Manor Independent School District
Manor New Tech Middle School
2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 16, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

MNTMS TIP Community Engagement (Responses).xlsx

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT

Which, if any, program is your school system interested in to support this strategy?

LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 13

How many district staff members will be responsible for capacity building with this campus?

9

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Bullseye ~36K for district license

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Bullseye is funded from Title II. If these funds are not available, we will fund this platform from local funds.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district has strategically allocated talent and resources to address the campus’s identified needs. The campus is led by an experienced principal and supported by an experienced assistant principal, instructional coach, and interventionist. Strong teachers have been prioritized for STAAR-tested grade levels. The assistant principals support PLCs, classroom observations, and actionable feedback to strengthen instructional practice. Additionally, the Chief of Schools provides direct coaching to campus leadership to strengthen implementation of the systems,
structures, and actions outlined in the Targeted Improvement Plan (TIP).

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

285

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

285

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

172

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	District	Monthly	Curriculum-Based Assessments (CBAs) measure student mastery of the specific unit or module currently being taught and are scored on a 0–100 scale: 90%+ Mastery, 80–89% Meets, 70–79% Approaches, and below 70% Does Not Meet. Because CBAs are aligned directly to the curriculum rather than the STAAR assessment, they are not evaluated using STAAR performance standards. CBA data will be used to identify standards and students requiring additional support, including targeted smallgroup instruction, brief reteach opportunities, or whole group reteach when more than 50% of students demonstrate a common gap.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Interim	District	BOY/MOY/EOY	District-Based Assessments (DBAs) are STAAR-aligned assessments administered twice in the fall and once in the spring. DBAs contain 20 questions or fewer, assess TEKS taught to date, and are scored using STAAR performance bands to monitor progress toward individual growth goals. Fall goals focus on maintaining or improving prior STAAR performance, while spring goals increase to the next performance band, with Meets/Masters students maintaining performance. Intervention is based on distance from goal: within 10 points—academic monitoring/small group; 10–20 points—intensive small group or pull-out intervention; 20+ points—intensive intervention, family conferencing, and progress monitoring.
STAAR Released Test	District	Semester	Mock STAAR assessments will be administered in December and at the end of February to measure student progress toward individual STAAR growth goals. Results will be analyzed using the same approach as DBAs, with the intensity of intervention determined by each student's distance from their goal. Following Mock STAAR 1, each campus will develop a targeted intervention plan through Mock STAAR 2. Students not on track to meet their goals will receive additional support through academic monitoring, targeted small groups, intervention blocks, and flexible student grouping across reading and math. Students furthest from their goals will receive the most intensive support, while students closer to their goals will receive lighter, targeted interventions.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The campus will use a continuous cycle of goal setting, assessment, data analysis, intervention, and progress monitoring to track student growth. Each student is assigned a baseline performance level, and PLC data walls are updated after designated assessments to compare current performance to baseline and identify students who are off track. Students performing below their baseline become Focus Students, with specific instructional responses identified and monitored through subsequent assessment cycles.

Student growth will also be monitored through individual goal sheets/cards, classroom data walls, exit-ticket data, DBAs, and Mock STAAR assessments. Following assessments, teachers conference with students to compare results to goals, update progress, establish next steps, and communicate progress with families. PLC and leadership teams will analyze individual student performance as well as trends by TEKS, classroom, grade level, and student group to determine adjustments to Tier 1 instruction, small-group instruction, intervention, reteaching, coaching, and resource allocation.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus will use assessment and progress-monitoring data to identify students below grade level or not meeting individual growth goals and provide increasing levels of intervention based on need, including Tier 1 adjustments, targeted small groups, academic monitoring, reteaching, and intensive/pull-out intervention.

Special Education and Emergent Bilingual students will be priority populations when data is disaggregated, with campuses monitoring performance gaps between these students and their peers and working toward specific growth goals. During data meetings, the special education teacher, interventionist, and instructional coach will collaborate to determine appropriate next steps for students who are struggling. Special education teachers will participate in PLCs, support access to on-grade-level curriculum, and partner with general education teachers to ensure accommodations are implemented with fidelity. For Emergent Bilingual students, campuses will strengthen CBLI strategies, with district staff providing direct observation, feedback, and coaching to support teachers.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level.

