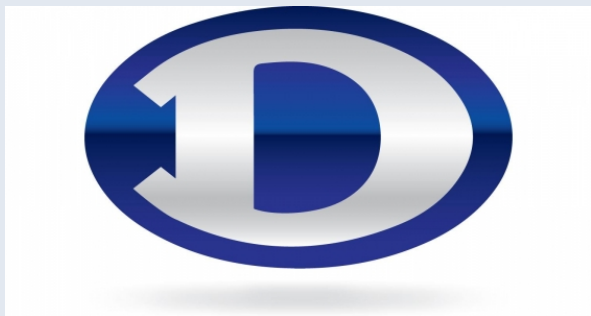


Decatur Independent School District



Young Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Young Elementary is a diverse community dedicated to providing a safe, positive learning environment where opportunities are provided,
so each child can confidently achieve their potential.

Vision

#bestatYES; #bethesunshine
Be Extraordinarily Successful Today!

Value Statement

Children, first and foremost;
parental and community involvement;
Safety and security;
Uniqueness and diversity;
High expectations;
Learning as a lifelong process;
All needs of every child.

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Comprehensive Needs Assessment

Demographics

Summary

Young Elementary is a Title 1 school that serves approximately 447 students from grades Pre-K to 5th Grade.

Class averages:

Pre-K - 49 students

Kindergarten - 63 students

First Grade - 67 students

Second Grade - 66 students

Third Grade - 69 students

Fourth Grade - 69 students

Fifth Grade -64

Demographics by Ethnicity/ Race

Hispanic-Latino 36.5%

American Indian - Alaskan Native - 1.1%

Asian - 0.0%

Black - African American - 1.8%

White - 56.8%

Two-or-More Races - 3.8%

Economically Disadvantaged 51.2%

ESL - 5.4%

G/T - 4.0%

SpEd - 22.1%

Dyslexic - 2.9%

Strengths

Demographic Strengths

Diversity of Our Students

- Our full-day Pre-K program allows us to intervene at an early age, helping students build a strong foundation for long-term success in school.
- Nearly 50% of our students come from non-economically disadvantaged backgrounds, bringing with them a wide variety of experiences that enrich our campus culture.
- With a large special education population, our students are consistently exposed to a range of learning styles and ability levels, fostering greater acceptance, empathy, and understanding of others.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	There is a significant achievement gap among our students that stems from differences in background experiences. Many of our students face economic disadvantages and a high mobility rate, which contribute to interruptions in their education and limited access to consistent learning opportunities. As a result, a large portion of our students enter school with academic gaps that must be addressed.	The community faces significant economic disparities and a higher-than-average rate of new student enrollments caused by frequent residential mobility. Many students also experience limited access to the internet and technology, creating additional barriers to learning.

 = Priority

Student Learning

Summary

Reading STAAR				Math STAAR			
3rd Grade Reading				3rd Grade Math			
2026				2026			
Approaches	76%			Approaches	67%		
SPED - 9/14 - 64% DNM				SPED - 13/14 - 93% DNM			
EB - 1/2 - 50% DNM				EB - 1/2 - 50% DNM			
S04 - 0				S04 - 1/4 - 25% DNM			
4th Grade Reading				4th Grade Math			
Approaches	88% (92% as 3rd graders)	Growth	80% met	Approaches	84% (79% as 3rd graders)	Growth	85% met
SPED - 5/13 - 38% DNM	Accelerated	9/67 - 13%		SPED - 4/13 - 31% DNM	Accelerated	16/67 - 25%	
EB - 2/7 - 29% DNM	Expected	45/67 - 67%		EB - 1/7 - 14% DNM	Expected	40/67 - 60%	
S04 - 0	Limited	9/67 - 13%		S04 - 0	Limited	6/67 - 9%	
5th Grade Reading				5th Grade Math			
Approaches	86% (94% as 4th graders)	Growth	56% met	Approaches	75% (80% as 4th graders)	Growth	42% met
SPED - 7/14 - 50% DNM	Accelerated	4/64 - 6%		SPED - 10/14 - 71% DNM	Accelerated	0%	
EB - 2/6 - 33% DNM	Expected	32/64 - 50%		EB - 3/6 - 50% DNM	Expected	27/64 - 42%	
S04 - 0 DNM	Limited	22/64 - 34%		S04 - 2/6 - 33% DNM	Limited	31/64 - 48%	

Strengths

Masters percentage grew in 4th math and 5th reading

80% of 4th graders showed expected or accelerated growth in reading - 85% of 4th graders showed expected or accelerated growth in math

The district moved to a 4 day school week while maintaining a high B accountability rating.

