

**Manor Independent School District**  
**Manor New Tech Middle School**  
**2025-2026 Campus Improvement Plan**

**Accountability Rating: D**



# Mission Statement

## Manor New Tech Middle School Mission Statement

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

## Manor ISD Mission Statement

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

## District Strategic Plan Goals (5 year plan)

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

## District Student Outcome Goals (2 year plan)

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

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

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

# Vision

## **Manor New Tech Middle School Vision Statement**

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

## **Manor ISD Vision Statement**

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

# **Value Statement**

## **#CTRL+ALT+Achieve**

This year's theme is **#CTRL+ALT+Achieve** — a reminder that just like on a computer, we have the power to reset, refocus, and move forward stronger than before.

- **CTRL (Control):** Take control of your actions, your effort, and your learning. Success begins with responsibility and self-discipline.
- **ALT (Alternate):** Be willing to try new approaches, think creatively, and embrace change when challenges arise.
- **Achieve:** When we stay focused and resilient, we achieve our goals — together as a school community.

**#CTRL+ALT+Achieve** is more than a theme — it's our mindset for the year.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Manor New Tech Middle School is proud to be part of the New Tech Network, which fosters critical thinking through Problem/Project-Based Learning. At MNTMS, students develop grade-level skills by addressing real-world challenges through collaborative peer work that emphasizes innovation and critical thinking in a student-centered environment. Our diverse student body consists of 742 scholars, reflecting the inclusive and dynamic community we serve.

Gender Breakdown		
Males	52%	389
Females	48%	358
Total Students		747
Ethnicity Breakdown		
Hispanics	59.5%	486
African American	18%	135
White	6.5%	48
Asian	6%	46
Multi-Race	4%	30
American Indian	0.3%	2

Special Program	%	Enrolled Scholars
Economically Disadvantaged	60.6%	450
At-Risk	16.3%	121
Emergent Bilingual	28.4%	211
Dyslexia	4.4%	33
Gifted & Talented	25.6%	190
Special Education	11.2%	83
504	8.1%	60

## Key Highlights & Implications

### 1. Majority Hispanic Population

- With nearly 60% of the student body identifying as Hispanic, culturally responsive teaching practices and family engagement strategies are essential to support academic and social success.

### 2. High Economic Disadvantage

- **60.6% of students are economically disadvantaged**, indicating a critical need for wraparound services, equitable access to resources, and differentiated instructional supports.

### 3. Linguistic Diversity

- **28.4% of students are Emergent Bilinguals**, requiring intentional support for English language development across all content areas and integration of academic language scaffolding.

### 4. Gifted Learners

- Over **1 in 4 students (25.6%) are identified as GT**, highlighting the need for ongoing enrichment, rigorous instruction, and advanced learning opportunities that go beyond grade-level TEKS.

### 5. Students with Disabilities

- A combined **19.3% of students** receive **Special Education (11.2%)** or **504 services (8.1%)**, reinforcing the importance of inclusive practices, accommodations, and differentiation.

### 6. At-Risk Student Needs

- **16.3% of students are classified as at-risk**, necessitating early intervention systems, targeted academic support, and SEL programming to improve student outcomes.

## 7. Gender Balance

- A relatively even gender distribution allows for equitable program access, but gender-specific engagement and support strategies may still be necessary in key areas (e.g., math for girls, reading for boys).

## Demographics Strengths

### Demographics Strengths

- **Culturally Diverse Student Body**

MNTMS reflects a racially and ethnically diverse community with:

- **59.5% Hispanic**
- **18% African American**
- **6.5% White**
- **6% Asian**
- **4% Multi-Race**

This diversity promotes multicultural awareness, inclusive teaching strategies, and a learning environment where all students feel seen and valued.

- **Balanced Gender Distribution**

The student population is nearly evenly split with:

- **52% male**
- **48% female**

This balance ensures equitable access to instructional programs, extracurriculars, and leadership opportunities across genders.

- **Linguistic Assets**

- **28.4% of students are Emergent Bilinguals**, contributing to a linguistically rich environment and reinforcing the need for scaffolding strategies, academic vocabulary development, and inclusive instructional practices.

- **High Academic Potential**

- **25.6% of students are identified as Gifted and Talented**, providing a strong base for enrichment through the New Tech PBL model and access to advanced learning experiences that encourage innovation and inquiry.

- **Inclusive Learning Environment**



- **11.2% of students receive Special Education services**, and **8.1% receive 504 accommodations**, demonstrating the campus's commitment to accessibility, equity, and differentiated instruction for all learners.

- **Community and Economic Representation**

- **60.6% of students are economically disadvantaged**, highlighting the importance of wraparound services, equitable access to instructional materials, and community partnerships to remove barriers to success.

- **Continuity in Student Support**

- With **16.3% of students identified as at-risk**, MNTMS can focus its intervention and SEL efforts with targeted strategies to improve both academic and social-emotional outcomes.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Teachers do not consistently analyze student performance data by subgroups during PLCs, limiting their ability to identify achievement gaps and implement targeted strategies for continuous student growth.

**Root Cause:** PLCs lack a structured and intentional focus on disaggregating data by subgroups, resulting in missed opportunities to address disparities in student achievement.

**Problem Statement 2 (Prioritized):** With nearly 1 in 5 students (19.3%) receiving Special Education or 504 services, instructional differentiation and inclusive classroom practices are not consistently implemented across all content areas, which may limit academic growth and equitable access to grade-level learning.

**Root Cause:** Inconsistent use of progress monitoring tools and data to adjust instruction based on individual student needs.

**Problem Statement 3 (Prioritized):** Although 25.6% of students are identified as Gifted and Talented, enrichment opportunities and instructional practices that challenge advanced learners beyond grade-level content are not consistently provided, which may limit their academic growth and engagement.

**Root Cause:** Teachers may prioritize remediation or on-grade-level instruction due to campus accountability pressures, inadvertently neglecting the needs of GT students.