How frequently will PLCs occur?

1-2 times per week.

Who will facilitate PLCs?

Principal & Assistant Principal

Who is required to attend PLCs?

Principal and/or assistant principal, grade level teachers, and special education teachers

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Campus PLCs follow the Bluebonnet Math protocols or the content-agnostic protocols provided through the LIFT Grant to ensure a consistent, structured approach to collaborative planning and instructional improvement. Based on the instructional need, PLCs focus on module internalization, lesson internalization, student work analysis, or lesson rehearsal. These protocols support teachers in deeply understanding the curriculum, anticipating student needs, analyzing evidence of learning, and preparing to deliver high-quality instruction.

Upload PLC agenda (optional):

Manor PLC Agenda Version 1.docx
MISD PLC Agenda Version 2 (1).docx

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Principals participate in one full day of professional development each month aligned to the district's Annual Priorities and Annual Sprint. The Sprint identifies specific instructional practices for each half-quarter across planning, lesson execution, and post-lesson analysis, such as scripting exemplars and success criteria, academic monitoring, and student work/data analysis. Principal learning prepares leaders to develop and monitor these practices through PD and coaching. Learning aligns to three improvement pillars built on a foundation of culture: Instructional Quality through HQIM, Instructional Leadership through coaching, and Student Achievement through growth of every student. Elementary principals also participate in a monthly half-day team meeting for additional aligned learning and support.	Chief of Schools	Principals
Other Campus Admin (Assistant Principals, Instructional Coaches)	Instructional coaches and assistant principals participate in one full day of professional development each month aligned to the learning provided to principals. This ensures leadership teams receive consistent messaging, professional development, and expectations, particularly around key district initiatives. All learning is aligned to the district's Annual Priorities and Annual Sprint, equipping coaches and assistant principals to support implementation through coaching, feedback, and monitoring.	Chief of Schools and Executive Director of Academics	Assistant Principals and Instructional Coaches

Role	Training/PD Description	Delivered By	Attended By
Teacher	Teachers will participate in afterschool PLC sessions, called Power Plays, throughout the school year. Teachers collaborate in like grade-level and content groups across campuses to promote shared learning. Each Power Play begins with micro-PD aligned to the district's Annual Priorities and Annual Sprint, ensuring consistent expectations for classroom implementation. The remainder of the day focuses on unit internalization, lesson internalization, and lesson rehearsal, providing protected time for teachers to deeply understand, plan, and practice the curriculum.	Curriculum Coordinators, Instructional Coaches and Teacher Leaders	Secondary Teachers
Teacher	Teachers participated in four days of summer professional learning, Monday through Thursday, designed to prepare them for the start of the school year. Training focused on the foundations of classroom management, restorative discipline practices, and implementation of the district's High-Quality Instructional Materials (HQIM). Teachers received curriculum-specific training to build their understanding of the instructional materials and expectations for classroom implementation.	Curriculum Coordinators, Executive Director of Academics, Director of School Improvement, Vendors for HQIM	All Teachers
Principal	Principals participated in summer professional learning to prepare for the school year. This included two days focused on campus operations, a June leadership kickoff focused on PLC protocols, data protocols, and coaching, and a full-day culture kickoff in July centered on implementation of the Manor ISD Culture Playbook.	Chief of Schools, District Directors	Principals

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

All teachers and leaders receive a common foundation of professional learning to ensure consistent messaging and implementation of district initiatives, regardless of experience level. Training includes opportunities for experienced educators to collaborate with and support novice teachers and leaders. Differentiation occurs primarily through the coaching model, where individualized support is provided based on each educator's strengths, gaps, and needs, allowing coaching to occur at the point of error and support successful implementation of district priorities. Teachers are tiered based on student performance data to determine the level of support and frequency of observation/feedback.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Implementation of professional learning will be evaluated using multiple tools, including campus heat maps, instructional look-fors, and implementation protocols. Campus leaders will use heat maps to monitor each classroom's level of implementation of current priorities. HQIM specific protocols and look-fors will be used to monitor the quality of curriculum implementation. New initiatives will also include clear look-fors so leaders can provide targeted feedback and coaching. For example, grades 3–5 fluency routines will be monitored using a specific look-for checklist to assess implementation and identify next steps.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

