

**Manor Independent School District**  
**Decker Middle School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

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

## Vision

**Every scholars' best interests comes first every, single day!**

## Value Statement

### The Raven Way (our core values)

The Raven Way is a movement at Decker Middle School that is designed to set our scholars on the path to success in all areas of their lives. Here is the foundation it is built on:

- **Scholars First:** Keeping scholars' best interests first in everything that we do is impart why we are educators. Scholars must be first in all that we do in order to have an upward trajectory as a campus in all aspects of education.
- **Relationships:** Building strong relationships with our scholars and our parents will provide scholars with a platform where they can grow not only academically, but also socially and emotionally. Not only do we build strong relationships but we also believe in repairing relationships through restorative practices.
- **Belonging:** We firmly believe that if we can help our scholars identify and grow strongly in their strengths and interests, we can set their feet on the path to achievement. We want 100% of our scholars to feel a sense of belonging at DMS. Every scholar should feel that they belong at our school no matter what their background is.
- **College and Career Readiness:** DMS is an AVID National Demonstration School. AVID (Advancement Via Individual Determination) is a college readiness system that we use schoolwide in order to prepare our scholars for what is ahead beyond middle school. Scholars create academic goals and track their own progress throughout the year.
- **The Arts:** DMS is also a fine arts academy. We believe that scholars can use the arts to thrive. We integrate art throughout the school not just in the fine arts classes, but also in other classes across the campus.
- **Culture and Climate:** We truly believe that "culture trumps strategy". We are constantly working on our culture so that our campus is always a great place to be. We also understand that climate is the way people feel. We want our scholars, staff, families and other stakeholders to feel good when they walk into our school. We must be intentional on how we treat each other as well as the systems we have in place in order to be a great school!

If we can ensure that all scholars, families, staff members and other stakeholders understand and take ownership of the Raven Way, our scholars will be well on their way to social and emotional growth and academic achievement!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Decker Middle School is an AVID National Demonstration School, which helps students prepare for college and career readiness. In 2020, Decker Middle School redesignated as a School to Watch, a national designation by [The National Forum to Accelerate Middle-Grades Reform](#)

Decker also became a fine arts academy in the 2017-2018 school year, providing nine offerings in the arts: Strings, Classical Guitar, Contemporary Guitar, Symphonic and Jazz band, Choir, Dance, Theatre and Visual Arts. Decker Middle School continues to be a designated "No Place For Hate" campus and activities take place throughout the school year to reinforce the philosophy with students and the community. During the 2021 – 2022 school year Decker Middle School served 656 students, in grades 6th - 8th. The campus addresses a varied population in Austin's East Travis County area, with dedicated staff composed of diverse ethnicity. A wealth of opportunities are provided for students at Decker including accelerated academic classes, athletics, fine arts, computer systems in education, Algebra 1, Spanish, a continuum of services in special education; ranging from Resource, Inclusion, Functional Academics, Life Skills classes, and services for dyslexia and EL (English 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 of 650 students is 64% Hispanic, 25% African American, 5% Asian, 4% White, and 2% 2 or more races. The student population at Decker has decreased in recent years. Decker strives to become a central hub for the Manor community where opportunities abound for each and every student, strengthening and growing our school community. Over the past decade, there has been little change in the demographic make-up except for the EL population which has doubled since 2018 from roughly 35% to, now, 70%. Attendance rates averaged 90% for the 21-22 school year.

Roughly half of the 53 teachers for the 2022-2023 will be new to the campus. 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

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Problem Statement: African American and Hispanic scholars make up 90% of the DMS population, however, these subpopulations perform, on average, 20% below their peers. **Root Cause:** Lack of culturally responsive teaching.

# 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

## 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

## 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

- EL/non-EL or LEP 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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results
- Other additional data

