

Decatur Independent School District



Decatur High School

Accountability Rating: C

Distinction Designation:
Academic Achievement in Science

2026-2027 Campus Improvement Plan

Mission Statement

District Mission-Decatur ISD is committed to providing a quality education where students will learn digitally, think creatively, and compete globally.

Campus Mission-Decatur High School provides a safe and engaging environment that inspires a lifelong love of learning, compassion, and citizenship. We utilize best practices, quality instruction, and commitment to the whole student. Decatur High School does this for the benefit of each student, staff, and community member. We influence future generations and create a sense of pride in our community.

Value Statement

The DHS core values are: Integrity-Compassion-Community-Relationships-Learning-Excellence

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Decatur High School conducted its 2026–2027 Comprehensive Needs Assessment in September 2026 with the campus Site-Based Decision-Making Committee, which includes classroom teachers, campus administrators, counselors, special education personnel, parents, and community members.

The committee reviewed campus data in four categories: Demographics, Student Learning, School Processes and Programs, and Perceptions. Sources included the 2026 Accountability Rating Overall Summary for Decatur High School; six years of STAAR end-of-course results from 2021 through 2026.

Demographics

Summary

Decatur High School serves students in grades 9–12 as the only high school in Decatur Independent School District, a single-high-school community in Wise County, Texas. The campus competes in UIL Class 4A Division 1 and operates on a four-day instructional week organized into four nine-week grading periods. Total enrollment for 2025–26 was approximately 1076 students.

The student population is approximately 57% White/Non-Hispanic, 38% Hispanic, and 5% other racial and ethnic groups. Approximately 44% of students are identified as At-Risk.

Students are served through special education, Section 504, and Emergent Bilingual programs, including bilingual programming. Career and Technical Education is offered across ten career clusters: Agriculture, Food & Natural Resources; Arts, Audio/Video Technology & Communications; Business; Education & Training; Health Science; Hospitality; Technology; Law Enforcement; Engineering; and Transportation, and supported by a Programs of Study pathway guide and a dedicated CTE and Activities Coordinator. Co-curricular participation is broad, including FFA, HOSA, One Act Play, SOAR, National Honor Society, Student Council, and a full UIL athletic program.

The four-year graduation rate for the Class of 2025 was 96.6%

Strengths

- The Class of 2026 four-year graduation rate of 96.6% is among the campus's strongest accountability indicators.
- Ten CTE career clusters with established Programs of Study pathway guides give nearly every student an accessible route to college, career, or military readiness.
- The counseling department received the 2025 CREST Award from the Texas School Counselor Association, the first in campus history.
- Broad co-curricular participation across academic, agricultural, health science, fine arts, and athletic programs, including back-to-back state championships in girls' basketball (2025, 2026) and girls' volleyball.
- As the district's only high school, the campus benefits from strong, consistent community identification and support.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Decatur High School's economically disadvantaged students make up 36.2%, highlighting the need for additional academic, instructional, and social supports to ensure opportunities for growth and achievement.	Some students have varying levels of access to academic resources, enrichment opportunities, background knowledge, and learning supports outside of school. This reinforces the importance of providing strong Tier 1 instruction and targeted learning supports during the school day.
2 Emergent Bilingual students are an important student group at Decatur High School and remain a key focus for continued instructional support. Data show opportunities to improve outcomes in English I and Algebra I: 24% of Emergent Bilingual students meet grade-level expectations in English I compared with 58% campuswide, and 13% meet expectations in Algebra I compared with 20%.	Continued growth in outcomes for Emergent Bilingual students will require intentional progress monitoring throughout the school year. Including EB data in campus planning and instructional discussions will support timely identification of needs, alignment of interventions, and more responsive teaching practices.
3 Decatur High School's gifted and talented students are on par with state and district rates; however, our masters level performance trails the state in all five end-of-course subjects.	Greater alignment is needed to increase academic rigor, resources, and out of the classroom learning opportunities to support equity and high academic success across all classrooms.

