

# **Duncanville Independent School District**

## **District Improvement Plan**

**2025-2026**



# Mission Statement

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

**Motto**

**Writing Success Stories, One Student at a Time**

# 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 ISD has 16 schools serving approximately 11,172 students from early childhood through 12th grade, ensuring that all students reach their highest potential. Duncanville ISD covers 28.7 miles and serves the communities of Duncanville, Dallas, Cedar Hill, and DeSoto. Duncanville has a diverse and multicultural student body representing over 40 countries and more than 21 languages. Our campuses include ten elementary schools, three middle schools, one high school, and one alternative campus.

The district is challenged by the high needs that accompany a large, economically disadvantaged student population. Over the past four years, student enrollment has declined by approximately 400 students. The district values the diversity of the Duncanville community and strives to leverage this diversity to enhance opportunities and experiences for our students.

From 2025 TAPR Data:

Students by Demographics:

- 39.9% African American
- 55.1% Hispanic
- 2.1% White
- 0.2% American Indian
- 0.8% Asian
- 0.1% Pacific Islander
- 1.9% Two or More Races
- 78.1% Economically Disadvantaged
- 20.7% Attrition Rate (2023-24)

Students by Program:

- 26.2% Emergent Bilingual/ESL Students
- 12.0% Special Education Students
- 6.6% Gifted and Talented Students

Staff by Demographics:

- 1,693.5 Total Staff
- 62.3% Professional Staff
- 10.8% Educational Paraprofessionals
- 26.8% Auxiliary Staff

Teacher Demographics

- 54.5% African American

- 18.8% Hispanic
- 19.6% White
- 1.6% American Indian
- .03% Asian
- 1.1% Pacific Islander
- 4.1% Two or More Races

#### Teaching Staff by Experience:

- 44.9% 0-5 Years experience
- 21.9% 6-10 Years experience
- 33.3% 11-20+ Years of experience

### Demographics Strengths

- Diverse staff that is reflective of a diverse student population.
- Eager, young teachers who are passionate about student success.
- Robust Career and Technical Education program with multiple pathways for students to select from based on interests.
- Increased choice programs for students at all levels based on interests.
- Tight-knit, socially and civically engaged, and active community.
- Strong district spirit and sense of pride among stakeholders.
- Student attrition rate improved from the prior year (.4%).
- There has been a slight increase (1.5%) in the number of students identified as gifted and talented over the past 2 years.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students are not choosing to enroll in Duncanville ISD, as evidenced by a 393-student enrollment decline over the past four years, and student attrition that is 2.7% higher than the state average.

**Root Cause:** Local perceptions about academic performance, along with increased charter school and open enrollment options in the surrounding area.

**Problem Statement 2 (Prioritized):** The Duncanville ISD teaching staff is comprised of inexperienced and/or alternatively certified teachers, as evidenced by the 44.9% of teachers with 0-5 years of experience and a 31.5% turnover rate among teachers.

**Root Cause:** Campus leadership, a competitive teacher market, and perceptions

# Student Learning

## Student Learning Summary

The district has implemented several initiatives to improve student academic performance over the past year, in addition to expanding program options based on student interests. The efforts have allowed the district to maintain an overall C accountability rating. Although the school progress domain declined overall in 2025, student growth improved from a grade of F (59%) to a grade of D (61%). The district had two campuses rated a B, five campuses rated a C, three campuses rated a D, and seven campuses rated an F. The accountability ratings for campuses indicate that there continue to be academic needs that the district will strategically address in the coming year.

In 2025, the district showed an overall decline in social studies and math, but maintained its overall district performance scores from 2024 in Reading and Science. Grade-level assessment scores in mathematics improved or remained stable in two grade levels, while declining in five grade levels. Grade-level assessment scores in ELA/Reading improved or remained stable from 2024 in five grade levels, while declining in three grade levels. Grade-level assessment scores in science improved in two grade levels and declined in one grade level. Grade-level assessment scores in social studies declined in all three grade-level assessments.

Our 2025 STAAR performance data is as follows:

Grade	Math	Reading	Science	Social Studies
All	52% (↓)	63% (*)	65% (*)	69% (↓)
3rd	51% (↓)	62% (↑)	N/A	N/A
4th	44% (↓)	65% (*)	N/A	N/A
5th	48% (↓)	56% (↓)	41% (↑)	N/A
6th	62% (↑)	69% (↑)	N/A	N/A
7th	26% (↓)	61% (*)	N/A	N/A
8th	55% (↓)	70% (↓)	54% (↓)	39% (↓)
EOC	58% (↓)	E1 - 61% (↑); E2 - 62% (↓)	86% (↑)	92% (↓)

\*Maintained score

The district uses multiple measures to determine student academic success, including college, career, and military readiness. In the 2025 reports (based on 2023-24 data), 90% of graduates met CCMR requirements. We have 17.4% of our students enrolled in dual credit courses to support their post-secondary success. SAT/ACT/TSIA results indicate that 13.4% of students scored at or above the college-ready standard. More than half of the graduates, 54.5%, earned an industry-based certificate and received credit for an aligned Level 2 or higher course. Approximately 29% of graduates earned college prep course credit in ELA and mathematics. There remains a need to support students in achieving a college-ready score in alignment with board goals.

