Manor Independent School District

Decker Elementary

Accountability Rating: F

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 02, 2026 at 10:58 AM

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!

Table of Contents

Comprehensive Needs Assessment

Demographics

Summary

Decker Elementary School (DES) is a diverse Fine Arts Academy and Title I campus located within the Austin city limits and served by Manor ISD. The campus serves 332 students, with 92% identified as economically disadvantaged. DES has a 20% student mobility rate, an average attendance rate of approximately 92%, and a chronic absenteeism rate of 20%.

The student population is culturally and linguistically diverse: 76.4% Hispanic, 15.8% African American, 4.2% Asian, 2.1% White, 1.2% multiracial, 0.6% American Indian, and 0.3% Native Hawaiian. Approximately 253 students, or 76.2% of enrollment, are identified as Emergent Bilingual and are supported through the campus's One-Way and Two-Way Dual Language programs. Special program populations include 33 students identified as Gifted and Talented, 32 students receiving Special Education services, and 6 students receiving Section 504 accommodations.

The campus employs a Parent Liaison who supports family engagement and was instrumental in establishing the campus PTA. Based on the Comprehensive Needs Assessment, faculty and staff identified **increasing community and family engagement** as a priority for the 2026–2027 school year. The campus's demographic profile reinforces the need for strong instructional supports, consistent attendance practices, and meaningful partnerships with families and the community.

Strengths

The DES 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.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Approximately 60% of all 3rd-5th grades did not pass STAAR Math.	Teacher/admin teams fail to prepare students to consistently meet grade-level expectations on Math STAAR state assessments.
2 ★	Approximately 55% of all 3rd-5th grades did not pass SLAR/ELAR STAAR .	Teacher/admin teams fail to prepare students to consistently meet grade-level expectations on SLAR/ELAR STAAR state assessments.
3 ★	72% of the DES 5th grade did not pass STAAR Science	Campus administrative team fail to create a school wide scaffolding science initiative to meet grade-level expectations on Science STAAR state assessments.

★ = Priority

Student Learning

Summary

DES monitors student learning through multiple data sources, including STAAR, district interim assessments, HMH module assessments, TELPAS, formative assessments, common formative assessments, and progress-monitoring data.

2025–2026 STAAR Results

Rising 4th Grade

- **Math:** Did Not Meet – 60% | Approaches – 14% | Meets – 16% | Masters – 10%
- **RLA/SLAR:** Did Not Meet – 55% | Approaches – 24% | Meets – 12% | Masters – 10%

Rising 5th Grade

- **Math:** Did Not Meet – 65% | Approaches – 20% | Meets – 12% | Masters – 4%
- **RLA/SLAR:** Did Not Meet – 53% | Approaches – 14% | Meets – 25% | Masters – 8%

Student learning data are regularly reviewed during Professional Learning Communities (PLCs) to identify learning gaps, monitor student progress, and adjust instruction. Data analysis informs instructional planning and targeted supports to address the needs of all learners, including Emergent Bilingual students, students receiving Special Education services, Gifted and Talented students, and economically disadvantaged students.

Strengths

2025–2026 STAAR results provide a clear foundation for continued growth in student achievement. Across rising 4th and 5th grade students, approximately **28% achieved Meets or Masters in RLA/SLAR**, while approximately **21% achieved Meets or Masters in Math**.

RLA/SLAR

- Rising 5th Grade: **33% (17 of 51)** achieved Meets or Masters.
- Rising 4th Grade: **22% (11 of 51)** achieved Meets or Masters.

Math

- Rising 5th Grade: **16% (8 of 51)** achieved Meets or Masters.
- Rising 4th Grade: **26% (13 of 50)** achieved Meets or Masters.

These results establish a baseline from which the campus can build as it focuses on increasing the percentage of students achieving at the **Meets and Masters** performance levels.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Approximately 63% of the rising 4th and 5th graders did not pass STAAR math and 54% did not pass STAAR Reading (Spanish/English combined).	There were 3 different principals at DES during the 2025-26 school year leading to inconsistent academic systems.

★ = Priority

School Processes & Programs

Summary

Curriculum documents are provided through Manor ISD. Teachers have 150 minutes of RLA and 100 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 class Dojo. In addition, we have parent meetings, and post information in our foyer for parents.

Strengths

- Strengths include focusing on HQIM with fidelity
- Weekly PLCs that focus on student results and create rigorous lessons.
- Learning progressions, success criteria, language objectives have been identified for all standards
- Most teachers are meeting with the students in small group daily
- Schoolwide Restorative Discipline Plan (Total Education Plan)
- Campus Expectations
    - Hallway behavior
    - Cafeteria behavior
    - Classroom
- Planned PD for the school year has been established
- Continuous coaching cycles
- Observation and feedback protocols in place

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	The majority (51%>) of the teachers were not meeting the rigor of the standard.	Teachers were neglecting to practice their lessons in front of PLC peers so that a rigor peer review// feedback would occur.