The Director of Special Education, in collaboration with the Chief of Schools, will provide targeted training and support during monthly principal meetings to strengthen practices for supporting students receiving special education services. Additionally, the Assistant Director of Special Education and the district BCBA will provide on-campus support, observations, and direct feedback to principals to strengthen implementation and address campus needs.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to

key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Develop the district Culture Playbook and provide summer training to establish consistent expectations for campus culture and student behavior.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Chief of Schools

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completed Culture Playbook, PD Materials, Campus Culture deliverables including consequence ladder, discipline matrix, SEL plan

Support Needed – What training, coaching, resources, or tools are required?

PD--Culture Playbook rollout, linked materials in the playbook for campus use/exemplars

Milestone 2

Description – What specific action or deliverable will be completed?

Provide summer training on High-Quality Instructional Materials (HQIM) and monitor classroom implementation using established instructional look-fors.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Executive Director of Academics

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional development sign in sheets, LIFT Walk-Through data indicating implementation of HQIM

Support Needed – What training, coaching, resources, or tools are required?

HQIM training from Bluebonnet math and foundation skills, pacing guides from curriculum department, observation tools from LIFT

Milestone 3

Description – What specific action or deliverable will be completed?

Facilitate districtwide Power Plays to provide content-aligned PLCs focused on curriculum internalization, lesson planning, and rehearsal.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Chief of Schools & Executive Director of Academics

Evidence of Completion – What artifact, data, or observable action will verify completion?

Sign in sheets, slide decks and agendas from all PD sessions, exit ticket data from teachers, quality internalization uploaded by EOD for each session

Support Needed – What training, coaching, resources, or tools are required?

Training for the Power Play Leads, master slide decks and expectations for Leads

Milestone 4

Description – What specific action or deliverable will be completed?

Provide LIFT-supported training on PLC protocols and observation/feedback practices to strengthen instructional leadership.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

LIFT District Coach & Chief of Schools

Evidence of Completion – What artifact, data, or observable action will verify completion?

Sign in sheets from PLC and Obs/Feedback Training

Support Needed – What training, coaching, resources, or tools are required?

Professional Development at Region 13, PLC protocols, Observation/Feedback Tools

Milestone 5

Description – What specific action or deliverable will be completed?

Implement campus PLCs with fidelity using established protocols and ongoing support from instructional coaches.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Assistant Principal & Instructional Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC Agendas, PLC cadence with fidelity, increased quality of teacher internalizations

Support Needed – What training, coaching, resources, or tools are required?

PLC training for all leaders, observation feedback for PLCs from COS and LIFT campus coaches

Milestone 6

Description – What specific action or deliverable will be completed?

Establish coaching expectations for campus leadership and differentiated teacher coaching tiers, and implement a consistent observation and feedback cycle.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Chief of Schools & Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Coaching Expectations for the district, observation data logged into Bullseye, coaching loads for each campus indicated appraiser, tier and coach.

Support Needed – What training, coaching, resources, or tools are required?

Completed Coaching Expectations for MISD, PD for principals, APs and ICs, observation feedback tools, Bullseye platform

Milestone 7

Description – What specific action or deliverable will be completed?

Develop and implement an Annual Instructional Sprint identifying priority instructional practices and expectations for classroom implementation and monitoring.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Chief of Schools

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completed Sprint, Observation/Feedback data in Bullseye, Heat map completion and growth for each Sprint

Support Needed – What training, coaching, resources, or tools are required?

Training to implement each element of the Sprint for all leadership, ongoing aligned coaching for leadership and teachers related to the Sprint

Milestone 8

Description – What specific action or deliverable will be completed?

Implement districtwide data protocols, including PLC and classroom data walls and student goal setting, with structured data analysis following each assessment.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Chief of Schools & Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Data Protocols and Expectations doc for MISD, Observable PLC and classroom data walls, Data protocol Tool completed after each assessment

Support Needed – What training, coaching, resources, or tools are required?