# Student Learning

## Student Learning Summary

Reading				
Subgroups	6th	7th	8th	English I
All	Appr.- 71% Meets- 45% Masters-19%	Appr.- 52% Meets- 24% Masters- 3%	Appr.- 73% Meets- 38% Masters- 15%	Appr.- 95% Meets- 76% Masters- 15%
White	Appr.- 84% Meets- 63% Masters- 42%	Appr.- 20% Meets- 20% Masters- 0%	Appr.- 94% Meets- 76% Masters- 41%	Appr.- 86% Meets- 86% Masters- 14%
Hispanic	Appr.- 68% Meets- 40% Masters- 14%	Appr.- 49% Meets- 22% Masters- 1%	Appr.- 69% Meets- 33% Masters- 12%	Appr.- 94% Meets- 73% Masters- 10%
African American	Appr.- 72% Meets- 41% Masters- 21%	Appr.- 71% Meets- 24% Masters- 12%	Appr.- 69% Meets- 27% Masters- 12%	Appr.- 96% Meets- 74% Masters- 26%
Asian	Appr.- 85% Meets- 75% Masters- 45%	Appr.- 50% Meets- 33% Masters- 17%	Appr.- 77% Meets- 54% Masters- 23%	Appr.- 100% Meets- 100% Masters- 14%

Reading				
<b>Two or More</b>	Appr.- 63% Meets- 38% Masters- 0%	Appr.- 83% Meets- 67% Masters- 0%	Appr.- 90% Meets- 50% Masters- 20%	Appr.- 100% Meets- 83% Masters- 33%
<b>Economically Disadvantaged</b>	Appr.- 69% Meets- 38% Masters- 13%	Appr.- 50% Meets- 24% Masters- 3%	Appr.- 75% Meets- 37% Masters- 13%	Appr.- 95% Meets- 77% Masters- 16%
<b>Emergent Bilingual</b>	Appr.- 62% Meets- 37% Masters- 11%	Appr.- 46% Meets- 16% Masters- 2%	Appr.- 62% Meets- 22% Masters- 3%	Appr.- 90% Meets- 69% Masters- 10%
<b>Special Education</b>	Appr.- 30% Meets- 22% Masters- 9%	Appr.-18% Meets- 9% Masters- 5%	Appr.- 27% Meets- 8% Masters- 4%	N/A

Math				
Subgroups	6th	7th	8th	Algebra I
<b>All</b>	Appr.- 61% Meets- 22% Masters- 5%	Appr.- 14% Meets- 2% Masters- 0%	Appr.- 34% Meets- 10% Masters- 0%	Appr.- 97% Meets- 79% Masters- 53%
<b>White</b>	Appr.- 68% Meets- 26% Masters- 11%	Appr.- 43% Meets- 14% Masters- 0%	Appr.- 14% Meets- 0% Masters- 0%	Appr.- 100% Meets- 86% Masters- 43%

Math				
<b>Hispanic</b>	Appr.- 57% Meets- 18% Masters- 3%	Appr.- 15% Meets- 3% Masters- 0%	Appr.- 34% Meets- 9% Masters- 0%	Appr.- 98% Meets- 73% Masters- 47%
<b>African American</b>	Appr.- 66% Meets- 18% Masters- 3%	12% Meets- 2% Masters- 2%	Appr.- 38% Meets- 13% Masters- 0%	Appr.- 100% Meets- 85% Masters- 77%
<b>Asian</b>	Appr.- 85% Meets- 65% Masters- 20%	N/A	Appr.- 77% Meets- 46% Masters- 23%	Appr.- 100% Meets- 100% Masters- 57%
<b>Two or More</b>	Appr.- 50% Meets- 0% Masters- 0%	Appr.- 20% Meets- 0% Masters- 0%	Appr.- 54% Meets- 23% Masters- 8%	N/A
<b>Economically Disadvantaged</b>	Appr.- 57% Meets- 16% Masters- 2%	Appr.- 13% Meets- 3% Masters- 0%	Appr.- 47% Meets- 19% Masters- 3%	Appr.- 100% Meets- 78% Masters- 51%
<b>Emergent Bilingual</b>	Appr.- 52% Meets- 18% Masters- 7%	Appr.- 11% Meets- 1% Masters- 0%	Appr.- 40% Meets- 14% Masters- 1%	Appr.- 100% Meets- 85% Masters- 52%
<b>Special Education</b>	Appr.- 24% Meets- 4% Masters- 0%	Appr.- 9% Meets- 5% Masters- 0%	Appr.- 17% Meets- 8% Masters- 0%	N/A

Social Studies	
Subgroups	8th
All	Appr.- 56% Meets- 32% Masters- 20%
White	Appr.- 86% Meets- 57% Masters- 36%
Hispanic	Appr.- 52% Meets- 26% Masters- 17%
African Am.	Appr.- 57% Meets- 40% Masters- 17%
Asian	Appr.- 67% Meets- 33% Masters- 22%
Two or More	Appr.- 75% Meets- 50% Masters- 50%
Economically Disadvantaged	Appr.- 56% Meets- 30% Masters- 17%

Social Studies	
<b>Emergent Bilingual</b>	Appr.- 55% Meets- 26% Masters- 16%
<b>Special Education</b>	Appr.- 25% Meets- 8% Masters- 0%

Science		
Subgroups	8th	Biology
<b>All</b>	Appr.- 55% Meets- 30% Masters- 6%	Appr.- 100% Meets- 89% Masters- 29%
<b>White</b>	Appr.- 8-% Meets- 65% Masters- 20%	Appr.- 100% Meets- 100% Masters- 67%
<b>Hispanic</b>	Appr.- 51% Meets- 25% Masters- 5%	Appr.- 100% Meets- 89% Masters- 22%
<b>African American</b>	Appr.- 53% Meets- 25% Masters- 4%	Appr.- 100% Meets- 87% Masters- 20%

Science		
Asian	Appr.- 76% Meets- 59% Masters- 18%	N/A
Two or More	Appr.- 67% Meets- 50% Masters- 8%	N/A
Economically Disadvantaged	Appr.- 53% Meets- 29% Masters- 5%	Appr.- 100% Meets- 88% Masters- 28%
Emergent Bilingual	Appr.- 50% Meets- 22% Masters- 2%	Appr.- 100% Meets- 80% Masters- 40%
Special Education	Appr.- 28% Meets- 17% Masters- 0%	N/A

TELPAS/TELPAS Alternate Scores Breakdown for 6th Grade												
Proficiency Rating	Composite		Reading Proficiency Rating		Writing Proficiency Rating		Speaking Proficiency Rating		Listening Proficiency Rating		Totals	
School Year	24	25	24	25	24	25	24	25	24	25	24	25

