

Duncanville Independent School District

Duncanville High School

2025-2026 Campus Improvement Plan



Board Approval Date: October 20, 2025
Public Presentation Date: October 8, 2025

Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential.

Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved.

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Duncanville High School is a school rich with tradition, diversity, varied perspectives and cultures that add value to the lives of our students. According to the DHS On Data Suite Platform, the demographics at DHS reflect that 79.44% of the students are at-risk, 60.53% are economically disadvantaged, 11.55% receive Special education services, and 23.09% are Emergent Bilingual students. The race/ethnic distribution is 40.18% African American, 55.68% Hispanic, 1.49% White, 0.76% Asian, and 1.78% are Two or More. There are 268 staff members consisting of the following: 22.29% administrative support, 9.94% educational aide, and 67.77% teachers. The demographic breakdown of the DHS staff is: 42.1% male, 63.3% female; 55.6% African American, 16.9% Hispanic, 26% White, 2.0% Asian, 0.6% 2 or more, 1.2% American Indian/Alaskan Native.

Based on the 2024 - 2025 TEA Report, the mobility rate is approximately 80%, drop-out rate is 2.3%, and the attendance rate is 89.6%. The 4-year graduation rate is 96.6%. In addition, DHS has 93.1% of students graduating on the DHSP/DAP/FHSP-E/FHSP-DLA plan.

Demographics Strengths

*The four-year graduation rate is 96.6% which is above the state average of 90%.

DHS has 97.8% of students graduating on this DHSP/DAPFHSP-E/FHSP-DLA plan which is above the state average of ____%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a growing number of EB students who are not receiving adequate support as evident by areas of over 60% achievement gap on state EOC assessments.

Root Cause: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.

Student Learning

Student Learning Summary

24-25	Approaches	Meets	Masters
English I	60	40	8
Algebra I	43	8	2
Biology	85	39	6
English II	61	40	4
U S History	93	57	23

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	700,040.0	781,349.0	89.6	92.4	Q4
Accelerated Student Learning: RLA	141	543	26.0	30.0	Q3
Accelerated Student Learning: Mathematics	83	262	32.0	63.0	Q4
Retest Growth: RLA	300	774	39.0	46.0	Q3
Retest Growth: Mathematics	232	451	51.0	59.0	Q3
Retest Growth: Science	135	179	75.0	85.0	Q3
Retest Growth: Social Studies	32	42	76.0	92.0	Q4
Algebra I Performance (Masters Grade Level)	22	1,144	2.0	21.5	Q4
English I Performance (Masters Grade Level)	101	1,426	7.0	16.0	Q4
English II Performance (Masters Grade Level)	50	1,361	4.0	9.0	Q4
EOC Biology Performance (Masters Grade Level)	66	1,182	6.0	23.5	Q4
EOC U.S. Social Studies Performance (Masters Grade Level)	229	1,003	23.0	43.5	Q4
SAT/ACT Results for Accelerated Testers in Mathematics (Masters Grade Level)	1	259	0.0	8.0	Q4
AP/IB Examination Participation: RLA	326	2,123	15.4	14.0	Q1
AP/IB Examination Participation: Mathematics	66	2,123	3.1	8.0	Q4
AP/IB Examination Participation: Science	243	2,123	11.4	9.3	Q1
AP/IB Examination Participation: Social Studies	364	2,123	17.1	11.6	Q1
AP/IB Examination Participation: Any Subject	582	2,123	27.4	23.3	Q1
AP/IB Examination Results (Examinees >= Criterion): RLA	30	326	9.2	56.9	Q4
AP/IB Examination Results (Examinees >= Criterion): Mathematics	10	66	15.2	60.9	Q4
AP/IB Examination Results (Examinees >= Criterion): Science	8	243	3.3	47.2	Q4
AP/IB Examination Results (Examinees >= Criterion): Social Studies	63	364	17.3	68.2	Q4
SAT/ACT Participation	871	1,015	86.0	96.0	Q3
Average SAT Score: Evidence-Based Reading and Writing (EBRW)	n/a	848	428.0	501.0	Q4

