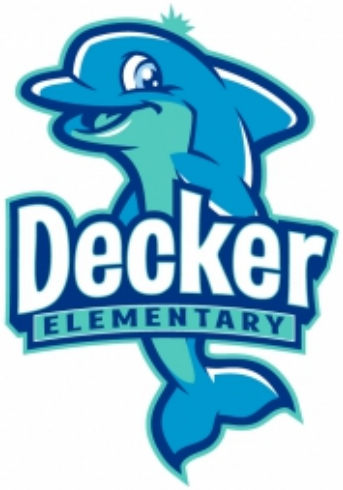
Manor Independent School District

Decker Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: F



Mission Statement

District's Mission:

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.

Campus Mission:

At Decker Elementary, our mission is to empower every student to achieve academic excellence, embrace diversity, and become lifelong learners. Through a collaborative foundation with families and the community, we inspire all students to reach their full potential today and for the future.

Vision

District Vision:

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.

Campus Vision:

Decker Elementary's vision is to provide tools for all learners to become resilient, innovative, and compassionate individuals equipped with the knowledge, skills, and character to thrive in the global community.

Value Statement

We are accountable for every student's success.

All hands on deck!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DES is a Fine Arts Academy, Title I Campus that includes One Way and Two Way Dual Language Programs.

24/25 data includes:

- approximately 330 students enrolled at the end of the year
- 92% Economically disadvantaged
- African American-52 students
- Hispanic-252 students
- White-7 students
- Amer.Ind-2 students
- Asian-14 students
- Nat. Hawaiian-1 student
- Multi-race-4 students
- 253 Emergent Bilingual students
- 6 students classified as 504
- 92% Economically disadvantaged students
- 33 GT students
- 32 Sped students
- 20% mobility (1 in 5 students)
- Teacher/student ratio by grade level average-16
- Teacher Retention Rate: 99% retention rate
- Average Teacher experience: 6.3 years
- One way and Two way Dual language programs
- PTA established
- Attendance: 63 students with chronic absenteeism (37 of those are new students)
- Discipline: 58% decrease in behavior due to PBIS

Demographics Strengths

Decker Elementary has a **99% teacher retention rate** and an **average teacher experience of 6.3 years.** This indicates a highly stable and experienced teaching staff, which is a significant for instructional consistency and program implementation.Our staff and students are culturally and linguistically diverse. They offer different perspectives and experiences to our community. As a community this impacts how we celebrate our cultural differences. Teachers are open to feedback and willing to learn and grow overall. Parent involvement has increased since PTA has been established. Student discipline referrals decreased with the implementation of the PBIS plan.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students are not consistently meeting grade-level expectations on state assessments due to limited opportunities to practice rigorous standards-aligned skills beyond the school setting.
Root Cause: Students have limited access to high-quality instructional resources and academic supports outside of school which reduces opportunities for reinforcement and practice.

Problem Statement 2: There is a presence of ineffective instructional strategies for high-needs students
Root Cause: Systemic gaps in the curriculum and limited evidence of lesson internalization.

Problem Statement 3: There is evidence of chronic absenteeism. ADA was 92.84%.
Root Cause: High mobility and chronic absences, particularly among newly enrolled students.

