

**Duncanville Independent School District**  
**Duncanville High School**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

The mission of Duncanville Independent School District is to provide each student with the necessary skills to achieve lifelong success and contribute to a global society.

# Vision

Duncanville ISD –Writing success stories, one student at a time.

# Value Statement

- We believe students are our first priority.
- We model personal integrity and ethical behavior.
- We value and respect all students, staff, families, and community members.
- We provide a safe, nurturing environment to foster academic excellence and positive relationships.
- We embrace continuous improvement, data-driven decision making, and mutual accountability for organizational excellence.
- We believe every staff member contributes to student success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our student enrollment has stayed about the same for the last three years. Currently we have about 4200 students. Of the three main ethnic groups, Hispanic, African American, and White, our numbers have had little change with the exception of a slight increase in the Hispanic population. Looking at the special population groups, we have seen a slight decline in number of Special Education students, an increase of ELL students, and an increase in the number of Economically Disadvantaged students. The mobility rate of our students has increase by about 2 percentage points. We have no migrant students. The drop out rate/numbers has decreased mainly due to better tracking of students who have withdrawn from the district. We have increased our efforts of working with students who are in danger of dropping out through our support counselors and administrators. There has been a decrease in the number of students who are withdrawing from our campus to go to Private Schools and/or to be homeschooled. The percentage of students classified as At-Risk has slightly decreased over the last two years based on the indicators of failure of the state test and failure of 2+ classes. At the high school level there have been fewer than 2 referrals for Special Education services because most students have been identified before entering their freshman year. The attendance rate has stayed about the same the last few years at about 95%. However, this is an area where we have established procedures that we hope will help us increase our attendance even greater. Currently, we have about 277 teachers on campus.

### Demographics Strengths

There has been several areas where we can see positive gains in the area of demographics. These areas are decreasing our drop out rates and our attendance rates. In the last two years we have established a procedure of working with students who are at risk of dropping out of school. These students are identified by age and the number of credits they have earned. One of our Support Counselors and an Administrator will meet with those students and their parents to discuss options for them to either continue at Duncanville High School, or our PACE High School and remain in the District. If this is not possible, they are given other options and assistance in entering those programs outside the district. We are then able to verify that those students have enrolled and able to keep up with their progress.

### Demographics Needs

Areas of Need:

We need to increase the number of teachers who are trained to work with our Special Education and English Language Learners populations.

The number of SPED students in our Inclusion and Co-Teach classes are increasing as we move those students out of self-contained classes and include them into more CTE classes. We need to make sure all of our teachers are given training in how to differentiate curriculum. An increase in personnel and/or more training would help decrease these numbers.

We are seeing an increase in the number of ELL students who are either beginner students or who have been in the program less than two years. As this population increases the need for more personnel will increase. We need to have more classes and teachers to work with the beginning ELL students.

We need to identify our At-Risk students earlier and begin working with them to help them stay on track, earning credits and receiving help, to insure they are able to graduate on time. We need to help those students through Math Lab classes and Writing Lab classes. We need to make sure these students attend Summer Programs that will help them gain credit or be better prepared for the EOC STARR assessments. We see the need for a program such as AVID to help our students who are At-Risk.

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## **Student Achievement**

### **Student Achievement Summary**

The SBDM Committee used various sources of data to assist in determining the goals for Student Achievement for DHS

- 2016 EOC Results in (Algebra I, Biology, English I, English II and US History)
- 2015-16 Student Attendance Reports
- 2015-16 District Common Assessment Reports
- 2015-16 Student Discipline Reports
- PSAT/SAT Scores 2016
- TSI Scores 2016

DHS has a foundation of veteran staff/instructional leaders who are leading instructional initiatives. The implementation of data tracking form for all teachers will assist in determining student needs. DHS's student groups (ESL, SPED and Low SES) have demonstrated a need for targeted remediation efforts as well innovative programs and instructional practices.

