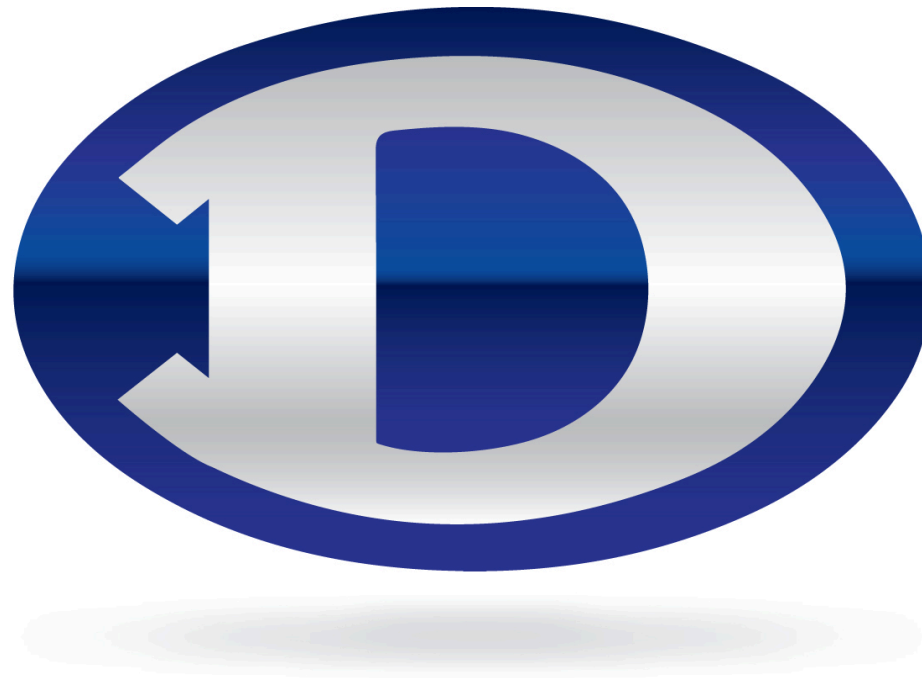


# DECATUR INDEPENDENT SCHOOL DISTRICT

## District Improvement Plan 2025-2026



Board Approval Date:

## **Mission of Decatur ISD is to**

Empower life-long learners to be visionary leaders in local and global communities.

## **Vision**

An exceptional district; empowering students for life.

## **Decatur Balanced Scorecard Priorities**

Priority 1: Nurture learning to ensure high performance

Priority 2: Invests in faculty & staff growth to ensure a highly engaged staff

Priority 3: Fosters a culture of excellence with family & community support

Priority 4: Fiscal responsibility & transparency & maximize community investment

# DISTRICT - Decatur ISD Strategic Plan - Balanced Scorecard 2025-2026 Annual Performance Measures

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## DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2025-2026

<b>Taylor Williams</b>	Superintendent	<b>Tanya Ledger</b>	Enis @STEM Academy Principal	<b>Tracie Finstad</b>	Young	<b>Kimberly Naumann</b>	McCarroll	<b>Dusty Naumann</b>	High School Assistant Principal
<b>Cynthia Webber</b>	Assistant Superintendent of Teaching & Learning	<b>Rachel Fortune</b>	Enis @STEM Academy	<b>Sara Flatt</b>	Young	<b>Stephen Carter</b>	McCarroll / Parent	<b>Jennie Allison</b>	High School
<b>Tara Bennett</b>	Instructional Systems Coordinator	<b>Jessica Gage</b>	Enis @STEM Academy Parent	<b>Morgan Warner</b>	Young	<b>Michelle Humphrey</b>	McCarroll / Parent	<b>Chris Chance</b>	High School
<b>Lyle Lackey</b>	Assistant Superintendent for Human Resources	<b>Mark Goggins</b>	Enis @STEM Academy - Parent	<b>Cason Caraway</b>	Young - Parent	<b>Molly Hunter</b>	McCarroll / Parent	<b>Jamie Gunstanson</b>	High School
<b>Jennifer Terrell</b>	Director of Special Programs	<b>Jenae Dukes</b>	Rann	<b>David Knight</b>	Young - Parent	<b>Laci Postell</b>	McCarroll / Parent	<b>Katie Hicks</b>	High School
<b>Kimberly Jones</b>	Carson	<b>Stephanie Smith</b>	Rann	<b>Brandi Shisler</b>	McCarroll Principal	<b>Misti Spicer</b>	McCarroll / Parent	<b>Amy Laurel</b>	High School
<b>Melissa Swink</b>	Carson	<b>Christina Albaugh</b>	Rann - Parent	<b>Stephanie Brooks</b>	McCarroll Assistant Principal	<b>Tammy Allen</b>	High School Principal		
<b>Alyssa Cooley</b>	Carson - Parent	<b>Maria Chavez</b>	Rann - Parent	<b>Samantha Goins</b>	McCarroll	<b>Daniel Bracamontes</b>	High School Assistant Principal		
<b>Alicia McCrory</b>	Carson - Parent	<b>Andrew Hohman</b>	Young Principal	<b>Leanna Mosley</b>	McCarroll	<b>Kyle Hutchings</b>	High School Assistant Principal		

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**Comprehensive Needs Assessment Summary  
Data Used for District Comprehensive Needs Assessment**

504 Data	Demographic Data	MAP Data	Safety Data
Accountability Report	District Benchmark Assessments	MTSS (RtI) Data	TAPR (Texas Academic Performance Report)
ACT	District Survey	New Teacher Survey	T-TESS
Administrator Input	Dual Credit	Parent Surveys	Teacher Retention
AP (Advanced Placement)	Evaluations	PEIMS Discipline	Teacher/Student Ratio
Attendance	Failure Rates	Prior Year Data	Technology Help Tickets
Bilingual	Federal Report Card	Professional Development Feedback	Technology Input from Stakeholders
Circle PM/TX-KEA	FitnessGram	Progress Reports	TELPAS
Counselor Input	GT Demographics and Performance	SAT	Vision & Mission
CTE Participation and Certifications Earned	Board Goals	Special Education Data	
Curriculum Documents	Homeless and Foster Care	STAAR	

