

Duncanville Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



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 is tradition-rich and abundant with diversity. Three demographic challenges have emerged as barriers to a quality learning experience for our scholars. Increased Social and Emotional Learning (SEL) support is needed as our scholars face a staggering increase in mental health issues. 2019-2020 counseling data indicates that we provided 8,134 responsive services counseling sessions to scholars. The first 3/4 of the 2020-2021 school year has exceeded that number, at 8,023 sessions. A necessity for diversity among staff is evident. The 2019-2020 TAPR report revealed a disproportionality between the growing Hispanic student demographic of 54% and the Hispanic teacher demographic of 16.7% in 2019-2020. The mobility rate of teachers in the district (18%) is approximately 3% less than the state average (20.9%) demonstrating district progress with the reduction of our turnover rate but also highlighting a continued opportunity to seek more diversity in teaching candidates. One of our last major barriers is providing anytime, anywhere access to technology for 100% of our scholars as exhibited by 51% of Duncanville ISD students who were in need a loaner device.

Demographics Strengths

- Duncanville ISD has finances to support needed programs.
- We have strengthened last year's initiative to provide SEL training by providing support counselors on campuses at each grade level.
- Counseling department has continued to track campus services (hours, events, etc.) in addition to initiating behavior intervention support.
- We continue to gradually increase dual language programming for bilingual students.
- Data from STAAR Interim Assessments indicates that our Hispanic demographic is performing at a higher rate than other student groups.
- Opportunities in our extracurricular activities are high due to ongoing efforts to eliminate access barriers for our low SES demographic.
- CTE opportunities are equally diverse with a focus on theorem AND practicum.
- We have secured a grant to support an increase in choice programming.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a continued need to ensure one-to-one access to technology for all students anytime and anywhere as evident by the more than 50% of Duncanville ISD students who were loaned a district device (hot spot, laptop, chromebook, iPad) in the 2020-2021 school year. **Root Cause:** 84% of our students are economically disadvantaged; the district does not have enough devices for every child in the district.

Problem Statement 2 (Prioritized): Duncanville ISD student enrollment has declined on average over the last 5 years with a majority of students lost to charter schools as evident by the 2583 students who left Duncanville ISD to attend neighboring charter schools in the 2019-2020 school year which equates to 72% of the students who left the district. **Root Cause:** The district lacks data indicating the reason for the increase in attraction to charter schools, therefore we have not been able to identify what improvements are needed in order to retain and attract students.

Problem Statement 3 (Prioritized): Although we have strengthened SEL initiatives, students are not receiving the services to meet their needs as evident by counseling data that states 87% of campus counselors have provided less than 10 hours of group counseling and less than 2 weeks of individual counseling during the 2020-2021 school year. **Root Cause:** Campus counselors are assigned duties outside of their job description.

Student Learning

Student Learning Summary

During the 2020-2021 school year, the district's accountability rating was Not Rated: Declared State of Disaster due to the COVID-19 pandemic. However, the district did receive STAAR data for students that took the STAAR test in the Spring of 2021 (data below). In 2019, we made gains in all subject areas across most performance scores (Approaches, Meets, and Masters). However, in 2021 all subject areas saw performance declines due to student's learning virtually or lack of attendance. STAAR participation rates were also lower than previous years due to COVID-19 and Virtual Learning (-7%). Students were required to come in person to take the STAAR assessment; many families did not bring their child in person to take the assessment.

Learning loss is evident across the board. Therefore, the district will administer the MAP growth assessment at the beginning of the year to capture the learning loss, student by student. This year, there is a great need for accelerated learning to close the gaps that developed and widened during Virtual Learning and the COVID Pandemic. In addition to the impact of COVID-19, there has been staff turnover at the campus levels which has created a need to address curriculum understanding and alignment and effective instructional practices. Acting upon the curriculum audit findings has been limited due to the pandemic which leaves numerous opportunities to address the improvements identified in the audit.

Accountability Data for 2021:

Student Achievement Raw Component Score	
STAAR Performance	30
College, Career and Military Readiness	41
Graduation Rate	95
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 83.4%)	36
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	88%
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	30%
% Participation (All Tests)	
2018-19	99%
2020-21	92%

STAAR Performance Trends:

STAAR Performance	2021 Math	2019 Math	2018 Math
Approaches GL or Above	50%	76%	70%
Meets GL or Above	20%	40%	33%
Masters GL	6%	15%	13%
STAAR Performance	2021 Reading	2019 Reading	2018 Reading
Approaches GL or Above	57%	67%	65%
Meets GL or Above	32%	37%	34%
Masters GL	9%	12%	10%
STAAR Performance	2021 Writing	2019 Writing	2018 Writing
Approaches GL or Above	43%	56%	56%
Meets GL or Above	17%	24%	27%
Masters GL	3%	5%	5%
STAAR Performance	2021 Science	2019 Science	2019 Science
Approaches GL or Above	61%	73%	73%
Meets GL or Above	29%	37%	36%
Masters GL	10%	12%	11%

Student Learning Strengths

- There is a system-wide tracking advising process for CCMR that allows for increased accuracy and responsiveness to students' college readiness needs.
- Our EL population is closing the gap between them and the all students group in Reading and Math, in achievement and growth.
- The Superintendent's Scholars student group has increased performance on PSAT (add percentage).
- The SAT School Day and TSI School Day are operational. - TSI College Prep Course is offered for seniors and juniors.
- Based on interim data the performance of ELs across the board increased at the elementary and intermediate level.
- All campus and district administrators attended CMAT, each fall new administrators will be trained.
- All campus administrators have received professional development on the 3Cs, and Backwards Design process and it has also been implemented at the campus level.
- The district created a committee for the implementation of MAP Growth.
- In order to provide a viable curriculum the district created curriculum guides for all core subjects PreK-12.
- The district has created the portrait of a graduate.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Academic progress is below expectations as evidenced by STAAR (2019) ELAR gaps of up to 25 points for student populations and up to 23 points for math. **Root Cause:** Lack of alignment of curriculum and instruction, teacher capacity (K-12), limited intervention staff, inconsistent and broad instructional processes, our data indicates we have a need for consistent, embedded, quality professional development in the areas of planning and delivering of tiered instruction and differentiation.

Problem Statement 2 (Prioritized): General Education students are underperforming as evidenced by CLI, KEA, iStation, DAs and Interim Data. **Root Cause:** The lack of instructional support, professional development, and alignment for the General Education program has affected student performance.

Problem Statement 3 (Prioritized): For the class of 2020, 15.7% of Duncanville ISD graduates who participated in a CCMR readiness measure met benchmark scores on TSI and SAT in comparison to 44% (number has not been reported by the state) who met benchmark at the state level. **Root Cause:** Lack of communication and implementation for K-12 college readiness with aligned actions for training, implementation and accountability.

District Processes & Programs

District Processes & Programs Summary

In the area of safety and security, Duncanville ISD has established its own police department and moved into a brand new operational facility. It increased the number of security resources from 12 to 15 and added an additional police dispatcher. It also added a security electronic technician to repair, replace, and install security equipment throughout the district. In addition, it established the Panther 5-0 Youth Engagement Program which was implemented district-wide. It also implemented the use of a district-wide crisis management app, Ruvna, in which approximately 80% of the district has been trained.

Duncanville ISD has implemented many stellar educational programs in the past and continues to research and develop plans for new programs. The district has a need to provide an evaluation system for these programs in relation to the return on investment and student progress. There is a need for more effective communication and district alignment to market our programs.

The implementation of a plan to provide technology upgrading and facility maintenance was determined to be a need in the district. Funds need to be set aside annually to be able to refresh technology and provide building maintenance. We increased teacher and student devices by 7,000 devices and increased bandwidth, resiliency, and backup systems. There is a need for a five year replacement plan to stay current with all devices.

District Processes & Programs Strengths

- Choice programs have been consistently added to Duncanville ISD over the past five school years to include collegiate academy, fine arts selections, ptech, career and technology options, STEAM, Acton Leadership Academy and Virtual Instruction Program.
- The middle school choice programs have grown in student enrollment from 135 in 2018-19 school year to 639 in 2020-2021.
- In the Spring of 2020, the district added more than 7,000 technology devices for students and staff and an additional 100+ teacher laptops will be provided for technology replacement in Summer 2021.
- The district added redundancy to the district's internet connection and upgraded wifi controllers to replace previous controllers that were past their life expectancy.
- Incident IQ was onboarded in January 2021 to provide a more data driven process for tracking of work flow.
- The Security Department added the Ruvna app to increase communication of crisis management and a security officer was added to each middle school.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): District has failed to execute its plans for technology and facility upgrading as evident by work order submissions for repairs and

replacements and age of technology and equipment. **Root Cause:** The fiscal ability to maintain the replacement of technology and facility repair, including roofs, HVAC, bus fleet transportation, and other infrastructure needs have been suppressed by funding needed in other areas.

Problem Statement 2 (Prioritized): Lack of understanding that safety and security is the responsibility of all district employees, not just the police and security department, as evident by student referral data and safety audit findings. **Root Cause:** There is a lack of training and communication of safety audit findings.

Problem Statement 3 (Prioritized): Educational programs are introduced and not given adequate vetting before adding more programs as evident by the lack of internal clarity regarding programs and alignment as a result of employee perception and lack of communication. **Root Cause:** There is not a district program evaluation cycle, process and regulation which results in a lack of alignment of district programs.

Perceptions

Perceptions Summary

When considering the perceptions of our stakeholders regarding Duncanville ISD, community pride continues to be a strength. Duncanville ISD has a strong community identity as a City of Champions from athletic to fine arts and is seeing a resurgence in academic pride. The extensive extracurricular opportunities in Duncanville ISD continues to be a draw for schools, especially at the secondary level as evidenced by enrollment numbers for middle and high schools. Parent and staff surveys throughout the 2020-2021 school year identified an interest in more social and emotional offerings. As a result the board of trustees added 2 social workers and 4 student support counselors, which has led to additional support in the area of SEL for students. Based on the first three weeks report data, 78% of the students served by social service counselors have increased their social emotional skills. For the emotional support of staff, the board of trustees added a free mental health service for staff. Our families have more choice educational opportunities than ever before and Duncanville ISD continues to expand choice offerings throughout the school district. At the early education level, prekindergarten education has been expanded to full day at all 9 elementary campuses and in 2021-2022 will include pre-kindergarten for 3 year olds for the first time. In addition, employees will be able to participate in tuition-free Pre-K starting in 2021-2022. One of the biggest opportunities for increasing student enrollment is at the elementary level, which has been a driver in prekindergarten program development and the creation of a new choice program - Acton Leadership Academy. Over the past five years, 8 choice programs have been added to the school district. Although enrollment in the majority of the district's choice programs is robust, marketing for those choice programs needs to be expanded to broader audiences for awareness and education of the collective offerings in Duncanville ISD from prekindergarten through high school and college opportunities.

Perceptions Strengths

- Community pride and identity
- Extracurricular and co-curricular activities and opportunities for students
- Emphasis on social-emotional supports
- Choice opportunities at all 3 middle schools and at the high school including ECHS, PTECH, and TSTEM.
- New choice opportunities starting in 2021-2022: Pre-K 3 and Elementary Leadership Academy at Acton Elementary

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Duncanville ISD faces challenges with hiring top-tiered candidates and retaining quality teachers as evidenced by a 22% turnover rate in 2019-2020. **Root Cause:** We don't offer more competitive pay and we have hired alternatively certified teachers.

Problem Statement 2 (Prioritized):

Duncanville ISD is experiencing a decline in student enrollment, particularly in grades K-6, as demonstrated by a 9.98% decrease in district-wide K-6 campus enrollment between the 2019-2020 and 2020-2021 school years. **Root Cause:** The district does not currently offer adequate enrichment opportunities in K-6 grades.

Priority Problem Statements

Problem Statement 1: There is a continued need to ensure one-to-one access to technology for all students anytime and anywhere as evident by the more than 50% of Duncanville ISD students who were loaned a district device (hot spot, laptop, chromebook, iPad) in the 2020-2021 school year.

Root Cause 1: 84% of our students are economically disadvantaged; the district does not have enough devices for every child in the district.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Duncanville ISD student enrollment has declined on average over the last 5 years with a majority of students lost to charter schools as evident by the 2583 students who left Duncanville ISD to attend neighboring charter schools in the 2019-2020 school year which equates to 72% of the students who left the district.

Root Cause 2: The district lacks data indicating the reason for the increase in attraction to charter schools, therefore we have not been able to identify what improvements are needed in order to retain and attract students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Although we have strengthened SEL initiatives, students are not receiving the services to meet their needs as evident by counseling data that states 87% of campus counselors have provided less than 10 hours of group counseling and less than 2 weeks of individual counseling during the 2020-2021 school year.

Root Cause 3: Campus counselors are assigned duties outside of their job description.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Academic progress is below expectations as evidenced by STAAR (2019) ELAR gaps of up to 25 points for student populations and up to 23 points for math.

Root Cause 4: Lack of alignment of curriculum and instruction, teacher capacity (K-12), limited intervention staff, inconsistent and broad instructional processes, our data indicates we have a need for consistent, embedded, quality professional development in the areas of planning and delivering of tiered instruction and differentiation.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: General Education students are underperforming as evidenced by CLI, KEA, iStation, DAs and Interim Data.

Root Cause 5: The lack of instructional support, professional development, and alignment for the General Education program has affected student performance.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: For the class of 2020, 15.7% of Duncanville ISD graduates who participated in a CCMR readiness measure met benchmark scores on TSI and SAT in comparison to 44% (number has not been reported by the state) who met benchmark at the state level.

Root Cause 6: Lack of communication and implementation for K-12 college readiness with aligned actions for training, implementation and accountability.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: District has failed to execute its plans for technology and facility upgrading as evident by work order submissions for repairs and replacements and age of

technology and equipment.

Root Cause 7: The fiscal ability to maintain the replacement of technology and facility repair, including roofs, HVAC, bus fleet transportation, and other infrastructure needs have been suppressed by funding needed in other areas.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: Lack of understanding that safety and security is the responsibility of all district employees, not just the police and security department, as evident by student referral data and safety audit findings.

Root Cause 8: There is a lack of training and communication of safety audit findings.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: Educational programs are introduced and not given adequate vetting before adding more programs as evident by the lack of internal clarity regarding programs and alignment as a result of employee perception and lack of communication.

Root Cause 9: There is not a district program evaluation cycle, process and regulation which results in a lack of alignment of district programs.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Duncanville ISD faces challenges with hiring top-tiered candidates and retaining quality teachers as evidenced by a 22% turnover rate in 2019-2020.

Root Cause 10: We don't offer more competitive pay and we have hired alternatively certified teachers.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Duncanville ISD is experiencing a decline in student enrollment, particularly in grades K-6, as demonstrated by a 9.98% decrease in district-wide K-6 campus enrollment between the 2019-2020 and 2020-2021 school years.

Root Cause 11: The district does not currently offer adequate enrichment opportunities in K-6 grades.

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data

- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Priorities





Priority 1: Student Academic Success

Goal 1: Increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading from 38% to 55% by June 2024.

Targeted or ESF High Priority

HB3 Priority

Evaluation Data Sources: BOY/MOY/EOY Measures on Circle and MAP; Year to Year Cohort Growth

Strategy 1 Details	Reviews			
Strategy 1: Create and incentivize a cohort of 2nd and 3rd grade teachers to engage in ongoing collaboration and learning in the science of reading. Strategy's Expected Result/Impact: 100% of 2nd and 3rd grade teachers will participate in a minimum of 1 cohort activity annually. Staff Responsible for Monitoring: Chief Academic Officer; Chief of Schools - Elementary Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Implement MAP Growth for Reading and Language as a means for assessing student progress and personalizing instruction in ELAR. Strategy's Expected Result/Impact: 100% of students in grades K-12 will be assessed 3 times annually on MAP Growth; 90% of students will show growth from BOY to EOY. Staff Responsible for Monitoring: Chief of School Improvement and Strategic Initiatives Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 1 Funding Sources: Learning A-Z Resource Mapping - 263 Title III - 263.xx.xxxx.xx.855.xx.xxx - \$22,500	Formative			Summative
	Nov	Feb	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Academic progress is below expectations as evidenced by STAAR (2019) ELAR gaps of up to 25 points for student populations and up to 23 points for math. Root Cause: Lack of alignment of curriculum and instruction, teacher capacity (K-12), limited intervention staff, inconsistent and broad instructional processes, our data indicates we have a need for consistent, embedded, quality professional development in the areas of planning and delivering of tiered instruction and differentiation.

Priority 1: Student Academic Success

Goal 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 40% to 55% by June 2024.

Targeted or ESF High Priority

HB3 Priority

Evaluation Data Sources: BOY/MOY/EOY Measures on Circle and MAP; Year to Year Cohort Growth

Strategy 1 Details		Reviews			
Strategy 1: Implement MAP Growth for Math and Science as a means for assessing student progress and personalizing instruction in these core subjects. Strategy's Expected Result/Impact: 100% of students in grades K-12 will be assessed 3 times annually on MAP Growth; 90% of students will show growth from BOY to EOY. Staff Responsible for Monitoring: Chief of School Improvement and Strategic Initiatives Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 2		Formative			Summative
		Nov	Feb	May	Aug
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Goal 2 Problem Statements:

Student Learning
Problem Statement 2: General Education students are underperforming as evidenced by CLI, KEA, iStation, DAs and Interim Data. Root Cause: The lack of instructional support, professional development, and alignment for the General Education program has affected student performance.





Priority 1: Student Academic Success

Goal 3: Increase the percentage of graduates who meet at least one college, career, or military readiness indicator within the A-F accountability framework from 60% to 80% by August 2024.

Targeted or ESF High Priority

HB3 Priority

Evaluation Data Sources: Percentage of students meeting quarterly performance indicators; Number of graduate students who have met CCMR

Strategy 1 Details	Reviews			
Strategy 1: Implement approaches for increasing awareness by student athletes and coaches regarding college readiness measures. Strategy's Expected Result/Impact: 3 or more awareness efforts will be implemented for student athletes and coaches regarding college readiness Staff Responsible for Monitoring: Athletic Director Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Implement approaches for increasing awareness by at-risk students and families regarding college readiness measures. Strategy's Expected Result/Impact: 3 or more awareness efforts will be implemented for at-risk students and families regarding college readiness Staff Responsible for Monitoring: Chief Academic Officer Title I Schoolwide Elements: 2.6 Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	May	Aug
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 3 Problem Statements:

Student Learning
Problem Statement 3: For the class of 2020, 15.7% of Duncanville ISD graduates who participated in a CCMR readiness measure met benchmark scores on TSI and SAT in comparison to 44% (number has not been reported by the state) who met benchmark at the state level. Root Cause: Lack of communication and implementation for K-12 college readiness with aligned actions for training, implementation and accountability.

Priority 1: Student Academic Success

Goal 4: Increase by 10% annually the number of academic distinctions, honors, recognitions, and scholarships awarded to the district, campuses, and students.

Evaluation Data Sources: Quarterly measure of distinctions trends; Year to year comparison

Strategy 1 Details	Reviews			
Strategy 1: Establish programs and practices to increase the number of students that are selected by Texas High School Coaches Association for Academic All-State Strategy's Expected Result/Impact: 10% increase in students selected for Academic All-State Staff Responsible for Monitoring: Athletic Director Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Increase student athlete usage of Core Course GPA to encourage ongoing tracking and goal setting for GPA gains. Strategy's Expected Result/Impact: 20% in Core Course GPA usage by student athletes; 2% increase in the overall GPA of student athletes Staff Responsible for Monitoring: Athletic Director Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	May	Aug
Strategy 3 Details	Reviews			
Strategy 3: Develop and Implement explicit instructional practices for writing college application essays in English III and English IV courses. Strategy's Expected Result/Impact: 10% increase in college scholarships awarded to students Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Nov	Feb	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4 Problem Statements:

Student Learning
Problem Statement 3: For the class of 2020, 15.7% of Duncanville ISD graduates who participated in a CCMR readiness measure met benchmark scores on TSI and SAT in comparison to 44% (number has not been reported by the state) who met benchmark at the state level. Root Cause: Lack of communication and implementation for K-12 college readiness with aligned actions for training, implementation and accountability.

Priority 2: Students, Families, and Community Connections

Goal 1: Provide students with choice opportunities at a 15% increase annually in Duncanville ISD schools to support post-secondary readiness.

Evaluation Data Sources: Student participation in choice opportunities; Number of district choice opportunities

Strategy 1 Details	Reviews			
Strategy 1: Conduct a choice opportunities inventory of current offerings to establish a baseline by campus and as a district. Strategy's Expected Result/Impact: 100% of campuses will be inventoried and all offerings identified Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: Demographics 2 - Perceptions 2	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Establish a shared definition and framework of a Choice Opportunity for Duncanville ISD. Strategy's Expected Result/Impact: 1 clearly written definition and framework Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Demographics
Problem Statement 2: Duncanville ISD student enrollment has declined on average over the last 5 years with a majority of students lost to charter schools as evident by the 2583 students who left Duncanville ISD to attend neighboring charter schools in the 2019-2020 school year which equates to 72% of the students who left the district. Root Cause: The district lacks data indicating the reason for the increase in attraction to charter schools, therefore we have not been able to identify what improvements are needed in order to retain and attract students.
Perceptions
Problem Statement 2: Duncanville ISD is experiencing a decline in student enrollment, particularly in grades K-6, as demonstrated by a 9.98% decrease in district-wide K-6 campus enrollment between the 2019-2020 and 2020-2021 school years. Root Cause: The district does not currently offer adequate enrichment opportunities in K-6 grades.

Priority 2: Students, Families, and Community Connections

Goal 2: Increase student participation, experiences, and service opportunities to ensure 90% of students are connected with areas of interest.





Evaluation Data Sources: Student Service Hour Commitments Annually; Progress towards service hour commitments

Priority 2: Students, Families, and Community Connections

Goal 3: Expand social, emotional and wellness supports by 10% annually for students and families to overcome barriers to academic success.

Evaluation Data Sources: Number of SEL Supports Provided to Students; Total Discipline Referrals and Academic Failures

Strategy 1 Details	Reviews			
Strategy 1: Develop and execute a communication plan to ensure all students are aware of the social-emotional and wellness supports available to them. Strategy's Expected Result/Impact: 100% of communication plan is developed; 100% of students will be provided information on social-emotional and wellness supports; 80% of surveyed students indicate awareness of supports Staff Responsible for Monitoring: Chief Communication Officer; Chief of School Improvement and Strategic Initiatives; Chiefs of Schools Title I Schoolwide Elements: 2.6 Problem Statements: Demographics 3 Funding Sources: Support for homeless students - 211 Title I - 211.xx.xxxx.xx.855.xx.xxx - \$5,000	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Implement Panorama SEL or a comparable tool to measure and respond to student SEL skills. Strategy's Expected Result/Impact: 100% of campuses will utilize the designated tool to measure all students a minimum of 2 times annually Staff Responsible for Monitoring: Chief of School Improvement and Strategic Initiatives Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	May	Aug
Strategy 3 Details	Reviews			
Strategy 3: Redesign the TPM Processes for efficiency and to improve student attendance monitoring and interventions. Strategy's Expected Result/Impact: 10% decline in truancy following TPM interventions Staff Responsible for Monitoring: Chief of School Improvement and Strategic Initiatives Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	May	Aug
Strategy 4 Details	Reviews			
Strategy 4: Explore options for implementing the comprehensive counseling program with fidelity to meet current legal requirements. Strategy's Expected Result/Impact: 100% of counselors will provide an evaluation of work outside of the comprehensive counseling program; 20% of reduction in non-counseling requirements. Staff Responsible for Monitoring: Chief of School Improvement and Strategic Initiatives; Chiefs of Schools Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	May	Aug

Strategy 5 Details	Reviews			
Strategy 5: Implement and train campuses on the district's student management behavior and RtI Plan including PBIS and Restorative Approaches. Strategy's Expected Result/Impact: Implement and train campuses on the district's student management behavior and RtI Plan. Staff Responsible for Monitoring: Chief of School Improvement and Strategic Initiatives Problem Statements: District Processes & Programs 2	Formative			Summative
	Nov	Feb	May	Aug
Strategy 6 Details	Reviews			
Strategy 6: Expand the Panther 5.0 Youth Engagement Program to include additional events in partnership with campuses that support student/law enforcement relationships. Strategy's Expected Result/Impact: 4 additional events will be implemented during the 2021-22 school year (1 per quarter). Staff Responsible for Monitoring: Chief of Police Title I Schoolwide Elements: 2.6 Problem Statements: District Processes & Programs 2	Formative			Summative
	Nov	Feb	May	Aug
Strategy 7 Details	Reviews			
Strategy 7: Implement a pilot Law Enforcement Against Drugs (LEAD) Program at 5th and 6th grades to support prevention efforts. Strategy's Expected Result/Impact: 100% of 5th and 6th grade students will have at least 1 opportunity to engage in LEAD activities or efforts. Staff Responsible for Monitoring: Chief of Police Title I Schoolwide Elements: 2.6 Problem Statements: District Processes & Programs 2	Formative			Summative
	Nov	Feb	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3 Problem Statements:

Demographics
Problem Statement 3: Although we have strengthened SEL initiatives, students are not receiving the services to meet their needs as evident by counseling data that states 87% of campus counselors have provided less than 10 hours of group counseling and less than 2 weeks of individual counseling during the 2020-2021 school year. Root Cause: Campus counselors are assigned duties outside of their job description.
District Processes & Programs
Problem Statement 2: Lack of understanding that safety and security is the responsibility of all district employees, not just the police and security department, as evident by student referral data and safety audit findings. Root Cause: There is a lack of training and communication of safety audit findings.





Perceptions

Problem Statement 2: Duncanville ISD is experiencing a decline in student enrollment, particularly in grades K-6, as demonstrated by a 9.98% decrease in district-wide K-6 campus enrollment between the 2019-2020 and 2020-2021 school years. **Root Cause:** The district does not currently offer adequate enrichment opportunities in K-6 grades.

Priority 3: Personnel and Professional Development

Goal 1: Create a competitive salary structure that makes Duncanville ISD a top 10 regional district for compensation.

Evaluation Data Sources: Quarterly Analysis of Compensation Indicators; Growth in Region 10 Compensation Ranking by Position

Strategy 1 Details	Reviews			
Strategy 1: Research annually and report to the superintendent what the top 10 regional districts are paying. Strategy's Expected Result/Impact: 100% of research report is completed and shared with the superintendent. Staff Responsible for Monitoring: Chief Human Resources Officer Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Explore the Teacher Incentive Allotment (TIA) as a potential method for increasing pay for teachers and increasing quality performance. Strategy's Expected Result/Impact: 1 implementation plan will be developed based on TIA research and district needs. Staff Responsible for Monitoring: Chief Human Resources Officer Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:





Perceptions
Problem Statement 1: Duncanville ISD faces challenges with hiring top-tiered candidates and retaining quality teachers as evidenced by a 22% turnover rate in 2019-2020. Root Cause: We don't offer more competitive pay and we have hired alternatively certified teachers.

Priority 3: Personnel and Professional Development

Goal 2: Increase teacher and leader quality through targeted professional development with 75% annual achievement of defined performance measures.

Evaluation Data Sources: Quarterly Performance Targets Met; Increase in Annual Performance Targets Met

Strategy 1 Details	Reviews			
Strategy 1: Establish a professional learning advisory committee representative of all levels to support shared planning and decision-making. Strategy's Expected Result/Impact: 100% of committee has been established; 4 or more meetings are conducted annually. Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Increase teacher and administrator knowledge of utilizing Edugence for making data-informed instructional and operational decisions for campus improvement. Strategy's Expected Result/Impact: 50% increase in Edugence usage; 30% increase pre- to post in teacher/administrator perception of knowledge and skills in utilizing Edugence. Staff Responsible for Monitoring: Chief of School Improvement and Strategic Initiatives	Formative			Summative
	Nov	Feb	May	Aug
Strategy 3 Details	Reviews			
Strategy 3: Implement and monitor a district mentoring program in accordance with Mentor Program to support beginning teachers and develop teacher leaders. Strategy's Expected Result/Impact: >2% increase in new teacher retention when compared to prior year. Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	Aug
Strategy 4 Details	Reviews			
Strategy 4: Train all new campus administrators on effective budget planning and leadership to support understanding and expenditures. Strategy's Expected Result/Impact: 100% of new administrators will have 1 or more coaching and/or training session on budget management and leadership. Staff Responsible for Monitoring: Chief Financial Officer Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	Aug

Strategy 5 Details	Reviews			
Strategy 5: Increase teacher and administrator knowledge of best practices for English Learners for making data-informed instructional decisions. Strategy's Expected Result/Impact: One years growth linguistically and academically for English Learners Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: Student Learning 1 Funding Sources: Region 10 Coop - 263 Title III - 263.xx.xxxx.xx.855.xx.xxx - \$12,800	Formative			Summative
	Nov	Feb	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: Academic progress is below expectations as evidenced by STAAR (2019) ELAR gaps of up to 25 points for student populations and up to 23 points for math. Root Cause: Lack of alignment of curriculum and instruction, teacher capacity (K-12), limited intervention staff, inconsistent and broad instructional processes, our data indicates we have a need for consistent, embedded, quality professional development in the areas of planning and delivering of tiered instruction and differentiation.
Problem Statement 2: General Education students are underperforming as evidenced by CLI, KEA, iStation, DAs and Interim Data. Root Cause: The lack of instructional support, professional development, and alignment for the General Education program has affected student performance.
Perceptions
Problem Statement 1: Duncanville ISD faces challenges with hiring top-tiered candidates and retaining quality teachers as evidenced by a 22% turnover rate in 2019-2020. Root Cause: We don't offer more competitive pay and we have hired alternatively certified teachers.

Priority 3: Personnel and Professional Development

Goal 3: Improve capacity at all levels of the organization to create a quality pipeline for 70% of key leadership positions.

Evaluation Data Sources: Quarterly Leadership Competency Checks; Internal Leadership Promotions

Strategy 1 Details	Reviews			
Strategy 1: Establish a leadership program in partnership with the University of North Texas Dallas to create a sustainable pipeline of leaders committed to Duncanville ISD. Strategy's Expected Result/Impact: 20 or more potential leaders will commit to the program and district. Staff Responsible for Monitoring: Chiefs of Schools Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	Aug
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Goal 3 Problem Statements:

Perceptions
Problem Statement 1: Duncanville ISD faces challenges with hiring top-tiered candidates and retaining quality teachers as evidenced by a 22% turnover rate in 2019-2020. Root Cause: We don't offer more competitive pay and we have hired alternatively certified teachers.

Priority 3: Personnel and Professional Development

Goal 4: Increase teacher retention to 85% through intentional programs and efforts.

Evaluation Data Sources: Quarterly Retention Efforts; Annual Retention Rate

Strategy 1 Details	Reviews			
Strategy 1: Implement an annual review of turnover rates with campuses to consider necessary shifts in the culture and climate Strategy's Expected Result/Impact: 100% of campuses will participate in an annual review Staff Responsible for Monitoring: Chief Human Resources Officer; Chiefs of Schools Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Design and implement a comprehensive district plan for recognizing and affirming the engagement, attendance, and efforts of staff to highlight quality and support retention of new and veteran staff. Strategy's Expected Result/Impact: >20% of staff will be recognized for quality and excellence in alignment with the plan developed; 1% decrease in staff turnover from prior year Staff Responsible for Monitoring: Chief Human Resources Officer; Chief Communications Officer Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	Aug
Strategy 3 Details	Reviews			
Strategy 3: Implement recruitment efforts for hard-to-fill positions such as bilingual teachers. Strategy's Expected Result/Impact: Increase recruitment for hard to fill positions Staff Responsible for Monitoring: Chief Academic Officer Title I Schoolwide Elements: 2.6 Problem Statements: Perceptions 1 Funding Sources: TABE recruitment banner - 255 Title II - 255.xx.xxxx.xx.855.xx.xxx - \$2,500	Formative			Summative
	Nov	Feb	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4 Problem Statements:





Perceptions
Problem Statement 1: Duncanville ISD faces challenges with hiring top-tiered candidates and retaining quality teachers as evidenced by a 22% turnover rate in 2019-2020. Root Cause: We don't offer more competitive pay and we have hired alternatively certified teachers.

Priority 4: Operational Excellence

Goal 1: Provide anytime, anywhere access to technology for 100% of Duncanville ISD students.

Evaluation Data Sources: Quarterly student access checks; Annual tracking of student reliable access to internet and devices

Strategy 1 Details	Reviews			
Strategy 1: Implement an ongoing measure of reliable student device and connectivity access to drive deployment practices. Strategy's Expected Result/Impact: 4 measures are conducted annually through a survey Staff Responsible for Monitoring: Chief Technology Officer Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Establish an ongoing data review of technology needs for accountability and validation. Strategy's Expected Result/Impact: 4 data reviews are conducted annually post-survey data collection Staff Responsible for Monitoring: Chief Technology Officer Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Feb	May	Aug
Strategy 3 Details	Reviews			
Strategy 3: Prioritize and identify funding and efficiency efforts to provide the necessary resources (devices, infrastructure & staff) for anytime/anywhere digital access for all students. Strategy's Expected Result/Impact: 10% of student devices and access will be increased annually through efficiency efforts. Staff Responsible for Monitoring: Chief Technology Officer Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	May	Aug
Strategy 4 Details	Reviews			
Strategy 4: Upgrade Microsoft 365 to enhance electronic communications by providing synchronous engagement tools to students, faculty, and staff providing anytime/anywhere access. Strategy's Expected Result/Impact: 100% of Microsoft 365 will be deployed district-wide Staff Responsible for Monitoring: Chief Technology Officer Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Feb	May	Aug

Strategy 5 Details	Reviews			
Strategy 5: Develop and deploy a systemic disaster recovery infrastructure for the district data center and phone networks. Strategy's Expected Result/Impact: 100% of the district data and phone network systems will be protected with a disaster recovery infrastructure. Staff Responsible for Monitoring: Chief Technology Officer Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Feb	May	Aug
Strategy 6 Details	Reviews			
Strategy 6: Develop and initiate a plan for upgrading classroom teaching and learning technologies at all levels. Strategy's Expected Result/Impact: 50% of classrooms will have new technologies to support teaching and learning Staff Responsible for Monitoring: Chief Technology Officer Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:





Demographics
Problem Statement 1: There is a continued need to ensure one-to-one access to technology for all students anytime and anywhere as evident by the more than 50% of Duncanville ISD students who were loaned a district device (hot spot, laptop, chromebook, iPad) in the 2020-2021 school year. Root Cause: 84% of our students are economically disadvantaged; the district does not have enough devices for every child in the district.
District Processes & Programs
Problem Statement 1: District has failed to execute its plans for technology and facility upgrading as evident by work order submissions for repairs and replacements and age of technology and equipment. Root Cause: The fiscal ability to maintain the replacement of technology and facility repair, including roofs, HVAC, bus fleet transportation, and other infrastructure needs have been suppressed by funding needed in other areas.

Priority 4: Operational Excellence

Goal 2: Create a culture of service and support with a 90% satisfaction rate of students, families, and community members.

Evaluation Data Sources: Annual satisfaction Survey; Ongoing Concerns and Compliment Tracking

Strategy 1 Details	Reviews			
Strategy 1: Create a committee to develop a (ongoing/periodically) tracking system for measuring stakeholder feedback and satisfaction. Strategy's Expected Result/Impact: 100% of committee has been selected; 4 or more meetings are held to create a tracking system for deployment; 1 tracking system is developed and implemented. Staff Responsible for Monitoring: Chief Communications Officer Title I Schoolwide Elements: 3.2 Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Develop a campus accountability system for stakeholder and student satisfaction with targeted improvement initiatives. Strategy's Expected Result/Impact: 100% of campus accountability system has been developed; 100% of campuses have defined targeted improvement initiatives. Staff Responsible for Monitoring: Chief Communications Officer Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	May	Aug
Strategy 3 Details	Reviews			
Strategy 3: Increase teacher knowledge of utilizing Skyward gradebook and attendance for accuracy and compliance. Strategy's Expected Result/Impact: 100% of teachers will be trained through a monitored Trainer of Trainer model Staff Responsible for Monitoring: Chief of School Improvement and Strategic Initiatives	Formative			Summative
	Nov	Feb	May	Aug
Strategy 4 Details	Reviews			
Strategy 4: Provide multiple opportunities for families to connect to school and build capacity in families that lead to student success. Strategy's Expected Result/Impact: 30% of families will engage in opportunities designed for families Staff Responsible for Monitoring: Chief Academic Officer Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2	Formative			Summative
	Nov	Feb	May	Aug

Strategy 5 Details	Reviews			
Strategy 5: Increase stakeholder satisfaction with feeling safe at school and events by increasing security and police resources district-wide with a defined focus on secondary schools. Strategy's Expected Result/Impact: 3% increase in stakeholder satisfaction with safety and security efforts. Staff Responsible for Monitoring: Chief of Police Problem Statements: District Processes & Programs 2	Formative			Summative
	Nov	Feb	May	Aug
Strategy 6 Details	Reviews			
Strategy 6: Improve technology processes and procedures to increase department efficiencies and provide student, faculty, and staff access to learning applications. Strategy's Expected Result/Impact: 85% satisfaction rate in technology service and support. Staff Responsible for Monitoring: Chief Technology Officer Problem Statements: District Processes & Programs 3	Formative			Summative
	Nov	Feb	May	Aug
Strategy 7 Details	Reviews			
Strategy 7: Establish targeted efforts to increase media exposure to highlight all athletic and fine arts programs to support engagement and community support. Strategy's Expected Result/Impact: 10% increase in student participation in athletic and fine arts programs; 5% increase in stakeholder satisfaction with athletic and fine arts programs. Staff Responsible for Monitoring: Athletics Director; Chief of Schools-Secondary; Chief Communications Officer	Formative			Summative
	Nov	Feb	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2 Problem Statements:

Demographics
Problem Statement 2: Duncanville ISD student enrollment has declined on average over the last 5 years with a majority of students lost to charter schools as evident by the 2583 students who left Duncanville ISD to attend neighboring charter schools in the 2019-2020 school year which equates to 72% of the students who left the district. Root Cause: The district lacks data indicating the reason for the increase in attraction to charter schools, therefore we have not been able to identify what improvements are needed in order to retain and attract students.
District Processes & Programs
Problem Statement 2: Lack of understanding that safety and security is the responsibility of all district employees, not just the police and security department, as evident by student referral data and safety audit findings. Root Cause: There is a lack of training and communication of safety audit findings. Problem Statement 3: Educational programs are introduced and not given adequate vetting before adding more programs as evident by the lack of internal clarity regarding programs and alignment as a result of employee perception and lack of communication. Root Cause: There is not a district program evaluation cycle, process and regulation which results in a lack of alignment of district programs.

Priority 4: Operational Excellence

Goal 3: Ensuring 95% of curriculum and program audit findings are addressed for the purpose of continuous improvement and excellence.

Evaluation Data Sources: Audit findings addressed monthly; Findings compared to prior year

Strategy 1 Details	Reviews			
Strategy 1: Create an audit review committee to prioritize findings and develop timelines for improvements. Strategy's Expected Result/Impact: 99% of audits are reviewed by the committee; for each audit conducted, 1 or more meeting(s) is held to prioritize findings and develop timelines Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: District Processes & Programs 3	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Update and deploy a revised financial coding chart to ensure financial accuracy and to sustain excellence in financial audits and ratings. Strategy's Expected Result/Impact: 100% of district and campus administrators and budget managers will receive a coding chart. Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Feb	May	Aug
Strategy 3 Details	Reviews			
Strategy 3: Increase teacher understanding of the curriculum and monitor alignment at the required level of rigor through routine fidelity checks. Strategy's Expected Result/Impact: Greater than or equal to 10% of classrooms will be checked weekly by administration for curriculum alignment; 90% of teachers will be consistently in alignment by EOY. Staff Responsible for Monitoring: Chief Academic Officer Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	Aug
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: Academic progress is below expectations as evidenced by STAAR (2019) ELAR gaps of up to 25 points for student populations and up to 23 points for math. Root Cause: Lack of alignment of curriculum and instruction, teacher capacity (K-12), limited intervention staff, inconsistent and broad instructional processes, our data indicates we have a need for consistent, embedded, quality professional development in the areas of planning and delivering of tiered instruction and differentiation.
District Processes & Programs
Problem Statement 3: Educational programs are introduced and not given adequate vetting before adding more programs as evident by the lack of internal clarity regarding programs and alignment as a result of employee perception and lack of communication. Root Cause: There is not a district program evaluation cycle, process and regulation which results in a lack of alignment of district programs.

Priority 5: Financial Stewardship and Facilities

Goal 1: Acquire alternative funding to address 75% of the identified facility, program and technology needs of the district.





Evaluation Data Sources: Alternative funding targets met quarterly; Annual comparative increase of alternative funding

Priority 5: Financial Stewardship and Facilities

Goal 2: Ensure 100% of district facilities receive top ratings annually for health, safety and aesthetics.

Evaluation Data Sources: Quarterly Facility Compliance Standards Report Card; Compliance Ratings Earned and Inspections Passed Annually

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a district-level facility report card based on ratings and compliance criteria. Strategy's Expected Result/Impact: 100% of the facility report card has been developed; 25% implemented annually over the next 4 years Staff Responsible for Monitoring: Chief Operations Officer Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Initiate annual campus/department walkthroughs with leadership to pre-assess report card criteria Strategy's Expected Result/Impact: 100% of campus have a walkthrough scheduled and executed annually Staff Responsible for Monitoring: Chief Operations Officer Problem Statements: District Processes & Programs 1, 2	Formative			Summative
	Nov	Feb	May	Aug
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement administration pre/post evaluation measures for accountability of effective facility operational practices and care. Strategy's Expected Result/Impact: 3 or more pre/post evaluation measures are developed based on facility type; 100% of campuses meet all accountability standards set within 2 years Staff Responsible for Monitoring: Chief Operations Officer; Chiefs of Schools Problem Statements: District Processes & Programs 2	Formative			Summative
	Nov	Feb	May	Aug
Strategy 4 Details	Reviews			
Strategy 4: Conduct a comprehensive assessment of district facilities to support report card development and long-range planning. Strategy's Expected Result/Impact: 100% of facilities will be assessed to determine improvement needs Staff Responsible for Monitoring: Chief of Staff and Operations Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Feb	May	Aug
Strategy 5 Details	Reviews			
Strategy 5: Execute phase I of the HVAC and Air Quality Systems installation. Strategy's Expected Result/Impact: 50% of Phase I will be completed. Staff Responsible for Monitoring: Chief of Staff and Operations Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Feb	May	Aug

Strategy 6 Details		Reviews			
Strategy 6: Complete the renovation of former Acton Elementary and open the Duncanville ISD Teaching and Learning Center. Strategy's Expected Result/Impact: 100% of renovation project will be completed and staff assigned accordingly. Staff Responsible for Monitoring: Chief of Staff and Operations; Chief Academic Officer Problem Statements: District Processes & Programs 1		Formative			Summative
		Nov	Feb	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Goal 2 Problem Statements:

District Processes & Programs
Problem Statement 1: District has failed to execute its plans for technology and facility upgrading as evident by work order submissions for repairs and replacements and age of technology and equipment. Root Cause: The fiscal ability to maintain the replacement of technology and facility repair, including roofs, HVAC, bus fleet transportation, and other infrastructure needs have been suppressed by funding needed in other areas.
Problem Statement 2: Lack of understanding that safety and security is the responsibility of all district employees, not just the police and security department, as evident by student referral data and safety audit findings. Root Cause: There is a lack of training and communication of safety audit findings.

Priority 5: Financial Stewardship and Facilities

Goal 3: Ensure 60% of expenditures are targeted towards strategic goals and improvement.

Evaluation Data Sources: Quarterly Financial Analysis of Strategic Spending; Annual Strategic Spending

Strategy 1 Details	Reviews			
Strategy 1: Deploy, communicate, and monitor the long-range strategic plan district-wide to ensure understanding, alignment, and clarity in the district's direction and purpose. Strategy's Expected Result/Impact: 100% of facilities will have the district's MMVV and strategic goals posted; 100% of staff members will be trained on the district's strategic plan Staff Responsible for Monitoring: Chief of School Improvement and Strategic Initiatives, Chief Communications Officer, Superintendent Problem Statements: District Processes & Programs 3	Formative			Summative
	Nov	Feb	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Develop a detailed and accurate system of tracking and documenting all ESSER II and ESSER III expenditures to support district goals and strategic initiatives. Strategy's Expected Result/Impact: 60% of ESSER II and III funds will align to district strategic goals and/or initiatives. Staff Responsible for Monitoring: Chief Financial Officer Problem Statements: District Processes & Programs 1, 3	Formative			Summative
	Nov	Feb	May	Aug
Strategy 3 Details	Reviews			
Strategy 3: Review and revise all business office procedures to align with the district's strategic plan. Strategy's Expected Result/Impact: 100% of district and campus leaders and budget managers will be trained on the new procedures. Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Feb	May	Aug
Strategy 4 Details	Reviews			
Strategy 4: Maintain a detailed and accurate system of tracking and documenting all ESSA expenditures and activities to demonstrate required alignment to local, state and federal guidelines. Strategy's Expected Result/Impact: 100% of required documentation. Staff Responsible for Monitoring: Chief Academic Officer Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Problem Statements: District Processes & Programs 3 Funding Sources: Title I PNP - 211 Title I - 211.xx.xxxx.xx.855.xx.xxx - \$5,000, SAFE Services - 211 Title I - 211.xx.xxxx.xx.855.xx.xxx - \$4,000, Title I Crate, Contracted Services - 211 Title I - 211.xx.xxxx.xx.855.xx.xxx - \$8,000, SAFE Services - 211 Title I - 211.xx.xxxx.xx.855.xx.xxx - \$1,000	Formative			Summative
	Nov	Feb	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3 Problem Statements:

District Processes & Programs
<p>Problem Statement 1: District has failed to execute its plans for technology and facility upgrading as evident by work order submissions for repairs and replacements and age of technology and equipment. Root Cause: The fiscal ability to maintain the replacement of technology and facility repair, including roofs, HVAC, bus fleet transportation, and other infrastructure needs have been suppressed by funding needed in other areas.</p> <p>Problem Statement 3: Educational programs are introduced and not given adequate vetting before adding more programs as evident by the lack of internal clarity regarding programs and alignment as a result of employee perception and lack of communication. Root Cause: There is not a district program evaluation cycle, process and regulation which results in a lack of alignment of district programs.</p>

District Education Improvement Committee

Committee Role	Name	Position
Business Representative	Joe Veracruz	
Community Representative	Lorraine Hood-Jack	
District-level Professional	Bryan Byrd	
Facilitator	Karin Holacka	
Parent	Chantrell Goodgames	
Parent	Nicole King	
Classroom Teacher	Tobi Jones	
Classroom Teacher	Laura Green	
Classroom Teacher	Cesar Quintero	
Classroom Teacher	Sean Mixon	
Classroom Teacher	Erin Jackson	
Classroom Teacher	Anette Valenzuela	
Classroom Teacher	Shelley Farrah	
Classroom Teacher	Monica Cox	
Classroom Teacher	Vincent Kile	
Classroom Teacher	Audrey Jenkins	
Classroom Teacher	Tammie Boulden	
Classroom Teacher	Broadrick Rhodes	
District-level Professional	Crystal Rentz	

District Funding Summary

211 Title I					
Priority	Goal	Strategy	Resources Needed	Account Code	Amount
2	3	1	Support for homeless students	211.xx.xxxx.xx.855.xx.xxx	\$5,000.00
5	3	4	Title I PNP	211.xx.xxxx.xx.855.xx.xxx	\$5,000.00
5	3	4	SAFE Services	211.xx.xxxx.xx.855.xx.xxx	\$4,000.00
5	3	4	Title I Crate, Contracted Services	211.xx.xxxx.xx.855.xx.xxx	\$8,000.00
5	3	4	SAFE Services	211.xx.xxxx.xx.855.xx.xxx	\$1,000.00
Sub-Total					\$23,000.00
Budgeted Fund Source Amount					\$3,227,065.00
+/- Difference					\$3,204,065.00
263 Title III					
Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	Learning A-Z Resource Mapping	263.xx.xxxx.xx.855.xx.xxx	\$22,500.00
3	2	5	Region 10 Coop	263.xx.xxxx.xx.855.xx.xxx	\$12,800.00
Sub-Total					\$35,300.00
Budgeted Fund Source Amount					\$250,435.00
+/- Difference					\$215,135.00
255 Title II					
Priority	Goal	Strategy	Resources Needed	Account Code	Amount
3	4	3	TABE recruitment banner	255.xx.xxxx.xx.855.xx.xxx	\$2,500.00
Sub-Total					\$2,500.00
Budgeted Fund Source Amount					\$473,420.00
+/- Difference					\$470,920.00
Title IV					
Priority	Goal	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$240,001.00

Title IV						
Priority	Goal	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$240,001.00
					Grand Total	\$60,800.00

Addendums



Política de participación de padres y familias 2021-2022

Misión

El Distrito Escolar Independiente de Duncanville: Involucramos, equipamos y capacitamos a todos los estudiantes para que alcancen su potencial único.

Visión

El Distrito Escolar Independiente de Duncanville: Donde se inspiran los sueños y se alcanza la excelencia

Lema

El Distrito Escolar Independiente de Duncanville:
Escribiendo historias de éxito, un estudiante a la vez.

Valores

Profesionalidad
Responsabilidad y excelencia
Entornos seguros y enriquecedores
Comunicación transparente
Honestidad, integridad y ética
Todos contribuyen al éxito de los estudiantes
Relaciones, equidad e inclusión
Los estudiantes son nuestra máxima prioridad

Declaración de objetivo:

El Departamento de Participación Familiar y Comunitaria fue establecido para proveer recursos y oportunidades para los padres y las familias del Distrito Escolar Independiente de Duncanville a nivel distrital y para apoyar el éxito académico mediante el fomento de relaciones significativas con conciencia académica. Creemos que cuando las familias, escuelas y comunidades trabajan juntos para apoyar y animar a los alumnos, el éxito académico, la autoconfianza y las elecciones de vida positivas se mejoran. La política de Participación Comunitaria de Padres y Familias provee estrategias para garantizar que se implemente activamente la Ley Cada Estudiante Triunfa ¹(ESSA, por sus siglas en inglés) de 2015, a medida buscamos "escribir casos de éxito, un alumno a la vez".

El Distrito Escolar Independiente de Duncanville se registrará por la definición legítima de participación familiar y comunitaria a continuación, y espera que las escuelas de Título I realicen los programas, las actividades y los procedimientos en conformidad con esta definición:

La participación familiar y comunitaria significa que los padres participarán en comunicación habitual, bilateral y significativa con respecto al aprendizaje académico estudiantil y otras actividades escolares, e incluye la garantía de que—

- (A) los padres cumplirán un papel integral para fomentar el aprendizaje de sus hijos;
- (B) se animará a los padres participar activamente con la escuela en la educación de sus hijos;
- (C) los padres son socios plenos en la educación de sus hijos y se les incluirá, según lo apropiado, en la toma de decisiones y en los comités asesores para ayudar con la educación de sus hijos;
- (D) se llevarán a cabo otras actividades, como las que se describen en la sección 1118 de la Ley de educación primaria y secundaria (ESEA por sus siglas en inglés).

¹ FRACC. 1116. [20 U.S.C. 6318] PARTICIPACIÓN DE PADRES Y FAMILIAS.



Implementar componentes de participación familiar y comunitaria del distrito:

La administración central trabajará en colaboración con las familias y activamente apoyará a las escuelas y familias para incrementar la participación de las familias, al:

A) Respetar a los padres y las familias como socios en la educación de sus hijos.

- Todos los maestros y empleados recibirán educación, con la ayuda de los padres, para ver el valor y utilidad de las contribuciones de los padres/las familias. El entrenamiento incluirá también cómo contactar, comunicarse, y trabajar con los padres como colaboradores iguales, para coordinar e implementar los programas de padres, y cómo formar lazos entre los padres y la escuela.
- Las familias siempre son bienvenidas a participar en el desarrollo del Plan de Mejoramiento Distrital a través del Comité de Mejoramiento Educacional del Distrito, así como el Plan de Mejoramiento de Escuela.
- Se brindarán oportunidades durante todo el año para que los padres sean incluidos en decisiones sobre la política de participación de padres y familias que incluyen el desarrollo, la evaluación, y la revisión de la política y del programa de Título I.
- Nuestra política del distrito se estudia anualmente, se comenta en la junta del Comité Directivo de Participación Familiar y Comunitaria, en las juntas sobre el plan de mejoramiento de la escuela, y se cuelga en el sitio web de Título I y FACE.
- Los eventos se realizarán a horas y en lugares convenientes, a fin de lograr la máxima participación.

B) Garantizar coordinación y asistencia técnica para satisfacer las necesidades de los padres a través de varios programas de distrito y escuela.

- El Coordinador de Participación Familiar colaborará con los administradores y Enlaces de Participación Familiar de las escuelas para proveer apoyo, entrenamiento, y ayuda con la creación y promoción de participación familiar a través de juntas mensuales entre los enlaces.
- El Distrito Escolar Independiente de Duncanville proveerá una selección de recursos sobre la crianza de hijos para equipar a las escuelas con temas relevantes en apoyo de la enseñanza y participación de los padres.
- Las organizaciones comunitarias sin fines de lucro y/o las empresas aprobadas dentro de las pautas del distrito pueden ser invitadas a eventos familiares para ofrecer servicios o apoyo, así como para asociarse con las familias.

C) Proveer oportunidades de formación de habilidades para garantizar la participación efectiva de las familias y apoyar la colaboración entre las escuelas, la comunidad, y las familias.

- Las escuelas de Título I realizarán por lo menos dos juntas anuales para revisar las directrices de Título I y los servicios ofrecidos a nivel de escuela.
 - Se anunciará la junta de una variedad de maneras, incluso en sitios en línea, llamadas/correo electrónico automáticos, marquesinas, redes sociales y volantes enviados al hogar.
 - Los documentos de las juntas se proveerán en inglés y español.
 - Al grado factible, se proveerá un traductor para los padres/cuidadores que no hablan inglés.
- Se programará las conferencias de padres para después del primer ciclo de calificación, en la cual se describirá y explicará el pacto de escuelas-padres, así como el currículo de TEKS del nivel académico, los instrumentos de evaluación como el examen STAAR, y los puntos de referencia para el progreso estudiantil durante las primeras ocho semanas de clases. Además de las conferencias programadas en el calendario de la escuela, los maestros o padres pueden solicitar una conferencia según sea necesario.
- Se proveerá a los padres recursos y entrenamientos a nivel de escuela y distrito para ayudar con estrategias y mejores prácticas para ayudar a los alumnos en el hogar.
- Se proveerá recursos para uso en el hogar, como libros escolares, planes, u otros materiales relevantes para completar las tareas.



DISTRITO ESCOLAR INDEPENDIENTE DE DUNCANVILLE

Escribiendo historias de éxito, un estudiante a la vez.

- Se ofrecerá talleres de familia que abordan temas como conocimientos matemáticos, observaciones continuas de los padres, lectoescritura de los padres, conferencias de padres, preparación para la universidad, salud mental y de comportamiento, y ayuda con las tareas.
- El distrito y las escuelas también proveerán ayuda a las familias para entender temas como las normas de aprovechamiento académico de Texas, evaluaciones estatales y locales, el monitoreo del progreso estudiantil, y cómo trabajar con los educadores para mejorar el aprovechamiento de sus hijos.
- Cada escuela de Título I tendrá un Centro de Recursos para Padres que incluye recursos actuales y tecnológicos fácilmente accesibles para apoyar lo académico.
- Para cualquier evento de formación de habilidades, las escuelas mantendrán los siguientes: publicidad e invitación a los padres, hojas de firma que incluyen el nombre, cargo y papel; agendas de juntas y programas y actas de juntas o registros de eventos de capacitación. Se preservarán cartas, boletines, correos electrónicos, documentos electrónicos, registros telefónicos, y registros de visitas a domicilio.

D) Colaborar con otros departamentos/programas como Educación Bilingüe, Tecnología y Profesión, Currículo y Didáctica, Programas de Temprana Edad, Educación Especial incluso Poblaciones Especiales, Servicios de Salud, y Servicios Estudiantiles, para proveer a los alumnos y las familias la información y destrezas más actuales concentradas en lo académico y en la vida después de la escuela.

E) Realizar evaluaciones anuales del contenido y la eficacia de la política de participación familiar para mejorar la calidad académica de las escuelas.

- El Distrito Escolar Independiente de Duncanville evaluará las necesidades de las familias y los alumnos, usando una variedad de herramientas incluso encuestas y cuestionarios. Evaluaciones recopilarán observaciones sobre:
 - barreras que pueden impedir más participación, como estar económicamente desfavorecido, discapacitado o tener competencia limitada en el inglés
 - esfuerzos de comunicación
 - contenido de la política
 - eficacia de la política
- A principios del año, el distrito y la escuela utilizarán los hallazgos de las evaluaciones para diseñar estrategias para una participación familiar más efectiva.
- El sitio en línea distrital incluirá una opción para comentarios sobre el plan de participación familiar, así como para observaciones continuas proporcionado a los líderes del distrito y de las escuelas.

F) Involucrar a los padres y las familias en actividades de las escuelas de Título I

- El Distrito Escolar Independiente de Duncanville creará un ambiente seguro, positivo, accesible para la familia, que fomenta la participación familiar.
- El personal de oficina de la escuela obedecerá las normas de atención al cliente del Distrito Escolar Independiente de Duncanville, que explican cómo saludar, escuchar, responder y comunicar con las partes interesadas.
- Cada escuela de Título I contará con un miembro del personal de participación de la familia y la comunidad para mejorar las relaciones familiares y facilitar a los padres oportunidades para conectar con el ambiente de aprendizaje.
- Todos los eventos para padres y familias serán anunciados en inglés y español, o, en la medida posible, en un idioma que los padres pueden entender. Se proveerá traductores o dispositivos de traducción para las familias que no hablan inglés, según sea necesario.
- La notificación de eventos se enviará con bastante antelación, no menos de una semana antes, para que las familias puedan hacer sus planes correspondientes.
- Se ofrecerán actividades en distintas ocasiones, incluso de días, de noches y los fines de semana, para que las familias puedan coordinar sus calendarios para asistir a las sesiones.
- Al grado factible se proveerá servicios de guardería y transporte a fin de permitir a los padres asistir a los eventos de participación familiar.

Con estrategias resumidas en la Política de Participación de Padres y Familias, y coordinación entre todos los departamentos y las escuelas, el Distrito Escolar Independiente de Duncanville se esfuerza por proveer relaciones significativas con todas las familias para mejorar el aprovechamiento académico.



Parent and Family Engagement Policy 2021-2022

Mission

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

Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved

Motto

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

Values

Professionalism
Accountability and excellence
Nurturing, safe environments
Transparent communication
Honesty, integrity, and ethics
Everyone contributing to student success
Relationships, equity, and inclusion
Students as our top priority

Statement of Purpose:

The Department of Family and Community Engagement was developed to provide parents and families of Duncanville ISD with district-wide resources and opportunities to support academic success through fostering meaningful relationships involving academic awareness. We believe that when families, schools, and the community work together to support and encourage students, academic success, self-confidence, and positive life choices will improve. The Parent and Family Community Engagement policy provides strategies to ensure The Every Student Succeeds Act¹ (ESSA) 2015 is actively pursued, as we aim to "write success stories, one student at a time".

Duncanville ISD will be governed by the following lawful definition of family and community engagement, and expects that Title I schools will carry out programs, activities and procedures in accordance with this definition:

Family and community engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the Elementary & Secondary Education Act (ESEA).

¹ SEC. 1116. [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT.



Implementation of District Family and Community Engagement Components:

Central administration shall work in partnership with families and shall actively support schools and families to increase family engagement by:

A) Respecting parents and families as partners in the education of their children.

- All teachers and staff personnel will be educated with the assistance of parents, to see the value and utility of the contributions from parents/families. Training will also include how to reach out to, communicate with, and work with parents as equal partners, to coordinate and implement parent programs, and how to build ties between parents and the school.
- Families are always welcome to participate in the review of the District Improvement Plan as well as the Campus Improvement Plan.
- Opportunities will be provided throughout the year for parents to be included in parent and family engagement policy decisions including the development, evaluation, and review of the policy and Title I Program.
- Our district policy is reviewed annually, discussed at the Family and Community Engagement Steering Committee meeting, during campus improvement plan meetings, and posted on the Title I and FACE website.
- Events will be held at convenient times and locations for maximum participation.

B) Ensuring the coordination and technical assistance to meet the needs of parents through various district and campus programs.

- The Family Engagement Coordinator will collaborate with administrators and campus Family Engagement Liaisons to provide support, training, and assistance with building and promoting family engagement via monthly liaison meetings.
- Duncanville ISD will provide a selection of parenting resources to equip campuses with relevant topics to support parent education and engagement.
- Community non-profit organizations and businesses approved within district guidelines may be invited to family events to offer services or support as well as to partner with families.

C) Providing capacity-building opportunities to ensure effective engagement of families and to support partnerships amongst schools, the community, and families.

- Title I campuses will hold at least two meetings annually to review Title I guidelines and services offered at the campus level.
 - The meeting will be publicized in a variety of ways, including websites, call-outs/email blasts, marquees, social media, and flyers sent home.
 - Meeting documents will be provided in English and Spanish.
 - A translator will be provided, to the extent practicable, for non-English speaking parents/caregivers.
- Parent conferences will be held after the first marking period during which the school-parent compact will be described and explained, in addition to the grade level curriculum-TEKS, assessment instruments such as STAAR, and benchmarks of student progress during the first eight weeks of school. In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.
- Parents will be provided with resources and trainings at the campus and district level to assist with strategies and best practices for helping students at home.
- Resources will be provided for home use such as textbooks, syllabus, or other relevant materials for completing assignments.
- Family workshops will be offered covering topics such as math literacy, ongoing parent feedback, parent literacy, parent conferences, college preparation, mental and behavioral health, and homework help.



- The district and campuses shall also provide assistance to families with understanding topics such as Texas' academic achievement standards, state and local assessments, how to monitor student progress, and how to work with educators to improve their child's achievement.
- Each Title I campus shall maintain a Parent Resource Center that contains technology and current resources that are readily available to support academics.
- For all building capacity events, campuses will maintain the following items: publicity and invitation to parents, sign-in sheets including name, position, and role; agendas for meetings and programs, and minutes of meetings or record of training event. Letters, newsletters, emails, electronic documents, and telephone logs will be maintained.

D) Collaborating with other departments/programs such as Bilingual Education, Career and Technology, Curriculum and Instruction, Early Childhood Programs, Special Education including Special Populations, Health Services, and Student Services in order to provide students and families with the most current information and skills focused on academics and life beyond school.

E) Conducting annual evaluations of the content and effectiveness of the family engagement policy to improve the academic quality of schools.

- Duncanville ISD will assess the needs of families and students using a variety of tools including surveys and questionnaires. Evaluations will gather feedback regarding:
 - barriers that may prevent greater participation such as being economically disadvantaged, disabled, or having limited English proficiency
 - communication efforts
 - content of the policy
 - effectiveness of the policy
- Findings from evaluations will be used at the beginning of the year by the district and campus to design strategies for more effective family engagement.
- Feedback options are available on the district website regarding the family engagement plan, as well as ongoing feedback provided to district and campus leaders.

F) Involving parents and families in activities of Title I schools

- Duncanville ISD creates safe, positive and family-friendly environments to promote family engagement.
- Campus office staff follows the DISD standards of customer service, which outlines greeting, listening, responding, and communicating with stakeholders.
- Each Title I campus will have a Family and Community Engagement staff member available to enhance family relations and provide opportunities for parents to connect to the learning environment.
- All parent and family events will be communicated in English and Spanish, or in a language families can understand to the extent possible. Translators or translation devices will be provided as needed for non-English speaking families.
- Notification of events will be provided well in advance, no less than one week, so that families can plan accordingly.
- Activities will be offered at various times including days, evenings, and on weekends so that families may coordinate schedules to attend sessions.
- Childcare and transportation will be provided to the extent practicable in order for parents to attend family engagement events.

With strategies outlined in the Parent and Family Engagement Policy along with coordination of all departments and campuses, Duncanville ISD strives to provide meaningful relationships with all families to enhance academic achievement.

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none">Who have made a qualifying move within the previous 1-year period; <u>AND</u> <ul style="list-style-type: none">Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none">Who have made a qualifying move within the previous 1-year period; <u>AND</u> <ul style="list-style-type: none">Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u>For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Duncanville ISD
Region: Region 10

Priority for Service (PFS) Action Plan

School Year: 2021 - 2022

Filled Out By: Jesús Navarrete
Date: September 2021 - August 2022

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p>Goal(s):</p> <p>To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria.</p> <p>To ensure that Priority for Services (PFS) students are being served first and foremost in addressing their individualized academic needs.</p>	<p>Objective(s):</p> <p>To advance student success the following will be implemented:</p> <ol style="list-style-type: none"> 1. The progress of the student will be monitored by the ESC MEP in coordination with appropriate school district personnel who have Priority for Service students. Since progress will be determined by the grading system of the school district, it will be monitored using the Priority for Service (PFS) Student Progress Review forms. Academic goals will be revised according to the academic success of the students as outlined in their respective PFS Progress Review Sheets. 2. The progress and determined needs of the PFS will be communicated to appropriate personnel identified in the Action Plan in order to support academic success. 3. The services and/or resources provided in the PFS will be aligned with the identified academic needs of the student in order to meet the requirements of the rigorous curricula implemented in the state of Texas. (See Migrant Education Program PFS/Migrant Plan of Action-SDP)
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September 1 – August 31 of the program year.	NGS Specialist	PFS Report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Beginning of each academic school year.	District Migrant Education Program (MEP) Contact Regional ESC MEP Staff	Completed PFS Action Plan Quarterly Priority for Service (PFS) Student Progress Review forms
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Agendas, sign-in sheets, PFS Tracking Report, Telephone Logs
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Quarterly or at the end of each grading term	District Staff	PAC Meeting documentation, phone and emails, home visit logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Telephone and mail logs, parent signatures of home visits
Additional Activities			
<ul style="list-style-type: none"> 			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Priority for Service (PFS) Student Progress Review forms, agendas, sign-in sheets, telephone and mail logs, A Bright Beginnings Documentation
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Priority for Service (PFS) Student Progress Review forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Priority for Service (PFS) Student Progress Review forms
Additional Activities			
<ul style="list-style-type: none"> 			

Maria Zamora

Maria Zamora (Sep 20, 2021 14:24 CDT)

LEA Signature

Date Completed



ESC Signature

Date Received