Manor Independent School District

Manor Rise Academy

Accountability Rating: D

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 29, 2026 at 09:37 PM

Table of Contents

Comprehensive Needs Assessment 3

Demographics 4

Student Learning 7

Perceptions 10

Priority Problem Statements 12

Goals 15

Goal 1 : By 2032, 95% of Manor ISD scholars will graduate prepared for college, ca... 16

Goal 2 : By 2032, Manor ISD will retain and support high-quality staff at all levels o... 28

Goal 3 : By 2032, provide transparent, consistent, and timely communication to all ... 30

Goal 4 : By June 2027, Manor ISD will ensure safe and secure learning environmen... 34

Policies, Procedures, and Requirements 37

Comprehensive Needs Assessment

Demographics

Summary

Manor Rise Academy is a rapidly growing K–8 choice campus within Manor ISD. Since opening in 2023, enrollment has more than tripled as additional grade levels have been added annually. 2025=2026 enrollment was approximately **657 students**, reflecting significant growth from its founding year. We are expecting 850 students to be enrolled during the 2026-2027 school year.

The student population is characterized by:

Student Group	Approximate Percentage
Hispanic	54.2%
Economically Disadvantaged	55.9%
At-Risk	85.1%
English Learners	32.1%
Special Education	14%

As a lottery-based choice campus, MRA serves students from across Manor ISD and surrounding distrcits with varying academic backgrounds. Student mobility, rapid enrollment growth, and the annual addition of new grade levels have required continuous expansion of staffing, instructional programming, and operational systems.

Strengths

Strong School Culture

- Positive relationships between students and staff.
- High expectations for behavior and academic achievement.
- Safe and welcoming learning environment.
- Strong family interest resulting in continued enrollment demand and lottery participation.

Rapid Growth

- Enrollment has increased dramatically each year.
- Families continue to seek enrollment because of the campus reputation.
- Expansion to a full K–8 program demonstrates community confidence in the campus.

Dedicated Staff

- Teachers demonstrate commitment to student success.
- Instructional coaching and PLC structures support continuous improvement.
- Leadership prioritizes professional learning and collaborative planning.

Instructional Systems

The campus has established foundational systems including:

- PLCs
- Common assessments
- Literacy and Math instructional coaching
- Data meetings
- Universal screeners
- Intervention structures
- Progress monitoring

These systems provide a strong foundation for continuous improvement.

Student Opportunities

Students have access to:

- Athletics
- Fine Arts
- Career & Technical Education
- UIL
- Student leadership opportunities

These experiences support whole-child development beyond academics.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Academic Achievement Although student achievement continues to improve, overall proficiency in Reading, Mathematics, and Science remains below desired performance levels, particularly in Meets and Masters performance in the middle school grades.	Instructional practices are not yet consistently implemented across middle school classrooms to ensure rigorous, standards-aligned Tier I instruction with frequent checks for understanding, academic discourse, and differentiation that move students beyond basic proficiency.
2 ★	Achievement gaps persist among Emergent Bilingual students, students receiving Special Education services, economically disadvantaged students, and students identified as At-Risk.	Targeted instructional supports and interventions are not consistently differentiated, monitored, or adjusted based on student performance data, limiting accelerated growth for student groups requiring additional support.

★ = Priority

Student Learning

Summary

Manor Rise Academy continues to make progress toward improving student achievement while transitioning from a new campus to a fully established K–8 school. The 2026 Preliminary Accountability Rating projects an overall accountability score of **67 (D)**, maintaining the 2025 accountability rating despite the addition of new grade levels and increased testing populations. Domain 1 (Student Achievement) is projected to score **67**, while Domain 2A (Academic Growth) improves to **66**, and Domain 3 (Closing the Gaps) improves to **67**, indicating continued growth in student outcomes.

Overall preliminary STAAR performance indicates:

- **64%** of students are projected to achieve **Approaches Grade Level**
- **38%** are projected to achieve **Meets Grade Level**
- **15%** are projected to achieve **Masters Grade Level**

Reading continues to be the strongest content area, with **63% Approaches, 40% Meets, and 16% Masters**, while mathematics and science remain areas requiring accelerated improvement. Mathematics performance is particularly inconsistent across grade levels, with strong performance in Grades 4 and Algebra I contrasted by significantly lower performance in Grades 7 and 8. Science performance also remains below campus expectations, particularly in Grade 8.

Achievement gaps continue to exist among student groups, particularly for Emergent Bilingual students, students receiving Special Education services, and economically disadvantaged students. Continued focus on rigorous Tier I instruction, effective intervention systems, and data-driven instructional planning will be essential to increasing student achievement and improving accountability outcomes.