### **Student Achievement Strengths**

- 92% of students mastered STAAR EOC US History Exam at level II
- 81% of students mastered STAAR EOC Biology Exam at level II
- Met standard in Index 1 target score of 60, DHS 68
- Met standard in Index 2 target score of 17, DHS 21
- Met standard in Index 3 target score of 30, DHS 38
- Met standard in Index 4 target score of 60, DHS 60

### **Student Achievement Needs**

- 85% mastery for first time STAAR EOC Test takers in ELA I
- 85% mastery for first time STAAR EOC Test takers in ELA II
- 85% mastery for first time STAAR EOC Test takers in Biology
- DHS is actively working to increase its completion rate to match its graduation rate. DHS needs a full time community/parent liaison.
- ELL Specialist to assist with our ELL students.



## **School Culture and Climate**

### **School Culture and Climate Summary**

Informal and anecdotal evidence suggest that students are comfortable with the climate at Duncanville High School. The student body appears segregated along academic lines. Data indicates that students who are most satisfied and competent academically and socially are the students with fewer discipline issues. Duncanville High School utilizes the Positive Behavior Support System Program and CHAMPS. DHS has one counselor dedicated to work with students on behavior and socio-emotional needs. The staff believes that DHS is a great place to work and believe that they make a difference every day in the lives of students.

### **School Culture and Climate Strengths**

95% of discipline incidents to date have been level 1 offenses, 5% level 2 and 0 level 3 offenses.

Modern and up-to-date facilities.

The effective use of Saturday school, after school detention and the e-campus tardy system.

More visibility of administrative staff along with the monitoring of some "hot" areas has made an improvement over time.

94% daily attendance rate.

55% participation rate in extra-curricular activities and clubs and organizations.

### **School Culture and Climate Needs**

An incentive plan that rewards positive behavior.

Duncanville High School needs an Intervention Specialist to work with students who have intensive behavior and socio-emotional needs.

Duncanville High Schools has several common areas that demand constant monitoring. There is a need for additional hall monitors/security to monitor all of these areas during every passing period.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

97% of the teachers and instructional paraprofessionals meet the highly qualified standard at DHS. Duncanville High School has a 80% retention rate for it's teachers and instructional staff. DHS has implemented a new teacher mentor program that will foster effective growth for our teachers. Teacher specialist are working to focus more time with new and struggling teachers to help grow them in the areas of instructional strategies and discipline techniques via the use of PBIS / CHAMPS in the classroom. Professional development has been a focus at DHS by implementing data analysis, CHAMPS, TEKS Resource System, The Fundamental Five, and professional learning communities. DHS has implemented "learning walks" and walkthroughs that monitor and ensure that the strategies and techniques gleemed from professional development is transfered and utilized in the classroom.

### **Staff Quality, Recruitment, and Retention Strengths**

- Professional learning communities are a strength for this area.
- Consistent planning times for each assessed area (Algebra 1, ELA 1 & 2, Biology, and US History).
- Collecting data via surveys to staff for professional development activities is a strength.
- Teachers leading professional development sessions is a strength.
- Utilizing teacher specialist to guide and support teachers who are new and possibly struggling is a key strength.

### **Staff Quality, Recruitment, and Retention Needs**

- Form more consistent relationships and partnerships with local university teacher education programs.
- Maintain mentor program for teachers new to the profession and new to the district.
- Create more opportunities for teachers to observe their colleagues during the school day.
- Implement PBIS and CHAMPS with fidelity across the campus.
- Administrative visibilty in the classrooms.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The SBDM Committee used various sources of data to assist in determining the goals for Student Achievement for DHS

- \* 2016 EOC Results in (Algebra I, Biology, English I, English II and US History)
- \* 2015-16 District Common Assessment Reports
- \* PSAT/SAT Score Reports 2016
- \* TSI Score Reports 2016

### **Curriculum, Instruction, and Assessment Strengths**

The collaboration among teachers in different departments of core content areas in addition to teachers planning together in PLCs, Use of TEKs Resource System, having the support of the teacher specialist on campus, reviewing data in AWARE, and teachers implementing strategies and sharing knowledge with fellow teachers are areas of our greatest strengths.

