Duncanville Independent School District

Summit Education Center

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, 100% of students attending Summit will have at least one targeted TEKS in Math and ELAR identified during their placement and will receive weekly opportunities to demonstrate and discuss progress toward mastery and independent understanding of the targeted standards.

HB3 Priority

Evaluation Data Sources: Lead Measure:
Percentage of students with identified targeted Math and ELAR TEKS who participate in weekly progress monitoring and student-teacher conferences.

Lag Measure:
Percentage of students who demonstrate measurable progress toward mastery and increased independence in explaining or applying their targeted Math and ELAR TEKS during their Summit placement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement Summit's targeted TEKS progress-monitoring and student-ownership system. - Identify at least one targeted Math and ELAR TEKS for each student. - Provide targeted instructional support aligned to identified standards. - Monitor progress weekly through student-teacher conferences and available evidence of learning. - Require students to increasingly identify, explain, and discuss what they are learning and their progress toward independence. - Review implementation and student evidence during PLCs to determine needed instructional adjustments. **Strategy's Expected Result/Impact:** 100% of Summit students will have identified targeted Math and ELAR TEKS, with documented weekly progress monitoring, and students will demonstrate increasing ability to explain their learning and progress toward independence during their placement. **Staff Responsible for Monitoring:** Campus Principal, Math & ELA teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 3, 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 3: Students enter Summit with varied levels of academic readiness and learning gaps in Math and ELAR, while short, varying placement lengths limit the time available to provide targeted intervention and to measure progress. **Root Cause**: Students enter Summit at different levels of TEKS mastery and with varied academic and support needs, requiring individualized, targeted intervention within a compressed instructional timeframe.
Problem Statement 5: Some students complete assignments without consistently demonstrating understanding, reflection, or ownership of their learning. **Root Cause**: Summit's evidence-gathering and student-reflection systems are not yet implemented with consistent fidelity across all classrooms and students.

Priority 1: Student Academic Success

Goal 2: By June 2027, 80% of students attending Summit will demonstrate progress in behavioral self-regulation, engagement, and adherence to campus expectations during their placement.

HB3 Priority

Evaluation Data Sources: Lead Measure:
Percentage of students participating in weekly behavior reflection, progress monitoring, and student-teacher/counselor conferences aligned with Summit expectations.

Lag Measure:
Percentage of students demonstrating documented improvement in behavioral self-regulation, engagement, and adherence to campus expectations during their Summit placement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement Summit's student self-regulation, reflection, and behavioral progress-monitoring systems with fidelity. - Measure and evaluate student progress toward independence. - Establish and reinforce clear campus and classroom behavioral expectations. - Engage students in regular reflection and evaluation of their behavior, choices, and progress toward independence. - Use weekly student accountability documentation and conferences to monitor behavioral progress. - Provide targeted counselor, restorative, and behavioral supports based on individual student needs. - Review behavioral evidence and student progress to evaluate and determine needed interventions and adjustments. **Strategy's Expected Result/Impact:** At least 80% of students will demonstrate documented progress in behavioral self-regulation, engagement, and adherence to campus expectations during their Summit placement, with students increasingly able to identify, reflect upon, and adjust their own behavior. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Students demonstrate varying levels of behavioral self-regulation and responsiveness to campus expectations, requiring consistent implementation of Summit's behavioral support systems. **Root Cause**: Students enter Summit with varying levels of established behavioral boundaries and self-regulation skills, while staff consistency in implementing campus expectations and interventions continues to develop.

Priority 1: Student Academic Success

Goal 3: By June 2027, 100% of students completing their Summit placement will participate in Summit's established transition process, including documented transition preparation and communication with the receiving home campus prior to the student's return.

Evaluation Data Sources: Lead Measure:
Percentage of projected student transitions for which required transition preparation, documentation, and home-campus communication are initiated within established Summit timelines.

Lag Measure:
Percentage of students exiting Summit with a completed transition process and documented handoff to the home campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement Summit's established student transition and home-campus coordination process with fidelity. **Strategy's Expected Result/Impact:** 100% of students completing their Summit placement will have documented transition preparation and a coordinated handoff to their home campus. **Staff Responsible for Monitoring:** Campus Principal; Campus Counselor(s) **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Perceptions
Problem Statement 1: Students demonstrate varying levels of independent problem-solving, self-regulation, and decision-making skills. **Root Cause**: Students enter Summit with varied prior experiences and levels of development in the skills needed to navigate academic, behavioral, and interpersonal challenges independently.