The percentages of students who did not meet in SPED include:

Reading	Math
Grade 3 - 71%	71%
Grade 4 - 55%	36%
Grade 5 - 67%	50%
Grade 6 - 64%	79%
Grade 7 - 60%	100%
Grade 8 - 47%	73%

Strengths

- Student Achievement (Domain 1) improved from the previous year's performance and is projected to earn a scaled score of **67**, demonstrating continued academic progress.
- Academic Growth (Domain 2A) improved to a projected scaled score of **66**, indicating many students are making annual academic gains.
- Reading remains the strongest academic area, with **63% of students meeting Approaches**, **40% Meets**, and **16% Masters** on the projected STAAR results.
- Grade 4 Reading and Mathematics demonstrate strong student performance, with over **50% of students meeting grade level expectations** in both content areas.
- Algebra I students continue to demonstrate high levels of achievement, with **95% Approaches, 84% Meets, and 42% Masters**, reflecting strong instructional programming at the advanced level.
- Academic Growth data indicates that many students who previously met or mastered standards continued to maintain or improve their performance, demonstrating positive instructional impact.
- For students receiving SPED services, the grade and subject with the most students receiving approaches or higher is 4th

grade math

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Overall student achievement remains below state accountability expectations, with only 38% of students projected to achieve Meets Grade Level and 15% achieving Masters Grade Level.	Tier I instruction is not consistently implemented with sufficient rigor, student discourse, and differentiation to move students beyond Approaches to Meets and Masters performance.
2 ★	Mathematics achievement remains inconsistent across grade levels, particularly in Grades 6-8, where student performance is significantly below elementary performance.	Vertical alignment, instructional consistency, and teacher capacity in middle school mathematics require strengthening to ensure students receive rigorous, standards-aligned instruction that builds conceptual understanding.
3 ★	Although academic growth has improved, too many students remain below grade level and are not demonstrating sufficient accelerated growth to close learning gaps.	PLCs, data meetings, and intervention systems require greater consistency in using formative and benchmark assessment data to adjust instruction and provide timely intervention.
4 ★	On the 2026 STAAR assessment, 11% of students receiving special education services achieved Meets Grade Level or above.	While teachers were aware of students' IEPs, consistent systems for monitoring student growth between assessments and using data to make timely instructional adjustments were not evident.
5 ★	On the 2026 STAAR assessment, 36% of continuously enrolled students achieved Meets Grade Level or above.	Although data was analyzed holistically, there was not consistent data analyzed at the student level to track performance and growth of each student.

★ = Priority

Perceptions

Summary

Employee survey results indicate that Manor Rise Academy has established a positive and collaborative school culture characterized by strong leadership, positive relationships, and high levels of trust among staff. Employees report understanding job expectations, having positive relationships with colleagues, and feeling supported by campus leadership. Survey results also indicate that staff believe the principal treats employees with respect, communicates clear expectations, and effectively leads the campus toward achieving its goals.

The survey reflects a highly collaborative environment, with staff reporting strong teamwork, loyalty to their work groups, and opportunities to collaborate with colleagues and learn from one another. Staff also report receiving meaningful instructional feedback and professional learning that supports instructional improvement.

Strengths

- Staff report a strong understanding of job expectations, with **98%** indicating they understand what is expected in their role.
- Employees have positive relationships with colleagues, including:
    - **95%** feel loyal to their immediate team.
    - **91%** like the people they work with.
    - **91%** can depend on their coworkers.
    - **91%** believe their team works well together.
- Staff have high confidence in campus leadership:
    - **90%** believe the principal effectively leads the campus.
    - **92%** report being treated with respect by the principal.
    - More than **90%** report that supervisors set clear expectations, provide opportunities for decision-making, and foster open communication.
- Staff value professional collaboration:
    - **89%** report opportunities to collaborate with colleagues.
    - **85%** receive instructional feedback that improves teaching.
    - **78%** report opportunities to learn from other teachers.
- Staff report strong satisfaction with the work they do, with **91%** indicating they like their work and **88%** feeling good about what they accomplish.
- The campus is viewed as clean, organized, and well maintained by **98%** of respondents.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Employees report concerns regarding workload and access to the resources needed to perform their jobs effectively.	Continued campus growth, increasing student enrollment, and expanding instructional programs have increased staff responsibilities while resource allocation has not always kept pace with campus needs.
2 ★	Although collaboration is a campus strength, teachers desire greater involvement in instructional decision-making and curriculum resource selection.	Collaborative leadership structures should continue expanding teacher voice in campus instructional planning, curriculum decisions, and continuous improvement efforts.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Academic Achievement Although student achievement continues to improve, overall proficiency in Reading, Mathematics, and Science remains below desired performance levels, particularly in Meets and Masters performance in the middle school grades.	Instructional practices are not yet consistently implemented across middle school classrooms to ensure rigorous, standards-aligned Tier I instruction with frequent checks for understanding, academic discourse, and differentiation that move students beyond basic proficiency.
2	Achievement gaps persist among Emergent Bilingual students, students receiving Special Education services, economically disadvantaged students, and students identified as At-Risk.	Targeted instructional supports and interventions are not consistently differentiated, monitored, or adjusted based on student performance data, limiting accelerated growth for student groups requiring additional support.
3	Mathematics achievement remains inconsistent across grade levels, particularly in Grades 6-8, where student performance is significantly below elementary performance.	Vertical alignment, instructional consistency, and teacher capacity in middle school mathematics require strengthening to ensure students receive rigorous, standards-aligned instruction that builds conceptual understanding.
4	Although academic growth has improved, too many students remain below grade level and are not demonstrating sufficient accelerated growth to close learning gaps.	PLCs, data meetings, and intervention systems require greater consistency in using formative and benchmark assessment data to adjust instruction and provide timely intervention.
5	Employees report concerns regarding workload and access to the resources needed to perform their jobs effectively.	Continued campus growth, increasing student enrollment, and expanding instructional programs have increased staff responsibilities while resource allocation has not always kept pace with campus needs.
6	Although collaboration is a campus strength, teachers desire greater involvement in instructional decision-making and curriculum resource selection.	Collaborative leadership structures should continue expanding teacher voice in campus instructional planning, curriculum decisions, and continuous improvement efforts.