 = Priority

Student Learning

Summary

Decatur High School students take five State of Texas Assessments of Academic Readiness (STAAR) end-of-course exams: English I, English II, Algebra I, Biology, and U.S. History. In 2026 the campus earned an overall accountability rating of C (75), with Student Achievement at 76 (C), School Progress at 72 (C), and Closing the Gaps at 71 (C). The campus earned the Academic Achievement in Science distinction designation.

Performance at the Approaches level is a consistent campus strength. In 2026, 98% of students reached Approaches in Biology, 92% in U.S. History, and 76% in both English I and English II. English I performance exceeded the state at both Approaches (76% versus 71%) and Meets (59% versus 55%).

Increases at the Approaches level across nearly every tested subject, with gains specifically among Emergent Bilingual and Special Education students.

Masters level performance is a consistent campus weakness in every subject except Biology. In 2026, Masters rates were 9% in English I, 6% in English II, 6% in Algebra I, 27% in U.S. History, and 29% in Biology. English I Masters has declined from 20% in 2023 to 9% in 2026 and now falls below the state rate of 13%. U.S. History Masters has fallen from 58% to 47% to 27% across three years, the steepest single decline in the campus data set.

Academic Growth is the weakest indicator on the 2026 report, at a raw score of 61 and a scaled score of 59 (F). This component measures only whether individual students improved on their own prior-year performance, and for a high school campus it is calculated from English I, English II, and Algebra I first-time takers only; retesters and all other subjects are excluded.

Strengths

- Biology improved on all three performance levels in a single year. Approaches 89% to 98%, Meets 66% to 73%, and Masters 17% to 29%, and earned the campus the Academic Achievement in Science distinction.
- English I performance exceeds the state at both Approaches (76% versus 71%) and Meets (59% versus 55%).
- The campus reliably moves students past the minimum performance standard, with Approaches rates of 98% in Biology, 92% in U.S. History, and 76% in both English courses.
- Approaches-level performance increased across nearly every tested subject in 2026, with gains noted specifically among Emergent Bilingual and Special Education students.
- Algebra I Approaches performance rose eleven points in 2026, from 64% to 75%, reversing a three-year decline at that level.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Decatur High School's academic growth score was reported as a scaled score of 59%, indicating that a substantial share of students in English I, English II, and Algebra I performed at the same level as the prior year.	Systems that monitor each student's prior year performance level have been inconsistent. Instructional planning, intervention, and progress monitoring have been organized around passing thresholds instead of student growth.
2 Algebra I performance is 31 points below the state at Meets (20% versus 51%), 23 points below at Masters (5% versus 28%), and 15 points below the district's own combined rate of 35%, and has remained in the low twenties for five consecutive years.	Algebra I has been addressed through remediation for students who did not pass, rather than examining root causes such as course structure, curriculum, and common assessment practices.
3 Performance gaps between student groups (subgroups) are substantial and consistent in every tested subject.	Campus assessment data is reviewed in aggregate rather than disaggregated by student group, so gaps are invisible during the year.

 = Priority

School Processes & Programs

Summary

Decatur High School operates on a four-day instructional week organized into two semesters of two nine-week grading periods each, with three-week instructional cycles inside each grading period. Instruction follows the district's curriculum.

The campus has designed a substantial operating structure for 2026–27. A Campus Operating Playbook defines weekly and three-week cadences; an E.A.G.L.E. Implementation Blueprint connects the district's student framework to campus practice. New this year, Assistant principals and counselors are paired by grade level, with the sophomore class divided among the three teams by last name, so every student has a named administrator and a named counselor.

Intervention is delivered primarily through Eagle Time, a built-in block used for tutoring, re-teaching, and state assessment retesting. Current practice targets students who have not passed a state assessment.

Career and Technical Education is offered across ten career clusters with a Programs of Study pathway guide and a dedicated CTE and Activities Coordinator. Enrollment by program of study, with Concentrator and Completer statuses.