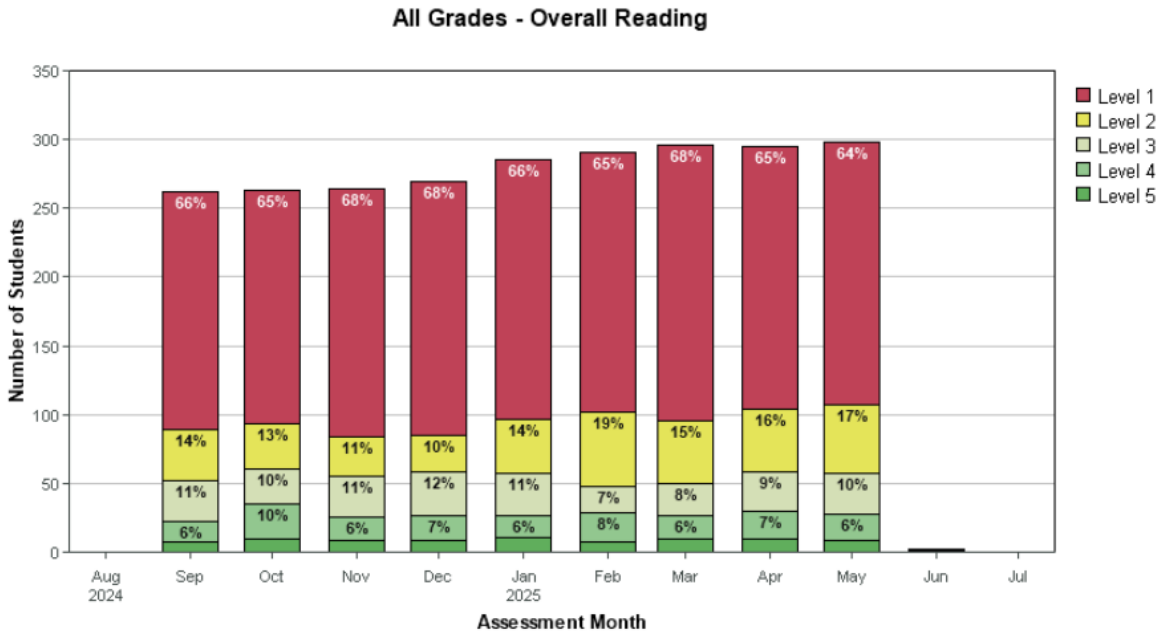
Student Learning

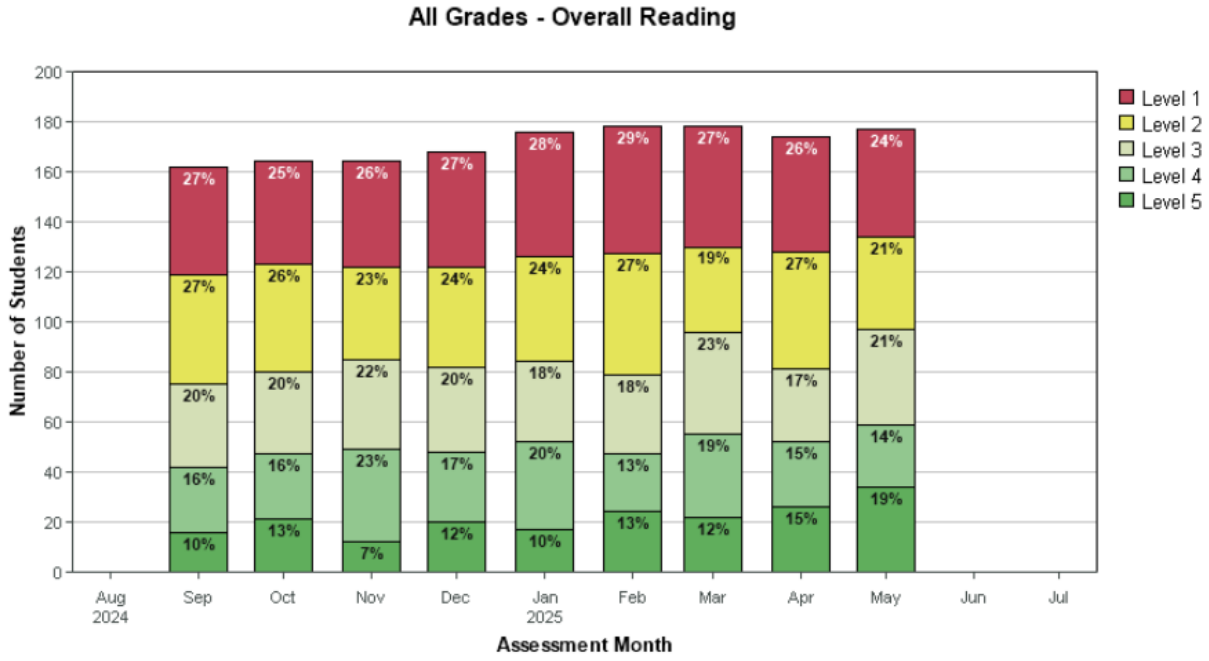
Student Learning Summary

While there has been some growth in some areas, current data from state assessments indicates that overall student performance is below the expected proficiency levels across core subject areas. A significant percentage of students are not meeting grade-level expectations in reading, math, and science, particularly among our emerging bilingual and economically disadvantaged populations. These results highlight the need for targeted interventions, improved instructional strategies, and increased support to close the achievement gaps and ensure all students are progressing toward academic success. End of year IStation detailed data based on domains indicates that students are struggling with vocabulary, spelling and comprehension in 3rd-5th grade. In the same manner, end-of-year detailed data based on domains for students in K-2 indicate that students are struggling with phonics, vocabulary, and comprehension. End of year iReady data indicates that there was some growth in math. There was a decrease in the number of students in 2 more grade levels. There was also a decrease in the number of students who were considered 1 grade level below. There was an increase in the number of students who were on grade level. There was an increase in students who were mid or above grade level.

STAAR Reading 24-25	Approaches	Meets	Masters
3rd Grade	36%	18%	2%
4th Grade	20%	17%	7%
5th Grade	20%	20%	5%

Overall ISIP/ISTATION ENGLISH AND SPANISH DATA:



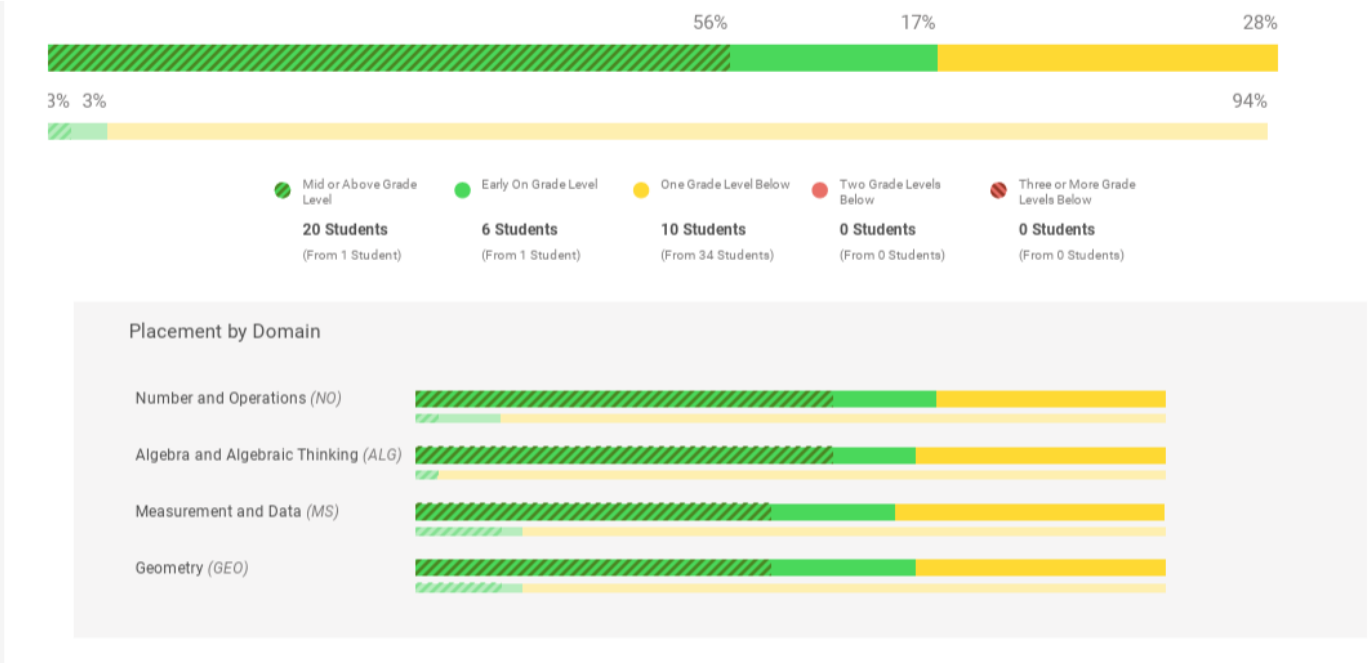


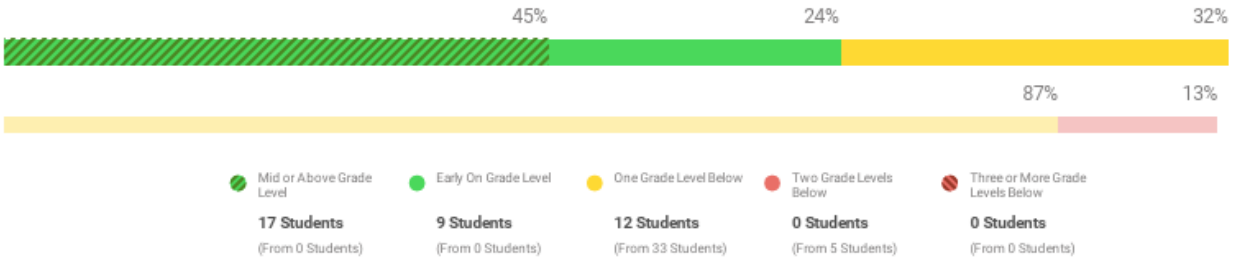
Overall ISIP SPANISH DATA:

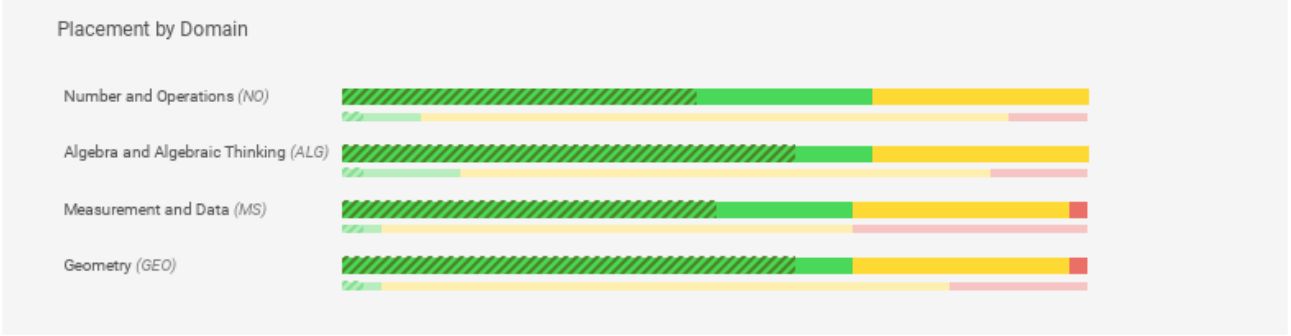
STAAR Math 24-25	Approaches	Meets	Masters
3rd Grade	27%	16%	2%
4th Grade	13%	4%	7%
5th Grade	25%	5%	5%

iREADY MATH DATA:

KINDERGARETN

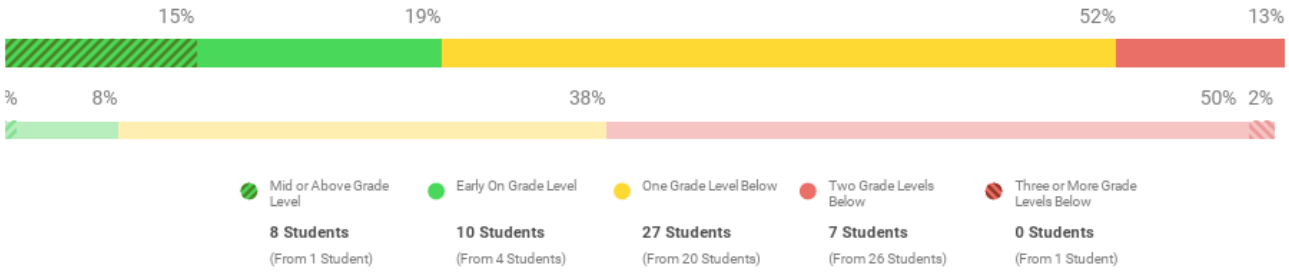


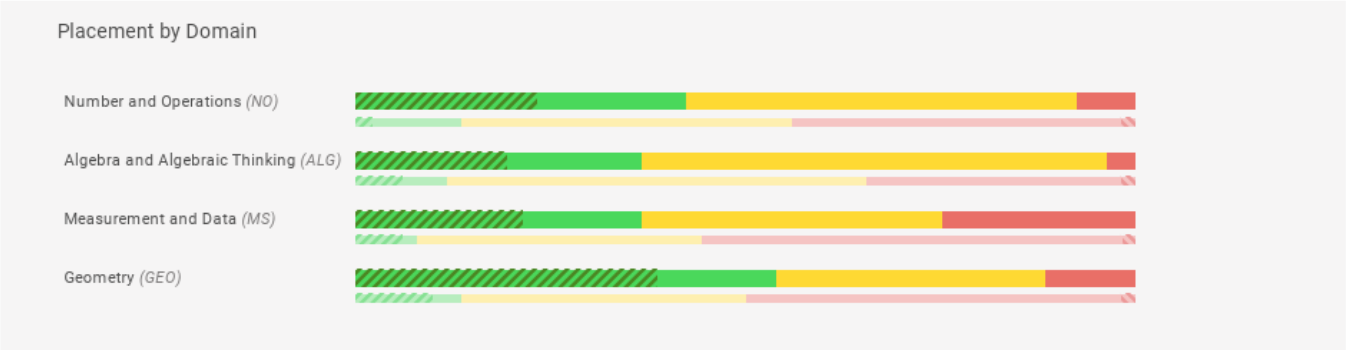




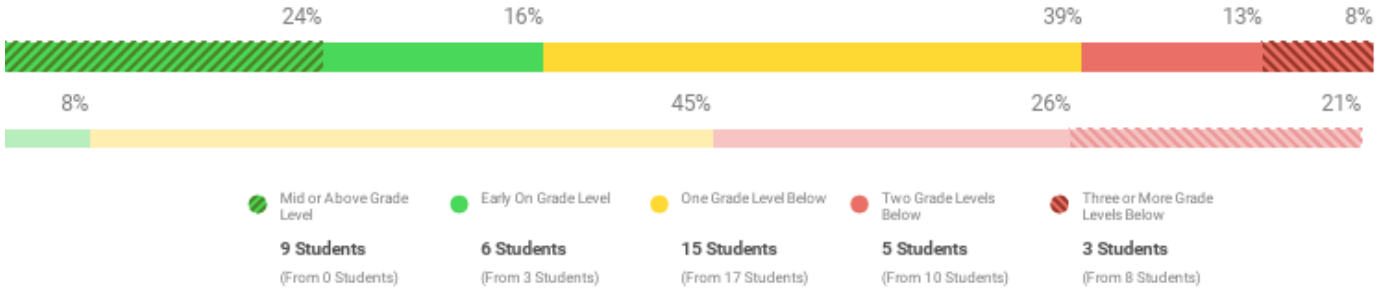
FIRST GRADE

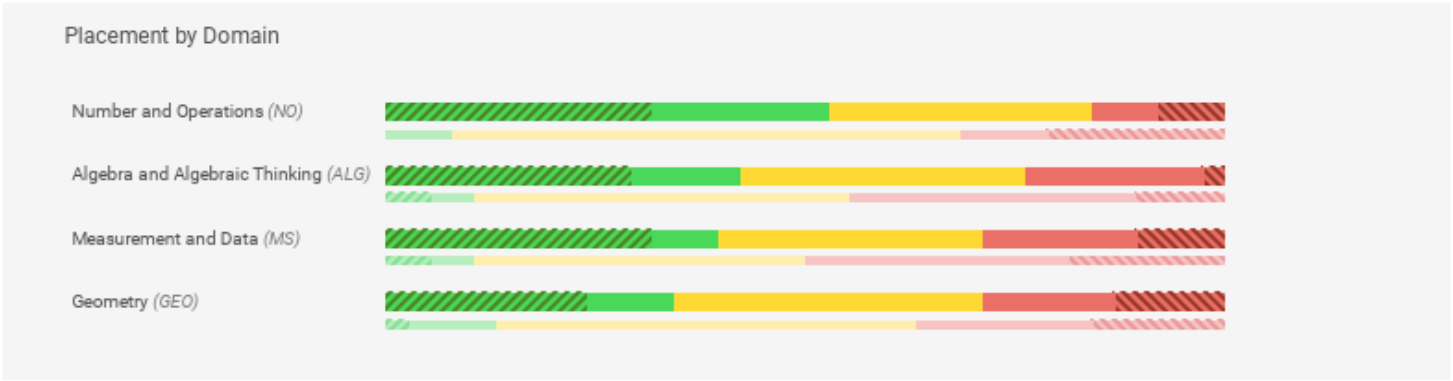
SECOND GRADE:

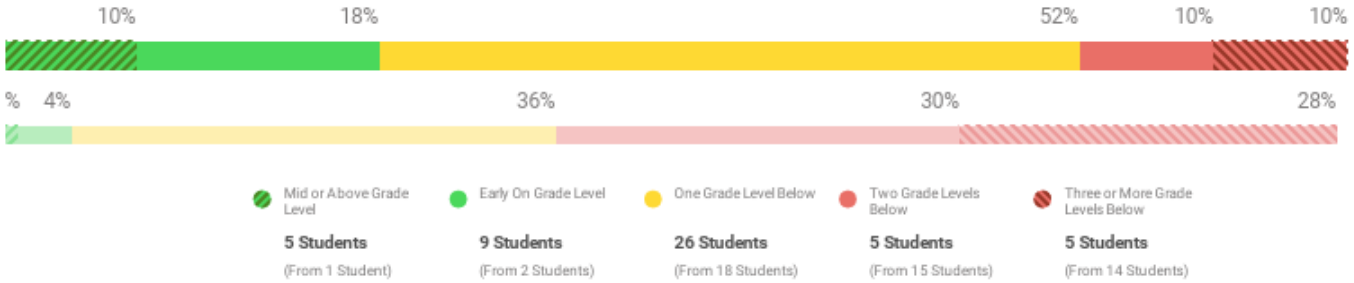


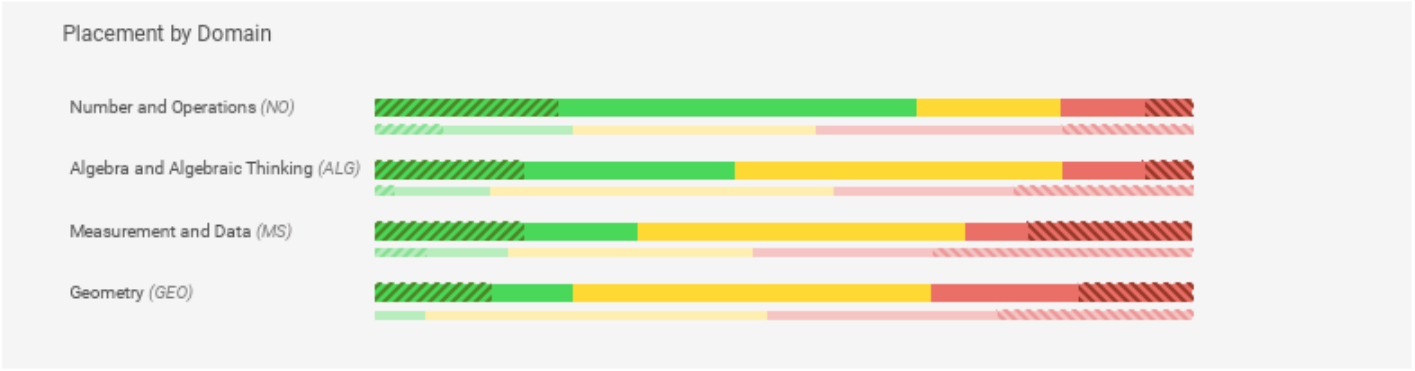


THIRD GRADE:


24%
16%
39%
13%
8%
8%
45%
26%
21%
Mid or Above Grade Level
9 Students
(From 0 Students)
Early On Grade Level
6 Students
(From 3 Students)
One Grade Level Below
15 Students
(From 17 Students)
Two Grade Levels Below
5 Students
(From 10 Students)
Three or More Grade Levels Below
3 Students
(From 8 Students)

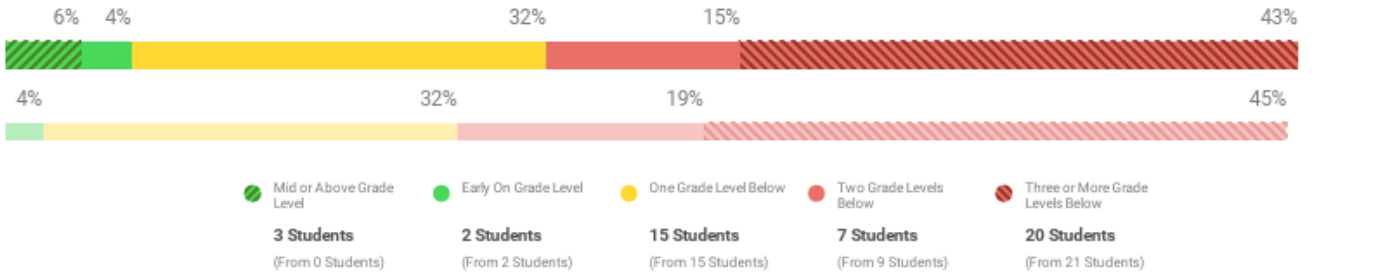

Placement by Domain
Number and Operations (NO)
Algebra and Algebraic Thinking (ALG)
Measurement and Data (MS)
Geometry (GEO)

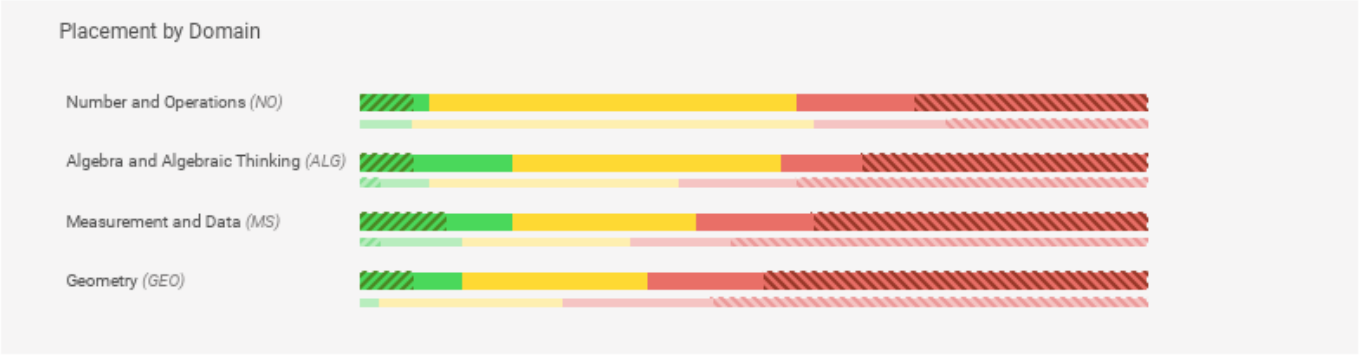




FOURTH GRADE:

FIFTH GRADE:





Student Learning Strengths

iReady: Strong Foundation/Growth in Early Math (K-1):

In **Kindergarten Math**: **72.2% of students are at or above grade level** at the most recent diagnostic, with **tremendous growth from the prior diagnostic** where 34 students were one grade level below and none were at or above grade level. In **1st Grade Math**, **68.4% of students are at or above grade level**, also showing **substantial growth from the prior diagnostic** where no students were at or above grade level. This indicates strong early math instruction or intervention.

IStation Reading Data:

While challenges remain, the overall Spanish reading data shows that the percentage of students at the lowest two proficiency levels (Level 1 and 2) decreased from 54% in September 2024 to **45% in May 2025.** More students are reaching higher proficiency levels (Level 3, 4, or 5) in Spanish compared to English

STAAR Data:

Academic Growth calculations show that some students at the Masters level, achieved substantial **growth rates** compared to the prior year STAAR data. Additionally, certain student groups like Hispanic, Emergent Bilingual, Economically Disadvantaged, and SPED students earned points for academic growth in reading and math, though not consistently at high levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 52% of students in 3rd-5th grade did not meet standards on Reading STAAR.
Root Cause: Students lack consistent, explicit practice with academic vocabulary and sentence structures needed to comprehend complex texts and respond to questions at the STAAR level of rigor.

Problem Statement 2 (Prioritized): 66% of students in 3rd-5th grade did not meet standards on Math STAAR.
Root Cause: Math instruction focuses primarily on procedural fluency rather than higher-order thinking, problem-solving, and application of concepts aligned with STAAR rigor.

Problem Statement 3: 64% of students in 5th grade did not meet standards on Science STAAR.
Root Cause: Students lack explicit instruction in science vocabulary and sentence structures, impacting their ability to interpret questions and explain reasoning at STAAR rigor.

Problem Statement 4: There is a presence of ineffective instructional strategies for high-needs students
Root Cause: Systemic gaps in the curriculum and limited evidence of lesson internalization.

Problem Statement 5: Students are not consistently meeting grade-level expectations on state assessments due to limited opportunities to practice rigorous standards-aligned skills beyond the school setting.
Root Cause: Students have limited access to high-quality instructional resources and academic supports outside of school which reduces opportunities for reinforcement and practice.

Problem Statement 6: There is evidence of chronic absenteeism. ADA was 92.84%.
Root Cause: High mobility and chronic absences, particularly among newly enrolled students.

School Processes & Programs

School Processes & Programs Summary

Curriculum is provided through the district. Teachers have 120 minutes of RLA and 90 minutes for math.During these designated times, small group, center based instruction takes place in English and/ or Spanish.

Elective teachers, interventionists, and teacher assistants will also help with small group instruction during this time to increase academics and close gaps while reducing the student and teacher ratio.

Teachers also use district-based common assessments. Teachers use the data results from these assessments as well as the iReady Diagnostic and Growth Monitoring assessments from Istation to develop whole group and small group differentiated instruction appropriate for students.The use of technology in the classroom has been proven to increase retention, collaboration, and individual learning.

The district's CIA departments provided PD for all teachers during the summer. This involved going over any updates as well as the new curriculum. The leadership team also participated in the PD offered. The Leadership team is participating in the TIL (Texas Instructional Leadership). The leadership team meets weekly to discuss PL that is needed for teachers. The teachers also participate in weekly PLCs. Teachers are on a coaching cycle for a minimum of four weeks with the leadership team

Roles and responsibilities have been identified. Each staff member received the list.

Admin sends out newsletters to staff and parents weekly. The campus website and social media pages are kept up-to-date. Parents also receive communication through our online platform called Talking Points. In addition, we have parent meetings, and post information in our foyer for parents.

School Processes & Programs Strengths

- Our strengths include focusing on HQIM with fidelity
- Weekly PLCs that focus on standards
- Learning progressions, success criteria, language objectives have been identified for all standards
- Most teachers are meeting with the students in small group daily
- Schoolwide PBIS system in place
- Campus Expectations
- Planned PL for the school year has been established
- Continuous coaching cycles

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers were not meeting the rigor of the standard. They did not move beyond surface level progressions
Root Cause: Lesson planning has not consisted of higher-order tasks and questioning strategies that promote rigor.

Perceptions

Perceptions Summary

Teachers were provided survey about administration twice a year. 90% of teachers felt that the principal treated them like professionals, visits the classrooms often, supports them with issues. 87% of teachers felt as if they had input. 88% felt as if they had time to prep and plan.

Parents were provided surveys in the fall to gain their insight and input on support needed. Only 50 parents responded. 45% of the parents said that they would participate monthly in their child's academics. 42% said that they needed support with recognizing bullying. 38% said that they needed support with better parenting. 27% said that they needed support learning English

Teachers were required to have parent conferences twice a year to discuss student data.

Parent Newsletter, Class Dojo, Social Media communications are consistently sent each week.

Parent involvement nights included academic family nights, fine arts showcases, brighter bites, happy kitchen, volunteer recognition. These events occur, monthly or bi-weekly.

99% of teachers remained on campus and leadership team did not have to recruit any staff members.

Perceptions Strengths

- Safe and orderly environment
- Goals communicated to staff and parents
- Majority of staff have a growth mindset
- Parents are welcomed and respected
- PTA established

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental Involvement is at a minimum
Root Cause: Many parents do not understand how their support will help student success

Priority Problem Statements

Problem Statement 1: 52% of students in 3rd-5th grade did not meet standards on Reading STAAR.

Root Cause 1: Students lack consistent, explicit practice with academic vocabulary and sentence structures needed to comprehend complex texts and respond to questions at the STAAR level of rigor.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 66% of students in 3rd-5th grade did not meet standards on Math STAAR.

Root Cause 2: Math instruction focuses primarily on procedural fluency rather than higher-order thinking, problem-solving, and application of concepts aligned with STAAR rigor.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade and/or military services based upon their individual goals.

Performance Objective 1: By the end of the 2025-2026 school year, increase the percentage of scholars who score meets or above to 30% or more on meets and above in reading in STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR
ISIP/Amira
Interim Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide monthly PD on small group components, reading components (phonics, phonemic awareness, vocabulary, fluency), comprehension strategies, and TEKS rigor. **Strategy's Expected Result/Impact:** Team collaboration, improved instructional practices, consistent data review, increased student achievement, early identification of struggling students **Staff Responsible for Monitoring:** Teachers and Leadership Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will implement daily academic vocabulary instruction using a research-based protocols. Lesson plans will include targeted vocabulary aligned to STAAR texts. **Strategy's Expected Result/Impact:** Improved mastery of academic vocabulary and sentence structures in reading comprehension tasks. Greater accuracy and depth in written and oral responses to text-based questions. **Staff Responsible for Monitoring:** Teachers, Instructional coach, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Incorporate weekly STAAR-style passages and questions emphasizing academic vocabulary and complex sentence comprehension. **Strategy's Expected Result/Impact:** Students will become familiar with STAAR question formats, increasing accuracy and confidence in reading comprehension assessments. Improvement in understanding and applying academic vocabulary and complex sentence structures in context. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Enhance weekly collaborative professional learning communities (PLCs) where teachers can share best practices, review student progress, and adapt instruction based on data. **Strategy's Expected Result/Impact:** team collaboration, improved instructional practices, consistent data review, increased student achievement, early identification of struggling students **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Regularly assess students using formative assessments in IStation/Amira and HMH to monitor reading progress. **Strategy's Expected Result/Impact:** Teachers can identify areas where students are struggling and provide timely interventions. This continuous feedback loop allows for adjustments in instruction, leading to more targeted support **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Implement daily or weekly small-group instruction based on BOY Istation data that addresses the deficits in comprehension, fluency, and vocabulary for 3rd-5th grade. In K-2 focus on Phonemic awareness, phonics, and vocabulary . **Strategy's Expected Result/Impact:** Struggling readers, particularly those who have fallen behind, will receive the focused support they need to catch up, helping to reduce achievement gaps between different student groups. As students receive more individualized instruction, their overall reading proficiency will improve. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 52% of students in 3rd-5th grade did not meet standards on Reading STAAR. **Root Cause**: Students lack consistent, explicit practice with academic vocabulary and sentence structures needed to comprehend complex texts and respond to questions at the STAAR level of rigor.

Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade and/or military services based upon their individual goals.

Performance Objective 2: By the end of the 2025-2026 school year, increase the percentage of scholars who score meets or above to 25% or more STAAR in meets and above in math

High Priority

Evaluation Data Sources: STAAR
IXL
Interim Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide bi-monthly PD by administration and peers on math small group components **Strategy's Expected Result/Impact:** Team collaboration, improved instructional practices, consistent data review, increased student achievement, early identification of struggling students **Staff Responsible for Monitoring:** Teachers and Leadership Team **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Enhance weekly collaborative professional learning communities (PLCs) where teachers can share best practices, review student progress, and adapt instruction based on data. **Strategy's Expected Result/Impact:** team collaboration, improved instructional practices, consistent data review, increased student achievement, early identification of struggling students **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Weekly STAAR-style practice problems, including multi-step and higher-order reasoning questions. **Strategy's Expected Result/Impact:** Increased proficiency in higher-order thinking and problem-solving skills. Students will be able to apply math concepts to real-world and STAAR-aligned problems. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Teachers will facilitate structured math discussions daily where students explain thinking, justify strategies, and critique reasoning. **Strategy's Expected Result/Impact:** Culture shift toward critical thinking and problem-solving across grade levels. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Weekly lessons will include open-ended questions, reasoning tasks, and tasks that require justification of answers. **Strategy's Expected Result/Impact:** Teachers will integrate conceptual understanding and reasoning into daily instruction, not just procedural fluency. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Regularly assess students using formative assessments from IXL, district, and interim to monitor math progress. **Strategy's Expected Result/Impact:** Teachers can identify areas where students are struggling and provide timely interventions. This continuous feedback loop allows for adjustments in instruction, leading to more targeted support **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Implement daily or weekly small-group instruction based on BOY IXL data that focused on specific math skills such as number and operations, algebra and algebraic thinking, measurement and data, and geometry. **Strategy's Expected Result/Impact:** Struggling math students, will receive the focused support they need to catch up, helping to reduce achievement gaps between different student groups. As students receive more individualized instruction, their overall math achievement will improve. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 66% of students in 3rd-5th grade did not meet standards on Math STAAR. **Root Cause**: Math instruction focuses primarily on procedural fluency rather than higher-order thinking, problem-solving, and application of concepts aligned with STAAR rigor.

Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade and/or military services based upon their individual goals.

Performance Objective 3: By the end of the 2025-2026 school year, increase the percentage of scholars who score meets or above to 15% or more on STAAR in meets and above in science

Evaluation Data Sources: STAAR
Interim
Discovery Education

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will provide weekly instruction in key science terms and concepts, using strategies such as word maps, vocabulary journals, and learning through engaging games **Strategy's Expected Result/Impact:** Students will demonstrate mastery of science vocabulary and sentence structures necessary to interpret and respond to STAAR-level questions. Increased ability to explain scientific reasoning, leading to improved Science STAAR performance. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Integrate regular hands-on science experiments aligned with curriculum standards. **Strategy's Expected Result/Impact:** Students will have a deeper grasp of scientific principles through active, experiential learning. Engaging in regular experiments allows students to see real-world applications of the concepts they are studying. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide small group instruction at least once per week **Strategy's Expected Result/Impact:** Team collaboration, improved instructional practices, consistent data review, increased student achievement, early identification of struggling students **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: By the end of the 2025-2026 school year we will ensure that at least 100% of families at DES have received communication within 24 hours and up two weeks of relevant events or announcements, using accessible and interactive formats (e.g., emails, texts, social media, Class Dojo, and website updates).

Evaluation Data Sources: Parent communication surveys
Data from Class Dojo
Parent Newsletters

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will provide communication via Class Dojo, Finalsite/Blackboard, weekly parent newsletter in English and Spanish, campus website, emails, provide surveys, PTA flyers, Parent Liaison flyers, and QR Codes for campus feedback. **Strategy's Expected Result/Impact:** We expect to increase parent awareness, involvement, and engagement in school activities and their child's education. **Staff Responsible for Monitoring:** Parent Liaison, Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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, increase engagement opportunities with at least 80% of families and establish or strengthen partnerships with at least 2 new community organizations. We will host a minimum of 6 school-based initiatives that involve families and community partners, and conduct at least 2 surveys for the school year.

Evaluation Data Sources: Parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will host showcases that focus on cultures represented at our campus, and schoolwide themes hosted by the fine arts department since we are a fine arts school and data indicates that parents show up to support their children during the showcase. We will host 2 parent nights that address student academics and student goals where students go over their goals with their parents and teachers provide parents with resources and next steps to help their child. Teachers will host in-class events based on current topics of study because this is another way to increase parent participation. PTA will sponsor events. We will host cultural celebrations and recognitions based on the cultures represented. We will send out family dynamics questionnaire to determine how to meet the needs of parents based on what they need. **Strategy's Expected Result/Impact:** We expect to have stronger, more inclusive school community where parents feel empowered and actively involved in their children's education **Staff Responsible for Monitoring:** Parent Liaison, administration				

No Progress | Accomplished | Continue/Modify | Discontinue

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, ensure that at least 80% of DES staff members report equitable access to academic, human, and technological resources through a campus-wide survey.

Evaluation Data Sources: Staff Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will provide ongoing, professional development and training for staff based on current HQIM resources to include: IStation, IXL, HMH, Discovery Ed. We will purchase supplemental programs such as Progress Learning to assist with closing the gap in reading, math, and science. Any supplemental programs will be used after students meet their weekly required minutes in IXL and 45-60 minutes in IStation per language of instruction. We will purchase additional technology software and hardware such as Bullseye to support providing giving coaching and feedback. We will conduct staff surveys to determine areas of need and support during PLCs. All additional supplemental resources will be used to increase student engagement, close the gaps, and build teacher capacity. **Strategy's Expected Result/Impact:** We expect to improve instructional effectiveness and enhance teacher capacity to meet the diverse needs of our students. **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Supplemental Resources - Title I, Part A - $6,642				

No Progress Accomplished Continue/Modify Discontinue

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 2: By the end of 2025-2026 school year, 100% of the staff and teachers will report that they have access to supplemental resources purchased through campus funds to include, Title 1, campus, and grants.

