Duncanville Independent School District

Duncanville High School

2026-2027 Priorities/Goals/Strategies



Mission Statement

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

Vision

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

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

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Priorities

Priority 1: Student Academic Success

Goal 1: By June 2027, student achievement on the state assessments in English I will increase at approaches from 64% to 85%, meets from 41% to 45%, and masters from 5% to 35% on the STAAR test.

Evaluation Data Sources: EOC Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Monitor and adjust instruction based formative/summative data **Strategy's Expected Result/Impact:** Teachers will utilize data (active monitoring & quick check) to plan instruction and small groups. DCA data should reflect percentages that are expected for EOC. Utilize unit/lesson internalization and PLC protocal to ensure PLC's have strong effective PLC processes to drive instructional improvements. **Staff Responsible for Monitoring:** Octavia Brown (Assistant Principal), Erica Bynum (Instructional Coach), Danny Colbert (Principal), and Tambia Wesco (Associate Principal) **Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 8 - Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Students engage in academic discourse and high-quality task alignment. **Strategy's Expected Result/Impact:** Students struggle to move from Approaches to Meets/Masters when they don't verbalize reasoning or engage with rigorous STAAR-level tasks. Discourse Routines: Implement QSSSA or "Turn & Talk" HQIM (High-Quality Instructional Materials) Alignment: Ensure daily lessons and assessments mirror STAAR rigor. Shift from teacher-led problem solving to student-led explanation and justification. Builds student confidence, closes vocabulary gaps, and pushes Meets-level students into Masters by strengthening reasoning and communication skills. **Staff Responsible for Monitoring:** Shequita Miller (Assistant Principal) Octavia Brown (Assistant Principal), Erica Bynum (Instructional Coach), Danny Colbert (Principal), and Tambia Wesco (Associate Principal) **Problem Statements:** Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 6, 8 - Perceptions 2, 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.
Problem Statement 3: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.
Student Learning
Problem Statement 1: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.
Problem Statement 3: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.
School Processes & Programs
Problem Statement 6: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.
Problem Statement 8: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.
Perceptions
Problem Statement 2: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.
Problem Statement 4: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Priority 1: Student Academic Success

Goal 2: By June 2027, student achievement on the state assessments in English II will increase at approaches from 65% to 85%, meets from 48% to 50%, and masters from 4% to 35% on the STAAR test.

Evaluation Data Sources: 2024-2025 EOC Data Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Monitor and adjust instruction immediately based on intentional monitoring forms, quick check, bell ringers, and exit ticket data. **Strategy's Expected Result/Impact:** Teachers will effectively analyze their student data to implement data driven instruction and provide intervention and enrichment to meet all students needs. **Staff Responsible for Monitoring:** Shequita Miller (Assistant Principal), Octavia Brown (Assistant Principal), Erica Bynum (Instructional Coach), Danny Colbert (Principal), and Tambia Wesco (Associate Principal) **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 1 - Perceptions 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Ensure that all teachers instruction is aligned to the district curriculum and resources are being implemented as intended for student mastery. **Strategy's Expected Result/Impact:** The expected result is to see an increase in student achievement and teacher proficiency by utilizing unit/lesson internalization and PLC protocal to ensure PLC's have strong effective PLC processes to drive instructional improvements. **Staff Responsible for Monitoring:** Shequita Miller (Assistant Principal), Octavia Brown (Assistant Principal), Erica Bynum (Instructional Coach), Danny Colbert (Principal), and Tambia Wesco (Associate Principal) **Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 8 - Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 3: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Demographics

Problem Statement 4: Safety and security require strengthened awareness, understanding, and consistent implementation of campus safety protocols among all stakeholders. Renovations to J and M Halls, including additional hallways and classrooms, have increased supervision and monitoring needs. Additionally, consistent adherence to campus-wide exterior door safety protocols remains a priority. **Root Cause**: Recent campus renovations, the addition of new hallways and classrooms, and ongoing operational and logistical changes have expanded campus supervision and safety monitoring needs. These changes require continued training, communication, reinforcement, and monitoring of established campus safety and exterior door protocols to maintain consistent implementation across the campus.

Student Learning

Problem Statement 1: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Problem Statement 4: Safety and security require strengthened awareness, understanding, and consistent implementation of campus safety protocols among all stakeholders. Renovations to J and M Halls, including additional hallways and classrooms, have increased supervision and monitoring needs. Additionally, consistent adherence to campus-wide exterior door safety protocols remains a priority. **Root Cause**: Recent campus renovations, the addition of new hallways and classrooms, and ongoing operational and logistical changes have expanded campus supervision and safety monitoring needs. These changes require continued training, communication, reinforcement, and monitoring of established campus safety and exterior door protocols to maintain consistent implementation across the campus.

School Processes & Programs

Problem Statement 1: Safety and security require strengthened awareness, understanding, and consistent implementation of campus safety protocols among all stakeholders. Renovations to J and M Halls, including additional hallways and classrooms, have increased supervision and monitoring needs. Additionally, consistent adherence to campus-wide exterior door safety protocols remains a priority. **Root Cause**: Recent campus renovations, the addition of new hallways and classrooms, and ongoing operational and logistical changes have expanded campus supervision and safety monitoring needs. These changes require continued training, communication, reinforcement, and monitoring of established campus safety and exterior door protocols to maintain consistent implementation across the campus.

Problem Statement 8: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Perceptions

Problem Statement 4: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Problem Statement 5: Safety and security require strengthened awareness, understanding, and consistent implementation of campus safety protocols among all stakeholders. Renovations to J and M Halls, including additional hallways and classrooms, have increased supervision and monitoring needs. Additionally, consistent adherence to campus-wide exterior door safety protocols remains a priority. **Root Cause**: Recent campus renovations, the addition of new hallways and classrooms, and ongoing operational and logistical changes have expanded campus supervision and safety monitoring needs. These changes require continued training, communication, reinforcement, and monitoring of established campus safety and exterior door protocols to maintain consistent implementation across the campus.

Priority 1: Student Academic Success

Goal 3: By June 2027, student achievement on the state assessments in Algebra I will increase at approaches from 64% to 85%, meets from 23% to 45%, and masters from 8% to 35% on the STAAR test.