7 ★	On the 2026 STAAR assessment, 11% of students receiving special education services achieved Meets Grade Level or above.	While teachers were aware of students' IEPs, consistent systems for monitoring student growth between assessments and using data to make timely instructional adjustments were not evident.
8 ★	On the 2026 STAAR assessment, 36% of continuously enrolled students achieved Meets Grade Level or above.	Although data was analyzed holistically, there was not consistent data analyzed at the student level to track performance and growth of each student.

★ = Priority

Goals

Goal 1

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

Performance Objective 1

☑ High Priority ☑ HB3 Goal

The percentage of students who read at or above grade level (Meets) as measured by STAAR in 3rd grade will be 39% in Spring 2026 and 53% by 2028.

Evaluation Data Source: STAAR, STAAR interim, ISIP, Amplify assessment data

Strategy 1

☑ Targeted Support Strategy

Current Data: During the 2026 STAAR administration, 75% of Grade 3 students performed at the Approaches standard, 52% performed at the Meets standard, and 17% performed at the Masters standard in Reading. MRA will implement a comprehensive literacy framework that includes TEKS-aligned Tier I instruction, Amplify implementation with fidelity, daily small-group instruction, structured academic discourse, explicit vocabulary instruction, frequent checks for understanding, and MTSS interventions. Grade 3 PLCs will analyze Amplify, STAAR Interim, ISIP, and common assessment data biweekly to identify students approaching the Meets and Masters standards, adjust instruction, and provide targeted intervention and enrichment to increase student achievement.

Strategy's Expected Result/Impact: Grade 3 students will demonstrate continued growth in reading proficiency by maintaining high levels of performance at the Meets standard while increasing the percentage of students performing at the Masters standard. Student progress will be monitored through Amplify, ISIP, STAAR Interim assessments, common assessments, and PLC data reviews to ensure sustained academic growth.

Staff Responsible for Monitoring: Principal
Assistant Principal
Literacy Coach
Grade 3 Team Lead
Grade 3 Teachers
Special Education Teacher
Interventionists
MTSS Team

Problem Statements: Demographics 1 - Student Learning 3

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

	October	January	March	June
Some Progress				

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Academic Achievement Although student achievement continues to improve, overall proficiency in Reading, Mathematics, and Science remains below desired performance levels, particularly in Meets and Masters performance in the middle school grades.	Instructional practices are not yet consistently implemented across middle school classrooms to ensure rigorous, standards-aligned Tier I instruction with frequent checks for understanding, academic discourse, and differentiation that move students beyond basic proficiency.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Although academic growth has improved, too many students remain below grade level and are not demonstrating sufficient accelerated growth to close learning gaps.	PLCs, data meetings, and intervention systems require greater consistency in using formative and benchmark assessment data to adjust instruction and provide timely intervention.

Performance Objective 2 ☑ HB3 Goal

The percentage of students score at or above grade level (Meets) as measured by the Math STAAR in 3rd grade will be 33% in Spring 2026 and 47% by 2028.

Evaluation Data Source: STAAR, STAAR Interim, IXL screeners

Strategy 1

Current Data: During the 2026 STAAR administration, 76% of Grade 3 students performed at the Approaches standard, 47% performed at the Meets standard, and 28% performed at the Masters standard in Mathematics. MRA will strengthen Tier I mathematics instruction through TEKS-aligned lessons emphasizing mathematical discourse, conceptual understanding, problem-solving, productive struggle, and daily formative assessment. Grade 3 PLCs will analyze STAAR Interim, IXL diagnostics, common assessments, and classroom data every two weeks to provide targeted intervention, acceleration, and enrichment while increasing the percentage of students performing at the Meets and Masters standards.

