

**Manor Independent School District**  
**Decker Middle School**  
**2024-2025 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

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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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# Table of Contents

Our Essential Beliefs .....	2
Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	7
School Processes & Programs .....	9
Perceptions .....	11
Priority Problem Statements .....	12
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	16
Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals. ....	16
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. ....	22
Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners. ....	23
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. ....	25
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. ....	29
Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation. ....	30
State Compensatory .....	33
Budget for Decker Middle School .....	33
Campus Funding Summary .....	34
Policies, Procedures, and Requirements .....	35

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Decker Middle School serves students in grades 6-8 in Manor ISD. The campus implements AVID as a means to develop college and career readiness for students. Decker is also a Fine Arts Academy and has been identified as such since the 2017-18 school year. Arts courses offered include Guitar, Symphonic, Honor, and Jazz Bands, Dance, Theatre and the Visual Arts which incorporate a variety of media from drawing to 3D to virtual art. The Theatre department participates in One-Act Play annually. The Dance classes have showcases multiple times a year. Band and Guitar participate in a variety of campus, competitive, and showcase events that demonstrate student skills.

Decker Middle School is a Positivity Project partner school. The goal is to prioritize social and emotional learning by engaging students daily in the Positivity Project curriculum. While the teach piece of Positivity Project is based in the student advisory class, it is looked at as a means of engaging PBIS throughout the day using the HERO behavioral management program.

There are a variety of academic opportunities for students at Decker. Classes offered include accelerated academic classes, CTE courses, athletic and fine arts, as well as High School credit courses including Spanish, Algebra 1, English 1, and Biology. We have a continuum of Special Education services that range from Functional Academics, Life Skills, Resource, Inclusion, and Dyslexia. In addition, we have ESOL courses for our newcomers as they are beginning language learners.

Decker Middle School serves a diverse community of students and families. Decker is in East Austin, an area of rapid growth and change. Decker's student body demographics for the 2024-25 school year are:

### Gender Breakdown

Males	295	49.6%
Females	300	50.4%
Total Students	595	100%

### Ethnicity Breakdown

Hispanic	412	69%
African American	107	18%

### Ethnicity Breakdown

Asian	38	6%
White	27	4%
multiracial	9	1.5%
American Indian/ Alaskan Native	2	<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	32	5%
Special Education	65	11%
Emergent Bilingual	340	57%
Newcomers	84	14%
Gifted and Talented	45	7.5%
504	38	6%
At Risk	490	82%
Economically Disadvantaged	445	74.8%

Roughly half of the 53 teachers for the 2023-2024 will be in their second year at DMS. 40% of the teachers are African American, 30% Hispanic, 25% White, and 2% Asian. 30% of the teachers are male and 70% are considered female. The largest group of teachers represented by years of experience are the 0-5 years experience group at 50%.

By the end of the school year, all teachers will be highly qualified and certified by the state of Texas in the content area in which they taught and/or continue to teach.

### Demographics Strengths

With over 75% of DMS students being Eco Dis and 53% of DMS students being Emergent Bilingual, DMS saw the highest level of performance in English 1, and RLA STAAR 6-8.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Problem Statement: Hispanic scholars make up 66% of the DMS population, however, this sub-population perform, on average, 20% below their peers. To achieve our goal of increasing student academic achievement, we will prioritize our focus on PLCs and coaching to build teacher capacity using Leverage Leadership 2.0 and PLC+ Framework. **Root Cause:** Lack of culturally responsive teaching. PLC did not happen, therefore the reading and math teams did not use the data driven instruction within our Emergent Bilingual population to provide research based and differentiated instruction to improve instruction.

# Student Learning

## Student Learning Summary

Teachers are provided common planning time for our Language Arts, Math, Science, and Social Studies classes to analyze student data such as common assessments and STAAR data. The 2023-24 preliminary STAAR score results from May 2024 are below.

The DMS 2023-24 data is as seen below.