## **Comprehensive Needs Assessment**

### **Student Demographics**

**Student Data as of 2023-2024 TAPR (Texas Academic Performance Report):**

#### **Grade Level Membership::**

- *Early Childhood Students:* 22
- *Pre-Kindergarten Students:* 89
- *Kindergarten Students:* 280
- *First Grade Students:* 274
- *Second Grade Students:* 293
- *Third Grade Students:* 295
- *Fourth Grade Students:* 287
- *Fifth Grade Students:* 283
- *Sixth Grade Students:* 268
- *Seventh Grade Students:* 289
- *Eighth Grade Students:* 256
- *Ninth Grade Students:* 293
- *Tenth Grade Students:* 324
- *Eleventh Grade Students:* 276
- *Twelfth Grade Students:* 269

#### **Ethnicity:** (percents and number of students)

- *American Indian or Alaskan Native:* 0.8% (29 students)
- *Asian:* 0.6% (22 students)
- *Black or African American:* 0.7% (27 students)
- *White:* 58.9% (2,236 students)
- *Hispanic/Latino:* 36.5% (1,385 students)
- *2 or More Races:* 2.6% (97 students)

#### **Gender:** (percents and number of students)

- *Female:* 48.5% (1,841 students)
- *Male:* 51.5% (1,957 students)

## DISTRICT - Decatur ISD Strategic Plan - Balanced Scorecard 2025-2026 Annual Performance Measures

### **Special Populations:** (percents and number of students)

- *Gifted and Talented:* 8.1% (307 students)
- *Emergent Bilingual/English Learner:* 15.7% (598 students)
- *Economically Disadvantaged:* 43.5% (1,654 students) \*
- *Special Education:* 16.6% (630 students)
- *At Risk:* 43.4% (1,650 students)
- *504 Services:* 9.4% (356 students)

\* *Students are identified as economically disadvantaged based on an application for free or reduced meals that is approved by the district snapshot day. Campus Title I eligibility is determined when the percentage of economically disadvantaged students at a campus is greater than or equal to the district poverty level and meets the minimum of 40% for a school wide program and 35% for a targeted assistance program (with additional consideration given to other eligibility criteria as applicable).*

### **Student Attendance Rate:**

2021-2022	94%
2022-2023	95%
2023-2024	94.9%
2024-2025	95%

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**Teacher Demographics**

**Teacher Ethnicity:** (percents and number of students)

- *White:* 84.8% (220)
- *Hispanic:* 12.5% (33)
- *African American:* 1.2% (3)
- *Two or More Races:* 1.5% (4)

**Teacher by Gender:** (percents and number of students)

- *Female:* 83.1% (215)
- *Male:* 16.9% (44)

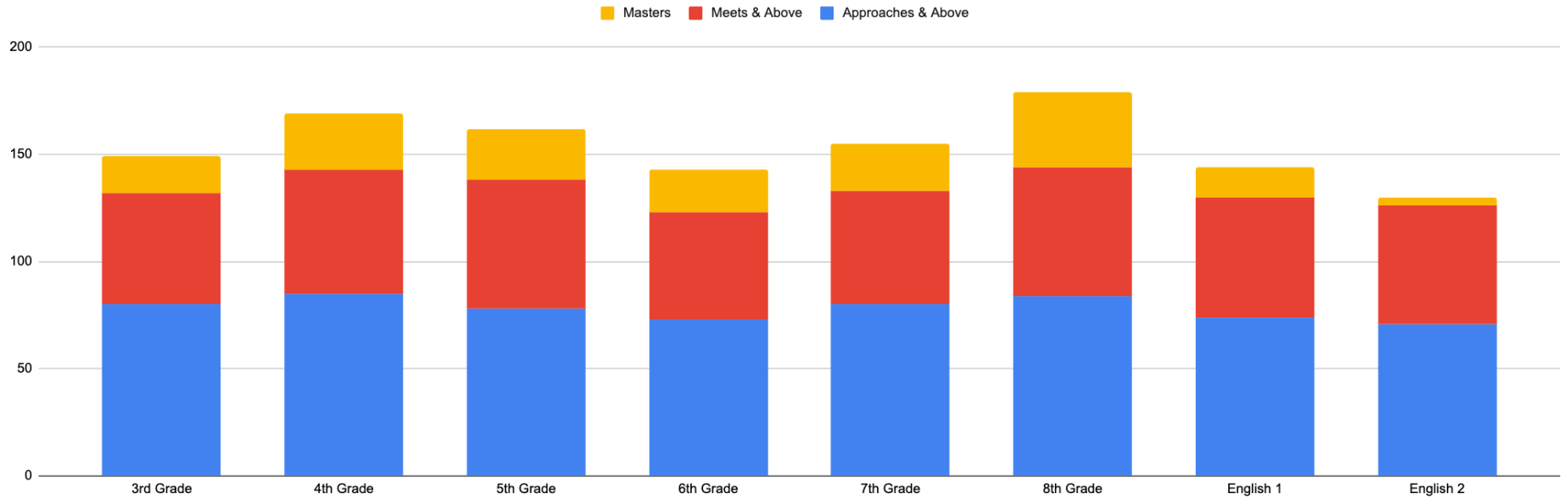
**Teachers by Years of Experience:** (percents and number of students)

- *Beginning Teachers:* 6.2% (16)
- *1-5 Years:* 27.3% (71)
- *6-10 Years:* 20% (52)
- *11-20 Years:* 28.2% (73)
- *21-30 Years:* 14.4% (38)
- *Over 30 Years:* 3.9% (10)