Strengths

- A complete campus operating structure has been designed for 2026–27, including an Operating Playbook with defined weekly and three-week cadences, an Assistant Principal Duty Matrix with balanced portfolios, and a Staff Observation Tracker.
- Assistant principal and counselor pairings are finalized by grade level, so every student has a named administrator and a named counselor responsible for their progress.
- Ten CTE career clusters are supported by a Programs of Study pathway guide and a dedicated CTE and Activities Coordinator.
- The three-week instructional cycle within each nine-week grading period provides an existing structure for regular data review without requiring a new meeting cadence.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Strengthening consistency and alignment in instructional systems and data-driven decision-making processes across grade levels and programs will help ensure that all students receive cohesive, targeted, and effective support.	Several new systems, including Bluebonnet Learning, Eagle Time, increased use of MAP and IXL data, and formative assessments. Staff would benefit from ongoing training, monitoring, collaboration, and leadership support. These efforts will help ensure consistent implementation, alignment across classrooms, and effective use of data to inform instruction
2 Decatur High School achieves near top-quartile participation in postsecondary assessments but converts that participation into readiness at far lower rates. DHS has strong participation in college-readiness opportunities, with 88% of students taking the SAT/ACT and 21.5% participating in AP/IB exams. However, student performance on these measures remains an area for growth.	While the campus effectively connects students to postsecondary readiness opportunities, strengthening a coordinated preparation and score-monitoring process will help ensure students receive the instruction, practice, and support needed to meet SAT/ACT, TSI, AP/IB, and other CCMR criteria.
3 Career and Technical Education teachers make up 25.2% of campus teaching staff. Yet graduates earning an approved industry-based certification declined from 34.8% to 31.3%, slightly below the state rate of 32.2%. Tier 2 certification attainment is 16.0%, below the state rate of 24.1%.	The campus has never evaluated its CTE program against certification attainment. Course offerings and staffing were built around student interest and enrollment rather than around programs of study that end in a certification, so the campus's single largest instructional investment is not aligned with the outcome the accountability system credits.

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Perceptions

Summary

Decatur High School serves a single-high-school community in which identification with the campus is unusually strong. Community support for the school is high, and people generally welcome change when its purpose and value are explained in advance.

Campus perception data for 2025–26 consists primarily of a staff-administered Campus Maturity Model survey covering five domains: Leadership, Collaborative Capacity, Culture and Climate, Instructional Excellence, and Technology Integration.

Recognition and celebration practices are the campus's most developed cultural systems, with named awards, defined frequency, and established methods.

Family and community engagement operates through multiple established channels, including parent information nights, participation in district committees such as the District Educational Improvement Committee and the School Health Advisory Council, and regular student engagement with the Decatur Economic Development Corporation Manufacturing Day and First Responders Day.

External validation of campus program quality includes the 2025 CREST Award from the Texas School Counselor Association, recognizing the counseling program for the first time in campus history.

District leadership has explicitly supported campus accountability measures, and administration has identified dress code, cell phone expectations, and academic improvement as non-negotiable priorities. The E.A.G.L.E. student framework—Excellence, Accountability, Growth Mindset, Listening and Leadership, and Empathy—provides shared language across campuses.

Strengths

- As the district's only high school, the campus benefits from exceptionally strong community identification and consistent public support.
- The counseling program received the 2025 CREST Award from the Texas School Counselor Association, the first in campus history and an external validation of program quality.
- Multiple active family and community engagement channels are already established, including parent nights, district committee participation, and student participation in Decatur EDC Manufacturing Day and First Responders Day.
- The E.A.G.L.E. framework provides shared language across the district that campus culture work can build on, not replace.
- Recognition and celebration practices are well established, with named awards, defined frequency, and consistent implementation.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	The campus has established multiple opportunities for family and community engagement. Strengthening the process for tracking participation, reach, and family feedback will help the campus evaluate the effectiveness of these efforts and ensure that engagement opportunities are accessible to and responsive to the families of student groups needing the greatest academic support.	Engagement activities are planned as individual events rather than a monitored system, so no one tracks attendance, whether families are reached, or whether engagement correlates with student outcomes.
2	The campus has no systematic data on student, staff, or family perceptions. The only instrument administered in 2025-26 was an internal staff maturity survey, and the campus has no baseline for student voice, staff climate, or family satisfaction.	Establishing a consistent process for gathering and reviewing stakeholder feedback will help the campus better understand students', families', and staff's experiences. Clearly defining who will collect the feedback, when it will be collected, and which tools will be used will allow the campus to identify trends over time and use stakeholder input to guide continuous improvement.
3	The campus has strong, well-established practices for recognizing and celebrating staff and student accomplishments. Building on this positive foundation, the campus can strengthen instructional feedback systems by creating a consistent observation schedule, setting clear expectations for timely written feedback, and using a shared, calibrated feedback tool.	The campus has clear recognition practices, including who is responsible, how often recognition occurs, and how accomplishments are celebrated. Applying the same clarity to instructional feedback by defining responsibilities, timelines, and processes will help ensure all staff receive consistent, timely support for instructional growth.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 CCMR goals
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

