

**Manor Independent School District**

**Decker Middle School**

**2025-2026 Campus Improvement Plan**

**Accountability Rating: F**



# 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

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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

## Demographics

### Demographics Summary

Decker Middle School, a part of Manor ISD, serves approximately 556 students in grades 6–8. The campus is located in East Austin, a community experiencing rapid growth and change, and reflects the diversity of the area. The student body is made up of about 68 percent Hispanic students, 21 percent Black/African American students, 5 percent Asian students, 4 percent White students, and a small percentage of American Indian and multiracial students. Nearly 88 percent of students qualify for free or reduced-price lunch, highlighting the school’s commitment to serving a community with significant economic need.

Academically, Decker offers a wide variety of courses designed to meet the needs of all learners. Students have access to accelerated academic classes, CTE courses, athletics, fine arts, and high school credit courses including Spanish. The school also provides a continuum of Special Education services ranging from Functional Academics and Life Skills to Resource, Inclusion, and Dyslexia support. In addition, EB courses are available to support newcomers as they develop language proficiency.

Beyond academics, Decker Middle School is known for its strong athletic, dance, and fine arts programs. As a Fine Arts Academy, the campus offers courses such as Guitar, Symphonic, Honor, and Jazz Bands, Dance, Theatre, and Visual Arts, which include opportunities to explore drawing, 3D art, and virtual media. Students in these programs regularly showcase their talents through performances, competitions, and exhibitions, including the annual One-Act Play, multiple dance showcases, and band and guitar events at the campus and beyond.

Decker is also committed to student growth in social and emotional learning. As a Positivity Project partner school, students engage daily in lessons focused on character strengths and relationship building, primarily through advisory classes. The campus also integrates Positive Behavioral Interventions and Supports (PBIS) throughout the day using the Class Dojo behavioral management platform to reinforce positive choices and foster a supportive school culture.

Technology is another cornerstone of learning at Decker. As a one-to-one device campus, every student has access to their own technology device, ensuring they can engage with digital learning resources, collaborate with peers, and build the skills needed for future academic and career success.

Together, these programs and opportunities demonstrate Decker Middle School’s dedication to preparing students for high school and beyond, while continuing to serve and celebrate the diverse East Austin community

Gender Breakdown		
Males	290	52.1%
Females	266	47.8%
Total Students	556	100%

Ethnicity Breakdown		
Hispanic	371	66%
African American	116	20%
Asian	31	5%
White	24	4%
Multiracial	11	1.9%
American Indian/ Alaskan Native	3	<1%

Our largest ethnic group are the Hispanics. The majority of these are emergent bilinguals as our EB population is roughly 57% of the student body.

Special Programs/Populations		
Dyslexia	39	7%
Special Education	63	11%
Gifted and Talented	45	8%
504	46	8%
At Risk	420	76%
Economically Disadvantaged	434	78%
Emergent Bilingual	359	64%

For the 2025–2026 school year, Decker Middle School employed 36 teachers. Nearly half of the faculty are approaching three to five years of overall teaching experience, bringing a strong mix of growing expertise and fresh instructional energy to the classroom.

The staff composition includes 26 female and 10 male teachers (~72% female, ~28% male). The team reflects the diversity of our student body and the East Austin community we serve.

By the end of the academic year, 100% of teachers will be state-certified and highly qualified in the content areas they teach, aligning with TEA requirements and ensuring high-quality instruction across the campus.

## Demographics Strengths

Decker Middle School demonstrated significant academic growth across multiple content areas. Notable increases include in approaches and above with a 13% gain in Biology, a 38% improvement in 7th Grade ELAR, a 12% increase in 6th Grade Math, and a 19% gain in 7th Grade Math. These results reflect the campus's focused instructional strategies and commitment to student achievement.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Decker Middle School serves a diverse student population, including a significant number of multilingual learners whose first language is not English. This presents a valuable opportunity to implement targeted supports and culturally responsive instruction that honors students' linguistic assets while accelerating English language development and academic achievement.

**Root Cause:** Many multilingual learners at Decker Middle School are still developing academic English proficiency, and may not yet have consistent access to differentiated instruction, targeted language supports, or culturally responsive strategies across all content areas. This can impact their ability to fully engage with grade-level content and demonstrate mastery on assessments.

# Priority Problem Statements

**Problem Statement 1:** Decker Middle School serves a diverse student population, including a significant number of multilingual learners whose first language is not English. This presents a valuable opportunity to implement targeted supports and culturally responsive instruction that honors students' linguistic assets while accelerating English language development and academic achievement.