Average SAT Score: Mathematics	n/a	848	409.0	486.0	Q4
Average ACT Score: RLA	n/a	330	15.5	22.1	Q4
Average ACT Score: Mathematics	n/a	330	15.8	21.7	Q4
Average ACT Score: Science	n/a	330	16.3	21.6	Q4
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	2,188	6,376	34.0	60.0	Q4
Four-Year Longitudinal Graduation Rate	993	1,067	93.1	95.7	Q2
Four-Year Longitudinal Graduation Plan Rate	944	993	95.1	89.3	Q1
TSI Criteria Graduates	467	1,015	46.0	76.6	Q3
College, Career, and Military Ready Graduates	922	1,011	91.0	92.5	Q2
Advanced/Dual-Credit Completion: RLA (9-12)	620	4,461	13.9	29.5	Q4
Advanced/Dual-Credit Completion: Mathematics (9-12)	791	4,306	18.4	22.4	Q3
Advanced/Dual-Credit Completion: Science (9-12)	929	4,299	21.6	22.8	Q2
Advanced/Dual-Credit Completion: Social Studies (9-12)	1,164	4,500	25.9	25.6	Q1

Student Learning Strengths

- U.S. History is the top-performing area with high mastery rates.
- English I & II show consistent strength in Meets performance.
- Biology has a solid Approaches base with strong growth potential.
- **Biology showed upward movement in Meets & Masters from 23-24 to 24-25** signaling instructional impact.
- Algebra I has a good foundation at Approaches, signaling readiness for growth.
- AP/IB Examination Participation: RLA, Science, Social Studies, Any Subject
- Four-Year Longitudinal Graduation Plan Rate
- Advanced/Dual-Credit Completion: Social Studies (9-12)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 8% of our students are scoring at Meets on the Algebra I EOC

Root Cause: There is not a system in place to ensure the rigor in the classroom meets the rigor of the test.

Problem Statement 2: Student participation in the SAT and ACT is low, and the average scores are below expectations.

Root Cause: There aren't any systems or allotted time in place to guide teachers in rigor and SAT/ACT preparation.

School Processes & Programs

School Processes & Programs Summary

DHS offers several opportunities to students through various programs including but not limited to career and technical education, advanced education, athletics, fine arts and others. In addition to the academic and extra/co-curricular programs offered, DHS also offers programs and related services to meet the diverse needs of the student population. However, there is a need to educate parents on the benefits of these special programs and related services (such as: 504, GT, RtI, Special Education, Bilingual, ESL, others).

Teacher retention has been identified as an area the campus needs to address through new strategies and resources. Offering needs-based professional development for all staff is also considered an identified need.

In the Staff Campus Climate Survey, 38% identified a need for professional development training in the area of Classroom Management.

A total of 4,907 discipline offenses were recorded for the 24-25 school year. The most frequently coded infractions were tardy/skipping, classroom insubordination, inappropriate behavior, and classroom disruption. This highlights the need for targeted interventions and additional supports systems to address student engagement, reinforce positive behavior, and reduce the frequency of these recurring offenses.

Safety and security has been identified as a need and require strengthened awareness and understanding of campus safety protocols among parents, faculty, staff, students, and the community. These needs are further compounded by recent operational changes, including the installation of portable classrooms, construction of the M hallway, restricted access to the bus lane, and rerouting of students and parent drop-off and pick-up procedures on the west side of campus.

There is a need to improve student attendance by reducing chronic absenteeism and implementing effective systems for tracking and analyzing attendance data.

School Processes & Programs Strengths

- DHS students are provided a plethora of programs (CTE, UIL, AP/Dual Credit), making it a school of choice compared to competing area charter/magnet schools.
- 57% of graduates earned an IBC and received credit for an aligned level two or higher course.
- Campus CCMR components have a scale score of 91% which was in Q2.
- AP participation scored in the Q1 at 27.1%
- New teacher support is an identified strength with DHS's new Teacher Mentor Program.
- A campus administrative structure has been strategically created to provide instructional support for our teachers
- The Counseling Department, in collaboration with outside agencies (Hamilton & Guy) will facilitate small-group sessions that focus on helping students build skills in identifying emotions, managing stress, and developing healthy coping strategies.
- DHS demonstrates strong collaboration among the administrative team, district police, campus SRO, and security staff, to foster a safe and supportive environment for students and staff.
- DHS communicates campus expectations, policies, procedures, and upcoming events to parents/guardians, students, and staff through a weekly newsletter from the Executive Principal, promoting trust in school operations, fostering engagement, and strengthening community awareness.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Safety and security require strengthened awareness and understanding of campus safety protocols among parents, faculty, staff, students, and the community. Current safety protocols are not sufficient to meet the demands of a growing and shifting campus environment. The combination of construction projects, traffic flow changes, and increased supervision needs has created gaps in safety oversight.