Student Data: Behavior and Other Indicators

☒ Completion rates and/or graduation rates data



Priorities

Priority 1

DHS supports students in a multitude of ways to nurture learning and ensure high performance.

Performance Objective 1

By June 2027, Decatur High School will raise its Academic Growth component from a scaled score of 59 to 64, with English I Meets increasing from 58% to 60% and Masters from 8% to 10%, and English II Meets from 59% to 61% and Masters from 6% to 8%.

Key Strategic Action 1 Targeted Support Key Strategic Action

Improve Tier 1 Instruction to help students understand the learning objective the first time it is taught. Pull prior-year STAAR performance levels, including the Low and High bands within Did Not Meet and Approaches, for every first-time taker in English I, English II, and Algebra I, by September 30, 2026.

Strategy's Expected Result/Impact: Every teacher of English I, English II, and Algebra I will begin the year knowing each student's exact prior-year performance level, including whether students scoring in the Did Not Meet and Approaches ranges sit at the low or high end of those ranges. Teachers will use these rosters to set individual growth targets and to group students for targeted support during the first three-week cycle rather than after the first common assessment. The campus will establish a documented starting point against which each student's movement can be measured at every cycle close, making academic growth visible during the school year instead of when state results return in August.

Staff Responsible for Monitoring: Assistant Principals - responsible for the data pull; English and Mathematics Department Chairs, responsible for teacher-level use; Principal, monitoring.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Key Strategic Action 2 Targeted Support Key Strategic Action

Add a "movement from prior-year level" column to every three-week cycle data review, reported alongside the current performance level.

Strategy's Expected Result/Impact: Teacher teams see student movement and current performance side by side at every cycle close, so a student who improved without passing is visible in the same conversation as a student who passed. Instructional decisions focus on growth rather than pass rate alone.

Staff Responsible for Monitoring: Instructional Leadership Team; Assistant Principals; Department Chairs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Key Strategic Action 3 Targeted Support Key Strategic Action

Operate intervention time as two named tracks: retest support and targeted movement for students in the Approaches band rather than retest remediation alone.

Strategy's Expected Result/Impact: Students who have already passed but sit at the low end of Approaches receive targeted instruction instead of being treated as finished. Retest support continues for students who have not passed, but the campus stops using its only built-in intervention block exclusively for threshold recovery. Measurable: Eagle Time rosters show both tracks by the end of the first grading period; participation is recorded by student.

Staff Responsible for Monitoring: Principal; grade-level AP and counselor pairs; Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Key Strategic Action 4 Targeted Support Key Strategic Action

Identify every student who scored Did Not Meet in 2026, and set an individual target of Approaches or above for each student by teacher.

Strategy's Expected Result/Impact: Every student in the campus's lowest-performing band has a named adult, a written target, and a review date. This is the population the state pays an accelerated-learning bonus for, and the campus can name each student rather than describe them as a group. Measurable: named list complete with owner and target by 10/30/26; list reviewed at every cycle close.

Staff Responsible for Monitoring: Teachers with support from the principal and grade-level AP and counselor pairs,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2

By June 2027, Algebra I performance will increase from 20% to 25% at Meets and from 5% to 7% at Masters while holding Approaches at 76% or above, with Emergent Bilingual student performance increasing from 13% to 25% at Meets.

Key Strategic Action 1 Targeted Support Key Strategic Action

Complete an Algebra I structural diagnosis by October 31, 2026 examining student placement criteria, support course design, curriculum and common assessment alignment, and the comparison between students taking Algebra I at the high school and at the middle school.