Strategy's Expected Result/Impact: Grade 3 students will maintain and improve mathematics achievement by increasing student performance at the Meets and Masters standards through rigorous Tier I instruction, targeted intervention, and ongoing progress monitoring. Student achievement will be measured through STAAR Interim assessments, IXL diagnostics, common assessments, and classroom formative assessment data.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Grade 3 Team Lead
Grade 3 Teachers
Interventionists
MTSS Team

Problem Statements: Demographics 1, 2 - Student Learning 3

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	January	March	June
Some Progress			

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Academic Achievement Although student achievement continues to improve, overall proficiency in Reading, Mathematics, and Science remains below desired performance levels, particularly in Meets and Masters performance in the middle school grades.	Instructional practices are not yet consistently implemented across middle school classrooms to ensure rigorous, standards-aligned Tier I instruction with frequent checks for understanding, academic discourse, and differentiation that move students beyond basic proficiency.
2	Achievement gaps persist among Emergent Bilingual students, students receiving Special Education services, economically disadvantaged students, and students identified as At-Risk.	Targeted instructional supports and interventions are not consistently differentiated, monitored, or adjusted based on student performance data, limiting accelerated growth for student groups requiring additional support.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Although academic growth has improved, too many students remain below grade level and are not demonstrating sufficient accelerated growth to close learning gaps.	PLCs, data meetings, and intervention systems require greater consistency in using formative and benchmark assessment data to adjust instruction and provide timely intervention.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By June 2027, increase the percent of students served in special education (SPED) who score meets or higher on the Math STAAR 3-8 assessments to from 14% in 2026 to 29% by 2027.

By June 2027, increase the percent of students served in special education (SPED) who score meets or higher on the Reading STAAR 3-8 assessments will increase from 10% in 2026 to 26% by 2027.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
December 2026	Mock STAAR #1	15%--SpEd ELAR 21%--SpEd Math	
March 2027	Mock STAAR #2	20%--SpEd ELAR 26%--SpEd Math	

Strategy 1 ☑ Targeted Support Strategy

Current Data: Students receiving Special Education services continue to perform below campus expectations in Reading and Mathematics, contributing to achievement gaps identified in the Comprehensive Needs Assessment and Domain 3 (Closing the Gaps). MRA will strengthen specially designed instruction by implementing collaborative planning between general education and special education teachers, ensuring consistent implementation of IEP accommodations and modifications, utilizing co-teaching and inclusion practices, and providing targeted intervention through MTSS. Student progress will be monitored every three weeks using STAAR Interim, Amplify, IXL, classroom assessments, and IEP progress-monitoring data to adjust instruction and accelerate student achievement.

Strategy's Expected Result/Impact: Consistent implementation of specially designed instruction, inclusive practices, and targeted interventions will increase the percentage of students receiving Special Education services who meet the satisfactory performance level in Reading and Mathematics. Progress monitoring will ensure timely instructional adjustments, resulting in improved student growth, reduced achievement gaps, and increased performance on STAAR assessments.

Staff Responsible for Monitoring: Principal
Assistant Principal
Special Education Team Lead
Diagnostician
Special Education Teachers
General Education Teachers
Instructional Coach
MTSS Team

Problem Statements: Demographics 1, 2 - Student Learning 2, 3, 4

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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

October | January | March | June

Strategy 2

SPED Data Review: General and special education teachers will review SPED student performance following each DBA and Mock STAAR to identify priority TEKS/skills and determine reteach, intervention, or acceleration needs.

Strategy's Expected Result/Impact: Increased percentage of SPED students meeting individual assessment growth goals and movement from DNM toward Approaches/Meets

Staff Responsible for Monitoring: Principal, AP, Instructional Coach, SPED Teachers, Gen Ed Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will analyze classroom data individually and grade level data within a PLC. Teachers will move data card in PLC room and plan action steps (small group, reteach, or acceleration).	Principal, AP, Instructional Coach, SPED Teachers, Gen Ed Teachers	After each designated assessment	

Problem Statements: Demographics 1, 2 - Student Learning 2, 3, 4

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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

October | January | March | June

Strategy 3

Targeted Small-Group Instruction: SPED students who have not demonstrated mastery will receive targeted small-group instruction based on identified skill gaps, with accommodations and specially designed instruction implemented according to the student's IEP.