### TELPAS/TELPAS Alternate Scores Breakdown for 6th Grade

<b>Beginning</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>10</b>	<b>7</b>	<b>12</b>	<b>2</b>	<b>20</b>	<b>0</b>	<b>4</b>	<b>13</b>	<b>50</b>
<b>Intermediate</b>	<b>0</b>	<b>44</b>	<b>31</b>	<b>36</b>	<b>40</b>	<b>42</b>	<b>40</b>	<b>59</b>	<b>23</b>	<b>38</b>	<b>134</b>	<b>219</b>
<b>Advanced</b>	<b>57</b>	<b>44</b>	<b>31</b>	<b>28</b>	<b>50</b>	<b>35</b>	<b>52</b>	<b>22</b>	<b>49</b>	<b>28</b>	<b>239</b>	<b>157</b>
<b>Advanced High</b>	<b>17</b>	<b>8</b>	<b>34</b>	<b>25</b>	<b>3</b>	<b>11</b>	<b>6</b>	<b>0</b>	<b>29</b>	<b>29</b>	<b>89</b>	<b>73</b>

### TELPAS/TELPAS Alternate Scores Breakdown for 7th Grade

<b>Proficiency Rating</b>	<b>Composite</b>		<b>Reading Proficiency Rating</b>		<b>Writing Proficiency Rating</b>		<b>Speaking Proficiency Rating</b>		<b>Listening Proficiency Rating</b>		<b>Totals</b>	
<b>School Year</b>	<b>24</b>	<b>25</b>	<b>24</b>	<b>25</b>	<b>24</b>	<b>25</b>	<b>24</b>	<b>25</b>	<b>24</b>	<b>25</b>	<b>24</b>	<b>25</b>
<b>Beginning</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>6</b>	<b>11</b>	<b>0</b>	<b>1</b>	<b>16</b>	<b>26</b>
<b>Intermediate</b>	<b>33</b>	<b>32</b>	<b>34</b>	<b>17</b>	<b>40</b>	<b>33</b>	<b>50</b>	<b>59</b>	<b>27</b>	<b>23</b>	<b>184</b>	<b>164</b>
<b>Advanced</b>	<b>49</b>	<b>62</b>	<b>26</b>	<b>35</b>	<b>45</b>	<b>49</b>	<b>38</b>	<b>30</b>	<b>47</b>	<b>46</b>	<b>205</b>	<b>222</b>
<b>Advanced High</b>	<b>18</b>	<b>6</b>	<b>33</b>	<b>41</b>	<b>11</b>	<b>11</b>	<b>7</b>	<b>0</b>	<b>26</b>	<b>31</b>	<b>95</b>	<b>89</b>



# TELPAS/TELPAS Alternate Scores Breakdown for 8th Grade

Proficiency Rating	Composite		Reading Proficiency Rating		Writing Proficiency Rating		Speaking Proficiency Rating		Listening Proficiency Rating		Totals	
School Year	24	25	24	25	24	25	24	25	24	25	24	25
Beginning	0	0	1	1	3	1	6	11	1	1	11	14
Intermediate	23	39	22	32	49	61	69	66	7	20	170	218
Advanced	64	52	28	26	42	33	24	23	23	40	181	174
Advanced High	12	9	49	40	6	5	1	0	69	39	137	93

Class	Student Enrollment
English I	119
Algebra I	76
Spanish III	21
Biology	55

**The instructional framework of deeper learning is implemented through project- and problem-based approaches to assess the rigor of standards across all subject areas, including electives. Our school-wide learning outcomes empower students to communicate effectively with peers and take ownership of their learning process.**

**As we work diligently to close the achievement gap, we recognize the need to focus on our incoming 8th-grade students, with particular attention to the Hispanic student population. Data from the 2023-2024 school year indicates that we are above the state math performance average of 28% Approaches, 24% Meets, and 17% Masters compared to our campus averages of 51% Approaches, 21% Meets, and 7% Masters. Specifically, in math, our student performance in the Meets and Masters categories are as follows: 18% Meets and 5% Masters for Hispanic students, 18% Meets and 7% Masters for African American students, and 16% Meets and 5% Masters for Economically Disadvantaged students.**

**To achieve our goal of improving student academic performance on the STAAR, we will continue to focus on strengthening our professional learning communities by utilizing the Leverage Leadership 2.0 and PLC+ frameworks, as well as teacher modeling and coaching.**

**MNTMS now offers after-school tutoring for all core subjects, with our Academic Interventionist providing targeted interventions for students in specific demographics and those who have not passed the STAAR for two consecutive years. Along with our regular data analysis during PLCs, we will dedicate three full days to analyzing data to monitor student progress and guide our instructional decisions to support continued academic growth.**

#### **Student Learning Strengths**

## **Student Learning**

### **Reading Strengths**

- **Strong Overall Performance in English I:**
  - 95% Approaches, 76% Meets, 15% Masters – showing high success in high school-level coursework.

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

## Math Strengths

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

## Social Studies Strengths

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

## **Science Strengths**

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

## **TELPAS Strengths (Language Proficiency Growth)**

- **Growth in Intermediate to Advanced Proficiency** across grades 6–8, especially in:
  - **Speaking and Listening domains:** Majority of EB students are at Advanced or Advanced High in speaking

(especially in Grade 6 and 7).

- **Grade 7 and 8** students showed **increased Advanced ratings** compared to the previous year in several domains.
  - **Grade 6:**
    - Reduction in “Beginning” and strong shift toward “Advanced” and “Advanced High.”
  - **Grade 8:**
    - 67% of students scored at **Advanced or Advanced High** in composite scores in 2025.
- 

### General and Subgroup Strengths

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

### Summary

These strengths indicate that **MNTMS** is effectively accelerating learning for:

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

These areas of success can inform:

- **Expansion of access to advanced coursework**

- **Increased support for early acceleration**
- **Continued investment in PBL aligned with rigorous standards**
- **Strengthened instructional practices that support language development across content areas**

#### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Across grades 6-8, math proficiency remains critically low, with only 22% of 6th graders, 2% of 7th graders, and 10% of 8th graders meeting the standard. Subgroup data reveals particularly low performance for Hispanic (18% Meets), African American (18% Meets), and Economically Disadvantaged (16% Meets) students.