## Student Learning Strengths

- In ELA, the all student category remained stable at 63% from 2024 to 2025.
- In Science, the all student category remained stable at 65% from 2024 to 2025.
- ELA and mathematics scores both increased in 6th grade.
- A comprehensive, aligned, written, taught, and tested curriculum is provided for all core content areas.
- Teachers are provided with high-quality instructional materials to support student learning and academic success.
- Over half of the students are graduating with an industry-based certification.
- Reed MS (D-68 to C-72) and PACE (C-79 to B-83) both improved their accountability rating.
- The district invests in MAP Growth to measure student progress throughout the year.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Math at all grade levels is a significant district concern, with third grade being a particular target, as evidenced by only 51% of students reaching the "approaches" level, which is 20% below the state average.

**Root Cause:** Early numeracy skills are underdeveloped, and teachers are not aligning their instruction to the curriculum with fidelity or using effective instructional practices.

**Problem Statement 2:** Reading in the early grades is an area for continuous improvement, as evidenced by the fact that only 62% of students reach the "approaches" level, which is 15% below the state average.

**Root Cause:** Early literacy skills are underdeveloped, and teachers are not aligning their instruction with the curriculum with fidelity or using effective instructional practices.

**Problem Statement 3 (Prioritized):** Although the district is currently rated a "C," a majority of its campuses are underperforming, as evidenced by the 10 campuses rated a "D" or "F".

**Root Cause:** Low accountability for high-quality instructional leadership at the district and campus levels, and ineffective turnaround practices.

# District Processes & Programs

## District Processes & Programs Summary

Duncanville ISD offers a variety of student programs and services to support student learning, a well-rounded education, and a safe and healthy learning environment. Those programs include, but are not limited to:

- Advanced Academics
- Athletics and Fine Arts
- Career and Technical Education
- Counseling Services
- Dyslexia Services
- Family Engagement
- Gifted and Talented Services
- Intervention Supports
- Multilingual Services
- Pre-K Services
- School Health/Nurses
- Special Education Services
- Student Clubs and Organizations

The district is an open-enrollment district that offers a variety of choice school options to families. Through the 2023 Bond, the district is working to expand these opportunities further with the construction of a CTE center at Duncanville High School. In addition, the district has transitioned this past year from a PK-4/5-6/7-8/9-12 grade configuration to a PK-5/6-8/9-12 grade configuration to reduce the number of academic transitions students have to make. The goal of this new configuration is improved academic performance.

Beyond the choice programs offered to students in the district, there has been a strong effort to create incentives that encourage high-quality teachers to choose Duncanville ISD. This past year, the district was accepted to participate in the Teacher Incentive Allotment program, which offers designations and supplemental pay to teachers who demonstrate academic growth in their students. The district is currently working on data validation, with hopes of beginning to award designations in 2025-2026. In addition to the TIA program, the district is striving to increase the number of certified teachers in the district. Currently, of the 746 teachers in the district, 7.1% do not hold a degree, and 15% are not certified. Through recruitment and grow-your-own programs, the district is working to increase the number of qualified and experienced teachers who are serving students.

The district has implemented efficiencies throughout the year to address its financial shortfall, which is attributed to a combination of factors, including inadequate legislative funding, inflation, and a competitive compensation market. The anticipated deficit is approximately \$17.5 M, which requires reevaluating allocations and resources. The district is still working to address processes to meet the Financial Integrity Rating System of Texas (FIRST) targets. Currently, the district's FIRST rating is a C, indicating that it "Meets Standard Achievement." The district has experienced substantial turnover in the Financial Services Department, but has made efforts to stabilize the department in the past year and implement



new processes to improve fiscal practices.

### **District Processes & Programs Strengths**

- The number of Career and Technical Education programs offered to students.
- Well-rounded choice offerings to support student interest and engagement.
- The quality of the services provided to students with social, emotional, and academic challenges.
- Efforts to increase safety and security on all campuses.
- Professional development opportunities are provided to teachers and leaders.
- The district's initiation of the Teacher Incentive Allotment program.
- Building teacher and leader pipelines that support retention.
- The construction of a CTE Center at Duncanville HS through Bond 2023.
- Use of a strategic plan to drive continuous improvement efforts.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** The district is struggling with fiscal practices and a financial shortfall, as evidenced by its "C" Schools First Accountability Rating and a \$17.5 million deficit budget.

