

Manor Independent School District



Manor High School

Accountability Rating: C

2026-2027 Campus Improvement Plan

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Priority Problem Statements

Problem Statement

Root Cause

1★

A review of student performance data indicates a significant need to improve achievement outcomes in core tested subject areas. Spring STAAR End-of-Course (EOC) results reveal that 51% of students did not meet the passing standard in Algebra I, 70% of students did not meet the passing standard in English I, and 57% of students did not meet the passing standard in English II.

Student performance data is not yet consistently used at the classroom, PLC, and campus levels to identify specific standards-based gaps, group students according to need, adjust instruction, and determine whether interventions are producing measurable growth.

2★

Manor High School serves a diverse student population in which approximately 70% of students are identified as bilingual or emergent bilingual learners. While this linguistic diversity is a significant strength of our school community, student performance data indicate persistent achievement gaps in core academic areas, particularly in reading, writing, and content-specific vocabulary development.

Family engagement systems may not fully address linguistic and cultural needs. Families may experience barriers related to language, communication methods, understanding of academic expectations, or access to information about graduation, CCMR, advanced coursework, and postsecondary opportunities.

3★

Manor High School students in Algebra I, English I, and English II are demonstrating significant gaps in mastery of grade-level standards, with 51% of students not meeting the passing standard in Algebra I, 70% in English I, and 57% in English II on the Spring 2026 STAAR EOC assessments. These results indicate that a significant number of students are not yet demonstrating the academic mastery.

A systematic process for using student data, communicating opportunities, monitoring progress, and connecting students to appropriate interventions and CCMR pathways is needed to ensure equitable access and successful outcomes for all students.

4★

Only 59% of Manor High School staff reported that their workload is appropriate, indicating that 41% of employees did not report a positive perception of workload expectations.

Manor High School has not yet established fully consistent systems for aligning staff responsibilities, workload expectations, and available supports, contributing to perceptions of an unmanageable workload among 41% of staff.

★ = Priority



Goals

Goal 1

By 2032, 95% of Manor High School students will graduate prepared for college, career, and/or military services based upon their individual goals.

Performance Objective 1 High Priority

During the 2026-2027 school year, Manor HS will Increase the percentage of students meeting College, Career, and Military Readiness (CCMR) indicators from 82% to 90% by Spring 2027.

Strategy 1 Targeted Support Strategy

Implement a comprehensive CCMR student identification and monitoring system to identify students who have not yet met a CCMR indicator and track individual progress toward college, career, and military readiness throughout the school year.

Strategy's Expected Result/Impact: Accurate, constant, and consistent CCMR tracking by cohort.

Staff Responsible for Monitoring: Principal
Associate Principal
Lead Counselor
College & Career Advisor.

Problem Statements: Demographics 1

TEA Priorities: Connect high school to career and college

Formative Reviews

October

January

March

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Manor High School serves a diverse student population in which approximately 70% of students are identified as bilingual or emergent bilingual learners. While this linguistic diversity is a significant strength of our school community, student performance data indicate persistent achievement gaps in core academic areas, particularly in reading, writing, and content-specific vocabulary development.

Family engagement systems may not fully address linguistic and cultural needs. Families may experience barriers related to language, communication methods, understanding of academic expectations, or access to information about graduation, CCMR, advanced coursework, and postsecondary opportunities.

Goal 2

By 2032, Manor High School will retain and support high-quality staff at all levels of the organization.

Performance Objective 1

By May 2027 Manor HS campus administration will conduct coaching cycles for 100% of teachers with differentiated feedback based on classroom observations and student data.

Strategy 1

 Targeted Support Strategy

Implement a campus-wide instructional coaching cycle that includes classroom observation, timely feedback, teacher reflection, targeted support, and follow-up observations for all teachers.

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

Staff Responsible for Monitoring: Principal
Associate Principal
Assistant Principal
Department Chairs

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

October

January

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	A review of student performance data indicates a significant need to improve achievement outcomes in core tested subject areas. Spring STAAR End-of-Course (EOC) results reveal that 51% of students did not meet the passing standard in Algebra I, 70% of students did not meet the passing standard in English I, and 57% of students did not meet the passing standard in English II.	Student performance data is not yet consistently used at the classroom, PLC, and campus levels to identify specific standards-based gaps, group students according to need, adjust instruction, and determine whether interventions are producing measurable growth.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Manor High School students in Algebra I, English I, and English II are demonstrating significant gaps in mastery of grade-level standards, with 51% of students not meeting the passing standard in Algebra I, 70% in English I, and 57% in English II on the Spring 2026 STAAR EOC assessments. These results indicate that a significant number of students are not yet demonstrating the academic mastery.

A systematic process for using student data, communicating opportunities, monitoring progress, and connecting students to appropriate interventions and CCMR pathways is needed to ensure equitable access and successful outcomes for all students.

Goal 3

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

Performance Objective 1

Publish campus newsletters and family updates at least twice monthly in English and Spanish throughout the school year.

Strategy 1

Develop and implement a campus communication calendar that identifies scheduled newsletter dates, major events, academic deadlines, testing information, attendance expectations, and other important campus updates.

Strategy's Expected Result/Impact: Increased awareness across campus stakeholders.

Staff Responsible for Monitoring: Principal
Associate Principal
Administrative Assistant

Problem Statements: Demographics 1

Formative Reviews

October

January

March

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Manor High School serves a diverse student population in which approximately 70% of students are identified as bilingual or emergent bilingual learners. While this linguistic diversity is a significant strength of our school community, student performance data indicate persistent achievement gaps in core academic areas, particularly in reading, writing, and content-specific vocabulary development.

Family engagement systems may not fully address linguistic and cultural needs. Families may experience barriers related to language, communication methods, understanding of academic expectations, or access to information about graduation, CCMR, advanced coursework, and postsecondary opportunities.

Performance Objective 2

Host at least one family engagement event each grading period focused on academics, college readiness, or student support.

Goal 4

By May of 2027, Manor HS will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 1

During the 2026-2027 school year, Manor HS will conduct weekly campus safety, security, and facilities inspections with documented corrective actions.

Strategy 1

Implement a standardized weekly campus safety, security, and facilities inspection process using a comprehensive inspection checklist for all campus areas.

Staff Responsible for Monitoring: Principal
Associate Principal
Administrative Assistant
Safety Officer
Student Resource Officer

Problem Statements: Perceptions 1

Formative Reviews

October

January

March

June

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Only 59% of Manor High School staff reported that their workload is appropriate, indicating that 41% of employees did not report a positive perception of workload expectations.

Manor High School has not yet established fully consistent systems for aligning staff responsibilities, workload expectations, and available supports, contributing to perceptions of an unmanageable workload among 41% of staff.

Goal 5

By Spring 2027, Manor HS will align campus resources, staffing, programming, and budgetary decisions to district priorities by implementing a transparent, data-driven resource allocation process that maximizes efficiency and supports student achievement.

Performance Objective 1

During the 2026-2027 school year, Manor HS will conduct semesterly staffing and program effectiveness reviews using student performance, enrollment, and program participation data to inform resource decisions.

Strategy 1

Conduct semesterly reviews of staffing levels, student enrollment, class size, student performance, and program participation to identify areas of need and opportunities for improved resource allocation.