### EOC PERFORMANCE

	APPROACHES	MEETS	MASTERS
<b>ENGLISH 1</b>	88%	71%	20%
<b>ALGEBRA 1</b>	76%	31%	15%
<b>BIOLOGY</b>	85%	32%	8%

### STAAR PERFORMANCE

Assessment & Grade	APPROACHES	MEETS	MASTERS
<b>RLA 6</b>	41%	16%	2%
<b>RLA 7</b>	6%	0%	0%
<b>RLA 8</b>	53%	19%	6%
<b>MATH 6</b>	22%	5%	1%
<b>MATH 7</b>	25%	4%	0%
<b>MATH 8</b>	32%	9%	1%
<b>SCIENCE 8</b>	21%	8%	3%
<b>SOCIAL STUDIES 8</b>	37%	12%	5%

TEA campus ratings are based on STAAR results. Decker Middle School effectively received an "F" rating, although the state has not yet published ratings.

### **Student Learning Strengths**

The students enrolled in High School credit courses with EOCs scored considerably higher than their on grade peers. The Reading test was the highest overall, and the social studies test did not show any decline as did other tested areas.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** DMS leaders did not engage in the PLC process, implement HQIM with fidelity and did not use data to inform instruction. **Root Cause:** Former leadership team did not lead PLCs, engage in data analysis, and/or observe and coach teachers.



# School Processes & Programs

## School Processes & Programs Summary

Decker is a one-to-one campus with Chromebooks. Core teachers use Google Classroom for their students to access digital learning tools. The HQIMs for most of the core subject areas are digital in nature. HQIMs are used with fidelity in these classes. In the elective classes, teachers who integrate technology also use Google Classroom. The CTE courses have dedicated computer labs for their classes and there is an additional lab located beside the campus library.

The 6th grade cohort allows all 6th grade students to have an intervention or acceleration course in their schedule. There are 2 teams of teachers within this cohort. They have a PLC class period in which they are together to discuss curriculum and lesson planning as well as student concerns for their intervention block. In addition these teachers have a separate conference period to allow for group conferences with families when needed.

The 7th and 8th grade teachers also have a PLC period with their subject area department and a conference period, although the conference periods are not unified.

Professional development takes place monthly for the entire campus and on an as needed basis for teachers who are exhibiting areas in need of growth. All VIT (Visiting International Teachers) and teachers with 5 or fewer years of experience are expected to attend monthly sessions in which the administration works with them using strategies from *Get Better Faster 2.0*.

There is a teacher leadership team consisting of the grade level lead teachers and the content area department chairpersons. This group meets monthly to bring concerns, challenges, and celebrations to the campus administration. This group consists of teachers with a variety of levels of experiences. This group will make campus-wide decisions that will then be rolled out to the remaining faculty. This group is also the center for communication across campus. When information is needed to be shared with teachers, it is shared with the grade level or departmental lead to then be shared with the remainder of their team.

Extracurricular activities on campus include athletics, band, dance, and theatre, as well as academic pursuits such as UIL.

Programs for our students who meet the requirements include Communities in Schools (CIS) and the Council for At Risk Youth (CARY) to help meet needs that our require outside resources and group counseling opportunities. In addition, students can be referred to Integral Care counseling for more intensive mental health concerns than the campus counselors can provide.

Student leadership has also been implemented as a group of students who provide regular input for the principal about student perspectives on campus, as well as planning events for student enjoyment such as Decker Pride Friday events and Pep Rallies. Classrooms are also implementing student leadership roles to encourage students to be more active within their own learning opportunities.

## School Processes & Programs Strengths

Decker Middle School has a strong fine arts program and the least amount of discipline referrals came from those classes. The campus also has a highly involved CIS and CARY programs that support a wide variety of needs on campus.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers do not consistently follow written processes for data analysis and communication. **Root Cause:** Decker MS former leadership did not communicate with staff and share expectations. Coaching and observations were not administered.

# Perceptions

## Perceptions Summary

Through the complete overhaul of the campus administration, Decker had the lowest attrition rate in at least 5 years between the 2023-24 and 2024-25 school years. This can be credited to an expected change in campus climate and culture. Teachers viewed the new administration as credible and capable of making the needed changes for safety and student success.

Students have acclimated to the expected changes well. Restorative conversations have assisted students in understanding the need for the changes to the campus climate.

