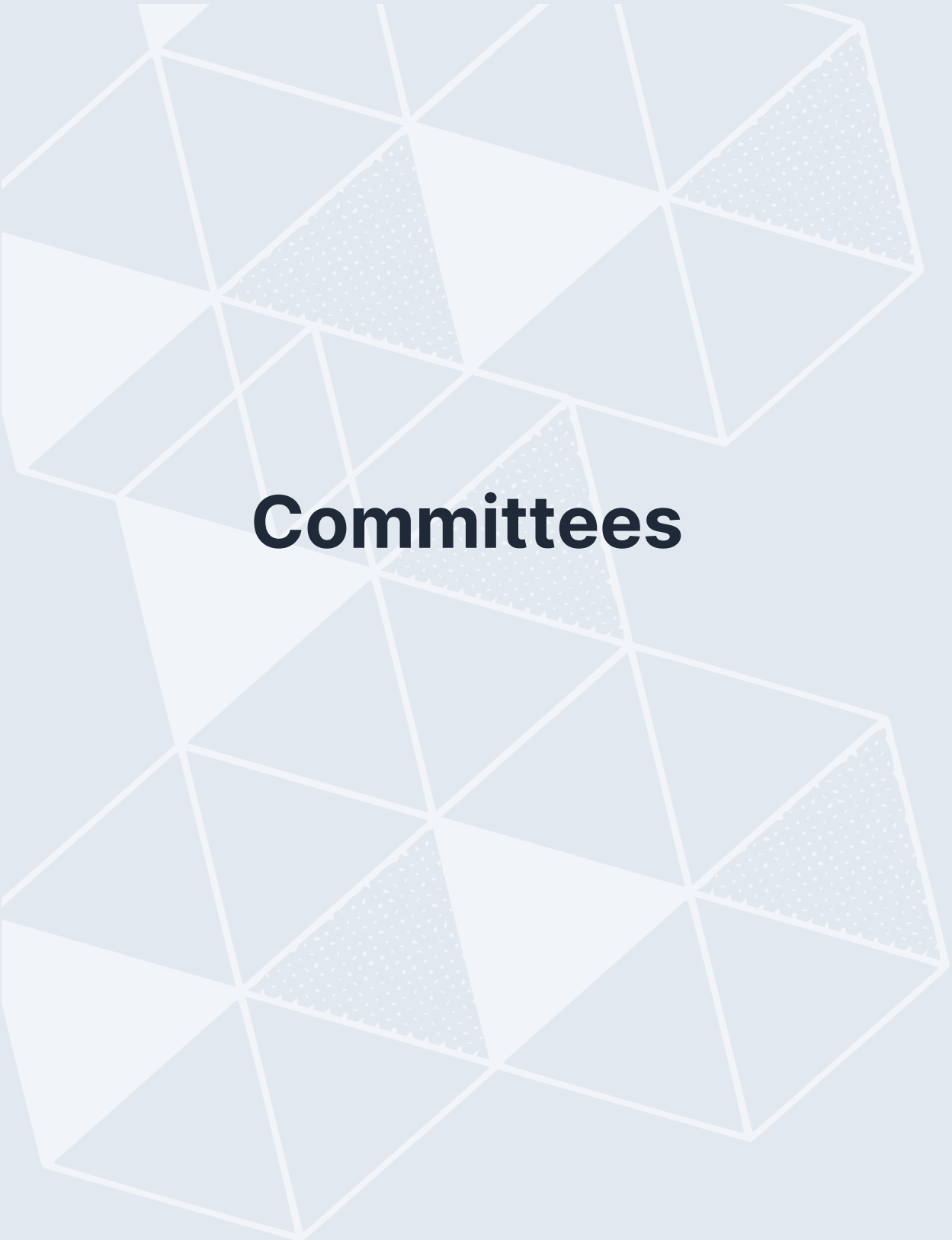
Hire a part-time interventionist to support scholars (3rd-6th grade) based on STAAR data.



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Juanita Paz	Instructional Coach	ELA	1
Sylvia Rodriguez	Parent Liaison	Family Engagement	1



Committees

Committees

Campus Advisory Team

Members

First Name	Last Name	Position	Committee Role
Juanita	Paz	Instructional Coach	School Personnel
Welolette	Duffin	Assistant Principal	School Administrator
Ryane	Gaston	Principal	School Administrator
Whitney	Briscoe	Second Grade Teacher	Teacher
Casey	Alvarado	Life Skills Teacher	Teacher
Briahna	Wandel	Fourth Grade Teacher	Teacher
Teri	Suchil	Third Grade Teacher	Teacher
Morgan	Neal	Pre K Teacher	Teacher



Funding Summary

Funding Summary

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	instructional materials and assessments	--	\$0.00
1	1	2	instructional materials,	--	\$0.00
1	1	4	Professional Personnel	--	\$0.00
1	3	1	instructional materials and assessments	--	\$0.00
1	3	2	instructional materials,	--	\$0.00
1	3	4	Professional Personnel	--	\$0.00
1	4	3	instructional materials and assessments	--	\$0.00
1	4	4	Professional Personnel	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,330.00
+/- Difference					\$6,330.00



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