- Young Elementary consistently reviews and discusses data to inform and improve instruction.
- We maximize every instructional minute each day to support student learning.
- We prioritize building strong relationships with our students and their families.
- We promote student success by upholding high expectations for both academics and behavior through the consistent and fair implementation of Young's behavior expectations.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Many of our students face social and economic disadvantages. This instability makes family engagement and academic success more difficult. To address these challenges, instruction must remain engaging and relevant, fostering autonomy and excitement so students develop a lasting passion for learning.	For many families, economic hardships can overshadow school as a priority. In addition, many students struggle with behavior, as the desire for immediate gratification impacts their attention, effort, and persistence in learning.

★ = Priority

School Processes & Programs

Summary

At Young, for Instruction:

- All teachers collaborate and plan together.
- Administration attends grade-level planning meetings.
- conduct Bi - Weekly PLC meetings
- Pre-K - 1st grade classrooms are self-contained.
- 2nd-5th is departmentalized
- Teachers are creating Common Formative Assessments and analyzing the results.
- Each grade level has a 60-minute intervention period daily.
- We track each student's data.
- We hold monthly data meetings and MTSS meetings.
- Students who are Tier 2 are double-dipped.

At Young, the Curriculum includes

- We utilize the Texas Resource System Curriculum Management system to ensure quality instruction that covers all the TEKS.
- Data from the district universal screeners, common assessments, checkpoints, and STAAR assessments are analyzed regularly to plan instruction, intervention, and acceleration.
- Students are grouped according to identified learning needs and are provided targeted instruction to meet their needs in a variety of ways including before school, after school, small group, and pullouts with instructional interventionists.
- Report cards are given out every 9 weeks in each grade. Pre-Kindergarten, Kindergarten, and First Grade report cards are standard-based report cards. All other report cards reflect mastery of the grade-level curriculum.
- MTSS students are identified through our universal screeners, MAP Assessments, and the STAAR. Students who meet eligibility are served daily during our WIN (What I Need) time. Teachers and paraprofessionals deliver instruction to target individual student learning needs.

At Young, Personnel is supported by

- Campus Leadership Team meets regularly.
- Bi-Weekly PLC meetings
- Monthly MTSS data meetings
- The Weekly Staff Newsletter is sent out weekly.
- . We have 3 committees that meet at least 4 times throughout the school year.

At Young, the staff consists of

- 32 teachers, including a Title 1 teacher, a Dyslexia teacher, and 6 Special Education teachers.
- We have 17 certified paraprofessionals who are instructionally involved with our students either in P.E., Special Education, Pre-kindergarten, computer, Rtl, or the library.
- Our office has a receptionist, an attendance clerk, a LVN, and our secretary.
- We have four custodians and cafeteria personnel.

Strengths

Young Elementary is committed to creating a positive and safe campus culture that is engaging, student-centered, and welcoming from the moment you enter our office, each classroom, and throughout the building. We believe in shared responsibility for maintaining high expectations in both instruction and academic achievement, and we hold one another accountable. Our school has a strong reputation for teachers working collaboratively to meet the academic and social needs of all students.

We also recognize the importance of building strong partnerships with families and the community. Throughout the year, Young Elementary provides opportunities to connect with stakeholders and foster meaningful relationships. We are fortunate to receive support from organizations such as our PTO, local churches, Medical City of Decatur, and dedicated parent and community volunteers—all of whom positively impact the lives of our students.