★ = Priority

Perceptions

Summary

DES gathers stakeholder feedback throughout the year to assess staff perceptions, family needs, and opportunities for increased engagement. Staff surveys are administered twice annually. Results indicate that **90% of teachers feel the principal treats them as professionals, frequently visits classrooms, and provides support when issues arise**. Additionally, **87% of teachers feel they have opportunities to provide input**, and **88% report having adequate time for planning and preparation**.

Parent surveys are administered to gather feedback and identify areas in which families need additional support. Of the 50 parents who responded, **45% indicated they would participate monthly in activities supporting their child's academics**. Families also identified needs for additional support related to **recognizing and addressing bullying (42%)**, **parenting strategies (38%)**, and **learning English (27%)**.

DES provides multiple opportunities for ongoing family engagement and communication. Teachers conduct parent conferences twice annually to review student data and academic progress. The campus communicates regularly with families through the **parent newsletter, ClassDojo, and social media**. Family engagement opportunities are offered throughout the year and include **academic family nights, Fine Arts showcases, Happy Kitchen events, and volunteer recognition activities**.

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	Root Cause
1	The majority (51%>) lack parent involvement.	DES team has failed to educate parents on how their involvement equals student success.

= Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	During the 2025-26, four Leadership team members reported spending personal funds to purchase student rewards and incentives.	The DES administrative team failed to provide funding for student rewards and incentives.
2 ★	During the 2025-26 school year a total of 15 faculty members left DES.	Inconsistent leadership...3 principals rotated through during the year.
3 ★	The Counselor reported that 9-10 students were in counseling for self harm and 6-7 for anxiety and panic attacks.	92% of families navigate low-income challenges which tends to cause much anxiety and stress on the family unit.
4 ★	Bilingual Outreach: Ensure 100% of community notifications, fine arts events, and PTA notes are distributed in both English and Spanish to honor the dual-language culture.	Parent Liaison was ill and out for several months in the spring, 2026.
5 ★	Chronic absenteeism often causes students to miss important school safety drills.	Attendance teams lacked the will and the skill to address the issue.
6 ★	Attendance--37 new students were chronically absent.	No system for tracking new student absences.

7 ★	Approximately 60% of all 3rd-5th grades did not pass STAAR Math.	Teacher/admin teams fail to prepare students to consistently meet grade-level expectations on Math STAAR state assessments.
8 ★	Approximately 55% of all 3rd-5th grades did not pass SLAR/ELAR STAAR .	Teacher/admin teams fail to prepare students to consistently meet grade-level expectations on SLAR/ELAR STAAR state assessments.
9 ★	72% of the DES 5th grade did not pass STAAR Science	Campus administrative team fail to create a school wide scaffolding science initiative to meet grade-level expectations on Science STAAR state assessments.

★ = **Priority**

Data Documentation for CNA

Data Documentation for CNA

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**
- ☑ **Federal Report Card and accountability data**
- ☑ **Results Driven Accountability (RDA)**
- ☑ **Alternative Education Accountability (AEA) data**
- ☑ **Local Accountability Systems (LAS) data**
- ☑ **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Texas Success Initiative (TSI) data**
- [x] **Intervention data**
- [x] **Other**

Fluency Probes Grades 1-5.

Fluency rates and number of reading errors. Students tracking their progress and plotting their individaul data.

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**

- ☑ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability
- ☑ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability
- ☑ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability
- ☑ Section 504 data
- ☑ Homeless data
- ☑ Gifted and talented data
- ☑ Dyslexia data
- ☑ Response to Intervention (RtI) student achievement data
- ☑ Foster Care data

Student Data: Behavior and Other Indicators

- ☑ Attendance data
- ☑ Discipline records
- ☑ Class size averages by grade and subject
- ☑ School safety data
- ☑ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☑ School Behavioral Threat Assessment Data (Senate Bill 11)

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
- ☑ T-TESS data

- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**
- [x] **Technology and resource allocation data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Other**

    Bullying incidents as per each that is reported by students.

Goals

Goal 1

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

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

The percentage of students who score at Meets as measured by STAAR Reading in 3rd grade will grow from 21% to 31% by May, 2027.

Evaluation Data Source: STAAR, District-Based Assessments, School CFA;s 2 times per 9 weeks.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

PLC teams grades 3-5 will create rigorous reading (STAAR like) CFAs 2 times per 9 weeks. Teachers will focus on results to inform their instruction.

Strategy's Expected Result/Impact: Increase %age of students scoring Meets or above.