Evaluation Data Sources: EOC Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Monitor and adjust instruction based on formative and summative assessment results. Train teachers to track evidence of mastery and adjust instruction immediately. **Strategy's Expected Result/Impact:** To move students from Approaches - Meets - Masters, you need precise, targeted instruction based on where students are. Approaches-level students: Focus on foundational skills with scaffolds, manipulatives, and re-teach in small groups. Meets-level students: Push rigor with STAAR-released questions, error analysis, and multi-step word problems. Masters-level students: Engage in enrichment tasks (e.g., real-world modeling, multi-representation challenges). **Staff Responsible for Monitoring:** DeAndrea Bivens (Assistant Principal), Tambia Wesco (Associate Principal), Danny Colbert (Principal) **Problem Statements:** Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 6, 8 - Perceptions 2, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Students will engage in daily academic discourse and consistently demonstrate their mathematical thinking through written work, models, and explanations. **Strategy's Expected Result/Impact:** Academic Discourse: Implement QSSSA or "Turn and Talk + Justify" daily. Require students to explain their reasoning and justify why their solutions work. Showing Mathematical Thinking: Require students to consistently demonstrate their thinking through written work, models, multiple representations, and verbal explanations. HQIM Alignment: Ensure daily instruction and assessments reflect STAAR-level rigor through multi-representational tasks, real-world applications, and opportunities for justification. Student Ownership: Gradually shift from teacher-led modeling to student-led problem-solving, explanation, and justification. **Staff Responsible for Monitoring:** DeAndrea Bivens (Assistant Principal), Tambia Wesco (Associate Principal), Danny Colbert (Principal) **Problem Statements:** Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 6, 8 - Perceptions 2, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Utilize unit/lesson internalization and PLC protocal to ensure PLC's have strong effective PLC processes to drive instructional improvements. **Strategy's Expected Result/Impact:** To strengthen the PLC process and aligning best practices resulting in improved tier 1 instruction and student mastery. **Staff Responsible for Monitoring:** DeAndrea Bivens (Assistant Principal), Tambia Wesco (Associate Principal), Danny Colbert (Principal) **Problem Statements:** Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 6, 8 - Perceptions 2, 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 1: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.

Demographics

Problem Statement 3: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Student Learning

Problem Statement 1: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Problem Statement 3: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.

School Processes & Programs

Problem Statement 6: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.

Problem Statement 8: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Perceptions

Problem Statement 2: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.

Problem Statement 4: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Priority 1: Student Academic Success

Goal 4: By June 2027, student achievement on the state assessments in Biology will increase at approaches from 90% to 95%, meets from 56% to 60%, and masters from17% to 35% on the STAAR test.

Evaluation Data Sources: EOC Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Using aggressive monitoring, providing teachers with immediate feedback, calibration walks, and weekly academic meetings. **Strategy's Expected Result/Impact:** During PLC's teachers will use the data collected from several data points to create interventions for students. **Staff Responsible for Monitoring:** Jernard Griggs(Assistant Principal), Kennisha Johnson (District Coordinator), Tambia Wesco (Associate Principal), Danny Colbert (Principal) **Problem Statements:** Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 6, 8 - Perceptions 2, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Utilize unit/lesson internalization and PLC protocal to ensure PLC's have strong effective PLC processes to drive instructional improvements. The teachers will guide students in being able to assess their own growth. **Strategy's Expected Result/Impact:** Providing students the opportunity to take ownership of tracking, setting goals, and analyzing their own formal and informal data from assessments by utilizing student trackers . **Staff Responsible for Monitoring:** Jernard Griggs(Assistant Principal), Kennisha Johnson (District Coordinator), Tambia Wesco (Associate Principal), Danny Colbert (Principal) **Problem Statements:** Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 6, 8 - Perceptions 2, 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4 Problem Statements:

Demographics

Problem Statement 1: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.

Problem Statement 3: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Student Learning

Problem Statement 1: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Problem Statement 3: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.

School Processes & Programs

Problem Statement 6: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.

Problem Statement 8: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Perceptions

Problem Statement 2: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.

Problem Statement 4: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Priority 1: Student Academic Success

Goal 5: By June 2027, student achievement on the state assessments in US History will increase at approaches from 94% to 95%, meets from 66% to 70%, and masters from 26% to 35% on the STAAR test.

Evaluation Data Sources: EOC Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: We will focus on proving strategies that focuses on high-yielding content during PLC. We will use STAAR aligned questions, practice test skills, differentiate and track progress to impact our assessment scores **Strategy's Expected Result/Impact:** To obtain improvements in EOC History data that shows growth in Meets and Masters. Our goal is to earn another Academic Distinction Award for the 25-26 school year for the History Team **Staff Responsible for Monitoring:** Goodwin Walker (Assistant Principal), Myronda Mays (District Coordinator), Tambia Wesco (Associate Principal), Danny Colbert (Principal) **Problem Statements:** Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 6, 8 - Perceptions 2, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: We will use Lowman HQIM daily to improve DCA's and EOC's data. EOC History bootcamp will be provided as a reinforcement for support to ensure our scores improve. Teachers will implement academic discourse strategies during instructional time. **Strategy's Expected Result/Impact:** Students will participate in meaningful academic discourse throughout the lesson cycle (QSSA, debates, and etc.). Academic distinctions, EOCs gain at least 5% or more on assessments. **Staff Responsible for Monitoring:** Goodwin Walker (Assistant Principal), Myronda Mays (District Coordinator), Tambia Wesco (Associate Principal), Danny Colbert (Principal) **Problem Statements:** Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 6, 8 - Perceptions 2, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Utilize unit/lesson internalization and PLC protocal to ensure PLC's have strong effective PLC processes to drive instructional improvements. **Strategy's Expected Result/Impact:** To strengthen the PLC process and aligning best practices resulting in improved tier 1 instruction and student mastery. **Staff Responsible for Monitoring:** Goodwin Walker (Assistant Principal), Myronda Mays (District Coordinator), Tambia Wesco (Associate Principal), Danny Colbert (Principal) **Problem Statements:** Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 6, 8 - Perceptions 2, 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5 Problem Statements:

Demographics
Problem Statement 1: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.
Problem Statement 3: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.
Student Learning
Problem Statement 1: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.
Problem Statement 3: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.
School Processes & Programs
Problem Statement 6: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.
Problem Statement 8: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Perceptions

Problem Statement 2: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.

Problem Statement 4: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Priority 2: Students, Families, and Community

Goal 1: Maintain a graduation completion rate of 99% or higher by June 2027 as measured by annual graduation outcomes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Counselors will ensure that every student receives the individualized support they need to successfully complete their high school journey. Through weekly structured collaboration and targeted interventions, the counseling department will eliminate barriers and provide a clear path to graduation for each student. **Strategy's Expected Result/Impact:** Maintain a graduation completion rate of 99% or higher by June 2027 as measured by annual graduation outcomes. **Staff Responsible for Monitoring:** Natoyia Jyles (Assistant Principal), Tambia Wesco (Associate Principal), Danny Colbert (Principal), Marquita Lewis (Counselor) **Problem Statements:** Demographics 7, 9 - Student Learning 7, 9 - School Processes & Programs 4, 9 - Perceptions 8, 10				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Senior administrators will implement a comprehensive attendance tracking system that identifies students who have 5 or more absences in one period. **Strategy's Expected Result/Impact:** By consistently monitoring and addressing attendance concerns, students will be less likely to fall behind academically or disengage from school. Improved daily attendance will lead to stronger course credit completion, decreased dropout risk, and higher levels of student engagement. **Staff Responsible for Monitoring:** Savannah Thomas (Assistant Principal), Deandrea Bivens (Assistant Principal), Natoya Jyles (Assistant Principal), Erika Johnson (Associate Principal), Marquita Lewis (Counselor) **Problem Statements:** Demographics 8 - Student Learning 8 - School Processes & Programs 5 - Perceptions 9				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 7: The counseling department has been trained to address the social and emotional needs of all our students. Based on the Fall 2025 Panorama Survey, 48% of students surveyed that they are struggling with difficulty when regulating their emotions. **Root Cause**: There is a lack of meaningful connections with adults in the school community. When students do not feel supported, understood, or valued by trusted adults, they experience increased stress, isolation, and difficulty managing emotions. This disconnect limits their ability to develop healthy coping strategies, and in seeking guidance when needed.