### **Curriculum, Instruction, and Assessment Needs**

- Professional development for some teachers in differentiation of instruction for different student populations specifically special education and English Language Learners.
- One teacher specialist per content area instead of one teacher specialist for English and Social Studies
- Ongoing professional development on the data disaggregation and effective use of TEKs Resource System
- Additional trained personnel to reduce the class sizes of special education students and English language learners
- Professional development for administrators to ensure that all administrators are comfortable with providing support in the areas of need. (data disaggregation in AWARE, use of TEKs Resource System and instructional coaching)

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Family and Community Involvement in Duncanville High School is necessary to help us support our students. Through our extracurricular activities (sports, fine arts, and academics), we see the most involvement from our families and the community members. We do have a strong mentoring program in our "Turn Around Program" through one of the local church communities. We have had different students and families who have experienced tragedy in their lives and we have seen not only the community of Duncanville ISD come together to help these families but the community within our school come together to help. Families and the Community are given the opportunity to help make decisions by taking our parent survey, attending PTSA, being on the Site Base Decision Making Committee, being part of the different booster clubs for athletic teams or organizations. and having conferences with Counselors and Administrators throughout the school year. Input can be given on District Policies and decisions through the Duncanville ISD School Board.

### **Family and Community Involvement Strengths**

Family and Community involvement is very strong through our athletic and band programs. These cover a large number of our students. Through the community churches and service organizations we have a large number of community members who do not have students at Duncanville High School, yet are involved through volunteering and helping our families when needed. The mentoring program we have on campus, (The Turn Around Project), which is supported by a local church has been a real strength for not only individual students but also working with families in need.

### **Family and Community Involvement Needs**

- Increase in participation/membership involvement from our families/and teachers in our campus PTSA.
- Programs that will assist to increase the involvement of our ELL families.
- Establish additional support or mentoring for the students who are not involved in extracurricular programs.
- Increase the collaboration/partnerships with our local businesses (both with campus initiatives and hiring our students).

## **School Context and Organization**

### **School Context and Organization Summary**

One of our district and campus goals is to continuously improve organizational and operational excellence that most effectively promotes learning and safety to ensure community trust in our stewardship. Two areas that we have targeted this year is to reinstate our initiative in the PBIS/CHAMPS and model and through purposeful engagement and use of TEKS Resource System Curriculum in the classroom, along with other engaging resources, we will prepare our students to be future ready learners. By creating positive interactions between staff and students in the campus common areas, and in the classrooms, we will create a safer and more positive environment for all on the campus. Through this environment, our goal is to improve student academic achievement.

The Duncanville High School's Site Based Decision Making Committee will review data, surveys from parents, staff, and students, and state and local assessments to identify the areas in which we need to focus our greatest attention and create our campus goals and objectives. These goals and objectives are communicated to parents on our website, conferences, and communications sent home. Our staff is informed through staff meetings, emails, department meetings, PLCs and daily announcements. Throughout the year the committee and administrative team reviews the progress of the goals and objectives. Adjustments and/or additional initiatives are made throughout the year.

### **School Context and Organization Strengths**

One of our strengths is our library and its availability to students after school and before school. Many of our students need transportation to go home and because they ride a bus were not able to stay after school for tutoring. We now provide two buses that come at a later time and allows those students to stay for tutoring. We have many student organizations and have a strong staff to support those organizations. This helps to keep as many students as possible involved in school activities to assist with the culture and climate of our campus. We have a large campus that provides many different academic and career opportunities for our students through our CTE Program. Our classes are scheduled on a modified block schedule where most classes are 90 minutes long every other day or 55 minutes every day. In order to provide support for our teachers, and keep our teachers informed we offer mini training sessions which are held during the teacher's planning periods, during the day and after school. In addition to department meetings and PLCs, we have data talks are being held with teachers/administrators as well.