# Goals

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





**Performance Objective 1:** DMS overall accountability score will improve to an 80 or higher by June 2023.

**Evaluation Data Sources:** Benchmarks  
CBAs  
STAAR 2023

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Students will increase their time on text to 50% minimum in Science, Social Studies, academic electives, and the arts to support ELA and increasing literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will include opportunities for scholars to engage with written text in their classrooms 2 times per week minimum.</p> <p>Scholars reading performance and lexile scores will show growth specifically in fluency and comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Department chairs</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>  | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
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| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Scholars will increase their ability to work independently in 3 of 5 lessons per core class per week.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use the gradual release of responsibility framework with fidelity to ensure scholars are prepared for independent learning. During independent learning, teachers will practice strategic monitoring to allow scholars to work independently.</p> <p>Scholar level of understanding of core content and performance will increase. Scholars will become independent learners.</p> <p><b>Staff Responsible for Monitoring:</b> A. Booe, Department Chairs<br/>Lesson Plans<br/>Observations<br/>Formative and summative assessment performance</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
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| Strategy 3 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 3:</b> Individualized goal setting and monitoring will occur throughout the year in both core content classes and during advisory time.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will be able to set achievable academic goals with the help of their teacher, thus improving student performance.</p> <p>Mentorship: Every 2-3 weeks, students engage in a 1:1 check in with their advisor or peer mentor on their grades, goals, and relationships.</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs, A. Booe, Advisory Teachers</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>                               | <b>Formative</b> |            |            | <b>Summative</b> |
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| Strategy 4 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 4:</b> Teachers will analyze scholar data through the data-driven instruction process during PLC meetings and create individualized plans from the information gathered.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a greater understanding of scholar needs.</p> <p>Scholars will have individualized instruction catered to their academic needs which will improve their learning, understanding, and performance.</p> <p><b>Staff Responsible for Monitoring:</b> AP</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> | <b>Formative</b> |            |            | <b>Summative</b> |
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| Strategy 5 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 5:</b> Through professional learning on acceleration and remediation, DMS will have a greater focus on acceleration rather than intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will shift their thinking around lesson structure and assessment design.</p> <p>The percent of scholars needing intervention will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>                                     | <b>Formative</b> |            |            | <b>Summative</b> |
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| Strategy 6 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 6:</b> Hire academic STAAR interventionists for math and reading in the fall of 2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will show expected or accelerated growth on STAAR 2023.</p> <p><b>Staff Responsible for Monitoring:</b> AP</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Academic interventionists - State Compensatory Education</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
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| Strategy 7 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 7:</b> Use iReady and Formative Loop as an intervention tool during Raven's Nest, class, and after school. Advisory teachers will receive PD on how to use both tools early in the school year, so that they have access to their advisory rosters, can progress monitor, and celebrate student growth publicly on a tracker on the wall of each classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will increase/improve academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> AP</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Funding Sources:</b> Formative Loop - State Compensatory Education</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Mar</b> | <b>May</b>       |
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| Strategy 8 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 8:</b> Contract Tots-N-Tutors for intervention services</p> <p><b>Strategy's Expected Result/Impact:</b> Scholar performance will improve over the course of the year from DBAs to benchmarks to STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> AP</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
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**Goal 1:** By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

**Performance Objective 2:** DMS attendance will increase from 90% (2021-2022 SY) to 97% for the 2022-2023 school year (SY).





**Evaluation Data Sources:** ADA reports  
School Report Card (2023)

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> DMS will use the positive behavior interventions and support (PBIS) system to reward for attendance by having an attenDANCE for scholars with 98% attendance or better each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will want to come to school when they are aware that there is an extrinsic reward for doing so. This will improve scholar attendance.</p> <p><b>Staff Responsible for Monitoring:</b> AP</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>  | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
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| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> DMS will use the positive behavior interventions and support (PBIS) system to reward for attendance by having club days on Fridays and drawings for attendance prizes.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will want to attend school because they will see there is positive reward from their efforts.</p> <p><b>Staff Responsible for Monitoring:</b> AP</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>   | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
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| Strategy 3 Details   | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> DMS will ensure that 100% of scholars stay in school through the Everybody Belongs initiative and other interventions and supports.</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> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>   | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
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| <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, trade, and/or military services based upon their individual goals.

**Performance Objective 3:** DMS will engage in self-selected silent sustained reading Monday-Friday during 0 period (25 mins before first period).





**Evaluation Data Sources:** Teacher feedback  
Observations

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Scholars will go to their first period class, daily, at 7:55 a.m. and will read until school starts at 8:25 a.m.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will ensure 100% of their scholars have a physical or digital book to read during 0 period.</p> <p>Students will increase their lexile reading level, making them more prepared for high school and beyond.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | Formative |     |     | Summative |
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| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>  |           |     |     |           |

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

**Performance Objective 4:** DMS will use restorative practices and CHAMPS for discipline processes.

**Evaluation Data Sources:** Skyward student  
Classroom management plans





| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> 100% of teachers will be trained in restorative practices and will be expected to use restorative practices daily for conflict resolution/management and accountability.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use a more proactive approach to discipline. Scholars will increase learning time.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP</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>May</b>       |
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| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> 100% of teachers will be trained on and expected to use CHAMPS to manage their classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be consistency school-wide with classroom behavior management systems.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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>May</b>       |
|  |                  |            |            |                  |
| Strategy 3 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 3:</b> DMS will adopt school-wide and classroom bullying protocols, aligned to district policy, to prevent bullying whether in person or cyberbullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will take the lead but scholars will be empowered to provide input on how bullying may be handled.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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>May</b>       |
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**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 will use different mediums for communication with families at least one time per week for the 2022-2023 school year.

**Evaluation Data Sources:** Skyward Contact Form logs  
 Newsletter metrics  
 Talking Points metrics





| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> 100% of DMS teachers, administrators and counselors will have class websites linked on the DMS main webpage that are updated weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will communicate important information for their class.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian</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>May</b>       |
|   |                  |            |            |                  |
| Strategy 2 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Teachers and staff will use Talking Points for two-way communication with DMS families.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will have a way to communicate directly with the educators who teach their children daily. Parents will receive timely information directly from their child's educators.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>AP</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Talking Points subscription - State Compensatory Education</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Mar</b> | <b>May</b>       |
|   |                  |            |            |                  |
| Strategy 3 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 3:</b> The Raven Report (school newsletter) will be sent weekly via email to DMS families.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will be kept abreast of DMS happenings each week.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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>May</b>       |
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| Strategy 4 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 4:</b> DMS will use the HERO system to give positive points to scholars for being good citizens, mark tardies, and minor disciplinary infractions. The HERO system communicates directly with Skyward and sends messages to parents for positive rewards and discipline concerns such as excessive tardiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will be able to see when their child has been awarded for positive behavior as well as any infractions that need to be addressed.</p> <p>Scholars will improve behavior for rewards.</p> <p><b>Staff Responsible for Monitoring:</b> AP</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> HERO subscription - Local Funds</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 will host, at minimum, 10 opportunities for families to engage with our campus during the 2022-2023 school year. This will include quarterly Presentations of Learning during the school day, and one Student-Led Progress Meeting each semester.

**Evaluation Data Sources:** Sign in sheets  
 Flyers  
 Feedback surveys





| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> DMS will include the fine arts in most of our events to ensure family interest.</p> <p><b>Strategy's Expected Result/Impact:</b> Family and community involvement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>DMS Fine Arts Dept. Chair</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>  | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
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**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:** DMS faculty and staff will improve awareness of our scholars' diverse needs by ensuring relevant content is taught through the lesson planning process each week.

**Evaluation Data Sources:** Lesson Resources  
Lesson Plans





| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Embed Culturally Responsive Teaching professional learning and implementation through the school operating as a Professional Learning Community (PLC) three times in the fall semester and three times in the spring semester during after school professional learning (PL).</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will learn what is meant by CRT and how to include CRT in their classrooms. Teachers will, then, include CRT in lessons by reviewing the scope and sequence and including relevant texts and resources when teaching daily lessons.</p> <p>Black and Hispanic scholar learning and performance will increase</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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:** English Learner (EL) performance will increase to 30% or higher in the meets category on STAAR in Math and Reading by June 2023.

**Evaluation Data Sources:** Benchmarks  
CBAs  
STAAR 2023

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Build in language supports and practice during Ravens' Nest three times a week for scholars identified as an English Learner (EL).</p> <p><b>Strategy's Expected Result/Impact:</b> During Ravens Nest, teachers 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> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Mar</b> | <b>May</b>       |
|   |                  |            |            |                  |
| Strategy 2 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Embed professional learning on language acquisition and literacy in the fall of 2022.</p> <p><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> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Mar</b> | <b>May</b>       |
|   |                  |            |            |                  |

| Strategy 3 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 3:</b> Embedded professional learning on sheltered instruction once a month</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will embed sheltered instruction strategies focused on the ELPs/4 language domains in their daily lessons, recorded in their lesson plans each week.</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> <p><b>Staff Responsible for Monitoring:</b> Multilingual Dept. through communication from the Principal</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
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**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:** Embedded professional learning on sheltered instruction once a month during core PLC meeting time.





**Evaluation Data Sources:** Agendas

Evidence of sheltered instruction in Lesson Plans

**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:** DMS PE and athletics staff will use CATCH curriculum or other approved coordinated school health program to promote good health and prevent morbid illnesses.





**Evaluation Data Sources:** Lesson plans

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Each week, PE teachers will include the CATCH program in their lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will be more aware of the need to make healthy choices and will, impart, be more mindful when eating and exercising.</p> <p><b>Staff Responsible for Monitoring:</b> CATCH coordinator<br/>Principal</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>   | Formative |     |     | Summative |
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**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 5:** 100% of DMS core content teachers will continue to use the Google Classroom learning management system for instruction.