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### STAAR Data from 2025

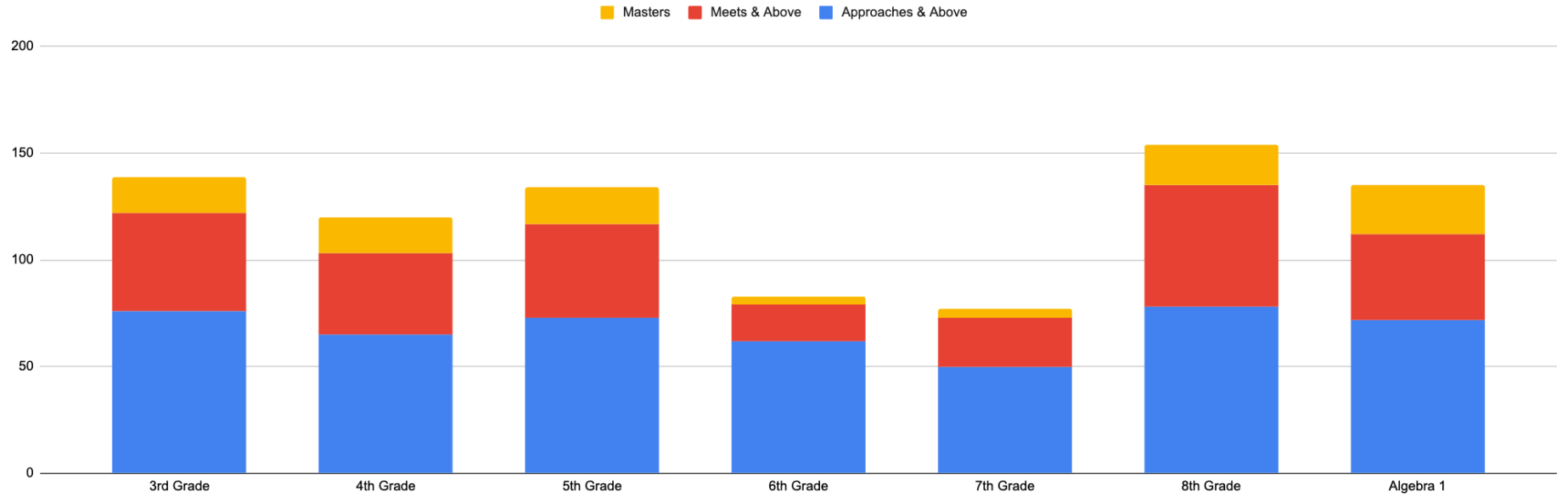
Grades 3-8 Reading & English End-of-Course  
2025