Staff Responsible for Monitoring: Principal
Associate Principal
Lead Counselor

Problem Statements: Perceptions 1

Formative Reviews

October

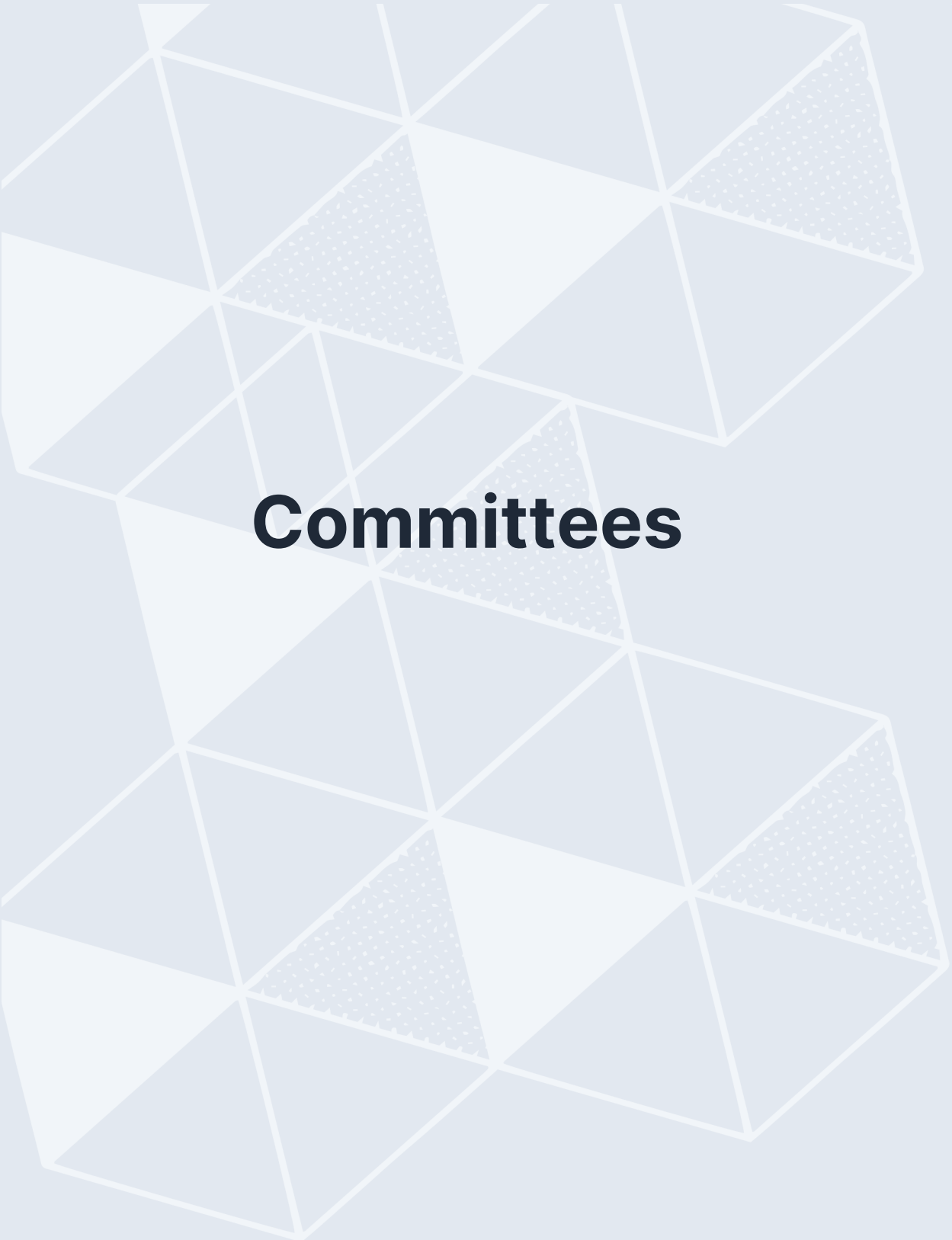
January

March

June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Only 59% of Manor High School staff reported that their workload is appropriate, indicating that 41% of employees did not report a positive perception of workload expectations.	Manor High School has not yet established fully consistent systems for aligning staff responsibilities, workload expectations, and available supports, contributing to perceptions of an unmanageable workload among 41% of staff.



Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Ishtel	Uddin	Community	Community
Devorah	Crawford	Parent	Parent
Andrea	Ruedas	Lead Counselor	Campus
Yakeida	Murphy	Department Chair	Teacher
Gabrielle	Sewing	Department Chair	Teacher
Donna	Caracut	Department Chair	Teacher
Robert	Durand	Department Chair	Teacher
Macarthur	Moore	Department Chair	Teacher
Ashtien	Nolan-Lowe	Department Chair	Teacher
Melissa	Adams	Teacher	Teacher
Misty	Davis	Associate Principal	Campus
Samantha	Kanzler	Associate Principal	Campus
Kandice	Smith	Principal	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