Decker Middle School will invite parents and community members to multiple events throughout the year in order to create a relationship between school and home. The school plans to host events (with the circumstances permitting) such as Academic Awards ceremonies, the Multi-cultural Program, Fine arts Parent Nights, band concerts, choir concerts, plays, art shows, AVID College Fair, goal setting presentations, and boys' and girls' athletic events.

## Perceptions Strengths

We want our parents and community members to actively participate in school events. This involvement of students and staff leads to the student attendance rate of more than 96% daily. The majority of our staff will continue at Decker. We had 9 new hires this year. This retention rate is due in part to mentoring relationships and a family environment that is inclusive.

School counselors and principals work together to conduct peer mediation so that students feel comfortable and safe in their learning environment. Additionally, students who return from a DAEP meet with counselors on a regular basis.

Faculty and staff provide a safe school environment in multiple ways including being on duty at various locations around the campus before, during, and after school. Supervision is provided whenever students are on campus, to include extra-curricular activities at night and on weekends. All visitors to the campus are required to check in the front office and obtain a school visitor's badge.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Decker Middle School is not perceived as a high achieving school. **Root Cause:** Decker MS has scored below state averages. DMS former leadership team did not provide guidance with analyzing data, coaching teachers, and providing professional development.

# Priority Problem Statements

# 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM 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-PESS 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 2026, 100% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.





**Performance Objective 1:** 100% of teachers will engage in the weekly DDI/PLC cycle to plan to integrate high-quality instructional materials aligned with state standards into their daily instructional practices to increase student learning outcomes.

**High Priority**

**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			
<p><b>Strategy 1:</b> Teachers use their HQIM to plan tier 1 instruction learning progressions to reach standard mastery by analyzing through potential student misconceptions. By the end of October, consistent HQIM usage will be evident in teacher walkthrough observations and lesson internalization products 80% of the time. By the end of January, this will increase to 100%.</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through weekly PLCs, teachers will receive professional learning on the DDI protocol to support the successful scaffolding and spiraling of information and the development of effective small group instruction. By the end of October 80% of core teachers will have implemented small group, Tier II instruction as identified by walkthrough observations and lesson internalization feedback.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of October 100% Teachers will intentionally incorporate specific and strategic vocabulary instruction embedded into their lessons every week as evident on word walls, student interactive notebooks, and student assessment data.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Each week 100% of teachers will bring examples of high, medium, and low level student artifacts to PLC for analysis to identify common misconceptions, and areas of strength, as well as develop a plan for tier 2 interventions.</p>	Formative			Summative
	Oct	Jan	Mar	June







Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will develop a strategic monitoring plan of action, including developing focused questioning designed to elicit responses that will provide formative data throughout the lesson. STRATMO incorporates the use of a seating chart which prioritizes students with the highest levels of need, including accommodations, data tracking coding system and a pathway that identify the laps through the room the teacher will take, the exemplar responses, as well as both correct and incorrect answers given by students. Teachers check for understanding against the exemplar and cues students with minimal verbal intervention.</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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





**Performance Objective 2:** During Raven's Nest/Advisory 100% of students will engage in Goal Setting for all core subjects as seen in student Agenda Interactive Notebook. Students will engage in goal setting, self-reflection to track their progress on personal and academic goals every six weeks grading period. Teachers will engage in individual conferencing with students every three weeks.

**Evaluation Data Sources:** CFAs, benchmarks, interim, STAAR, EOC, universal screener, iReady data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To increase the efficacy of student goal setting, 100% of students will be taught how to use Eduphoria data to record their mastery of standards in a personal data tracker in their advisory notebook for each tested subject.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Advisory teacher, core content teacher, content-area admin.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of students will use iReady as an intervention/acceleration tool during Ravens' Nest and in their Math and ELAR class periods. Students will be acknowledged for their iReady progress using data trackers in their Ravens' Nest class and then celebrated for growth in multiple ways, including top grade level performance, growth per week, and per six weeks, both during announcements and through DPF events.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 100% of teachers will provide specific and timely (within three school days) feedback to struggling students in a private setting, using data collected from formal and informal assessments, with a focus on identifying individual difficulties and the strategies best suited for Tier 2 interventions.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