Strategy's Expected Result/Impact: The campus stops repeating the same Algebra I result for five consecutive years with the same remediation strategy and instead identifies the structural conditions producing it. Measurable: written diagnosis delivered to SBDM by 10/31/26.

Staff Responsible for Monitoring: Principal; Mathematics Department Chair; Assistant Principals; District Level Math Support

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

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Key Strategic Action 2 Targeted Support Key Strategic Action

Conduct walkthroughs every other week with written feedback for every Algebra I teacher.

Strategy's Expected Result/Impact: Algebra I teachers receive the most frequent instructional support on campus, aligned with the campus's largest performance gap. Feedback arrives while the lesson is still recent enough to act on. Measurable: walkthrough and feedback timestamps

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, District Level Math Support

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Key Strategic Action 3 Targeted Support Key Strategic Action

Establish a common Algebra I formative assessment reviewed at the close of every three-week cycle, using MAP and IXL data to identify prerequisite skill gaps.

Strategy's Expected Result/Impact: The Algebra I team uses shared evidence rather than individual classroom impressions and identifies prerequisite gaps early enough in the year to address them, rather than discovering them at the EOC. Measurable: The team administers and reviews a common formative assessment three times per grading period; results are loaded into Aware.

Staff Responsible for Monitoring: Mathematics Department Chair; Algebra I teachers; Instructional Leadership Team

TEA Priorities: Build a foundation of reading and math

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

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Key Strategic Action 4 Targeted Support Key Strategic Action

Disaggregate all common assessment and cycle data by race and ethnicity, economically disadvantaged status, Emergent Bilingual status, and special education status, and review disaggregated results at every three-week cycle close.

Strategy's Expected Result/Impact: Performance gaps become visible during the year rather than when state results return, so instructional adjustments can target the students furthest behind instead of the class average. This practice falls under the Closing the Gaps domain, which accounts for 30% of the campus rating. Measurable: disaggregated results are present on 100% of cycle data sheets.

Staff Responsible for Monitoring: Instructional Leadership Team; Department Chair, Assistant Principal, Principal

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

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3

By June 2027, Decatur High School will reduce the Meets level performance gap between Hispanic and White students by at least 4 percentage points in English I and English II, increase economically disadvantaged student performance by at least 5 percentage points at Meets in each tested subject, and raise Masters-level performance toward the state rate in all five end-of-course subjects.

Key Strategic Action 1

 Targeted Support Key Strategic Action

Disaggregate all common assessment and cycle data by race and ethnicity, economically disadvantaged status, Emergent Bilingual status, and special education status, and review disaggregated results at every three-week cycle close.

Strategy's Expected Result/Impact: Performance gaps become visible during the year rather than when state results return, so instructional adjustments can target the students furthest behind instead of the class average. This practice falls under the Closing the Gaps domain, which accounts for 30% of the campus rating. Measurable: disaggregated results present on 100% of cycle data sheets.

Staff Responsible for Monitoring: Assistant Principals; Instructional Leadership Team; Department Chairs; Principal

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

ESF Levers: Lever 5: Effective Instruction

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Key Strategic Action 2

 Targeted Support Key Strategic Action

Set and publish a Masters-level target for every core course, and report Masters performance at every data review alongside Approaches and Meets.

Strategy's Expected Result/Impact: The campus's documented rigor gap acquires a measure for the first time. Teachers plan for advanced performance rather than stopping instructional planning at the Meets standard. Measurable: written Masters target on file for every core course by 10/31/26; Masters reported at every review.

Staff Responsible for Monitoring: Assistant Principals; Department Chairs; Instructional Leadership Team; Principal

TEA Priorities: Build a foundation of reading and math

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

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Priority 2

DHS values our employees and invests in their growth to ensure a highly effective and engaged staff.

Performance Objective 1

DHS will sustain school emergency operations and procedures 100% of the time to keep staff safe and secure and will establish a staff safety feedback baseline by October 31, 2026.

Key Strategic Action 1

Conduct all required drills at scheduled times and document completion and debrief.