**Root Cause:** Tier 1 instruction lacks rigorous tasks that build conceptual understanding and application.

**Problem Statement 2 (Prioritized):** Throughout the school year, there was an inconsistent implementation of consistent, individualized face-to-face feedback for teachers. This gap limited opportunities for continuous instructional growth and the application of best practices across content areas.

**Root Cause:** There was no consistent system or schedule to ensure regular, individualized feedback was delivered to teachers across all content areas, resulting in inconsistent support and guidance.

**Problem Statement 3 (Prioritized):** Student performance in reading for grades 6-8 shows significant gaps in the Meets and Masters levels for Hispanic, African American, Economically Disadvantaged, and Emergent Bilingual students. While 95% of students in English I met the Approaches standard, only 24% of 7th graders met that same benchmark, indicating inconsistencies in foundational literacy development.

**Root Cause:** Insufficient targeted small group instruction for struggling readers in core classrooms.

# School Processes & Programs

## School Processes & Programs Summary

### Staffing & Instructional Alignment

- Teachers are now placed in appropriate content areas based on student needs.
- Campus will have a more **veteran math staff** next year, showing improvement from previous years.

### Professional Learning & Teacher Development

- Teachers responded positively to high-quality PD (e.g., **Lead4Ward, Dr. E**).
- There is a **need for more meaningful and relevant professional development**.
- **New teacher support remains a challenge** due to the absence of an instructional coach.
- **UT Thrive** will provide mentoring and support to new teachers next year.

### Instructional Practices & Equity

- **Lesson plans are data-driven**, and **PLC+ structures** have improved planning and intervention.
- Teachers regularly use student data to guide **formative assessments and interventions**.
- Teachers provide opportunities for **acceleration and enrichment**, especially for at-risk students.
- Staff is committed to **equity for all students**, but **needs additional training** (e.g., microaggressions, positive discipline).
- Concerns remain about **tone and interactions** with students by some staff.

### Collaboration & Stakeholder Involvement

- Stakeholder collaboration on campus is a **strength**.
- Coordination with **CTE programs** needs improvement.
- Teachers feel that **ILT meetings interfere with instructional time**.
- There is a call for **more PD focused on instructional quality and efficiency**.

### Student Opportunities & Program Alignment

- School offers **accelerated classes and college prep opportunities** (e.g., PSAT, TSI).

- Programs and extracurriculars **align with the school’s vision, mission, and values.**

## Discipline & Behavior Support

- Campus is working to **reduce discipline referrals** through:
  - Relationship-building,
  - Stronger parent communication,
  - Training on **community building** and **positive behavior supports.**

## Technology & Blended Learning

- **Beable** is anticipated to support growth in **blended learning.**
- Staff expressed the **need for more blended learning training.**

## Safety Measures

- **Campus safety measures will improve** next year due to **state support** and the addition of a **perimeter fence.**
- Current year included **safety challenges** that limited some actions.

## School Processes & Programs Strengths

### Staffing & Instructional Alignment

- **Teachers are well-aligned** to their content areas, ensuring students receive instruction from subject-appropriate educators.
- Next year’s staff—especially in math—will include more **veteran teachers**, providing greater instructional stability and expertise.

### Professional Learning & Growth

- End-of-year **PD sessions (Lead4Ward, Dr. E)** were highly impactful, with teachers applying new strategies directly in the classroom.
- Staff expressed **openness and enthusiasm** for high-quality professional learning opportunities.

### Collaboration & Stakeholder Engagement

- **Strong culture of collaboration** exists among staff and stakeholders.
- Teachers are actively engaged in **campus-wide decisions** and improvement efforts.



## Curriculum, Instruction & Assessment

- **Lesson planning is data-driven**, incorporating both formative assessments and student performance trends.
- **PLC+ structures** have provided teachers with improved tools and systems for planning, analysis, and intervention.
- Teachers are **responsive to assessment data** and adjust instruction based on student needs.

## Equity & Student Support

- The school provides **opportunities for enrichment and acceleration** (e.g., advanced classes, PSAT, TSI), especially for at-risk students.
- Staff demonstrates a strong **commitment to equity and inclusion**, with a willingness to grow through training (e.g., on microaggressions).
- Programs and extracurriculars **align with the school's mission, vision, and values**, promoting whole-child development.

## Behavior & Relationship Building

- Campus is focused on **reducing discipline referrals** by emphasizing:
  - **Community-building** practices,
  - **Positive relationships**, and
  - **Parental involvement** and accountability.

## Technology & Innovation

- Teachers recognize the potential of tools like **Beable** to enhance **blended learning** practices.
- The campus is **moving toward more tech-integrated instruction**.

## Safety & Environment

- The school is taking **proactive steps to improve campus safety**, including the addition of a **fence** to secure the perimeter.
- Leadership is responsive to **state safety guidelines** and is adapting to new opportunities for safety improvements.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** MNTMS students are exhibiting ongoing social-emotional challenges that impact their ability to engage positively with peers, manage emotions, and thrive in the school environment. These challenges have contributed to increased behavioral incidents and lower levels of school connectedness.

**Root Cause:** Lack of consistent and explicit social-emotional learning (SEL) instruction across all classrooms. Inconsistent implementation of a program and limited accountability have resulted in uneven delivery of SEL content, leaving students without regular opportunities to develop critical SEL skills.

**Problem Statement 2:** Professional development is not offered consistently throughout the year, limiting teachers' access to high-quality, job-embedded learning aligned to their instructional needs and campus goals.

**Root Cause:** MNTMS lacks a dedicated instructional coach and a structured support system, resulting in limited instructional mentoring and coaching for new or struggling teachers throughout the school year.

**Problem Statement 3 (Prioritized):** Despite efforts toward equity, inconsistent implementation of culturally responsive practices and classroom management expectations has led to student experiences that do not always reflect an inclusive, respectful learning environment.

**Root Cause:** MNTMS staff need more training on cultural responsiveness, equity, and relationship-building strategies. A lack of consistent expectations for respectful student interaction has contributed to negative student experiences and disciplinary incidents.