Root Cause: Contributing factors include limited training for all stakeholders on updated safety and security measures, insufficient staffing and resources to monitor and enforce protocols, and the rapid pace of campus expansion and logistical changes, which have strained existing systems and reduced consistency in campus safety practices.

Problem Statement 2: Students at Duncanville High School are provided a plethora of programs including CTE, AP, and Dual Credit, making it a school of choice when compared to competing area schools. Based on student participation in Dual Credit of 18.2%. This number indicates only a small number of students are earning college credit with at least 3 hours in RLA/Math or 9 hours in any subject.

Root Cause: There is a need to increase access and availability to all students. Marketing to all stakeholders is nonexistent. The enrollment process is not streamlined with a continuous system from year to year. Course availability is limited to only a few courses not equitable for all.

Problem Statement 3: A total of 4,907 discipline offenses were recorded for the 2024-2025 school year. Of the total referrals, 39% were for tardy/skipping, while 17% were for classroom insubordination. These two categories accounted for 56% of all discipline offenses. This indicates a challenge in maintaining student engagement and consistent adherence to behavior expectations.

Root Cause: Underlying factors contributing to these offenses include limited student accountability for attendance, inconsistent classroom management practices, gaps in social-emotional regulation skills, and insufficient use of targeted interventions that proactively address attendance and behavior patterns before they escalate. Lack of leadership monitoring and lack of communication.

Problem Statement 4: The counseling department has been trained to address the social and emotional needs of all our students. Based on the Fall 2024 Panorama Survey, 45% of students surveyed that they are struggling with difficulty when regulating their emotions.

Root Cause: There is a lack of meaningful connections with adults in the school community. When students do not feel supported, understood, or valued by trusted adults, they experience increased stress, isolation, and difficulty managing emotions. This disconnect limits their ability to develop healthy coping strategies, and in seeking guidance when needed.

Problem Statement 5: Chronic absenteeism remains a significant challenge, negatively impacting student engagement, academic performance, and overall school outcomes. Current attendance monitoring practices are insufficient to identify patterns early and implement timely interventions.

Root Cause: Contributing factors include inconsistent tracking of attendance data, limited communication with families regarding attendance expectations, and a lack of proactive systems to identify and support students at risk of chronic absenteeism.

Perceptions

Perceptions Summary

Duncanville High School is rich in tradition. The band program is one of the top programs in the nation. The athletic programs are well-known for winning multiple state championships. However, the perception is that DHS produces extracurricular champions and not academic champions.

Based on the school quality survey for parents, the perception is that Advanced Academics programs are viewed as high quality; however, only 11.9% of students met a qualifying score (3,4, or 5) on AP exams with a decrease from 16%.

There is also growing competition in the area of educational opportunities within our district boundaries and in close proximity to our schools. There has been an increase in charter schools and open enrollment districts that are attracting current and/or potential Duncanville High School students.

When considering the perceptions about students, school safety is a point of concern and there is a need to increase social/emotional awareness and responsiveness.

Perceptions Strengths

Duncanville High School has won state championships in basketball and football over the last five years. The athletic program is one of the definite strengths and a source of pride for the community. The DHS band has been recognized as one of the top bands in the State, winning the 2019 Exemplary Band award by the Texas Bandmasters Association.

DISD uses multiple methods to ensure student safety. Some of these methods include:

- School Resource Officers, peace officers with the Dallas County Schools, are stationed at Reed and Kennemer middle schools, Summit Education Center, and Duncanville High School. These officers assist those campuses as needed and will also help other campuses as required.
- All staff members wear identification badges.
- Emergency radio systems are installed on each campus.
- Closed-circuit video monitoring system

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Duncanville High School is recognized for its achievements in Athletics and Fine Arts.