Strategy's Expected Result/Impact: The campus meets state emergency operations requirements and staff experience drills as a practiced routine rather than an interruption. Measurable: 100% of required drills are completed on schedule, with debrief notes on file.

Staff Responsible for Monitoring: Mr. Espinal, Assistant Principal, with support from the rest of the administrative team, SRO; Principal (monitoring)

ESF Levers: Lever 3: Positive School Culture

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Key Strategic Action 2

Administer a brief staff safety and security feedback item set in October 2026 and April 2027.

Strategy's Expected Result/Impact: The campus establishes a baseline for how safe and secure staff actually feel, and can detect change rather than assume it. Measurable: baseline collected by 10/31/26; follow-up administered in April 2027; results reported to staff.

Staff Responsible for Monitoring: Mr. Espinal, Assistant Principal; Principal

ESF Levers: Lever 3: Positive School Culture

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Key Strategic Action 3

Establish a documented process for staff to report facility and security concerns with a defined response standard.

Strategy's Expected Result/Impact: Staff have a known route for raising concerns and a stated expectation for how quickly they will receive a response, replacing informal reporting that leaves no record. Measurable: a concern log in use showing the date reported and the date resolved.

Staff Responsible for Monitoring: Mr. Espinal, Assistant Principal; Campus Secretary; Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 2

By May 2027, 100% of teachers will consistently use Tier I strategies, TEKS alignment, data-driven instruction, MAP and/or IXL, Bluebonnet implementation and common formative assessments across classrooms, supported by training, monitoring, and collaborative review in a three-week cycle. Differentiation and intervention will be addressed and reinforced during professional learning and PLCs throughout the year.

Key Strategic Action 1

Provide structured professional learning on Bluebonnet Learning implementation, with follow-up monitoring and classroom support rather than one-time training.

Strategy's Expected Result/Impact: Teachers implement new instructional materials consistently across classrooms, not at varying levels of fidelity, and the campus can show that implementation was supported rather than only announced. Measurable: Hold training sessions and document follow-up classroom visits for 100% of affected teachers by the end of the first semester.

Staff Responsible for Monitoring: Assistant Principals; Department Chairs; Instructional Leadership Team; Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Key Strategic Action 2

Establish a common three-week data cycle protocol for every core content team, including MAP and IXL data alongside common assessment results.

Strategy's Expected Result/Impact: Every core team analyzes student data the same way on the same schedule, so campus leaders can compare across departments and identify where support is needed. Data practice becomes a campus system rather than a department preference. Measurable: written protocol in use by 100% of core teams; completed data sheets four times per grading period.

Staff Responsible for Monitoring: Instructional Leadership Team; Department Chairs; Assistant Principals and Principal (monitoring)

TEA Priorities: Build a foundation of reading and math

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

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Key Strategic Action 3

Align campus professional development to walkthrough and assessment data rather than to a predetermined calendar.

Strategy's Expected Result/Impact: Professional learning addresses what classroom evidence shows teachers need, and staff can see the connection between what is observed and what is offered. Measurable: Every PD session agenda names the walkthrough or assessment data that prompted it.

Staff Responsible for Monitoring: Principal; Instructional Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Performance Objective 3

By May 2027, every core content teacher will receive continuous professional development through frequent walkthroughs, timely feedback, coaching, and peer walks that will allow the opportunity to see other teachers and model best practices.

Key Strategic Action 1

Hold the feedback standard without exception and track compliance in the Staff Observation Tracker.

Strategy's Expected Result/Impact: Teachers receive feedback while the observed lesson is still actionable, and the campus can demonstrate that feedback occurred rather than assert it. Measurable: observation and feedback timestamps are recorded for every observation.

Staff Responsible for Monitoring: Principal and Assistant Principals

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Key Strategic Action 2

Calibrate the observation instrument across all observers monthly and track inter-rater agreement.

Strategy's Expected Result/Impact: Feedback quality stops varying by which administrator walked in. Teachers receive consistent messages about what effective instruction looks like, a precondition for trusting feedback. Measurable: monthly calibration sessions documented; inter-rater agreement data reported by month.

Staff Responsible for Monitoring: Principal; all campus administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Priority 3

DHS fosters relationships with students, families and community members to ensure a culture of excellence.