# DISTRICT - Decatur ISD Strategic Plan - Balanced Scorecard 2025-2026 Annual Performance Measures

## Grades 3-8 Math & End-of-Course Algebra 1

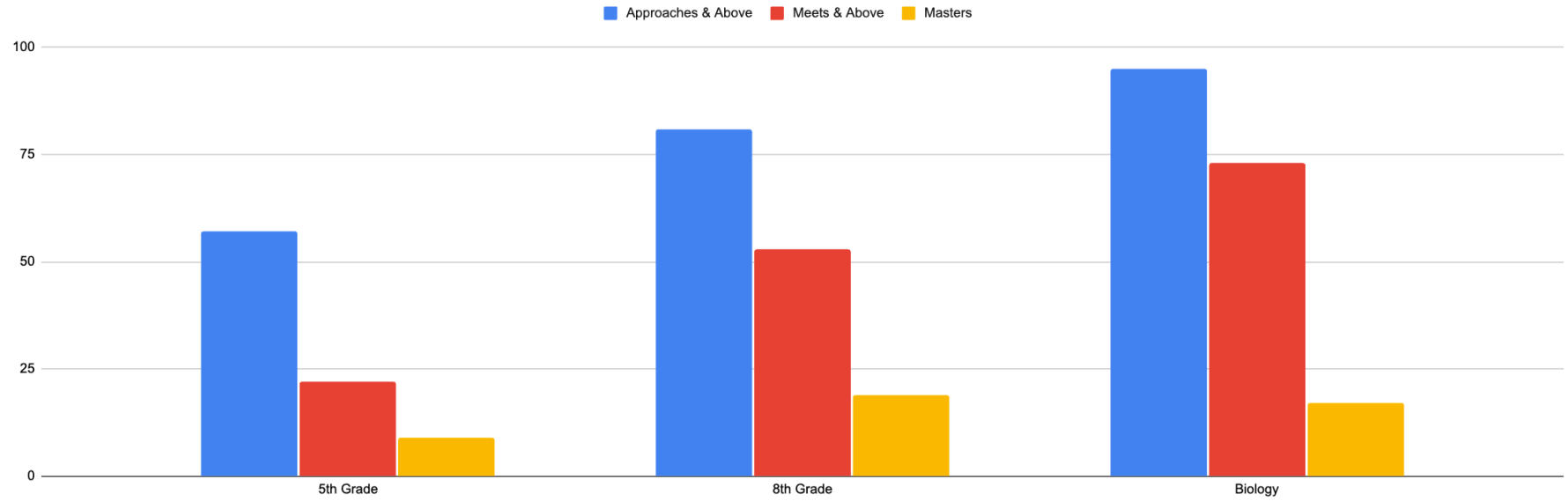
2025



# DISTRICT - Decatur ISD Strategic Plan - Balanced Scorecard 2025-2026 Annual Performance Measures

## Grades 3-8 Science & Biology End-of-Course

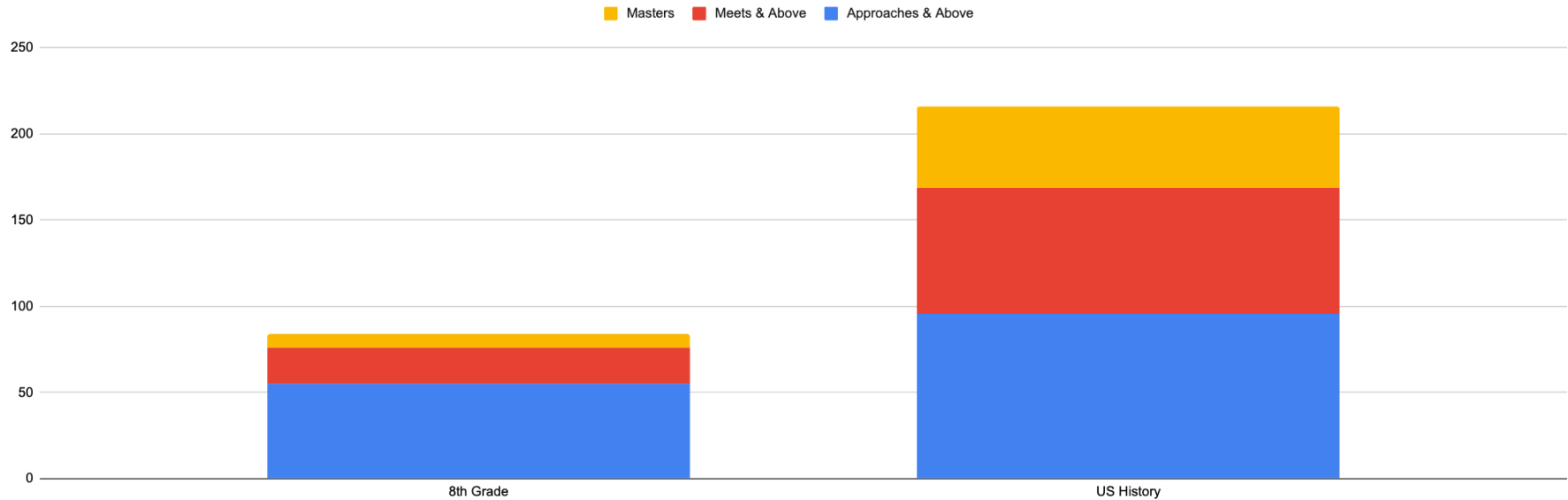
2025



## DISTRICT - Decatur ISD Strategic Plan - Balanced Scorecard 2025-2026 Annual Performance Measures

### 8th Grade Social Studies & US History End-of-Course

2025



### High Priorities from Fall 2025 Comprehensive Needs Assessment Process

- Responding to growing demographic changes
- Preparing all students for college and career opportunities
- Ensuring Tier 1 fidelity and alignment across the district
- Building supports for varied student groups and staff of special programs
- Building trust and relationships among all staff and with community
- Clarifying and solidifying systems and processes throughout the organization
- Extending more support for new teachers
- Building leadership opportunities for all staff
- Ensuring clear and effective communication
- Increasing family engagement opportunities
- Refining and monitoring all safety and discipline protocols

**DISTRICT - Decatur ISD Strategic Plan - Balanced Scorecard 2025-2026  
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PRIORITY	PERFORMANCE OBJECTIVES	KEY STRATEGIC ACTIONS	DISTRICT 2025-2026 KEY PERFORMANCE INDICATORS <i>Strategy's Expected Result/Impact</i>
<b>Priority 1: Nurture learning to ensure high performance</b>	<b>1.1 Students will be Safe and Secure</b>	1.1.a Sustain and enhance school emergency operation procedures <ul style="list-style-type: none"> <li>• <b>Emergency Management Coordinator</b></li> <li>• <b>Executive Director of Operations</b></li> <li>• <b>District Administration</b></li> </ul>	<ul style="list-style-type: none"> <li>• By June 2026, 100% of safety training drills will be performed and documented per state and district requirements</li> <li>• By June 2026, 100% of weekly exterior door examinations will be performed and documented.</li> <li>• By June 2026, the Board of Trustees will define law enforcement duties for officers and security personnel, excluding behavioral or administrative tasks better handled by district staff. These duties are outlined in the District Improvement Plan, Student Code of Conduct, and law enforcement agreements.</li> </ul>
		1.1.b Increase daily student attendance with minimum daily attendance rate of 96% at each campus <ul style="list-style-type: none"> <li>• <b>Principals</b></li> <li>• <b>Teaching &amp; Learning Department</b></li> </ul>	<ul style="list-style-type: none"> <li>• By June 2026, average daily attendance for the district will be 96.5%.</li> </ul>
		1.1.c Implement digital citizenship standards and expectations, along with increasing students' access to appropriate technology and resources <ul style="list-style-type: none"> <li>• <b>Director of Instructional Technology, TIA, &amp; Data Analytics</b></li> <li>• <b>Director of Technology</b></li> <li>• <b>Campus Teachers</b></li> </ul>	<b>Technology Access &amp; Equity</b> <ul style="list-style-type: none"> <li>• The district will maintain a 1:1 device ratio for 100% of students in grades K-12</li> <li>• The district will implement content filtering and monitoring tools on 100% of student devices.</li> <li>• The district will require multi-factor authentication (MFA) for 100% of staff.</li> </ul> <b>Cybersecurity Training</b> <ul style="list-style-type: none"> <li>• 100% of staff will complete annual cybersecurity training through Neptune Navigate, as verified by district completion reports.</li> <li>• 100% of all third-party tools will comply with FERPA, COPPA, and CIPA regulations.</li> </ul> <b>Technology Skills Mastery</b> <ul style="list-style-type: none"> <li>• Designated campus staff will deliver the K-5 Technology Skills Framework to 100% of students in order to provide consistent instruction in digital citizenship, keyboarding, and foundational digital skills.</li> <li>• By 2026, 80% of K-5 students will demonstrate mastery of grade-level Technology Applications TEKS on the district's digital skills checklist.</li> </ul>
	<b>1.2 Yearly Student Academic Growth</b>	1.2.a Increase yearly academic growth and performance of students in all student groups <ul style="list-style-type: none"> <li>• <b>Teaching &amp; Learning Department</b></li> </ul>	<u>EARLY CHILDHOOD PROGRESS</u> <ul style="list-style-type: none"> <li>• By June 2026, the percentage of early childhood students on track in Reading in TX-KEA and Circile PM assessment will increase as follows:               <ul style="list-style-type: none"> <li>○ Pre-K - 85%</li> <li>○ Kindergarten - 95%</li> <li>○ 1st Grade - 95%</li> </ul> </li> </ul>

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		<p>1.2.b Implement data-driven, research-based practices in Tier 1 instruction in all content areas</p> <p>Provide high-quality professional development aligned to student/teacher needs</p> <p>Ensure a guaranteed viable curriculum with evidence-based resources is fully integrated (written, taught and assessed) in all courses</p> <ul style="list-style-type: none"> <li>• <b>Teaching &amp; Learning Department</b></li> </ul>	<ul style="list-style-type: none"> <li>• By June 2026, the percentage of early childhood students on track in Math in TX-KEA and Circile PM assessment will increase as follows:             <ul style="list-style-type: none"> <li>○ Pre-K - 99%</li> <li>○ Kindergarten - 85%</li> </ul> </li> </ul> <p><u>MAP GROWTH</u></p> <ul style="list-style-type: none"> <li>• By June 2026, at least 75% of all students grades 2-10 will meet their growth projections on MAP Student Growth from BOY to EOY. t</li> </ul> <p><u>STAAR ACHIEVEMENT</u></p> <ul style="list-style-type: none"> <li>• By June 2026, the number of students performing at Meets Grade Level or above in reading will rise from 55% in 2023 to 65%.</li> <li>• By June 2026, the number of students performing at Meets Grade Level or above in math will rise from 39% in 2023 to 50%.</li> <li>• By June 2026, the number of students performing at Meets Grade Level or above in science will rise from 47% in 2023 to 55%.</li> <li>• By June 2026, the number of students performing at Meets Grade Level or above in social studies will rise from 48% in 2023 to 55%.</li> </ul> <p><u>STAAR PROGRESS</u></p> <p>Academic Growth</p> <ul style="list-style-type: none"> <li>• By June 2026, Academic Growth score will increase from a score of 69 D to a score of 75 C.</li> <li>• By June 2026, the district will improve its Relative Performance score from a 72 (C rating) to at least an 80 (B rating), by increasing overall academic achievement on STAAR assessments and improving student outcomes in comparison to campuses with similar student demographics and socioeconomic indicators.</li> </ul> <p><u>STAAR CLOSING THE GAPS</u></p> <ul style="list-style-type: none"> <li>• By June 2026, Closing the Gap score will increase from a score of 74 C to a score of 80 B.</li> <li>• By June 2026, the gap between MEETS % for ALL STUDENTS and the following groups will close as follows:             <ul style="list-style-type: none"> <li>○ All Grades Reading - 55%                 <ul style="list-style-type: none"> <li>■ Hispanic - from 44 to <b>50</b></li> <li>■ Special Education - from 16 to <b>35</b></li> <li>■ Economically Disadvantaged - from 43 to <b>50</b></li> <li>■ EB/EL - from 35 to <b>45</b></li> </ul> </li> <li>○ All Grades Math - 38%                 <ul style="list-style-type: none"> <li>■ Hispanic - from 30 to <b>35</b></li> <li>■ Special Education - from 15 to <b>27</b></li> </ul> </li> </ul> </li> </ul>
		<p>1.2.c Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction</p> <ul style="list-style-type: none"> <li>• <b>Director of Assessment, Accountability, &amp; Federal Programs</b></li> <li>• <b>Director of Instructional Technology, TIA, &amp; Data Analytics</b></li> </ul>	