Strategy's Expected Result/Impact: Increased mastery of identified priority skills from one progress check to the next

Staff Responsible for Monitoring: Gen Ed Teachers, SPED Teachers, Instructional Coach

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Small-group plans; lesson plans; walkthrough evidence; exit tickets instruction based on daily Exit ticket data.	Gen Ed Teachers, SPED Teachers, Instructional Coach	Weekly; reinforced during campus small-group days	

Problem Statements: Demographics 1, 2 - Student Learning 2, 3, 4

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: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

No Progress

October **January** **March** **June**

Strategy 4

Monitor IEP Implementation: Campus administrators and IC will conduct focused walkthroughs to monitor implementation of required accommodations, modifications, and specially designed instruction and provide timely feedback/support when gaps are identified.

Strategy's Expected Result/Impact: Increased consistency of IEP implementation and student access to grade-level instruction

Staff Responsible for Monitoring: Principal, AP's, IC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor IEP Implementation: Campus administrators and IC will conduct focused walkthroughs to monitor implementation of required accommodations, modifications, and specially designed instruction and provide timely feedback/support when gaps are identified.	Principal, AP's, IC	Ongoing; reviewed monthly	

Problem Statements: Demographics 1, 2 - Student Learning 2, 3, 4

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: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

No Progress

October	January	March	June

Strategy 5

Three-Week SPED Progress Monitoring: The SPED/instructional leadership team will review the progress of students receiving Special Education services every three weeks. Students not demonstrating expected progress will have an identified instructional response, responsible staff member, and follow-up date.

Strategy's Expected Result/Impact: Increased number of SPED students demonstrating growth; instructional supports adjusted quickly when students are not progressing

Staff Responsible for Monitoring: AP, SPED Team, Instructional Coach

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Three-Week SPED Progress Monitoring: The SPED/instructional leadership team will review the progress of students receiving Special Education services every three weeks. Students not demonstrating expected progress will have an identified instructional response, responsible staff member, and follow-up date.	AP, SPED Team, Instructional Coach	Every 3 weeks	

Problem Statements: Demographics 1, 2 - Student Learning 2, 3, 4

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 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

October	January	March	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Academic Achievement Although student achievement continues to improve, overall proficiency in Reading, Mathematics, and Science remains below desired performance levels, particularly in Meets and Masters performance in the middle school grades.	Instructional practices are not yet consistently implemented across middle school classrooms to ensure rigorous, standards-aligned Tier I instruction with frequent checks for understanding, academic discourse, and differentiation that move students beyond basic proficiency.
2	Achievement gaps persist among Emergent Bilingual students, students receiving Special Education services, economically disadvantaged students, and students identified as At-Risk.	Targeted instructional supports and interventions are not consistently differentiated, monitored, or adjusted based on student performance data, limiting accelerated growth for student groups requiring additional support.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Mathematics achievement remains inconsistent across grade levels, particularly in Grades 6-8, where student performance is significantly below elementary performance.	Vertical alignment, instructional consistency, and teacher capacity in middle school mathematics require strengthening to ensure students receive rigorous, standards-aligned instruction that builds conceptual understanding.
3	Although academic growth has improved, too many students remain below grade level and are not demonstrating sufficient accelerated growth to close learning gaps.	PLCs, data meetings, and intervention systems require greater consistency in using formative and benchmark assessment data to adjust instruction and provide timely intervention.
4	On the 2026 STAAR assessment, 11% of students receiving special education services achieved Meets Grade Level or above.	While teachers were aware of students' IEPs, consistent systems for monitoring student growth between assessments and using data to make timely instructional adjustments were not evident.

Performance Objective 4 ☑ High Priority

By the end of the 2026-2027 school year, the percentage of continuously enrolled students achieving Meets Grade Level or above on STAAR will increase from 36% to 47% in ELAR and from 37% to 51% in Math.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
December 2026	Mock STAAR #1	40%--Continuously Enrolled ELAR 42%--Continuously Enrolled Math	
March 2026	Mock STAAR #2	44%--Continuously Enrolled ELAR 47%--Continuously Enrolled Math	

Evaluation Data Source: DBA 1 & 2, Mock STAAR 1 & 2, STAAR 2027

Strategy 1

Implement a systematic progress-monitoring process for continuously enrolled students through the consistent use of student growth trackers, teacher data trackers, and individualized teacher-student goal-setting conferences. Teachers will regularly analyze student performance against established academic growth goals, engage students in reflecting on their progress, and establish actionable next steps to promote student ownership, accountability, and continuous academic growth.