Demographics

Problem Statement 8: Chronic absenteeism and truancy remain distinct attendance concerns that impact student engagement, academic performance, and overall school outcomes. Both require consistent tracking, analysis, and reporting of data to identify patterns, monitor interventions, and ensure timely follow-up and implementation of established procedures **Root Cause**: Contributing factors include inconsistent student attendance patterns, varying levels of family engagement, and the need for consistent use of attendance data, timely interventions, communication, and follow-up to address both chronic absenteeism and truancy.

Problem Statement 9: Students continue to experience academic and attendance barriers despite increased counseling interventions and support structures. **Root Cause**: Additional systems are needed to consistently monitor student progress and evaluate the effectiveness of interventions in a timely manner

Student Learning

Problem Statement 7: The counseling department has been trained to address the social and emotional needs of all our students. Based on the Fall 2025 Panorama Survey, 48% of students surveyed that they are struggling with difficulty when regulating their emotions. **Root Cause**: There is a lack of meaningful connections with adults in the school community. When students do not feel supported, understood, or valued by trusted adults, they experience increased stress, isolation, and difficulty managing emotions. This disconnect limits their ability to develop healthy coping strategies, and in seeking guidance when needed.

Problem Statement 8: Chronic absenteeism and truancy remain distinct attendance concerns that impact student engagement, academic performance, and overall school outcomes. Both require consistent tracking, analysis, and reporting of data to identify patterns, monitor interventions, and ensure timely follow-up and implementation of established procedures **Root Cause**: Contributing factors include inconsistent student attendance patterns, varying levels of family engagement, and the need for consistent use of attendance data, timely interventions, communication, and follow-up to address both chronic absenteeism and truancy.

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School Processes & Programs

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Problem Statement 5: Chronic absenteeism and truancy remain distinct attendance concerns that impact student engagement, academic performance, and overall school outcomes. Both require consistent tracking, analysis, and reporting of data to identify patterns, monitor interventions, and ensure timely follow-up and implementation of established procedures **Root Cause**: Contributing factors include inconsistent student attendance patterns, varying levels of family engagement, and the need for consistent use of attendance data, timely interventions, communication, and follow-up to address both chronic absenteeism and truancy.

Problem Statement 9: Students continue to experience academic and attendance barriers despite increased counseling interventions and support structures. **Root Cause**: Additional systems are needed to consistently monitor student progress and evaluate the effectiveness of interventions in a timely manner

Perceptions

Problem Statement 8: The counseling department has been trained to address the social and emotional needs of all our students. Based on the Fall 2025 Panorama Survey, 48% of students surveyed that they are struggling with difficulty when regulating their emotions. **Root Cause**: There is a lack of meaningful connections with adults in the school community. When students do not feel supported, understood, or valued by trusted adults, they experience increased stress, isolation, and difficulty managing emotions. This disconnect limits their ability to develop healthy coping strategies, and in seeking guidance when needed.

Problem Statement 9: Chronic absenteeism and truancy remain distinct attendance concerns that impact student engagement, academic performance, and overall school outcomes. Both require consistent tracking, analysis, and reporting of data to identify patterns, monitor interventions, and ensure timely follow-up and implementation of established procedures **Root Cause**: Contributing factors include inconsistent student attendance patterns, varying levels of family engagement, and the need for consistent use of attendance data, timely interventions, communication, and follow-up to address both chronic absenteeism and truancy.

Perceptions
Problem Statement 10: Students continue to experience academic and attendance barriers despite increased counseling interventions and support structures. **Root Cause**: Additional systems are needed to consistently monitor student progress and evaluate the effectiveness of interventions in a timely manner

Priority 2: Students, Families, and Community

Goal 2: By June 2027, the percentage of students meeting CCMR requirements will increase from 80% to 97%. Understanding this increase will be reported as lag data for the 27/28 school year.

Evaluation Data Sources: CCMR T.E.A. Data/Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: The strategy to increase the percentage is to ensure that all students are CCMR met prior to senior year. For seniors that have not met the CCMR requirement by senior year early release and late arrival will not be an option. Seniors that are not on a conherent pathway to meet will be placed on the entreprenuership track. **Strategy's Expected Result/Impact:** By incorporating this strategy all students will be able to meet the CCMR requirements at a rate of 85% or higher. **Staff Responsible for Monitoring:** Kaneaka Brock (Associate Principal), Savannah Thomas (Assistant Principal), Gerardo Fuentes (Assistant Principal) Natoyia Jyles (Assistant Principal) and Suzanne Riddlespriger-Brown (Assistant Principal) **Problem Statements:** Demographics 2, 5 - Student Learning 2, 5 - School Processes & Programs 2, 7 - Perceptions 3, 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: The counseling department will use a CCMR Course Alignment student tracker to ensure students are meeting their program of study requirements. **Strategy's Expected Result/Impact:** All students in a program of study will be a completer with an IBC by their Senior year. **Staff Responsible for Monitoring:** Kaneaka Brock (Associate Principal), Savannah Thomas (Assistant Principal), Natoyia Jyles (Assistant Principal) Gerardo Fuentes (Assistant Principal), and Suzanne Riddlespriger-Brown (Assistant Principal) **Problem Statements:** Demographics 2, 5 - Student Learning 2, 5 - School Processes & Programs 2, 7 - Perceptions 3, 6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Demographics

Problem Statement 2: Student participation in the SAT and ACT is low, and the average scores are below expectations. **Root Cause**: There aren't any systems or allotted time in place to guide teachers in rigor and SAT/ACT preparation.

Problem Statement 5: Students at Duncanville High School are provided a plethora of programs including CTE, AP, and Dual Credit, making it a school of choice when compared to competing area schools. Based on student participation in Dual Credit of 18.2%. This number indicates only a small number of students are earning college credit with at least 3 hours in RLA/Math or 9 hours in any subject. **Root Cause**: There is a need to increase access and availability to all students. Marketing to all stakeholders is nonexistent. The enrollment process is not streamlined with a continuous system from year to year. Course availability is limited to only a few courses not equitable for all.

Student Learning

Problem Statement 2: Student participation in the SAT and ACT is low, and the average scores are below expectations. **Root Cause**: There aren't any systems or allotted time in place to guide teachers in rigor and SAT/ACT preparation.