**DISTRICT - Decatur ISD Strategic Plan - Balanced Scorecard 2025-2026  
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			<ul style="list-style-type: none"> <li>■ Economically Disadvantaged - from 30 to <b>34</b></li> <li>■ EB/EL - from 27 to <b>31</b></li> <li>○ All Grades Science - 39% <ul style="list-style-type: none"> <li>■ Hispanic - from 30 to <b>35</b></li> <li>■ Special Education - from 11 to <b>25</b></li> <li>■ Economically Disadvantaged - from 31 to <b>35</b></li> <li>■ EB/EL - from 18 to <b>29</b></li> </ul> </li> <li>○ All Grades Social Studies - 50% <ul style="list-style-type: none"> <li>■ Hispanic - from 43 to <b>47</b></li> <li>■ Special Education - from 26 to <b>38</b></li> <li>■ Economically Disadvantaged - from 45 to <b>48</b></li> <li>■ EB/EL - from 26 to <b>38</b></li> </ul> </li> </ul>
<b>1.3 Students will be College and Career Ready</b>	1.3.a Develop four-year plans with pathway designations	<ul style="list-style-type: none"> <li>● <b>Counselors</b></li> <li>● <b>Campus Administration</b></li> <li>● <b>Teaching &amp; Learning Department</b></li> </ul>	<ul style="list-style-type: none"> <li>● By June 2026, a <b>baseline will be developed</b> for growth of the number of students in CTE programs that meet concentrator and continuer status.</li> <li>● By June 2026, a <b>baseline will be developed</b> for the percentage of students receiving industry-based certifications.</li> <li>● By June 2026, 100% of 9th-11th graders will have a four-year plan developed and/or revised with their counselor.</li> </ul>
	1.3.b Build upon current CTE programs of study	<ul style="list-style-type: none"> <li>● <b>Counselors</b></li> <li>● <b>Campus Administration</b></li> <li>● <b>Teaching &amp; Learning Department</b></li> </ul>	<ul style="list-style-type: none"> <li>● By January 2026, a revised course selection guide will be developed as a single document to drive student course selection for Fall 2026.</li> <li>● By June 2026, the Closing the Gap score will increase from a score of 74 in 2025 to a score of 80..</li> <li>● By June 2026, the district will explore and add 1-2 additional certification courses with educational partners (i.e., WCC).</li> </ul>
	1.3.c Facilitate individual students meetings with counselors and seniors to ensure students are on track to graduate	<ul style="list-style-type: none"> <li>● <b>Counselors</b></li> <li>● <b>Campus Administration</b></li> <li>● <b>Teaching &amp; Learning Department</b></li> </ul>	<ul style="list-style-type: none"> <li>● By 2026, the number of students performing at or above criterion on SAT/ACT results will increase from 33.3% to 40%..</li> <li>● By 2026, the number of Hispanic students performing at or above criterion on SAT/ACT results will increase from 23% to 35%..</li> <li>● By 2026, the percentage of students who are College, Career, or Military Ready will increase from 63% to 73%.</li> <li>● By 2026, the percentage of Hispanic students who are College, Career, or Military Ready will increase from 57% to 68%.</li> <li>● By May 2026, 100% of seniors will have met with their counselor to ensure CCMR achievement. .</li> </ul>

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			<ul style="list-style-type: none"> <li>By May, 2026, the percentage of graduates achieving TSI Criteria in Both Subjects will increase from 32.9% to 45%.</li> <li>By May, 2026, the percentage of Hispanic graduates achieving TSI Criteria in Both Subjects will increase from 25% to 40%.</li> </ul>
<b>Priority 2: Invest in faculty and staff growth to ensure a highly engaged staff</b>	<b>2.1 Staff will be Safe and Secure</b>	2.1.a Sustain and enhance school emergency operation procedures <ul style="list-style-type: none"> <li><b>Emergency Management Coordinator</b></li> <li><b>Executive Director of Operations</b></li> <li><b>District Administration</b></li> </ul>	<ul style="list-style-type: none"> <li>By June 2026, 100% of staff will receive CRASE training.</li> <li>By June 2026, campus principals will deliver EOP training to 100% of staff.</li> <li>By June 2026, the district will grow the Defender program by at least one additional staff member.</li> <li>By June 2026, every campus will have completed 100% of safety drills.</li> </ul>
		2.1.b Conduct staff satisfaction survey <ul style="list-style-type: none"> <li><b>Asst. Superintendent of HR</b></li> <li><b>Director of Strategic Communication &amp; Engagement</b></li> </ul>	<ul style="list-style-type: none"> <li>By June 2026, the goal is to increase staff participation in the survey to at least 275 individuals (an increase of about 10%). Last year's participants totaled 251 individuals.</li> </ul> <p>By measuring staff satisfaction across multiple areas (including job satisfaction, employee morale, and professional development opportunities), the district will have guidance towards future goal setting and strategies that will increase staff retention, wellbeing, and safety.</p>
	<b>2.2 Faculty/Staff Professional Development to Build Capacity</b>	2.2.a Implement Professional Development Plan for all staff that will focus on Tier 1 instruction, best practices, utilizing resources with fidelity, deconstructing TEKS to improve academic achievement for all students <ul style="list-style-type: none"> <li><b>Teaching &amp; Learning Department</b></li> <li><b>Asst. Superintendent of HR</b></li> </ul>	<ul style="list-style-type: none"> <li>By May 2026, establish a baseline score for teachers with an overall T-TESS score.</li> <li>By April 2026, develop a multi-day professional learning plan utilizing the EdCon model and increase the number of staff presentations by at least 10%.</li> </ul>
		2.2b TIA-Aligned Observation Calibration & Growth Measures <ul style="list-style-type: none"> <li><b>Assistant Superintendent of Teaching &amp; Learning</b></li> </ul>	<ul style="list-style-type: none"> <li>By July 2026, at least 50% of professional development opportunities will align with the TIA designation system to ensure teachers and evaluators understand expectations.</li> <li>By April 2026, 100% of appraisers will complete calibration training, achieving at least 85% inter-rater reliability on TIA-aligned observation tools.</li> </ul>