**Root Cause:** Need to address staffing ratios and allocations, improve fiscal processes and procedures, and hold staff accountable for compliance with fiscally responsible practices; however, safety and security department can not be compromised.

**Problem Statement 2 (Prioritized):** The district is struggling to ensure that every campus is led by a high-quality instructional leader, as evidenced by a 4.7-year average of principal experience and a 6.8-year average of assistant principal experience.

**Root Cause:** Lack of quality professional learning in instructional leadership and systems of accountability, support, and coaching.

**Problem Statement 3 (Prioritized):** Some instructional programs are not effectively improving student academic learning and post-secondary readiness, as evidenced by the 10 campuses rated "D" and "F".

**Root Cause:** Lack of a program evaluation model to measure effectiveness, teacher/leader comfort with past programs, and limited ongoing monitoring of student academic progress and engagement.

**Problem Statement 4 (Prioritized):** There are inconsistencies and errors in attendance accounting and reporting, as well as a rising rate of chronic absenteeism across the campus. This impacts the accuracy of state reporting, funding, and the school's ability to provide timely interventions for at-risk students.

**Root Cause:** The current attendance tracking system lacks standardized, campus-wide procedures for daily accounting, staff training, and timely intervention. Additionally, limited use of real-time data and follow-up protocols has led to delays in identifying and supporting chronically absent students.

# Perceptions

## Perceptions Summary

The district's most recent Panorama data provides a meaningful picture of how we are conducting business across Duncanville ISD. Student surveys reveal that our learners continue to experience significant challenges in social-emotional competencies. Emotion Regulation, Self-Efficacy, and Social Awareness remain low across grade bands, with Grades 3–5 reporting 38–53% and Grades 6–12 reporting 33–43%. These results place most campuses in the 0th–19th percentile nationally. Students are clearly signaling that they struggle with managing emotions, believing in their academic abilities, and understanding the perspectives of others—key skills that influence engagement, classroom behavior, and academic success.

Interestingly, teacher perceptions paint a much more positive picture. When surveyed, 73% of teachers believe their students regulate emotions well, 57% believe students have academic self-efficacy, and 65% believe students demonstrate social awareness. This gap between what students say about themselves and what teachers believe about them suggests a disconnect that the district must address. It highlights the need for deeper student voice integration, stronger teacher-student relationships, and ongoing professional learning that helps educators understand and respond to the lived experiences of the children in their classrooms.

Beyond SEL, stakeholder feedback from surveys, interviews, and focus groups reflects a desire for more consistent communication and clearer alignment of expectations across schools. While communication is present across campuses, it is not always predictable or uniform, leading to variations in how stakeholders experience information and expectations. Families appreciate district outreach but have expressed the need for timely, accessible communication as well as expanded opportunities to engage and participate. Staff feedback reflects continued commitment to the mission of the district and appreciation for leadership visibility, yet there is a clear call for more coherent instructional systems, greater stability, and support in managing workload demands.

Community partnership data shows strong interest from families and external partners, but results indicate that engagement could be strengthened through clearer communication about volunteer opportunities, more accessible event structures, and intentional follow-up. At the same time, student comments and SEL results reinforce that their voices must play a more central role in shaping district priorities. Students consistently express lower confidence and emotional readiness than adults may recognize, highlighting opportunities to increase support structures and relational practices within classrooms.

Overall, the district is doing many things well, particularly in its commitment to gathering feedback and listening to stakeholders. However, the next step in conducting business more effectively is strengthening how consistently and strategically we respond to that feedback. The data suggests that while our systems for listening are strong, our systems for acting with coherence, urgency, and transparency must become more visible and aligned. Students, staff, and families are asking for clearer expectations, stronger relationships, and unified systems that support both academic and social-emotional growth. Addressing these needs will ensure that our district's business practices reflect the excellence and intentionality our community deserves.

## Perceptions Strengths

- **Teachers report high confidence** in students' ability to regulate emotions, succeed academically, and empathize with others, indicating strong belief in student potential.
- **Staff demonstrate commitment to the district's mission**, expressing appreciation for leadership visibility and clarity in communication.
- **Families show strong interest in engagement**, with positive participation in events and willingness to be involved when communication is accessible and timely.
- **Community partnerships remain active and supportive**, showing trust in the district and alignment with school needs.
- **Students report slight improvements in SEL areas over time**, indicating that recent supports and strategies are beginning to show early signs of impact.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Districtwide survey data reveals a clear disconnect between student experiences and adult perceptions, particularly in the areas of emotional regulation, academic self-efficacy, and social awareness. This gap, coupled with inconsistent communication and varying instructional expectations across campuses, limits the district's ability to provide a unified and supportive learning experience for all.