Strategy's Expected Result/Impact: Increased academic growth and student ownership of learning among continuously enrolled students through consistent progress monitoring, individualized goal-setting, and data-driven instructional adjustments. Students will demonstrate measurable progress toward meeting or exceeding their baseline performance levels, contributing to improved performance on district assessments and STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, and Classroom Teachers.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide teachers with student baseline performance data and standardized growth-tracking tools. Teachers will maintain student and teacher data trackers, conduct individualized goal-setting conferences before and after designated assessments (DBAs and Mock STAAR), and update student progress within one week of receiving assessment results. Campus leadership will monitor implementation through PLC data reviews, classroom walkthroughs, and periodic reviews of student trackers and goal-setting documentation.	Principal, Assistant Principals, Instructional Coach, and Classroom Teachers.	2026-2027 school year	

Problem Statements: Demographics 1, 2 - Student Learning 2, 3, 4, 5

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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

October	January	March	June

Strategy 2

Establish a timely, data-driven intervention process to identify continuously enrolled students who are not meeting or maintaining their established academic growth goals. Teachers will use assessment and progress-monitoring data to identify students who are off track and implement targeted instructional interventions, including differentiated instruction, small-group reteaching, and individualized academic support. Student progress will be monitored regularly to evaluate intervention effectiveness and adjust instructional strategies to accelerate academic growth.

Strategy's Expected Result/Impact: Increased academic achievement and growth among continuously enrolled students through early identification of learning gaps and timely, targeted instructional interventions. Students identified as off track will demonstrate measurable improvement toward meeting or exceeding their established growth goals, resulting in fewer students performing below their baseline levels and increased student performance on district assessments and STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, and Classroom Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Following each designated assessment (DBA and Mock STAAR), teachers will analyze student performance data during PLC meetings to identify continuously enrolled students who are not maintaining or meeting their academic growth goals. Teachers will develop and implement targeted instructional responses, including small-group reteaching, differentiated instruction, and individualized interventions. Progress will be monitored through formative assessments and student growth trackers, with instructional adjustments made based on student response. Campus leadership and the instructional coach will review intervention implementation and student progress during PLCs and instructional walkthroughs.	Principal, Assistant Principals, Instructional Coach, and Classroom Teachers	2026-2027 school year	

Problem Statements: Demographics 1, 2 - Student Learning 2, 3, 4, 5

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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

October	January	March	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Academic Achievement Although student achievement continues to improve, overall proficiency in Reading, Mathematics, and Science remains below desired performance levels, particularly in Meets and Masters performance in the middle school grades.	Instructional practices are not yet consistently implemented across middle school classrooms to ensure rigorous, standards-aligned Tier I instruction with frequent checks for understanding, academic discourse, and differentiation that move students beyond basic proficiency.
2	Achievement gaps persist among Emergent Bilingual students, students receiving Special Education services, economically disadvantaged students, and students identified as At-Risk.	Targeted instructional supports and interventions are not consistently differentiated, monitored, or adjusted based on student performance data, limiting accelerated growth for student groups requiring additional support.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Mathematics achievement remains inconsistent across grade levels, particularly in Grades 6-8, where student performance is significantly below elementary performance.	Vertical alignment, instructional consistency, and teacher capacity in middle school mathematics require strengthening to ensure students receive rigorous, standards-aligned instruction that builds conceptual understanding.
3	Although academic growth has improved, too many students remain below grade level and are not demonstrating sufficient accelerated growth to close learning gaps.	PLCs, data meetings, and intervention systems require greater consistency in using formative and benchmark assessment data to adjust instruction and provide timely intervention.

4	On the 2026 STAAR assessment, 11% of students receiving special education services achieved Meets Grade Level or above.	While teachers were aware of students' IEPs, consistent systems for monitoring student growth between assessments and using data to make timely instructional adjustments were not evident.
5	On the 2026 STAAR assessment, 36% of continuously enrolled students achieved Meets Grade Level or above.	Although data was analyzed holistically, there was not consistent data analyzed at the student level to track performance and growth of each student.

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

Performance Objective 1

Manor ISD will provide ongoing professional development for staff in classroom management, positive culture, lesson mastery, and instructional leadership.

Strategy 1

Current Data: Employee survey results indicate that 85% of staff report receiving instructional feedback that improves their teaching, 89% report opportunities to collaborate with colleagues, and 78% report opportunities to learn from other teachers. MRA will implement a comprehensive professional learning plan that includes weekly PLCs, instructional coaching cycles, classroom walkthroughs with actionable feedback, and job-embedded professional development focused on classroom management, academic discourse, cognitive engagement, checks for understanding, and lesson internalization.

Strategy's Expected Result/Impact: Teachers will consistently implement high-quality Tier I instruction, resulting in improved instructional practices, increased student engagement, and higher student achievement. Staff survey results related to professional learning, instructional feedback, and collaboration will improve, and walkthrough data will demonstrate increased implementation of campus instructional expectations.