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		<ul style="list-style-type: none"> <li>• <b>Director of Instructional Technology, TIA, &amp; Data Analytics</b></li> </ul>	<ul style="list-style-type: none"> <li>• By June 2026, 100% of eligible teachers will be trained on using approved student growth measures (NWEA MAP Growth).</li> </ul>
		<p>2.2.c DEIC will review Professional Development survey results and provide feedback for the development of the PD plan that builds on the work and training throughout the 2025-2026 school year</p> <ul style="list-style-type: none"> <li>• <b>Assistant Superintendent of Teaching &amp; Learning</b></li> <li>• <b>Director of Instructional Technology, TIA, &amp; Data Analytics</b></li> </ul>	<p>The District Educational Improvement Committee (DEIC) will serve as an advisory body to ensure professional learning reflects the needs of teachers and staff across all campuses. DEIC members will analyze results from the annual PD survey, identify strengths and areas for growth, and make recommendations that inform the district's professional development plan. Their feedback will help align PD opportunities to district priorities.</p> <ul style="list-style-type: none"> <li>• The annual PD staff survey will be administered to 100% of staff by February 2026.</li> <li>• The response rate goal for the annual PD staff survey will be at least 65% of staff completing the survey.</li> <li>• Survey results will be shared with DEIC in the spring of 2026 to inform and guide professional development planning for the following school year.</li> </ul>
	<b>2.3 Faculty/Staff Engagement and Culture</b>	<p>2.3.a Gather, review, and adjust based on the staff satisfaction survey.</p> <p>Conduct meetings with New to DISD Teachers for 2025-2026</p> <ul style="list-style-type: none"> <li>• <b>Asst. Superintendent of HR</b></li> </ul>	<ul style="list-style-type: none"> <li>• Meet with 100% percent of the new to DISD teachers at least 3 times during the school year.</li> </ul> <p>By meeting with teachers in September/November/February of the 2025-2026 school year they will be given the opportunities to provide feedback and reflections on their summer onboarding process, support still needed in and out of the classroom, have discussions about TTESS goals, and evaluate strengths and weaknesses of the district.</p>
		<p>2.3.c Recruitment and retention of staff with analysis of survey, attendance, retention data, as well as participate at educations fairs</p> <ul style="list-style-type: none"> <li>• <b>Asst. Superintendent of HR</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff survey will be administered with a goal of 70% response rate.</li> <li>• Goal of staff attendance to match if not exceed student attendance goal of 96.5%</li> <li>• Retention of at least 85% of all staff.</li> </ul>
	<p>2.3.d. Increase internal brand marketing and communications and develop a highly supportive staff base that positively engages with the DISD brand.</p>	<p><b>Overarching Goal:</b> Enhance the DISD brand by re-engaging staff, enrich the perception of the DISD brand, and create empowered employees who advocate for the Decatur ISD organization and who are energized and excited by DISD news, happenings, and events.</p> <p><b>Email Goals:</b></p>	

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		<ul style="list-style-type: none"> <li>• <b>Director of Strategic Communication &amp; Engagement</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Publish 10 newsletters throughout the year</b> by launching a monthly staff newsletter with a focus on strategic marketing to showcase positive DISD news. This should create consistency for DISD news and allow staff to become better champions for the DISD brand and to empower word-of-mouth marketing, which enables individuals to tell the DISD story within their own community spaces and network .</li> <li>• <b>Increase the number of views to at least 2,750 (for staff and families) for each monthly newsletter by the end of the year.</b> (The most recent September newsletter had 2,493 views.)</li> </ul> <p><b>Emergency Alert Goals:</b></p> <ul style="list-style-type: none"> <li>• <b>Send at least 10 staff emails in which staff receive the alert a minimum of 15 minutes before families/the community.</b> This staff-first approach to news is designed to ensure teachers/staff are equipped to answer parent questions when emergencies arise.</li> </ul> <p><b>Social Media Goals:</b></p> <ul style="list-style-type: none"> <li>• <b>Increase the shares of posts on social media from 2.2% (219 total for Sept. 5-Oct.2) to 5% by the end of the year.</b> This goal is designed to empower staff to post positive DISD news on their own channels and to be online champions for the DISD brand.</li> </ul> <p><b>Storytelling Goals:</b></p> <ul style="list-style-type: none"> <li>• Increase use of the "Share Your Story" form to at least 10 submissions by the end of year. This will create a platform that allows anyone (staff, families, community) to be able to share pertinent stories.</li> </ul>
		<p>2.3.e. Increase donor giving among DISD employees.</p> <ul style="list-style-type: none"> <li>• <b>Executive Director of Strategic Communication &amp; Engagement</b></li> </ul>	<ul style="list-style-type: none"> <li>• By 2026, expand and leverage the Decatur Education Foundation's staff partner program to increase DISD employee giving to 300 employees signed up to donate monthly to DEF.</li> </ul> <p>By strengthening relationships with staff DEF donors, we will be able to increase donations to the foundation, which will enable DEF to pour more funds back into Decatur ISD.</p>
		<p>2.3.f. Develop the Teacher Incentive Allotment (TIA) System</p> <ul style="list-style-type: none"> <li>• <b>Director of Instructional Technology, TIA, &amp; Data Analytics</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop and submit a district TIA designation system aligned to TEA requirements.</li> <li>• Establish and maintain a stakeholder committee to guide system design and implementation.</li> <li>• Provide ongoing communication, training, and resources for staff regarding TIA requirements, timelines, and opportunities.</li> <li>• <b>System Development</b> – By April 2026, Decatur ISD will submit a complete TIA designation system application to TEA for approval.</li> </ul>

