

Manor Independent School District



Decker Middle School

Accountability Rating: F

2026-2027 Campus Improvement Plan

Mission Statement

At Decker Middle School we will build a community of lifelong learners who have a sense of pride and integrity, in a safe, welcoming, creative, and inclusive environment in order to be college and career-ready in today's society.

Vision

Excellence Every Day, Every Way!

Value Statement

Our Essential Beliefs

We believe...

1. All Ravens must expect, seek, and exhibit excellence.
2. Academic excellence begins with a safe environment built around respect, positive relationships, and a sense of belonging.
3. Excellence instruction is planned instruction.
4. Collective teacher efficacy creates campus excellence.
5. All students have excellence in them.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Decker Middle School's Comprehensive Needs Assessment identifies a campus with a strong sense of community, committed staff, diverse student population, and established programs and systems, while also identifying clear opportunities to improve academic achievement, student growth, attendance, and consistency of campus practices.

Decker serves a diverse student population with significant academic and support needs, including large populations of Emergent Bilingual, economically disadvantaged, at-risk, and Special Education students. The campus provides a broad continuum of academic supports, specialized services, fine arts, athletics, CTE, accelerated coursework, and other opportunities designed to meet the needs and interests of students.

Student attendance has demonstrated improvement. The campus attendance rate increased from 88.8% in 2023–24 to 90.3% in 2024–25, while chronic absenteeism decreased from 40.7% to 35.6%. Despite this progress, chronic absenteeism remains above the district rate of 29.1%, with students receiving Special Education services experiencing particularly high rates of chronic absenteeism. Continued improvement in attendance will be necessary to ensure students have consistent access to instruction.

Academic data demonstrate that improving student achievement and growth must remain the campus's highest instructional priority. While students are demonstrating growth and some students who previously performed below grade level are moving into higher STAAR performance levels, growth is not yet occurring consistently across the campus. Decker's Academic Growth Score decreased from 46 in 2025 to 43 in 2026, and 52% of evaluated RLA and mathematics assessments earned no annual growth points.

The campus has many of the structures necessary to improve these outcomes already in place, including district curriculum and instructional materials, PLCs, professional learning, intervention and specialized services, technology, and extracurricular and co-curricular programming. The primary opportunity is to strengthen the consistency and effectiveness with which key instructional and student-support systems are implemented and monitored.

Staff perception data provide an important foundation for this work. Staff report exceptionally strong relationships, teamwork, collaboration, and commitment to their work. At the same time, survey results identify opportunities to strengthen the consistency of student discipline systems and improve staff recognition and professional feedback. These areas can be addressed while building upon the strong relationships and collective commitment already present among staff.

The campus has effective communication structures, but stakeholder awareness of campus information, programs, opportunities, and expectations is not consistent across all perception measures.

Overall, the CNA identifies three overarching priorities for continued improvement: increase academic achievement and growth for every student, improve attendance and reduce chronic absenteeism, and strengthen the consistency of campus instructional, behavioral, and support systems. Decker will build upon its strong staff relationships, diverse programs, community identity, and existing systems to ensure that every student experiences Excellence Every Day, Every Way.

Demographics

Summary

Decker Middle School, part of Manor ISD, serves approximately 600 students in grades 6–8 in the East Austin community. The campus serves a diverse student population that is approximately 68% Hispanic, 21% African American, 5% Asian, 4% White, with smaller percentages of American Indian and multiracial students. Approximately 88% of students are economically disadvantaged, and Emergent Bilingual students represent approximately 60% of the student population.

Decker provides a wide range of academic and support services designed to meet the needs of its diverse student population. The campus provides a continuum of Special Education services, including Functional Academics, Structured Learning Environment, Resource, Inclusion, and Dyslexia support. Newcomer and other Emergent Bilingual students receive language-development supports. Students also have access to fine arts, athletics, and opportunities to earn high school credit through Spanish.

Attendance continues to be an important demographic consideration. Decker's attendance rate increased from 88.8% in 2023–24 to 90.3% in 2024–25, an improvement of 1.5 percentage points. During the same period, chronic absenteeism decreased from 40.7% to 35.6%, representing a 5.1-percentage-point improvement. Despite this progress, Decker's 2024–25 attendance rate remained below the district rate of 91.2%, while chronic absenteeism remained above the district rate of 29.1%.

Attendance data also show differences among student groups. In 2024–25, students receiving Special Education services had an attendance rate of 86.4% and a chronic absenteeism rate of 47.8%, compared with the overall campus rates of 90.3% and 35.6%. Emergent Bilingual students had an attendance rate of 91.1% and chronic absenteeism rate of 32.3%, both stronger than the overall campus rates.

Decker provides students with numerous opportunities to connect to school beyond the core academic program. Students participate in athletics, dance, theatre, band, guitar, visual arts, and other extracurricular and co-curricular activities. Students regularly showcase their learning and talents through performances, competitions, exhibitions, and campus and community events.

The campus also reflects a range of educator experience. Approximately half of the faculty have between three and five years of overall teaching experience, while approximately one-fifth have ten or more years of experience. This creates a staff profile that includes both developing educators and veteran teachers who can contribute experience and leadership to campus improvement efforts.

Overall, Decker Middle School serves a diverse, economically disadvantaged, and linguistically rich student population with a wide range of academic, linguistic, social-emotional, and programmatic needs. The campus has established multiple academic, intervention, enrichment, and support programs to serve these students. Attendance data demonstrate recent improvement while also identifying chronic absenteeism, particularly among students receiving Special Education services, as an area requiring continued attention.