Staff Responsible for Monitoring: Principal
Assistant Principal
Literacy Coach
Instructional Coach
Team Leaders

Problem Statements: Perceptions 2

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	January	March	June
Some Progress			

Strategy 2

Current Data: Employee survey results indicate that 85% of staff report receiving instructional feedback that improves their teaching, 89% report opportunities to collaborate with colleagues, and 78% report opportunities to learn from other teachers. MRA will implement a comprehensive professional learning plan that includes weekly PLCs, instructional coaching cycles, classroom walkthroughs with actionable feedback, and job-embedded professional development focused

on classroom management, academic discourse, cognitive engagement, checks for understanding, and lesson internalization.

Strategy's Expected Result/Impact: Teachers will consistently implement high-quality Tier I instruction, resulting in improved instructional practices, increased student engagement, and higher student achievement. Staff survey results related to professional learning, instructional feedback, and collaboration will improve, and walkthrough data will demonstrate increased implementation of campus instructional expectations.

Staff Responsible for Monitoring: Principal
Assistant Principal
Literacy Coach
Instructional Coach
Team Leaders

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

Some Progress

October	January	March	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Although collaboration is a campus strength, teachers desire greater involvement in instructional decision-making and curriculum resource selection.	Collaborative leadership structures should continue expanding teacher voice in campus instructional planning, curriculum decisions, and continuous improvement efforts.

Goal 3

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

Performance Objective 1

Improve the public image and reputation of Manor ISD by publishing at least 20 district stories annually that highlight student, staff, campus, and district achievements and progress.

Evaluation Data Source: Web Analytics

Strategy 1

Current Data: MRA has established a positive campus culture with strong academic growth, collaborative staff, and increasing student achievement. The campus will intentionally share student successes, staff recognition, instructional initiatives, family engagement events, and extracurricular accomplishments through district communications, campus newsletters, social media, the campus website, and local media partnerships. At least two campus success stories will be submitted monthly for district publication.

Strategy's Expected Result/Impact: Increased visibility of campus achievements will strengthen community confidence, improve stakeholder engagement, and highlight MRA's academic growth and positive school culture while supporting the district goal of publishing at least 20 stories annually.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Communication Representative
Counselor
Parent Liaison
Leadership Team

Problem Statements: Perceptions 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

Considerable Progress

October	January	March	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Although collaboration is a campus strength, teachers desire greater involvement in instructional decision-making and curriculum resource selection.	Collaborative leadership structures should continue expanding teacher voice in campus instructional planning, curriculum decisions, and continuous improvement efforts.

Performance Objective 2

Increase consistency and improve the quality of communication practices across campuses and departments.

Strategy 1

Current Data: Employee survey results indicate that staff perceive campus leadership as communicating openly and honestly, with over 90% of respondents reporting positive communication with their supervisor. MRA currently implements weekly staff newsletters, monthly family newsletters, principal updates, social media communication, campus website updates, parent conferences, ClassDojo, and regular stakeholder meetings. During the 2026-2027 school year, MRA will refine these existing communication systems by increasing two-way communication opportunities, recognizing student and staff accomplishments more consistently, utilizing stakeholder feedback to improve communication practices, and ensuring timely, consistent messaging across all grade levels and departments.

Strategy's Expected Result/Impact: Communication with staff and families will remain timely, transparent, and consistent while increasing stakeholder engagement and satisfaction. Increased opportunities for two-way communication and recognition of student and staff achievements will strengthen trust, family partnerships, and overall campus climate.

Staff Responsible for Monitoring: Principal
Assistant Principal
Administrative Assistant
Campus Communication Representative
Counselor
Leadership Team
Parent Liaison

Problem Statements: Perceptions 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

Considerable Progress

October	January	March	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Although collaboration is a campus strength, teachers desire greater involvement in instructional decision-making and curriculum resource selection.	Collaborative leadership structures should continue expanding teacher voice in campus instructional planning, curriculum decisions, and continuous improvement efforts.

Performance Objective 3

Evaluating, refining, and increasing impact of meaningful family and community engagement to support student achievement, attendance, and school success.

Evaluation Data Source: Parent Participation Logs
Family Surveys
Attendance Data
Volunteer Logs
Event Sign-In Sheets
Parent-Teacher Conference Participation

Strategy 1

Current Data: MRA has established a strong family engagement program that includes curriculum nights, family academic events, parent conferences, volunteer opportunities, attendance initiatives, regular two-way communication through ClassDojo, campus newsletters, social media, and family feedback opportunities. During the 2026-2027 school year, the campus will strengthen these existing systems by increasing participation from underrepresented families, using family feedback to refine engagement opportunities, expanding communication around student learning and academic progress, and monitoring participation data to ensure family engagement positively impacts student attendance, achievement, and school connectedness.