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<p><b>Priority 3: Foster a culture of excellence with family and community support</b></p>	<p><b>3.1 Parent and Family/Community Engagement</b></p>	<p>3.1a Provide opportunities for parents and families to participate in committees such as DEIC, SHAC, Safety &amp; Security, Future Ready, Strategic Planning, etc.</p> <ul style="list-style-type: none"> <li>● <b>Director of Strategic Communication &amp; Engagement</b></li> <li>● <b>Superintendent</b></li> <li>● <b>Asst. Superintendent of HR</b></li> <li>● <b>Asst. Superintendent of T&amp;L</b></li> <li>● <b>CFO</b></li> <li>● <b>Executive Director of Operations</b></li> </ul>	<p><b>Communications:</b></p> <ul style="list-style-type: none"> <li>● Deploy at least one social media post and one newsletter content item for each DISD committee to increase promotion of committee opportunities for families, community members and business leaders.</li> <li>● Measure the number of total committee members across all committees and grow that number by 10%. The goal is designed to develop feedback systems that allow stakeholders (students, teachers, staff, families, community members, and business leaders) to provide feedback to the district. This in turn, will enable DISD to better identify and solve potential organizational threats and weaknesses and maximize opportunities.</li> </ul>
		<p>3.1.b Conduct parent information nights for students transitioning schools or programs</p> <ul style="list-style-type: none"> <li>● <b>Campus Administration</b></li> <li>● <b>Counselors</b></li> <li>● <b>Teachers</b></li> </ul>	
		<p>3.1.c Leverage DISD communication channels to provide timely, engaging, and relevant information to families by using strategic marketing techniques.</p> <ul style="list-style-type: none"> <li>● <b>Director of Strategic Communication &amp; Engagement</b></li> <li>● <b>Emergency Management Coordinator</b></li> <li>● <b>Executive Director of Operations</b></li> </ul>	<p><b>Overarching Goal:</b> Enhance the DISD brand by re-engaging families/the community, enrich the perception of the DISD brand, and create students and parents who advocate for the Decatur ISD organization and who are energized and excited by DISD news, happenings, and events.</p> <p><b>Spanish Communications:</b></p> <ul style="list-style-type: none"> <li>● <b>Launch an official, Spanish-language Communications Committee</b>, starting with DISD employees, to look at potential opportunities to engage parents/guardians who do not speak Spanish. The goal is to support all families who predominately speak languages other than English. Also, launch a Silver Eagles luncheon for Spanish-speaking community members.</li> </ul> <p><b>Email Goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Publish 10 newsletters throughout the year</b> by launching a monthly family/community newsletter with a focus on strategic marketing to showcase positive DISD news. This should create consistency for DISD news and allow families/the community to become better champions for the DISD brand and to</li> </ul>

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			<p>empower word-of-mouth marketing, which enables individuals to tell the DISD story within their own community spaces and network .</p> <ul style="list-style-type: none"> <li>• <b>Increase the number of views to at least 2,750 (for staff and families/the community) for each monthly newsletter by the end of the year.</b> (The most recent September newsletter had 2,493 views.)</li> </ul> <p><b>Emergency Alert Goals:</b></p> <ul style="list-style-type: none"> <li>• Ensure that families are notified about major emergencies (i.e. injured student(s) at the same time as staff 100% of the time.</li> </ul> <p><b>Social Media Goals:</b></p> <ul style="list-style-type: none"> <li>• <b>Increase the shares of posts on social media from 2.2% (219 total for Sept. 5-Oct.2) to 5% by the end of the year.</b> This goal is designed to empower families/the community to post positive DISD news on their own channels and to be online champions for the DISD brand.</li> </ul> <p><b>Storytelling Goals:</b></p> <ul style="list-style-type: none"> <li>• Increase use of the "Share Your Story" form to at least 5 parent/family submissions by the end of year. This will create a platform that allows anyone (staff, families, community) to be able to share pertinent stories.</li> </ul>
	<b>3.2 Community Partnerships</b>	<p>3.2.b Establish and enhance opportunities for community and business stakeholders to connect with DISD online.</p> <ul style="list-style-type: none"> <li>• <b>Director of Strategic Communication &amp; Engagement</b></li> </ul>	<p>By increasing opportunities for the community to connect with the DISD organization, the district will be able to enhance one of its most powerful relationships and rebuild trust.</p> <p><b>Website:</b></p> <ul style="list-style-type: none"> <li>• Launch a DISD "community" website that allows the district to curate many of its highest level community engagement opportunities online in one location.</li> </ul> <p><b>Sponsorships:</b></p> <ul style="list-style-type: none"> <li>• Produce a sponsorship packet.</li> </ul> <p><b>Email:</b></p> <ul style="list-style-type: none"> <li>• Increase promotions of the new community newsletter started last year with a goal of growing signups by 50%to 69 (current total of 46 subscribers).</li> </ul>
		<p>3.2.d. Increase external donor giving for the Decatur Education Foundation</p> <ul style="list-style-type: none"> <li>• <b>Director of Strategic Communication &amp; Engagement</b></li> </ul>	<ul style="list-style-type: none"> <li>• Expand and leverage the Decatur Education Foundation's family, community and business partnerships to increase overall donor giving to at least \$100,000 by the end of the school year.</li> </ul> <p>By strengthening these external relationships with donors, DEF will increase donor giving. This in turn, will allow DEF to give more back to campaigns that support DISD teachers and students. Chief among these efforts will be development of a DEF marketing committee.</p>