**Problem Statement 4 (Prioritized):** MNTMS relies heavily on reactive discipline practices, which has limited the implementation of proactive strategies designed to teach and reinforce positive student behaviors, contributing to increased discipline incidents and inconsistent student support.

**Root Cause:** The current behavior management approach emphasizes reactive discipline over proactive, preventative strategies, resulting in missed opportunities to teach and reinforce positive student behaviors.

**Problem Statement 5 (Prioritized):** While Manor New Tech Middle School has strong communication with families for celebratory events, there is limited two-way engagement around academic progress, student learning, and campus initiatives, which hinders deeper family involvement in supporting student achievement.

**Root Cause:** Campus communication efforts are primarily focused on events and general announcements, resulting in limited outreach that centers on academic progress, instructional priorities, or ways families can support student learning at home.

## Perceptions

### Perceptions Summary

#### Summary:

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

### Perceptions Strengths

#### Strengths:

- **Strong Peer Support Among Staff:** Teachers generally feel supported by their colleagues, fostering a collaborative work environment.
- **Student Desire to Attend School:** Most students express a willingness to attend school regularly and feel supported academically and emotionally.
- **Effective Bullying Response:** The school has established processes such as an anonymous tip line and “stay-away”

agreements, and administrators handle bullying reports effectively.

- **Available SEL Supports:** Programs including counseling, Communities in Schools (CIS), and mentoring groups provide valuable social-emotional support for students.
- **Active Youth Leadership:** The Youth Leadership Team engages students in community support and leadership opportunities.
- **Positive Perception from Many Parents:** Many parents express support for the school and its efforts, especially during celebrations and key events.
- **Strong Athletic and Physical Education Programs:** These programs contribute positively to students' physical well-being.

#### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** MNTMS seeks to increase parent and family participation in school events. Currently, engagement is limited, as many families do not see a clear connection between these events and their child's academic success.

**Root Cause:** A significant factor contributing to low parent participation is that school events and communications do not consistently highlight clear, meaningful connections to student learning and outcomes. As a result, families may feel disengaged or unsure about the purpose and benefits of attending, which reduces their willingness to participate.

**Problem Statement 2 (Prioritized):** Students at MNTMS currently have limited opportunities to provide input on campus safety, sustainability, and facility-related concerns. As a result, student voices are often underrepresented in decisions affecting their daily learning environment, leading to decreased ownership, engagement, and responsiveness to campus facility needs.

**Root Cause:** There has been a lack of structured systems or platforms for students to regularly share feedback and collaborate with school leadership on campus improvement efforts. Without a formal process in place, student input is inconsistently gathered and rarely used to inform decisions related to the physical and emotional safety, cleanliness, or sustainability of the school environment.

# Priority Problem Statements

**Problem Statement 1:** Throughout the school year, there was an inconsistent implementation of consistent, individualized face-to-face feedback for teachers. This gap limited opportunities for continuous instructional growth and the application of best practices across content areas.

**Root Cause 1:** There was no consistent system or schedule to ensure regular, individualized feedback was delivered to teachers across all content areas, resulting in inconsistent support and guidance.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Teachers do not consistently analyze student performance data by subgroups during PLCs, limiting their ability to identify achievement gaps and implement targeted strategies for continuous student growth.

**Root Cause 2:** PLCs lack a structured and intentional focus on disaggregating data by subgroups, resulting in missed opportunities to address disparities in student achievement.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** MNTMS seeks to increase parent and family participation in school events. Currently, engagement is limited, as many families do not see a clear connection between these events and their child's academic success.

**Root Cause 3:** A significant factor contributing to low parent participation is that school events and communications do not consistently highlight clear, meaningful connections to student learning and outcomes. As a result, families may feel disengaged or unsure about the purpose and benefits of attending, which reduces their willingness to participate.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** MNTMS students are exhibiting ongoing social-emotional challenges that impact their ability to engage positively with peers, manage emotions, and thrive in the school environment. These challenges have contributed to increased behavioral incidents and lower levels of school connectedness.

**Root Cause 4:** Lack of consistent and explicit social-emotional learning (SEL) instruction across all classrooms. Inconsistent implementation of a program and limited accountability have resulted in uneven delivery of SEL content, leaving students without regular opportunities to develop critical SEL skills.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Students at MNTMS currently have limited opportunities to provide input on campus safety, sustainability, and facility-related concerns. As a result, student voices are often underrepresented in decisions affecting their daily learning environment, leading to decreased ownership, engagement, and responsiveness to campus facility needs.

**Root Cause 5:** There has been a lack of structured systems or platforms for students to regularly share feedback and collaborate with school leadership on campus improvement efforts. Without a formal process in place, student input is inconsistently gathered and rarely used to inform decisions related to the physical and emotional safety, cleanliness, or sustainability of the school environment.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** With nearly 1 in 5 students (19.3%) receiving Special Education or 504 services, instructional differentiation and inclusive classroom practices are not consistently implemented across all content areas, which may limit academic growth and equitable access to grade-level learning.

**Root Cause 6:** Inconsistent use of progress monitoring tools and data to adjust instruction based on individual student needs.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Although 25.6% of students are identified as Gifted and Talented, enrichment opportunities and instructional practices that challenge advanced learners beyond grade-level content are not consistently provided, which may limit their academic growth and engagement.

**Root Cause 7:** Teachers may prioritize remediation or on-grade-level instruction due to campus accountability pressures, inadvertently neglecting the needs of GT students.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Across grades 6-8, math proficiency remains critically low, with only 22% of 6th graders, 2% of 7th graders, and 10% of 8th graders meeting the standard. Subgroup data reveals particularly low performance for Hispanic (18% Meets), African American (18% Meets), and Economically Disadvantaged (16% Meets) students.

**Root Cause 8:** Tier 1 instruction lacks rigorous tasks that build conceptual understanding and application.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Student performance in reading for grades 6-8 shows significant gaps in the Meets and Masters levels for Hispanic, African American, Economically Disadvantaged, and Emergent Bilingual students. While 95% of students in English I met the Approaches standard, only 24% of 7th graders met that same benchmark, indicating inconsistencies in foundational literacy development.

**Root Cause 9:** Insufficient targeted small group instruction for struggling readers in core classrooms.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** Despite efforts toward equity, inconsistent implementation of culturally responsive practices and classroom management expectations has led to student experiences that do not always reflect an inclusive, respectful learning environment.