### **School Context and Organization Needs**

- The administrative team conducts learning walks each day. However, we need to be able to establish organized times to give teachers individual feedback on those observations.
- Dedicated time to assist new teachers (profession and district) to become acclimated to district policy procedures and best practices in the classroom.

# Technology

## Technology Summary

District expectation is BYOD. Technology should be in the hands of the students at the teacher's discretion. Technology should be utilized as a tool to support the teaching and learning process. Though not consistent, it is used as a tool for instruction, communication, and as a product, not to produce meaningful work. The types of technology available for use are Elmos, NSpire Calculators, Xerox copy machines, flip cameras, digital projectors, Nooks, iPads, laptops, tablets, eBooks, and surface tablets. All content areas are utilizing technology in some form, but not all teachers or administrators are that adept at utilizing the tools available to them. The effective use of technology in all content areas is not consistent.

## Technology Strengths

- Technology is utilized to organize curriculum and assessments.
- Media Specialist offer training during the school year covering different uses of instructional technology.
- Technology Specialist offer training on campus on the effective use of technology( including apps that can be used in the classroom) twice a month
- The use of technology in science and CTE classes.
- Computer access to parents in the GO Center for SKYWARD access throughout the school day.

## Technology Needs

- More specific policy on the student use of personal devices (Including areas of usage)
- Additional technology (laptops, computer labs and tablets) to allow a better ratio for student use.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- PBMAS data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

#### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

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

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: Focus on Student Success


**Performance Objective 1:** Increase number of students enrolled in advanced classes, AP and dual credit courses. Increase number of students taking AP Exam. 5% increase in enrollment, retention and students taking AP Exam.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) AP/Dual Credit parent meetings, counselor will conference with students and parents	CTE Counselor, CTE Coordinator, Academic Counselors, AP/Dual Credit teachers, campus administrators	Data in SKYWARD (Class rosters), AWARE Data, Collegboard reports				
2) Administrators and counselors who have authority for program decisions related Gifted/ Talented students will base program decisions upon the GT program evaluation	Campus administrators, counselors, CTE counselor, GT Committee	Increase of academic performance of GT Students, GT Program evaluation				
3) GT Committee will ensure that appropriate supplies and resources are secured for GT students.	GT Committee, campus administrators, counselors	GT Program requirements				
4) DHS is a TSI (Texas Success Initiative) Site. This provides our students a familiar and convenient location to test.	Career and Tech Department, DHS Counselors, Campus Admin	Student reports from TSI Testing		✓	✓	
5) Provide opportunity for students to receive and AP Capstone Diploma or AP Capstone Certificate	Career and Tech Department, Campus Admin, DHS Counseling Department	Students receiving AP Capstone Diploma or AP Capstone Certificate				
6) Updated MOU (Memorandum of understanding) with Mountain View to offer Economics, Government and college sciences	DHS Counselors, Career and Tech Department, Campus Admin and Mountain View Staff.	Data from reports of the number of students enrolled in dual credit courses.		✓	✓	



7) Increase student achievement with the use of instructional supplements in AP Physics for at risk students	Campus Admin and teachers	Increase in student success in AP Physics Classes				
	Funding Sources: 199-24 SCE - 9999.00					
						


**Goal 1:** Focus on Student Success

**Performance Objective 2:** First time EOC test takers achieve at level II or higher 5% increase in first time test takers achieving at level II