Root Cause: The campus lacks a communication system to promote academic achievements.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Discipline records
- School safety data





Priorities

Priority 1: Student Academic Success

Goal 1: By June 2026, student achievement on the state assessments in English I will increase at approaches from 60% to 80%, meets from 40% to 50%, and masters from 8% to 20% on the STAAR

High Priority

Evaluation Data Sources: EOC Results (Edugence)

Strategy 1 Details	Reviews			
Strategy 1: Monitor and adjust instruction based formative/summative data Strategy's Expected Result/Impact: Teachers will utilize data (active monitoring & quick check) to plan instruction and small groups. DCA data should reflect percentages that are expected for EOC. Staff Responsible for Monitoring: Thomas, Brown, Bynum, Colbert, and Wesco	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students engage in academic discourse and high-quality task alignment. Strategy's Expected Result/Impact: Students struggle to move from Approaches to Meets/Masters when they don't verbalize reasoning or engage with rigorous STAAR-level tasks. Discourse Routines: Implement QSSA or "Turn & Talk" HQIM (High-Quality Instructional Materials) Alignment: Ensure daily lessons and assessments mirror STAAR rigor. Shift from teacher-led problem solving to student-led explanation and justification. Builds student confidence, closes vocabulary gaps, and pushes Meets-level students into Masters by strengthening reasoning and communication skills. Staff Responsible for Monitoring: Thomas, Brown, Bynum, Colbert, and Wesco	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Priority 1: Student Academic Success

Goal 2: By June 2026, student achievement on the state assessments in English II will increase at approaches from 61% to 80%, meets from 41% to 50%, and masters from 4% to 20% on the STAAR test.

High Priority
Evaluation Data Sources: 2024-2025 EOC Data Report

Strategy 1 Details	Reviews			
Strategy 1: Monitor and adjust instruction immediately based on intentional monitoring forms, quick check, bell ringers, and exit ticket data. Strategy's Expected Result/Impact: Teachers will effectively analyze their student data to implement data driven instruction and provide intervention and enrichment to meet all students needs. Staff Responsible for Monitoring: O. Brown, Dr. Bynum, Wesco, and Colbert	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure that all teachers instruction is aligned to the district curriculum and resources are being implemented as intended for student mastery. Strategy's Expected Result/Impact: The expected result is to see an increase in student achievement and teacher proficiency. Staff Responsible for Monitoring: O. Brown, Dr. Bynum, Wesco, and Colbert	Formative			Summative
	Oct	Jan	Apr	June
<div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>				

Priority 1: Student Academic Success

Goal 3: By June 2026, student achievement on the state assessments in Algebra I will increase at approaches from 43% to 80%, meets from 8% to 40%, and masters from 2% to 15% on the STAAR test.

High Priority

Evaluation Data Sources: EOC Results

Strategy 1 Details	Reviews			
Strategy 1: Monitor and adjust instruction based on formative and summative assessment results. Train teachers to track evidence of mastery and adjust instruction immediately. Strategy's Expected Result/Impact: To move students from Approaches - Meets - Masters, you need precise, targeted instruction based on where students are. Approaches-level students: Focus on foundational skills with scaffolds, manipulatives, and re-teach in small groups. Meets-level students: Push rigor with STAAR-released questions, error analysis, and multi-step word problems. Masters-level students: Engage in enrichment tasks (e.g., real-world modeling, multi-representation challenges). Staff Responsible for Monitoring: DeAndrea Bivens, Ihim, Wesco, Colbert	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will engage in academic discourse daily. Strategy's Expected Result/Impact: Move students from Approaches to Meets/Masters by having them verbalize reasoning and engage with rigorous STAAR-level tasks. Discourse Routines: Implement QSSSA or "Turn & Talk + Justify" every 10-12 minutes. Require students to explain why their solution works. HQIM (High-Quality Instructional Materials) Alignment: Ensure daily lessons and assessments mirror STAAR rigor (multi-representational, real-world application). Teacher Modeling - Student Ownership: Shift from teacher-led problem solving to student-led explanation and justification. Staff Responsible for Monitoring: DeAndrea Bivens, Ihim, Wesco, Colbert	Formative			Summative
	Oct	Jan	Apr	June
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

Priority 1: Student Academic Success

Goal 4: By June 2026, student achievement on the state assessments in Biology will increase at approaches from 80% to 90%, meets from 30% to 45%, and masters from 8% to 30% on the STAAR test.

High Priority
Evaluation Data Sources: EOC Report

Strategy 1 Details	Reviews			
Strategy 1: Using aggressive monitoring, providing teachers with immediate feedback, calibration walks, and weekly academic meetings. Strategy's Expected Result/Impact: During PLC's teachers will use the data collected from several data points to create interventions for students. Staff Responsible for Monitoring: Jernard Griggs, Wesco, Colbert, Johnson	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The teachers will guide students in being able to assess their own growth. Strategy's Expected Result/Impact: Providing students the opportunity to take ownership of tracking, setting goals, and analyzing their own formal and informal data from assessments by utilizing student trackers . Staff Responsible for Monitoring: Jernard Griggs, Wesco, Colbert, Johnson	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Priority 1: Student Academic Success






Goal 5: By June 2026, student achievement on the state assessments in US History will increase at approaches from 93% to 95%, meets from 57% to 60%, and masters from 23% to 35% on the STAAR test.

High Priority
Evaluation Data Sources: EOC Data

Strategy 1 Details	Reviews			
Strategy 1: We will focus on proving strategies that focuses on high-yielding content during PLC. We will use Staar aligned questions, practice test skills, differentiate and track progress to impact our assessment scores Strategy's Expected Result/Impact: To obtain improvements in EOC History data that shows growth in Meets and Masters. Our goal is to earn another Academic Distinction Award for the 25-26 school year for the History Team Staff Responsible for Monitoring: Lindsay, Wesco, Colbert, Mays	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: We will use Lowman HQIM daily to improve DCA's and EOC's data. EOC History bootcamp will be provided as a reinforcement for support to ensure our scores improve. Teachers will implement academic discourse strategies during instructional time. Strategy's Expected Result/Impact: Students will participate in meaningful academic discourse throughout the lesson cycle (QSSA, debates, and etc.). Academic distinctions, EOCs gain at least 5% or more on assessments. Staff Responsible for Monitoring: Lindsay, Wesco, Colbert, Mays	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				






Priority 2: Students, Families, and Community

Goal 1: By June 2026, the percentage of students graduating will increase from 96% to 99%.

Strategy 1 Details	Reviews			
Strategy 1: Counselors will ensure that every student receives the individualized support they need to successfully complete their high school journey. Through weekly structured collaboration and targeted interventions, the counseling department will eliminate barriers and provide a clear path to graduation for each student. Strategy's Expected Result/Impact: Increasing the Graduation rate by 3%, from 96.6% to 99.6% Staff Responsible for Monitoring: Jyles, Wesco, Colbert	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Senior administrators will implement a comprehensive attendance tracking system that identifies students who have 5 or more absences in one period. Strategy's Expected Result/Impact: By consistently monitoring and addressing attendance concerns, students will be less likely to fall behind academically or disengage from school. Improved daily attendance will lead to stronger course credit completion, decreased dropout risk, and higher levels of student engagement. Staff Responsible for Monitoring: Ridgeway, Bivens, Jyles, Johnson, Lewis	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Priority 2: Students, Families, and Community

Goal 2: By June 2026, the percentage of students meeting CCMR requirements will increase from 91% to 96%

Strategy 1 Details	Reviews			
Strategy 1: The strategy to increase the percentage is to ensure that all students are CCMR met prior to senior year. For seniors that have not met the CCMR requirement by senior year early release and late arrival will not be an option. Strategy's Expected Result/Impact: By incorporating this strategy all students will be able to meet the CCMR requirements at a rate of 96% or higher. Staff Responsible for Monitoring: Kaneaka Brock, Gregory Payne, Counseling team and Suzanne Riddlespriger-Brown	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The counseling department will use a CCMR Course Alignment student tracker to ensure students are meeting their program of study requirements. Strategy's Expected Result/Impact: All students in a program of study will be a completer by their Senior year. Staff Responsible for Monitoring: Brock, Counseling Staff	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Priority 2: Students, Families, and Community

Goal 3: By June 2026, the percent of graduates from Early College High School (ECHS) who earn 60 hours or attain an Associates degree will increase from 63.5% to 70%.