The district provides a variety of curricular programs, including Agriculture Science, to broaden student learning experiences. Young Elementary also offers 1:1 technology K-5 grade, ensuring access to the tools needed to meet evolving instructional demands. During the pandemic, this proved to be an essential resource, and we continue to partner with the state to provide internet hotspots for families with greater connectivity needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Young Elementary needs to review and refine our multi-tiered system of support to better meet the needs of all students.	While systems such as PLCs, CFAs, MAP assessments, MTSS, and daily WIN/intervention time are in place, the lack of consistency in substitute coverage has created challenges. When intervention staff are needed to cover classrooms due to staffing shortages, they are unable to consistently provide intervention services, including pulling students for extension and Tier 3 groups. This inconsistency ca

 = Priority

Perceptions

Summary

- We encourage students daily to implement E.A.G.L.E Expectations.
- Staff are also encouraged to follow E.A.G.L.E Expectations.
- We strive to maintain a warm, family-like atmosphere.
- Each student is greeted at the door every morning and addressed by their first name.
- We provide multiple opportunities to recognize positive behavior, including Eagle Bucks, brag cards, positive phone calls, positive office referrals, and character trait recognition.
- We collaborate and hold each other accountable to ensure success through PLCs and MTSS meetings.
- We support and encourage one another through staff shout-outs, fostering a positive and inclusive school culture.

Strengths

Strengths

Young Elementary is aligned with district wide E.A.G.L.E expectations to facilitate a close-knit community where many students have grown up together, attending schools within Decatur ISD since their early years. The surrounding community is involved in creating positive relationships built through long-term connections among students and families.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 A significant portion of our student population comes from low economically disadvantaged backgrounds, contributing to lower parent involvement inside and outside of school. The instability associated with low parent involvement presents considerable challenges to both family engagement and student academic success.	Many of our students come from economically disadvantaged backgrounds, which can limit parent involvement both inside and outside of school. Additional challenges--such as single-parent households, grandparents as primary caregivers, and working parents with limited time--further impact family engagement and can affect student academic success.

★ = Priority



Priorities

Priority 1 Nurture learning to ensure high performance

Performance Objective 1 HB3 Priority

Students will be Safe and Secure

Evaluation Data Source: Safety Drills logs and audits and weekly door audits.

Key Strategic Action 1

Follow the "I Love You Guys" Foundation SRP and conduct drills at scheduled times.

Strategy's Expected Result/Impact: Fire drill-once month, Lock-down, Shelter, Hold Twice a semester. Reflect and create an action plan immediately following each drill.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 2 High Priority

Yearly Student Academic Growth-By May 2027, 80% of all Pre-K students will meet grade-level expectations on the Circle PM End-of-Year Assessment.

By May 2027, 80% of all Kindergarten - 5th grade students will be at least a Average or higher on the End of Year NWEAA MAP Assessment.

Evaluation Data Source: Circle K PM, STAAR, TELPAS, NWEA MAP, Interim STAAR

We will progress monitor MyPath (monthly),

MTSS Data (Meeting once a month), HMH Assessments, Lesson Plans, Bi-Weekly PLC agendas, Formative Assessment Checklists, and walk-through data.

Key Strategic Action 1

Improve Tier 1 and Tier 2 instruction through quality lesson plan design, deconstruction of TEKS, and the use of formative assessment data.

Strategy's Expected Result/Impact: Young Elementary students will make at least annual growth in Math and Reading.

Staff Responsible for Monitoring: Administration, Classroom teachers will track tier 2 data, the Intervention team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 3 **High Priority**

By June 2027, 90% of 3rd, 4th, and 5th students will reach "Approaches" Grade Level on the STAAR assessment in the areas of Math and Reading.

By June 2026, 75% of 3rd, 4th, and 5th grade students will reach "Meets" Grade Level on the STAAR assessment in the areas of Math and Reading.

By June 2026, 40% of 3rd, 4th, and 5th grade students will reach "Masters" Grade Level on the STAAR assessment in the areas of Math and Reading.

Evaluation Data Source: TXKEA, Circle PM, STAAR, TELPAS, NWEA MAP, Interim STAAR

Key Strategic Action 1

We will progress monitor through MyPath), MTSS Data (Meeting once a month), HMH Assessments, Lesson Plans, Bi-Weekly PLC agendas, Formative Assessment Checklists, and walk-through data.

Strategy's Expected Result/Impact: Young Elementary students will make at least annual growth in Math and Reading.