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) EOC Tutorials, EOC bootcamp , EOC Parent Night, one on one conference with students about EOC Scores, Common Planning for EOC Tested Areas, creation of instructional data team, use of teacher specialist to support instructional strategies, establish data review process (data talks)	Teachers, teacher specialist, counseling team, instructional leadership team and campus administrators	EOC Scores, sign in sheets from parent night, tutorials and one on one meetings , PLC meeting notes, data talk forms				
Funding Sources: 199-24 SCE - 10840.00						
2) All faculty and staff will monitor the At-risk population to ensure struggling students are provided interventions at the earliest sign of need. (RTI for academic assistance)	Campus administrators, counselors and teachers, RTI Team	Increase in progress of at-risk students as documented through the RTI Committee				
3) Partnership with Mountain View Community College to tutor ELL students (both academics, ACT and EOC tutorials for English I, II and Algebra I)	Teacher specialist, CTE Coordinator, CTE Counselor, campus administrators	Increase achievement of ELL students in the classroom and EOC Scores				
Funding Sources: 263 Title III - 3840.00						
4) Provide activities (tutorials using technology) to prepare special population students to meet the requirements of graduation through state assessments and increase their performance rate	Special education teachers, all teachers, counselors , Sped department chair, and campus administrators	Increase in special population performance on EOC				
5) Ensure that each teacher has appropriate supplies and resources to create and design quality engaging lessons including supplemental instructional resources for students including at risk students (Algeblocks kits, TI Npsire CX and Nagivator) for Math Labs	Campus administration and teachers	Increase in authentic student engagement, performance rates, increased in lab activities				
Funding Sources: 199-24 SCE - 37464.40						
6) EOC Algebra I Math Night that focuses on specific EOC Math TEKS related games and activities, including giveaways and incentives to reinforce mastery of EOC Algebra I TEKS.	Math Teacher Specialists, teachers, staff members, community members, campus administration	Increase/growth in performance on Math EOC				








7) Use of USA Test Prep to supplement student learning in EOC tested areas. Student incentives will include transportation to Six Flags for successfully mastering the EOC on the first administration. Saturday boot camps to be conducted beginning in January 2017 until EOC Testing in March 2017.	Teachers, campus administrators, counselors, teacher specialist	Increased level of mastery for first time test takers in all EOC tested areas.				
8) EOC Incentives for our at risk students who successfully pass the EOC Exam	Teachers, Campus Admin, Test Coordinator	Students successful pass the EOC Exams				
Funding Sources: 199-24 SCE - 10000.00						
9) Increase student achievement on the English EOC Exam by using instructional supplements for specifically for our at risk students.	Teachers and campus admin	Increased achievement on the EOC Exam.				
Funding Sources: 199-24 SCE - 2197.80						
						

**Goal 1:** Focus on Student Success

**Performance Objective 3:** Increase authentic/relevant training and collaboration

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Staff will participate in Professional Development in all subjects - unpacking the TEKS Formal/informal assessments, exit tickets, effective questioning techniques/strategies, using AWARE, using TEKS Resource System, Lesson Planning, CHAMPS, PBIS, Integrating Technology, CITW other areas based on teacher/campus needs/survey	Campus administrators, teachers and teacher specialist	Campus administrators will retain meeting logs and sign in sheets. Classroom implementation of instructional strategies documented through learning walks and walkthroughs.				
2) Administration will conduct a minimum of 5 walkthroughs in all classes per semester.	Campus administrators	Increased level of student engagement during classroom instructional activities documented via walkthroughs				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** Focus on Student Success