**Root Cause:** The root cause is inconsistent communication systems and uneven implementation of instructional expectations across campuses, which have led to misalignment between student experiences and adult perceptions.

# Priority Problem Statements

**Problem Statement 1:** Some instructional programs are not effectively improving student academic learning and post-secondary readiness, as evidenced by the 10 campuses rated "D" and "F".

**Root Cause 1:** Lack of a program evaluation model to measure effectiveness, teacher/leader comfort with past programs, and limited ongoing monitoring of student academic progress and engagement.

**Problem Statement 1 Areas:** District Processes & Programs

**Problem Statement 2:** The district is struggling to ensure that every campus is led by a high-quality instructional leader, as evidenced by a 4.7-year average of principal experience and a 6.8-year average of assistant principal experience.

**Root Cause 2:** Lack of quality professional learning in instructional leadership and systems of accountability, support, and coaching.

**Problem Statement 2 Areas:** District Processes & Programs

**Problem Statement 3:** The district is struggling with fiscal practices and a financial shortfall, as evidenced by its "C" Schools First Accountability Rating and a \$17.5 million deficit budget.

**Root Cause 3:** Need to address staffing ratios and allocations, improve fiscal processes and procedures, and hold staff accountable for compliance with fiscally responsible practices; however, safety and security department can not be compromised.

**Problem Statement 3 Areas:** District Processes & Programs

**Problem Statement 4:** Although the district is currently rated a "C," a majority of its campuses are underperforming, as evidenced by the 10 campuses rated a "D" or "F".

**Root Cause 4:** Low accountability for high-quality instructional leadership at the district and campus levels, and ineffective turnaround practices.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Students are not choosing to enroll in Duncanville ISD, as evidenced by a 393-student enrollment decline over the past four years, and student attrition that is 2.7% higher than the state average.

**Root Cause 5:** Local perceptions about academic performance, along with increased charter school and open enrollment options in the surrounding area.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** The Duncanville ISD teaching staff is comprised of inexperienced and/or alternatively certified teachers, as evidenced by the 44.9% of teachers with 0-5 years of experience and a 31.5% turnover rate among teachers.

**Root Cause 6:** Campus leadership, a competitive teacher market, and perceptions

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** There are inconsistencies and errors in attendance accounting and reporting, as well as a rising rate of chronic absenteeism across the campus. This impacts

the accuracy of state reporting, funding, and the school's ability to provide timely interventions for at-risk students.

**Root Cause 7:** The current attendance tracking system lacks standardized, campus-wide procedures for daily accounting, staff training, and timely intervention. Additionally, limited use of real-time data and follow-up protocols has led to delays in identifying and supporting chronically absent students.

**Problem Statement 7 Areas:** District Processes & Programs

# Priorities





## Priority 1: Student Academic Success

**Goal 1:** Increase the percentage of third-grade students meeting grade level on STAAR Reading from 34% to 37% by 2026.

**High Priority**

**HB3 Priority**

**Evaluation Data Sources:** STAAR Assessment; MAP Growth Assessments; Other Assessments as appropriate

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Re-evaluate and abandon academic initiatives, programs, and resources that are not yielding student performance gains or aligned district-wide. <b>Strategy's Expected Result/Impact:</b> # of academic initiatives, programs, and resources evaluated quarterly <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Problem Statements:</b> District Processes & Programs 3	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Goal 1 Problem Statements:

District Processes & Programs
<b>Problem Statement 3:</b> Some instructional programs are not effectively improving student academic learning and post-secondary readiness, as evidenced by the 10 campuses rated "D" and "F". <b>Root Cause:</b> Lack of a program evaluation model to measure effectiveness, teacher/leader comfort with past programs, and limited ongoing monitoring of student academic progress and engagement.

Priority 1: Student Academic Success

Goal 2: Increase the percentage of third-grade students meeting grade level on STAAR Math from 27% to 30% by 2026.

HB3 Priority

Evaluation Data Sources: STAAR Assessment; MAP Growth Assessments; Other Assessments as appropriate

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Improve instructional quality by requiring and training on a focused set of non-negotiable research-based strategies that yield the highest academic gains. <b>Strategy's Expected Result/Impact:</b> % of students meeting math growth targets at BOY, MOY, and EOY  % of students meeting reading growth targets at BOY, MOY, and EOY  % of teachers using high-yield instructional strategies each grading period <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Problem Statements:</b> Demographics 2 - Student Learning 3	Formative			Summative
	Oct	Jan	Apr	June
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

Goal 2 Problem Statements:

Demographics
<b>Problem Statement 2:</b> The Duncanville ISD teaching staff is comprised of inexperienced and/or alternatively certified teachers, as evidenced by the 44.9% of teachers with 0-5 years of experience and a 31.5% turnover rate among teachers. <b>Root Cause:</b> Campus leadership, a competitive teacher market, and perceptions
Student Learning
<b>Problem Statement 3:</b> Although the district is currently rated a "C," a majority of its campuses are underperforming, as evidenced by the 10 campuses rated a "D" or "F". <b>Root Cause:</b> Low accountability for high-quality instructional leadership at the district and campus levels, and ineffective turnaround practices.