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	<b>3.3 Stakeholder Communication and Feedback</b>	<p>3.3a Determine, establish, and enhance systems whereby DISD internal and external stakeholders can provide feedback to the district.</p> <ul style="list-style-type: none"> <li>• <b>Director of Instructional Technology, TIA, &amp; Data Analytics</b></li> </ul>	<p>Major district initiatives such as the Teacher Incentive Allotment (TIA) will include structured stakeholder committees with representative voices to ensure transparency and collaboration. The TIA system, in particular, will be developed with broad stakeholder input and guided by a representative committee with staff from every campus.</p> <ul style="list-style-type: none"> <li>• The TIA stakeholder committee will meet at least four times during the 2025–2026 school year, with representation from all campuses.</li> </ul>
<b>Priority 4: Fiscal responsibility and transparency and maximize community investment</b>	<b>4.1 Ensure Strong Financial Stewardship</b>	<p>4.1.a Develop a budget planning calendar</p> <ul style="list-style-type: none"> <li>• <b>CFO</b></li> <li>• <b>Superintendent</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop a budget planning calendar for 2025 and beyond</li> </ul>
		<p>4.1.b Develop and implement systematic budget review process for campus and departments</p> <ul style="list-style-type: none"> <li>• <b>CFO</b></li> <li>• <b>Superintendent</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop and implement systematic budget review process for campus and departments</li> </ul>
	<b>4.2 Processes and Planning for Well-Maintained Facilities</b>	<p>4.2.a Develop and maintain 10-Year Facility Master Plans</p> <ul style="list-style-type: none"> <li>• <b>Executive Director of Operations</b></li> </ul>	<p>Using demographic data and facility data, a 10 year facility plan will be developed with collaboration from the community advisory committee/long range facility committee. The district will be able to plan for facility funding needs.</p> <ul style="list-style-type: none"> <li>• Increased participation from 4 to 5 or more in the Strategic Subcommittee meetings.</li> <li>• Hold at least 4 Strategic Subcommittee meetings directly related to facilities,</li> </ul>
	<b>4.3 Provide Operational Efficiency, Effectiveness, and Transparency</b>	<p>4.3.a Develop a budget efficiency review process at the object code level (6100, 6200, 6300, 6400)</p> <ul style="list-style-type: none"> <li>• <b>CFO</b></li> <li>• <b>Superintendent</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop a budget efficiency review process at the object code level</li> </ul>
		<p>4.3.b Monitor state funding and projections for revenue outcomes</p> <ul style="list-style-type: none"> <li>• <b>CFO</b></li> <li>• <b>Superintendent</b></li> </ul>	<ul style="list-style-type: none"> <li>• Monitor state funding and projections for revenue outcomes</li> </ul>

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		<p>4.3.c Achieve and maintain the Texas Comptroller Transparency Star Awards</p> <ul style="list-style-type: none"> <li>• CFO</li> <li>• Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve and maintain the Texas Comptroller Transparency Star Awards</li> </ul>
		<p>4.3.d Revamp the Department of Financial Services website to improve transparency.</p> <ul style="list-style-type: none"> <li>• Director of Strategic Communication &amp; Engagement</li> </ul>	<p><b>Redesign the finance webpage to make the website more user friendly, visually appealing, and easier to navigate, while also maintaining all of the existing information.</b></p> <ul style="list-style-type: none"> <li>• The goal is to increase transparency and to strengthen trust around DISD finances in the community as demonstrated through various feedback opportunities.</li> </ul>
		<p>4.3e Develop TIA Spending Plan &amp; Compensation Timeline</p> <ul style="list-style-type: none"> <li>• Director of Instructional Technology, TIA, &amp; Data Analytics</li> <li>• Asst. Superintendent of HR</li> <li>• Superintendent</li> <li>• CFO</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the TIA Spending Plan (distribution model, compensation timing) in compliance with statutory requirements, including the 90/10 rule and teacher movement scenarios.</li> <li>• Engage stakeholders in reviewing spending plan options and align decisions with district goals for recruitment, retention, and support of effective teachers.</li> <li>• Align proposed compensation timelines with payroll processes to ensure readiness for Year 1 payouts.</li> <li>• The Spending Plan will include statutory language addressing the 90/10 rule, TRS/tax implications, and designated teacher movement scenarios.</li> </ul>

**Mandatory Policies and Procedures Required by Policy BQ(LEGAL)**

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION AND EVALUATION)
<p><b>1. Bullying</b></p> <ul style="list-style-type: none"> <li>• Prevention, identification, response to and reporting of bullying or bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	Campus Administration	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
<p><b>2. Coordinated Health Program</b></p> <ul style="list-style-type: none"> <li>• Student fitness assessment data</li> <li>• Student academic performance data</li> <li>• Student attendance rates</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	Campus Administration PE Teachers Child Nutrition SHAC	The school will follow Board Policies: FFA and EHAA.

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<ul style="list-style-type: none"> <li>Percentage of students who are Economically Disadvantaged</li> <li>Use and success of methods of physical activity</li> <li>Other indicators</li> </ul>			
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>Student groups served – monitoring over-representation</li> <li>Attendance rates</li> <li>Pre- and post- assessment results</li> <li>Dropout rates</li> <li>Graduation rates</li> <li>Recidivism rates</li> </ul>	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	DAEP Administrator Campus Administration	
<b>4. District's Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>Evaluation – every two years</li> </ul>	TEC 11.252(d)	Superintendent Assistant Superintendents Campus Administrations	
<b>5. Dropout Prevention</b>	TEC 11.252	Campus Administration	
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Director of Special Programs Dyslexia Therapists	The school will follow Board Policy EHB, F, EHBC, and EKB.
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>An identification and recruitment plan New Generation System (NGS)</li> <li>Early Childhood Education</li> <li>Parental Involvement</li> <li>Graduation Enhancement</li> <li>Secondary Credit Exchange and Accrual</li> <li>Migrant Services Coordination</li> <li>A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Director of Assessment, Accountability, and Federal Programs Campus Administration	
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>District-wide procedures for campuses, as applicable</li> </ul>			
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>Higher education admissions and financial aid, including sources of information</li> </ul> </li> </ul>	TEC 11.252(4) TEC 11.252(3)(G)	Assistant Superintendent of Teaching & Learning Executive Director of Student Services & Secondary Academics Campus Administration Campus Counselors	

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<ul style="list-style-type: none"> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Assistant Superintendent of Human Capital & Operations	
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	TEC 38.0041(c) TEC 11.252(9)	Campus Administration	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>● Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Campus Administration Campus Counselors	The school will follow Board Policy FFB and FNF.
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>● Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	Campus Administration Campus Counselors	Board Policies: FFB, FOC, FOCA, DMA and FFE

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<ul style="list-style-type: none"> <li>notification procedure</li> <li>o Conflict resolution programs</li> <li>o Violence prevention and intervention programs</li> <li>o Unwanted physical or verbal aggression</li> <li>o Sexual harassment</li> <li>o Harassment and dating violence</li> </ul>	<p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>		
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	<p>Director of Special Programs Campus Administration</p>	<p>Board Policy DMA(Legal)</p>
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Director of Technology Director of Instructional Technology, TIA, &amp; Data Analyst</p>	