Priority 2: Students, Families, and Community Connections

Goal 1: By June 2027, 100% of students completing a Summit placement will receive documented opportunities to develop and demonstrate transferable skills that support successful re-engagement with their home campus and continued progress toward college, career, and life readiness.

Evaluation Data Sources: Lead Measure:
Percentage of students participating in Summit systems designed to develop academic ownership, self-advocacy, problem-solving, behavioral self-regulation, and transition readiness.

Lag Measure:
Percentage of exiting students demonstrating documented evidence of growth in one or more identified transferable student capacities during their Summit placement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement Summit's student-capacity development systems to strengthen students' readiness for successful re-engagement with their home campuses and continued college, career, and life readiness. **Strategy's Expected Result/Impact:** 100% of students completing a Summit placement will have documented evidence of participation in capacity-building systems, including growth in academic ownership, self-advocacy, problem-solving, behavioral self-regulation, or transition readiness. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Students demonstrate varying levels of behavioral self-regulation and responsiveness to campus expectations, requiring consistent implementation of Summit's behavioral support systems. **Root Cause**: Students enter Summit with varying levels of established behavioral boundaries and self-regulation skills, while staff consistency in implementing campus expectations and interventions continues to develop.

Priority 2: Students, Families, and Community Connections

Goal 2: By June 2027, at least 80% of students attending Summit will demonstrate active participation in structured campus activities that promote positive relationships, student voice, responsibility, and connection to the Summit community.

Evaluation Data Sources: Lead Measure:
Percentage of students provided opportunities to participate in structured community-building, student voice, recognition, leadership, or relationship-building activities during their Summit placement.

Lag Measure:
Percentage of students demonstrating documented participation and positive engagement in Summit's campus community during their placement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement structured student engagement and community-building opportunities that strengthen student voice, positive relationships, a sense of responsibility, and connection to the Summit community. **Strategy's Expected Result/Impact:** At least 80% of students will demonstrate documented participation in one or more structured community-building opportunities during their Summit placement. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Perceptions
Problem Statement 1: Students demonstrate varying levels of independent problem-solving, self-regulation, and decision-making skills. **Root Cause**: Students enter Summit with varied prior experiences and levels of development in the skills needed to navigate academic, behavioral, and interpersonal challenges independently.

Priority 2: Students, Families, and Community Connections

Goal 3: By June 2027, 100% of Summit students will have access to responsive counseling, social-emotional, restorative, and family support based on identified student needs during their placement.

Evaluation Data Sources: Lead Measure:
Percentage of students with identified counseling, social-emotional, restorative, or family-support needs who are connected to appropriate campus supports.

Lag Measure:
Percentage of identified student support needs for which documented interventions, services, referrals, or family communication were provided during the student's Summit placement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement a coordinated student-support system that identifies individual student needs and provides appropriate counseling, social-emotional, restorative, guidance, and family supports. **Strategy's Expected Result/Impact:** 100% of students with identified support needs will receive documented access to appropriate campus interventions, services, referrals, or family communication during their Summit placement. **Staff Responsible for Monitoring:** Campus Principal & the Counselor **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Perceptions
Problem Statement 1: Students demonstrate varying levels of independent problem-solving, self-regulation, and decision-making skills. **Root Cause**: Students enter Summit with varied prior experiences and levels of development in the skills needed to navigate academic, behavioral, and interpersonal challenges independently.

Priority 3: Personnel and Professional Development

Goal 1: By June 2027, 100% of Summit teachers will demonstrate growth in implementing Summit-specific instructional, classroom management, and student support practices, as evidenced by T-TESS-aligned observations, learning walks, coaching, and professional learning.

Evaluation Data Sources: Lead Measure:
Percentage of teachers participating in targeted professional development, PLCs, learning walks, peer coaching, and administrator coaching aligned to identified instructional and classroom-management needs.