**Root Cause 1:** Many multilingual learners at Decker Middle School are still developing academic English proficiency, and may not yet have consistent access to differentiated instruction, targeted language supports, or culturally responsive strategies across all content areas. This can impact their ability to fully engage with grade-level content and demonstrate mastery on assessments.

**Problem Statement 1 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- RDA 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Mobility rate, including longitudinal 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-P ESS 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
- Study of best practices
- Action research results
- Other additional data





# Goals

**Goal 1:** By 2028, 100% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

**Performance Objective 1:** To strengthen instructional effectiveness and improve student achievement, 100% of teachers will participate in Data-Driven Instruction (DDI) and Professional Learning Community (PLC) cycle. twice a week. During these collaborative sessions, teachers will plan and implement lessons that integrate high-quality instructional materials aligned with Texas state standards. The goal is to ensure consistent, rigorous instruction across all content areas, leading to measurable gains in student learning outcomes.

**Evaluation Data Sources:** Students will be monitored by universal screeners, unit HQIM assessments, CFAs, STAAR, Agile Mind benchmark and iReady data.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training and coaching on how to effectively analyze student data to inform instructional decisions. <b>Strategy's Expected Result/Impact:</b> By the end of the 2025-2026 school year, 100% of teachers will demonstrate increased proficiency in analyzing student data to inform instruction, as evidenced by: <b>Staff Responsible for Monitoring:</b> DMS Administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Support teachers in selecting and integrating high-quality instructional materials (HQIM) aligned with Texas Essential Knowledge and Skills (TEKS). <b>Strategy's Expected Result/Impact:</b> Classrooms will show evidence of rigorous, grade-level instruction during walkthroughs and observations, aligned with the depth and complexity of the TEKS. <b>Staff Responsible for Monitoring:</b> Content Team Leaders  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monitor implementation of instructional plans through classroom walkthroughs, lesson plan reviews, and ongoing feedback cycles.  <b>Strategy's Expected Result/Impact:</b> Targeted Professional Feedback: Teachers will receive timely, actionable feedback from campus leaders, leading to continuous refinement of instructional practices and improved lesson delivery.  Enhanced Student Outcomes: Consistent, high-quality instruction will lead to improved student engagement and academic performance, as evidenced by classroom assessment data, district benchmarks, and STAAR results. <b>Staff Responsible for Monitoring:</b> DMS Administrators / Content Team Leaders	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 1:** By 2028, 100% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

**Performance Objective 2:** Decker Middle School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS) to create a safe, respectful, and inclusive campus climate that supports social-emotional development, academic engagement, and college, career, and military readiness for all students.





**Evaluation Data Sources:** Campus Referral Counts

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train teachers and continually monitor the implementation of CHAMPs behavior systems in classrooms throughout the year. <b>Strategy's Expected Result/Impact:</b> A measurable decrease in classroom behavioral incidents and office referrals over the course of the school year. <b>Staff Responsible for Monitoring:</b> DMS Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will create classroom treatment agreements at the beginning of the year to create a positive classroom environment. <b>Strategy's Expected Result/Impact:</b> Increased student ownership and accountability for behavior within the classroom setting.  Improved teacher confidence and consistency in managing classroom expectations and routines.  Increased student engagement and on-task behavior documented through observation and teacher feedback. <b>Staff Responsible for Monitoring:</b> DMS Administrators	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 1:** By 2028, 100% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

**Performance Objective 3:** The campus will implement a comprehensive, campus-wide writing strategy across all content areas by utilizing the R.A.C.E.S (Restate, Answer, Cite, Explain, Summarize) writing framework. This approach aims to strengthen students' critical thinking, text-based writing skills, and ability to construct evidence-based responses.





**Evaluation Data Sources:** Weekly completion of R.A.C.E writing in each classroom.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development for all teachers on the R.A.C.E. writing strategy, emphasizing its use across disciplines to build students' writing and critical thinking skills. <b>Strategy's Expected Result/Impact:</b> Students will show measurable growth in their ability to construct evidence-based responses, as reflected in writing samples, formative assessments, and state testing.  Positive impact on overall student achievement and academic performance in reading and writing components of assessments. <b>Staff Responsible for Monitoring:</b> DMS Administrators / Content Team Leaders	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop common writing rubrics and exemplars to ensure consistent expectations and grading practices campus-wide.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use PLCs and data meetings to analyze student writing samples, monitor progress, and share effective instructional practices.	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 1:** By the end of the 2025-2026 school year, 100% of Decker Middle School teachers will use digital platforms to communicate student progress and schedules to parents at least once every grading period.