Strengths

- Attendance is showing a positive trend. Decker's attendance rate increased from 88.8% in 2023–24 to 90.3% in 2024–25, a 1.5 percentage-point increase.
- Chronic absenteeism improved substantially. The percentage of students identified as chronically absent decreased from 40.7% in 2023–24 to 35.6% in 2024–25, a 5.1 percentage-point reduction.
- Emergent Bilingual students demonstrate stronger attendance than the campus overall. In 2024–25, EB students had a 91.1% attendance rate compared with 90.3% campus-wide, while their chronic absenteeism rate was 32.3% compared with 35.6% campus-wide.
- Decker serves a culturally and linguistically diverse student population, with approximately 60% of students identified as Emergent Bilingual and a student body representing multiple racial, ethnic, and linguistic backgrounds. This diversity is an asset that contributes to the identity and culture of the campus.
- Students have access to a broad continuum of services and programs designed to serve the campus's diverse population,

including Special Education, Dyslexia, Emergent Bilingual/Newcomer supports, fine arts, athletics, and opportunities to earn high school credit.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Decker's chronic absenteeism rate was 35.6% in 2024-25, compared with 29.1% district-wide, a 6.5 percentage-point gap.	Campus systems for early identification, progress monitoring, family communication, and tiered attendance intervention have not been implemented consistently for students demonstrating patterns of absenteeism.
2 Students receiving Special Education services experienced chronic absenteeism at a rate of 47.8% in 2024-25, compared with 35.6% campus-wide, a 12.2 percentage-point gap.	Campus attendance systems have not consistently provided targeted monitoring, individualized intervention, and coordinated family outreach for students receiving Special Education services who demonstrate patterns of

★ = Priority

Student Learning

Summary

Student achievement data demonstrate significant opportunities for academic improvement at Decker Middle School, with performance varying across grade levels, content areas, and student groups. Spring 2026 STAAR results indicate that mathematics remains a significant area of need, while RLA performance generally strengthens across the middle school grade levels. Achievement gaps also remain for students receiving Special Education services and other identified student groups.

Academic growth data provide additional context. Decker earned a 2026 Academic Growth Score of 43, down from 46 in 2025. The Annual Growth Score in RLA and Mathematics decreased from 43 in 2025 to 41 in 2026. In 2026, 993 assessments were evaluated for annual growth; 328 earned one growth point, 153 earned one-half point, and 512 earned no growth points. This indicates that while a substantial number of students demonstrated academic growth, just over half of evaluated assessments did not earn an annual growth point.

The growth data also identify accelerated learning as an area requiring continued attention. In 2026, 603 assessments were evaluated for accelerated learning, with 109 earning an accelerated learning point and 494 earning no point, resulting in an Accelerated Learning Score of 18. Of students who had previously performed at Did Not Meet Grade Level, 82 moved to Approaches, 20 moved to Meets, and 7 moved to Masters in 2025–26.

RLA growth data show that movement among students who previously did not meet grade level remains a challenge. Of 277 RLA assessments from students who had performed at Did Not Meet in 2024–25, 42 demonstrated accelerated learning in 2025–26, including 36 students who moved to Approaches, five to Meets, and one to Masters. These results reinforce the need to accelerate learning for students performing below grade level while continuing to provide rigorous grade-level instruction.

The campus serves significant special populations whose achievement and growth must remain central to instructional planning. Current enrollment data indicate that approximately 64% of students are identified as Emergent Bilingual, 11% receive Special Education services, 8% are identified as Gifted and Talented, 8% receive Section 504 services, and 76% are identified as at risk. Performance data previously reviewed in the CNA demonstrate achievement gaps for students receiving Special Education services, reinforcing the need for consistent access to rigorous Tier I instruction, specially designed instruction, accommodations, and targeted intervention.

Decker also provides students access to accelerated academics, CTE courses, fine arts, and high school credit opportunities, including Spanish, expanding opportunities for students to develop academic interests and prepare for high school coursework.

Overall, student learning data show that Decker has students who are growing academically, but the rate and consistency of growth are not yet sufficient to close existing achievement gaps. The campus must increase the number of students demonstrating annual growth, accelerate learning for students currently below grade level, improve mathematics achievement, and ensure that students receiving Special Education and other specialized services experience measurable academic progress.

Strengths

- Decker students are demonstrating measurable academic growth. In 2026, 328 of 993 evaluated RLA and mathematics assessments earned a full annual growth point, with another 153 earning a half point.
- Students who previously did not meet grade level are moving into higher performance levels. Among students included in the 2026 accelerated learning measure, 82 moved from Did Not Meet to Approaches, 20 moved to Meets, and 7 moved to Masters.
- RLA shows evidence of accelerated learning among some of the campus's students with the greatest academic need. Of students who previously performed at Did Not Meet, 36 moved to Approaches, five moved to Meets, and one moved to Masters in RLA.
- Decker provides multiple pathways for students to experience academic success and prepare for high school, including accelerated academic courses, CTE, and opportunities to earn high school credit.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Student achievement remains below expectations, with fewer than one-third of Grade 6 and Grade 7 students reaching Approaches Grade Level or above on the 2026 STAAR Math assessment.	Campus instructional systems have not consistently ensured rigorous, grade-level Tier I instruction supported by effective checks for understanding, responsive reteaching, and targeted support based on student need.
2★ Academic growth is not occurring consistently, with Decker's Academic Growth Score decreasing from 46 in 2025 to 43 in 2026 and 52% of evaluated RLA and math assessments earning no annual growth points.	Campus systems have not consistently used assessment data, student work, and progress monitoring to adjust instruction, provide timely intervention and reteach, and ensure measurable growth for every student.

★ = Priority

School Processes & Programs

Summary

Decker Middle School has established a variety of instructional, student-support, professional learning, enrichment, and operational systems designed to support student achievement and create a safe and engaging learning environment. The campus serves a diverse student population through a combination of rigorous core instruction, specialized programming, intervention, enrichment, and extracurricular opportunities.

Instructionally, Decker utilizes district-adopted curriculum and High-Quality Instructional Materials aligned to the Texas Essential Knowledge and Skills. Professional Learning Communities provide teachers with structured opportunities to collaboratively plan, internalize lessons, analyze student work and assessment data, and respond to student learning needs. Professional development and instructional coaching support teachers in strengthening Tier I instruction, serving special populations, and implementing campus and district instructional priorities. These structures are particularly important as the campus works to increase both student achievement and academic growth.