Data Protocols and Expectations document with exemplars and all resources needed, data workbooks after DBA #1, DBA #2 and Mock STAAR #1 & #2 tracking STAAR growth and overall achievement for each student.

Milestone 9

Description – What specific action or deliverable will be completed?

Implement cohesive assessment strategy including, 2 district based assessments aligned to STAAR, and 2 Mock STAAR tests. Analyze student performance against individual growth goals, and implement targeted instructional responses.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Chief of Schools & Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completed data analysis tools after each assessment

Support Needed – What training, coaching, resources, or tools are required?

Data Protocols and Expectations document with exemplars and all resources needed, data workbooks after DBA #1, DBA #2 and Mock STAAR #1 & #2 tracking STAAR growth and overall achievement for each student.

Milestone 10

Description – What specific action or deliverable will be completed?

Implement targeted intervention plans with ongoing progress monitoring and instructional adjustments based on student performance, including STAAR Bootcamp focused on priority standards and targeted intervention for students not yet meeting their growth goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completed data analysis tools after Mock STAAR #1 and #2, Intervention Plans indicating who, what, and when the intervention will take place, campus observations of interventions beginning in January through STAAR.

Support Needed – What training, coaching, resources, or tools are required?

Intervention materials, structured PD and planning to guide teachers through deep data analysis

Milestone 11

Description – What specific action or deliverable will be completed?

Implement strategic recruitment and hiring practices to fill vacancies with highly qualified staff.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Staff rosters indicating fully hired by June 1, 2027.

Support Needed – What training, coaching, resources, or tools are required?

Recruitment strategy from communications and HR, hiring protocols and materials, monitoring of hiring throughout the spring semester.

Milestone 12

Description – What specific action or deliverable will be completed?

Provide summer HQIM training for teachers and monitor implementation using established instructional look-fors.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Executive Director of Academics

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional development sign in sheets, LIFT Walk-Through data indicating implementation of HQIM

Support Needed – What training, coaching, resources, or tools are required?

HQIM training from Bluebonnet math and foundation skills, pacing guides from curriculum department, observation tools from LIFT

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor successful implementation of the plan through regular reviews of campus heat maps, classroom observations, instructional look-fors, coaching data, and PLC observations. Campus leaders will input and review data in monthly campus scorecards to monitor progress toward key performance indicators. Additionally, biweekly principal coaching will provide targeted support and accountability for plan implementation. Leadership teams will monitor progress toward action steps and milestones, analyze student performance and growth following each assessment, and use findings to identify implementation gaps, provide targeted coaching and support, and make timely adjustments to improve instructional practices and student outcomes.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The Chief of Schools will be responsible for monitoring progress toward plan milestones through monthly reviews of campus scorecards, campus heat maps, on-campus observations, and biweekly principal coaching. The principal will monitor campus-level implementation through PLC observations and feedback, classroom observations, instructional coaching, and ongoing coaching and development of the campus instructional leadership team.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through monthly campus scorecards, campus heat maps, and observation/feedback data. Student achievement and growth data will be collected following district assessments and analyzed to monitor progress toward performance goals. Evidence of implementation will be reviewed during biweekly principal coaching sessions and ongoing campus leadership meetings to track milestone completion and identify areas requiring additional support.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

The Chief of Schools will review progress, identify implementation gaps, and communicate key findings and next steps to district leadership. Campus principals will share relevant data and progress updates with their instructional leadership teams and teachers through leadership meetings, PLCs, and coaching sessions to ensure alignment, accountability, and continuous improvement.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	50
Masters Grade Level	25

Not applicable: RLA STAAR goals (SY 26-27)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	60
Meets Grade Level	30
Masters Grade Level	10

Not applicable: Math STAAR goals (SY 26-27)

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Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	40
Masters Grade Level	18

Not applicable: overall STAAR goals (SY 26-27)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

16

Not applicable: Academic Achievement goal (SY 26-27)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

1

Not applicable: ELP Component goal (SY 26-27)

—

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

8

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

8

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

26-27 MISD Annual Priorities.docx (3).pdf
26-27 MISD SPRINT.docx.pdf
Manor ISD School Culture Playbook 26-27.docx
Data Protocols & Expectations_MISD (1).pdf
Coaching Expectations_MISD.pdf