**Performance Objective 4:** Universal access to credit recovery; monitoring of potential failures

**Evaluation Data Source(s) 4:** Increase the number of students recovering credit, decrease number of failures

**Summative Evaluation 4:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Monitor student academic progress by teacher, subject, and grade level every three weeks.	Campus administrators and counselors	Increased number of credits earned at the end of each semester, sign in sheets verifying conferences				
2) Campus administrators and teachers will meet as needed to discuss student performance data (including but not limited to teacher failure rates, course grades, and assessment scores) and implement needed interventions for student success in all classes.	Campus administrators and teachers	Administrators will retain meeting logs and sign in sheets.				
3) Counseling Framework, Evening School, Credit recovery afterschool, Virtual Schools Network, Online courses.	Campus administration, counselors	Increase in student recovering credits.				
4) Grade Repair Program taught by certified teachers in conjunction with the use of online credit recovery programs that are aligned with the TEKS - APEX, Edenuity and Test Prep USA, transportation home will be provided for students who participate in the program	Campus Admin, teachers and department chairs	Students recovery of semester credits.				
	Funding Sources: 199-24 SCE - 2664.00					
5) Ensure that at risk students who are enrolled in credit recovery receive instructional supplements and/or aids	Credit recovery teacher, campus administrators	Students receiving credit for courses previously failed.				
	Funding Sources: 199-24 SCE - 3000.00					
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 1:** Focus on Student Success

**Performance Objective 5:** Tardy System up and running at the beginning of school. (Consistently) as evidenced by a 60% decrease in tardies

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Purchase and implementation of ECampus tardy system	All staff (Multiple tardy stations each class block)	Decrease in student tardies.	✓	✓	✓	
						

**Goal 1:** Focus on Student Success

**Performance Objective 6:** Effective transition between Summit and DHS as evidenced by 100% of students are processed in one day of return to DHS

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

**Goal 1:** Focus on Student Success

**Performance Objective 7:** Re-Structure of ISS as evidenced by one core teacher in ISS each class block

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

**Goal 1:** Focus on Student Success

**Performance Objective 8:** Increase student performance on SAT

**Evaluation Data Source(s) 8:**

**Summative Evaluation 8:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Providing opportunity for all 9th, 10th and 11th grade students to take the PSAT Test in October 2016	Test Coordinator, All staff members	Increased scores on SAT Test	✓	✓	✓	
2) Providing Saturday tutorials for the SAT Test	Admin staff, UT Arlington Crossroadas	Increased scores on SAT Test				

**Goal 1:** Focus on Student Success

**Performance Objective 9:** Increase student awareness of post secondary readiness

**Evaluation Data Source(s) 9:**

**Summative Evaluation 9:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) DHS is a TSI (Texas Success Initiative) Testing Site to allow our students a familiar and convenient location to test.	Career and Tech Department, DHS Counselors, Campus Admin	Students participating in taking the TSI Test.	✓	✓	✓	
2) DHS is an ACT/SAT testing site to allow our students a familiar and convenient location to test.	Career and Tech Department, DHS Counselors, Campus Admin	Students participating in taking the SAT/ACT Test.	✓	✓	✓	
3) Provide PSAT Training for teachers on how to interpret PSAT Score Reports.	Career Tech Department, Fred Hodges with Collegeboard	Teachers will be able to interpret PSAT Scores for students.				
4) Memo of understanding with UNT Dallas, Texas A&M Advise, and UT Outreach. Provides college advisers to ensure students are aware and take advantage of post secondary education. Assist with college applications, FAFSA applications and fee waiver completions.	Career and Tech Department, CTE Counselor, DHS Counselors	Data from reports of the number of students completing college applications, FAFSA, fee waivers and sign in sheets.	✓	✓	✓	
5) Memo of understanding with Northwest Missouri State Teachers. This program provides opportunities for our students to focus courses/careers in the Agriculture Industry.	Career Tech Department.	Increase in student enrollment in the Agricultural Pathway.				
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue						




**Goal 1:** Focus on Student Success

**Performance Objective 10:** A minimum of 25 students will receive mentors from Primerica

**Evaluation Data Source(s) 10:**

**Summative Evaluation 10:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Partnering with Primerica to provide a mentoring program, internship and opportunity for financial planning certificate for students.	Career Tech Department, DHS Counselors, Campus Admin	Students receiving certifications, internships and mentors.				
2) CTE Career Expo. Provide exposure to opportunities available to middle school students and DHS students.	Career and Tech Department, DHS Counselors, Campus Admin	Data from sign in sheets.				
						