**Evaluation Data Sources:** Google Classroom content  
Lesson Plans

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Continue to use Google classroom as a tool for instruction delivery</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are able to set deadlines and grade assignments more efficiently.<br/>Cost saving because there is Less paper and ink use<br/>Scholars have become accustomed to using Google classroom so they will use a tool they are familiar and comfortable with.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
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**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 6:** DMS will embed character lessons daily during Ravens' nest.

**Evaluation Data Sources:** Positivity Project Lessons  
Observation

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Purchase Positivity Project for Ravens' Nest teacher use.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will have a greater understanding of important character traits they will need beyond grade school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Positivity Project subscription - Local Funds</p>                                  | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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.



**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:** 25% of DMS staff will have ESL supplemental certification by the end of the 2022-2023 school year.

**Evaluation Data Sources:** SBEC certifications





| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Hire staff with ESL supplemental certification and/or encourage current staff (50%) to obtain ESL supplemental certification</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their knowledge and quality by having ESL supplemental certification.</p> <p>Scholars who are identified as English Learners will improve their academic performance and growth in all areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
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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 2:** 100% of DMS staff will be trained in AVID methodology, trauma -informed teaching, cultural responsiveness, and restorative practices by December 2022 and ongoing.

**Evaluation Data Sources:** Professional learning agendas and sign in sheets  
Observation notes





| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> The DMS AVID coordinator will be trained through AVID Digital XP and will attend PLC meetings to ensure AVID school-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will include AVID practices in daily lessons and will have continuous support and professional learning.</p> <p>Scholar academic performance will improve.</p> <p><b>Staff Responsible for Monitoring:</b> AP<br/>AVID Coordinator</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Local Funds</p> | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Empower teachers to be creative and make connections with scholars</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher will make connections with scholars, building healthy relationships which will aide in the lack of apathy or will.</p> <p>Scholars will have a desire to work and learn from teachers because of strong connection.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>   | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | May       |
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| Strategy 3 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 3:</b> Use teacher-led professional learning based on identified school strengths and challenges throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers learn better from their peers and will take from professional learning instructional practices they will use in the classroom, thus improving scholar performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
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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 teachers and instructional leadership team will improve scholar performance by engaging fully in professional learning community meetings 3 times per week throughout the 2022-2023 school year.





**Evaluation Data Sources:** PLC Agendas  
PLC Attendance

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> DMS leadership will include written guidance on the campus expectation for collaboration.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use the DDI process to unpack standards alongside colleagues and will not plan in silos.</p> <p>Teachers will follow written guidance documents on the process of unpacking standards through DDI and will be able to provide exemplars to scholars so they are aware of what the teacher expects.</p> <p>Scholar outcomes will improve in all areas due to the immense collaboration between teachers.</p> <p>Scholars will have a clear understanding of expected outcomes and will rise to that understanding 7 of 10 times.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | May       |
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| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Attend AVID summer institute and send teachers that have not attended to increase the percentage of AVID trained staff and ensure continuation of AVID National Demonstration status.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to be trainer of trainer and we will continue national demo status.</p> <p>Scholars will learn from teachers trained in best practices.</p> <p><b>Staff Responsible for Monitoring:</b> AP</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Registration and Travel - Local Funds</p>   | Formative |     |     | Summative |
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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 4:** DMS will recruit high quality teachers by keeping the website up to date, hosting an internal job fair in the Spring of 2023, and ensuring positive perception through branding and promotion throughout the 2022-2023 school year.





**Evaluation Data Sources:** Website  
job fair sign-in  
Branded materials for distribution

| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Provide assistance for our campus webmaster to ensure up to date content on our website.</p> <p><b>Strategy's Expected Result/Impact:</b> By having more than one person to keep the webpage up to date, we can make sure that when prospective candidate visit our website they are drawn by the content.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Campus Webmaster</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Oct</b>       | <b>Jan</b> | <b>Mar</b> | <b>May</b>       |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Plan for and execute an internal job fair Spring 2022</p> <p><b>Strategy's Expected Result/Impact:</b> We will have a more targeted group of candidates to choose from. The fair will be early enough in the spring so the likelihood of recruiting high quality teachers will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p>   | <b>Formative</b> |            |            | <b>Summative</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 5:** 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> During DPF assemblies, staff will be honored as teacher of the week. They will be nominated by staff, scholars, and families each week.</p> <p><b>Strategy's Expected Result/Impact:</b> Faculty and staff will feel valued as an educator at DMS.</p> <p><b>Staff Responsible for Monitoring:</b> AP</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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>May</b>       |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Each month, DMS will include a morale booster 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> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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> |
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