Problem Statement 5: Students at Duncanville High School are provided a plethora of programs including CTE, AP, and Dual Credit, making it a school of choice when compared to competing area schools. Based on student participation in Dual Credit of 18.2%. This number indicates only a small number of students are earning college credit with at least 3 hours in RLA/Math or 9 hours in any subject. **Root Cause**: There is a need to increase access and availability to all students. Marketing to all stakeholders is nonexistent. The enrollment process is not streamlined with a continuous system from year to year. Course availability is limited to only a few courses not equitable for all.

School Processes & Programs

Problem Statement 2: Students at Duncanville High School are provided a plethora of programs including CTE, AP, and Dual Credit, making it a school of choice when compared to competing area schools. Based on student participation in Dual Credit of 18.2%. This number indicates only a small number of students are earning college credit with at least 3 hours in RLA/Math or 9 hours in any subject. **Root Cause**: There is a need to increase access and availability to all students. Marketing to all stakeholders is nonexistent. The enrollment process is not streamlined with a continuous system from year to year. Course availability is limited to only a few courses not equitable for all.

Problem Statement 7: Student participation in the SAT and ACT is low, and the average scores are below expectations. **Root Cause**: There aren't any systems or allotted time in place to guide teachers in rigor and SAT/ACT preparation.

Perceptions

Problem Statement 3: Student participation in the SAT and ACT is low, and the average scores are below expectations. **Root Cause**: There aren't any systems or allotted time in place to guide teachers in rigor and SAT/ACT preparation.

Problem Statement 6: Students at Duncanville High School are provided a plethora of programs including CTE, AP, and Dual Credit, making it a school of choice when compared to competing area schools. Based on student participation in Dual Credit of 18.2%. This number indicates only a small number of students are earning college credit with at least 3 hours in RLA/Math or 9 hours in any subject. **Root Cause**: There is a need to increase access and availability to all students. Marketing to all stakeholders is nonexistent. The enrollment process is not streamlined with a continuous system from year to year. Course availability is limited to only a few courses not equitable for all.

Priority 2: Students, Families, and Community

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 63.5% to 70%.

Evaluation Data Sources: Associate Degree Results
Graduation Rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Conduct dual credit degree audits with Dallas College three times a year. **Strategy's Expected Result/Impact:** An increase in students receiving Associate's degrees because we are monitoring progress. **Staff Responsible for Monitoring:** Dr. Staats (Principal) **Problem Statements:** Demographics 5 - Student Learning 5 - School Processes & Programs 2 - Perceptions 6				

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:** An increase in students receiving Associate's degrees because we are monitoring progress. **Staff Responsible for Monitoring:** Dr. Staats (Principal) **Problem Statements:** Demographics 9 - Student Learning 9 - School Processes & Programs 9 - Perceptions 10				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 5: Students at Duncanville High School are provided a plethora of programs including CTE, AP, and Dual Credit, making it a school of choice when compared to competing area schools. Based on student participation in Dual Credit of 18.2%. This number indicates only a small number of students are earning college credit with at least 3 hours in RLA/Math or 9 hours in any subject. **Root Cause**: There is a need to increase access and availability to all students. Marketing to all stakeholders is nonexistent. The enrollment process is not streamlined with a continuous system from year to year. Course availability is limited to only a few courses not equitable for all.
Problem Statement 9: Students continue to experience academic and attendance barriers despite increased counseling interventions and support structures. **Root Cause**: Additional systems are needed to consistently monitor student progress and evaluate the effectiveness of interventions in a timely manner

Student Learning

Problem Statement 5: Students at Duncanville High School are provided a plethora of programs including CTE, AP, and Dual Credit, making it a school of choice when compared to competing area schools. Based on student participation in Dual Credit of 18.2%. This number indicates only a small number of students are earning college credit with at least 3 hours in RLA/Math or 9 hours in any subject. **Root Cause**: There is a need to increase access and availability to all students. Marketing to all stakeholders is nonexistent. The enrollment process is not streamlined with a continuous system from year to year. Course availability is limited to only a few courses not equitable for all.

Problem Statement 9: Students continue to experience academic and attendance barriers despite increased counseling interventions and support structures. **Root Cause**: Additional systems are needed to consistently monitor student progress and evaluate the effectiveness of interventions in a timely manner

School Processes & Programs

Problem Statement 2: Students at Duncanville High School are provided a plethora of programs including CTE, AP, and Dual Credit, making it a school of choice when compared to competing area schools. Based on student participation in Dual Credit of 18.2%. This number indicates only a small number of students are earning college credit with at least 3 hours in RLA/Math or 9 hours in any subject. **Root Cause**: There is a need to increase access and availability to all students. Marketing to all stakeholders is nonexistent. The enrollment process is not streamlined with a continuous system from year to year. Course availability is limited to only a few courses not equitable for all.

Problem Statement 9: Students continue to experience academic and attendance barriers despite increased counseling interventions and support structures. **Root Cause**: Additional systems are needed to consistently monitor student progress and evaluate the effectiveness of interventions in a timely manner

Perceptions

Problem Statement 6: Students at Duncanville High School are provided a plethora of programs including CTE, AP, and Dual Credit, making it a school of choice when compared to competing area schools. Based on student participation in Dual Credit of 18.2%. This number indicates only a small number of students are earning college credit with at least 3 hours in RLA/Math or 9 hours in any subject. **Root Cause**: There is a need to increase access and availability to all students. Marketing to all stakeholders is nonexistent. The enrollment process is not streamlined with a continuous system from year to year. Course availability is limited to only a few courses not equitable for all.

Problem Statement 10: Students continue to experience academic and attendance barriers despite increased counseling interventions and support structures. **Root Cause**: Additional systems are needed to consistently monitor student progress and evaluate the effectiveness of interventions in a timely manner

Priority 2: Students, Families, and Community

Goal 4: By June 2027, the percentage of dropouts will be maintained at or below 1.0%.

Evaluation Data Sources: Drop Out T.E.A. Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Counselors will implement a comprehensive dropout prevention program that provides early identification, targeted support, and consistent monitoring for at-risk students. **Strategy's Expected Result/Impact:** By June 2027, the percentage of dropouts will be maintained at or below 1.0%. **Staff Responsible for Monitoring:** Natoyia Jyles (Assistant Principal), Danny Colbert (Principal) and Marquita Lewis (Counselor) **Problem Statements:** Demographics 7, 8, 9 - Student Learning 7, 8, 9 - School Processes & Programs 4, 5, 9 - Perceptions 8, 9, 10				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Providing a pathway for the Emerging Bilingual students to receive support and academic success through the Newcomer program **Strategy's Expected Result/Impact:** Have a system in place to identify and recommend Bilingual students to the Newcomer program. **Staff Responsible for Monitoring:** Oneyda Schow (Registrar), Marquita Lewis (Counselor), All Teachers and Administration **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 6 - Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4 Problem Statements:

Demographics
Problem Statement 1: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.

Demographics

Problem Statement 7: The counseling department has been trained to address the social and emotional needs of all our students. Based on the Fall 2025 Panorama Survey, 48% of students surveyed that they are struggling with difficulty when regulating their emotions. **Root Cause**: There is a lack of meaningful connections with adults in the school community. When students do not feel supported, understood, or valued by trusted adults, they experience increased stress, isolation, and difficulty managing emotions. This disconnect limits their ability to develop healthy coping strategies, and in seeking guidance when needed.