Priority 1: Student Academic Success

Goal 3: Improve the district accountability rating for Domain II (School Progress) from 72% to 75% by 2026.

Evaluation Data Sources: STAAR Assessment; MAP Growth Assessments; Other Assessments as appropriate

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create and deploy instructional plans and processes that ensure consistency of practice district-wide (i.e., Curriculum management plan, professional learning plan, instructional model and expectations, and aligned instructional resources.)  <b>Strategy's Expected Result/Impact:</b> # of instructional plans developed and deployed quarterly <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Problem Statements:</b> Student Learning 3 - District Processes & Programs 3	Formative			Summative
	Oct	Jan	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> Although the district is currently rated a "C," a majority of its campuses are underperforming, as evidenced by the 10 campuses rated a "D" or "F". <b>Root Cause:</b> Low accountability for high-quality instructional leadership at the district and campus levels, and ineffective turnaround practices.
District Processes & Programs
<b>Problem Statement 3:</b> Some instructional programs are not effectively improving student academic learning and post-secondary readiness, as evidenced by the 10 campuses rated "D" and "F". <b>Root Cause:</b> Lack of a program evaluation model to measure effectiveness, teacher/leader comfort with past programs, and limited ongoing monitoring of student academic progress and engagement.



Priority 2: Students, Families, and Community

Goal 1: The percent of graduating college, career, or military ready (CCMR) will increase from 89% to 91.5% by June 2026.

Evaluation Data Sources: State accountability data; TSIA data; Industry-based certification (IBC) data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Require campuses to develop and monitor individualized improvement plans for all high school students not on target for meeting a CCMR indicator. <b>Strategy's Expected Result/Impact:</b> % of students have met a CCMR indicator at BOY, MOY, and EOY  # of students on a CCMR improvement plan quarterly <b>Staff Responsible for Monitoring:</b> Chief of Staff  <b>Problem Statements:</b> Student Learning 3	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>				





Goal 1 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> Although the district is currently rated a "C," a majority of its campuses are underperforming, as evidenced by the 10 campuses rated a "D" or "F". <b>Root Cause:</b> Low accountability for high-quality instructional leadership at the district and campus levels, and ineffective turnaround practices.

## Priority 2: Students, Families, and Community

**Goal 2:** The average student attendance will increase from 91.8% to 92.5% by June 2026.

**Evaluation Data Sources:** Student attendance data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Grow student and family awareness of academic and social/emotional progress through the establishment and ongoing tracking of student scorecard measures and goals. <b>Strategy's Expected Result/Impact:</b> % of students meeting scorecard targets at BOY, MOY, and EOY <b>Staff Responsible for Monitoring:</b> Chief of Staff  <b>Problem Statements:</b> Demographics 1 - Student Learning 3	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop a comprehensive athletics program marketing and promotions plan in collaboration with other departments to foster increased sponsorships and mutually beneficial partnerships. <b>Strategy's Expected Result/Impact:</b> # of sponsors or partnerships added quarterly \$ of sponsorships earned quarterly <b>Staff Responsible for Monitoring:</b> Chief of Athletic Operations  <b>Problem Statements:</b> District Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop and execute an improvement plan based on attendance audit findings to strengthen systems, ensure accuracy in attendance accounting and procedures, and implement effective attendance interventions. <b>Strategy's Expected Result/Impact:</b> # of incidents of non-compliance with attendance processes monthly % of chronic absenteeism monthly <b>Staff Responsible for Monitoring:</b> Executive Director of Student Services and Campus Support  <b>Problem Statements:</b> District Processes & Programs 4	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Goal 2 Problem Statements:

### Demographics

**Problem Statement 1:** Students are not choosing to enroll in Duncanville ISD, as evidenced by a 393-student enrollment decline over the past four years, and student attrition that is 2.7% higher than the state average. **Root Cause:** Local perceptions about academic performance, along with increased charter school and open enrollment options in the surrounding area.

### Student Learning

**Problem Statement 3:** Although the district is currently rated a "C," a majority of its campuses are underperforming, as evidenced by the 10 campuses rated a "D" or "F". **Root Cause:** Low accountability for high-quality instructional leadership at the district and campus levels, and ineffective turnaround practices.