Staff Responsible for Monitoring: Administration, Classroom teachers, the Intervention team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

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Key Strategic Action 2

Improve Tier 1 and Tier 2 instruction through quality lesson plan design, deconstruction of TEKS, and the use of formative assessment data.

Strategy's Expected Result/Impact: Young Elementary students will make at least annual growth in Math and Reading.

Staff Responsible for Monitoring: Administration, Classroom teachers, the Intervention team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Key Strategic Action 3

Hold monthly MTSS meetings to review student progress and confirm that Tier 3 students are receiving appropriate, research-based interventions.

Strategy's Expected Result/Impact: Monthly MTSS Meetings, Reading interventionist pulling groups weekly, MTSS Meeting agendas,

Staff Responsible for Monitoring: Administration, Classroom teachers, the Intervention team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Priority 2

Invests in faculty & staff growth to ensure a highly engaged staff

Performance Objective 1 HB3 Priority

Staff will be Safe and Secure: Young Elementary will sustain and enhance school emergency operations and procedures 100% of the time so that staff is safe and secure.

Evaluation Data Source: Safety Drill logs and audits data
Weekly Door Sweep Audits data
Staff Attendance data

Key Strategic Action 1

Follow the "I Love You Guys" Foundation's SRP and conduct drills at scheduled times.

Strategy's Expected Result/Impact: Fire - once a month

Lock-down, Shelter, Hold, - twice a semester

Reflect and create an action plan immediately following each drill.

Provide feedback to staff and students.

Conduct weekly door sweeps.

Progress will be measured by Safety Drill Documentation forms, Reflection and Action Plans, and Weekly Door Sweep Google Form.

Staff Responsible for Monitoring: Admin Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Performance Objective 2 High Priority

Faculty/Staff Professional Development to Build Capacity: Young Elementary will provide staff with opportunities to learn and grow as professionals development.

Evaluation Data Source: Staff retention rate
Staff Feedback surveys
Classroom data
MTSS data
Discipline data
TXKEA
Circle PM
NWEA/MAP
STAAR

Key Strategic Action 1

Collaborate bi-weekly with staff regarding needs for professional development and resources through PLCs, grade-level planning meetings, staff meetings, Leadership Team Meetings, and New Teacher Meetings

Strategy's Expected Result/Impact: As a result, we will provide support and resources in areas our staff feels they need, build staff capacity, add tools to the Teacher's teaching toolbox, and affirm teacher effectiveness, which will increase student achievement, as measured by local and state assessments.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Key Strategic Action 2

Provide instructional strategies, articles, and/or ideas in weekly staff newsletters, PLC meetings, and staff meetings.

Strategy's Expected Result/Impact: As a result, we will provide support and resources in areas our staff feels they need, build staff capacity, add tools to the Teacher's teaching toolbox, and affirm teacher effectiveness, which will increase student achievement as measured by local and state assessments.

Staff Responsible for Monitoring: Administration and Instructional Leads

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 3 High Priority

Faculty/Staff Engagement and Culture: By creating campus-wide committees to promote opportunities for leadership on campus.

Evaluation Data Source: Staff retention rate
Staff Feedback surveys

Key Strategic Action 1

We created Instructional Leads for the first time this year and continued the Staff and Student Success and Parent and Community Involvement teams. We will meet throughout the year.

Strategy's Expected Result/Impact: Increase staff input and moral.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Priority 3

Fosters a culture of excellence with family & community support

Performance Objective 1

Parent and Family/Community Engagement:By May 2027, parents and stakeholders of Young Elementary will receive at least one weekly grade-level communication and one weekly school communication.

- Evaluation Data Source:** Parent Newsletters
Staff Newsletters
SMORE Stats
Social Media
ParentSquare
Canvas
Campus website
Marquee
Phone Calls
Letters Home
Parent Conferences
Surveys

Key Strategic Action 1

Young Elementary will publish grade-level and school-wide communications weekly.

Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, parents and stakeholders of Young Elementary will have received at least one weekly grade-level communication and one weekly school communication.
The responses on the Nine Week Parent feedback form will all be positive.

Staff Responsible for Monitoring: Administrators, Grade Level Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 2

Community Partnerships: Young Elementary will provide opportunities for school/business partnerships to enhance student experiences and increase community partnerships.