Performance Objective 1

By May 2027, Decatur High School will establish participation baselines for all family and community engagement opportunities by November 30, 2026, track the number of distinct families reached throughout the year, and increase participation among families of students needing the greatest academic support.

Key Strategic Action 1

Record attendance at each family engagement event and track the distinct families reached throughout the year.

Strategy's Expected Result/Impact: The campus learns whether engagement opportunities reach a broad cross-section of families or the same families repeatedly. Measurable: attendance recorded at 100% of events; distinct-family count reported at semester.

Staff Responsible for Monitoring: Assistant Principals, Principal and Counselors

ESF Levers: Lever 3: Positive School Culture

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Key Strategic Action 2

Hold grade-level family sessions tied to four-year plans and postsecondary pathways, beginning with seniors in the fall.

Strategy's Expected Result/Impact: Families receive pathway and graduation information when decisions are still changeable, rather than at the end of senior year. Measurable: one session per grade level held by 3/31/27, with attendance recorded

Staff Responsible for Monitoring: Grade-level AP and counselor pairs

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Key Strategic Action 3

Provide translation and accessibility support at all family events.

Strategy's Expected Result/Impact: Families of the campus's Emergent Bilingual students can participate in engagement opportunities on the same terms as other families. Measurable: document support for every family event; track EB family participation.

Staff Responsible for Monitoring: Assistant Principals, Principal, EB/ESL Staff, Counselors

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2

By May 2027, Decatur High School will create opportunities for school-business partnerships to enhance student experiences and strengthen community partnerships and establish baselines by November 30, 2026, to track the partnerships throughout the year.

Key Strategic Action 1

Expand employer and postsecondary partnerships that directly support certification, work-based learning, and dual credit access, with partner contributions documented.

Strategy's Expected Result/Impact: Community partnerships are tied to measurable student outcomes rather than goodwill, and the campus can report each partner's contribution.

Staff Responsible for Monitoring: Mr. Naumann, CTE/Activities Coordinator; Mr. Goggins, Assistant Principal; Counseling team; Principal (monitor)

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Key Strategic Action 2

Audit every industry-based certification offered against the TEA approved lists and confirm each is crosswalked to an aligned program of study with a Completer-level course sequence.

Strategy's Expected Result/Impact: The campus confirms that its certification offerings will still earn CCMR credit under the Class of 2026 rules, which now require CTE Completer status rather than Concentrator. The campus identifies certifications that no longer qualify before students invest a year in them. Measurable: written IBC to program of study crosswalk delivered by 10/31/26.

Staff Responsible for Monitoring: Mr. Naumann, CTE/Activities Coordinator (accountable owner); Counseling team; Principal (monitoring)

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Priority 4

DHS manages funds and resources responsibly and transparently to maximize return on the community's investment.

Performance Objective 1

Decatur High School manages funds and resources responsibly and transparently to maximize the community's investment. By June 2027, Decatur High School will evaluate every department budget, including Career and Technical Education, against evidence of student outcome impact and will realign resources where evidence does not support the investment.

Key Strategic Action 1

Evaluate department budgets at the end of the year against evidence of student impact. Consolidate or discontinue overlapping programs identified during the year.

Strategy's Expected Result/Impact: Budget decisions for 2027-28 are made on evidence of what produced student outcomes rather than on prior-year allocation. Measurable: written year-end budget review completed for every department by 6/30/27.

Staff Responsible for Monitoring: Principal; Department Chairs; Campus Secretary or CTE Secretary

ESF Levers: Lever 1: Strong School Leadership and Planning

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Key Strategic Action 2

Evaluate CTE course offerings and staffing against certification attainment by program of study, and realign toward programs of study that terminate in a certification.

Strategy's Expected Result/Impact: The campus compares its largest instructional investment to the outcomes the accountability system credits. Offerings that do not lead to a certification are identified and reconsidered. Measurable: written CTE program evaluation by 3/31/27 showing enrollment, Completer counts, and certification attainment by program of study.

Staff Responsible for Monitoring: Mr. Naumann, CTE/Activities Coordinator; Principal; District CTE Director; Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

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