**Goal 1:** Focus on Student Success

**Performance Objective 11:** Summer Bridge Program for incoming 9th grade students

**Evaluation Data Source(s) 11:**










**Summative Evaluation 11:**

**Goal 2: Focus on students, parents and community**

**Performance Objective 1:** Written expectations, upcoming events and opportunities for parental involvement communicated to parents

**Evaluation Data Source(s) 1:** 100%

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Written communication to parents/community members. (Campus expectations, upcoming events, deadline and changes)	Campus administration	Parents and community survey/feedback.				
2) Build relationships by direct and managing essential communications to all stakeholders. (District)	District Communication Officer	Community engagement survey, parental survey/feedback				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** Focus on students, parents and community

**Performance Objective 2:** Community/Parental Involvement

**Evaluation Data Source(s) 2:** 100%

**Summative Evaluation 2:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Panther Pride Rally	Campus administration, teachers, students	DHS Lipdub, DHS Community pep rally	✓	✓	✓	
2) Incentives for parental involvement, PTSA involvement	Campus administrators, teachers	Increase in parental volunteers, increase in PTSA membership				
3) Celebrate Cancer Survivors. Host a dinner and activities for Cancer Survivors in the Duncanville Community.	PTSA, Career and Tech Department and Campus Administrators	Community participation. (Parents, staff, students and community members)		✓	✓	
4) College Fair. Partnered with various colleges/universities to provide opportunities for parents and students to receive information about the college application process.	DHS Counselors, Career and Tech Department, Campus Admin	Data from sign in sheets				
5) Little Free Library. Provides opportunity for parents and community members to have an opportunity to focus on literacy. Having access to library books	Executive Principal	Data from sign in sheets of those who visit the Little Free Library				
6) Domestic Violence/Prevention Program. Provide awareness of and signs of Domestic Violence as well as prevention of Domestic Violence.	College Advisors	Data from the sign in sheets from the program.				
7) FAFSA Night. Provide opportunities for parents and students to gain additional information and complete the financial aid process	DHS Counselors, Career and Tech Department, College Advisors, Campus Admin	DHS Counselors, Career and Tech Department, College Advisors, Campus Admin		✓	✓	
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue						

**Goal 2:** Focus on students, parents and community

**Performance Objective 3:** Parent University

**Evaluation Data Source(s) 3:** 50%

**Summative Evaluation 3:**







Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Created work/welcome space for parents	All staff	Parent welcome center, work space for parents, parent survey/feedback				
						

**Goal 2:** Focus on students, parents and community

**Performance Objective 4:** ESL Class for Parents of Duncanville High School

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) DHS will host ESL sessions for parents seeking to learn English as a second language.	DHS Career Readiness Department, Mountain View College and Texas Workforce.	Parents who are participating and learning English as a second language.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3: Focus on operational excellence**

**Performance Objective 1:** To centralize offices that parents/visitors need to access (Except Administrators) as evidenced by 100% of visitors entering through one entry

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Move all offices to West side of campus that will allow all visitors to enter through one door to increase safety.	All staff	One entry point for all visitors.	✓	✓	✓	
						

**Goal 3:** Focus on operational excellence

**Performance Objective 2:** Monitor outside entry points into the building

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Monitor all outside entry points to the building.	All staff (Security and administrators will be responsible for coordinating/making staff assignments).	No outside entry other than the two major entries for students and one entrance for visitors.  Installation of new security cameras; security personnel on doors.				
						

**Goal 3:** Focus on operational excellence

**Performance Objective 3:** Train all staff members in safety drills, CHAMPS and PBIS

**Evaluation Data Source(s) 3:** 100% of staff members trained

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) All staff will participate in professional development focusing on CHAMPS and PBIS	Campus administrators, teachers specialist, teacher mentors	Reduction in discipline referrals				
2) Ensure staff is trained; practices drills w/and w/o students. Create safety team	Campus administrators, teachers	Improved safety drills, surveys				
						




**Goal 3:** Focus on operational excellence

**Performance Objective 4:** Accountability in assigned duties, hallway and cafeteria(s)

**Evaluation Data Source(s) 4:** 100% of staff and student body

**Summative Evaluation 4:**

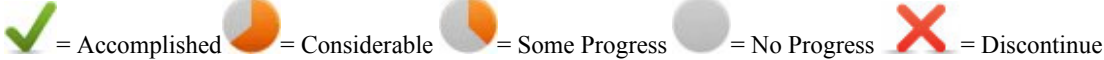
Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Create duty schedule for staff members. Assign teacher leaders	Campus administrators - Create schedule  All Staff- Implementation	Morning walkthroughs, duty assignment verifications, decrease in discipline.				
						

**Goal 3:** Focus on operational excellence

**Performance Objective 5:** Training on RTI. (Purpose and usage) as evidenced by 100% of staff members trained.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Professional development for staff on the Behavioral RTI Process and Restorative Discipline	Campus administrators	decrease in discipline referrals, decrease in Summit placements				
						

**Goal 4: Focus on employees and organizational improvement**

**Performance Objective 1:** Retain teachers who are committed to academic achievement.

**Evaluation Data Source(s) 1:** Retain the best, highly qualified teachers

**Summative Evaluation 1:**

**Goal 4:** Focus on employees and organizational improvement

**Performance Objective 2:** Reconnect with local colleges and universities.

**Evaluation Data Source(s) 2:** Inviting student teachers and provide job opportunities.

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Inviting student teachers and provide job student teaching opportunities  Contact education/training departments with local universities/colleges	Campus administration	Increase in number of student teachers and applicants for teaching positions.				

**Goal 4:** Focus on employees and organizational improvement

**Performance Objective 3:** Career Development

**Evaluation Data Source(s) 3:** Upward/lateral mobility programs, leadership professional development


**Summative Evaluation 3:**

**Goal 4:** Focus on employees and organizational improvement

**Performance Objective 4:** Recognize

**Evaluation Data Source(s) 4:** Teacher of the Month, positive affirmation(s), incentives

**Summative Evaluation 4:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Teacher of the month, positive affirmations, school wide nominations, staff shout outs, recognition of staff members in staff meetings, staff incentives	Campus administrators	Improvement of staff moral, staff survey		✓	✓	
						

**Goal 4:** Focus on employees and organizational improvement

**Performance Objective 5:** Support and resolve issues.

**Evaluation Data Source(s) 5:** Communicate expectations, hold everyone accountable and be consistent.

**Summative Evaluation 5:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Communicate expectations, hold all staff members accountable to the same standards, address all discipline referrals, support, remediate and resolve issues between parents/students and teachers	Campus administration	Collaboration with staff, reduction in absences and referrals				
						

**Goal 5: Focus on financial stewardship**

## Campus Shared Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Lasonja Flowes	Assistant Principal
Administrator	Tia Simmons	Executive Principal
Administrator	Monica Smith	Associate Principal
Administrator	Rahein Williams	Assistant Principal
Classroom Teacher	Karen Cothran	Sped Dept. Chair
Classroom Teacher	Robert Gawedzinski	ELA Teacher
Classroom Teacher	Christopher Hill	Math Teacher
Classroom Teacher	Shelly Hinson-Cooper	Science Teacher
Classroom Teacher	Shaunna Kile	ELA Teacher
Classroom Teacher	Eddie Mansfield	SS Teacher
Classroom Teacher	Javon Price	CTE Teacher
Classroom Teacher	Lori Rich	CTE Coordinatior
Classroom Teacher	James Rich	CTE Teacher
Parent	Cassandra Shed	Parent