Evaluation Data Source: School Master Calendar
Visitor Sign in Logs
Lesson plans
Sponsor Thank You Cards
Sponsor Fun Run
Sponsor PTO and Staff luncheons

Key Strategic Action 1

Young Elementary will involve community members and businesses to enhance the learners' experiences through field trips, family nights, sponsorships, etc.

Strategy's Expected Result/Impact: Students see the impact and importance of community involvement, new and exciting learning opportunities for students happen, and we have strong partnerships with the community, as a result, student achievement increases as measured by local and state assessments.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 3

Stakeholder Communication and Feedback:Young Elementary will provide increased opportunities for parent involvement and input.

Evaluation Data Source: Sign-in sheets
Photographs
School Master Calendar
Student data

Key Strategic Action 1

Each grade level will host a night performance for parents that includes a music program and art showcase once a year.

Strategy's Expected Result/Impact: As a result, we see increased parent involvement, strong relationships with families, and increased student achievement.

Staff Responsible for Monitoring: Administration and Music teacher

ESF Levers: Lever 3: Positive School Culture

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Key Strategic Action 2

Young Elementary will host family fun nights (such as Science Night, Family Game Night, etc.) at least twice a semester.

Strategy's Expected Result/Impact: As a result, we see increased parent involvement, strong relationships with families, and increased student achievement.
We provide parents with multiple opportunities to share learning experiences with their children.

Staff Responsible for Monitoring: Administration and Staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Key Strategic Action 3

Young Elementary will partner with PTO.

Strategy's Expected Result/Impact: As a result, we see increased parent involvement, strong relationships with families, and increased student achievement.
Additional resources for teachers and students are provided, such as all school supplies, etc.
We increase community partnerships and PTO memberships.

Staff Responsible for Monitoring: Administration and Staff reps

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Key Strategic Action 4

We are asking parents and guardians to share their feedback about the culture and climate at Young Elementary through a parent survey.

Strategy's Expected Result/Impact: This survey will give our parents and community members a voice in the culture and climate of Young Elementary. Their feedback will help administration and staff understand what we are doing well, identify areas for growth, and make adjustments that will continue to improve our school for our students, families, and staff.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Priority 4

Fiscal responsibility & transparency & maximize community investment

Performance Objective 1

Ensure Strong Financial Stewardship: Young Elementary manages funds and resources responsibly and transparently to maximize the return on the community's investment.

Evaluation Data Source: End of year budget forms to audit expenses.

Key Strategic Action 1

Young Elementary will develop and implement systems for campus purchases that are in compliance and efficient use of district funds.

Strategy's Expected Result/Impact: This feedback will help us make informed decisions about how school funds are spent to ensure they are being used in ways that maximize our students' experience at Young Elementary while also supporting their academic success.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2

Processes and Planning for Well-Maintained Facilities: Implement a proactive facility maintenance and planning process that ensures Young Elementary remains safe, clean, functional, and conducive to student learning.

Evaluation Data Source: Surveys

Campus walks

End of year teacher maintenance check out forms

Key Strategic Action 1

Conduct regular facility walkthroughs and maintenance checks, identify needs early, prioritize repairs and improvements, and communicate facility needs with district maintenance and administration to ensure issues are addressed in a timely manner.

Strategy's Expected Result/Impact: Young Elementary will maintain a safe, clean, and well-functioning learning environment where facility needs are addressed proactively, minimizing disruptions to instruction and maximizing the experience and success of students and staff.

Staff Responsible for Monitoring: Administration and Maintenance Department.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 3

Provide Operational Efficiency, Effectiveness, and Transparency: Establish clear, efficient, and transparent processes that support effective campus operations and ensure resources are used responsibly to best serve students and staff.

Evaluation Data Source: Surveys
Campus walks
End of year teacher maintenance and custodial check out forms

Key Strategic Action 1

Regularly review campus processes, budgets, schedules, and resource allocation to identify opportunities for improvement, communicate decisions clearly with staff and stakeholders, and ensure resources are aligned with campus priorities and student needs.

Strategy's Expected Result/Impact: Young Elementary will operate efficiently and transparently, with clear processes and responsible resource management that minimize disruptions, maximize available resources, and support student success.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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