**Evaluation Data Sources:** Teacher Contact Logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will use ClassDojo as a primary communication tool to provide real-time updates on student progress, share classroom activities, and communicate schedules with parents. This platform will facilitate two-way communication, allowing families to stay informed, ask questions, and actively participate in their child's education. Regular use of ClassDojo will ensure transparent and consistent communication, fostering stronger family-school partnerships and increasing parent engagement in school events and conferences. <b>Strategy's Expected Result/Impact:</b> Higher parent awareness of student progress and classroom activities. <b>Staff Responsible for Monitoring:</b> DMS Administrators	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Performance Objective 2:** Decker Middle School will increase parent involvement by implementing consistent communication strategies, including sending a weekly Sunday callout, regularly updating the school website, and posting on social media twice a week. These efforts will keep families informed about upcoming events, important announcements, and opportunities to engage with the school, fostering stronger connections and greater participation in school activities.

**Evaluation Data Sources:** Librarian / DMS Administrators





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Decker Middle School will send a weekly callout on Sunday evening to inform parents of upcoming events. <b>Strategy's Expected Result/Impact:</b> Strengthened family-school partnerships that support student academic and social success. <b>Staff Responsible for Monitoring:</b> School Librarian / DMS Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Decker Middle School will post to social media and the school website at least twice a week. <b>Strategy's Expected Result/Impact:</b> Strengthened family-school partnerships that support student academic and social success. <b>Staff Responsible for Monitoring:</b> School Librarian / DMS Administrators	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



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

**Performance Objective 1:** By the end of the 2025-2026 school year, Decker Middle School will increase family and community engagement by 20%,





**Evaluation Data Sources:** Attendance at school events, participation in volunteer activities, and responses to family engagement surveys.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Decker Middle School will have three family events for the 2025-2026 school year including Raven camp, Open House and Spring Family Night. <b>Strategy's Expected Result/Impact:</b> Strengthened family-school partnerships that support student academic and social success. <b>Staff Responsible for Monitoring:</b> Content Leaders	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Decker Middle School will host elective showcase events throughout the school year, highlighting student participation in programs such as dance, band, and UIL sports to celebrate student talents and strengthen family and community engagement. <b>Strategy's Expected Result/Impact:</b> Strengthened family-school partnerships that support student academic and social success. <b>Staff Responsible for Monitoring:</b> Teachers / Content Leads / DMS Administrators	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 1:** All students enrolled in CTE (Career and Technical Education) courses at Decker Middle School will have equitable access to the resources, technology, and industry-aligned opportunities necessary to engage in and fully experience real-world applications of Audio/Video Production and Video Game Design, ensuring 100% participation by the end of the academic year.





**Evaluation Data Sources:** Class Rosters

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students enrolled in CTE (Career and Technical Education) courses will utilize the Beable Life-Ready Literacy platform to receive individualized interventions tailored to their interests and prior knowledge, with the goal of ensuring 100% student engagement in developing agency for lifelong learning. <b>Strategy's Expected Result/Impact:</b> Through personalized career exposure aligned with their interests and strengths, students will develop a clearer understanding of potential career paths, fostering motivation and goal-setting. <b>Staff Responsible for Monitoring:</b> Counselors, CTE Teacher	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Performance Objective 2:** Teachers will develop lesson plans that address the needs of Decker Middle School's diverse student population by incorporating culturally relevant and real-world content, with the goal of achieving 100% teacher implementation across all content areas.





**Evaluation Data Sources:** Lesson Plan Submission

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will include accommodations, modifications, and anchors of support in their weekly lesson plans to ensure that all students in Special Populations receive the resources they need to succeed, with a target of 100% compliance across all instructional staff.  <b>Strategy's Expected Result/Impact:</b> Students in Special Populations will have equitable access to the general education curriculum, allowing them to engage meaningfully with grade-level content. Accommodations such as extended time, audio versions of texts, or preferential seating can help remove barriers to learning.  By receiving tailored support, students are more likely to demonstrate progress in their academic achievements. Modifications, like adjusted assignments or alternative assessments, ensure that learning expectations are appropriately aligned with each student's abilities. <b>Staff Responsible for Monitoring:</b> Content Team Leaders / Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Performance Objective 3:** Emerging Bilingual (EB) students at Decker Middle School will demonstrate measurable growth in their STAAR Reading and Math performance levels during the 2025-2026 school year, as defined by TEA's progress measures (gain score categories of "Met" or "Exceeded")