Lag Measure:
Percentage of teachers demonstrating documented growth in targeted T-TESS indicators and Summit-specific instructional and classroom-management practices over the course of the school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement a continuous professional learning and coaching cycle focused on Summit-specific instructional practices, classroom management, student independence, and identified T-TESS growth areas. **Strategy's Expected Result/Impact:** 100% of Summit teachers will participate in targeted professional learning and coaching, with documented evidence of growth in identified T-TESS indicators and in Summit-specific instructional or classroom management practices by June 2027. **Staff Responsible for Monitoring:** Campus Principal **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Staff demonstrate varying levels of proficiency and consistency in implementing Summit's DAEP-specific instructional and student-support systems. **Root Cause**: The complexity of Summit's instructional model requires ongoing job-embedded professional development, practice, observation, feedback, and peer learning to build consistent implementation across staff.

Priority 3: Personnel and Professional Development

Goal 2: By June 2027, Summit will implement consistent staff support and wellness practices designed to strengthen staff resilience, job satisfaction, and capacity to effectively support students in the DAEP environment.

Evaluation Data Sources: Lead Measure:
Percentage of planned staff wellness, check-in, recognition, restorative, and support opportunities implemented throughout the school year.

Lag Measure:
Staff feedback regarding perceived support, wellness, job satisfaction, and capacity to manage the demands of the DAEP environment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement consistent staff-support practices that promote wellness, recognition, restorative support, collaboration, and organizational resilience. **Strategy's Expected Result/Impact:** Staff will report increased access to meaningful support and demonstrate sustained capacity to effectively meet the instructional, behavioral, and relational demands of the Summit environment. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Perceptions
Problem Statement 4: Stakeholder feedback is not yet consistently analyzed over time to identify trends and inform continuous campus improvement. **Root Cause**: Summit's formal stakeholder feedback and CNA processes are still developing into a recurring cycle of collection, analysis, action, and follow-up.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 1: By June 2027, Summit will systematically review campus resource allocations and prioritize available funds, materials, personnel, and other resources toward identified instructional and student-support needs.

Evaluation Data Sources: Lead Measure:
Percentage of scheduled resource and budget reviews completed to evaluate alignment between available resources and identified campus instructional and student-support priorities.

Lag Measure:
Percentage of identified high-priority instructional and student-support resource needs addressed through allocation, reallocation, acquisition, district support, or documented advocacy by June 2027.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement a systematic resource-review process to align available fiscal, personnel, instructional, and operational resources with identified Summit priorities and student needs. **Strategy's Expected Result/Impact:** Campus resource decisions will demonstrate documented alignment with identified instructional, student-support, and operational priorities, with high-priority resource needs addressed or elevated to the appropriate district department when additional support is required. **Staff Responsible for Monitoring:** Campus Principal **Problem Statements:** Perceptions 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Perceptions
Problem Statement 4: Stakeholder feedback is not yet consistently analyzed over time to identify trends and inform continuous campus improvement. **Root Cause**: Summit's formal stakeholder feedback and CNA processes are still developing into a recurring cycle of collection, analysis, action, and follow-up.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: By June 2027, campus resource decisions will demonstrate documented alignment with identified instructional, student-support, and operational priorities, with high-priority resource needs addressed through campus action or elevated to the appropriate district department when additional support is required.

Evaluation Data Sources: Lead: Quarterly payroll analysis reports tracking staffing efficiency ratios and payroll percentage trends toward the 80.36% target.

Lag: Annual payroll expenditure percentage calculated from total campus budget as reflected in the district's financial reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Optimize staffing through strategic position analysis, cross-training initiatives, attrition management, and maximizing use of part-time or shared positions where appropriate to reduce payroll costs while maintaining instructional quality and student support services. **Strategy's Expected Result/Impact:** Reduced payroll percentage creates greater budget flexibility to invest in instructional resources, technology, and programs that directly support personalized learning and student success at The Summit. **Staff Responsible for Monitoring:** Campus Principal and District Chief Human Resources Officer **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Staff demonstrate varying levels of proficiency and consistency in implementing Summit's DAEP-specific instructional and student-support systems. **Root Cause**: The complexity of Summit's instructional model requires ongoing job-embedded professional development, practice, observation, feedback, and peer learning to build consistent implementation across staff.