Strategy 1 Details	Reviews			
Strategy 1: Conduct dual credit degree audits with Dallas College three times a year. Strategy's Expected Result/Impact: An increase in students receiving Associate's degrees because we are monitoring progress. Staff Responsible for Monitoring: Dr. Staats	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Conduct weekly progress monitoring check-ins for students not on track to provide targeted support and interventions. Strategy's Expected Result/Impact: An increase in students receiving Associate's degrees because we are monitoring progress. Staff Responsible for Monitoring: Dr. Staats	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> No Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				







Priority 2: Students, Families, and Community

Goal 4: By June 2026, the percent of drop-outs will decrease from 2.3% to 1.0%.

Strategy 1 Details	Reviews			
Strategy 1: Counselors will implement a comprehensive dropout prevention program that provides early identification, targeted support, and consistent monitoring for at-risk students. Strategy's Expected Result/Impact: Drop-out rate will decrease from 2.3% to 1.1% Staff Responsible for Monitoring: Jyles, Wesco, Colbert	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Providing a pathway for the Emerging Bilingual students to receive support and academic success through the Newcomer program Strategy's Expected Result/Impact: Have a system in place to identify and recommend Bilingual students to the Newcomer program. Staff Responsible for Monitoring: Ms. Schow, Ms. Lewis, All Teachers and Administration	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Priority 2: Students, Families, and Community

Goal 5: By June 2026, the ADA will increase from 89.06% to 93%.

Strategy 1 Details	Reviews			
Strategy 1: Implementing an attendance monitoring system to identify students at risk of chronic absenteeism. Strategy's Expected Result/Impact: Increase in students daily attendance rate, reduce chronic absenteeism rates across all grade levels, and increase in student engagement and academic performance due to improved attendance. Staff Responsible for Monitoring: Erika Johnson Williams, Assistant Principals, Attendance Clerks	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: The counselors will meet with students monthly who have chronic absenteeism to devise a plan of support and provide counseling services as needed. Strategy's Expected Result/Impact: DHS will see an increase in student attendance. Staff Responsible for Monitoring: Counseling and Jyles	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Priority 2: Students, Families, and Community

Goal 6: By June 2026, the percent of students meeting Texas Success Initiative (TSI) without College Bridge will increase from 11% to 30% by June 2026.

Strategy 1 Details	Reviews			
Strategy 1: TSI Prep will be pushed through non tested content areas specifically Algebra 2 and English III. Students will also be provided more opportunities to test to ensure mastery. Students not mastering test will be provided in class tutoring based on diagnostic report from TSI. Strategy's Expected Result/Impact: By allowing more testing opportunities and in class diagnostic tutoring more students will master TSI without Texas College Bridge. Staff Responsible for Monitoring: Algebra 2 teachers, English 3 teachers, Content AP's and Associate of CCMR	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will offer the first TSI test at no cost to the student. Strategy's Expected Result/Impact: An increase in students taking the TSI test. Staff Responsible for Monitoring: Brock and Counselors	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> <div>No Progress</div>			
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				







Priority 2: Students, Families, and Community

Goal 7: By June 2026, increase campus supervision by reallocating staff to ensure that all high-traffic areas are actively monitored.

Strategy 1 Details	Reviews			
Strategy 1: Utilize current staff to provide additional supervision in high-traffic areas, including arrival, dismissal, hallways, and construction zones. Strategy's Expected Result/Impact: Improved supervision in high traffic areas reducing safety/discipline incidents and potential hazards, increase consistency and reliability in implementing safety protocols, and continuous improvement in safety systems informed by ongoing monitoring, feedback, and incident data. Staff Responsible for Monitoring: Erika Johnson Williams, Assistant Principals, Security Officers	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Implement a feedback and evaluation system to continuously improve safety measures based on incident reports and stakeholder input. Strategy's Expected Result/Impact: Continuous improvement in safety systems informed by ongoing monitoring, feedback, and incident data. Staff Responsible for Monitoring: Erika Johnson Williams, Assistant Principals, Danny Colbert	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority 2: Students, Families, and Community

Goal 8: By June 2026, reduce overall discipline referrals by 10% through targeted attendance accountability, consistent classroom management practices, tiered interventions, and proactive alignment of behavioral supports.