**Performance Objective 3:** In 60% of each week's lessons, teachers will implement the gradual release of responsibility to students for independent practice towards success criteria achievement, using differentiated educational stations and activities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Through targeted monthly PL and targeted daily PLC's, teachers will create differentiated educational stations and engaging activities for individual, collaborative, or teacher-led small group instruction to meet the needs and learning styles of individual students.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will plan lesson activities with a focus on increasing the number of student opportunities and class time for independent practice in each lesson, as well as on decreasing the teacher's own direct teach/lecture time.	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 4:** DMS will use restorative practices and PBIS to encourage positive campus climate.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of teachers will be trained in basic restorative practices and will be expected to use restorative practices, such as check-in circles, community building circles, and restorative conferences to develop strong relationships with their students.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of students will be taught the purpose and process for using restorative practices including check-in circles, community-building circles, and restorative conferences to better respond to conflicts and problems that arise both at home and at school.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Through the use of restorative practices, campus-wide disciplinary referrals will decrease by 10% during the 2024-2025 school year.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> DMS will implement a training protocol for both teachers and students that aligns with state and district policies to help them identify both in-person and cyberbullying and how they can prevent it.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 100% of Ravens' Nest teachers will implement the social-emotional learning Positivity Project lessons with fidelity.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 100% of students will use HERO to track their individual contributions to a positive campus climate, and then use their earned points to purchase rewards.	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 5:** By the end of the 2024-2025 academic year, we will increase student engagement and achievement by implementing a blended learning model that integrates technology into classroom instruction, resulting in a 10% improvement in student math and reading STAAR test





**High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using the 2023-24 STAAR results and the BOY and MOY iReady diagnostic data, math and ELAR teachers will develop focused interventions to support students who did not demonstrate on track measures for STAAR including gain scores and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Begin by assessing the current state of student engagement and achievement in math and reading, focusing on STAAR test scores. Collect baseline data to understand the starting point and identify areas of improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will receive targeted professional development on how to effectively integrate technological tools and resources into weekly classroom instruction, including gamification, collaboration, interactive content, real world application of concepts and opportunities to engage with real world experts .</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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 1:** DMS teachers and staff will use different media for communication with families, including phone calls, emails, and Talking Points with a minimum of 15 per week, documented in Skyward.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of teachers and staff will be trained in the proper use of Talking Points, including best circumstances for using a class announcement, sending a direct message, and when to use a phone call instead of Talking Points.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The DMS family newsletter will be sent monthly via email to DMS families.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of teachers will use the HERO management system to document positive and negative student actions to encourage the development of positive character traits, including self-discipline, self-efficacy, and self-awareness which will be shared with parents.	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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:** DMS attendance will increase to 95% for the 2024-2025 school year.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> DMS will use the positive behavior interventions and support (PBIS) system, called HERO, to reward attendance by having PBIS incentives in place each week, all year long (i.e., School Store, Porch Party, Staff v. student games, dress up days, etc.)</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> HERO - State Compensatory Education - \$4,500, School Store Items - State Compensatory Education - \$1,200</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> DMS will ensure that 100% of scholars stay in school through the Everybody Belongs initiative and other interventions and supports, such as relationship mapping to identify which students do not feel a sense of connection to an adult on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> By identifying students who are connected and/or not connected and finding opportunities for them to be connected to the school ,somehow, scholars will feel a connection to school and will want to continue their grade school education.</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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 2:** DMS will host, at minimum, ten opportunities for families to engage with our campus during the 2024-2025 school year. This will include fall and spring Student Led Progress Meetings and one Presentation of Learning in the Spring. See DMS Event Calendar here: <https://docs.google.com/document/d/1V1TILo0tMezpGeEWk49h3gVwIBPg6DiOjcMRkwZ4Y3w/edit?usp=sharing>