Problem Statement 8: Chronic absenteeism and truancy remain distinct attendance concerns that impact student engagement, academic performance, and overall school outcomes. Both require consistent tracking, analysis, and reporting of data to identify patterns, monitor interventions, and ensure timely follow-up and implementation of established procedures **Root Cause**: Contributing factors include inconsistent student attendance patterns, varying levels of family engagement, and the need for consistent use of attendance data, timely interventions, communication, and follow-up to address both chronic absenteeism and truancy.

Problem Statement 9: Students continue to experience academic and attendance barriers despite increased counseling interventions and support structures. **Root Cause**: Additional systems are needed to consistently monitor student progress and evaluate the effectiveness of interventions in a timely manner

Student Learning

Problem Statement 3: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.

Problem Statement 7: The counseling department has been trained to address the social and emotional needs of all our students. Based on the Fall 2025 Panorama Survey, 48% of students surveyed that they are struggling with difficulty when regulating their emotions. **Root Cause**: There is a lack of meaningful connections with adults in the school community. When students do not feel supported, understood, or valued by trusted adults, they experience increased stress, isolation, and difficulty managing emotions. This disconnect limits their ability to develop healthy coping strategies, and in seeking guidance when needed.

Problem Statement 8: Chronic absenteeism and truancy remain distinct attendance concerns that impact student engagement, academic performance, and overall school outcomes. Both require consistent tracking, analysis, and reporting of data to identify patterns, monitor interventions, and ensure timely follow-up and implementation of established procedures **Root Cause**: Contributing factors include inconsistent student attendance patterns, varying levels of family engagement, and the need for consistent use of attendance data, timely interventions, communication, and follow-up to address both chronic absenteeism and truancy.

Problem Statement 9: Students continue to experience academic and attendance barriers despite increased counseling interventions and support structures. **Root Cause**: Additional systems are needed to consistently monitor student progress and evaluate the effectiveness of interventions in a timely manner

School Processes & Programs

Problem Statement 4: The counseling department has been trained to address the social and emotional needs of all our students. Based on the Fall 2025 Panorama Survey, 48% of students surveyed that they are struggling with difficulty when regulating their emotions. **Root Cause**: There is a lack of meaningful connections with adults in the school community. When students do not feel supported, understood, or valued by trusted adults, they experience increased stress, isolation, and difficulty managing emotions. This disconnect limits their ability to develop healthy coping strategies, and in seeking guidance when needed.

Problem Statement 5: Chronic absenteeism and truancy remain distinct attendance concerns that impact student engagement, academic performance, and overall school outcomes. Both require consistent tracking, analysis, and reporting of data to identify patterns, monitor interventions, and ensure timely follow-up and implementation of established procedures **Root Cause**: Contributing factors include inconsistent student attendance patterns, varying levels of family engagement, and the need for consistent use of attendance data, timely interventions, communication, and follow-up to address both chronic absenteeism and truancy.

Problem Statement 6: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.

Problem Statement 9: Students continue to experience academic and attendance barriers despite increased counseling interventions and support structures. **Root Cause**: Additional systems are needed to consistently monitor student progress and evaluate the effectiveness of interventions in a timely manner

Perceptions

Problem Statement 2: There is a growing number of EB students who are not receiving adequate support as evident by EB students scoring 35% at Meets on EOC assessments. **Root Cause**: Teachers are not adequately trained and need more PD opportunities to support EB students during classroom instruction. There is not a system in place to support EB students.

Problem Statement 8: The counseling department has been trained to address the social and emotional needs of all our students. Based on the Fall 2025 Panorama Survey, 48% of students surveyed that they are struggling with difficulty when regulating their emotions. **Root Cause**: There is a lack of meaningful connections with adults in the school community. When students do not feel supported, understood, or valued by trusted adults, they experience increased stress, isolation, and difficulty managing emotions. This disconnect limits their ability to develop healthy coping strategies, and in seeking guidance when needed.

Problem Statement 9: Chronic absenteeism and truancy remain distinct attendance concerns that impact student engagement, academic performance, and overall school outcomes. Both require consistent tracking, analysis, and reporting of data to identify patterns, monitor interventions, and ensure timely follow-up and implementation of established procedures **Root Cause**: Contributing factors include inconsistent student attendance patterns, varying levels of family engagement, and the need for consistent use of attendance data, timely interventions, communication, and follow-up to address both chronic absenteeism and truancy.

Problem Statement 10: Students continue to experience academic and attendance barriers despite increased counseling interventions and support structures. **Root Cause**: Additional systems are needed to consistently monitor student progress and evaluate the effectiveness of interventions in a timely manner

Priority 2: Students, Families, and Community

Goal 5: By June 2027, the ADA will increase from 87.69% to 93%.

Evaluation Data Sources: ADA End-of-Year Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Utilize the established attendance monitoring system to consistently track and analyze chronic absenteeism and truancy data. **Strategy's Expected Result/Impact:** Increase student daily attendance, reduce chronic absenteeism and truancy, and strengthen the consistent use and reporting of attendance data resulting in increased student engagement and academic performance. **Staff Responsible for Monitoring:** Erika Johnson Williams (Associate Principal) and Danny Colbert (Principal) **Problem Statements:** Demographics 8 - Student Learning 8 - School Processes & Programs 5 - Perceptions 9				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: The counselors will meet with students monthly who have chronic absenteeism to devise a plan of support and provide counseling services as needed. **Strategy's Expected Result/Impact:** DHS will see an increase in student attendance. By June 2027, the ADA will increase from 87.69% to 93%. **Staff Responsible for Monitoring:** Natoyia Jyles (Assistant Principal) and Marquita Lewis (Counselor) **Problem Statements:** Demographics 8, 9 - Student Learning 8, 9 - School Processes & Programs 5, 9 - Perceptions 9, 10				

No Progress Accomplished Continue/Modify Discontinue

Goal 5 Problem Statements:

Demographics
Problem Statement 8: Chronic absenteeism and truancy remain distinct attendance concerns that impact student engagement, academic performance, and overall school outcomes. Both require consistent tracking, analysis, and reporting of data to identify patterns, monitor interventions, and ensure timely follow-up and implementation of established procedures **Root Cause**: Contributing factors include inconsistent student attendance patterns, varying levels of family engagement, and the need for consistent use of attendance data, timely interventions, communication, and follow-up to address both chronic absenteeism and truancy.

Demographics

Problem Statement 9: Students continue to experience academic and attendance barriers despite increased counseling interventions and support structures. **Root Cause**: Additional systems are needed to consistently monitor student progress and evaluate the effectiveness of interventions in a timely manner

Student Learning

Problem Statement 8: Chronic absenteeism and truancy remain distinct attendance concerns that impact student engagement, academic performance, and overall school outcomes. Both require consistent tracking, analysis, and reporting of data to identify patterns, monitor interventions, and ensure timely follow-up and implementation of established procedures **Root Cause**: Contributing factors include inconsistent student attendance patterns, varying levels of family engagement, and the need for consistent use of attendance data, timely interventions, communication, and follow-up to address both chronic absenteeism and truancy.

Problem Statement 9: Students continue to experience academic and attendance barriers despite increased counseling interventions and support structures. **Root Cause**: Additional systems are needed to consistently monitor student progress and evaluate the effectiveness of interventions in a timely manner

School Processes & Programs

Problem Statement 5: Chronic absenteeism and truancy remain distinct attendance concerns that impact student engagement, academic performance, and overall school outcomes. Both require consistent tracking, analysis, and reporting of data to identify patterns, monitor interventions, and ensure timely follow-up and implementation of established procedures **Root Cause**: Contributing factors include inconsistent student attendance patterns, varying levels of family engagement, and the need for consistent use of attendance data, timely interventions, communication, and follow-up to address both chronic absenteeism and truancy.

Problem Statement 9: Students continue to experience academic and attendance barriers despite increased counseling interventions and support structures. **Root Cause**: Additional systems are needed to consistently monitor student progress and evaluate the effectiveness of interventions in a timely manner

Perceptions

Problem Statement 9: Chronic absenteeism and truancy remain distinct attendance concerns that impact student engagement, academic performance, and overall school outcomes. Both require consistent tracking, analysis, and reporting of data to identify patterns, monitor interventions, and ensure timely follow-up and implementation of established procedures **Root Cause**: Contributing factors include inconsistent student attendance patterns, varying levels of family engagement, and the need for consistent use of attendance data, timely interventions, communication, and follow-up to address both chronic absenteeism and truancy.

Problem Statement 10: Students continue to experience academic and attendance barriers despite increased counseling interventions and support structures. **Root Cause**: Additional systems are needed to consistently monitor student progress and evaluate the effectiveness of interventions in a timely manner

Priority 2: Students, Families, and Community

Goal 6: By June 2027, the percent of students meeting TSIA by assessment will increase from 24% to 35%.

HB3 Priority

Evaluation Data Sources: TSI Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: TSI Prep will be pushed through non tested content areas specifically Algebra 2 and English III. Students will also be provided more opportunities to test to ensure mastery. Students not mastering test will be provided in class tutoring based on diagnostic report from TSI. **Strategy's Expected Result/Impact:** By allowing more testing opportunities and in class diagnostic tutoring more students will master TSI without Texas College Bridge. **Staff Responsible for Monitoring:** Kaneaka Brock (Associate Principal), Natoyia Jyles (Assistant Principal) and Danny Colbert (Principal) **Problem Statements:** Demographics 5 - Student Learning 5 - School Processes & Programs 2 - Perceptions 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: The campus will offer the first TSI test at no cost to the student. **Strategy's Expected Result/Impact:** An increase in students taking the TSI test. **Staff Responsible for Monitoring:** Kaneaka Brock (Associate Principal), Marquita Lewis (Counselor), Natoyia Jyles (Assistant Principal) **Problem Statements:** Demographics 5 - Student Learning 5 - School Processes & Programs 2 - Perceptions 6				

No Progress Accomplished Continue/Modify Discontinue

Goal 6 Problem Statements:

Demographics
Problem Statement 5: Students at Duncanville High School are provided a plethora of programs including CTE, AP, and Dual Credit, making it a school of choice when compared to competing area schools. Based on student participation in Dual Credit of 18.2%. This number indicates only a small number of students are earning college credit with at least 3 hours in RLA/Math or 9 hours in any subject. **Root Cause**: There is a need to increase access and availability to all students. Marketing to all stakeholders is nonexistent. The enrollment process is not streamlined with a continuous system from year to year. Course availability is limited to only a few courses not equitable for all.

Student Learning

Problem Statement 5: Students at Duncanville High School are provided a plethora of programs including CTE, AP, and Dual Credit, making it a school of choice when compared to competing area schools. Based on student participation in Dual Credit of 18.2%. This number indicates only a small number of students are earning college credit with at least 3 hours in RLA/Math or 9 hours in any subject. **Root Cause**: There is a need to increase access and availability to all students. Marketing to all stakeholders is nonexistent. The enrollment process is not streamlined with a continuous system from year to year. Course availability is limited to only a few courses not equitable for all.

School Processes & Programs

Problem Statement 2: Students at Duncanville High School are provided a plethora of programs including CTE, AP, and Dual Credit, making it a school of choice when compared to competing area schools. Based on student participation in Dual Credit of 18.2%. This number indicates only a small number of students are earning college credit with at least 3 hours in RLA/Math or 9 hours in any subject. **Root Cause**: There is a need to increase access and availability to all students. Marketing to all stakeholders is nonexistent. The enrollment process is not streamlined with a continuous system from year to year. Course availability is limited to only a few courses not equitable for all.

Perceptions

Problem Statement 6: Students at Duncanville High School are provided a plethora of programs including CTE, AP, and Dual Credit, making it a school of choice when compared to competing area schools. Based on student participation in Dual Credit of 18.2%. This number indicates only a small number of students are earning college credit with at least 3 hours in RLA/Math or 9 hours in any subject. **Root Cause**: There is a need to increase access and availability to all students. Marketing to all stakeholders is nonexistent. The enrollment process is not streamlined with a continuous system from year to year. Course availability is limited to only a few courses not equitable for all.

Priority 2: Students, Families, and Community

Goal 7: By June 2027, strengthen campus-wide supervision by strategically assigning staff to high-traffic areas and newly added hallways, while ensuring consistent monitoring of exterior doors and adherence to established safety protocols.

Evaluation Data Sources: Staff Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Strategically assign staff to provide consistent supervision and monitoring during arrival, dismissal, passing periods, and instructional time in high-traffic areas and newly added hallways, while reinforcing campus-wide exterior door safety protocols and monitoring. **Strategy's Expected Result/Impact:** Improved supervision in high-traffic and newly added areas to reduce safety and discipline incidents, increase consistency in implementing campus safety and exterior door protocols, and strengthen safety practices through ongoing monitoring, feedback, and incident data. **Staff Responsible for Monitoring:** Erika Johnson Williams (Associate Principal) and Danny Colbert (Principal) **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 1 - Perceptions 5				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 7 Problem Statements:

Demographics
Problem Statement 4: Safety and security require strengthened awareness, understanding, and consistent implementation of campus safety protocols among all stakeholders. Renovations to J and M Halls, including additional hallways and classrooms, have increased supervision and monitoring needs. Additionally, consistent adherence to campus-wide exterior door safety protocols remains a priority. **Root Cause**: Recent campus renovations, the addition of new hallways and classrooms, and ongoing operational and logistical changes have expanded campus supervision and safety monitoring needs. These changes require continued training, communication, reinforcement, and monitoring of established campus safety and exterior door protocols to maintain consistent implementation across the campus.

Student Learning
Problem Statement 4: Safety and security require strengthened awareness, understanding, and consistent implementation of campus safety protocols among all stakeholders. Renovations to J and M Halls, including additional hallways and classrooms, have increased supervision and monitoring needs. Additionally, consistent adherence to campus-wide exterior door safety protocols remains a priority. **Root Cause**: Recent campus renovations, the addition of new hallways and classrooms, and ongoing operational and logistical changes have expanded campus supervision and safety monitoring needs. These changes require continued training, communication, reinforcement, and monitoring of established campus safety and exterior door protocols to maintain consistent implementation across the campus.

School Processes & Programs

Problem Statement 1: Safety and security require strengthened awareness, understanding, and consistent implementation of campus safety protocols among all stakeholders. Renovations to J and M Halls, including additional hallways and classrooms, have increased supervision and monitoring needs. Additionally, consistent adherence to campus-wide exterior door safety protocols remains a priority. **Root Cause**: Recent campus renovations, the addition of new hallways and classrooms, and ongoing operational and logistical changes have expanded campus supervision and safety monitoring needs. These changes require continued training, communication, reinforcement, and monitoring of established campus safety and exterior door protocols to maintain consistent implementation across the campus.

Perceptions

Problem Statement 5: Safety and security require strengthened awareness, understanding, and consistent implementation of campus safety protocols among all stakeholders. Renovations to J and M Halls, including additional hallways and classrooms, have increased supervision and monitoring needs. Additionally, consistent adherence to campus-wide exterior door safety protocols remains a priority. **Root Cause**: Recent campus renovations, the addition of new hallways and classrooms, and ongoing operational and logistical changes have expanded campus supervision and safety monitoring needs. These changes require continued training, communication, reinforcement, and monitoring of established campus safety and exterior door protocols to maintain consistent implementation across the campus.

Priority 2: Students, Families, and Community

Goal 8: By June 2027, reduce overall discipline referrals by 10% through increased student accountability, consistent reinforcement of campus and classroom expectations, targeted interventions.

Evaluation Data Sources: Discipline Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Utilize discipline data to monitor referrals, identify behavior patterns, reinforce campus and classroom expectations, and provide targeted interventions to address behaviors before they escalate. **Strategy's Expected Result/Impact:** Reduction in overall discipline referrals, particularly for tardiness/skipping, personal and electronic device violations, with increased student accountability, engagement, and adherence to campus and classroom behavior expectations. **Staff Responsible for Monitoring:** Erika Johnson Williams (Associate Principal) and Danny Colbert (Principal) **Problem Statements:** Demographics 6 - Student Learning 6 - School Processes & Programs 3 - Perceptions 7				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 8 Problem Statements:

Demographics
Problem Statement 6: A total of 8,514 discipline offenses were recorded for the 2025-2026 school year. Of the total referrals, 33% were for tardy/skipping, 29% personal communication devices, while 11% were for classroom insubordination. These three categories accounted for 73% of all discipline offenses. This indicates a challenge in maintaining student engagement and consistent adherence to behavior expectations. **Root Cause**: Contributing factors include the need for greater student accountability, consistent reinforcement of classroom and campus expectations, targeted interventions for recurring behavior patterns, and strengthened leadership monitoring and communication to ensure expectations and consequences are implemented consistently across the campus.

Student Learning
Problem Statement 6: A total of 8,514 discipline offenses were recorded for the 2025-2026 school year. Of the total referrals, 33% were for tardy/skipping, 29% personal communication devices, while 11% were for classroom insubordination. These three categories accounted for 73% of all discipline offenses. This indicates a challenge in maintaining student engagement and consistent adherence to behavior expectations. **Root Cause**: Contributing factors include the need for greater student accountability, consistent reinforcement of classroom and campus expectations, targeted interventions for recurring behavior patterns, and strengthened leadership monitoring and communication to ensure expectations and consequences are implemented consistently across the campus.

School Processes & Programs

Problem Statement 3: A total of 8,514 discipline offenses were recorded for the 2025-2026 school year. Of the total referrals, 33% were for tardy/skipping, 29% personal communication devices, while 11% were for classroom insubordination. These three categories accounted for 73% of all discipline offenses. This indicates a challenge in maintaining student engagement and consistent adherence to behavior expectations. **Root Cause**: Contributing factors include the need for greater student accountability, consistent reinforcement of classroom and campus expectations, targeted interventions for recurring behavior patterns, and strengthened leadership monitoring and communication to ensure expectations and consequences are implemented consistently across the campus.

Perceptions

Problem Statement 7: A total of 8,514 discipline offenses were recorded for the 2025-2026 school year. Of the total referrals, 33% were for tardy/skipping, 29% personal communication devices, while 11% were for classroom insubordination. These three categories accounted for 73% of all discipline offenses. This indicates a challenge in maintaining student engagement and consistent adherence to behavior expectations. **Root Cause**: Contributing factors include the need for greater student accountability, consistent reinforcement of classroom and campus expectations, targeted interventions for recurring behavior patterns, and strengthened leadership monitoring and communication to ensure expectations and consequences are implemented consistently across the campus.

Priority 3: Personnel and Professional Development

Goal 1: By June 2027, the number of teachers meeting "accomplished" or higher on T-TESS will increase from 16% to 25% in Domain 2.5.

Evaluation Data Sources: T-TESS Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: The teachers will make real-time instructional adjustments using intentional monitoring forms during instruction. **Strategy's Expected Result/Impact:** Students show improvements in academic performance. The data will reflect student academic growth. **Staff Responsible for Monitoring:** Tambia Wesco (Associate Principal) **Problem Statements:** Demographics 3, 10 - Student Learning 1, 10 - School Processes & Programs 8, 10 - Perceptions 4, 11				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 3: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.
Problem Statement 10: DHS struggles to maintain aspiring teachers from alternative certification programs or those with 1-3 years of teaching experience. **Root Cause**: We currently do not have a check-in system or meetings for aspiring educators or new teachers to offer support to those with 1-3 years of experience.

Student Learning
Problem Statement 1: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.
Problem Statement 10: DHS struggles to maintain aspiring teachers from alternative certification programs or those with 1-3 years of teaching experience. **Root Cause**: We currently do not have a check-in system or meetings for aspiring educators or new teachers to offer support to those with 1-3 years of experience.

School Processes & Programs

Problem Statement 8: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Problem Statement 10: DHS struggles to maintain aspiring teachers from alternative certification programs or those with 1-3 years of teaching experience. **Root Cause**: We currently do not have a check-in system or meetings for aspiring educators or new teachers to offer support to those with 1-3 years of experience.

Perceptions

Problem Statement 4: Algebra 1, Biology, and English 1 & 2 scored below 60% meets on the Spring 2026 EOC. U.S. History score 64% meets on the Spring 2026 EOC. **Root Cause**: Contributing factor is limited rigorous instruction within the classroom does not align with the rigor of EOC/STAAR. Ensure partnership with curriculum and instruction to address root cause.

Problem Statement 11: DHS struggles to maintain aspiring teachers from alternative certification programs or those with 1-3 years of teaching experience. **Root Cause**: We currently do not have a check-in system or meetings for aspiring educators or new teachers to offer support to those with 1-3 years of experience.

Priority 3: Personnel and Professional Development

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

Evaluation Data Sources: Texas Certification Data from HR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Increase recruiting efforts by attending 2 college job fairs a year. **Staff Responsible for Monitoring:** Danny Colbert (Principal) **Problem Statements:** Demographics 10 - Student Learning 10 - School Processes & Programs 10 - Perceptions 11				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 10: DHS struggles to maintain aspiring teachers from alternative certification programs or those with 1-3 years of teaching experience. **Root Cause**: We currently do not have a check-in system or meetings for aspiring educators or new teachers to offer support to those with 1-3 years of experience.
Student Learning
Problem Statement 10: DHS struggles to maintain aspiring teachers from alternative certification programs or those with 1-3 years of teaching experience. **Root Cause**: We currently do not have a check-in system or meetings for aspiring educators or new teachers to offer support to those with 1-3 years of experience.
School Processes & Programs
Problem Statement 10: DHS struggles to maintain aspiring teachers from alternative certification programs or those with 1-3 years of teaching experience. **Root Cause**: We currently do not have a check-in system or meetings for aspiring educators or new teachers to offer support to those with 1-3 years of experience.
Perceptions
Problem Statement 11: DHS struggles to maintain aspiring teachers from alternative certification programs or those with 1-3 years of teaching experience. **Root Cause**: We currently do not have a check-in system or meetings for aspiring educators or new teachers to offer support to those with 1-3 years of experience.

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: Teacher Certification Data from HR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Meet with teachers once a month to gauge the climate and provide a culture of support. Cub Camp New Teachers 0-2 years Panther Camp Veteran Teachers **Strategy's Expected Result/Impact:** Increase teacher retention, positive culture, and provide a climate of support. **Staff Responsible for Monitoring:** Kaneka Brock (Associate Principal), Tambia Wesco (Associate Principal), Erika Johnson (Associate Principal) **Problem Statements:** Demographics 10 - Student Learning 10 - School Processes & Programs 10 - Perceptions 11				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 10: DHS struggles to maintain aspiring teachers from alternative certification programs or those with 1-3 years of teaching experience. **Root Cause**: We currently do not have a check-in system or meetings for aspiring educators or new teachers to offer support to those with 1-3 years of experience.
Student Learning
Problem Statement 10: DHS struggles to maintain aspiring teachers from alternative certification programs or those with 1-3 years of teaching experience. **Root Cause**: We currently do not have a check-in system or meetings for aspiring educators or new teachers to offer support to those with 1-3 years of experience.
School Processes & Programs
Problem Statement 10: DHS struggles to maintain aspiring teachers from alternative certification programs or those with 1-3 years of teaching experience. **Root Cause**: We currently do not have a check-in system or meetings for aspiring educators or new teachers to offer support to those with 1-3 years of experience.
Perceptions
Problem Statement 11: DHS struggles to maintain aspiring teachers from alternative certification programs or those with 1-3 years of teaching experience. **Root Cause**: We currently do not have a check-in system or meetings for aspiring educators or new teachers to offer support to those with 1-3 years of experience.

Priority 4: Fiscal Stewardship and Operational Excellence

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

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

Evaluation Data Sources: District and Campu Payroll Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Prioritize staffing based on student needs and instructional priorities to minimize overages and inefficiencies. **Strategy's Expected Result/Impact:** To reduce the fiscal expenditure at DHS. **Staff Responsible for Monitoring:** Danny Colbert (Principal) **Problem Statements:** Demographics 11 - Student Learning 11 - School Processes & Programs 11 - Perceptions 12				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 11: The district is currently in a deficit, causing DHS to manage the campus more closely. **Root Cause**: DHS has previously spent funds on enhancing the student and teacher cultural experience (t-shirts, food, give-aways).
Student Learning
Problem Statement 11: The district is currently in a deficit, causing DHS to manage the campus more closely. **Root Cause**: DHS has previously spent funds on enhancing the student and teacher cultural experience (t-shirts, food, give-aways).
School Processes & Programs
Problem Statement 11: The district is currently in a deficit, causing DHS to manage the campus more closely. **Root Cause**: DHS has previously spent funds on enhancing the student and teacher cultural experience (t-shirts, food, give-aways).
Perceptions
Problem Statement 12: The district is currently in a deficit, causing DHS to manage the campus more closely. **Root Cause**: DHS has previously spent funds on enhancing the student and teacher cultural experience (t-shirts, food, give-aways).

Priority 4: Fiscal Stewardship and Operational Excellence

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

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

Evaluation Data Sources: FIRST Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Build staff awareness of fiscal compliance through annual training on campus purchasing and budget procedures. **Staff Responsible for Monitoring:** Danny Colbert (Principal) **Problem Statements:** Demographics 11 - Student Learning 11 - School Processes & Programs 11 - Perceptions 12				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 11: The district is currently in a deficit, causing DHS to manage the campus more closely. **Root Cause**: DHS has previously spent funds on enhancing the student and teacher cultural experience (t-shirts, food, give-aways).
Student Learning
Problem Statement 11: The district is currently in a deficit, causing DHS to manage the campus more closely. **Root Cause**: DHS has previously spent funds on enhancing the student and teacher cultural experience (t-shirts, food, give-aways).
School Processes & Programs
Problem Statement 11: The district is currently in a deficit, causing DHS to manage the campus more closely. **Root Cause**: DHS has previously spent funds on enhancing the student and teacher cultural experience (t-shirts, food, give-aways).
Perceptions
Problem Statement 12: The district is currently in a deficit, causing DHS to manage the campus more closely. **Root Cause**: DHS has previously spent funds on enhancing the student and teacher cultural experience (t-shirts, food, give-aways).

Priority 4: Fiscal Stewardship and Operational Excellence

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

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

Evaluation Data Sources: District and Campus Budget Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Monitor and prioritize instructional supply budgets to ensure purchases directly support classroom instruction and student learning needs. **Strategy's Expected Result/Impact:** Danny Colbert (Principal) **Problem Statements:** Demographics 11 - Student Learning 11 - School Processes & Programs 11 - Perceptions 12				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 11: The district is currently in a deficit, causing DHS to manage the campus more closely. **Root Cause**: DHS has previously spent funds on enhancing the student and teacher cultural experience (t-shirts, food, give-aways).
Student Learning
Problem Statement 11: The district is currently in a deficit, causing DHS to manage the campus more closely. **Root Cause**: DHS has previously spent funds on enhancing the student and teacher cultural experience (t-shirts, food, give-aways).
School Processes & Programs
Problem Statement 11: The district is currently in a deficit, causing DHS to manage the campus more closely. **Root Cause**: DHS has previously spent funds on enhancing the student and teacher cultural experience (t-shirts, food, give-aways).
Perceptions
Problem Statement 12: The district is currently in a deficit, causing DHS to manage the campus more closely. **Root Cause**: DHS has previously spent funds on enhancing the student and teacher cultural experience (t-shirts, food, give-aways).