### District Processes & Programs

**Problem Statement 1:** The district is struggling with fiscal practices and a financial shortfall, as evidenced by its "C" Schools First Accountability Rating and a \$17.5 million deficit budget. **Root Cause:** Need to address staffing ratios and allocations, improve fiscal processes and procedures, and hold staff accountable for compliance with fiscally responsible practices; however, safety and security department can not be compromised.

**Problem Statement 4:** There are inconsistencies and errors in attendance accounting and reporting, as well as a rising rate of chronic absenteeism across the campus. This impacts the accuracy of state reporting, funding, and the school's ability to provide timely interventions for at-risk students. **Root Cause:** The current attendance tracking system lacks standardized, campus-wide procedures for daily accounting, staff training, and timely intervention. Additionally, limited use of real-time data and follow-up protocols has led to delays in identifying and supporting chronically absent students.

Priority 2: Students, Families, and Community

Goal 3: The percent of students meeting Texas Success Initiative (TSI) without College Bridge will increase from 11% to 14.3% by June 2026.

Evaluation Data Sources: TSI performance data; TSI participation rates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish an academic tracking system for students in grades 9-12 to proactively support and intervene with student athletes in the areas of GPA, TSIA/SAT/ACT, and Class Rank.  <b>Strategy's Expected Result/Impact:</b> Avg of GPA for student athletes at BOY, MOY, and EOY # of students taking TSIA/SAT/ACT by quarter % of athletes failing by grading period <b>Staff Responsible for Monitoring:</b> Chief of Athletic Operations  <b>Problem Statements:</b> District Processes & Programs 3	Formative			Summative
	Oct	Jan	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3 Problem Statements:

District Processes & Programs
<b>Problem Statement 3:</b> Some instructional programs are not effectively improving student academic learning and post-secondary readiness, as evidenced by the 10 campuses rated "D" and "F". <b>Root Cause:</b> Lack of a program evaluation model to measure effectiveness, teacher/leader comfort with past programs, and limited ongoing monitoring of student academic progress and engagement.

Priority 3: Personnel and Professional Development

Goal 1: The number of teachers receiving a TIA distinction will increase from 0 to 20 by June 2026.

Evaluation Data Sources: T-TESS data; TIA distinctions earned

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a cadence of accountability system for campus and department leaders to continuously monitor academic progress and operational quality. <b>Strategy's Expected Result/Impact:</b> % of COA academic targets met quarterly % of COA operational targets met quarterly <b>Staff Responsible for Monitoring:</b> Chief of Human Resources  <b>Problem Statements:</b> Student Learning 3 - District Processes & Programs 3	Formative			Summative
	Oct	Jan	Apr	June
<div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>				





Goal 1 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> Although the district is currently rated a "C," a majority of its campuses are underperforming, as evidenced by the 10 campuses rated a "D" or "F". <b>Root Cause:</b> Low accountability for high-quality instructional leadership at the district and campus levels, and ineffective turnaround practices.
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<b>Problem Statement 3:</b> Some instructional programs are not effectively improving student academic learning and post-secondary readiness, as evidenced by the 10 campuses rated "D" and "F". <b>Root Cause:</b> Lack of a program evaluation model to measure effectiveness, teacher/leader comfort with past programs, and limited ongoing monitoring of student academic progress and engagement.

### Priority 3: Personnel and Professional Development

**Goal 2:** The percentage of teachers holding a valid Texas Certification will increase from 85% to 86.3% by 2026.

**Evaluation Data Sources:** Teacher certification data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create leadership improvement plans for all principals focused on "one thing" from T-PESS Domain V to target growth and knowledge. <b>Strategy's Expected Result/Impact:</b> # of principals meeting improvement plan targets quarterly <b>Staff Responsible for Monitoring:</b> Chief Human Resources Officer  <b>Problem Statements:</b> Student Learning 3 - District Processes & Programs 2	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create a system for routinely auditing, reviewing, revising, and communicating job descriptions to ensure that all positions have updated job descriptions and that employees are aware of their position roles and responsibilities. <b>Strategy's Expected Result/Impact:</b> # of job descriptions updated by quarter % of job descriptions signed at BOY, MOY, EOY <b>Staff Responsible for Monitoring:</b> Chief Human Resources Officer  <b>Problem Statements:</b> District Processes & Programs 2	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop a system for routinely auditing, reviewing, revising, and communicating appraisal templates, and formalize processes to ensure that all positions are aware of their performance measures and receive regular performance reviews. <b>Strategy's Expected Result/Impact:</b> # of appraisal templates updated by quarter <b>Staff Responsible for Monitoring:</b> Chief Human Resources Officer  <b>Problem Statements:</b> District Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Goal 2 Problem Statements:

### Student Learning

**Problem Statement 3:** Although the district is currently rated a "C," a majority of its campuses are underperforming, as evidenced by the 10 campuses rated a "D" or "F". **Root Cause:** Low accountability for high-quality instructional leadership at the district and campus levels, and ineffective turnaround practices.