**Root Cause 10:** MNTMS staff need more training on cultural responsiveness, equity, and relationship-building strategies. A lack of consistent expectations for respectful student interaction has contributed to negative student experiences and disciplinary incidents.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** MNTMS relies heavily on reactive discipline practices, which has limited the implementation of proactive strategies designed to teach and reinforce positive student behaviors, contributing to increased discipline incidents and inconsistent student support.

**Root Cause 11:** The current behavior management approach emphasizes reactive discipline over proactive, preventative strategies, resulting in missed opportunities to teach and reinforce positive student behaviors.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** While Manor New Tech Middle School has strong communication with families for celebratory events, there is limited two-way engagement around academic progress, student learning, and campus initiatives, which hinders deeper family involvement in supporting student achievement.

**Root Cause 12:** Campus communication efforts are primarily focused on events and general announcements, resulting in limited outreach that centers on academic progress, instructional priorities, or ways families can support student learning at home.

**Problem Statement 12 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data

## Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback



# Goals





**Goal 1:** By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

**Performance Objective 1:** By the end of the 2025-2026 school year, overall Reading scores will increase from 44% to 51% in the Meets performance category for STAAR.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Common Formative assessments, Unit assessments, Interim/Benchmark assessments, STAAR End of Year Report, IXL data, data analysis through Aware

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During PLC meetings, allocate specific time each week for teachers to analyze student reading data by subgroups, such as Emergent Bilinguals, students with disabilities, and economically disadvantaged students, focusing on identifying achievement gaps and discussing strategies to address them.  <b>Strategy's Expected Result/Impact:</b> Growth in student achievement for STAAR Domain I, Student Growth for Domain 2, and Closing the Gaps for Domain III <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Department Chairs, Interventionist, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 3 <b>Funding Sources:</b> Teachers - Local Funds	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Teachers do not consistently analyze student performance data by subgroups during PLCs, limiting their ability to identify achievement gaps and implement targeted strategies for continuous student growth. **Root Cause:** PLCs lack a structured and intentional focus on disaggregating data by subgroups, resulting in missed opportunities to address disparities in student achievement.

**Problem Statement 2:** With nearly 1 in 5 students (19.3%) receiving Special Education or 504 services, instructional differentiation and inclusive classroom practices are not consistently implemented across all content areas, which may limit academic growth and equitable access to grade-level learning. **Root Cause:** Inconsistent use of progress monitoring tools and data to adjust instruction based on individual student needs.

**Problem Statement 3:** Although 25.6% of students are identified as Gifted and Talented, enrichment opportunities and instructional practices that challenge advanced learners beyond grade-level content are not consistently provided, which may limit their academic growth and engagement. **Root Cause:** Teachers may prioritize remediation or on-grade-level instruction due to campus accountability pressures, inadvertently neglecting the needs of GT students.

### Student Learning

**Problem Statement 3:** Student performance in reading for grades 6-8 shows significant gaps in the Meets and Masters levels for Hispanic, African American, Economically Disadvantaged, and Emergent Bilingual students. While 95% of students in English I met the Approaches standard, only 24% of 7th graders met that same benchmark, indicating inconsistencies in foundational literacy development. **Root Cause:** Insufficient targeted small group instruction for struggling readers in core classrooms.

**Goal 1:** By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

**Performance Objective 2:** By the end of the 2025-2026 school year, overall Math scores will increase from 24% to 31% in the Meets performance level for STAAR.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Common Formative assessments, Unit assessments, Interim/Benchmark assessments, STAAR End of Year Report, IXL data, data analysis through Aware

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During PLC meetings, allocate specific time each week for teachers to analyze student math data by subgroups, such as Emergent Bilinguals, students with disabilities, and economically disadvantaged students, focusing on identifying achievement gaps and discussing strategies to address them.  <b>Strategy's Expected Result/Impact:</b> Growth in student achievement for STAAR Domain I, Student Growth for Domain 2, and Closing the Gaps for Domain III <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Department Chairs, Interventionist, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1 <b>Funding Sources:</b> Teachers - Local Funds	Formative			Summative
	Oct	Jan	Mar	June
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Teachers do not consistently analyze student performance data by subgroups during PLCs, limiting their ability to identify achievement gaps and implement targeted strategies for continuous student growth. <b>Root Cause:</b> PLCs lack a structured and intentional focus on disaggregating data by subgroups, resulting in missed opportunities to address disparities in student achievement.

### Demographics

**Problem Statement 2:** With nearly 1 in 5 students (19.3%) receiving Special Education or 504 services, instructional differentiation and inclusive classroom practices are not consistently implemented across all content areas, which may limit academic growth and equitable access to grade-level learning. **Root Cause:** Inconsistent use of progress monitoring tools and data to adjust instruction based on individual student needs.

**Problem Statement 3:** Although 25.6% of students are identified as Gifted and Talented, enrichment opportunities and instructional practices that challenge advanced learners beyond grade-level content are not consistently provided, which may limit their academic growth and engagement. **Root Cause:** Teachers may prioritize remediation or on-grade-level instruction due to campus accountability pressures, inadvertently neglecting the needs of GT students.

### Student Learning

**Problem Statement 1:** Across grades 6-8, math proficiency remains critically low, with only 22% of 6th graders, 2% of 7th graders, and 10% of 8th graders meeting the standard. Subgroup data reveals particularly low performance for Hispanic (18% Meets), African American (18% Meets), and Economically Disadvantaged (16% Meets) students. **Root Cause:** Tier 1 instruction lacks rigorous tasks that build conceptual understanding and application.