Decker provides a continuum of services to address diverse student needs. Special Education programming includes Functional Academics, Life Skills, Resource, Inclusion, and Dyslexia support, while Emergent Bilingual programming includes support for newcomers and students developing English proficiency. Campus enrollment also includes students receiving Section 504, Gifted and Talented, and other specialized services. Current campus data identify approximately 64% of students as Emergent Bilingual, 11% as Special Education, 8% as Gifted and Talented, 8% as Section 504, and 76% as at risk, making effective coordination of instructional and support systems essential to student success.

The campus provides students with extensive opportunities beyond core academics. Decker offers accelerated academic courses, CTE, athletics, and high school credit opportunities. As a campus with a strong fine arts tradition, students also have access to guitar, band, dance, theatre, and visual arts, with opportunities to participate in performances, competitions, exhibitions, and other campus and community events.

Campus culture and student-support systems emphasize clear expectations, positive relationships, student belonging, and consistent responses to student needs. Behavioral and social-emotional supports are incorporated into campus processes, while attendance monitoring and intervention are used to identify and respond to students demonstrating patterns of absenteeism. These systems are especially important given the campus's 35.6% chronic absenteeism rate in 2024–25, despite improvement from 40.7% the previous year.

Leadership and decision-making structures include campus administration, instructional leaders, counselors, teachers, and other staff. PLCs, leadership meetings, faculty meetings, professional development, data analysis, and staff feedback provide structures for collaborative decision-making and continuous improvement. Campus communication systems are used to share expectations, priorities, student progress, events, and other information with staff and families.

Technology supports both instruction and campus operations. Decker operates as a one-to-one technology campus, providing students access to digital instructional resources and opportunities to collaborate, complete assignments, access interventions, and develop digital literacy skills.

Overall, Decker has many of the programs and structures necessary to support student success already in place. The continued focus must be on strengthening the consistency, quality, and monitoring of implementation so that these systems result in measurable improvement in achievement, academic growth, attendance, and student outcomes.

Strengths

- Decker has a broad continuum of programs and supports designed to meet diverse student needs. The campus serves students through Special Education, Dyslexia, Section 504, Gifted and Talented, Emergent Bilingual/Newcomer services, and other academic supports. This is particularly important on a campus where 64% of students are Emergent Bilingual, 11% receive Special Education services, and 76% are identified as at risk.
- Collaborative structures are established to support teaching and learning. PLCs, data analysis, professional development, and instructional coaching provide systems for teachers to plan collaboratively, examine student learning, and strengthen

instructional practice.

- Students have access to a wide range of academic and enrichment opportunities. Decker offers accelerated academics, CTE, high school credit opportunities, athletics, and extensive fine arts programming, including band, guitar, dance, theatre, and visual arts.
- Technology access supports equitable learning opportunities. Decker's one-to-one model provides students access to digital resources and tools that support instruction, collaboration, intervention, and development of technology skills.
- Existing campus systems have demonstrated the ability to produce improvement. Attendance increased from 88.8% to 90.3%, while chronic absenteeism decreased from 40.7% to 35.6%, demonstrating positive movement in an important campus system.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Instructional systems are not producing consistent student growth, with 52% of evaluated RLA and math assessments earning no annual growth points in 2026.	Campus systems for implementing HQIM, high-impact PLCs, data analysis, instructional coaching, and monitoring Tier I instruction have not been implemented consistently across classrooms and content areas.

★ = Priority

Perceptions

Summary

The 2026 TASB Employee Opinion Survey provides important insight into staff perceptions of culture, climate, collaboration, communication, leadership systems, working conditions, and student support at Decker Middle School. Overall, the results reflect a campus with strong relationships among staff and a collaborative professional culture, while also identifying opportunities to strengthen consistency, recognition, feedback, and campus systems.

Relationships and teamwork are among Decker's strongest areas. 96% of staff reported that they like the people they work with, 94% indicated that their team works well together, and 96% reported having opportunities to collaborate with colleagues. Additionally, 94% expressed loyalty to their immediate team. These results demonstrate a strong sense of connection among staff and provide an important foundation for collective responsibility and campus improvement.

Staff also reported positive perceptions of their work and professional responsibilities. 91% indicated that they like the work they do, 87% reported feeling good about their accomplishments, and 93% indicated that they understand what is expected of them in their jobs. These results suggest that staff generally feel connected to their work and understand their roles within the organization.

The survey also identified areas where staff perceptions are less positive. Only 67% of respondents indicated they would recommend the campus as a good place to work, and 63% would recommend the district as a workplace. Staff recognition and professional feedback also emerged as opportunities for improvement, with 65% reporting recent recognition for their work and 69% indicating that someone had discussed their professional progress with them during the year.

Student discipline was another significant area of concern. While 84% of staff reported receiving appropriate assistance with discipline issues, only 51% agreed or strongly agreed that the Student Code of Conduct was consistently and fairly enforced. This difference suggests that staff generally believe assistance is available when problems occur but have concerns about the consistency of behavioral expectations and disciplinary responses across the campus.

Working conditions received mixed but generally positive responses. 69% of staff viewed their workload as appropriate, 68% reported having the equipment and supplies necessary to perform their jobs, and 76% indicated that they work in a safe environment. These areas remain below Decker's strongest measures related to teamwork, collaboration, and professional relationships.

Overall, the perception data demonstrate that Decker's greatest cultural strength is its people. Staff report strong relationships, collaboration, teamwork, and commitment to their work. At the same time, the data identify opportunities to strengthen consistency in student discipline, staff recognition and feedback, working conditions, and overall employee experience. The campus can build upon its strong relational foundation while establishing clearer and more consistent systems that support both staff and students.