Strategy 1 Details	Reviews			
Strategy 1: Utilize data-driven behavior tracking systems to monitor referrals, identify patterns, and intervene before behaviors escalate. Strategy's Expected Result/Impact: Reduction in total discipline referrals, particularly for tardiness/skipping and classroom insubordination. Increase in student engagement and adherence to behavior expectations Staff Responsible for Monitoring: Erika Johnson Williams, Assistant Principals, Mr. Colbert	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Establish a structured attendance accountability program targeting students with repeated tardiness/skipping. Strategy's Expected Result/Impact: Reduction in total discipline referrals, particularly for tardiness/skipping and classroom insubordination. Staff Responsible for Monitoring: Erika Johnson Williams, Assistant Principals	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Priority 3: Personnel and Professional Development

Goal 1: By June 2026, the number of teachers meeting "accomplished" or higher on T-TESS will increase from 16% to 25% in Domain 2.5 by June 2026.

Strategy 1 Details		Reviews			
Strategy 1: The teachers will make real-time instructional adjustments using intentional monitoring forms during instruction. Strategy's Expected Result/Impact: Students show improvements in academic performance. The data will reflect student academic growth. Staff Responsible for Monitoring: Teachers, Assistant Principals. Mrs. Wesco		Formative			Summative
		Oct	Jan	Apr	June
		<div><div></div></div> No Progress			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

Priority 3: Personnel and Professional Development

Goal 2: The percentage of teachers holding a valid Texas Certification will increase from 85% to 88% by 2028.

Strategy 1 Details		Reviews			
Strategy 1: Increase recruiting efforts by attending 2 college job fairs a year.		Formative			Summative
		Oct	Jan	Apr	June
		<div><div></div></div> No Progress			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

Priority 3: Personnel and Professional Development

Goal 3: The retention rate of "certified teachers" will increase from 79% to 82% by 2028.

Strategy 1 Details	Reviews			
Strategy 1: Meet with teachers once a month to gauge the climate and provide a culture of support. Cub Camp New Teachers 0-2 years Panther Camp Veteran Teachers Strategy's Expected Result/Impact: Increase teacher retention, positive culture, and provide a climate of support. Staff Responsible for Monitoring: Ms. Brock, Mrs. Wesco, Ms. Johnson	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> No Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 1: The campus will maximize staff efficiency and scheduling practices to support reduced payroll expenditures districtwide by 2028.






The district will reduce payroll expenditures by 5% from 85.36% to 80.36% by 2028.

Strategy 1 Details	Reviews			
Strategy 1: Prioritize staffing based on student needs and instructional priorities to minimize overages and inefficiencies. Strategy's Expected Result/Impact: To reduce the fiscal expenditure at DHS. Staff Responsible for Monitoring: Mr. Colbert	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div></div> No Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: The campus will contribute to the district's School FIRST rating by demonstrating effective financial stewardship, compliance, and efficient resource management by 2028.

The district will improve the School FIRST rating from an A-90 to A-94 by 2028.

Strategy 1 Details	Reviews			
Strategy 1: Build staff awareness of fiscal compliance through annual training on campus purchasing and budget procedures. Staff Responsible for Monitoring: Mr. Colbert	Formative			Summative
	Oct	Jan	Apr	June
	<div>  No Progress </div>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The campus will maximize instructional resources and ensure that allocated funds are used primarily to support teaching and learning by 2028.

The amount of funds spent on "instructional expenditures (Function 11)" will increase from 52.74% to 60% by 2028.

Strategy 1 Details	Reviews			
Strategy 1: Monitor and prioritize instructional supply budgets to ensure purchases directly support classroom instruction and student learning needs. Strategy's Expected Result/Impact: Mr. Colbert	Formative			Summative
	Oct	Jan	Apr	June
	<div> <div></div> <div>No Progress</div> </div>			
<div> <div></div> No Progress <div></div> Accomplished <div></div> Continue/Modify <div></div> Discontinue </div>				