**Goal 1:** By 2028, 90% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

**Performance Objective 3:** By the end of the 2025-2026 school year, all teachers will demonstrate increased proficiency in using student data to inform instruction, as evidenced by completed self-assessments, peer observation feedback, and artifacts of data-informed planning and instruction

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** Self-assessments, data analysis sheets, peer observations, other related artifacts

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct workshops focused on data-driven instruction, where teachers learn to use data to tailor their teaching strategies to meet the needs of different subgroups. <b>Strategy's Expected Result/Impact:</b> Growth in student achievement for STAAR Domain I, Student Growth for Domain 2, and Closing the Gaps for Domain III <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Department Chairs, Interventionist, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 3 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> During PLC meetings, allocate specific time for teachers to collaboratively analyze student data by subgroups using structured protocols to guide discussions and ensure that all subgroups are considered. <b>Strategy's Expected Result/Impact:</b> Growth in student achievement for STAAR Domain I, Student Growth for Domain 2, and Closing the Gaps for Domain III <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Department Chairs, Interventionist, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 3 <b>Funding Sources:</b> - Local Funds		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Teachers do not consistently analyze student performance data by subgroups during PLCs, limiting their ability to identify achievement gaps and implement targeted strategies for continuous student growth. <b>Root Cause:</b> PLCs lack a structured and intentional focus on disaggregating data by subgroups, resulting in missed opportunities to address disparities in student achievement.
<b>Problem Statement 2:</b> With nearly 1 in 5 students (19.3%) receiving Special Education or 504 services, instructional differentiation and inclusive classroom practices are not consistently implemented across all content areas, which may limit academic growth and equitable access to grade-level learning. <b>Root Cause:</b> Inconsistent use of progress monitoring tools and data to adjust instruction based on individual student needs.
<b>Problem Statement 3:</b> Although 25.6% of students are identified as Gifted and Talented, enrichment opportunities and instructional practices that challenge advanced learners beyond grade-level content are not consistently provided, which may limit their academic growth and engagement. <b>Root Cause:</b> Teachers may prioritize remediation or on-grade-level instruction due to campus accountability pressures, inadvertently neglecting the needs of GT students.
Student Learning
<b>Problem Statement 1:</b> Across grades 6-8, math proficiency remains critically low, with only 22% of 6th graders, 2% of 7th graders, and 10% of 8th graders meeting the standard. Subgroup data reveals particularly low performance for Hispanic (18% Meets), African American (18% Meets), and Economically Disadvantaged (16% Meets) students. <b>Root Cause:</b> Tier 1 instruction lacks rigorous tasks that build conceptual understanding and application.
<b>Problem Statement 3:</b> Student performance in reading for grades 6-8 shows significant gaps in the Meets and Masters levels for Hispanic, African American, Economically Disadvantaged, and Emergent Bilingual students. While 95% of students in English I met the Approaches standard, only 24% of 7th graders met that same benchmark, indicating inconsistencies in foundational literacy development. <b>Root Cause:</b> Insufficient targeted small group instruction for struggling readers in core classrooms.

**Goal 2:** By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

**Performance Objective 1:** By May 2026, MNTMS will strengthen two-way communication by maintaining consistent, timely, and accessible updates to families and the community through multiple platforms, and increase family participation in academic-focused events by 15%.

**High Priority**  
**Evaluation Data Sources:** Parent/Family surveys, Event participation records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Organize a series of virtual or in-person 'Coffee with the Principal' sessions where families can discuss academic topics, ask questions, and provide input on school initiatives. Ensure these sessions are scheduled at various times to accommodate different family schedules.  <b>Strategy's Expected Result/Impact:</b> Increased parent awareness of academic priorities and a 20% rise in participation at academic events by May 2026. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Department Chairs, Interventionist, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 5 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 5:</b> While Manor New Tech Middle School has strong communication with families for celebratory events, there is limited two-way engagement around academic progress, student learning, and campus initiatives, which hinders deeper family involvement in supporting student achievement. <b>Root Cause:</b> Campus communication efforts are primarily focused on events and general announcements, resulting in limited outreach that centers on academic progress, instructional priorities, or ways families can support student learning at home.

**Goal 3:** By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

**Performance Objective 1:** By the end of the 2025-2026 school year, MNTMS will increase parent and family participation in school events by at least 10% compared to the 2024-2025 school year by offering a minimum of two in-person or virtual engagement opportunities--provided in both English and Spanish--to foster stronger school-family connections.

**High Priority**  
**Evaluation Data Sources:** Event Sign-In Sheets/Digital Check-ins, Parent Participation Logs, Parent surveys, anecdotal data from staff

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> To encourage greater parent attendance, MNTMS will integrate incentives into family engagement events, such as student performance showcases, raffles, or community resource giveaways, while ensuring all events are inclusive, culturally responsive, and accessible to both English and Spanish-speaking families.  <b>Strategy's Expected Result/Impact:</b> Increased engagement from parents and guardians will strengthen the partnership between home and school, foster greater trust and collaboration with families, and create a more connected, supportive school environment  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Department Chairs, Interventionist, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Mar	June
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> MNTMS seeks to increase parent and family participation in school events. Currently, engagement is limited, as many families do not see a clear connection between these events and their child's academic success. <b>Root Cause:</b> A significant factor contributing to low parent participation is that school events and communications do not consistently highlight clear, meaningful connections to student learning and outcomes. As a result, families may feel disengaged or unsure about the purpose and benefits of attending, which reduces their willingness to participate.



**Goal 4:** By 2026, 100% of Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all other necessary resources and supports.

**Performance Objective 1:** By the end of the 2025-2026 school year, MNTMS will strengthen students' social and emotional well-being by implementing the Positivity Project with fidelity during advisory classes, ensuring all students receive consistent instruction in character development and relationship-building skills.

**High Priority**

**Evaluation Data Sources:** Positivity Project reports, Student SEL-Related Surveys, teacher observation/feedback forms

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Incorporate student feedback mechanisms, such as surveys or focus groups, to gather insights on the effectiveness of the Positivity Project and make necessary adjustments to better meet students' social-emotional needs. <b>Strategy's Expected Result/Impact:</b> Increased SEL Skill Development; Improved school culture and climate <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Department Chairs, Interventionist, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> - Local Funds		Formative			Summative
		Oct	Jan	Mar	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> MNTMS students are exhibiting ongoing social-emotional challenges that impact their ability to engage positively with peers, manage emotions, and thrive in the school environment. These challenges have contributed to increased behavioral incidents and lower levels of school connectedness. <b>Root Cause:</b> Lack of consistent and explicit social-emotional learning (SEL) instruction across all classrooms. Inconsistent implementation of a program and limited accountability have resulted in uneven delivery of SEL content, leaving students without regular opportunities to develop critical SEL skills.

**Goal 5:** By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

**Performance Objective 1:** By June 2026, MNTMS will establish a Student Culture Advisory Group that meets quarterly to provide feedback and suggestions related to safety, sustainability, and the learning environment, with representation from all grade levels.