Staff Responsible for Monitoring: SVega O. Mendez, Team Leads, C.Ayers

Problem Statements: Demographics 1, 2, 3

Funding Sources: copies for CFAs Title I, Part A, $1,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

DES will provide HMH, a High-Quality Instructional Material (HQIM) for all Reading Teachers to provide quality Tier 1
instruction.

Strategy's Expected Result/Impact: STAAR Reading scores will so growth

Staff Responsible for Monitoring: SVega, Mendez Leadership Team

Problem Statements: Demographics 1, 2, 3

Title I: 2.5.1, 2.5.2

TEA Priorities: 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

Formative Reviews

October	January	March	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Approximately 60% of all 3rd-5th grades did not pass STAAR Math.	Teacher/admin teams fail to prepare students to consistently meet grade-level expectations on Math STAAR state assessments.
2	Approximately 55% of all 3rd-5th grades did not pass SLAR/ELAR STAAR .	Teacher/admin teams fail to prepare students to consistently meet grade-level expectations on SLAR/ELAR STAAR state assessments.
3	72% of the DES 5th grade did not pass STAAR Science	Campus administrative team fail to create a school wide scaffolding science initiative to meet grade-level expectations on Science STAAR state assessments.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

The percentage of students score at Meets as measured by the Math STAAR in 3rd grade will grow from 33% to 40% by May, 2027.

Evaluation Data Source: STAAR, District-Based Assessments, IXL diagnostic screeners, DES CFAs 2 times per 9 weeks.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

PLC teams will analyze data from CFA, module assessments and District Assessments to results to inform their instruction and drive student achievement.

Strategy's Expected Result/Impact: Increased number of students will score Meets or Masters STAAR, 2027

Staff Responsible for Monitoring: SVega, Mendez, Team Leads, C. Ayers

Problem Statements: Demographics 1, 2, 3

Funding Sources: copies and supplies Title I, Part A, $800

Title I: 2.5.1, 2.5.2

TEA Priorities: 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

Formative Reviews

October	January	March	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Approximately 60% of all 3rd-5th grades did not pass STAAR Math.	Teacher/admin teams fail to prepare students to consistently meet grade-level expectations on Math STAAR state assessments.
2	Approximately 55% of all 3rd-5th grades did not pass SLAR/ELAR STAAR .	Teacher/admin teams fail to prepare students to consistently meet grade-level expectations on SLAR/ELAR STAAR state assessments.
3	72% of the DES 5th grade did not pass STAAR Science	Campus administrative team fail to create a school wide scaffolding science initiative to meet grade-level expectations on Science STAAR state assessments.

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

Performance Objective 1 ☑ High Priority

DES will increase Teacher retention from 75% to 90% by May, 2027.

Evaluation Data Source: TAPR, MISD internal PEIMS & HR hand calculation based on Skyward data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Principal will conduct a 30, 60 & 90 day check in and follow up on all teacher needs and support.

Strategy's Expected Result/Impact: Reach a teacher retention goal of 90%.

Staff Responsible for Monitoring: SVega, Mendez

Problem Statements: Staff Quality, Recruitment, and Retention 1

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

DES will hire and utilize an Instructional Coach to support all classroom teachers during coaching and PLC initiatives.

Strategy's Expected Result/Impact: Grow teacher capacity and build positive relationships. Grow rigor and higher order thinking skills

Staff Responsible for Monitoring: Mendez, IC, Principal

Problem Statements: Staff Quality, Recruitment, and Retention 1

Title I: 2.5.1, 2.5.2, 2.5.3

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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	During the 2025-26 school year a total of 15 faculty members left DES.	Inconsistent leadership...3 principals rotated through during the year.

Goal 3 By 2032, provide transparent, consistent, and timely communication to all in our educational community, while meeting their diverse needs.

Performance Objective 1

DES will increase the reliability and effectiveness of school communications received by families and staff by maintaining at least a 90% successful delivery rate using Dojo, Appetgy, and social media platforms by the end of the 2026-27 school year.

Evaluation Data Source: Dojo delivery reports, Appetgy, Facebook

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Communication effectiveness in all areas but particularly when engaging with the community will continue to be a DES high priority. All faculty and staff are required to use Class Dojo and respond to any communication within 24 hrs or sooner.

Strategy's Expected Result/Impact: Increased communication will reduce the number of complaints and increase customer satisfaction as measured by the yearly parent surveys.

Staff Responsible for Monitoring: SVega, Mendez, McPeters, C. Ayers, Team Leads

Problem Statements: Parent and Community Engagement 1

Funding Sources: color copies for special flyers going home Title I, Part A, $300

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Strategy 2

DES will hire a Parent Liaison to maintain community relationships with Avance, Boys and Girls Club, Creative Action, PTA, and other community groups interested in a partnership with DES. The Parent Liaison will also be actively involved to Family Literacy Night, Fall Festival, nutrition programs and seasonal school sponsored Fine Arts programs.