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> DMS will administer student perception surveys and family perception surveys at the end of each semester (twice yearly).</p> <p><b>Strategy's Expected Result/Impact:</b> Regularly collect feedback from students regarding their experiences with gamified lessons, interactive content, collaborative projects, and real-world applications. Analyze survey data to identify areas of satisfaction and areas that need improvement.</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> DMS will host interactive academic focused family events for each core content area (4).</p> <p><b>Strategy's Expected Result/Impact:</b> Create interactive multimedia content such as videos, simulations, quizzes, and virtual labs to enhance student/family engagement. Measure student interaction with the content, time spent on interactive materials, and improvements in comprehension and retention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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 1:** 100% of students in CTE classes will have access to opportunities and resources needed to experience and fully access real-world audio video production and video game design.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of students in CTE courses will use BeAble Life-Ready Literacy platform to individualize interventions based on the student's interests and prior knowledge, while developing student agency for learning.</p> <p><b>Strategy's Expected Result/Impact:</b> BeAble links students' personal interests and aspirations to literacy growth, personal growth, career exploration, and academic rigor; delivers Lexile growth 5X expected annual growth and puts students on personalized paths to academic success and career opportunity.</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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:** 100% of teachers will develop lesson plans that will meet the needs of our students' diverse population using cultural or real-world relevant content.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of teachers will include accommodations, modifications, and anchors of support in their weekly lesson plans to provide the necessary resources for any/all of their Special Populations students.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Populations students will show growth in their performance levels on the STAAR Reading and Math assessments for the 2024-2025 school year.</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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:** 75% of Emerging Bilingual (EB) students will show growth in their performance levels on the STAAR Reading and Math assessments for the 2024-2025 school year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Emergent Bilingual students will use district provided language support applications during their ESOL classes.  <b>Strategy's Expected Result/Impact:</b> During newcomer ESOL classes, the teacher will include activities and practice for acquiring language for our English Learners.</p> <p>Scholars who are identified as English Learners will increase their understanding of the English language thus improving their performance on assessments in English</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> DMS teachers will receive ongoing professional learning on the use of ELPS in their lessons to provide students opportunities to engage with the English language in a safe environment.  <b>Strategy's Expected Result/Impact:</b> Teachers will understand language acquisition so they will include techniques on teaching language through content.</p> <p>Scholar performance will increase because they will have acquired the English language more efficiently.</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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 4:** 100% of DMS core content teachers will continue to use the Google Classroom learning management system for instruction.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each DMS core content teacher will create and update weekly a Google Classroom to provide access to learning materials and activities for students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of DMS scholars will have access to in-class technology through their core and academic elective courses.</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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 1:** 100% of teachers and staff will report campus maintenance needs to administration to have work orders placed so the campus will be properly maintained.

**Evaluation Data Sources:** none

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of staff will be trained on the process for properly submitting requests for work orders for campus maintenance.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop and implement a maintenance and repair plan to address these needs, ensuring that 100% of identified issues are resolved within 2 weeks.</p> <p>Key Performance Indicator (KPI): Percentage of identified maintenance and safety issues resolved. Data Sources: Facility assessment reports, work orders, and maintenance logs.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Mar	June





**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 a plan of action for recruiting and retaining teachers at DMS.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Every month teachers and staff will recognize the achievements of their peers through voting for the teacher and staff member of the month.</p> <p><b>Strategy's Expected Result/Impact:</b> Recognize and celebrate teacher achievements related to teacher efforts on campus. We will also highlight work ethic and desire to learn.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> DMS will implement culture building projects for students, staff, teachers to support the start and ongoing process of a positive school culture.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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 2:** 100% of DMS staff will receive ongoing professional development of learning strategies to implement in classroom.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of DMS teachers will receive professional development in AVID methodologies through their PLCs.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of DMS teachers will receive training in how to build a positive classroom culture through BTS PD and monthly teacher-led afterschool PD.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 6:** By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

**Performance Objective 3:** DMS will retain highly effective faculty and staff by honoring their hard work publicly and privately during weekly and monthly opportunities.

**Evaluation Data Sources:** Decker Pride Friday (DPF) assemblies  
 Professional Learning Agendas  
 Newsletter

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monthly, DMS will host a morale booster activity for faculty and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Faculty and staff will want to come to work daily and will return the following school year.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				