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** Meeting agendas/minutes, Student Feedback forms, Issue/Concern Resolution Logs

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> By June 2026, MNTMS will establish a Student Culture Advisory Group with at least 9 students (3 per grade level) that meets quarterly to provide documented feedback on safety, sustainability, and the learning environment. <b>Strategy's Expected Result/Impact:</b> Shared decision-making with school leadership to promote a safe, well-maintained, and student-centered campus <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> - Local Funds		Formative			Summative
		Oct	Jan	Mar	June
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> Students at MNTMS currently have limited opportunities to provide input on campus safety, sustainability, and facility-related concerns. As a result, student voices are often underrepresented in decisions affecting their daily learning environment, leading to decreased ownership, engagement, and responsiveness to campus facility needs. <b>Root Cause:</b> There has been a lack of structured systems or platforms for students to regularly share feedback and collaborate with school leadership on campus improvement efforts. Without a formal process in place, student input is inconsistently gathered and rarely used to inform decisions related to the physical and emotional safety, cleanliness, or sustainability of the school environment.

**Goal 6:** By 2026, Manor ISD will attract, develop, and retain highly-effective staff.





**Performance Objective 1:** By June 2026, all core content teachers will participate in a minimum of three 1:1 coaching sessions to support ongoing professional growth and strengthen instructional practices.

**High Priority**

**Evaluation Data Sources:** Instructional walkthroughs utilizing the following resources- Bullseye, lesson plans, formative and summative assessments

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Schedule and conduct three 1:1 coaching sessions for each core content teacher throughout the school year, ensuring that each session is tailored to the teacher's specific content area and professional growth needs.  <b>Strategy's Expected Result/Impact:</b> Growth in targeted instructional practices aligned to their content area and professional goals; Improvements in lesson planning, student engagement, and instructional delivery <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3, 4 <b>Funding Sources:</b> - Local Funds		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Using the waterfall document from Leverage Leadership, administrators will coach teachers face-to-face through actionable steps provided from their instructional walkthroughs to improve overall instruction for each student by "engaging all students" within the management trajectory and "internalizing lesson plans" within the rigor trajectory. <b>Strategy's Expected Result/Impact:</b> Improvement with overall instruction to include student outcomes with weekly assessments and student data. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Department Chairs, Interventionist, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3, 4 <b>Funding Sources:</b> - Local Funds		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> With nearly 1 in 5 students (19.3%) receiving Special Education or 504 services, instructional differentiation and inclusive classroom practices are not consistently implemented across all content areas, which may limit academic growth and equitable access to grade-level learning. <b>Root Cause:</b> Inconsistent use of progress monitoring tools and data to adjust instruction based on individual student needs.
<b>Problem Statement 3:</b> Although 25.6% of students are identified as Gifted and Talented, enrichment opportunities and instructional practices that challenge advanced learners beyond grade-level content are not consistently provided, which may limit their academic growth and engagement. <b>Root Cause:</b> Teachers may prioritize remediation or on-grade-level instruction due to campus accountability pressures, inadvertently neglecting the needs of GT students.
Student Learning
<b>Problem Statement 1:</b> Across grades 6-8, math proficiency remains critically low, with only 22% of 6th graders, 2% of 7th graders, and 10% of 8th graders meeting the standard. Subgroup data reveals particularly low performance for Hispanic (18% Meets), African American (18% Meets), and Economically Disadvantaged (16% Meets) students. <b>Root Cause:</b> Tier 1 instruction lacks rigorous tasks that build conceptual understanding and application.
<b>Problem Statement 2:</b> Throughout the school year, there was an inconsistent implementation of consistent, individualized face-to-face feedback for teachers. This gap limited opportunities for continuous instructional growth and the application of best practices across content areas. <b>Root Cause:</b> There was no consistent system or schedule to ensure regular, individualized feedback was delivered to teachers across all content areas, resulting in inconsistent support and guidance.
<b>Problem Statement 3:</b> Student performance in reading for grades 6-8 shows significant gaps in the Meets and Masters levels for Hispanic, African American, Economically Disadvantaged, and Emergent Bilingual students. While 95% of students in English I met the Approaches standard, only 24% of 7th graders met that same benchmark, indicating inconsistencies in foundational literacy development. <b>Root Cause:</b> Insufficient targeted small group instruction for struggling readers in core classrooms.

**School Processes & Programs**

**Problem Statement 1:** MNTMS students are exhibiting ongoing social-emotional challenges that impact their ability to engage positively with peers, manage emotions, and thrive in the school environment. These challenges have contributed to increased behavioral incidents and lower levels of school connectedness. **Root Cause:** Lack of consistent and explicit social-emotional learning (SEL) instruction across all classrooms. Inconsistent implementation of a program and limited accountability have resulted in uneven delivery of SEL content, leaving students without regular opportunities to develop critical SEL skills.

**Problem Statement 3:** Despite efforts toward equity, inconsistent implementation of culturally responsive practices and classroom management expectations has led to student experiences that do not always reflect an inclusive, respectful learning environment. **Root Cause:** MNTMS staff need more training on cultural responsiveness, equity, and relationship-building strategies. A lack of consistent expectations for respectful student interaction has contributed to negative student experiences and disciplinary incidents.

**Problem Statement 4:** MNTMS relies heavily on reactive discipline practices, which has limited the implementation of proactive strategies designed to teach and reinforce positive student behaviors, contributing to increased discipline incidents and inconsistent student support. **Root Cause:** The current behavior management approach emphasizes reactive discipline over proactive, preventative strategies, resulting in missed opportunities to teach and reinforce positive student behaviors.

# Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teachers		\$0.00
1	2	1	Teachers		\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
5	1	1			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$57,151.25
+/- Difference					\$57,151.25
Grand Total Budgeted					\$57,151.25
Grand Total Spent					\$0.00
+/- Difference					\$57,151.25

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Dyslexia Treatment Program	Executive Director of Special Education	9/2/2025	Dr. Christopher Harvey	9/2/2025
Pregnancy Related Services	Whole Child Coordinator & Director of Health & Wellness	9/2/2025	Dr. Christopher Harvey	9/2/2025
Post-Secondary Preparedness	Director of Counseling	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	Directors of Counseling & Guidance and 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