Strengths

- Staff relationships are a clear campus strength. 96% of staff reported liking the people they work with, demonstrating a strong relational foundation among employees.
- Teamwork and collaboration are deeply established. 94% of staff reported that their team works well together, 94% expressed loyalty to their immediate team, and 96% reported having opportunities to collaborate with colleagues.
- Staff demonstrate strong commitment to their work. 91% reported liking the work they do, while 87% indicated that they feel good about what they accomplish.
- Expectations are generally clear to staff. 93% of employees reported understanding what is expected of them in their jobs, providing a strong foundation for building consistent campus systems.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Campus systems for maintaining a safe, orderly, and predictable learning environment are not consistently experienced by staff, with only 51% reporting that the Student Code of Conduct is consistently and fairly enforced.	Campus-wide systems for teaching, implementing, monitoring, and reinforcing common safety, behavior, and supervision expectations have not been consistently implemented across classrooms and common areas.
2 ★ Only 65% of staff reported receiving recent recognition for their work, and 69% reported having a discussion about their professional progress.	Campus systems for providing timely recognition, meaningful feedback, and regular opportunities to discuss professional growth have not been consistently implemented for all staff.
3 ★ Campus perception data indicate gaps in stakeholder awareness and communication, with some survey measures related to receiving information and awareness of campus activities, programs, and opportunities falling below the campus's strongest-rated perception areas.	Campus systems for communicating, reinforcing, and distributing important information across multiple channels have not been consistently implemented to ensure all stakeholders receive timely information and understand available programs, opportunities, and campus expectations.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student achievement remains below expectations, with fewer than one-third of Grade 6 and Grade 7 students reaching Approaches Grade Level or above on the 2026 STAAR Math assessment.

Campus instructional systems have not consistently ensured rigorous, grade-level Tier I instruction supported by effective checks for understanding, responsive reteaching, and targeted support based on student need.

2
★

Academic growth is not occurring consistently, with Decker's Academic Growth Score decreasing from 46 in 2025 to 43 in 2026 and 52% of evaluated RLA and math assessments earning no annual growth points.

Campus systems have not consistently used assessment data, student work, and progress monitoring to adjust instruction, provide timely intervention and reteach, and ensure measurable growth for every student.

3
★

Instructional systems are not producing consistent student growth, with 52% of evaluated RLA and math assessments earning no annual growth points in 2026.

Campus systems for implementing HQIM, high-impact PLCs, data analysis, instructional coaching, and monitoring Tier I instruction have not been implemented consistently across classrooms and content areas.

4
★

Decker's chronic absenteeism rate was 35.6% in 2024-25, compared with 29.1% district-wide, a 6.5 percentage-point gap.

Campus systems for early identification, progress monitoring, family communication, and tiered attendance intervention have not been implemented consistently for students demonstrating patterns of absenteeism.

5
★

Campus systems for maintaining a safe, orderly, and predictable learning environment are not consistently experienced by staff, with only 51% reporting that the Student Code of Conduct is consistently and fairly enforced.

Campus-wide systems for teaching, implementing, monitoring, and reinforcing common safety, behavior, and supervision expectations have not been consistently implemented across classrooms and common areas.

6
★

Only 65% of staff reported receiving recent recognition for their work, and 69% reported having a discussion about their professional progress.

Campus systems for providing timely recognition, meaningful feedback, and regular opportunities to discuss professional growth have not been consistently implemented for all staff.



Campus perception data indicate gaps in stakeholder awareness and communication, with some survey measures related to receiving information and awareness of campus activities, programs, and opportunities falling below the campus's strongest-rated perception areas.

Campus systems for communicating, reinforcing, and distributing important information across multiple channels have not been consistently implemented to ensure all stakeholders receive timely information and understand available programs, opportunities, and campus expectations.

 = **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
- ☒ 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
- ☒ Local Accountability Systems (LAS) data
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course 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
- ☒ PSAT
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ State-developed online interim assessments
- ☒ 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
- ☒ 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
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Pregnancy and related services data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data

- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ 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
- ☒ Equity data
- ☒ T-TESS data
- ☒ T-PESS data
- ☒ Support structures: mentors
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback

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

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results
- ☒ Technology and resource allocation data



Goals

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

By the end of the 2026-2027 school year, Decker Middle School will increase the percentage of students achieving Meets Grade Level or above on STAAR RLA by 10 percentage points, from 10% to 20% in Grade 6, 18% to 28% in Grade 7, and 26% to 36% in Grade 8.

Evaluation Data Source: 2027 STAAR RLA results; district interim/benchmark assessments; campus common assessments; student data trackers; PLC data-analysis records

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement district-adopted HQIM with fidelity to provide rigorous, grade-level literacy instruction, including daily opportunities to develop reading fluency and comprehension.

Strategy's Expected Result/Impact: Consistent implementation of HQIM and rigorous Tier I literacy instruction will increase student mastery of grade-level RLA TEKS and improve STAAR RLA achievement.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish and communicate expectations for HQIM implementation and rigorous grade-level literacy instruction.	Principal, Associate Principal, Assistant Principal	August 2026	
2	Use PLCs to internalize upcoming HQIM lessons, identify essential standards, anticipate misconceptions, and plan checks for understanding.	Principal, Associate Principal, Assistant Principal	Weekly, August 2026-May 2027	
3	Implement daily reading fluency and comprehension practice aligned to student need and grade-level content.	Principal, Associate Principal, Assistant Principal	August 2026-May 2027	
4	Conduct instructional rounds to monitor HQIM fidelity, rigor, student engagement, and implementation of literacy expectations.	Principal, Associate Principal, Assistant Principal	Weekly, September 2026-May 2027	
5	Review walkthrough and assessment data to identify instructional trends and needed support.	Principal, Associate Principal, Assistant Principal	Each Grading Cycle	

Problem Statements: Student Learning 1

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

ESF Levers: 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

Implement consistent reading and writing practices across all content areas to strengthen students' ability to comprehend grade-level text, communicate understanding, and develop academic vocabulary.

Strategy's Expected Result/Impact: Students will receive frequent opportunities to read, write, discuss, and demonstrate understanding across content areas, strengthening literacy skills and improving RLA achievement.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish campus expectations for purposeful reading and writing in all content areas.	Principal, Associate Principal, Assistant Principal	September 2026	
2	Provide professional learning and examples of effective content-area literacy practices.	Principal, Associate Principal, Assistant Principal	September 2026 and ongoing	
3	Incorporate grade-appropriate reading, writing, academic vocabulary, and written response opportunities into core content instruction.	Principal, Associate Principal, Assistant Principal	September 2026-May 2027	
4	Monitor literacy implementation across content areas through instructional rounds and student work.	Principal, Associate Principal, Assistant Principal	Monthly	
5	Review student performance to determine whether literacy practices need additional support or adjustment.	Principal, Associate Principal, Assistant Principal	Each Grading Cycle	

Problem Statements: Student Learning 1

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October

January

March

June

Strategy 3  Targeted Support Strategy  Additional Targeted Support Strategy

Implement high-impact RLA PLCs and differentiated instructional coaching focused on lesson internalization, student work, assessment data, and responsive instructional practices.

Strategy's Expected Result/Impact: Consistent PLC processes and job-embedded coaching will strengthen teacher practice, improve instructional responsiveness, and increase student achievement in RLA.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement a consistent RLA PLC structure aligned with district PLC protocols.	Principal, Associate Principal, Assistant Principal	August 2026	
2	Conduct lesson internalization and rehearsal using upcoming HQIM lessons.	Principal, Associate Principal, Assistant Principal	Weekly	
3	Analyze student work and assessment data to identify misconceptions, skill gaps, and students requiring additional support.	Principal, Associate Principal, Assistant Principal	Each Grading Cycle	
4	Conduct instructional rounds and provide timely, actionable feedback based on identified instructional needs.	Principal, Associate Principal, Assistant Principal	Weekly	
5	Monitor implementation of feedback and changes in student performance to determine additional coaching needs.	Principal, Associate Principal, Assistant Principal	Each Grading Cycle	

Problem Statements: Student Learning 1

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

Formative Reviews

October

January

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student achievement remains below expectations, with fewer than one-third of Grade 6 and Grade 7 students reaching Approaches Grade Level or above on the 2026 STAAR Math assessment.

Campus instructional systems have not consistently ensured rigorous, grade-level Tier I instruction supported by effective checks for understanding, responsive reteaching, and targeted support based on student need.

Performance Objective 2 High Priority HB3 Goal

By the end of the 2026-2027 school year, Decker Middle School will increase the percentage of students achieving Meets Grade Level or above on STAAR Mathematics by 10 percentage points, from 7% to 17% in Grade 6, 12% to 22% in Grade 7, and 26% to 36% in Grade 8.

Evaluation Data Source: 2027 STAAR Mathematics results; district interim/benchmark assessments; campus common assessments; student data trackers

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement district-adopted HQIM with fidelity to provide rigorous, grade-level mathematics instruction, including daily computation and fluency practice.

Strategy's Expected Result/Impact: Consistent implementation of HQIM and rigorous Tier I mathematics instruction will increase student mastery of grade-level TEKS and improve STAAR mathematics achievement.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish and communicate campus expectations for HQIM implementation and rigorous grade-level mathematics instruction.	Principal, Associate Principal, Assistant Principal	August 2026	
2	Use PLCs to internalize upcoming HQIM lessons, identify essential standards, anticipate misconceptions, and plan checks for understanding.	Principal, Associate Principal, Assistant Principal	Weekly	
3	Implement daily computation and fluency practice aligned with grade-level mathematics standards.	Principal, Associate Principal, Assistant Principal	August 2026–May 2027	
4	Conduct instructional rounds focused on HQIM fidelity, rigor, student engagement, and grade-level instruction.	Principal, Associate Principal, Assistant Principal	Weekly	
5	Review walkthrough and assessment data to identify instructional trends and areas requiring additional support.	Principal, Associate Principal, Assistant Principal	Each Grading Cycle	

Problem Statements: Student Learning 1

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Implement high-impact mathematics PLCs focused on lesson internalization, rehearsal, student work analysis, and data-driven instructional response.

Strategy's Expected Result/Impact: Consistent PLC cycles will strengthen teacher planning and instructional responsiveness, resulting in increased student mastery of mathematics standards and improved achievement.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish and implement a consistent mathematics PLC structure aligned with district PLC protocols.	Principal, Associate Principal, Assistant Principal	August 2026	
2	Conduct lesson internalization and rehearsal using upcoming HQIM lessons.	Principal, Associate Principal, Assistant Principal	Weekly	
3	Analyze student work and common/district assessment data to identify misconceptions, skill gaps, and students requiring additional support.	Principal, Associate Principal, Assistant Principal	Each Grading Cycle	
4	Develop targeted reteach and intervention plans based on identified student needs.	Principal, Associate Principal, Assistant Principal	Each Grading Cycle	
5	Monitor student response to reteaching and adjust instruction based on subsequent evidence of learning.	Principal, Associate Principal, Assistant Principal	Ongoing	

Problem Statements: Student Learning 1

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

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Strategy 3

Provide differentiated coaching and feedback based on instructional-round, student-performance, and teacher-need data to strengthen Tier I mathematics instruction.

Strategy's Expected Result/Impact: Job-embedded coaching and actionable feedback will strengthen teacher practice, increase consistency of effective mathematics instruction, and improve student achievement.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct regular instructional rounds to identify individual and campus-wide mathematics instructional needs.	Principal, Associate Principal, Assistant Principal	Weekly	
2	Provide timely, specific, actionable feedback following classroom observations.	Principal, Associate Principal, Assistant Principal	Ongoing	
3	Differentiate coaching support based on teacher experience, instructional evidence, and demonstrated need.	Principal, Associate Principal, Assistant Principal	September 2026-May 2027	
4	Provide modeling, rehearsal, co-planning, or other targeted support based on identified instructional needs.	Principal, Associate Principal, Assistant Principal	Weekly	
5	Monitor implementation of feedback and subsequent student performance to determine additional coaching needs.	Principal, Associate Principal, Assistant Principal	Each Grading Cycle	

Problem Statements: Student Learning 1

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

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student achievement remains below expectations, with fewer than one-third of Grade 6 and Grade 7 students reaching Approaches Grade Level or above on the 2026 STAAR Math assessment.

Campus instructional systems have not consistently ensured rigorous, grade-level Tier I instruction supported by effective checks for understanding, responsive reteaching, and targeted support based on student need.

Performance Objective 3 High Priority HB3 Goal

By the end of the 2026-2027 school year, Decker Middle School will increase its Academic Growth Score from 43% to 70%, aligning with the Manor ISD Northstar goal for STAAR academic growth.

Evaluation Data Source: 2027 TEA Academic Growth/Domain 2A data; STAAR RLA and Mathematics growth data; district interim/benchmark assessments; student data trackers

Strategy 1

Implement individual student data trackers to monitor achievement and growth and identify students who are not demonstrating expected progress.

Strategy's Expected Result/Impact: Consistent monitoring of individual student performance will allow teachers to identify students who are not demonstrating expected growth and provide timely instructional responses, increasing the percentage of students earning annual growth points.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement a common campus process for maintaining and updating individual student data trackers.	Principal, Associate Principal, Assistant Principal	August 2026-May 2027	
2	Review individual student growth following each assessment cycle to identify students not demonstrating expected progress.	Principal, Associate Principal, Assistant Principal	Each Grading Cycle	
3	Use identified student needs to adjust instruction, intervention, and enrichment.	Principal, Associate Principal, Assistant Principal	Each Grading Cycle	

Problem Statements: Student Learning 2 - School Processes & Programs 1

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Engage students in setting individual academic goals, monitoring their performance, reflecting on assessment results, and celebrating academic growth.

Strategy's Expected Result/Impact: Students will develop greater ownership and understanding of their academic progress, contributing to increased engagement and measurable growth in RLA and mathematics.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Academic Counselors

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish a common process for students to review data and set individual academic growth goals.	Principal, Associate Principal, Assistant Principal, Academic Counselors	September 2026	
2	Provide structured opportunities for students to update goals and reflect on progress following assessments.	Principal, Associate Principal, Assistant Principal, Academic Counselors	Each Grading Cycle	
3	Recognize and celebrate individual student growth and goal attainment.	Principal, Associate Principal, Assistant Principal, Academic Counselors	Each Grading Cycle	

Problem Statements: Student Learning 2 - School Processes & Programs 1

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Use a consistent PLC data-analysis process to identify individual student needs and plan timely reteaching, intervention, and enrichment.

Strategy's Expected Result/Impact: Consistent analysis and response to student data will increase the percentage of students demonstrating expected or accelerated academic growth in RLA and mathematics.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze assessment results by student, standard, student group, and growth status using the district data-analysis protocol.	Principal, Associate Principal, Assistant Principal	Each Assessment Cycle	
2	Develop targeted reteach, intervention, and enrichment based on identified student needs.	Principal, Associate Principal, Assistant Principal	Each Assessment Cycle	
3	Monitor student response and adjust instructional supports when expected growth is not occurring.	Principal, Associate Principal, Assistant Principal	Each Assessment Cycle	

Problem Statements: Student Learning 2 - School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Academic growth is not occurring consistently, with Decker's Academic Growth Score decreasing from 46 in 2025 to 43 in 2026 and 52% of evaluated RLA and math assessments earning no annual growth points.	Campus systems have not consistently used assessment data, student work, and progress monitoring to adjust instruction, provide timely intervention and reteach, and ensure measurable growth for every student.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Instructional systems are not producing consistent student growth, with 52% of evaluated RLA and math assessments earning no annual growth points in 2026.	Campus systems for implementing HQIM, high-impact PLCs, data analysis, instructional coaching, and monitoring Tier I instruction have not been implemented consistently across classrooms and content areas.

Performance Objective 4 High Priority

By the end of the 2026-2027 school year, Decker Middle School will increase student attendance from 90.3% to at least 92.3% and reduce chronic absenteeism from 35.6% to no more than 32.0%.

Evaluation Data Source: PEIMS attendance reports; campus attendance reports; chronic absenteeism data; student attendance intervention/progress-monitoring records

Strategy 1

Implement a consistent campus-wide attendance monitoring and tiered intervention system to identify and respond to patterns of absenteeism before students become chronically absent.

Strategy's Expected Result/Impact: Early identification and intervention will increase overall student attendance and reduce the percentage of students who become chronically absent.

Staff Responsible for Monitoring: Administrators, Attendance Associate, Registrar

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review attendance data weekly to identify students approaching or meeting chronic absenteeism thresholds.	Associate Principal, Attendance Associate, Registrar	Weekly	
2	Implement tiered attendance interventions based on identified attendance patterns and student needs.	Associate Principal, Attendance Associate, Registrar	Weekly	
3	Review the progress of students receiving interventions and escalate support when attendance does not improve.	Associate Principal, Attendance Associate, Registrar	Semi-monthly	

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Provide individualized family outreach and coordinated support to identify and address barriers contributing to chronic absenteeism.

Strategy's Expected Result/Impact: Students and families experiencing attendance barriers will receive timely support and connections to appropriate campus, district, and community resources, resulting in improved attendance.

Staff Responsible for Monitoring: Principals, Attendance Associate, Academic Counselors, CIS, Whole Child, Manor Attendance & Truancy Prevention

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Contact families of students demonstrating concerning attendance patterns to identify barriers and develop an attendance improvement plan.	Attendance Associate, Academic Counselors	As identified	
2	Connect students and families with CIS, Whole Child, district, or community resources based on identified needs.	Academic Counselors, CIS, Whole Child	As identified	
3	Monitor attendance following intervention and adjust or escalate supports when improvement does not occur.	Associate Principal, Attendance Associate, Manor Attendance & Truancy Prevention	Semi-monthly	

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Engage students with attendance concerns in setting individual attendance goals, monitoring progress, and celebrating meaningful improvement.

Strategy's Expected Result/Impact: Students will increase awareness and ownership of their attendance, contributing to improved individual attendance and reduced chronic absenteeism.

Staff Responsible for Monitoring: Principals, Academic Counselors, Attendance Associate, CIS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify students with attendance concerns and establish individualized attendance goals.	Attendance Associate, Academic Counselors	Monthly	
2	Conference with identified students to review attendance, monitor goals, and reinforce the connection between attendance and academic success.	Academic Counselors, CIS	Monthly	
3	Recognize meaningful improvement and sustained progress in student attendance.	Principals, Academic Counselors, Attendance Associate	Each Grading Cycle	

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Decker's chronic absenteeism rate was 35.6% in 2024-25, compared with 29.1% district-wide, a 6.5 percentage-point gap.	Campus systems for early identification, progress monitoring, family communication, and tiered attendance intervention have not been implemented consistently for students demonstrating patterns of absenteeism.

Goal 2

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

Performance Objective 1

By the end of the 2026-2027 school year, Decker Middle School will increase teacher retention from 62% to at least 80%.

Evaluation Data Source: Campus and district staffing records; teacher retention/turnover data; staff climate/engagement survey results

Strategy 1

Implement differentiated coaching and support based on teacher experience, instructional needs, and demonstrated areas for growth.

Strategy's Expected Result/Impact: Consistent, individualized support will strengthen teacher effectiveness, confidence, and professional growth, contributing to increased teacher retention.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify teacher support needs using experience, walkthrough data, student data, and teacher feedback.	Principal, Associate Principal, Assistant Principal	Ongoing	
2	Provide differentiated coaching through feedback, modeling, rehearsal, co-planning, and other job-embedded support based on identified needs.	Principal, Associate Principal, Assistant Principal	Ongoing	
3	Monitor teacher progress and adjust the level or type of coaching based on evidence of growth and continued need.	Principal, Associate Principal, Assistant Principal	Each Grading Cycle	

Problem Statements: Perceptions 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 2

Establish consistent systems for recognizing staff contributions and providing meaningful feedback and opportunities to discuss professional progress.

Strategy's Expected Result/Impact: Staff will experience increased recognition, meaningful feedback, and professional support, contributing to improved staff satisfaction and increased teacher retention.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish regular campus and individual recognition practices that acknowledge staff contributions, growth, and accomplishments.	Principal, Associate Principal, Assistant Principal	Monthly	
2	Provide teachers with timely, specific feedback and opportunities to discuss professional progress and support needs.	Principal, Associate Principal, Assistant Principal	Ongoing	
3	Use staff feedback and pulse checks to monitor perceptions of recognition, support, and professional growth and adjust practices as needed.	Principal	Ongoing	

Problem Statements: Perceptions 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 3

Strengthen collaborative professional structures that promote staff voice, shared responsibility, professional belonging, and collective efficacy.

Strategy's Expected Result/Impact: A supportive and collaborative professional culture will increase staff engagement, belonging, and commitment to Decker Middle School, contributing to an increase in teacher retention from 62% to at least 80%.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Protect regular opportunities for meaningful collaboration through PLCs, team planning, mentoring, and campus professional learning.	Principal, Associate Principal, Assistant Principal	Ongoing	
2	Provide regular opportunities for staff voice and participation in campus decisions and improvement efforts.	Principal, Associate Principal, Assistant Principal	Monthly	
3	Monitor staff experience through pulse checks, individual conversations, and stay interviews to identify concerns early and respond when possible.	Principal, Associate Principal, Assistant Principal	Ongoing	

Problem Statements: Perceptions 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Campus systems for maintaining a safe, orderly, and predictable learning environment are not consistently experienced by staff, with only 51% reporting that the Student Code of Conduct is consistently and fairly enforced.	Campus-wide systems for teaching, implementing, monitoring, and reinforcing common safety, behavior, and supervision expectations have not been consistently implemented across classrooms and common areas.

2

Only 65% of staff reported receiving recent recognition for their work, and 69% reported having a discussion about their professional progress.

Campus systems for providing timely recognition, meaningful feedback, and regular opportunities to discuss professional growth have not been consistently implemented for all staff.

Goal 3

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

Performance Objective 1

By the end of the 2026-2027 school year, Decker Middle School will increase the percentage of staff reporting that they receive the information needed to effectively perform their roles from 91% to 95%.

Evaluation Data Source: Annual staff survey; campus climate/engagement surveys; staff feedback data; communication records

Strategy 1

Implement consistent and predictable communication systems to ensure staff receive timely, accurate information regarding campus priorities, expectations, procedures, events, and instructional initiatives.

Strategy's Expected Result/Impact: Staff will have timely access to the information needed to effectively perform their roles, increasing positive perceptions of campus communication from 91% to at least 95%.

Staff Responsible for Monitoring: Principal, Senior Administrative Associate

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide a consistent weekly staff communication containing upcoming events, expectations, deadlines, and key campus information.	Principal, Senior Administrative Associate	Weekly	
2	Maintain a centralized campus calendar and communication system for important dates, meetings, deadlines, and events.	Principal, Senior Administrative Associate	Ongoing	
3	Review staff feedback to identify areas where communication needs clarification or adjustment.	Principal	Ongoing	

Problem Statements: Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

Provide regular opportunities for staff to provide feedback, ask questions, and participate in campus decision-making, with timely follow-up regarding decisions and next steps.

Strategy's Expected Result/Impact: Two-way communication will strengthen staff trust, clarity, and ownership while ensuring campus leadership can identify and respond to communication needs.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide regular opportunities for staff feedback through faculty meetings, team meetings, surveys, and other feedback structures.	Principal, Associate Principal, Assistant Principal	Monthly	
2	Review staff feedback and identify concerns, questions, or trends requiring campus response.	Principal	Ongoing	
3	Communicate follow-up, decisions, or next steps when staff feedback identifies an actionable campus need.	Principal	Ongoing	

Problem Statements: Perceptions 2, 3

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Only 65% of staff reported receiving recent recognition for their work, and 69% reported having a discussion about their professional progress.	Campus systems for providing timely recognition, meaningful feedback, and regular opportunities to discuss professional growth have not been consistently implemented for all staff.
3 Campus perception data indicate gaps in stakeholder awareness and communication, with some survey measures related to receiving information and awareness of campus activities, programs, and opportunities falling below the campus's strongest-rated perception areas.	Campus systems for communicating, reinforcing, and distributing important information across multiple channels have not been consistently implemented to ensure all stakeholders receive timely information and understand available programs, opportunities, and campus expectations.

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 High Priority

During the 2026-2027 school year, Decker Middle School will complete 100% of required safety drills and campus safety protocols within established timelines, with identified concerns addressed through documented follow-up and corrective action.

Evaluation Data Source:

Required safety drill documentation; campus safety records; drill debriefs; safety audit/protocol monitoring documentation

Strategy 1

Implement required campus safety procedures and drills with fidelity and use post-drill review and ongoing monitoring to identify and address areas for improvement.

Strategy's Expected Result/Impact: Students and staff will understand and consistently follow campus emergency procedures, and identified safety concerns will be addressed promptly to maintain a safe learning environment.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Campus Safety Officer, Campus Police Officer

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct all required safety drills and procedures within district and state-established timelines.	Principal, Associate Principal, Assistant Principal, Campus Safety Officer, Campus Police Officer	Ongoing	
2	Debrief drills and document identified strengths, concerns, and needed corrective actions.	Principal, Associate Principal, Assistant Principal, Campus Safety Officer, Campus Police Officer	Following each drill	
3	Monitor completion of corrective actions and adjust campus procedures as needed.	Principal, Associate Principal, Assistant Principal, Campus Safety Officer, Campus Police Officer	Ongoing	

Problem Statements: Perceptions 1

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

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Strategy 2

Implement the Manor ISD Culture Playbook and Raven Way expectations consistently across classrooms and common areas to create a safe, orderly, predictable, and supportive learning environment.

Strategy's Expected Result/Impact: Consistent expectations, supervision, and responses to student behavior will reduce disruptions, increase predictability, and strengthen student and staff perceptions of campus safety.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Academic Counselors

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teach, reinforce, and monitor common Raven Way expectations and campus procedures across classrooms and common areas.	Principal, Associate Principal, Assistant Principal, Academic Counselors	Ongoing	
2	Monitor behavior, discipline, supervision, and common-area data to identify patterns or locations requiring additional support.	Principal, Associate Principal, Assistant Principal	Monthly	
3	Adjust supervision, behavioral supports, or campus procedures in response to identified trends.	Principal, Associate Principal, Assistant Principal, Academic Counselors	As identified	

Problem Statements: Perceptions 1

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

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem StatementRoot Cause

1

Campus systems for maintaining a safe, orderly, and predictable learning environment are not consistently experienced by staff, with only 51% reporting that the Student Code of Conduct is consistently and fairly enforced.

Campus-wide systems for teaching, implementing, monitoring, and reinforcing common safety, behavior, and supervision expectations have not been consistently implemented across classrooms and common areas.

Goal 5

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

Performance Objective 1

By the end of the 2026-2027 school year, Decker Middle School will ensure 100% of campus expenditures are aligned to identified CIP priorities and remain within the approved campus budget.

Evaluation Data Source: Campus budget reports; expenditure reports; budget monitoring records; CIP expenditure documentation

Strategy 1

Allocate campus resources based on identified CNA needs, CIP performance objectives, student needs, and district priorities.

Strategy's Expected Result/Impact: Campus resources will be strategically directed toward the highest-priority instructional, student-support, staffing, and operational needs, maximizing the impact of available funds on campus improvement.

Staff Responsible for Monitoring: Principal, Senior Administrative Associate

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Align planned campus expenditures to identified CNA needs, CIP objectives, and district priorities before funds are committed.	Principal, Senior Administrative Associate	Monthly	
2	Prioritize available resources toward high-leverage instructional materials, professional learning, intervention, student supports, and other identified campus needs.	Principal	Ongoing	
3	Review major resource-allocation decisions to ensure continued alignment with campus priorities.	Principal, Senior Administrative Associate	Monthly	

Problem Statements: Perceptions 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2

Monitor campus expenditures and available balances throughout the year to ensure resources remain within budget and aligned to CIP priorities.

Strategy's Expected Result/Impact: Regular financial monitoring will ensure responsible use of campus funds, prevent overspending, and allow resources to be redirected when campus needs or priorities change.

Staff Responsible for Monitoring: Principal, Senior Administrative Associate

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review campus expenditures, encumbrances, and available balances against the approved budget.	Principal, Senior Administrative Associate	Monthly	
2	Verify that expenditures remain aligned to CIP priorities and applicable funding requirements.	Principal, Senior Administrative Associate	Monthly	
3	Adjust planned expenditures when data indicate a change in student, instructional, or campus needs.	Principal	as needed	

Problem Statements: Perceptions 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Campus perception data indicate gaps in stakeholder awareness and communication, with some survey measures related to receiving information and awareness of campus activities, programs, and opportunities falling below the campus's strongest-rated perception areas.

Campus systems for communicating, reinforcing, and distributing important information across multiple channels have not been consistently implemented to ensure all stakeholders receive timely information and understand available programs, opportunities, and campus expectations.



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