Strategy's Expected Result/Impact: Family participation and engagement will remain high while increasing participation among all student groups. Strong home-school partnerships will contribute to improved attendance, student achievement, and stakeholder satisfaction as measured through participation data, attendance trends, and family survey results.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Teachers
Campus Leadership Team
Parent Liaison

Problem Statements: Perceptions 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

Moderate Progress

October	January	March	June

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Although collaboration is a campus strength, teachers desire greater involvement in instructional decision-making and curriculum resource selection.	Collaborative leadership structures should continue expanding teacher voice in campus instructional planning, curriculum decisions, and continuous improvement efforts.

Goal 4

By June 2027, Manor ISD will ensure safe and secure learning environments through the implementation of comprehensive safety initiatives and 100% compliance with all federal, state, and local school safety requirements.

Performance Objective 1

☑ **High Priority**

By June 2027, 100% of campuses will conduct and document all required emergency drills and exercises in accordance with Texas Education Code and Texas School Safety Center requirements, achieving a minimum compliance rate of 100%.

Evaluation Data Source: Evaluation will be based on Texas School Safety Center requirements and Texas Education Code compliance data, including campus drill logs, after-action reports, and documentation submitted through the TEA Sentinel Portal depository, verifying 100% completion and submission of all required emergency drills and exercises.

Strategy 1

During the 2026-2027 school year, campus leadership will continue to monitor drill implementation, conduct after-action reviews following each drill, update the Emergency Operations Plan (EOP) as needed, and provide ongoing staff training to ensure continued compliance and preparedness.

Strategy's Expected Result/Impact: MRA will maintain 100% compliance with all required emergency drills and safety documentation while increasing staff confidence and readiness to effectively respond to emergency situations as measured through drill documentation, after-action reports, and district safety audits.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Safety Team
Crisis Team
School Resource Officer
District Safety Coordinator

Problem Statements: Perceptions 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

Moderate Progress

October	January	March	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Although collaboration is a campus strength, teachers desire greater involvement in instructional decision-making and curriculum resource selection.	Collaborative leadership structures should continue expanding teacher voice in campus instructional planning, curriculum decisions, and continuous improvement efforts.

Performance Objective 2 ☑ High Priority

By June 2027, Manor ISD will implement and maintain a standardized safety monitoring system to track compliance, identify risks, and ensure timely resolution of safety-related findings across all campuses.

Evaluation Data Source: District safety audit reports, campus safety inspection logs, drill documentation records, emergency operations plans (EOPs), incident and corrective action tracking system reports, compliance monitoring dashboards, TEA/state safety compliance reports, and documentation of corrective action closures and resolution timelines.

Strategy 1

During the 2026-2027 school year, campus leadership will continue to refine these systems by reviewing safety data monthly, monitoring corrective action timelines, addressing identified safety concerns promptly, and ensuring all documentation remains current and compliant with district and state requirements.

Strategy's Expected Result/Impact: The campus will maintain a proactive safety monitoring system that identifies potential risks early, ensures timely completion of corrective actions, and maintains full compliance with district, state, and federal safety requirements.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Safety Team
Custodial Supervisor
District Safety Coordinator

Problem Statements: Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

October	January	March	June
Considerable Progress			

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Employees report concerns regarding workload and access to the resources needed to perform their jobs effectively.	Continued campus growth, increasing student enrollment, and expanding instructional programs have increased staff responsibilities while resource allocation has not always kept pace with campus needs.

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Affairs	10/20/2026	Dr. Tamey Williams-Hill	10/13/2026
Child Abuse and Neglect	Executive Director of Human Resources	10/9/2026	Dr. Tamey Williams-Hill	10/13/2026
Coordinated Health Program	Lead PE Teacher	10/20/2026	Kendra Doyle	10/20/2026
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
Title I, Part C Migrant	Director of Multilingual Education	10/20/2026	Ricardo Venegas	10/20/2026
Pregnancy Related Services	Executive Director of Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Post-Secondary Preparedness	Director of Counseling	10/19/2026	Nita Fields	10/19/2026
Recruiting Teachers and Paraprofessionals	HRIS and Certification Specialist - Coordinator	10/21/2026	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	10/20/2026	Malaki Hawkins	6/26/2025
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	10/20/2026	Dr. Malaki Hawkins	10/20/2026
Technology Integration	Director of Technology	--	David Gonzalez	10/19/2026
Head Start Assurance	Director of Early Childhood	10/20/2026	Stacy Signaigo	10/20/2026
McKinney-Vento and Foster Care Assurance	Executive Director of Whole Child	9/3/2025	Dr. Christopher Harvey	1/5/2026
Assurances	Director of Federal Programs, Director of Student Affairs, Chief Schools Officer	9/3/2025	Ricardo Venegas	10/19/2026
Trauma and Grief Informed Practices	Executive Director of Whole Child	8/25/2026	Christopher Harvey	8/25/2026