**Evaluation Data Sources:** TELPAS Data / STAAR Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Decker Middle School teachers will engage in ongoing, job-embedded professional learning focused on the English Language Proficiency Standards (ELPS) and utilizing SIOP (Sheltered Instruction Observation Protocols) enabling them to intentionally integrate language acquisition strategies, content objectives, and safe, supportive environments for Emerging Bilingual students within their lessons. <b>Strategy's Expected Result/Impact:</b> Implementing the SIOP Model has been shown to enhance academic achievement in content areas such as science, social studies, and language arts. Students in classrooms where SIOP was effectively implemented demonstrated statistically significant improvements compared to those in control groups. <b>Staff Responsible for Monitoring:</b> ESL Content Lead Teacher	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All Decker Middle School students will engage in weekly writing activities across all subject areas to strengthen writing proficiency and deepen content understanding by the end of the school year. <b>Strategy's Expected Result/Impact:</b> Students who engage in writing across the curriculum tend to perform better academically. Writing activities help students articulate their understanding, leading to better test scores and overall academic achievement. <b>Staff Responsible for Monitoring:</b> Content Team Leaders / Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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





**Performance Objective 4:** All Decker Middle School scholars will have equitable access to individual technology devices, ensuring consistent and personalized learning experiences both in and outside the classroom by the end of the 2025-2026 academic year.

**Evaluation Data Sources:** Technology Checkout Logs

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

**Performance Objective 1:** By the end of the 2025-2026 school year, 100% of Decker Middle School students will participate in weekly social-emotional learning (SEL) activities during advisory periods to enhance emotional awareness and foster a positive school culture.

**Evaluation Data Sources:** Advisory Lessons

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide social emotional lessons, through Positivity Project, for teacher, and train teacher on the implementation of the activates.  <b>Strategy's Expected Result/Impact:</b> Teachers will understand the core SEL competencies (self-awareness, self-management, social awareness, relationship skills, responsible decision-making) and feel confident facilitating SEL activities in their classrooms.  <b>Staff Responsible for Monitoring:</b> Content Team Leaders / Administrators	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Performance Objective 2:** Decker Middle School will participate in weekly door checks to ensure that all exterior door are locked and working properly.





**Evaluation Data Sources:** Weekly Door Check Logs.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A safety committee will meet each week to discuss safety concerns and receive updates on door checks. The committee will also address any other safety concerns on campus. <b>Strategy's Expected Result/Impact:</b> A campus that all students feel safe and students can focus on learning. <b>Staff Responsible for Monitoring:</b> Officer Sampson	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

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

**Performance Objective 3:** To increase hallway safety and monitor student movement, teachers and staff will use the SMART-PASS system which gives a digital footprint of student location and time in the hallway when they leave the classroom.





**Evaluation Data Sources:** Data from SmartPass that informs teachers of students loss of instructional time.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train staff on the use of the SMART-PASS system, and ensure staff utilizes the system when students leave the room. <b>Strategy's Expected Result/Impact:</b> Increased instructional time. <b>Staff Responsible for Monitoring:</b> Campus Administrators.	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



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

**Performance Objective 1:** The campus administrative team will develop and implement a comprehensive plan of action to recruit and retain highly qualified teachers at DMS, resulting in a 10% reduction in teacher turnover and an increase in teacher satisfaction, as measured by end-of-year staff surveys and retention data by May 2026.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a monthly "Teacher and Staff Member of the Month" peer recognition program to boost morale, foster a positive campus culture, and increase staff satisfaction and retention. <b>Strategy's Expected Result/Impact:</b> Teachers and staff feel valued and appreciated, contributing to a more positive workplace culture. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide ongoing professional development and structured Professional Learning Communities (PLCs) to support teacher growth, collaboration, and job satisfaction. <b>Strategy's Expected Result/Impact:</b> This will contribute to higher teacher retention and a stronger professional culture at DMS. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Host diverse cultural events throughout the school year to celebrate staff and student backgrounds, promote inclusivity, and foster a strong sense of community, contributing to staff engagement and retention. <b>Strategy's Expected Result/Impact:</b> Teachers and staff feel recognized and valued when their cultural backgrounds are celebrated, leading to greater job satisfaction.  Cultural events foster a welcoming environment where diverse identities are respected, making staff more likely to stay.  Positive, inclusive school culture improves relationships among staff, students, and families, creating a stronger support system. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Dyslexia Treatment Program	Executive Director of Special Education	9/2/2025	Dr. Christopher Harvey	9/2/2025
Pregnancy Related Services	Whole Child Coordinator & Director of Health & Wellness	9/2/2025	Dr. Christopher Harvey	9/2/2025
Post-Secondary Preparedness	Director of Counseling	9/2/2025	Dr. Christopher Harvey	9/2/2025
Recruiting Teachers and Paraprofessionals	HRIS and Certification Specialist - Coordinator	7/7/2025	Tamey Williams-Hill	10/22/2024
Student Welfare: Crisis Intervention Programs and Training	Directors of Counseling & Guidance and Whole Child	9/2/2025	Dr. Christopher Harvey	9/2/2025
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	10/22/2024	Malaki Hawkins	6/26/2025