### District Processes & Programs





**Problem Statement 1:** The district is struggling with fiscal practices and a financial shortfall, as evidenced by its "C" Schools First Accountability Rating and a \$17.5 million deficit budget. **Root Cause:** Need to address staffing ratios and allocations, improve fiscal processes and procedures, and hold staff accountable for compliance with fiscally responsible practices; however, safety and security department can not be compromised.

**Problem Statement 2:** The district is struggling to ensure that every campus is led by a high-quality instructional leader, as evidenced by a 4.7-year average of principal experience and a 6.8-year average of assistant principal experience. **Root Cause:** Lack of quality professional learning in instructional leadership and systems of accountability, support, and coaching.

### Priority 3: Personnel and Professional Development

**Goal 3:** The retention rate of "certified teachers" will increase from 79% to 80% by 2026.

**Evaluation Data Sources:** Teacher retention rates; Teacher certification data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish scorecard targets for district and campus leaders to articulate expected performance and evaluation goals. <b>Strategy's Expected Result/Impact:</b> % of campuses/departments meeting scorecard targets at BOY, MOY, and EOY <b>Staff Responsible for Monitoring:</b> Chief Human Resources Officer  <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and execute a professional learning plan to ensure all staff are aware of and utilizing innovative technologies to support academic performance and operational excellence. <b>Strategy's Expected Result/Impact:</b> # of professional development sessions offered monthly % of professional development sessions on innovative software quarterly % of professional development sessions on classroom tech quarterly <b>Staff Responsible for Monitoring:</b> Chief Technology Officer  <b>Problem Statements:</b> District Processes & Programs 1, 3	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Goal 3 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> Although the district is currently rated a "C," a majority of its campuses are underperforming, as evidenced by the 10 campuses rated a "D" or "F". <b>Root Cause:</b> Low accountability for high-quality instructional leadership at the district and campus levels, and ineffective turnaround practices.
District Processes & Programs
<b>Problem Statement 1:</b> The district is struggling with fiscal practices and a financial shortfall, as evidenced by its "C" Schools First Accountability Rating and a \$17.5 million deficit budget. <b>Root Cause:</b> Need to address staffing ratios and allocations, improve fiscal processes and procedures, and hold staff accountable for compliance with fiscally responsible practices; however, safety and security department can not be compromised.



<b>District Processes &amp; Programs</b>
<b>Problem Statement 3:</b> Some instructional programs are not effectively improving student academic learning and post-secondary readiness, as evidenced by the 10 campuses rated "D" and "F". <b>Root Cause:</b> Lack of a program evaluation model to measure effectiveness, teacher/leader comfort with past programs, and limited ongoing monitoring of student academic progress and engagement.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 1: The amount of funds spent on "instructional expenditures (Function 11)" will increase from 52.74% to 55.16% by 2026.

Evaluation Data Sources: Statement of finance report; Financial audit

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop a tracking system to identify and address fiscal non-compliance, effectively determining the root causes and areas for continuous improvement. <b>Strategy's Expected Result/Impact:</b> # of incidents of non-compliance with fiscal processes monthly <b>Staff Responsible for Monitoring:</b> Chief Financial Officer  <b>Problem Statements:</b> District Processes & Programs 1	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>				





Goal 1 Problem Statements:

District Processes & Programs
<b>Problem Statement 1:</b> The district is struggling with fiscal practices and a financial shortfall, as evidenced by its "C" Schools First Accountability Rating and a \$17.5 million deficit budget. <b>Root Cause:</b> Need to address staffing ratios and allocations, improve fiscal processes and procedures, and hold staff accountable for compliance with fiscally responsible practices; however, safety and security department can not be compromised.

## Priority 4: Fiscal Stewardship and Operational Excellence

**Goal 2:** The district will improve the School FIRST rating from an A-90 to A-91 by 2026.

**Evaluation Data Sources:** School FIRST accountability data; Financial audit

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish a comprehensive professional learning system that ensures ongoing capacity-building at all levels of budget managers and finance staff. <b>Strategy's Expected Result/Impact:</b> # of personnel trained on fiscal matters each quarter <b>Staff Responsible for Monitoring:</b> Chief Financial Officer  <b>Problem Statements:</b> District Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and execute a comprehensive preventative maintenance plan and replacement cycles that support cost efficiencies, energy consumption, and staffing allocations. <b>Strategy's Expected Result/Impact:</b> # of kw used for energy consumption quarterly. # of work orders submitted each month. # of hours of overtime by function each month. <b>Staff Responsible for Monitoring:</b> Chief Operations Officer  <b>Problem Statements:</b> District Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Goal 2 Problem Statements:

District Processes & Programs
<b>Problem Statement 1:</b> The district is struggling with fiscal practices and a financial shortfall, as evidenced by its "C" Schools First Accountability Rating and a \$17.5 million deficit budget. <b>Root Cause:</b> Need to address staffing ratios and allocations, improve fiscal processes and procedures, and hold staff accountable for compliance with fiscally responsible practices; however, safety and security department can not be compromised.
<b>Problem Statement 2:</b> The district is struggling to ensure that every campus is led by a high-quality instructional leader, as evidenced by a 4.7-year average of principal experience and a 6.8-year average of assistant principal experience. <b>Root Cause:</b> Lack of quality professional learning in instructional leadership and systems of accountability, support, and coaching.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The district will reduce payroll expenditures by 5% from 85.36% to 83.7% by 2026.

Evaluation Data Sources: Statement of finance report; Financial audit; Staffing allocations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish defined operational procedures and processes in the area of communication to ensure a more timely response rate to customer needs and improved quality of performance.  <b>Strategy's Expected Result/Impact:</b> % of projects completed on time each month. # of campus letters sent to parents and staff each month. <b>Staff Responsible for Monitoring:</b> Chief Communications Officer  <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create a structure to ensure that safety and security department policies are updated, understood, and complied with by all department staff, supporting accreditation and maintaining student/staff safety.  <b>Strategy's Expected Result/Impact:</b> # of policies reviewed each month. # of policies tested each month. <b>Staff Responsible for Monitoring:</b> Chief of Police  <b>Problem Statements:</b> District Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Students are not choosing to enroll in Duncanville ISD, as evidenced by a 393-student enrollment decline over the past four years, and student attrition that is 2.7% higher than the state average. <b>Root Cause:</b> Local perceptions about academic performance, along with increased charter school and open enrollment options in the surrounding area.

## District Processes & Programs

**Problem Statement 1:** The district is struggling with fiscal practices and a financial shortfall, as evidenced by its "C" Schools First Accountability Rating and a \$17.5 million deficit budget. **Root Cause:** Need to address staffing ratios and allocations, improve fiscal processes and procedures, and hold staff accountable for compliance with fiscally responsible practices; however, safety and security department can not be compromised.

# District Educational Improvement Committee

Committee Role	Name	Position
Parent	Tony Buchannan	Parent
Parent	Lakesha Mitchell	SHAC Chair
Parent	Arieal Carpenter	Parent
Business/Community	Rich and Sarith Abromawitz	Business/Community
Business/Community	Juani Hernandez	Business/Community
Business/Community	Dr. Cheryl Young Hamilton	Business/Community
Campus Staff - Summit	Sandy Ramos	HS Teacher
Campus Staff - DHS	Martisha Jackson	HS Teacher
Campus Staff - DHS	Kamera Alexander	HS Teacher
Campus Staff - DHS	Dale Kaiser	HS Teacher
Campus Staff - DHS	Carlos Rivera	HS Teacher
Campus Staff - DHS	Lerina Raymond	HS Teacher
Campus Staff - Collegiate	Sara Ogle	HS Teacher
Campus Staff - Collegiate	Halley Backus	HS Teacher
Campus Staff - Reed	Deloris Guillen	MS Teacher
Campus Staff - Kennemer	Marie Irwin	MS Teacher
Campus Staff - Kennemer	Jasmine Rhodes	MS Teacher
Campus Staff - Byrd	Kourtney Hayes	MS Teacher
Campus Staff - Byrd	Sheniqua Collins	MS Teacher
Campus Staff - Byrd	Christy Willis	MS Teacher
Campus Staff - Merrifield	Tracy Wakefield	ES Teacher
Campus Staff - Merrifield	Jordan Stearn	ES Teacher
Campus Staff - Hyman	Gwendolyn Washington	ES Teacher
Campus Staff - Hyman	Jana James	ES Teacher
Campus Staff - Hastings	Katherine McGuire	ES Teacher
Campus Staff - Hastings	Porthia Polk	ES Teacher
Campus Staff - Hardin	Michelle Favors	ES Teacher

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Campus Staff - Hardin	Widney Clay	ES Teacher
Campus Staff - Fairmeadows	Rebecca Moore	ES Teacher
Campus Staff - Daniel	Loran Scott	ES Teacher
Campus Staff - Daniel	Tracy Timpa	ES Teacher
Campus Staff - Bilhartz	Charla Ferrell	ES Teacher
Campus Staff - Alexander	Jeanette Taylor	ES Teacher
Campus Staff - Alexander	Courtney Jacobs	ES Teacher
Campus Staff - Acton	Kimetri Kirk	ES Teacher
District Staff	April Wyatt Ed.D	Administrator
District Staff	Tellauance Graham	Chief of Staff

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance