Duncanville Independent School District

Collegiate Academy

2026-2027 Priorities/Goals/Strategies



Mission Statement

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

Vision

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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Priorities

Priority 1: Student Academic Success

Goal 1: By June 2027, student achievement on the state assessment in English I will increase at approaches from 99% to 100%, meets from 97% to 100%, and masters from 28% to 35% on the STAAR test.

Evaluation Data Sources: STAAR EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement formative and summative assessments then conduct data meetings with teachers after each assessment to analyze results, identify learning gaps, and adjust instruction. **Strategy's Expected Result/Impact:** Teachers will utilize formative and summative assessment data to plan instruction and small groups. Assessment data should reflect percentages that are expected for STAAR EOC. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Scholars performed below the national and state averages on advanced placement exams as evident by 37% of scholars scoring 3 or above on the AP Human Geography test, and 27% of scholars scoring 3 or above on the AP World History test. This reflection also encouraged stakeholders to view all subjects and grade levels. **Root Cause**: Curriculum and instruction of College Board standards and skills were not adequately implemented to ensure scholars were prepared for the content and rigor of the advanced placement exam.

Priority 1: Student Academic Success

Goal 2: By June 2027, student achievement on the state assessment in English II will increase at approaches from 98% to 100%, meets from 98% to 100%, and masters from 23% to 35% on the STAAR test.

Evaluation Data Sources: STAAR EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement formative and summative assessments then conduct data meetings with teachers after each assessment to analyze results, identify learning gaps, and adjust instruction. **Strategy's Expected Result/Impact:** Teachers will utilize formative and summative assessment data to plan instruction and small groups. Assessment data should reflect percentages that are expected for STAAR EOC. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: Scholars performed below the national and state averages on advanced placement exams as evident by 37% of scholars scoring 3 or above on the AP Human Geography test, and 27% of scholars scoring 3 or above on the AP World History test. This reflection also encouraged stakeholders to view all subjects and grade levels. **Root Cause**: Curriculum and instruction of College Board standards and skills were not adequately implemented to ensure scholars were prepared for the content and rigor of the advanced placement exam.

Priority 1: Student Academic Success

Goal 3: By June 2027, student achievement on the state assessment in Algebra I will increase at approaches from 97% to 100%, meets from 75% to 85%, and masters from 32% to 35% on the STAAR test.

Evaluation Data Sources: STAAR EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement formative and summative assessments then conduct data meetings with teachers after each assessment to analyze results, identify learning gaps, and adjust instruction. **Strategy's Expected Result/Impact:** Teachers will utilize formative and summative assessment data to plan instruction and small groups. Assessment data should reflect percentages that are expected for STAAR EOC. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: Scholars performed below the national and state averages on advanced placement exams as evident by 37% of scholars scoring 3 or above on the AP Human Geography test, and 27% of scholars scoring 3 or above on the AP World History test. This reflection also encouraged stakeholders to view all subjects and grade levels. **Root Cause**: Curriculum and instruction of College Board standards and skills were not adequately implemented to ensure scholars were prepared for the content and rigor of the advanced placement exam.

Priority 1: Student Academic Success

Goal 4: By June 2027, student achievement on the state assessment in Biology will increase at approaches from 100% to 100%, meets from 95% to 100%, and masters from 45% to 50% on the STAAR test.

Evaluation Data Sources: STAAR EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement formative and summative assessments then conduct data meetings with teachers after each assessment to analyze results, identify learning gaps, and adjust instruction. **Strategy's Expected Result/Impact:** Teachers will utilize formative and summative assessment data to plan instruction and small groups. Assessment data should reflect percentages that are expected for STAAR EOC. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: 100% of teachers will consistently implement Interactive Notebooks as an instructional tool, with students using them daily to document learning, academic vocabulary, worked examples, and evidence of mastery. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal and assistant principal **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 1: Scholars performed below the national and state averages on advanced placement exams as evident by 37% of scholars scoring 3 or above on the AP Human Geography test, and 27% of scholars scoring 3 or above on the AP World History test. This reflection also encouraged stakeholders to view all subjects and grade levels. **Root Cause**: Curriculum and instruction of College Board standards and skills were not adequately implemented to ensure scholars were prepared for the content and rigor of the advanced placement exam.

Priority 1: Student Academic Success

Goal 5: By June 2027, student achievement on the state assessment in US History will increase at approaches from 99% to 100%, meets from 80% to 90%, and masters from 37% to 40% on the STAAR test.

Evaluation Data Sources: STAAR EOC Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Conduct US History STAAR EOC bootcamps focused on high-priority readiness standards and STAAR question formats to ensure all students are prepared for the US History STAAR EOC assessment. **Strategy's Expected Result/Impact:** Students will be more familiar with the STAAR EOC format and expectations for US History. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 5 Problem Statements:

Student Learning
Problem Statement 1: Scholars performed below the national and state averages on advanced placement exams as evident by 37% of scholars scoring 3 or above on the AP Human Geography test, and 27% of scholars scoring 3 or above on the AP World History test. This reflection also encouraged stakeholders to view all subjects and grade levels. **Root Cause**: Curriculum and instruction of College Board standards and skills were not adequately implemented to ensure scholars were prepared for the content and rigor of the advanced placement exam.

Priority 2: Students, Families, and Community Connections

Goal 1: By June 2027, the campus will maintain a 100% graduation rate.

Evaluation Data Sources: TEA Outcome Based Measure Summary Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Monitor student progress each grading period to identify potential risks for not graduating (attendance, course failures, behavior). **Strategy's Expected Result/Impact:** Maintain 100% graduation rate **Staff Responsible for Monitoring:** Counselor, Assistant Principal, Principal **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Although the campus currently maintains a 100% graduation rate, ongoing monitoring is needed to identify and address potential risks, such as attendance, course failures, or incomplete dual credit requirements, that could threaten future success. **Root Cause**: Systems for proactively tracking and intervening on early risk indicators are not yet fully consistent across grading periods and degree audits.

Priority 2: Students, Families, and Community Connections

Goal 2: By June 2027, the campus will maintain 100% of students meeting CCMR requirements.

Evaluation Data Sources: TEAL Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Continue to offer multiple CCMR opportunities (TSI, dual credit, industry certifications, AP). **Strategy's Expected Result/Impact:** Maintain 100% of students meeting CCMR requirements. **Staff Responsible for Monitoring:** Counselor, Assistant Principal, and Principal **Problem Statements:** School Processes & Programs 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Currently, 79% of 11th- and 12th-grade Collegiate Academy students are enrolled in online college courses rather than in-person classes at the Dallas College Mountain View campus. This limits opportunities for students to build connections with professors, engage in collaborative learning, and develop the soft skills needed to navigate a true college environment. **Root Cause**: High online enrollment is due to limited availability of in-person course sections, scheduling conflicts with high school classes, and transportation challenges. These barriers make it difficult for students to participate in on-campus learning experiences.
Problem Statement 2: Although the campus currently maintains a 100% graduation rate, ongoing monitoring is needed to identify and address potential risks, such as attendance, course failures, or incomplete dual credit requirements, that could threaten future success. **Root Cause**: Systems for proactively tracking and intervening on early risk indicators are not yet fully consistent across grading periods and degree audits.

Priority 2: Students, Families, and Community Connections

Goal 3: By June 2027, the percent of graduates from Early College High School (ECHS) who earn 60 hours or attain an Associates degree will increase from 64.9% to 70%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Conduct dual credit degree audits with Dallas College three times a year for seniors. **Strategy's Expected Result/Impact:** Increase the number of seniors obtaining their associate degree. **Staff Responsible for Monitoring:** Counselor, Assistant Principal, and Principal **Problem Statements:** School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Conduct weekly progress monitoring check-ins for students not on track to provide targeted support and interventions. **Strategy's Expected Result/Impact:** Increase the number of seniors obtaining their associate degree. **Staff Responsible for Monitoring:** Two para professional assigned to the Dallas College Mountain View Campus, Pathways to College teacher, Counselor, Assistant Principal, and Principal. **Problem Statements:** School Processes & Programs 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Currently, 79% of 11th- and 12th-grade Collegiate Academy students are enrolled in online college courses rather than in-person classes at the Dallas College Mountain View campus. This limits opportunities for students to build connections with professors, engage in collaborative learning, and develop the soft skills needed to navigate a true college environment. **Root Cause**: High online enrollment is due to limited availability of in-person course sections, scheduling conflicts with high school classes, and transportation challenges. These barriers make it difficult for students to participate in on-campus learning experiences.
Problem Statement 2: Although the campus currently maintains a 100% graduation rate, ongoing monitoring is needed to identify and address potential risks, such as attendance, course failures, or incomplete dual credit requirements, that could threaten future success. **Root Cause**: Systems for proactively tracking and intervening on early risk indicators are not yet fully consistent across grading periods and degree audits.

Priority 2: Students, Families, and Community Connections

Goal 4: By June 2027, the campus will maintain a 0% drop-out rate.

Evaluation Data Sources: TEAL Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Maintain frequent communication with parents/guardians to intervene early if warning signs appear. **Strategy's Expected Result/Impact:** Maintain 0% drop-out rate. **Staff Responsible for Monitoring:** Counselor, Assistant Principal, and Principal **Problem Statements:** School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

School Processes & Programs
Problem Statement 2: Although the campus currently maintains a 100% graduation rate, ongoing monitoring is needed to identify and address potential risks, such as attendance, course failures, or incomplete dual credit requirements, that could threaten future success. **Root Cause**: Systems for proactively tracking and intervening on early risk indicators are not yet fully consistent across grading periods and degree audits.

Priority 2: Students, Families, and Community Connections

Goal 5: By June 2027, ADA will increase from 96% to 97%.

Evaluation Data Sources: ADA End-of-Year Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Discuss student attendance concerns during Collegiate PLCs, conduct monthly attendance committee meetings, and communicate the importance of attendance regularly through newsletters, emails, and parent meetings. **Strategy's Expected Result/Impact:** Increase ADA % **Staff Responsible for Monitoring:** Collegiate Teachers, Staff, Counselor, Assistant Principal, and Principal **Problem Statements:** School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 5 Problem Statements:

School Processes & Programs
Problem Statement 2: Although the campus currently maintains a 100% graduation rate, ongoing monitoring is needed to identify and address potential risks, such as attendance, course failures, or incomplete dual credit requirements, that could threaten future success. **Root Cause**: Systems for proactively tracking and intervening on early risk indicators are not yet fully consistent across grading periods and degree audits.

Priority 2: Students, Families, and Community Connections

Goal 6: By June 2027, the percent of students meeting Texas Success Initiative (TSI) without College Bridge will increase from 67% to 80%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Offer TSI testing multiple times per year starting in 9th grade to maximize attempts. **Strategy's Expected Result/Impact:** Increased number of students meeting TSI criteria **Staff Responsible for Monitoring:** Assistant Principal **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Provide small-group tutoring and online TSI prep in reading, writing, and math. **Strategy's Expected Result/Impact:** Increased number of students meeting TSI criteria **Staff Responsible for Monitoring:** Assistant Principal **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Track TSI readiness at each testing window and adjust interventions as needed. **Strategy's Expected Result/Impact:** Increased number of students meeting TSI criteria **Staff Responsible for Monitoring:** Assistant Principal **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 6 Problem Statements:

Student Learning
Problem Statement 1: Scholars performed below the national and state averages on advanced placement exams as evident by 37% of scholars scoring 3 or above on the AP Human Geography test, and 27% of scholars scoring 3 or above on the AP World History test. This reflection also encouraged stakeholders to view all subjects and grade levels. **Root Cause**: Curriculum and instruction of College Board standards and skills were not adequately implemented to ensure scholars were prepared for the content and rigor of the advanced placement exam.

Priority 3: Personnel and Professional Development

Goal 1: The number of teachers receiving a TIA distinction will increase from 1 to 2 by June 2028.

Evaluation Data Sources: T-TESS Evaluations and NWEA MAP testing

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Use PLCs to analyze beginning- and middle-of-year NWEA MAP data, along with Domain 2 growth data, to identify students' specific areas of need and target instructional interventions. PLCs will use the data to monitor individual student progress, adjust instruction, and provide differentiated support designed to maximize student growth opportunities. **Strategy's Expected Result/Impact:** Increased student growth on NWEA MAP End-of-Year assessments **Staff Responsible for Monitoring:** Assistant Principal and Principal **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: The DHS Collegiate Academy is challenged with enrolling scholars who are reflective of the requirements/demographics in the ECHS blueprint as evident by a weighted lottery and strategic recruitment to encourage the targeted population of scholars and recommended talented alternative certified teachers to apply. Emphasis will be placed on encouraging staff to embrace the campus vision. **Root Cause**: The perception is that Early College High School is for elite and academically advanced scholars and experienced teachers.

Priority 3: Personnel and Professional Development

Goal 2: The percentage of teachers holding a valid Texas Certification will increase from 85% to 100% by 2028.

Evaluation Data Sources: TEA Certifications and Human Resources

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Provide resources such as study guides and prep course information to support teachers seeking certification. **Strategy's Expected Result/Impact:** Increased number of certified teachers. **Staff Responsible for Monitoring:** Assistant Principal and Principal **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: The DHS Collegiate Academy is challenged with enrolling scholars who are reflective of the requirements/demographics in the ECHS blueprint as evident by a weighted lottery and strategic recruitment to encourage the targeted population of scholars and recommended talented alternative certified teachers to apply. Emphasis will be placed on encouraging staff to embrace the campus vision. **Root Cause**: The perception is that Early College High School is for elite and academically advanced scholars and experienced teachers.

Priority 3: Personnel and Professional Development

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

Evaluation Data Sources: Human Resources

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Offer teacher-leadership opportunities (PLC leads, committee participation, peer coaching) to increase engagement and commitment to the campus. **Strategy's Expected Result/Impact:** Increased positive campus culture based on surveys. **Staff Responsible for Monitoring:** Assistant Principal and Principal **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Celebrate teacher contributions through shoutouts on social media and/or via the campus newsletter and opportunities to present at PD sessions or lead campus initiatives. **Strategy's Expected Result/Impact:** Increased positive campus culture based on surveys. **Staff Responsible for Monitoring:** Assistant Principal and Principal **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 1: The DHS Collegiate Academy is challenged with enrolling scholars who are reflective of the requirements/demographics in the ECHS blueprint as evident by a weighted lottery and strategic recruitment to encourage the targeted population of scholars and recommended talented alternative certified teachers to apply. Emphasis will be placed on encouraging staff to embrace the campus vision. **Root Cause**: The perception is that Early College High School is for elite and academically advanced scholars and experienced teachers.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 1: The campus will support the district goal regarding the amount of funds spent on "instructional expenditures (Function 11)" to increase from 52.74% to 60% by 2028.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month **Strategy's Expected Result/Impact:** Balanced budget with a focus on instruction. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: The DHS Collegiate Academy is challenged with enrolling scholars who are reflective of the requirements/demographics in the ECHS blueprint as evident by a weighted lottery and strategic recruitment to encourage the targeted population of scholars to apply. **Root Cause**: The perception that Early College High School is designed for elite and academically advanced scholars limits equitable access to funding opportunities and resources that support recruitment and enrollment of the targeted population.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: The campus will support the district goal of improving the School FIRST rating from an A-90 to A-94 by 2028.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year. **Strategy's Expected Result/Impact:** Fiscally compliant **Staff Responsible for Monitoring:** Principal **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Perceptions
Problem Statement 1: The DHS Collegiate Academy is challenged with enrolling scholars who are reflective of the requirements/demographics in the ECHS blueprint as evident by a weighted lottery and strategic recruitment to encourage the targeted population of scholars to apply. **Root Cause**: The perception that Early College High School is designed for elite and academically advanced scholars limits equitable access to funding opportunities and resources that support recruitment and enrollment of the targeted population.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The campus will support the district goal in reducing the payroll expenditures by 5% from 85.36% to 80.36% by 2028.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review. **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Perceptions
Problem Statement 1: The DHS Collegiate Academy is challenged with enrolling scholars who are reflective of the requirements/demographics in the ECHS blueprint as evident by a weighted lottery and strategic recruitment to encourage the targeted population of scholars to apply. **Root Cause**: The perception that Early College High School is designed for elite and academically advanced scholars limits equitable access to funding opportunities and resources that support recruitment and enrollment of the targeted population.