Evaluation Data Sources: Staff Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will review data and identify supplemental resources and standards that may be needed and purchase them to support our teachers and students. We will monitor the use of current resources and the supplemental resources that are embedded to help close gaps. **Strategy's Expected Result/Impact:** We expect have improved instructional support and enhanced student achievement through the targeted use of supplemental resources that align with identified gaps in standards and student needs. **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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 3: By the end of the 2025-2026 school year, administration will purchase supplemental resources that align with TEKS, the district and campus goals, and provide equitable access for ALL scholars.

Evaluation Data Sources: Data from supplemental programs
Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will review data and identify supplemental resources and standards that may be needed and purchase them to support our teachers and students. We will monitor the use of current resources and the supplemental resources that are embedded to help close gaps. **Strategy's Expected Result/Impact:** We expect have improved instructional support and enhanced student achievement through the targeted use of supplemental resources that align with identified gaps in standards and student needs. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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 the end of the 2025-2026 school year, complete 100% of all required safety drills and implement corrective actions for all identified safety hazards and maintenance issues to include putting in work orders in a timely manner.

Evaluation Data Sources: Drill Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will establish school wide systems to ensure that we are all accountable for safety protocols. We will calender out the required drills, train staff on how to conduct the drills, monitor times for drills. **Strategy's Expected Result/Impact:** The expected outcome is that 100% of required safety drills will be completed, and all identified safety hazards and maintenance issues will be addressed through timely corrective actions, ensuring a safe and well-maintained school environment. **Staff Responsible for Monitoring:** Administration and senior admin assistant **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Beautify Decker is a campus-wide committee dedicated to creating a welcoming, vibrant, and inspiring environment for our students, staff, and community. We believe that when our surroundings reflect care and pride, our school culture flourishes. Through teamwork, creativity, and community spirit, we work together to keep Decker Elementary beautiful--inside and out. **Strategy's Expected Result/Impact:** Through Beautify Decker's efforts, our campus will be a clean, organized, and visually inspiring space that promotes school pride, supports student well-being, and creates an inviting atmosphere for families, staff, and visitors. A beautiful campus sends the message that we value our school community and take pride in our shared environment. **Staff Responsible for Monitoring:** Beautify Decker Committee and Decker community including staff, scholars, families, and businesses **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, and innovation.

Performance Objective 1: By the end of the 2025-2026 school year, increase staff retention rates by 1% and improve the quality of new hires by developing and implementing a campus based mentorship program for new staff members and conduct staff satisfaction surveys 2 times a year to assess professional growth opportunities and workplace environment, with a target of 80% satisfaction or higher.

Evaluation Data Sources: Data from surveys
Meeting minutes mentors

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will host one-on-one meetings to get to know staff members, develop a plan for induction of new staff, provide mentors for teachers, conduct surveys, provide ongoing professional development, allow teachers to lead professional development opportunities, provide a positive school culture. **Strategy's Expected Result/Impact:** We expect to main staff retention, increase morale, increase teacher and student capacity. **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, and innovation.

Performance Objective 2: By the end of 2025-2026, 100% of classroom teachers will say that they have been trained in Get Better Faster 2.0 and will have been observed using the Get Better Faster 2.0 scope and sequence, and will have received coaching and feedback that is aligned

Evaluation Data Sources: Observation Trackers
Professional Learning calendar and dates
Artifacts from Professional learning

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Principal, Assistant Principal, and Instructional coach will participate in training through Region 13 on Texas Instructional Leadership which focuses on observations and feedback through the ESF Grant **Strategy's Expected Result/Impact:** By focusing on meaningful feedback we will potentially help build teacher capacity, model best practices, and focus on data driven instruction which will increase teacher retention **Staff Responsible for Monitoring:** Chief of Schools, Principal **Title I:** 2.534, 2.535 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Principal and Assistant Principal will also receive coaching and feedback to build our capacity from a consultant and Region 13 representatives that will be based on conducting and calibrating walkthroughs/observations, attending PLCs and one-on-one coaching and feedback about school wide best practices and instructional look fors. **Strategy's Expected Result/Impact:** By collaborating and receiving coaching from the consultant, the administrators can improve their leadership skills by reflecting on the decision-making process, data driven instruction, targeted PD, and student achievement **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Admin and Instructional coach will conduct a minimum of 2 walkthroughs together monthly and calibrate using the Get Better Faster Scope and Sequence **Strategy's Expected Result/Impact:** Walkthroughs provide reliable data on instructional practices. Leadership team can prioritize professional development, coaching, and resource allocation based on trends observed. **Staff Responsible for Monitoring:** Instructional Coach , Admin **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Admin and Instructional coach will provide face-to-face feedback to a minimum of 3 teachers weekly based on observations and modeling. **Strategy's Expected Result/Impact:** Weekly feedback allows administrators and coaches to address issues and provide support in real-time, preventing small challenges from growing into larger problems. This in turn will potentially result in improved instructional practices, teacher retention, stronger relationships, and student achievement. **Staff Responsible for Monitoring:** Administrators and Instructional Coach **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Erik Hauk	Instructional Coach	ELA	1.0
Palmira Mercado	Parent Liaison	Family Engagement	1.0

Campus Funding Summary

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	Supplemental Resources		$6,642.00
				Sub-Total	$6,642.00
				Budgeted Fund Source Amount	$6,642.00
				+/- Difference	$0.00
				Grand Total Budgeted	$6,642.00
				Grand Total Spent	$6,642.00
				+/- Difference	$0.00

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:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Dyslexia Treatment Program	Executive Director of Special Education	9/2/2025	Dr. Christopher Harvey	9/2/2025
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