Strategy's Expected Result/Impact: Increase parental involvement and community engagement

Staff Responsible for Monitoring: SVega, Leadership Team

Problem Statements: School Culture and Climate 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Bilingual Outreach: Ensure 100% of community notifications, fine arts events, and PTA notes are distributed in both English and Spanish to honor the dual-language culture.	Parent Liaison was ill and out for several months in the spring, 2026.

Performance Objective 1 Problem Statements Identifying Parent and Community Engagement

	Problem Statement	Root Cause
1	The Counselor reported that 9-10 students were in counseling for self harm and 6-7 for anxiety and panic attacks.	92% of families navigate low-income challenges which tends to cause much anxiety and stress on the family unit.

Goal 4

Through 2032, the district will implement a long-range facilities planning framework that incorporates community input and promotes sustainable growth while ensuring facilities are functional and safe.

Performance Objective 1

DES will maintain compliance with 100% of safety protocols and implement social and emotional awareness curriculum to maintain a strong school culture of belonging and safety.

Evaluation Data Source: Trainings, Professional Development

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

DES will implement and monitor campus safety procedures via SRP drills, Cardiac drills, safety meetings, compliance checks, and SEL time and strategic faculty/staff Professional development.

Strategy's Expected Result/Impact: Safe learning evnironment

Staff Responsible for Monitoring: SVega, Mendez, C.Ayers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Strategy 2

DES will follow the Social Emotional Learning strategies as printed on the Master Schedule. The Counselor will also provide small group counseling as needed.

Strategy's Expected Result/Impact: Improved student social emotional health

Staff Responsible for Monitoring: N. Brown, Counselor, SVega

Problem Statements: Parent and Community Engagement 1

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Performance Objective 1 Problem Statements Identifying Parent and Community Engagement

	Problem Statement	Root Cause
1	The Counselor reported that 9-10 students were in counseling for self harm and 6-7 for anxiety and panic attacks.	92% of families navigate low-income challenges which tends to cause much anxiety and stress on the family unit.

Goal 5

The district will develop a comprehensive 5-year plan that is transparent and demonstrates financial stewardship and efficiency.

Performance Objective 1 — High Priority

By May, 2027, Decker Elementary will reach or exceed 95% ADA.

Evaluation Data Source: Annual ADA Report from PEIMS

Strategy 1

DES attendance goal will be 95%. The team will implement an end of 9 weeks Academic Pep Rally that rewards student for attendance, Attendance meetings and other PBIS incentives.

Strategy's Expected Result/Impact: Increased student attendance %ages to at or above 95%

Staff Responsible for Monitoring: SVega Registrar, Team Leads

Title I: 2.5.1, 2.5.3

Formative Reviews

October	January	March	June

Performance Objective 2

DES will use on local and Special Revenue funds wisely and stay under budget whenever feasible.

Strategy 1

The Principal and the Sr. Admin will review the budget each quarter as needed to assure financial stewardship is occurring.

Strategy's Expected Result/Impact: All school funds are spent wisely.

Staff Responsible for Monitoring: Principal, Sr. Admin

Problem Statements: School Culture and Climate 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Performance Objective 2 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
3	During the 2025-26, four Leadership team members reported spending personal funds to purchase student rewards and incentives.	The DES administrative team failed to provide funding for student rewards and incentives.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Ortensia Mendez	Instructional Coach	Student Success	1
Palmira Mercado	Parent Liaison	Family Engagement	1

Funding Summary

Funding Summary

Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,000.00
				+/- Difference	**$3,000.00**

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	copies for CFAs	--	$1,000.00
1	2	1	copies and supplies	--	$800.00
3	1	1	color copies for special flyers going home	--	$300.00
				Sub-Total	$2,100.00
				Budgeted Fund Source Amount	$134,245.00
				+/- Difference	**$132,145.00**

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Dyslexia Treatment Program	Executive Director of Special Education	9/2/2025	Dr. Christopher Harvey	9/2/2025
Dropout Prevention	Executive Director of Whole Child	8/25/2026	Christopher Harvey	8/25/2026
Pregnancy Related Services	Executive Director of Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Recruiting Teachers and Paraprofessionals	HRIS and Certification Specialist - Coordinator	7/7/2025	Tamey Williams-Hill	10/22/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Student Welfare: Discipline/Conflict/ Violence Management	Director of Student Affairs	10/22/2024	Malaki Hawkins	6/26/2025
McKinney-Vento and Foster Care Assurance	Executive Director of Whole Child	9/3/2025	Dr. Christopher Harvey	1/5/2026
Trauma and Grief Informed Practices	Executive Director of Whole Child	8/25/2026	Christopher Harvey	8/25/2026